SELF STUDY REPORT
for
NAAC - 3rd Cycle

Submitted to
THE NATIONAL ASSESSMENT &
ACCREDITATION COUNCIL
Bangalore

Submitted by
A. B. M. S. Parishad’s
YASHWANTRAO CHAVAN LAW COLLEGE,
PUNE
Maharashtra

July 2016
## Contents

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Criteria/Annexure</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Preface</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>Genesis of ABMS Parishad</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>The College</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>Steering Committee</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>Executive Summary</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>SWOC Analysis</td>
<td>19</td>
</tr>
<tr>
<td>7</td>
<td>Institutional Profile</td>
<td>20</td>
</tr>
<tr>
<td>8</td>
<td>Criterion I Curricular Aspects</td>
<td>31</td>
</tr>
<tr>
<td>9</td>
<td>Criterion II Teaching - Learning And Evaluation</td>
<td>46</td>
</tr>
<tr>
<td>10</td>
<td>Criterion III Research, Consultancy And Extension</td>
<td>77</td>
</tr>
<tr>
<td>11</td>
<td>Criterion IV Infrastructure And Learning Resources</td>
<td>108</td>
</tr>
<tr>
<td>12</td>
<td>Criterion V Student Support And Progression</td>
<td>131</td>
</tr>
<tr>
<td>13</td>
<td>Criterion VI Governance, Leadership And Management</td>
<td>148</td>
</tr>
<tr>
<td>14</td>
<td>Criterion VII Innovations And Best Practices</td>
<td>175</td>
</tr>
<tr>
<td></td>
<td>Post Accreditation Initiatives</td>
<td>186</td>
</tr>
<tr>
<td>15</td>
<td>Compliance Report of 2nd Cycle of Accreditation</td>
<td>188</td>
</tr>
<tr>
<td>16</td>
<td>Abbreviations</td>
<td>192</td>
</tr>
<tr>
<td>17</td>
<td>Annexure I - Declaration by Head of the College</td>
<td>193</td>
</tr>
<tr>
<td>18</td>
<td>Annexure II - Certificate of Compliance</td>
<td>194</td>
</tr>
<tr>
<td>19</td>
<td>Annexure III - Certificate of Approval of Courses by Affiliating University</td>
<td>195</td>
</tr>
<tr>
<td>20</td>
<td>Annexure IV - UGC Recognition u/s- 2(f) &amp; 12(B)</td>
<td>196</td>
</tr>
<tr>
<td>21</td>
<td>Annexure V - UGC XII Plan General Development Grants Copy from UGC</td>
<td>198</td>
</tr>
<tr>
<td>22</td>
<td>Annexure VI - Letter of Permanent Recognition of the College by the Bar Council of India</td>
<td>200</td>
</tr>
<tr>
<td>23</td>
<td>Annexure VII - NAAC 1st Cycle Assessment and Accreditation Certificate</td>
<td>203</td>
</tr>
<tr>
<td>24</td>
<td>Annexure VIII - NAAC 2nd Cycle Assessment and Accreditation Certificate</td>
<td>204</td>
</tr>
<tr>
<td>25</td>
<td>Annexure IX - Master Plan of the Institution</td>
<td>205</td>
</tr>
</tbody>
</table>
Preface

Our institute is one of the leading institutes in legal education in Pune. Being a government aided institute, it follows the rules and regulations and complies with them. The institute has already faced assessment and accreditation by NAAC twice in the past. The first accreditation was carried out on 16/09/2003 and received the points 72.40 with B Grade. The institute went for accreditation second time and was awarded with CGPA of 2.72 on four points scale at B grade. More importantly, these two assessments have helped the college improve its performance in many areas of legal education.

The institute runs three and five year law degree courses, a postgraduate course (LL.M.) and three diplomas. While conducting these courses, the institute makes sure that the provisions of all necessary things for these courses should be in place so that it would be able to achieve quality. Similarly it is also necessary to review the performance of the college through an authorized agency.

The analytical peer team report of the second assessment of the institute gave several ideas about its performance and showed the path to make more positive changes. The peer team made recommendations which the institute has tried to fulfill with constant efforts during the past five years.

Teaching learning, being the essence of education has become the focus of attention. The faculty has made it student centric so that students should benefit maximally from it. All necessary resources have been made available to the faculty and students. Even though the institute has no discretion to frame the curriculum, the faculty takes into consideration the present context of globalization and liberalization. For instance, the institute has tried to fulfill the recommendation of modernizing the library with the addition of e-learning resources. It has subscribed to the databases like SCC online, Heinonline (an international database with a large number of international journals) and NList INFLIBNET. Similarly students are also being made aware of such resources so that they can use them. Furthermore, the institute has also set up a permanent moot court hall so that students can feel the sense of actual practice of law in courts. The moot court sessions are being conducted in the hall.
The institute has also focused on the mobilization of financial resources in order to utilize them properly and optimally. It has spent a considerable amount of money on e-learning resources, infrastructure, and ICT based equipments for teaching learning. During the third cycle of accreditation, looking at the aspect of research, the faculty maximized their output of research work. The research committee promoted the research culture in the premises. The six faculties are involved in doctoral research.

To bring about such changes and to run administration properly, we have maintained proper coordination between IQAC and LMC and the management of the Society. The General Secretary, Mrs Pramila Gaikwad and the LMC Chairman, Mr B. D. Gaikwad extended unconditional and valorous support and encouraged the faculty and administrative staff to perform the assigned duties and to prepare this SSR. I express my deep thanks to the General Secretary, the LMC Chairman and the Management of the Society.

I also appreciate the hard efforts and unflagging enthusiasm of the faculty members in preparing this report. The efforts of the librarian should be acknowledged to maintain the library in order and to keep the essential data. The office superintendent and other staff members do definitely deserve appreciation for their thorough cooperation and assistance for this report.

At last I would like to acknowledge that the past accreditations of the institute by NAAC have helped the institute frame the policies and strategies, develop various mechanisms and implement the mission statement keeping students at the centre of legal education. They are witnessed in the third cycle by way of this SSR report.

Dr Shubhada Gholap

Principal
Genesis of ABMSP

Akhil Bhartiya Maratha Shikshan Parishad (A.B.M.S.P.) which celebrated its centenary year in 2007 is a public trust and was established in 1907, i.e. in the first convention held at Dharvad (Karnataka) in the presence of Rajarshi Shahu Maharaj. The Parishad was established with the inspiration of the thoughts of Jyotibha Phule in order to bring reforms in the education, culture and economy of the society with motto “Bahujan Hitay, Bahujan Sukhay” (In the interest and welfare of the common masses). Since its inception, the Parishad has created an educational awareness amongst the people of all strata. The Parishad continued to hold conventions from 1907 till 1974 and these conventions were platforms to spread progressive thoughts for education for all masses and women against retrogressive conventions and traditions. The work of education was enhanced by the revolutionary thoughts of Rajashri Shahu Maharaj, who believed in free and compulsory education to the students of all classes in the society.

Similarly the progressive thoughts of leaders like Shri Sayajirao Gaikwad of Badoda and Shri Madho Rao Scindia
played a key role in the establishment of the Parishad.

Rajarshi Shahu Maharaj, Shri Sayajirao Gaikwad of Badoda and Shri Madho Rao Scindia are always regarded as the architects of Akhil Bhartiya Maratha Shikshan Parishad.

This work of the Parishad was carried on by the eminent national personalities namely Yashwantrao Chavan (Former Deputy Prime Minister of India), Bhausaheb Hire, Kakasaheb Wagh and Keshavrao Jedhe.

The inauguration of the Parishad’s first educational complex in the campus of the college was done at the hands of the first Prime Minister, Shri Pandit Jawaharlal Nehru on 5 October 1959. The main aim of the Parishad is to create a state of art educational complex so that higher education will be made available to all strata of the society at a very reasonable consideration and to provide the adequate aids and guidance to the students and to eliminate the number of hurdles faced by them. The Parishad has been running its activities in the vicinity of historic Parvati hills, surrounded by nature’s beauty having an area of about 67 acres of the land. Around one lakh trees have been planted by the institution in the past several years. This environment friendly task was recognized by the Forest Department of the Central Government by bestowing ‘Vanashree” award upon the Parishad.

Now Honorable Shri Sharad Pawar, Ex-Agricultural Minister of Government of India, is the President of the Parishad and under his mighty guidance, the Parishad has progressed tremendously in the recent past. His inspirational support motivates all the elements of the educational campus and creates encouraging spirit among all the employees of the Society.
Yashwantrao Chavan Law College was established in June 1978. Earlier the college was known as A.B.M.S. Parishad’s Law College. However, in the year 1987, in the memory of our country’s great visionary leader Late Shri Yashwantrao Chavan, who rose to the height of Deputy Prime Minister, the college was named after him.

Yashwantrao Chavan inspired the work of the Parishad at the beginning and was one of the key figures in the establishment of this educational campus. The change in the name of this Law institute is a mark of respect and honour towards him.

The college was accredited by NAAC, Bengaluru second time in 2010. Our College is affiliated to Savitribai Phule Pune University on permanent basis and also recognized by the Bar Council of India, New Delhi.

The college has its separate spacious building which is located in the same campus of A. B. M. S. Parishad. The four storeyed building of the college was inaugurated on 20th February 2005 at the auspicious hands of Hon. Shri Sharad Pawar (The Ex-Agriculture Minister, Central Govt. and the President of ABMSP) in the presence of Hon. Mr Ajit Pawar (Ex-Deputy Chief Minister, Govt. of Maharashtra).

The building has been constructed as per the norms laid down by UGC and as per the sanctioned plan of Pune Municipal Corporation. It is a four storeyed building with spacious classrooms on all floors. Various rooms for organizing activities are on ground floor.

Yashwantrao Chavan Law College endeavours to achieve a synthesis of the original aim and objectives cherished by our parent institution and to match the rapid changes taking place in the educational field. The college has kept before itself the goals of
advancement and dissemination of knowledge of law and legal process in the context of national development. In accordance with these basic expectations, the college has kept the goal in view that the professional lawyers must be well equipped to perform the various roles, which they are expected to play in the society.

The college has completed its thirty-eight years. Over the years, it has created a niche in the field of law education and repute in the city. As everybody is aware, Pune city being the seat of learning and education, students from all over Maharashtra and the country rush to this great city in search of homely atmosphere where education is imparted to them with the essential standards. It is the vision of our management of the ABMSP and its various institutions to take these students into their fold and groom them for their professional excellence in various fields.

Our college thus provides not only professional excellence in the field of law education but also makes the rural students worthy of entering into the professional field. This is how our college is fulfilling its commitment of its noble vision and mission.
A. B. M. S. Parishad’s

Yashwantrao Chavan Law College

Dr Shubhada Gholap (Principal)
Chairperson, Steering Committee

Mr Ravindra Patil
Coordinator, Steering Committee

Steering Committee Members

Dr Sopan Ivare, Associate Professor
Mr Rahul Bibave, Assistant Professor
Mr Nitin Chalwadi, Assistant Professor
Mr Pramod Phadatare, Office Superintendent

Criteria I & III

Dr Sopan Ivare
Mr Rahul Bibave

Criterion II

Mr Nitin Chalwadi
Mrs V. V. Jadhav

Criteria V & VII

Mrs M. S. Shirlekar
Mrs S. R Gokhale

Criteria IV & VI

Mr Ravindra Patil
Mr Ravindra Wakade
I: Curricular Aspects

The institution has its own vision and mission reflecting the learning outcomes. In order to achieve the mission and its learning outcomes, it prepares action plans to implement the curriculum prescribed by the University and for the smooth process of administration. The college prepares teaching plans, time-tables of the semesters and an academic calendar every year. The teachers maintain the diaries about the classes and the activities conducted by them.

For effective delivery of curriculum, the college provides infrastructural facilities such as projectors in the classrooms and the latest editions of various books (texts and reference) for the library. To enrich the curriculum, the institution conducts additional activities such as visits to Bombay High Court and its Bench at Aurangabad, the Supreme Court, National Law Commission, the Pune District Court, the Central Jail at Pune and participation in Lokadalats and the others. Similarly the institution also establishes its network with the UGC and the University to get the benefit of the schemes introduced by them to enrich the curriculum. The faculty also offers suggestions to contribute to the revision or modifications in the syllabus prescribed by the University.

There is academic flexibility for students so that students can do a degree course and a diploma at the same time. Similarly the college offers academic flexibility in the optional subjects prescribed by the University for the first, second and third year of three year degree course and the third, fourth and fifth year of five year degree course. Similarly the post graduate students are offered elective options and skill development programmes. The college offered a short term course on its own under the Equal Opportunity Centre, a scheme introduced by the UGC under XI Plan for the sake of positive discrimination.

In order to make students aware and responsible, the college ensures that current issues such as gender, climate change, environmental education, human rights and ICT are included in the teaching learning process. The institution holds various activities on such issues. Furthermore, to improve upon the performances of teachers and the organizations of the activities, the institution collects feedback.
from students. Students’ feedback regarding the curriculum is also conveyed to the Board of Studies in Law of the University.

Being head of the institution, the Principal monitors and evaluates the quality of teaching and the enrichment programmes. She also conveys the same to the stakeholders such as the members of the management of the Society and suggestions are sought from them for further progress.

II: Teaching Learning and Evaluation

The institution performs the admission process as per the rules set by the statutory bodies like the BCI, the UGC, Savitribai Phule Pune University and the state government. The college prepares a prospectus and maintains its own website- www.yclawcollegepune.org and they contain the details about the admission process.

The motto of our Society, A. B. M. S. Parishad, is “Bahujan Hitay Bahujan Sukhay” (In the interest and welfare of the common masses) which signifies its commitment to the educational and all round development of the downtrodden in the society. The college appoints a committee of teachers for the admission process of the undergraduate courses. This committee conducts the interviews of the candidates as they come for admission. After checking ability and genuine wish of students to do law, the committee allows the students to take admission. However the rules regarding the admission process are followed properly. The admission process is reviewed from time to time. The college receives grant-in-aid from the state government and therefore the admission fee is low compared to the fees of other law colleges in the same city. It benefits the weaker sections of the society as they should not be deprived of the education of their choice.

In the learning process the differently abled students are provided with the essential materials such as DVDs, CDs, and special books. At the same time the slow and advanced learners are identified in the first few introductory sessions and through interaction with them. Thereafter the teachers concentrate on these slow learners. These learners are encouraged to participate in group discussion, presentations and question-answer sessions. They are given feedback regularly so that they could change their learning strategies and reinforce the positive ones. The teachers are
also sensitive towards the needs and diversity of such students and sensitize them about the social issues such as gender, equality by conducting various activities. Similarly the advanced learners are not neglected and they are promoted to participate in moot courts, essay writing and research paper writing competitions.

The college also implements the Book Bank Scheme which benefits the students belonging to SC/ STs and even open category. The college also runs a counselling centre wherein the students can seek academic and personal counseling.

The teaching-learning process is enhanced by various ways such as teaching plans, academic calendar, time tables, diaries and the supervisory role of the Principal. The IQAC of the college also contributes significantly to this process as most of the crucial issues relating to the College are discussed in its meetings. Teaching of the syllabi is monitored by the Principal and she also uses the tools like time tables, diaries of the teachers and sudden visits to ongoing classes. Apart from this, there is a mechanism of feedback from the students both about all general facilities and teaching and about teachers especially.

In order to develop critical thinking and scientific temper and to enhance the creativity of the students, the faculty correlates the theoretical knowledge with practical life and tries to show the connection between law and life. Similarly the college holds seminars and workshops on topics such as gender justice, ICT, social media. Teaching learning takes place through the blending of both the use of information technology and the practical use of curriculum.

To enrich the teaching learning process, the library should be strong and this is true in respect of this institution. The library is strong for the reasons that it is modernized by the use of ICT. There is a bar code system to issue books and the OPAC system is used as well. It has got a good collection of both text and reference books. There is a computer lab and it has got twenty computers with broadband connectivity. Almost all the computers have online and offline databases. There are subscriptions of national and international journals as well. So the library is one of the best sources for studies in the institution.

The institution continues its policy to support its teaching faculty by promoting them to enhance their ability. They are allowed to attend and to make presentations
in various seminars, conferences and workshops. They are also given increments regularly and their applications are forwarded to the Joint Director of Higher Education, Pune Region for senior scales or selection grade.

As far as evaluation of the students is concerned, the institution follows the rules prescribed by the University in this respect. The students appear for the semester examinations and their papers are assessed at a centre specified by the University. All their grievances regarding evaluation are addressed by the institution as the rules. The institution also examines students internally through tests and tutorials, presentations, group discussion or case studies. By this way the institution tries to make sure it achieves its learning outcomes.

III: Research, Consultancy and Extension

The institution has set up a Research Cell equipped with all the essential facilities like computers with internet connectivity, books and furniture. The Cell works under the research committee which facilitates and monitors the research activities conducted by the students and teachers. The Cell is accessible to both teachers and students. The teachers doing projects and doctoral research are supported by the institution through this Cell.

The three faculty members have completed the minor projects granted by Savitribai Phule Pune University and Dr S. R. Ivare has also completed one minor research project sanctioned by UGC. Six faculties are pursuing their doctoral research in various interdisciplinary areas.

Though there is no specific provision in the budget for research activities as such, a certain amount of money is spent on research activities and facilities provided to the teachers and students. There is a Wi-Fi facility in the premises whereby the staff and students can have flexibility in accessing online resources. The college has an online database of SCC and an offline database of AIR. The college has purchased the subscription of Heinonline and has access to international online databases through Nlist-INFLIBINET.

An inter-library loan facility is also made available to the staff and students. They can obtain books from the library of Shri Shahu Mandir Mahavidyalaya, Pune. Similarly the institution has obtained the subscription of British Library. From time
to time, the college pays subscription charges for students to get access to the Jayakar library of Savitribai Phule Pune University.

The research committee holds meetings twice in a year and takes review of the activities and the facilities available and recommends the additional and new things to the Research Cell. As a result, the research publications of the faculty have increased in the past five years.

There is a Legal Aid Centre in the college and it provides legal consultation to people free of charge. There are two faculties in charge of the Centre and students also visit it and participate in the consultation.

The college also conducts extension activities in order to make students sensible and responsible citizens and to inculcate the sense of citizenship and have respect for each other without any discrimination on the basis of caste, sects, religion or race. Though there is no collaboration with any national institution, scholars are invited for various programmes and students have a chance interact with them. Similarly LPOs like MINDCREST and Quislex have been called to the campus for recruitment and training.

IV: Infrastructure and Learning Resources

In order to match the academic growth, the institution ensures that the infrastructure should be augmented at that speed. The institution generally secures funds from the statutory agencies like Savitribai Phule Pune University and the UGC for this purpose. In addition the institution also uses its fund to increase infrastructural facilities. There are classrooms (13) with seating arrangements, platforms and podiums. A seminar hall and a conference hall are there along with a computer lab with twenty computers. There is WI-Fi in the college premises. There are two databases, SCC online and AIR offline as well. In addition to these facilities, there are equipments and facilities for extension activities. Students with physical disabilities are taken care of. There is an elevator and other facilities for their study are also made available.

There are two hostels in the campus for boys and girls with all essential amenities. There are two gymnasia, one in the college premises and another in the campus. The swimming tank is also there but students can use it by paying charges at
concessional rates. The first aid boxes are available at both hostels and in the college and in emergency, students can approach Shri Bhagwan Clinic and Parvati Clinic which are connected with the college.

As far as the library is concerned, there is a kind of mechanism which works for the library. The library committee looks after the administration of the library. The books recommended by the teachers and suggestions given by the students through the feedback are immediately considered and action is taken on them. The library is a rich source of study materials which includes online and offline databases, internet connectivity, subscriptions of national and international journals and online database of journals such as Heinonline and other databases through NList-INFLIBNET. Apart from these, there are 10349 books and 5273 reference books including bound volumes of journals which are worth Rs. 5045546. The institution spent Rs. 499942 on learning resources in 2015-16.

There are twenty computers in the computer lab and the reference section. Almost all the teachers have received individual computers with internet connectivity. All these computers are connected with LAN sectionwise. The softwares such as Microsoft Windows, Microsoft Office, Acrobat Reader and Anti-virus (Quick Heal) are original and upgraded regularly. The students can get the benefit of lectures on the National knowledge Network through the webcast portal of Savitribai Phule Pune University, http://webcast.unipune.ac.in.

**V: Student Support and Progression**

The institution publishes a prospectus containing information regarding the history of the college, the vision and mission, all diploma, degree, and postgraduate courses including the names of compulsory and optional subjects, eligibility parameters, rules of evaluation, scholarship and freeship, the admission procedure, fee structure, disciplinary rules including separate clauses of anti-ragging cell, library infrastructure, the number of books, reference books, hostel facilities and the curricular, co- and extra-curricular activities. The institution also facilitates the distribution of freeship and scholarship to the students belonging to the categories of SC, ST, STC and PTC.
The institution provides all kinds of support services to the students through different ways such as Coaching Classes for Entry in Services for SC/ST/OBC, Remedial Coaching for SC/ST/OBC (Non Creamy layer) and Minorities, Book Bank Scheme, Skill Development Programme, Support for slow learners, Publication of student magazines, the Earn while Learn scheme, Medical Assistance and the others.

The students receive guidance, personal or career-related through the counseling centre and even teachers are also appointed as mentors for each class. They are helped through the Placement Cell by way of recruitment, juniorship with senior lawyers and interview techniques. The registered Alumni Association also helps the students for job opportunities.

The college conducts various extension activities and cultural programmes through Youth Week. The students are also promoted to participate in external competitions and the expenses for their participation in these competitions is borne by the college. To give exposure to the students’ creativity the college publishes a magazine and a wall magazine.

VI: Governance, Leadership and Management

The college has developed its own vision and mission and works in that direction. The vision and mission of the college is integrated with the motto of the Society, Bahujan Hitay Bahujan Sukhay” (In the interest and welfare of the common masses). Therefore the college conducts all necessary activities in the interest of students along with maintaining the standard of teaching learning.

Similarly leadership is decentralized to a certain extent. At the institutional level the Principal and the teachers can take decisions on their own and certain decisions are taken and approved of by the management of the Society. At the college level the IQAC and the LMC play a crucial role and most of the decisions are finalized by them. However decisions regarding financial provisions need the approval of the General Secretary of the Society.

Students are allowed to participate in certain committees so that they can exercise their say whenever it is necessary. Students have representatives in the Students Council and various committees such as Anti-ragging committee, Grievance
Redressal Cell Committee, Magazine Committee, Cultural Committee, Sports Committee and committees for various programmes. If the students have any grievances, they can use the grievance box or can write a letter to the Principal regarding their complaint and it is immediately dealt with thereafter.

The institution ensures that the quality of education is maintained. So it makes efforts to increase infrastructural facilities, to provide IT based learning resources, to promote teachers to senior scales, from senior scale to selection grade and to give increments regularly and to associate itself with LPOs and network with the Alumni.

The institution prepares a report of all activities and programmes conducted by it and provides this information by way of annual report to the management of the Society. The management is informed about the performance of the students and the teachers by way of feedback.

The feedback is regularly collected twice in a year from the students and even their suggestions are also entertained given at the end of the feedback form. The students also give their feedback on individual teachers. The feedback is analysed and the report is prepared on it and this report is put before the IAQC and LMC so that action could be taken to improve performance of the college and the quality could be maintained.

The management has made provisions for internal and external audits of the accounts of the institution. The internal auditor is hired by the management and the external audit is made by the government officer/ agency.

The institution has set up an Internal Quality Assurance Cell which takes care of quality of education in respect of teaching-learning, library, infrastructure and activities and overall development. Many activities are channelized through the IQAC and there is good connection between students and IQAC and students and Alumni. It helps in the integration of academic performance and administrative work.

So the institution assesses and brings about changes in the quality of education through various mechanisms and structures such as teaching plans, academic diaries, monthly meetings of the faculty and the Principal, feedback, meetings of the
LMC, academic and non academic committees and the result of the University examinations.

**VII: Innovations and Best Practices**

The college conducted the green audit and followed the recommendations given in the audit report.

As a part of innovation, the college had already purchased the software for admission, CMS (college management system) but it was inadequate for handling the admission process completely. Later on, in 2014 the institution modified and added a few facilities in it. The database of students’ profile is properly prepared and information regarding students can be easily generated, whenever required.

Similarly, gender sensitization is being done through its integration with regular teaching and has been brought into daily communication in classes. This innovative way of making gender issues part of regular teaching through the strategies of group discussion, interaction, presentations and the teaching of prescribed subjects in the University curriculum. It has created positive impact on the students and has proved to be fruitful.

The institution has been deploying some best practices for the past several years in its functioning. Among others, the Book Bank Scheme needs to be mentioned here. This best practice has benefited many students till now and it has also increased the interest of reading among students. The students can get a set of books at a time and read books back at home.

Similarly there is another best practice, Yashwantrao Chavan Law Lecture Series which has academically and practically benefitted students and created interest about practice among students. The college organizes five to six lectures in a year and eminent people from law and other related fields are invited to deliver lectures.
### SWOC Analysis

#### Strengths
- Adequate infrastructure for conducting teaching activities
- There is a sufficient provision of E-learning resources
- Strong amalgamation of urban and rural students
- Use of ICT in teaching learning
- Education is available at affordable fees

#### Weaknesses
- There is inadequate teaching staff
- The research output is lower
- Library space is not enough
- Lower participation of students in outside competitions
- There are no collaborative programmes with institutes of national eminence

#### Opportunities
- The institute has a lot scope to increase the research activities
- To enter into more collaborative activities with government and nongovernment agencies
- More students need to be promoted to participate in competitions
- To enhance the quality of activities and educational environment to match the international standards of higher education

#### Challenges
- The institute faces difficulties in filling the posts of teaching
- To reduce the dropout rate of students is also challenging for the college
- It is difficult to prepare the curriculum in sync with the global standards as the institute has no discretion in framing it
- The institute also faces the challenge of financial self-sufficiency
## 1. Profile of the Affiliated / Constituent College

### 1. Name and Address of the College:

<table>
<thead>
<tr>
<th>Name</th>
<th>Yashwantrao Chavan Law College</th>
</tr>
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<tbody>
<tr>
<td>Address</td>
<td>Parvati</td>
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<td>City</td>
<td>Pune</td>
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<td>Pin</td>
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<tr>
<td>Website</td>
<td><a href="http://www.yclawcollegepune.org">www.yclawcollegepune.org</a></td>
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### 2. For Communication:

<table>
<thead>
<tr>
<th>Designation</th>
<th>Name</th>
<th>Telephone With STD Code</th>
<th>Mobile</th>
<th>Fax</th>
<th>Email</th>
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<tbody>
<tr>
<td>Principal</td>
<td>Dr. Shubhada Gholap</td>
<td>O: 020 24221002 R:-</td>
<td>09850068399</td>
<td>020 24224607</td>
<td><a href="mailto:yclawpune@gmail.com">yclawpune@gmail.com</a></td>
</tr>
<tr>
<td>Steering Committee</td>
<td>Mr. Ravindra Patil</td>
<td>O: 020 24221002 R:-</td>
<td>09421011836</td>
<td>020 24224607</td>
<td><a href="mailto:shyamap28@gmail.com">shyamap28@gmail.com</a></td>
</tr>
</tbody>
</table>

### 3. Status of the Institution:

Affiliated College  
Constituent College  
Any other (specify)  

### 4. Type of Institution:

- **a. By Gender**
  - i. For Men
  - ii. For Women
  - iii. For Co-education  
    - √

- **b. By Shift**
  - i. Regular  
    - √
  - ii. Day  
    - 

---

*Image not provided*
iii. Evening

5. It is a recognized minority institution?
   i. Yes
   ii. No ✅

If yes specify minority status (Religious/linguistic/any other) and provide documentary evidence

---

6. Source of funding
   Government
   Grant-in-aid ✅
   Self- financing
   Any other

7. a. Date of establishment of the college 13/09/1978 (DD/MM/YY)
   b. University to which the college is affiliated or which governs the college (if it is constituent college)
      Savitribai Phule Pune University, Pune
   c. Details of UGC Recognition:

<table>
<thead>
<tr>
<th>Under Section</th>
<th>Date, Month and Year dd/mm/yy</th>
<th>Remarks (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 (f)</td>
<td>27/01/2000</td>
<td>--</td>
</tr>
<tr>
<td>12 (B)</td>
<td>02/03/2002</td>
<td>--</td>
</tr>
</tbody>
</table>

(Enclose the certificate of the section u/s 2 (f) and 12 (B) of the UGC Act)

d. Details of recognition/approval by statutory/regulatory bodies other than UGC
   (AICTE, NCTE, MCI, DCI, PCI, RCI etc)
<table>
<thead>
<tr>
<th>Under section/clause</th>
<th>Recognition/approval Details Institution and department Programme</th>
<th>Day, Month &amp; Year dd/mm/yy</th>
<th>Validity</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCI</td>
<td>Permanent Approval</td>
<td>01/05/1997</td>
<td>---</td>
<td>Inspection for the year 2014-15 and 2015-16 done</td>
</tr>
</tbody>
</table>

(Enclose recognition/approval letter)

8. Does the affiliating University act provide for conferment of autonomy (as recognized by the UGC) on its affiliated colleges?

Yes [✓] No [ ]

If yes, has the college applied for availing the status of autonomy?

Yes [ ] No [✓]

9. Is the college recognized?

a. by UGC as a College with Potential for Excellence (CPE)?

Yes [ ] No [✓]

If yes, date of recognition: ………--…………… (dd/mm/yyyy)

b. for its performance by any other governmental agency?

Yes [ ] No [✓]

If yes, the name of the agency ………--…………… And

Date of recognition: ………--…………… (dd/mm/yyyy)

10. Location of the campus and area in sq.mts:

<table>
<thead>
<tr>
<th>Location</th>
<th>Parvati, Pune (Maharashtra) (Urban)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus area in sq. mts</td>
<td>271139.38 sq. mts (67 acres)</td>
</tr>
<tr>
<td>Built up area in sq.mts</td>
<td>1040.25 sq. mts.</td>
</tr>
</tbody>
</table>

(Urban, Semi-urban, Rural, Tribal, Hilly Area and Any other specify)
11. Facilities available in the campus (Tick the available facility and provide numbers and other details at appropriate places) or in case the institute has an agreement with other agencies in using the listed facilities provide information on the facilities covered under the agreement.

- Auditorium/seminar complex with infrastructural facilities

- Sports facilities
  - play ground
  - swimming pool
  - gymnasium

Hostel
- Boys’ hostel
  - Number of hostels: 1
  - Number of inmate: 60

Facilities (mention available facilities)
- Girls’ hostel
  - Number of hostels: 1
  - Number of inmates: 60

Facilities (mention available facilities)
- Working women’s hostel
  - Number of inmate: ---

Facilities (mention available facilities)
- Residential facilities for teaching and non-teaching staff (give numbers available — cadre wise)
  - ---

- Cafeteria
  - 1

- Health centre
  - ---
First aid, Inpatient, Outpatient, Emergency care facility, Ambulance .....

Qualified Doctor          Full Time            Part Time  
Qualified Nurse           Full Time            Part Time
- Facilities like banking, post office, book shops
- Transport facilities to cater to the needs of students and staff
- Animal house
- Biological waste disposal
- Generator or other facility for management/regulation of electricity and voltage
- Solid waste management facility
- Waste water management
- Water harvesting

12. Details of programmes offered by the college (Academic year 2015-16)

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Programme Level</th>
<th>Name of the Programme/Course</th>
<th>Duration</th>
<th>Entry Qualification</th>
<th>Medium of Instruction</th>
<th>Sanctioned/approved Student Strength</th>
<th>No. of students admitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Under-Graduate</td>
<td>LL.B.</td>
<td>3 yrs.</td>
<td>Any Graduation</td>
<td>English</td>
<td>720</td>
<td>570</td>
</tr>
<tr>
<td></td>
<td>B.A.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>LL.B.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Post-Graduate</td>
<td>LL.M.</td>
<td>2 yrs.</td>
<td>LL.B.</td>
<td>English</td>
<td>120</td>
<td>72</td>
</tr>
<tr>
<td></td>
<td>Integrat ed Programmes PG</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>Ph.D.</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>M. Phil.</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>Ph. D.</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>Certificate Courses</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
13. Does the college offer self-financed programmes?

Yes [√] No [ ]

If yes, how many? [04]

14. New programmes introduced in the college during the last five years if any?

Yes [ ] No [√] Number [---]

15. List the departments: (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes like English, regional languages etc.)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Departments (eg. Physics, Botany, History etc.)</th>
<th>UG</th>
<th>PG</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>[---]</td>
<td>[---]</td>
<td>[---]</td>
<td>[---]</td>
</tr>
<tr>
<td>Arts</td>
<td>[---]</td>
<td>[---]</td>
<td>[---]</td>
<td>[---]</td>
</tr>
<tr>
<td>Commerce</td>
<td>[---]</td>
<td>[---]</td>
<td>[---]</td>
<td>[---]</td>
</tr>
<tr>
<td>Any other (Specify)</td>
<td>[---]</td>
<td>[---]</td>
<td>[---]</td>
<td>[---]</td>
</tr>
</tbody>
</table>
16. Number of Programmes offered under (Programme means a degree course like BA, B.Sc., MA, M. Com…)

a. Annual System 3
b. Semester System 3
c. Tri-semester System --

17. Number of Programmes with

a. Choice based credit system 1
b. Inter/Multidisciplinary Approach --
c. Any other (specify and provide details) 5

18. Does the college offer UG and/or PG programmes in Teacher Education?

Yes [ ] No [√]

If yes,

a. Year of introduction of the programme(s) …….--…… (dd/mm/yyyy)

and number of batches completed the programme ---

b. NCTE recognition details (if applicable)

Notification No.: ……….--………

Date: ……….--……… (dd/mm/yyyy)

Validity:…….--……….

c. Is the institution opting for assessment and accreditation of Teacher Education Programme separately?

Yes [ ] No [√]

19. Does the college offer UG or PG programme in Physical Education?

Yes [ ] No [√]

If yes,

a. Year of Introduction of the programme(s)…………--……… (dd/mm/yyyy)

and number of batches that completed the programme ---
b. NCTE recognition details (if applicable)

Notification No.: …………….-………………………

Date: ……….----……………… (dd/mm/yyyy)

Validity:……….----………………

c. Is the institution opting for assessment and accreditation of Physical Education Programme separately?

Yes [ ] No [ √ ]

20. Number of teaching and non-teaching positions in the Institution:

<table>
<thead>
<tr>
<th>Positions</th>
<th>Teaching Faculty</th>
<th>Non teaching Staff</th>
<th>Technical Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professor</td>
<td>Associate Professor</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Sanctioned by UGC/University/ State Government Recruited</td>
<td>1</td>
<td>1</td>
<td>4+1 Librarian</td>
</tr>
<tr>
<td>Yet to recruit</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Sanctioned by the Management/ society or other authorized bodies Recruited</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Yet to recruit</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

21. Qualifications of the teaching staff:

<table>
<thead>
<tr>
<th>Highest Qualification</th>
<th>Professor</th>
<th>Associate Professor</th>
<th>Assistant Professor</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Permanent Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D.Sc/D. Litt</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>M.Phil.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>PG</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>-</td>
</tr>
</tbody>
</table>
22. Number of Visiting Faculty /Guest Faculty engaged with the College.

11

23. Furnish the number of the students admitted to the college during the last four academic years.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>SC</td>
<td>72</td>
<td>39</td>
<td>88</td>
<td>39</td>
</tr>
<tr>
<td>ST</td>
<td>8</td>
<td>4</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>OBC</td>
<td>124</td>
<td>78</td>
<td>154</td>
<td>89</td>
</tr>
<tr>
<td>General</td>
<td>544</td>
<td>344</td>
<td>554</td>
<td>361</td>
</tr>
<tr>
<td>Others</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

24. Details on students enrollment in the college during the current academic year:

<table>
<thead>
<tr>
<th>Type of students</th>
<th>UG</th>
<th>PG</th>
<th>M. Phil.</th>
<th>Ph.D.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students from the same state where the college is located</td>
<td>1123</td>
<td>72</td>
<td>---</td>
<td>---</td>
<td>1195</td>
</tr>
<tr>
<td>Students from other states of India</td>
<td>46</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>46</td>
</tr>
<tr>
<td>NRI students</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Foreign students</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Total</td>
<td>1169</td>
<td>72</td>
<td>---</td>
<td>---</td>
<td>1241</td>
</tr>
</tbody>
</table>

25. Dropout rate in UG and PG (average of the last two batches):

UG 25.17 %  PG 14.59 %

26. Unit Cost of Education

(Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)
Self-Study Report 3rd Cycle

(a) including the salary component  Rs. 19263/-
(b) excluding the salary component  Rs. 7452/-

27. Does the college offer any programme/s in distance education mode (DEP)?
   Yes [ ]  No [✓]

If yes,

a) Is it a registered centre for offering distance education programmes of another
   University
   Yes [ ]  No [ ]

b) Name of the University which has granted such registration.
   [ ]

c) Number of programmes offered [ ]

d) Programmes carry the recognition of the Distance Education Council.
   Yes [ ]  No [ ]

28. Provide Teacher-student ratio for each of the programme/course offered (2015-16)
   [ ] 69:1

29. Is the college applying for
   Accreditation: Cycle 1 [ ]  Cycle 2 [ ]  Cycle 3 [✓]  Cycle 4 [ ]
   Re-Assessment: [ ]

   (Cycle 1 refers to first accreditation and Cycle 2, Cycle 3 and Cycle 4 refers to re-accreditation)

30. Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)
   Cycle 1: 16/09/2003 (dd/mm/yyyy) Accreditation Outcome/Result- B Grade
Cycle 2: 28/03/2010 (dd/mm/yyyy) Accreditation Outcome/Result – CGPA of 2.72 on the four point scale with B Grade

* Kindly enclose copy of accreditation certificate(s) and peer team report(s) as an annexure.

31. Number of working days during the last academic year.

223

32. Number of teaching days during the last academic year

(Teaching days means days on which lectures were engaged excluding the examination days)

182

33. Date of establishment of Internal Quality Assurance Cell (IQAC)

IQAC – 01/07/2010 (dd/mm/yyyy)

34. Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC.

AQAR (i) 02/09/2012 (dd/mm/yyyy)

AQAR (ii) 11/10/2013 (dd/mm/yyyy)

AQAR (iii) 13/12/2014 (dd/mm/yyyy)

AQAR (iv) 06/02/2016 (dd/mm/yyyy)

35. Any other relevant data (not covered above) the college would like to include.

(Do not include explanatory/descriptive information)
2. CRITERIA - WISE INPUTS

CRITERION 1: CURRICULAR ASPECTS

1.1 Curriculum Planning and Implementation

1.1.1 State the vision, mission and objectives of the institution, and describe how these are communicated to the students, teachers, staff and other stakeholders.

Ans.: The vision of our institution is as under:

“Pioneering a high quality legal education and inculcating social, cultural and ethical values in students to emerge as socially good and professionally sound and competent citizens.”

The Mission Statement of our institution runs as follows:

- To bridge the gap between theoretical knowledge and professional practice.
- To create the free spirit among the students to serve the interests of justice.
- To mould students with varied interests, talent and experience into competent, independent and ethically legal professionals.
- To impart standard legal education to students to have an enduring advantage to confront the rapidly changing world.
- To promote a high level of learning and research ability through interactive education and continuous assessment of the academic performance of students.

We communicate our vision and mission to all our stakeholders viz. students, teachers, staff and others, prominently by various ways and means. We have displayed the same on the board at the conspicuous place in the premises of the college. It is also made known to all through our college website and prospectus.

1.1.2 How does the institution develop and deploy action plans for effective implementation of the curriculum? Give details of the process and substantiate through specific example(s).
Ans.: The institution develops the action plans at the beginning of every academic year in order to smooth the process of administration and to implement the curriculum of the courses. The Principal of the college plays a supervisory role in the implementation of the whole process. The teachers concerned are assigned various responsibilities to effect the action plans. There is a substantial involvement of the students in the process.

To deploy the action plans in the academic year, the college prepares teaching plans, time-tables of the semesters and an academic calendar.

**Teaching plan:** Each teacher of the college has to prepare the teaching plan of the subjects he is teaching in that semester. The teaching plan is meant to outline what topics he will be covering in his regular classes and the tutorials he conducts.

**Time table:** Time tables of teaching are prepared in advance and the classes are conducted regularly as per the time tables each semester.

**Academic calendar:** This calendar is prepared in advance. It is meant to give the faculty the idea of how the extension and curricular activities have been planned. The activities mentioned herein are reviewed in the monthly meeting and the feedback is taken on them to improve on the previous performance.

**Diaries:** Teachers maintain the diaries about the classes conducted by them as per the time-table.

1.1.3 What type of support (procedural and practical) do the teachers receive (from the University and/or institution) for effectively translating the curriculum and improving teaching practices?

Ans.: The college provides the teachers whatever support is possible in effectively translating the curriculum and improving teaching practices. Procedurally, the essential requirements of the teachers are put forth in the meetings of IQAC and LMC of the college. The members of these committees take the decisions on them. Subsequently, the decisions regarding classroom facilities, books and library and other infrastructural facilities are practically implemented. Such
facilities are made available to the teachers. The university also provides funds infrastructural facilities and learning resources.

1.1.4 Specify the initiatives taken up or contribution made by the institution for effective curriculum delivery and transaction on the curriculum provided by the affiliating University or other Statutory agency.

Ans.: The college has taken initiatives for effective delivery of curriculum by way of providing infrastructural facilities like projectors in the classrooms and the latest editions of various books for the library.

The college organizes the guest lecture series wherein eminent persons from the field of law and other related fields are invited. This initiative helps the faculty to have interaction with these experts.

These steps have helped the teachers impart the knowledge of latest developments in the world and to deliver this knowledge in an effective manner.

Apart from this, the college takes initiatives to organize visits to the government bodies like the Supreme Court, Bombay High Court, nearby Police stations, the Central Jail at Pune.

1.1.5 How does the institution network and interact with beneficiaries such as industry, research bodies and the university in effective operationalisation of the curriculum?

Ans.: Since the institution is affiliated to Savitribai Phule Pune University, it follows the rules and regulations of the University in respect of curriculum. It implements the instructions and guidelines issued by the University in this respect.

The college is recognized by the UGC under section 2(f) and 12(B) of the Act. It follows the rules of the UGC. The college regularly corresponds with the UGC and has received grants from it under XI and XII plans for various academic purposes and makes use of it to bring about enrichment in the curriculum delivery.
Similarly, eminent lawyers are invited to deliver lectures and to participate in the workshops and seminars on the recent issues in the field of law so that students can receive updates and practical insights in the legal system. These initiatives help the institution in the effective operationalisation of the curriculum.

1.1.6 What are the contributions of the institution and/or its staff members to the development of the curriculum by the University? (number of staff members/departments represented on the Board of Studies, student feedback, teacher feedback, stake holder feedback provided, specific suggestions etc.)

**Ans.:** Being affiliated to the University, the institution cannot develop the curriculum on its own. However, it directly and indirectly contributes to the process of curriculum development. The Principal of the college was a member of the Board of Studies in Law from 2010 to 2015. So she participated in the meetings of the Board and contributed in the revision and review of the curriculum.

In addition, the staff and the faculty make suggestions which are conveyed to the Principal. Later on the Principal presents these suggestions in the meetings of the Board so that they could receive some concrete nature.

1.1.7 Does the institution develop curriculum for any of the courses offered (other than those under the purview of the affiliating university) by it? If ‘yes’, give details on the process (Needs Assessment, design, development and planning) and the courses for which the curriculum has been developed.

**Ans.:** The college has developed curriculum for the courses offered other than those under the purview of the University by it through the short term courses organized under the Equal Opportunity Centre. The said courses were developed and delivered on the following titles:

- Women Empowerment through Legislation (2010-11);
- Equal Opportunity through Reservation (2011-12);
- Equal Opportunities in Civil Services (2012-13);
**Constitutional Scheme Providing Equal Opportunities to Disadvantaged Groups (2013-14);**

**Constitutional and Legislative Schemes Empowering Women in India (2014-15).**

1.1.8 **How does the institution analyze/ensure that the stated objectives of curriculum are achieved in the course of implementation?**

**Ans.:** In order to achieve the objectives of the curriculum by the University, the college plays an instrumental role. The college emphasizes the importance of teaching learning and ensures that the students will receive updated knowledge of their curriculum. It makes all kinds of appropriate efforts to get professional spirit into students through various activities. It organizes the Yashwantrao Chavan Law lecture series wherein experts and scholars are invited to impart practical as well as theoretical knowledge to students. In addition, it organizes seminars, legal literacy camps and conducts tutorials for students.

The institution also takes feedback from both peers and students in order to understand the achievement of the objectives and to see that the implementation of the curriculum is in consonance with the stated objectives.

1.2 **Academic Flexibility**

1.2.1 **Specifying the goals and objectives, give details of the certificate/diploma/skill development courses etc. offered by the institution.**

**Ans.:** In addition to the under graduate and post graduate degree courses, the college offers diploma and certificate courses such as Diploma in Labour Laws and Labour Welfare, Diploma in Taxation Laws, Diploma in Intellectual Property Rights Laws and Course in Spoken English. The college conducts these courses so that students can do a diploma or certificate course simultaneously. It intends to promote more learning among students in order to get more knowledge and to prepare the students to face the rat race in the world.

In addition to the above courses, the college also organizes a short term course on Spoken English in every academic year to cater to the needs and to address
the communication weakness of the students in their learning process. Since the medium of instruction for law courses is English, students are prepared to face the difficulties of their communication skills. The course is conducted in thirty sessions and the students are assessed formatively in both formal and informal manners. The certificates are issued to them on the completion of the course.

1.2.2. Does the institution offer programmes that facilitate twinning/dual degree? If ‘yes’, give details.

Ans.: The college offers a dual degree programme, BA LL.B. It is a five year degree course and after the completion of the first three in this course, the students can get a graduation degree.

1.2.3. Give details on the various institutional provisions with reference to academic flexibility and how it has been helpful to students in terms of skills development, academic mobility, progression to higher studies and improved potential for employability. Issues may cover the following and beyond:

- Range of Core/Elective options offered by the University and those opted by the college
- Choice Based Credit System and range of subject options
- Courses offered in modular form
- Credit transfer and accumulation facility
- Lateral and vertical mobility within and across programmes and courses
- Enrichment courses

Ans.: Being affiliated to Savitribai Phule Pune University, the college follows the syllabus prescribed by the University. The college offers academic flexibility in the optional subjects prescribed by the University. However that is in respect of the first, second and third year of three year degree course and the third, fourth and fifth year of five year degree course. Out of those optional
subjects, students are required to choose one in each academic year. The teachers offer suggestions to the students regarding the potential value of the optional subjects vis-à-vis higher education and employability or professional practice.

<table>
<thead>
<tr>
<th>Year of the courses</th>
<th>Subjects/Electives</th>
<th>Selection</th>
</tr>
</thead>
</table>
| LL.B. I (Semester I) and BA, LL.B. III (Semester V) | 1. Trust equity and fiduciary relationships  
2. Women and Law and Law Relating to child  
3. Criminology and Penology  
4. International Economic Laws | Students select one option |
| LL.B. II (Semester IV) and BA, LL.B. IV (Semester VIII) | 1. Comparative Law  
2. Law of Insurance  
3. Conflict of Laws  
4. Intellectual Property Law | Students select one option |
| LL.B. III (Semester VI) and BA, LL.B. (Semester X) | 1. Law of Taxation  
2. Banking Laws Including Negotiable Instrument Act  
3. Co-operative Laws  
4. Securities and Investment Laws | Students select one option |

The college also runs the post graduate course in law and students are offered elective options and skill development programmes. The college offers the following two clusters, out of which students can choose one.

<table>
<thead>
<tr>
<th>International Law (Cluster I)</th>
<th>Business Law (Cluster II)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 4 – Introduction to International Law (Semester I)</td>
<td>Paper 4 – Principles of Corporate Law (Semester I)</td>
</tr>
<tr>
<td>Paper 8 – International Institution (Semester II)</td>
<td>Paper 8 – Law of Contract-General Principles (Semester II)</td>
</tr>
</tbody>
</table>
Students are also given eleven options for paper 12 and 14 and they can select any two out of those eleven. They are listed below:

1. Introduction to Alternative Dispute Resolution
2. Introduction to Human Rights
3. Law of Insurance
4. Law and Medicine
5. Criminology and Penology
6. Mass Media Laws
7. Administrative Law
8. Criminal Law
9. Introduction to Intellectual Property Rights
10. Legal Theory and Feminist Jurisprudence II
11. Corporate Finance

1.2.4 Does the institution offer self-financed programmes? If ‘yes’, list them and indicate how they differ from other programmes, with reference to admission, curriculum, fee structure, teacher qualification, salary etc.

Ans.: The institution offers four self-financed programmes:

- Diploma in Taxation Laws (D.T.L.)
- Diploma in Intellectual Property Rights Laws (D.C.I.P.R. L)
- Master of Laws (LL.M.)

The University has prescribed the curriculum for all these courses. The college does not receive any grant for these self-financed programmes from the state government. Therefore the salary of the teachers appointed for these courses is paid from the fees that are collected at the time of admission. At the
same time the fee structure of these courses is decided as per the parameters set by the University. Similarly the teachers are also appointed as per the guidelines set by the UGC.

1.2.5 Does the college provide additional skill oriented programmes, relevant to regional and global employment markets? If ‘yes’ provide details of such programme and the beneficiaries.

Ans.: Yes, to augment the employability of students in the regional and global market, the college organizes various programmes. The college organizes the Spoken English course in order to improve their communication skills. In addition to this, the college organizes guest lectures under the placement cell. These guest lectures prepare the students to face interviews and written tests and are helpful in providing the current knowledge to the students. Guidelines regarding the market structure of employability are also provided to the students. Generally such guest lectures are arranged for the students of all law degree courses.

The PG Department of the college offers the Skill Development Programme to the post graduate students. This programme is specifically developed by the University.

1.2.6 Does the University provide for the flexibility of combining the conventional face-to-face and Distance Mode of Education for students to choose the courses/combination of their choice” If ‘yes’, how does the institution take advantage of such provision for the benefit of students?

Ans.: The University does not provide for flexibility of combining the conventional face-to-face and Distance Mode of Education for students to choose the courses or combination of their choice.

1.3 Curriculum Enrichment

1.3.1 Describe the efforts made by the institution to supplement the University’s Curriculum to ensure that the academic programmes and Institution’s goals and objectives are integrated?
Ans.: In order to achieve its goals and objectives, the college makes extra efforts to integrate academic programmes with them. At the same time the college ensures that these programmes supplement the University curriculum. The college guarantees through these programmes that the students should get practical exposure. The college conducts visits to the central jail, police stations, legal service authority, district courts, the High Court, the Supreme Court and other government agencies.

The college organizes the guest lecture series wherein judges, eminent lawyers, professors and experts related to the field of law are invited. Students get opportunities to obtain some practical inputs from the interaction with these people.

In addition, tutorials are conducted, because of which students are trained to have fruitful interaction with other students. Teachers take extra efforts to concentrate on the Practical Training Paper, which is related to mooting. Most importantly, teachers ensure through their teaching that students get maximum knowledge and inculcate good habits of objective learning and scientific temper.

1.3.2 What are the efforts made by the institution to enrich and organize the curriculum to enhance the experiences of the students so as to cope with the needs of the dynamic employment market?

Ans.: Education is meant to enable students to make a career and responsible citizens. Our college organizes various curricular and co-curricular activities which make students cope with the needs of dynamic employment market and the needs of professional practice. Through the placement cell, LPOs are invited to the campus for recruitment. Experts from the industry are also invited to interact with the students.

Good communication is an essential part of employment market. The Spoken English course is conducted free of charge every year in the college. This course is meant to develop students’ communication skills and to increase their employability.
The post graduate students of the college have to do Skill Development Programme compulsorily in order to improve the performance in view of the present employment situation.

1.3.3 Enumerate the efforts made by the institution to integrate the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc., into the curriculum?

Ans.: Considering the present situation in our society and rapid changes happening in the world, the college ensures that currents issues such as gender, climate change, environmental education, human rights and ICT are included in teaching.

**Gender Sensitization:** The College conducts programmes relating to gender sensitization by way of workshops under Students’ Welfare Scheme, lectures by experts, and the shows of documentaries. The college provides practical and legal inputs to the students through compulsory and optional subjects like Women and Law and Law Relating to the Child, Family Laws and Legal Theory and Feminist Jurisprudence. The college has also conducted short term courses on ‘Women empowerment through legislation’ (2010-11) and ‘Constitutional and legislative schemes empowering women in India’ (2014-15). In addition to these programmes, we also celebrate days such as International Women’s Day on March 8.

**Climate change:** As far as climate change and environmental education are concerned, they are a part of the curriculum of the law degree courses. The subject, Environmental Law is a compulsory subject for the students and it is taught bearing in mind the present situation. Apart from this, the college also organizes various activities through the NSS Department of the college. Activities such as tree plantation, Swachh Bharat Abhiyan and Cleanliness campaign are performed on priority basis.

**Human rights:** In respect of human rights, students are made aware of the human rights through different channels. The curriculum of the University contains a subject on human rights for the students of LL.B. II and BA, LL.B. IV. Teachers concerned teach this subject to the students in the present
context. International Human Rights Day is celebrated every year in our college. In this celebration, students are shown a documentary and sometimes a guest lecture is also organized.

**Use of ICT:** The College has a well-equipped computer laboratory with internet connectivity. Students and teachers are given unrestricted access to the computers so that they can access the websites related to the field of law. Students are also given training about how to use AIR and SSC online databases. Similarly for the effective delivery of lectures and presentations, teachers can use projectors set up in some classes.

The post graduate students are offered Human Rights Education Programme and Cyber Security Programme. These students are made sensitive to human rights through education and various activities.

1.3.4 What are the various value-added courses/enrichment programmes offered to ensure holistic development of students?

- § moral and ethical values
- § employable and life skills
- § better career options
- § community orientation

**Ans.:** By making good efforts, the college ensures that the students should imbibe moral and ethical values; they should develop employability and life skills; they should be able to choose better career options; and they should be orientated towards the service of the society. In the University curriculum there is a subject, i.e. Professional Ethics which is useful for students to get a good understanding of the ethics of lawyers’ profession. Teachers also share their ideas about morality and the significance of ethical values in one’s profession and the society.

The college runs a counseling centre wherein students are made aware of the life skills such as time management, negotiation, leadership skills and others. This centre also conducts lectures of eminent people who have vast experience
of counselling. In the guest lecture series, judges and lawyers are invited to provide students enough knowledge about judicial examinations and practice in law.

The college has the NSS Department which conducts various community orientated activities. Students are given exposure to the social service in order to create strong conscience among them about their accountability towards their society.

1.3.5 **Citing a few examples enumerate on the extent of use of the feedback from stakeholders in enriching the curriculum?**

**Ans.:** The College collects the feedback from stakeholders, i.e. students and the alumni, in enriching the curriculum. As far as students are concerned, the feedback in the form of questionnaire and interaction with them is collected and decisions are made on it.

1. To make teaching and learning more effective on the basis of feedback from students, the college installed more projectors in the classrooms.

2. At the same time, on the basis of feedback, the college has increased the number of text editions of various books of the subjects prescribed in the syllabus.

3. The college has also increased the number of subscriptions of national and international journals in order to provide the updated knowledge to the students.

4. The computer lab is strengthened with broadband connectivity so that students have access to the online materials.

1.3.6 **How does the institution monitor and evaluate the quality of its enrichment programmes?**

**Ans.:** The College conducts various enrichment programmes throughout the academic year. Simultaneously it monitors the quality of such programmes through collecting feedback from the stakeholders such as students and through the interaction with the teachers. Similarly the Principal plays a
supervisory role in holding such programmes. The Principal holds monthly meetings and discusses the overall organization of the enrichment programmes.

Later on, the Local Management Committee and the IQAC of the college review these programmes in order to evaluate their quality. The necessary decisions are also made to enhance their quality.

1.4 Feedback System

1.4.1 What are the contributions of the institution in the design and development of the curriculum prepared by the University?

Ans.: The University prepares the curriculum of the courses run in the colleges. However, the college makes its contributions in the design or revision or development of the curriculum by way of the participation of the college Principal in the meetings of the Board of Studies in Law of the University.

1.4.2 Is there a formal mechanism to obtain feedback from students and stakeholders on curriculum? If ‘yes’, how is it communicated to the University and made use internally for curriculum enrichment and introducing changes/new programmes?

Ans.: There is a mechanism to obtain feedback from students and stakeholders on the curriculum. A few questions in the questionnaire are about the curriculum. The feedback is collected at the end of each semester. Peers and alumni also take part in informal discussion about the recent changes in law and their inclusion in the curriculum. After the analysis of such kind of written feedback, it is discussed in the meeting with the Principal. The Principal, being the member of the Board of Studies in Law of the University, puts the major issues in the meetings of the Board. Similarly, if necessary, certain changes are made in the teaching and learning techniques by the teachers.

1.4.3 How many new programmes/courses were introduced by the institution during the last four years? What was the rationale for introducing new courses/programmes?)
Ans.: The College offered a short term course under the Equal Opportunity Centre run by it. This course was conducted on the following titles:

i. Equal Opportunity through Reservation (2011-12);
ii. Equal Opportunities in Civil Services (2012-13);
iii. Constitutional Scheme Providing Equal Opportunities to Disadvantaged Groups (2013-14);

India is a country of diversity in the matters of religion, caste and culture. The Indian society is characterized by a highly entrenched system of social stratification. It is these social inequalities that created the barriers of denial of access to materials, cultural and educational resources to the disadvantaged groups of society. These disadvantaged groups are SCs, STs, women, OBC (non-creamy layer), minorities and physically challenged persons. The main object of the establishment of Equal Opportunity Center is to oversee the effective implementation of existing policies and programmes for disadvantaged groups, to provide guidance and counseling with respect to academic, financial, social and other matters and to enhance the diversity within the campus.
2.1 Student Enrollment and Profile

2.1.1 How does the college ensure publicity and transparency in the admission process?

Ans.: As far as the admission process is concerned, the college follows the rules laid down by the statutory bodies like the Bar Council of India, the UGC, Savitribai Phule Pune University and the state government. In order to maintain transparency in the admission process, the college publicizes the essential information regarding itself and its admission process through different channels. The rules regarding the reservation policy are followed by the college.

The college prepares a prospectus every year. The prospectus, one of the mediums which is used to convey proper information to the public, contains the details about the admission process. The details include the rules and the amounts of fee structure of admission to all the courses. It also contains the information concerning the courses offered by college and college infrastructure.

In addition, the college maintains its own website: www.yclawcollegepune.org. The website displays all the details of the college including the proper information about the admission process. From time to time, the recent details are also conveyed to the students through this website. The website is updated from time to time.

The college displays notices regarding the admission process on its notice boards. The alumni of the college also convey the information to the prospective students who want to take admission to the law courses in our college.

2.1.2 Explain in detail the criteria adopted and process of admission (Ex. (i) merit (ii) common admission test conducted by state agencies and national agencies (iii) combination of merit and entrance test or merit, entrance test and interview (iv) any other) to various programmes of the Institution.
Ans.: The motto of our parent institution, A. B. M. S. Parishad, is “Bahujan Hitay Bahujan Sukhay” (In the interest and welfare of the common masses) which signifies the commitment to the educational and all round development of the downtrodden in the society. While giving admissions to the students, the college follows liberal policy but takes into account all the rules laid down by the statutory bodies. The reservation policy is also followed in the process of admission. The college appoints a committee of teachers for the admission process of the undergraduate courses. This committee conducts the interviews of the candidates as they come for admission.

The candidates are expected to purchase the prospectus of the college in advance. The prospectus contains the admission form which has to be filled in by the candidate before he appears for the interview. On the basis of their interview the candidates are allowed to take admission. In the interview the students’ skills and their ability are identified.

In respect of the post graduate and diploma courses, the students are allowed to take admission directly after purchasing the prospectus but in the process the rules are followed.

2.1.3 Give the minimum and maximum percentage of marks for admission at entry level for each of the programmes offered by the college and provide a comparison with other colleges of the affiliating university within the city/district.

Ans.: Since the college admits the students on the basis of liberal policy bearing in mind the motto of the parent institute (Bahujan Hitay Bahujan Sukhay) and interviews, it follows the limit of the minimum percentage of marks laid down by the Bar Council of India.

<table>
<thead>
<tr>
<th>Course</th>
<th>Minimum Percentage</th>
<th>Maximum Percentage</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA, LL.B. I</td>
<td>Open and other Categories 45 %</td>
<td>83.50 %</td>
<td>2015-16</td>
</tr>
<tr>
<td></td>
<td>SC/ST 40 %</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2.1.4 Is there a mechanism in the institution to review the admission process and student profiles annually? If ‘yes’ what is the outcome of such an effort and how has it contributed to the improvement of the process?

**Ans.:** Yes, there is a mechanism in the institution to review the admission process and student profiles. There is a committee for the admission process. Once the admission process of the year is over, the meeting is held among the committee members including the Principal and the Office Superintendent. There is a sort of discussion between the committee members about the difficulties, if any.

On the basis of the interaction in the meeting, the admission process is streamlined for the next academic year and necessary changes are brought about in the process. As an outcome of such discussion, the admission process has become smooth. When the new software was installed for making an application, the discussion was held on it and the outcome was positive and it became beneficial for the administration to collect the data of all students who take admission to various law courses.

2.1.5 Reflecting on the strategies adopted to increase/improve access for following categories of students, enumerate on how the admission policy of the institution and its student profiles demonstrate/reflect the National commitment to diversity and inclusion

* SC/ST
* OBC
* Women
* Differently abled
* Economically weaker sections
* Minority community
Any other

Ans.: It is important to note that our Society, Akhil Bharatiya Maratha Shikshan Parishad, is running all its institutes in the campus with a motto, “Bahujan Hitay Bahujan Sukhay” (In the interest and welfare of the common masses) focusing on revolutionary thoughts of education by Rajashri Shahu Maharaj, Shri Sayajirao Gaikwad of Badoda, Shri Madhavrao Sindhia and Yahswantrao Chavan. Therefore the downtrodden and the weaker of the society are taken care of in our institute by following some strategies.

In the first place, the college/institute follows the reservation policy in regard to admission to law courses laid down by the government and its statutory bodies.

Secondly, being a grant-in-aid college, it follows the rules of the fee structure specified by the University. No extra charges are imposed on the students by way of admission fee. The fee is affordable for students of all backgrounds. Therefore it is an encouraging factor for students the weaker sections.

Thirdly the students of these categories also receive concessions in the fee structure as per the norms of the State government and the University.

Fourthly the students doing post-graduation and diplomas in the college can pay admission fee in the two to three installments, if not possible at the beginning of the academic year, because of which the financial burden is not imposed on the students at a time and the students belonging to the economically weaker sections are not deprived from pursuing higher education or additional qualifications.

At the time of admission, the admission committee takes interviews of the students and then allows them to proceed for the further process. In case of the students of the weaker sections, the committee considers the genuine wish of such candidates and approves of their application for admission even if their percentage seems to be a bit lower but not below the minimum percentage.
2.1.6 Provide the following details for various programmes offered by the institution during the last four years and comment on the trends. i.e. reasons for increase / decrease and actions initiated for improvement.

<table>
<thead>
<tr>
<th>Programmes</th>
<th>Number of applications</th>
<th>Number of students admitted</th>
<th>Demand Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. LL.B.-I</td>
<td>400</td>
<td>320</td>
<td>1.25:1</td>
</tr>
<tr>
<td>2. BA LL.B.-I</td>
<td>320</td>
<td>320</td>
<td>1:1</td>
</tr>
<tr>
<td>PG</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. LL.M.-I</td>
<td>60</td>
<td>60</td>
<td>1:1</td>
</tr>
<tr>
<td>M.Phil</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Integrated PG</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Value-added</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Certificate</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Diploma</td>
<td>700</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>PG Diploma</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Any other</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

As far as the five year course of law is concerned, the flow of students is not strong as new colleges are opening in nearby areas. Similarly there is demand for the three year degree course in law.

2.2 Catering to Student Diversity

2.2.1 How does the institution cater to the needs of differently-abled students and ensure adherence to government policies in this regard?

**Ans.:** There are differently-abled students doing undergraduate courses in the college. Differently-abled students are provided essential facilities for their convenience and for their better learning. The directions issued by the government authorities are implemented from time to time.
As an example, the college established an elevator for these students so that it can be easy for them even to reach the third floor to attend the classes.

The college has also made provisions of study materials for these students. There are CDs and DVDs on various subjects of law. In addition to this, the students can go for online lectures as the computer lab is equipped with internet connectivity. The headphones are made available to the blind students in the library.

As per the University rules, the college makes various provisions for the differently-abled examinees in respect of writers or extension of time or seating arrangements.

2.2.2 Does the institution assess the students’ needs in terms of knowledge and skills before the commencement of the programme? If ‘yes’, give details on the process.

Ans.: Yes. The college assesses the students’ needs in terms of knowledge and skills at the beginning of the courses. The college appoints the admission committee which takes the interviews of the students before they are allowed to take admission. In the interviews the students’ capacity to learn and skills are checked.

Similarly the students are tested in the introductory lectures by the teachers. Inside and outside interaction with students helps the teachers to identify their needs and ability.

2.2.3 What are the strategies adopted by the institution to bridge the knowledge gap of the enrolled students (Bridge/Remedial/ Add-on/Enrichment Courses, etc.) to enable them to cope with the programme of their choice?

Ans.: Our College shows true diversity in respect of students as they are from both rural and urban areas. Since there is a large of number of students coming from the economically lower class and rural background, the teachers are sensitive towards them. Therefore the teachers conduct the introductory lectures and hold interaction with the students wherein the overall knowledge
of the students is tested and their needs are identified. The teachers also consider the communication ability of the students. On the basis of these introductory sessions, the teachers classify the students into slow and advanced learners and students with a low and high confidence level.

In order to assist slow learners and students with a low confidence level, the teachers deploy various strategies in the teaching and learning process. Through these strategies, they try to bridge the gap of knowledge among students and the required level of understanding.

1. At the beginning of the academic year the teachers hold special classes to brief the students about the law courses and provide some basic ideas about the field of law.

2. The teachers concentrate on such slow learners and ask them questions and keep them engaged in the class so that their learning strategies could be improved and their confidence level could be raised.

3. The teachers try to motivate such slow learners by simplifying the conceptual ideas of law.

4. The teachers hold group discussion wherein both slow and advanced learners are equally encouraged to participate.

5. The college organizes an enrichment programme in the form of revision lectures of the subjects which seem to be difficult for slow learners. These lectures are held under the Special Guidance Scheme offered by the Students Welfare Board of the University.

6. The learners facing the problem of communication in English are recommended to do the course in Spoken English as English is the medium of instruction in the courses.

7. The institute also implemented the Remedial coaching scheme for SC/ST/OBC/ Minority introduced by UGC in its XI Plan.

2.2.4 How does the college sensitize its staff and students on issues such as gender, inclusion, environment etc.?
Ans.: As it has been mentioned in the answer of the previous question (2.2.3) that the college has the students coming from diverse backgrounds, it is sensitive towards their diversity and it tries to create a kind of inclusive environment in the premises. The college conducts various programmes like street plays, rallies, workshops, seminars and lectures to sensitize the students about the crucial issues like gender, environment, equality and the others. The college, being a law college, follows the curricula of the University which include the subjects on environment, gender and equality. The teachers teaching the subjects take into consideration the present situation of the society.

The college organizes a workshop regularly on gender issues under Students’ Welfare Board. The following are the themes of the workshops.

- Female Foeticide: A Social Curse 16/12/2011
- Gender Equality 21/12/2013
- Women and Health -11/02/2015
- Nirbhaya Episode- 16/02/2016

The college also conducts street plays such issues: Mulgi Zali Ho (The Daughter is Born) on 11/12/2010; Female Foeticide on 31/12/2010; Eradication of superstitions on 29/12/2010 and so on.

The college also conducts seminars on such issues in order to provide students recent knowledge.

2. Gender Justice-A Focus on the Hindu Succession (Amendment) Act 2005

Through the NSS and SWO departments, the college celebrates days like Human Rights Day, International Women’s Day (8 March), Mothers’ Day (Second Sunday of May), World Environment Day (5 June). While celebrating such days, documentaries on such issues are shown to the students. Experts from NGOs and government administrative agencies are also invited to share their knowledge and experience with students.

In addition, the college participates in special programmes relating environment such as Ganesh Visarjan (Ganesh Immersion) and Ganesh Idol.
and Nirmalya disposal (materials for worship of the idol). The college has also participated in Swatchata Abhiyan/ Swatchh Bharat. Poster making and Rangoli (Design in colours) competitions are organized on such social issues. The students are given a common theme for their contribution towards the college magazine. This common theme is sometimes about such crucial issues.

The staff participates in all these programmes and there is also healthy interaction among the peers.

2.2.5 How does the institution identify and respond to special educational /learning needs of advanced learners?

Ans.: It is the first task of the college to fulfill the needs of students having different backgrounds. As the college takes care of the slow learners, it also tries to meet the demands of the advanced learners. The needs of the advanced learner are identified:

1. By having informal discussion with and oral feedback from them,
2. By their participation in the seminars and in the interactive sessions,
3. By their participation in the various competitions.

To fulfill their learning needs, such advanced learners are promoted:

1. to participate in the moot competitions, research paper writing and essay writing competitions. The teachers are also assigned to them so that they could get enough guidance.
2. to participate in seminars to be held in the college and other colleges or organizations.
3. to lead the group discussion and interaction in the classes.
4. to assist the teachers in research work.

2.2.6 How does the institute collect, analyze and use the data and information on the academic performance (through the programme duration) of the students at risk of drop out (students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker
sections etc. who may discontinue their studies if some sort of support is not provided)?

**Ans.:** The success of the college lies in helping the students academically and financially so that the students who are at the risk of dropping out could be persuaded to continue their education.

There are informal ways to collect information on the academic performance of the students. The students belonging to the above-mentioned categories (in the question) are indentified through personal interaction with them, by class room discussion, by holding tests and tutorials and by inviting applications from them for the Book Bank Scheme. The application forms of the students are also useful for collecting information about the students.

At the beginning of the semester of every academic year, the Principal holds the meeting with the faculty and such sensitive issues of the students are discussed.

The college takes some effective initiatives to control the drop-out. First of all, the college runs a counseling centre for students. A committee of teachers and a professional counsellor assist students by providing academic and personal counseling. The committee takes a sensible approach to the students in need of couselling. In addition to this, the teachers are appointed as mentors for each class and the students can directly approach such mentors in case they need immediate help.

The teachers are also instructed to pay attention to such students in their day to day teaching in order to encourage them to continue their learning and make them feel confident about the course that they pursue.

The medium of instruction for law courses being English, many students from rural and adivasi areas face the problem of English. In order to arrest their fear of failure just because of English, the teachers recommend them the course of Spoken English which is conducted free of charge in the college.
The college also organizes revision lectures for students on the subjects which seem to be difficult for students. These revision lectures are delivered by the experts and teachers from outside.

If the students have economic problems, they are helped by the college. When the students want to get a bank loan to continue their education, the college administration helps such students in every positive way.

The students who are not able to pay the examination fees get assistance from the college. Such students just need to make applications to the Principal.

The college runs the Book Bank Scheme for the students belonging to the backward classes and the economically backward class. Even though the students are not able to pay the library deposit, these students can get a set of books under this Scheme.

2.3 Teaching-Learning Process

2.3.1 How does the college plan and organize the teaching, learning and evaluation schedules? (Academic calendar, teaching plan, evaluation blue print, etc.)

Ans.: To carry out teaching learning and the evaluation process systematically and smoothly, the college plans time-tables, an academic calendar including all curricular and co-curricular activities in advance, i.e. at the beginning of the academic year. The Principal holds a crucial meeting with the faculty which also includes a member of non-teaching staff. In this meeting the activities of the year are decided and the implementation of the time-table is also discussed.

The academic calendar of the college is based on the University academic calendar which actually determines the working days and holidays of the affiliated colleges. The college academic calendar shows the arrangement of all curricular and co-curricular activities date-wise.

Similarly the Principal appoints two teachers to a time-table committee. These teachers have to prepare the time-table before the semester begins. The regular classes are conducted as per the time table.
As far as evaluation is concerned, the performance of the students is examined in regular classes from time to time. The performance is assessed in both informal and formal manners. The students are intimated about the tutorials and tests in advance. The tentative schedule of the University examination is always displayed two months in advance and therefore the teachers are able to design their teaching plans.

Similarly teachers prepare teaching plans at the beginning of the semester and these plans are always in consonance with the examination schedules and holidays.

2.3.2  How does IQAC contribute to improve the teaching –learning process?

Ans.: The IQAC of the college is in operation for eight years. It plays a crucial role in assisting the administration and the faculty as it includes the members from the faculty. The issues relating to the teaching-learning process are discussed in the meeting of the IQAC which is held at the beginning of the academic year. The IQAC suggests new measures towards the improvement in the teaching learning process. Decisions relating to the use of ICT, promoting teachers to do research are taken at such meetings.

2.3.3  How is learning made more student-centric? Give details on the support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students?

Ans.: The College admits the students from the various backgrounds. They may not be necessarily fluent in English and may not be familiar with the field of law. Bearing in mind the status of the students, the faculty keeps the students at the centre. To make learning more student-centric, the faculty takes initiatives to deploy various teaching techniques.

The teachers put emphasis on discussion of the topics in the syllabus. The students are encouraged to put forth their views and opinion. The teachers simply monitor the discussion. The interaction between teachers and students and between peers is promoted. The faculty divides the students into pairs and
smaller groups in order to encourage group discussion. In this way the participatory learning is promoted among the students.

The students are encouraged to participate in moot courts, essay writing and research paper competitions. The faculty assists them in preparing research papers and memorials for moot courts and guides them in writing essays for various competitions. By promoting their participation in such competitions, the faculty encourages independent learning.

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The students are asked to write tutorials. In regular classes students are required to make presentations of four to five minutes each. The presentations are held on case laws and some major topics in the syllabus. The faculty tries to enhance students’ learning ability as much as possible by such techniques.

In addition, the students are required to take part in the activities of the Legal Aid Centre of the college and Lokadalats held in the Pune District Court. Interested students are also allowed to do internship with senior lawyers in summer vacation so that this kind of collaborative learning helps them to get some practical knowledge.

2.3.4 **How does the institution nurture critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators?**

**Ans.:** Cramming does not benefit independent learning, nor does it promote any interaction among students. Therefore the faculty makes sure that the students develop the ability of critical thinking by independent learning through various ways. Critical thinking goes hand in hand with creativity. Teaching does not depart either from society or from practical life. So law is taught to the students in the present context of the society so that they could think of the present situation and of how law could be applicable to a particular situation. Students are made to think of what they do and how things could be considered to be right or wrong and fair or unfair. Teaching promotes logical reasoning among students which is essential for the profession of law.

Apart from this, the students are encouraged to participate in debates, elocutions and moot court competitions which enrich the creativity of the
students. By holding seminars and workshops on topics such as gender justice, ICT, social media, the college creates the atmosphere of healthy promoting scientific temper among students and make them lifelong learners.

2.3.5 What are the technologies and facilities available and used by the faculty for effective teaching? Eg: Virtual laboratories, e-learning - resources from National Programme on Technology Enhanced Learning (NPTEL) and National Mission on Education through Information and Communication Technology (NME-ICT), open educational resources, mobile education, etc.

Ans.: The majority of the faculty is conversant with communication technological facilities which could possibly be used for effective teaching. The college has the following facilities.

- Projectors in the classrooms,
- A computer lab with broadband internet connectivity at 2 mbps
- Wi-fi with 4 mbps.
- A laptop along with the desktop computers
- Teachers can use their own laptops in teaching
- Use of smart phones for educational purpose

With the help of projectors, teachers make power point presentations and make their teaching effective. Having Wi-Fi in the premises, some required learning resources are also accessed.

The college has a computer laboratory with twenty computers which are connected with broadband connectivity. All the computers have offline and online databases- AIR offline and SCC online databases. Apart from these resources, the faculty also makes use of open educational resources such as indiankanoon.com, blogs like E-commerce Laws and Regulations in India, legallyindia.com, lawctopus.com and others. The faculty shows students the lectures videos from NPTEL and NME-ICT. The students can also access materials available on Jstor and other databases via Nlist-INFLIBINET.
2.3.6 How are the students and faculty exposed to advanced level of knowledge and skills (blended learning, expert lectures, seminars, workshops etc.)?

**Ans.:** The majority of faculty members are familiar with the use of technological facilities. The students are required to make use of such facilities so that they could also get easy access to certain educational materials. Classroom teaching is always contributed with online information on the subjects. These techniques bring about blended learning and students benefit from this.

The college organizes the Yashwantrao Chavan Law Lecture Series every year. Experts from law and the fields other than that of law, judges, advocates and authorities from the government offices are invited for these lectures.

The college holds seminars and workshops on various current issues to get update and in-depth knowledge of the topics. The faculty and students are allowed to take part in these seminars.

The college conducts visits to police stations, the Central Jail in Pune and the District Court. The students are given practical insights about the processes that are in existence at these agencies of the government.

2.3.7 Detail (process and the number of students benefitted) on the academic, personal and psycho-social support and guidance services (professional counseling/mentoring/academic advise) provided to students?

**Ans.:** The College ensures that the student coming to it should complete his/her law course without any harmful psychological impact. Therefore the college runs a counseling centre and a committee is in charge of the centre. The center remains open two days in a week. A professional counsellor is invited to provide personal and psycho-social advice to the students from time to time.

The faculty who plays the role of a mentor assists the students by offering academic consultation. The students can consult their mentor any time. Some experts are also invited to deliver lectures on social issues so that the students could be made aware of their society.

2.3.8 Provide details of innovative teaching approaches/methods adopted by the faculty during the last four years? What are the efforts made by the
institution to encourage the faculty to adopt new and innovative approaches and the impact of such innovative practices on student learning?

**Ans.:** The faculty, being experienced in teaching, prefers to use various methods and a critical approach. Generally the teachers prefer the lecture method but it is not solely used in the class. It involves interaction and group discussion. This combination of interaction and group discussion with the lecture makes learning fruitful for students. This involves some scope for critical thinking.

Similarly, the faculty also uses the case study method wherein it is shown how law is applicable and how it is interpreted. This method helps the students develop critical thinking. In addition, debates are organized to provoke students’ thinking and make them their ideas expressly clear.

Some teachers make use of the facility of projectors and teach using power point presentation. The college provides full support to the faculty for power point presentation.

As a result of such methods and approaches, the students are actively involved in learning and we have received the positive feedback from them for using such methods.

2.3.9 **How are library resources used to augment the teaching- learning process?**

**Ans.:** The library is supposed to be the heart of the college. If it is well-equipped, it contributes to the teaching learning process positively. There is a lot of modernization of the library. The faculty and students use the library effectively. The students are advised from time to time to use the facilities available in the library.

First, the faculty can borrow several books at a time and therefore it becomes easy for them to use references from various books. Since the computer lab is connected with an internet facility, they also use the online databases for current knowledge and case laws. The library has both online and offline databases. Similarly these databases are also accessible to the students. When
students prepare for moot courts and research papers, they can use these
databases along with books.

Second, the library has a good reference section which is highly useful for
both teachers and students. In addition, there are several national and
international journals subscribed which are used by the faculty and students
for advanced learning.

In case students need the photocopies of case laws, the reprographic facility is
made available to the students. They can also get the print-outs from the
library.

2.3.10 Does the institution face any challenges in completing the curriculum
within the planned time frame and calendar? If ‘yes’, elaborate on the
challenges encountered and the institutional approaches to overcome
these.

_ans.:_ Generally the academic calendar of working days is prepared by the
University. Therefore the college makes suitable arrangement in respect of the
time table as per the academic calendar. The first semester of the year is
shorter than the second. Some faculties face the problem of completing the
syllabus in time. To overcome this problem the faculty conducts extra classes.
Sometimes more curricular activities are organized in the second semester.

2.3.11 How does the institute monitor and evaluate the quality of teaching
learning?

_ans.:_ First, the time table is one of the tools for the proper organization of classes
and to monitor the teaching learning process. Second, the teaching plans of the
faculties also are helpful in monitoring and evaluating the quality of teaching
learning. Third, the diaries maintained by the teachers are also helpful in
getting an idea about the classes and tutorials conducted. All these three tools
are significant for the Head of the institution to monitor and evaluate teaching
learning.
The Principal of the college examines the teaching plans and the diaries of the teachers. If difficulties or problems in teaching learning, if any, arise, they are discussed in the monthly meeting and solutions to them are sought out.

The feedback is collected from students at the end of each semester. The feedback is analyzed and the areas of weakness are identified and addressed in the meetings of the IQAC and LMC.

2.4 Teacher Quality

2.4.1 Provide the following details and elaborate on the strategies adopted by the college in planning and management (recruitment and retention) of its human resource (qualified and competent teachers) to meet the changing requirements of the curriculum.

Ans.: 

<table>
<thead>
<tr>
<th>Highest Qualification</th>
<th>Professor</th>
<th>Associate Professor</th>
<th>Assistant Professor</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td><strong>Permanent Teachers</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D.Sc/D.Litt</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>M.Phil.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>PG</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td><strong>Temporary Teachers</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ph.D.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>M.Phil.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>PG</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Part Time Teachers</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ph.D.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>M.Phil.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>PG</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

While recruiting the new faculties, the college follows the guidelines laid down by the UGC and the University. In the recruitment the guidelines regarding the qualifications are strictly followed and the candidates with the highest qualifications are preferred. The new recruitment is generally based on the roster of reservations meant for various categories. Until and unless this roster of the college is cleared, the new recruitment is not possible.
The teachers are assigned the subjects for teaching on the basis of their research and study at the postgraduate level. This strategy helps the faculty do justice to the subject assigned to him or her.

The faculties are also sent to do refreshers and orientation courses in order to update their knowledge. To meet the changing requirements of the curriculum, the faculties have been promoted to do refresher courses in inter- and multi-disciplinary areas of study.

In addition the teachers are promoted to do research and they receive every kind of co-operation from the college. They are also provided other essential facilities.

2.4.2 How does the institution cope with the growing demand/ scarcity of qualified senior faculty to teach new programmes/ modern areas (emerging areas) of study being introduced (Biotechnology, IT, Bioinformatics etc.)? Provide details on the efforts made by the institution in this direction and the outcome during the last three years.

Ans.: Whenever new subjects are introduced or in practice, the college takes initiatives to invite faculties from outside and the faculties of the college do short term and refresher courses. In respect of the subjects such as IT and cyber crimes, the college invites guest faculties and experts to deliver lectures. Due to such initiatives, the students get the knowledge of recent developments.

2.4.3 Providing details on staff development programmes during the last four years elaborate on the strategies adopted by the institution in enhancing the teacher quality.

Ans.: a) Nomination to staff development programmes

<table>
<thead>
<tr>
<th>Academic Staff Development Programmes</th>
<th>Number of faculty nominated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refresher courses</td>
<td>08</td>
</tr>
<tr>
<td>HRD Programmes</td>
<td>-</td>
</tr>
<tr>
<td>Orientation programmes</td>
<td>00</td>
</tr>
<tr>
<td>Staff training conducted by the university</td>
<td>02</td>
</tr>
</tbody>
</table>
b) Faculty Training programmes organized by the institution to empower and enable the use of various tools and technology for improved teaching-learning.

- Teaching learning methods/approaches -1
- Handling new curriculum
- Content/knowledge management - 1
- Selection, development and use of enrichment materials -1
- Assessment
- Cross cutting issues
- Audio Visual Aids/multimedia - 1
- OER’s
- Teaching learning material development, selection and use- 1

The institute organized workshops and lectures on some of the above-mentioned areas to contribute positively to the performance of teachers in their teaching. The following are the one day workshops organized by the college.

1. ‘Teaching and Learning Methods’ on 6 September 2014
2. ‘Research Methodology’ on 11 July 2014
3. ‘The Use of ICT in Teaching’ on 12 January 2016

c) Percentage of faculty

* invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies --- 50%
* participated in external Workshops / Seminars / Conferences recognized by national/ international professional bodies--- 90%
* presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies- 80%

2.4.4 What policies/systems are in place to recharge teachers? (eg: providing research grants, study leave, support for research and academic publications teaching experience in other national institutions and specialized programmes industrial engagement etc.)

Ans.: The faculty is the nucleus of any educational institution. One of the major duties of the college is to motivate and to promote teachers. If the faculty is experienced in teaching and research, it always benefits the college. Bearing in mind this notion, the college has some policies in the interest of teachers.

The college approves study leave of teachers for their doctoral research based upon the number of full time faculty working in the college. So far three faculties have benefitted from the facilities: Dr S.S. Gholap (Principal), Dr. S. R. Ivare and Mrs. V.V. Jadhav

The college promotes the faculty to participate in national and international conferences, seminars and workshops. Almost all faculties have participated in such conferences, seminars and workshops.

Most of the faculty is also promoted to publish their articles and research papers in various journals. The college makes every kind of facility required available to the teachers for their research work.

2.4.5 Give the number of faculty who received awards / recognition at the state, national and international level for excellence in teaching during the last four years. Enunciate how the institutional culture and environment contributed to such performance/achievement of the faculty.

Ans.: So far the faculties have not nominated for any awards or recognition at the state, national and international level. But the faculties are striving for excellence in research and teaching.

2.4.6 Has the institution introduced evaluation of teachers by the students and external Peers? If yes, how is the evaluation used for improving the quality of the teaching-learning process?
Ans.: Yes, the institution has introduced evaluation of teachers by the students and external peers. The teachers are expected to perform well academically. To get the right feedback on their performance and to bring about changes in their performance, evaluation is necessary. The general feedback on teaching is collected from students. The students are given an opportunity to write their feedback in the form of comments. On the basis of this feedback, the teachers are given suggestions to make their teaching more effective.

The peers also hold discussion among themselves on current and legal issues from the curriculum. Through such interaction they share knowledge and are able to evaluate each other. But the evaluation and sharing of knowledge has helped the faculties in bringing efficacy into their teaching learning process.

2.5 Evaluation Process and Reforms

2.5.1 How does the institution ensure that the stakeholders of the institution especially students and faculty are aware of the evaluation processes?

Ans.: The learners should be always made aware of their learning objects at the beginning of the course so that they will not face confusion regarding examinations and evaluation. The faculties are actually involved in the evaluation process of the University and the college. At the same time they get familiar with the rules of evaluation, if newly introduced through the circulars of the University.

In order to make students aware of the evaluation process, the college uses different channels.

1. The college holds an induction programme wherein new students are given information about the examination system and evaluation.

2. At the same time the college publishes such information in the prospectus every year.

3. The same information is also made available on the website of the college.

4. Notices regarding the evaluation procedure and examinations are also displayed.
2.5.2 What are the major evaluation reforms of the university that the institution has adopted and what are the reforms initiated by the institution on its own?

Ans.: The institution follows the rules of the University in regard to the evaluation. Therefore it is binding on the institution to abide by the rules and changes made in them by the University from time to time.

1. Earlier students were not able to get the photocopy of their answer sheet but the University introduced the system of providing the photocopy of the answer sheet to the students from 2012. The students are expected to apply within ten days from the date of declaration of the result.

2. At the same time there is also a positive change in the system whereby the students can get a refund if the result changes after re-evaluation.

3. If the students are found doing malpractice in the examination, their result is withheld and they are allowed to take only provisional admission to the next academic year. If they are not found guilty, their admission is confirmed.

4. The University adopted the process of online application for the examination four years ago.

5. The University introduced the bar-code system in the examination in 2014-15 in order to maximize transparency in the evaluation process. The college implemented the same with proper directions and makes sure that it is done hassle-free for students.

The college has implemented all these changes from time to time and the students are also informed about these changes.

Since the faculties of the college are involved in the evaluation process, they inform the students about how the students are expected to perform in the examination. The college holds some sessions on the information of the evaluation process.

2.5.3 How does the institution ensure effective implementation of the evaluation reforms of the university and those initiated by the institution on its own?
Ans.: Since the rules of the examination process of the University are binding on the colleges, our college has strictly implemented the changes as mentioned in answer no 2.5.2. It has fully devoted staff for the process.

The college makes sure that the process should be trouble free for the students. The university has adopted the process of online form submission for the examinations and re-evaluation. In this case the students are given all help they need to fill in their online application forms and the print out facility is also made available to them in the library. The students are also intimated about their problems regarding the examination and evaluation through notices, classes and the websites. Similarly the college corresponds with the University if the students have any problems in that regard.

2.5.4 Provide details on the formative and summative assessment approaches adopted to measure student achievement. Cite a few examples which have positively impacted the system.

Ans.: As far as the assessment of the students is concerned, they should be thoroughly assessed and should get feedback to know what they have attained and where they stand in their course. Therefore, the institution has put into practice both formative and summative approaches for different undergraduate and postgraduate law courses.

The college follows the semester examination patterns of the University and the performance of the students is assessed on the basis of the summative approach. The students write papers of one hundred marks each. Once the examination is over, the result is declared and students are given marks on the basis of their performance in the examination and they are put into categories like distinction, first class, higher second class etc. The assessment of the papers is centralized and the teachers from different law colleges contribute to the assessment process.

The institution is also following the formative approach whereby the students are examined throughout the year formally and informally on the basis of various procedures. This approach is crucial to understand the academic progress of the students and to get the right feedback about their performance.
The college conducts tutorials and tests. The students are also given feedback on the basis of their performance in their tutorials and tests.

In addition, presentations, debates and group discussions are also conducted in the classes by the teachers. The students are encouraged to participate in such sessions so that they could be made outspoken and their ability to learn is strengthened. Similarly they are encouraged to participate in answer-question sessions and they are provided feedback immediately. On the basis of this feedback, students are made aware about their progress and they are encouraged to study more. So the tutorials, tests, presentations, group discussions and answer-question sessions have given a good result and created positive impact on the student. They have helped students identify their strengths and weaknesses and target areas that need to be worked on and also helped in improving students’ attainment.

2.5.5 Detail on the significant improvements made in ensuring rigor and transparency in the internal assessment during the last four years and weightages assigned for the overall development of students (weightage for behavioral aspects, independent learning, communication skills etc.)

Ans.: The College ensures that the students should be groomed properly through the internal assessment. Students’ all round progress is the main aim of the college and therefore it is necessary to ascertain that all aspects of the development of students need to be allotted proper weightage.

To maintain rigour and transparency in the internal assessment, the teachers give individual feedback to the students on their development in the tests and tutorials. The students are supposed to make presentations for their Practical Training Paper on the same topic so that they would be able to judge themselves in comparison with others. The marks of the tests are shown to the students.

At the same time the faculty makes sure that the students are developing their independent learning skills through preparing presentations, essays and articles they write for competitions and college magazines. They are also instructed to study properly and express individual reactions.
The faculties also recommend the students to join the course in Spoken English whereby students are properly trained in communications skills.

In the internal assessment students are also instructed about how their professional conduct should be and how to maintain the decorum of courts.

2.5.6 What are the graduate attributes specified by the college/affiliating university? How does the college ensure the attainment of these by the students?

Ans.: Education is meant for the overall development of students. Similarly the institution has got its vision about inculcating social, cultural and ethical values in students. Bearing in mind the purpose of education and the vision of the college, the faculties work in that direction and ensure that the students of the college will attain some graduate attributes by the end of the course.

The students achieve the following attributes during the degree courses:

- Leadership skills
- Presenting logical arguments
- Critical thinking
- Effective communication
- Interpersonal relationships
- Self awareness

The college conducts various programmes such as elocution, debates, seminars, presentations and group discussions in classes. The students are asked to participate in the competitions and class activities so that their communication skills, critical thinking and skills of logical arguments are strengthened. The students are also allowed to take part in the organization of the co-curricular activities so that they will be able to develop their interpersonal relationships and leadership skills. The students also form the Students’ Council and make decisions in regard with their programmes for which the college provides all assistance.

2.5.7 What are the mechanisms for redressal of grievances with reference to evaluation both at the college and University level?
Ans.: The University has its own mechanism to redress the grievances with reference to evaluation and the college implements it as per the directions of the University. After the declaration of the result of the semester examination, if the students are not satisfied with the assessment of their papers on the basis of the result, they can apply to the examination section for a photocopy of their papers within ten days from the date of the result. The students get photocopies of their papers and then they can have a look at the papers. Then they can make applications to the examination section for re-evaluation.

The college makes available to students all the facilities for this process and the teachers also help students in giving them feedback on the basis of photocopies.

2.6. Student Performance and Learning Outcomes

2.6.1 Does the college have clearly stated learning outcomes? If ‘yes’ give details on how the students and staff are made aware of these?

Ans.: Yes, the college has learning outcomes. These learning outcomes are discussed in the meeting with the faculty at the beginning of the year. They are conveyed to the students through the address of the Principal. Then the teachers convey it to the students through regular classes as well. They are also available on the website of the college.

2.6.2 Enumerate on how the institution monitors and communicates the progress and performance of students through the duration of the course/programme? Provide an analysis of the students’ results/achievements (Programme/course wise for last four years) and explain the differences if any and patterns of achievement across the programmes/courses offered.

Ans.: The College conducts internal assessment through tutorials and tests and presentations of students. The students are informed about how they have performed in the internal assessment through the interaction with them in daily classes and the marks in the tests are shown to them in the classes too.
The students are also informed about the overall result of all courses of the University run in the college through the notice boards and recently through the college magazine. The subject wise result is informed to the students and they could compare them on their own and it is useful for them for their self-appraisal. The following is the course wise result and the completion rate.

<table>
<thead>
<tr>
<th>Courses</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>LL.B.</td>
<td>43%</td>
<td>64.28%</td>
<td>71.88%</td>
<td>62.42%</td>
</tr>
<tr>
<td>B.S.L. LL.B</td>
<td>41%</td>
<td>53.65%</td>
<td>85%</td>
<td>80%</td>
</tr>
<tr>
<td>LL.M.</td>
<td>100%</td>
<td>86.36%</td>
<td>78.23%</td>
<td>92.59%</td>
</tr>
</tbody>
</table>

2.6.3 How are the teaching, learning and assessment strategies of the institution structured to facilitate the achievement of the intended learning outcomes?

**Ans.** The strategies regarding teaching, learning and assessment are discussed and structured properly in the meeting with the Principal with the purpose of achieving the learning outcomes.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Teaching</th>
<th>Learning</th>
<th>Assessment Formative/Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of ICT</td>
<td>Easy access to online materials through Computers</td>
<td>Familiarity of students with ICT enabled sources</td>
<td></td>
</tr>
<tr>
<td>Interactive lectures</td>
<td>Improvement in Communication ability</td>
<td>Confidence level in expressions</td>
<td></td>
</tr>
<tr>
<td>Group Discussion</td>
<td>Knowledge sharing and interpersonal skills</td>
<td>Understanding students’ level of knowledge and open-mindedness</td>
<td></td>
</tr>
<tr>
<td>Use of Library Sources</td>
<td>Independent learning</td>
<td>Overall performance</td>
<td></td>
</tr>
<tr>
<td>Guidance about the University examinations</td>
<td>Developing good writing skills and handling pressure of the examination</td>
<td>Summative-marks and percentage</td>
<td></td>
</tr>
</tbody>
</table>

2.6.4 What are the measures/initiatives taken up by the institution to enhance the social and economic relevance (student placements, entrepreneurship,
innovation and research aptitude developed among students etc.) of the courses offered?

**Ans.:** Apart from improving students’ academic records, the institution pays attention to enhancing the social and economic relevance of the courses run in the college.

The college has set up a placement cell and through this cell the college brings LPOs and other units of employment to the college so that the students could seek employment after their course. This cell also organizes lectures on various skills relating to employment.

The college has a research cell which makes sure that the students are involved in research activities so that they could use this skill of critical thinking and developing research aptitude in the future. It includes assisting teachers doing research, writing research papers, writing essays for competitions.

In addition, the institution organizes various curricular and co-curricular activities relating to environment, gender issues, human rights and the others. The faculties teach the courses adapting to the present conditions and making sure that the teaching of the courses does not depart from actual social circumstances of the society and the condition of the nature.

The students are also shown documentaries on such issues to create powerful and positive impact on them.

2.6.5 **How does the institution collect and analyze data on student performance and learning outcomes and use it for planning and overcoming barriers of learning?**

**Ans.:** In the ongoing process of teaching learning it is necessary to collect enough information about the outcomes of this process so that some positive changes could possibly be made in the process in the future.

The institution collects information on the students’ performance and learning outcomes. It has set up a sort of mechanism to collect feedback from students at the end of each semester to identify the areas of weaknesses.
The faculties collect information on students’ performance through day-to-day classes and tutorials and tests and try to understand the difficulties faced by the students in learning.

Subject-wise the result sheet is also prepared and it shows the performance of the students.

After collecting such information through these formal and informal ways, it is discussed in the meeting with the Principal and among the peers. New ways are formed to bring about changes in the teaching and learning process, whenever required.

2.6.6 How does the institution monitor and ensure the achievement of learning outcomes?

Ans.: The institution makes all the facilities available to the students so that the students would be able to study hard and develop study skills and could achieve the expected success. Apart from this, the faculties also use various strategies for proper teaching learning in the direction of positive learning outcomes.

The institution monitors the achievement of learning outcomes by way of feedback and the interaction of the faculty with the students. In addition to this, the result sheet of the students is also prepared on the basis of the subjects taught to them. The learning outcomes of the students are also monitored on the basis of the success achieved and participation by students in the competitions held in the college and outside the college.

2.6.7 Does the institution and individual teachers use assessment/evaluation outcomes as an indicator for evaluating student performance, achievement of learning objectives and planning? If ‘yes’ provide details on the process and cite a few examples.

Ans.: Yes, the institution and individual teachers use assessment outcomes to ascertain whether the students have achieved learning objectives and performed better in the examination.
The subject-wise result sheet of the students indicates the performance in the examination. This sheet is used to evaluate the students’ performance. The students who have failed in some subjects are required to attend the revision lectures which are conducted for such students.

The presentations of the students are used to assess the learning outcomes of the students. The teachers suggest the areas which need to be focused by the students.

The interactive sessions help the teachers understand whether the students have acquired the communication ability and are able to form their opinion. It is also seen that the students’ confidence level is improving.

So the evaluation of the students’ progress done in both formal and informal ways is used for planning for further improvement.
CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

3.1.1 Does the institution have recognized research center/s of the affiliating University or any other agency/organization?

Ans.: No, the institution has no research centre of the affiliating centre. But the institution is planning to set up a research centre with the affiliation of the University.

3.1.2 Does the Institution have a research committee to monitor and address the issues of research? If so, what is its composition? Mention a few recommendations made by the committee for implementation and their impact.

Ans.: The College has a research committee to monitor and address the issues of research. The research committee has been in operation for some years. The composition of the committee is as follows:

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of the faculty</th>
<th>Positions in the committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dr Shubhada Gholap (Principal)</td>
<td>Chairman</td>
</tr>
<tr>
<td>2</td>
<td>Mr Avinash Awghade (Asst. Professor)</td>
<td>Member (PG Dept.)</td>
</tr>
<tr>
<td>3</td>
<td>Mr. Ravindra Patil (Asst. Professor)</td>
<td>Member (UG Section)</td>
</tr>
<tr>
<td>4</td>
<td>Mr Pramod Phadtare (Office Superintendent)</td>
<td>Member (Administration)</td>
</tr>
<tr>
<td>5</td>
<td>Dr Sopan Ivare (Associate Professor)</td>
<td>Coordinator</td>
</tr>
</tbody>
</table>

The committee, being active, has made recommendations from time to time. Some of the recommendations are given below:

1. The teacher should make applications for the major and minor projects to be sanctioned by the UGC.

2. The research cell should promote students to write research articles.
3. The research committee recommended a subscription of International online database of international journals.

4. The faculty needs to be encouraged to do doctoral research.

5. The committee also suggested to increase the number of reference books so that that would be helpful for the faculty.

6. The committee also suggested to focus on new areas for research.

These recommendations have been implemented properly and have positive impact on the faculty and the students.

3.1.3 What are the measures taken by the institution to facilitate smooth progress and implementation of research schemes/projects?

- autonomy to the principal investigator
- timely availability or release of resources
- adequate infrastructure and human resources
- time-off, reduced teaching load, special leave etc. to teachers
- support in terms of technology and information needs
- facilitate timely auditing and submission of utilization certificate to the funding authorities
- any other

**Ans.:** The institution has played a key role in facilitating smooth progress and implementation of research projects.

The institution has helped in facilitating the applications for research projects and has made attempts to provide as much autonomy as possible to the principal investigator.

The institution has made it smooth to release the sanctioned funds to the faculty concerned and has made the human resources available to facilitate auditing and submission of the utilization certificate to the funding authorities.

The institution also gives time-off to teachers whenever it is necessary. One of the faculties, Mrs Vaishali Jadhav, has UGC Ph. D. Research Fellowship.
In addition, the institution has made available to the faculty to conduct research enough infrastructure in the form of computers, internet, online database, International journals, reference books, etc.

3.1.4 What are the efforts made by the institution in developing scientific temper and research culture and aptitude among students?

Ans.: Understanding the importance of research and its inseparable affinity with research, the institution has always attempted to encourage a culture of research. Similarly the institution makes sure that the interested students are part of this culture and the students also develop objectivity in their approach towards their studies.

The institution has organized seminars on current issues so that the students get knowledge on such issues – Anti Superstition Bill by Maharashtra State, social media, independence of judiciary, the Companies Act 2013, gender justice and laws.

The experts are also invited to deliver lectures on burning issues so that the students could get an opportunity to interact with them and share their ideas with the experts from outside.

In day to day classes the students are given topics in advance and they are required to discuss such topics thoroughly. This method helps them develop their thinking level in a critical manner.

3.1.5 Give details of the faculty involvement in active research (Guiding student research, leading Research Projects, engaged in individual/collaborative research activity, etc.)

Ans.: The institution promotes a kind of culture of research in its premises and the research cell is also active in promoting the same among its stakeholders such as faculty and students.

One of our senior faculties is a research supervisor affiliated to Savitribai Phule Pune University, Pune and Swami Ramanand Thirth Marathwada University, Nanded guiding the doctoral research works. The faculties of the
undergraduate courses and postgraduate courses are involved in guiding research dissertations of post graduate students.

Some of the faculties had undertaken the research projects sanctioned by various agencies and have successfully completed them in time.

1. One minor research project of the University Grants Commission (UGC), Delhi
2. Three minor research projects of the Board of College and University Development of the Savitribai Phule Pune University have been completed.
3. There are two minor research projects awaiting for the sanction from UGC
4. Six faculties are pursuing their Ph. D.
   1. Mr Ravindra Wakade
   2. Mrs Vaishali Jadhav
   3. Mr Nitin Chalwadi
   4. Mr Rahul Bibave
   5. Mr Ravindra Patil
   6. Mrs. Madhuri Shirlekar
5. One faculty has received UGC Ph. D. Research Fellowship: Mrs Vaishali Jadhav

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Minor Research Project</th>
<th>Fund in Rs</th>
<th>Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Sopan Ivare</td>
<td>1. Constitutional Validity of Death Sentence – Judicial Perspectives in India</td>
<td>100000</td>
<td>UGC</td>
</tr>
<tr>
<td></td>
<td>2. Law Relating to Comptroller and Auditor General of India – A Critical Study</td>
<td>80000</td>
<td>BCUD, Savitribai Phule Pune University</td>
</tr>
<tr>
<td>Mr Ravindra</td>
<td>Developing Rational</td>
<td>100000</td>
<td>BCUD, Savitribai</td>
</tr>
</tbody>
</table>
We are also trying to ascertain the possibilities whether any collaborative research project is possible.

**3.1.6 Give details of workshops/ training programmes/ sensitization programmes conducted/organized by the institution with focus on capacity building in terms of research and imbibing research culture among the staff and students.**

**Ans.:** To find out the possible areas of research and to make the staff and the students aware of such areas, the institution has organized some seminars on areas on social media and law, gender justice and equality, Protection of Women under the Domestic Violence Act, 2005.

The senior faculties also discuss the research issues with their peers and create a kind of encouraging research atmosphere.

**3.1.7 Provide details of prioritized research areas and the expertise available with the institution.**

**Ans.:** The faculty focuses on the current issues and the innovative areas where there is a lot of scope for research. The areas which are preferred are given below:

- Constitutional Law
- Labor and Industrial Laws
- Laws relating to corruption
- Intellectual Property rights
- Human Rights
- Women and Discrimination
- Law and literature

The college has the expertise in these areas. Some of them have already done doctoral research and minor projects. The others are doing their research in these areas.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Faculty</th>
<th>Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dr. Shubhada Gholap</td>
<td>Law of Contract and other laws related to it</td>
</tr>
<tr>
<td>2</td>
<td>Dr Sopan Ivare</td>
<td>Constitutional Law</td>
</tr>
<tr>
<td>3</td>
<td>Mr. Ravindra Wakade</td>
<td>IPR Laws/ Procedural Laws/ Labour Laws</td>
</tr>
<tr>
<td>4</td>
<td>Mrs Vaishali Jadhav</td>
<td>Human Rights</td>
</tr>
<tr>
<td>5</td>
<td>Mr Nitin Chalwadi</td>
<td>Arbitration, Labour Laws</td>
</tr>
<tr>
<td>6</td>
<td>Mr Rahul Bibave</td>
<td>Women and Gender Issues/ Corporate Laws/ Criminal Laws</td>
</tr>
</tbody>
</table>

**3.1.8 Enumerate the efforts of the institution in attracting researchers of eminence to visit the campus and interact with teachers and students?**

**Ans.:** The College makes all possible efforts to maintain a kind of research culture in its premises. The college invites scholars and senior advocates to deliver lectures so that they would share their knowledge with the students and the staff.

In addition, the college organizes seminars and workshops and invites resource persons with in-depth knowledge of the subject and research experience.

**3.1.9 What percentage of the faculty has utilized Sabbatical Leave for research activities? How has the provision contributed to improve the quality of research and imbibe research culture on the campus?**
Ans.: There is no provision of sabbatical leave for college teachers. However the teachers apply for UGC Fellowship.

3.1.10 Provide details of the initiatives taken up by the institution in creating awareness/advocating/transfer of relative findings of research of the institution and elsewhere to students and community (lab to land).

Ans.: The faculties have carried out minor research projects and the abstracts of these projects are kept in the library for students and the staff. Similarly the copies of doctoral research of the senior faculties are available in the library. The abstracts of such projects are also displayed on the college website.

The faculties that have done such research works are also required to deliver lectures on their projects so that the students can have primary knowledge about such projects.

The dissertations of the postgraduate students are kept in the Department of LL.M.

3.2 Resource Mobilization for Research

3.2.1 What percentage of the total budget is earmarked for research? Give details of major heads of expenditure, financial allocation and actual utilization.

Ans.: No separate percentage of the total budget is earmarked for research. However the budget allocation on infrastructure is used for purchasing the learning resources which could be used for research activities and equipments as well.

3.2.2 Is there a provision in the institution to provide seed money to the faculty for research? If so, specify the amount disbursed and the percentage of the faculty that has availed the facility in the last four years?

Ans.: There is no provision in the institution to provide seed money to the faculty for research. But the institution is planning to initiate the allocation of seed money of research.

3.2.3 What are the financial provisions made available to support student research projects by students?
Ans.: The PG students carry out research in their degree course. The facilities in the research cell and the library are used by the students. Similarly the expenses on the stationary, printing and online resources are borne by the college. The college financially supports students in this way.

3.2.4 How does the various departments/units/staff of the institute interact in undertaking inter-disciplinary research? Cite examples of successful endeavors and challenges faced in organizing interdisciplinary research.

Ans.: The majority of the staff is involved in research work. Their research topics for the doctoral degree are also inter-disciplinary. Therefore the peers keep interacting with each other and share knowledge and help themselves to carry out the research in the right direction.

The following faculties have completed the interdisciplinary research projects-

- Dr. Sopan Ivare- Law relating to the CAG of India- A Critical Study
- Mr Ravindra Wakade- Dispute Resolution System and Domain Name (Intellectual Property)
- The following faculties are doing interdisciplinary doctoral research.
- Mrs Vaishali Jadhav- Law and women studies (Issue of surrogacy)
- Mr Nitin Chalwadi – Law relating to Prevention of Begging and Rehabilitation of Beggars in India- A Socio-legal Study
- Mr Rahul Bibave – Law relating to Indecent Presentation of Women with Special Reference to Electronic Media
- Mr Ravindra Patil – Representation of Law and Legal Discourse: An Inquiry into English Fiction
- Mrs Madhuri Shirlekar – Critical Evaluation of Law Relating to Maintenance With Special Reference to Section 125 Cr.P.C.

While carrying out these research works of interdisciplinary nature, the faculties face some problems such as getting the books of foreign authors and lack of expertise.

3.2.5 How does the institution ensure optimal use of various equipment and research facilities of the institution by its staff and students?
**Ans.:** The institution has established a research committee for the research cell. The committee encourages the staff and the students to make use of the facilities available in the Cell. The institution has set up the wi-fi facility in the premises so that the staff and students can have flexibility in access to the online sources.

The institution motivates the staff to write research papers and articles so that the facilities could be optimally used. The staff and students can sit in the research cell beyond the working hours.

The students are also orientated through a small training programme about the facilities and how these facilities could be efficiently used.

**3.2.6 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facility? If ‘yes’ give details.**

**Ans.:** The institution has not yet received any special grants or finances form any industry or other beneficiary agency for developing research facility.

**3.2.7 Enumerate the support provided to the faculty in securing research funds from various funding agencies, industry and other organizations. Provide details of ongoing and completed projects and grants received during the last four years.**

**Ans.:** The institution has always supported the staff by forwarding applications of the faculties for fund for the research to the agencies like the University and the UGC.

<table>
<thead>
<tr>
<th>Nature of the Project</th>
<th>Duration Year From To</th>
<th>Title of the Project</th>
<th>Name of the funding agency</th>
<th>Total Grant (in rupees)</th>
<th>Sanctioned</th>
<th>Received till date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor projects</td>
<td>2010-12</td>
<td>Constitutional Validity of Death Sentence – Judicial</td>
<td>University Grants Commission</td>
<td>1,00,000</td>
<td>1,00,000</td>
<td>1,00,000</td>
</tr>
<tr>
<td>Year</td>
<td>Project Description</td>
<td>Institution</td>
<td>Cost 1 (INR)</td>
<td>Cost 2 (INR)</td>
<td>Cost 3 (INR)</td>
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<tr>
<td>2012-14</td>
<td>Law Relating to Comptroller and Auditor General of India – A Critical Study</td>
<td>BCUD, Savitribai Phule Pune University</td>
<td>80,000</td>
<td>80,000</td>
<td>80,000</td>
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<tr>
<td>12-14</td>
<td>Developing Rational Domain Name System Legislation</td>
<td>BCUD, Savitribai Phule Pune University</td>
<td>1,00,000</td>
<td>80,000</td>
<td>80,000</td>
<td></td>
</tr>
<tr>
<td>2012-14</td>
<td>De-centralisation of Supreme Court : Justice to the Grassroots</td>
<td>BCUD, Savitribai Phule Pune University</td>
<td>75,000</td>
<td>75,000</td>
<td>75,000</td>
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<tr>
<th>Category</th>
<th>Cost 1 (INR)</th>
<th>Cost 2 (INR)</th>
<th>Cost 3 (INR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major projects</td>
<td>-</td>
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<td>-</td>
</tr>
<tr>
<td>Interdisciplinary projects</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Industry sponsored</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Students’ Research projects</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Any other (specify)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
3. 3 Research Facilities

3.3.1 What are the research facilities available to the students and research scholars within the campus?

Ans.: There is a research cell in the college especially for research work. The college has provided almost all essential research facilities to the staff and the students. The computers are available in the staffroom and the research cell. There is a computer lab wherein all the computers are connected with the broadband connectivity. There is a wi-fi facility in the premises whereby the staff and students can have flexibility in accessing online resources.

The college has an online database of SCC Online and an offline database of AIR. The college has an international online database, Heinonline. NList

There is a good reference section in the library having a large number of reference books. There is an inter-library loan facility available for the staff and students. They can borrow books from the library of Shri Shahu Mandir Mahavidyalaya, Pune and the institution has obtained the subscription of British Library. From time to time, the college pays subscription charges for students to get access to the Jayakar library of Savitribai Phule Pune University.

There are other facilities such as printing, stationery which are also used by the staff and students.

3.3.2 What are the institutional strategies for planning, upgrading and creating infrastructural facilities to meet the needs of researchers especially in the new and emerging areas of research?

Ans.: Teaching and research go hand in hand for the reason that teaching is enriched by the knowledge that we gather through the research. In the world of globalization, new areas of knowledge are coming up and need to be researched. Therefore the college boosts the research culture in its premises by increasing infrastructural facilities.

The college has developed some strategies in regard to the infrastructural facilities so that the staff and students can benefit from them for their research.
1. The research committee will take stock of the facilities in its every meeting and recommend necessary things.

2. The institution will use some money from its regular budget to upgrade the facilities for research.

3. The institution will also try to continue to subscribe to online databases, national and international.

4. The library will purchase the reference books essential for interdisciplinary and emerging areas of research.

3.3.3 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facilities? If ‘yes’, what are the instruments/facilities created during the last four years.

Ans.: The institution has not received any special grants or finances from the industry or other beneficiary agency for developing research facilities. However the institution has planned to make an application for the same.

3.3.4 What are the research facilities made available to the students and research scholars outside the campus/other research laboratories?

Ans.: The College has an online database of SCC and an international online database, Heinonline which could be accessed from anywhere.

Similarly, there is an inter-library loan facility available for the staff and students. They can borrow books from the library of Shri Shahu Mandir Mahavidyalaya, Pune and the institution has obtained the subscription of British Library. From time to time, the college pays subscription charges for students to get access to the Jayakar library of Savitribai Phule Pune University.

3.3.5 Provide details on the library/information resource center or any other facilities available specifically for the researchers?

Ans.: The facilities are common for the staff and the students. But some facilities of the library are available to the faculties involved in research.
1. Access to the online data bases, national and international is available to the faculties who are doing research.

2. The reference books could be issued to the researchers only if they are necessary back at home. Otherwise such books are used only in the library.

3. The researchers can also have a maximum number of books for reference in their research.

4. On the recommendation of the books for the research, the library purchases such books for researchers.

3.3.6 What are the collaborative research facilities developed/created by the research institutes in the college. For ex. Laboratories, library, instruments, computers, new technology etc.

Ans.: The College has not conducted any collaborative research so far and therefore such facilities have not been created by the college.

3.4 Research Publications and Awards

3.4.1 Highlight the major research achievements of the staff and students in terms of

- Patents obtained and filed (process and product)
- Original research contributing to product improvement
- Research studies or surveys benefiting the community or improving the services
- Research inputs contributing to new initiatives and social development

Ans.: The College has not obtained any patents nor has it filed it. Being a law college, it has not made any research contributing to any product improvement. However the faculties have carried out research projects relating to social issues such as death sentence and judicial perspectives on it and the benefit of decentralization of the Apex court. The research papers by the faculties are based on the social issues.
3.4.2 Does the Institute publish or partner in publication of research journal(s)? If ‘yes’, indicate the composition of the editorial board, publication policies and whether such publication is listed in any international database?

**Ans.:** Yes. The institution has taken initiative to publish a peer reviewed international journal entitled, *Indian Journal of Law and Social Sciences*. The institute has set up an advisory board consisting of ten members.

1. Dr Sudhakar Avhad (Law) (Mumbai)
2. Dr Anurekha Chai-Wagh (Law) (Pune)
3. Dr Warner Menski (Law) (London)
4. Dr Arvind Yeleri (Law) (New Delhi)
5. Dr B Yuvakumar Reddi (Law) (Jalgaon)
6. Dr D. D. Pathare (Law) (Pune)
7. Dr J R Killirao (Law) (Pune)
8. Dr Prakash Choudhari (Law) (Pune)
9. Dr Rajiv Kumar Khare (Law) (Bhopal)
10. Dr S. T. Randive (Law) (Pune)

The editorial board has been established and it comprises four members:

1. Dr Shubhada Gholap
2. Dr S. R. Ivare
3. Mr Rahul Bibave
4. Mr Ravindra Patil

3.4.3 Give details of publications by the faculty and students:

* Publication per faculty
* Number of papers published by faculty and students in peer reviewed journals (national /international)
* Number of publications listed in International Database (for Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
* Monographs
Anns.:  

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Name of the Faculty</th>
<th>Title of the Paper/Chapter</th>
<th>Name of Peer Reviewed Journal/Book</th>
<th>ISBN/ISSN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dr. Shubhada Gholap</td>
<td>The Role of Media, Society &amp; NGOs in Empowerment of Women in India</td>
<td>Empowerment of Women-Reality &amp; Myth (Book)</td>
<td>ISBN 8172653661</td>
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<tr>
<td>2</td>
<td>Dr. S. R. Ivare</td>
<td>1. Redefining the Concept of State - Judicial Perspectives</td>
<td>Journal of Constitutional and Parliamentary Studies</td>
<td>ISSN 0022-0043 (Peer-reviewed)</td>
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<td></td>
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<td>2. Redefining the Scope of Public Interest Litigation - Judicial Perspectives</td>
<td>All India Reporter Pvt. Ltd.</td>
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<tr>
<td>4. The Suprem Court of India on Right to Speedy Trial - a Critical Evaluation</td>
<td>Nyaya Deep, National Legal Services Authority,</td>
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<td>5. Application of Res Judicata to Writ Jurisdiction – Judicial Perspectives in India</td>
<td>Research Link</td>
<td>ISSN 0973-1628 (Peer-reviewed)</td>
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<td>6. Evolution of Right to Free Legal Aid as a Fundamental Right of an Indigent and Poor Accused – Judicial Perspectives</td>
<td>Nyaya Deep, National Legal Services Authority,</td>
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<td>7. Law On Obligations in the Nature of Trusts in India</td>
<td>Indian Streams Research Journal</td>
<td>ISSN 2230-7850 (Peer-reviewed)</td>
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<td>8. Evolution of Right to Decent Environment as a Fundamental Right in India</td>
<td>Indian Streams Research Journal</td>
<td>2230-7850 (Peer-reviewed)</td>
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<td>5.</td>
<td>The Sexual Harassment at Work Place(Prevention, Prohibition and Redressal) Act,2013-a Concrete step But inadequate</td>
<td>Rajashri</td>
<td>ISSN 2320-5881 (International Peer-reviewed)</td>
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<p>| 4. | A Need to fill | Changing Paradigm | ISBN 978- |</p>
<table>
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<th></th>
<th>Title</th>
<th>Author</th>
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<td>5</td>
<td>Legislative Deficiency relating to Women Worker Working as a Domestic Help - A study</td>
<td>IYCLC 2016</td>
<td>81-929282-03 (Proceedings)</td>
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<td></td>
<td>in Gender Justice</td>
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<td></td>
<td>5. Legal Judicial Perspectives relating to Ragging</td>
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<td>5</td>
<td>Ms V. V. Jadhav</td>
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<td></td>
<td>Techniques of Research Methodology</td>
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<td></td>
<td>2. Recent Developments in Law Relating to Surrogacy in India</td>
<td>Rajashri</td>
<td>ISSN 2320-5881 (International Peer-reviewed)</td>
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<td>6</td>
<td>Mr N. S. Chalwadi</td>
<td></td>
<td>ISBN 978-81-923922-3-3</td>
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<tr>
<td></td>
<td>1. Tools and Techniques of Data Collection: An Overview</td>
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<td></td>
<td>Techniques of Research Methodology</td>
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<td></td>
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<tr>
<td>7</td>
<td>Mr R. N. Bibave</td>
<td>1. Internet: The Inevitable Ingredient of Research</td>
<td>Techniques of Research Methodology</td>
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<td>2. In the Interest of Economic Justice</td>
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<td>7</td>
<td>Doctrine of Eminent Domain: The Foundation for Land Acquisition in India</td>
<td>A Special Issue on Land Acquisition Laws in India</td>
<td>ISBN 978-819292821-0 (Proceedings)</td>
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<td>3. Use of Scientific Research Used in the Field of Library and</td>
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<td>Digital India: Transforming India (Proceedings)</td>
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3.4.4 **Provide details (if any) of**

* research awards received by the faculty
* recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally
* incentives given to faculty for receiving state, national and international recognitions for research contributions.

**Ans.:** The faculties have not received any recognition so far. Nor has it been given any rewards. However the faculties, Mr Ravindra Wakade and Mr Rahul Bibave have received research awards for their papers in Seminars.

3.5 **Consultancy**

3.5.1 **Give details of the systems and strategies for establishing institute-industry interface?**

**Ans.:** The institution has not established institute-industry interface. However the institution invites LPOs for recruitment in the campus.
3.5.2 What is the stated policy of the institution to promote consultancy? How is the available expertise advocated and publicized?

**Ans.:** The College has been promoting consultancy involving students. Being a law college, it has running a Legal Aid Centre which provides consultation to the needy people. The college publicises the information about the centre and days of consultation in the form of a short notice in a local newspaper and on the website of the college.

The part and full time faculties are available for consultation. The students also remain present at the time of consultation.

In addition, the college also organizes the legal literacy camps at various villages. The advocates with vast experience are invited to the camps and they offer free advice to the villagers. The students deliver speeches on the newly passed legislations and policies.

3.5.3 How does the institution encourage the staff to utilize their expertise and available facilities for consultancy services?

**Ans.:** The institution encourages the staff to utilize their expertise to contribute to the society by way of consultation to the people coming to the college for seeking advice on their problems. The college has set up a separate room for consultation and is equipped with a computer and books.

3.5.4 List the broad areas and major consultancy services provided by the institution and the revenue generated during the last four years.

**Ans.:** The institution provides free consultation to the needy people who approach the Legal aid centre of the college. The centre has given advice to the people on Property Laws, Succession Laws and Family Laws.

3.5.5 What is the policy of the institution in sharing the income generated through consultancy (staff involved: Institution) and its use for institutional development?

**Ans.:** Since the consultation is provided freely, no revenue is expected from the assignment.
3.6 Extension Activities and Institutional Social Responsibility (ISR)

3.6.1 How does the institution promote institution-neighbourhood- community network and student engagement, contributing to good citizenship, service orientation and holistic development of students?

**Ans.:** The students’ overall development is as essential as their academic development. Therefore the college makes sure that the students are involved in all curricular and extension activities.

The college has an NSS Department under which various social and environment oriented activities are conducted. Students are required to establish social network with the society so that they would become socially sensitive and would be able to contribute to the problems of the society. They take part in street plays, rallies of Human Rights day and Environment day and the like. Students also participate in cleanliness campaign, Nirmalya Abhiyan at Ganpati Festival, tree plantation.

Students are required to participate in legal literacy camps held at villages and in legal aid centre’s activities. Through these channels, students get a chance to mingle with people and become aware of the socio-legal problems.

3.6.2 What is the Institutional mechanism to track students’ involvement in various social movements / activities which promote citizenship roles?

**Ans.:** The institution always attempts to organize the activities which will create a strong sense of citizenship among students. They should be also made aware of their rights and duties. It ensures that the students inculcate the sense of citizenship and have respect for each other without any discrimination on the basis of caste, sects, religion or race. The college especially celebrates the Constitution Day wherein the students are shown documentaries and they are expected to express themselves on this occasion.

In addition the college celebrates the Human Rights day, Women Day, the Martyr’s day; we organize street plays on social issues. The students participate in some other programmes organized by the Municipal Corporation, Pune or NGOs. Equal Opportunity Center, NSS Special Camp
3.6.3 How does the institution solicit stakeholder perception on the overall performance and quality of the institution?

Ans.: The institution generally seeks feedback from the students and alumni in order to understand the progress made by it and to understand what needs to be changed or brought into practice. Apart from this, the peers of the college also hold informal discussion among themselves on the activities and the result of the students and convey their reaction to the Principal. Then the Principal submits the annual report of the college to the management and gets the feedback of the management members on the overall performance of the college.

3.6.4 How does the institution plan and organize its extension and outreach programmes? Providing the budgetary details for last four years, list the major extension and outreach programmes and their impact on the overall development of students.

Ans.: The institution prepares the academic calendar of all activities at the very beginning of every academic year. A teacher who is appointed to prepare the calendar has to collect the information regarding the activities that are held in the academic year. In addition to this, some activities are organized on the occasions as per the circulars of the University and the Joint Director of Higher Education, Pune Region. Some of the extension and outreach activities that have been held in the past four years are listed below:

1. Bearing in mind the commitment to the progress of the nation, the college took part in the Swatchha Bharat Abhiyan during 1 November 2015 to 15 November 2015. The college organized a cleanliness campaign during this period in the neighbouring areas and students collected plastic and other waste material. Through this they also tried to show the path of waste management.

2. The college organized another activity of similar nature, road safety campaign on 5 October 2015 wherein the students aimed at spreading awareness about the road safety. They were also carrying the boards of air pollution so that travelers could be sensitized towards such critical issues.
3. One day workshop on Nirbhaya Episode was organized by the college on 16 February 2016. This workshop was in collaboration with the NGO, Lokayat, Pune. Students were sensitized about issues relating to women and how our society looks at women.

4. Ganpati festival is popularly organized in Pune and at the same time people do not bother about the water pollution they create. Therefore the NSS Department of the college participate in the process of immersion and make devotees aware about water pollution created by throwing the replicas of Ganesha in the river.

5. International Human Rights Day is another programme that the college holds every year. The students, though, study human rights in the prescribed subject, they are shown documentaries about human rights and their violation which needs to be avoided. The lecture of one of the faculties is also arranged on the same day.

6. The college has started to celebrate the Marathi Bhasha Din (Day) on 27 February so that the culture of reading literature should be spread among the native speakers of the language.

7. The college holds Legal Literacy camps in nearby villages. The students are required to participate in the camps and are expected to deliver lectures on various Acts passed by the Parliament and the State Assembly such as Right to Information Act, Mamlatdars’ Act, the Prevention of Domestic Violence Act, Maharashtra Prevention and Eradication of Human Sacrifice and other Inhuman, Evil and Aghori Practices and Black Magic Ordinance 2013. Similarly the experienced advocates offer legal advice to the villagers on their legal problems free of charge. The students are made a part of this consultation.

8. An NSS camp is organized every year in a village. Almost 75 students participate in the camp and stay in the village for seven days there. During those seven days they do some manual labour for villagers- digging pits for building toilets, cleaning roads, digging canals for conserving water and the
others. In addition students deliver lectures on various laws for villagers. They also hold cultural programmes.

3.6.5 How does the institution promote the participation of students and faculty in extension activities including participation in NSS, NCC, YRC and other National/International agencies?

Ans.: The institution makes sure that every extension activity should be successful. And for this purpose the faculty and students work together in the organization of that activity. One or two teachers are assigned an organization of an activity and the teachers engage some students for the same purpose. As far as NSS regular activities are concerned, there is a registration of one hundred and fifty students every year. These students take part in the activities.

3.6.6 Give details on social surveys, research or extension work (if any) undertaken by the college to ensure social justice and empower students from under-privileged and vulnerable sections of society?

Ans.: The College participates in the extension activities to be carried out by the University, Pune Municipal Corporation and the other governmental agencies such as YASHDA. Fifty students of our college participated in one of such extension activities. A survey of dropout students was conducted by the college students from 29 November 2011 to 9 December 2011 as per the direction of the University and Zilla Parishad. The students conducted this survey for ten days in the slum areas such as Ambedkar Vasahat, Laxminagar, Gavalivada, Ashtvinayak nagar, Shahu Vasahat and Shivdarshan. Almost thirty five dropout students were found in this survey for various reasons. The college submitted the report of this survey to the Chief Officer in charge of Sarva Shiksha Abhiyan.

3.6.7 Reflecting on objectives and expected outcomes of the extension activities organized by the institution, comment on how they complement students’ academic learning experience and specify the values and skills inculcated.

Ans.: Along with academic learning, the students’ other skills should be strengthened and the college is the best place where students can get opportunities to do so. The extension activities carried out in the neighbouring
areas and villages have helped the students understand their society and their moral duties towards their society.

Through the activities undertaken by the Legal Aid centre, students had a lot of exposure to how advice was offered to the clients. The students learned to offer consultation from different law points of view.

Through the extension activities students also learn interpersonal skills and learn to interact with people in an appropriate manner. When legal literacy camps are held, students are expected to deliver lectures on various Acts. As a result, the students could develop their skills of public speaking and other supplementary skills related to them.

The extension activities also increase the confidence level of the students in respect of various performances. On the whole, these activities have complemented the students’ academic learning experience.

3.6.8 **How does the institution ensure the involvement of the community in its reach out activities and contribute to the community development? Detail on the initiatives of the institution that encourage community participation in its activities?**

**Ans.:** The purpose of education is meant for the development of the community. The college ensures that most of the extension activities such as street plays, legal surveys, rallies, legal aid programmes are to be performed in the vicinity of the college so that new changes in laws could reach to them and a maximum number of people will benefit from them. Generally such activities are carried out either in the morning or in the evening so that people could attend the activities.

3.6.9 **Give details on the constructive relationships forged (if any) with other institutions of the locality for working on various outreach and extension activities.**

**Ans.:** The College has forged connection with the neighbouring college, Shri Shahu Mandir Mahavidyalaya, Pune. Activities like Blood Donation camps, tree plantations are held in collaboration with this college. Lokayat
3.6.10 Give details of awards received by the institution for extension activities and/contributions to the social/community development during the last four years.

Ans.: The College took part in Swachta Karandak Competition held by an NGO, Smarth Bharat Vyaspith, Pune. It received the third prize, trophy and certificates for students.

A student of the college, Mr Viren Navadikar made a short documentary, Mukta (about female foeticide) which received the first prize from Maharshri Karve Stri Shikashan Sanstha Pune.

3.7 Collaboration

3.7.1 How does the institution collaborate and interact with research laboratories, institutes and industry for research activities. Cite examples and benefits accrued of the initiatives- collaborative research, staff exchange, sharing facilities and equipment, research scholarships etc.

Ans.: The College has not entered into collaborative research activities with any institution. However, the college has established connection with Shri Shahu Mandir Mahavidyalaya, Pune to share library resources to carry out research activities.

3.7.2 Provide details on the MoUs/collaborative arrangements (if any) with institutions of national importance/other universities / industries / Corporate (Corporate entities) etc. and how they have contributed to the development of the institution.

Ans.: So far the institution has not made any MoUs with any institution of national importance.

3.7.3 Give details (if any) on the industry-institution-community interactions that have contributed to the establishment / creation/up-gradation of academic facilities, student and staff support, infrastructure facilities of the institution viz. laboratories / library/ new technology /placement services etc.
The College has interacted with the LPOs like Mindcrest and Quislex for placement in the campus and sort of training about the corporate environment. Mindcrest held the training programme in the college on 20 March 2012.

The alumni of the college have contributed to the library of the college by way of a computer. The alumni have offered themselves to help legal aid camps and the students of the college for internship during vacations.

3.7.4 **Highlighting the names of eminent scientists/participants who contributed to the events, provide details of national and international conferences organized by the college during the last four years.**

**Ans.:** The College invited the following eminent persons for moot courts, state level seminars and guest lectures.

1. Shri Dnyaneshwar Phadtare, Deputy Police Commissioner Pune
2. Justice Mr. Abhaya Oka, Judge, Bombay High Court
3. Dr. Narendra Dabholkar, President of Andhshraddha Nirmoolan Samit Pune
4. Shri Bhaskarao Misar, Former Director General of Police (Crime) Maharashtra
5. Dr. Nilima Bhadbhade, Professor, ILS Law College, Pune
6. Dr. N. S. Umarani, Principal, Garware Commerce College, Pune
7. Dr. Mrunal Raste, Former Vice-chancellor, Symbiosis International University, Pune
8. Dr. Dilip Ukey, Head, Department of Law, Savitribai Phule Pune University
9. Mr. Nishad Umranikar, Company Secretary, Pune
10. Mr. Prakash Pandya, Company Secretary, Mumbai
11. Shri R. C. Chavan, Former Judge, Bombay High Court
12. Shri Jaypal Patil, Former Judge, Bombay High Court
13. Dr Vishram Dhole, Professor, Mass Communication Studies, SSPU, Pune
14. Justice Smt. Sadhana Jadhav, Judge, Bombay High Court
15. Justice Mr. S. P. Davare, Vice-chairman, Maharashtra Administrative
3.7.5 How many of the linkages/collaborations have actually resulted in formal MoUs and agreements? List out the activities and beneficiaries and cite examples (if any) of the established linkages that enhanced and/or facilitated -

a) Curriculum development/enrichment
b) Internship/On-the-job training
c) Summer placement
d) Faculty exchange and professional development
e) Research
f) Consultancy
g) Extension
h) Publication
i) Student Placement
j) Twinning programmes
k) Introduction of new courses
l) Student exchange
m) Any other

Ans.: The curriculum is developed by the university. MINDCREST, an LPO, was called to the campus for job training. The college has established link with Shri Shahu Mandir Mahavisyalaya, Pune for using library resources of the
The college for research activities. Similarly, the college has entered into agreement with Lokayat, NGO, Pune for extension activities. These linkages between institutes and NGO are successful.

3.7.6 Detail on the systemic efforts of the institution in planning, establishing and implementing the initiatives of the linkages/collaborations.

Ans.: The College discussed the issues of collaborative activities in the teachers’ meeting and planned to establish linkages with the institutes and NGOs so that extension and research activities would be carried out. The Principal of the college held discussion of Shri Shahu Mandir Mahavidyalay and the Head of Lokayat. After such discussion, the Principals of the colleges mutually agreed to sign the MoU. Similarly the Head of the Lokayat also agreed to sign the MoU.
CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

4.1.1 What is the policy of the Institution for creation and enhancement of infrastructure that facilitate effective teaching and learning?

**Ans.**: Teaching-learning being the soul of education, they need to be effective and to make them more effective, the proper infrastructure must be available. Considering this principle, the institution has in place the policy regarding this.

The institution ensures that the staff and students have access to the facilities essential for teaching-learning.

The institution aims to secure funds from the statutory agencies like Savitribai Phule Pune University and the UGC so that the existing infrastructure could be maintained and new facilities could be purchased to help the teaching learning process. In the past five years the college used the funds received from the UGC under XI Plan and from the University.

In addition the institution uses its funds to purchase such facilities whenever necessary.

4.1.2 Detail the facilities available for

a) Curricular and co-curricular activities – classrooms, technology enabled learning spaces, seminar halls, tutorial spaces, laboratories, botanical garden, Animal house, specialized facilities and equipment for teaching, learning and research etc.

b) Extra –curricular activities – sports, outdoor and indoor games, gymnasium, auditorium, NSS, NCC, cultural activities, public speaking, communication skills development, yoga, health and hygiene etc.

**Ans.**: The Society has the campus of 67 acres with a lot of greenery in which there is the college building. The facilities given below are available for carrying out activities, academic and extension.
a) Facilities for curricular and co-curricular activities:

1. There are enough number of classrooms (13) with proper ventilation, seating arrangements, platforms and podiums.
2. There is a seminar hall with the seating capacity of 250 chairs wherein guest lectures, seminars, workshops and such other programmes are conducted.
3. There is a common conference hall which could be used for academic and non academic programmes. This hall is in the Administrative Building of the Society of the college.
4. The teachers use classroom facilities for tutorials.
5. There is a computer laboratory with fifteen computers in.
6. There are seven projectors for power point presentation and for showing documentaries.
7. There is a special room for the research cell where the teachers and the students involved in research activities can study.
8. There are computer facilities with Wi-Fi in the research cell.
9. There are online and offline databases such as SCC online and AIR.
10. The library is well equipped with all essential facilities.

b) Extra – curricular activities:

There are other facilities to perform extension activities which prove to be complementary to teaching learning.

1. The college has a huge play ground with a land of eight acres for outdoor games.
2. Similarly there are also separate grounds for kabaddi, archery and ball badminton and such games.
3. There are also facilities for indoor games such as table tennis, chess, carrom.
4. The college has its own gymnasium which is available for the students of the college. At the same time there is another gymnasium and a swimming tank in the campus which could be used by the students at concessional rates.
5. There is a separate room for the NSS Department.
6. The seminar hall of the college is used for cultural activities. In addition, the
passages of the second, third and fourth floor are also used for various
cultural activities.
7. The college has its own public speaking system which is used for various
functions. If necessary, we hire the public speaking system.
8. There are DVDs on communication skills in the library.
9. The college keeps the first aid box in the college to be used in an
emergency.
10. There is a separate room for the Legal Aid Centre wherein the activity of
legal consultation is carried out.
11. There is another room for the placement services and counseling.
12. There is another room for Women Cell.
13. There is another room for IQAC.

4.1.3 How does the institution plan and ensure that the available infrastructure
is in line with its academic growth and is optimally utilized? Give specific
examples of the facilities developed/augmented and the amount spent
during the last four years (Enclose the Master Plan of the Institution /
campus and indicate the existing physical infrastructure and the future
planned expansions if any)

Ans.: The institution has the policy to augment the infrastructure facilities every
year to match the academic growth. At the same time the faculty and the
students use them optimally. The infrastructure facilities and classrooms are
also made available for competitive examinations by other statutory bodies so
that some fund could be raised.

The issues regarding the infrastructure facilities are reviewed and discussed in
the teachers’ meeting with the Principal and put forward before the IQAC and
the Local Management Committee. The decisions are taken in the meetings of
these committees.

Academic Year 2012-13

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**Academic Year 2014-15**

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The institute is planning to build a separate building for its library and it is pursuing this matter with the LMC and the management of the Society. Similarly the institute has also made a proposal to the UGC for a grant of money for the extension on the fourth floor to set up another hall for various activities.

4.1.4 How does the institution ensure that the infrastructure facilities meet the requirements of students with physical disabilities?

Ans.: The institution has made provisions for the infrastructure facilities indispensable for the students with physical disabilities. The college has set up an elevator for the convenience of such students.

In addition the institution has purchased study materials in the form of special books and DVDs for these students. These students are helped by the librarian for online resources as well.

Such students can also use the facility of the Book Bank Scheme wherein they can get a set of books at a time.

4.1.5 Give details on the residential facility and various provisions available within them:

Hostel Facility – Accommodation available
Recreational facilities, gymnasium, yoga center, etc.
Computer facility including access to internet in hostel
Facilities for medical emergencies
Library facility in the hostels
Internet and Wi-Fi facility
Recreational facility-common room with audio-visual equipments
Available residential facility for the staff and occupancy
Constant supply of safe drinking water
Security
Ans.: The college has hostel facilities for both boys and girls in the campus with essential amenities in them.

a) Jedhe-More Boys Hostel

b) Sharadabai Pawar Girls Hostel

i) Both the hostels are having recreational facilities in the form of television sets.

ii) There is a common gymnasium in the college that is used by the students.

iii) The first aid box is kept in the hostels to be used in an emergency. Similarly, there is a connection with Bhagwan Clinic and Parvati Clinic which are situated in the same area. In case of emergency the doctors of the clinics attend to the students.

iv) The hostels have library facilities. A certain number of books are available for the students.

v) There is no residential facility for the staff in the campus.

vi) Both hostels have a supply of safe drinking water.

vii) There are security guards in the campus and at the girls hostel.

viii) CCTV cameras have been installed at the main gate of the campus.

4.1.6 What are the provisions made available to students and staff in terms of health care on the campus and off the campus?

Ans.: The College keeps the first aid box for students and staff for emergencies. It has also established connections with Bhagwan Clinic and Parvati Clinic located in the same area. Dr. Santosh Khedkar and Dr. Manisha Khedkar running these clinics treat students at their clinics.

4.1.7 Give details of the Common Facilities available on the campus–spaces for special units like IQAC, Grievance Redressal unit, Women’s Cell, Counselling and Career Guidance, Placement Unit, Health Centre,
Canteen, recreational spaces for staff and students, safe drinking water facility, auditorium, etc.

**Ans.:** The institution has got separate rooms for various sections in order to conduct different activities smoothly. There is enough space for such rooms.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of the Room</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Seminar Hall</td>
<td>2231.61 sq. ft.</td>
</tr>
<tr>
<td>2</td>
<td>Library</td>
<td>1963.20 sq. ft.</td>
</tr>
<tr>
<td>3</td>
<td>Reference Section</td>
<td>405 sq. ft.</td>
</tr>
<tr>
<td>4</td>
<td>Computer Laboratory</td>
<td>281.43 sq. ft.</td>
</tr>
<tr>
<td>5</td>
<td>IQAC</td>
<td>254.51 sq. ft.</td>
</tr>
<tr>
<td>6</td>
<td>Counselling Cell</td>
<td>100 sq. ft.</td>
</tr>
<tr>
<td>7</td>
<td>Legal Aid Centre</td>
<td>100 sq. ft.</td>
</tr>
<tr>
<td>8</td>
<td>Women Cell</td>
<td>100 sq. ft.</td>
</tr>
<tr>
<td>9</td>
<td>Placement Cell</td>
<td>100 sq. ft.</td>
</tr>
<tr>
<td>10</td>
<td>Canteen</td>
<td>1500 sq. ft.</td>
</tr>
<tr>
<td>11</td>
<td>Drinking water facility</td>
<td>Coolers on each floor</td>
</tr>
<tr>
<td>12</td>
<td>Generator</td>
<td>7.5 kv</td>
</tr>
</tbody>
</table>

**4.2 Library as a Learning Resource**

**4.2.1 Does the library have an Advisory Committee? Specify the composition of such a committee. What significant initiatives have been implemented by the committee to render the library, student/user friendly?**

**Ans.:** Yes, the library has an advisory committee. The library committee consists of the following members:

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of the Member</th>
<th>Position in the committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dr Shubhada Gholap, Principal</td>
<td>Chairman</td>
</tr>
</tbody>
</table>
The committee took various decisions in the interest of the students.

1. The students will have open access to the books and to the Reference Section.

2. The students from the backward classes as well as the open category can also use the Book Bank facility even without a deposit.

3. The students can have full access to computers with broadband connectivity.

4. The staff of the library will be at the service of the students.

5. The orientation programme for the students will be conducted at the beginning of every academic year.

6. The library should increase a stock of text editions of law books.

7. The library will subscribe to international journals.

These decisions have been implemented in the past few years.

4.2.2 **Provide details of the following:**

- **Total area of the library (in Sq. Mts.)**
- **Total seating capacity**
- **Working hours (on working days, on holidays, before examination days, during examination days, during vacation)**
**Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)**

**Ans.:** The details of the library:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The area of the library</td>
<td>182.32 sq.mts. + 37.63 sq. mts. (Reference section) = 219.95 sq.mts</td>
</tr>
<tr>
<td>2</td>
<td>The total seating capacity of the library</td>
<td>50+10 and classrooms are made available for study. Reference section – 10</td>
</tr>
</tbody>
</table>
| 3 | Working hours of the library | -On working days 9.00 am to 4.00 pm  
-Before Examination Days - 8.00 a. m. to 8.00 p. m. (one month before)  
-During examination days - 9.00 a. m. to 4.00 p. m.  
-During vacation - 9.00 a. m. to 4.00 p. m  
-Holidays - If necessary, it remains open |

4. The layout of the library

<table>
<thead>
<tr>
<th>Reference Section</th>
<th>Reference Section</th>
<th>Reference Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbook Section</td>
<td>Reading Hall</td>
<td>Textbook Section</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Textbook Section</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Issue-Return</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Counter</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Computer Lab</td>
</tr>
</tbody>
</table>
4.2.3 How does the library ensure purchase and use of current titles, print and e-journals and other reading materials? Specify the amount spent on procuring new books, journals and e-resources during the last four years.

Ans.: The institution has set up a library committee and a research committee looking over the different concerns of the library. These committees can recommend the books and other required materials, both online and offline. Even the teachers can inform the librarian about the books and other materials. The librarian can immediately purchase essential materials and get the go-ahead for such things in the next library meeting.

Once the new books and any other materials are purchased in the library, it is immediately informed to the students and teachers through the display on the notice board. There are racks in the library which are also used to display books and journals. Such books and materials are made available to the students thereafter.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Total Cost(Rs)</td>
<td>Number</td>
<td>Total Cost(Rs)</td>
</tr>
<tr>
<td>Text books</td>
<td>171</td>
<td>61395</td>
<td>182</td>
<td>75700</td>
</tr>
<tr>
<td>Reference Books</td>
<td>125</td>
<td>126654</td>
<td>98</td>
<td>77303</td>
</tr>
<tr>
<td>Journals- National and International</td>
<td>27</td>
<td>1,23,364</td>
<td>27</td>
<td>1,40,908</td>
</tr>
<tr>
<td>Law Periodicals/ Magazines</td>
<td>12</td>
<td>6,116</td>
<td>12</td>
<td>6,776</td>
</tr>
<tr>
<td>News Papers</td>
<td>10</td>
<td>11,884</td>
<td>11</td>
<td>14,285</td>
</tr>
</tbody>
</table>
4.2.4 Provide details on the ICT and other tools deployed to provide maximum access to the library collection?

- OPAC

- Electronic Resource Management package for e-journals

- Federated searching tools to search articles in multiple databases

- Library Website

- In-house/remote access to e-publications

- Library automation

- Total number of computers for public access

- Total numbers of printers for public access

- Internet band width/speed □ 2mbps □ 10 mbps □ 1 gb (GB)

- Institutional Repository

- Content management system for e-learning

- Participation in Resource sharing networks/consortia (like Inflibnet)

Ans.: The institution has ICT based tools and materials in the library available to the students and the staff.
<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>ICT based and other tools</th>
<th>Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>OPAC</td>
<td>Available</td>
</tr>
<tr>
<td>2</td>
<td>E-resource management package for e-journals</td>
<td>Heinonline and Jstor</td>
</tr>
<tr>
<td>3</td>
<td>Federated searching tools to search articles in multiple databases</td>
<td>Not subscribed but Meta search &amp; Google scholar are used.</td>
</tr>
<tr>
<td>4</td>
<td>Library website</td>
<td>The information of the library is on the college website</td>
</tr>
<tr>
<td>5</td>
<td>In house/remote access to e-publications</td>
<td>Yes, through NLIST-INFLIBNET</td>
</tr>
<tr>
<td>6</td>
<td>Library automation</td>
<td>Computerized with bar code system</td>
</tr>
<tr>
<td>7</td>
<td>Total number of computers for public access</td>
<td>20</td>
</tr>
<tr>
<td>8</td>
<td>Internet band width/speed</td>
<td>BSNL Boradband – 2 mbps</td>
</tr>
<tr>
<td>9</td>
<td>Institutional repository</td>
<td>---</td>
</tr>
<tr>
<td>10</td>
<td>Content management system for e-learning</td>
<td>---</td>
</tr>
<tr>
<td>11</td>
<td>Participation in resource sharing network/consortia</td>
<td>INFLIBNET</td>
</tr>
</tbody>
</table>

4.2.5 Provide details on the following items:

Average number of walk-ins

Average number of books issued/returned

Ratio of library books to students enrolled

Average number of books added during last three years

Average number of login to opac (OPAC)

Average number of login to e-resources
4.2.6 Give details of the specialized services provided by the library

Manuscripts
Reference
Reprography
ILL (Inter Library Loan Service)
Information deployment and notification (Information Deployment and Notification)
Download
Printing
**Reading list/ Bibliography compilation**

**In-house/remote access to e-resources**

**User Orientation and awareness**

**Assistance in searching Databases**

**INFLIBNET/IUC facilities**

**Ans.:** Most of these services are available in the college and students are promptly served.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Manuscripts</td>
<td>Not available</td>
</tr>
<tr>
<td>2</td>
<td>Reference</td>
<td>Yes, open access to this section</td>
</tr>
<tr>
<td>3</td>
<td>Reprography</td>
<td>Yes, one machine is available</td>
</tr>
<tr>
<td>4</td>
<td>ILL (Inter Library Loan Service)</td>
<td>Yes, Shri Shahu Mandir Mahvidyalaya Pune and Subscription of British Library, Pune.</td>
</tr>
<tr>
<td>5</td>
<td>Information deployment and notification (Information Deployment and Notification)</td>
<td>Displayed on Notice board and Library staff assist the students</td>
</tr>
<tr>
<td>6</td>
<td>Download</td>
<td>Yes, the facility is available</td>
</tr>
<tr>
<td>7</td>
<td>Printing</td>
<td>Yes. Limited pages</td>
</tr>
<tr>
<td>8</td>
<td>Reading list/ Bibliography compilation</td>
<td>Available</td>
</tr>
<tr>
<td>9</td>
<td>In-house/remote access to e-resources</td>
<td>Yes, through NLIST-INFLIBNET</td>
</tr>
<tr>
<td>10</td>
<td>User Orientation and awareness</td>
<td>Yes, at the beginning of the year</td>
</tr>
<tr>
<td>11</td>
<td>Assistance in searching Databases</td>
<td>Library Staff help the students</td>
</tr>
<tr>
<td>12</td>
<td>INFLIBNET/IUC facilities</td>
<td>Yes</td>
</tr>
</tbody>
</table>
4.2.7 Enumerate on the support provided by the Library staff to the students and teachers of the college.

Ans.: The library has enough staff for the assistance of teachers and students to get the books or to locate the reference books. Similarly the students are assisted to get access to the online and offline databases. The students can get access to these databases on request since they are accessible through password and username. If they need printouts or photocopies, the staff does it for them. The newspapers are also made available to them.

4.2.8 What are the special facilities offered by the library to the visually/physically challenged persons? Give details.

Ans.: The library has maintained the facilities for differently-abled students. There are DVDs and CDs of lectures on law and other subjects which could be borrowed by the students. They could be used in the computer lab with headphones. Two sets of headphones are made available to the students. Some lectures are stored in some desktops which could be used by these students. Books in Braille are also available. Such students are specially treated and given preference in the library services.

4.2.9 Does the library get the feedback from its users? If yes, how is it analyzed and used for improving the library services. (What strategies are deployed by the Library to collect feedback from users? How is the feedback analyzed and used for further improvement of the library services?)

Ans.: There is a common feedback form on the infrastructure and facilities which contains the questions on the library services. In the feedback students are also allowed to add their comments or suggestions. This kind of feedback is conducted twice in a year. It is analysed and findings are drawn on the basis of the analysis. Thereafter the findings are discussed in the library committee’s meetings. Then some issues are quickly resolved and some other issues are put forward before the IQAC and LMC. Through the feedback the institution tries to improve the services of the library to make it user-friendly.
Generally the feedback contains comments about the working hours of the library before the examination. There are reactions on access to the computers; the time limit on access to the computers was to be increased. The Book Bank Scheme is made available to the students of the open category. Such issues were dealt with in the meetings of the library committee.

4.3 IT Infrastructure

4.3.1 Give details on the computing facility available (hardware and software) at the institution.

a) Number of computers with Configuration (provide actual number with exact configuration of each available system)
b) Computer-student ratio
c) Stand alone facility
d) LAN facility
e) Wi-Fi facility
f) Licensed software
g) Number of nodes/computers with Internet facility
h) Any other

Ans.: The institution has all the essential computing facilities for students, administrative staff and teachers to carry out teaching learning and administrative work.

a) Number of computers

<table>
<thead>
<tr>
<th></th>
<th>Number of computers</th>
<th>40</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Number of printers</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>Number of scanners</td>
<td>5</td>
</tr>
</tbody>
</table>

b) Computer-student ratio-

c) LAN facility is available and the computers of the office and the teachers’ staff room are connected. LAN facility is available in the library.

d) Wi-Fi facility is available in the premises of the college.
e) Licensed software- Quick Heal, Microsoft Windows, CMS, databases

g) Number of nodes or computers with internet facility- 35

4.3.2 **Detail on the computer and internet facility made available to the faculty and students on the campus and off-campus?**

**Ans.:** The faculty and the students have open access to the computers connected with internet in the college. The teachers have got individual computers with original softwares in the staff room and all the computers are on LAN and with an internet facility.

The students have access to the fifteen computers in the computer lab and can use Wi-Fi in the premises.

4.3.3 **What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?**

**Ans.:** Looking at the changes in the educational system in the context of the rapid progress of information technology, the institution has plans and strategies regarding the IT infrastructure in the premises.

a) The institution has a plan to increase the IT infrastructure and related facilities to match the academic advancement in education and to meet challenges of globalization. To implement this plan, the institution frames strategies such as making applications to the government agencies to get funds, allotting some institutional fund for such kind of infrastructure and appealing to the alumni to offer equipments.

b) Databases like AIR are upgraded from time to time. The softwares such as Acrobat Reader are always upgraded so that the changes in information technology should not become barriers in accessing the online or offline materials.

c) A contractor-technician is appointed to look after these equipments and for their maintenance.
d) At the same time, the institution makes sure that the staff and students are using the available IT facilities fully and properly for teaching-learning and research.

4.3.4 Provide details on the provision made in the annual budget for procurement, upgradation, deployment and maintenance of the computers and their accessories in the institution (Yearwise for last four years)

**Ans.:** The institution spends a certain amount of money on the procurement, upgradation and maintenance of computers and related facilities. This amount is available in the general budget and whatever expenses are done by the college are sanctioned by the General Secretary.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Computers</td>
<td>Sanctioned</td>
<td>-</td>
<td>-</td>
<td>60000</td>
</tr>
<tr>
<td>Expenses in Rs.</td>
<td>157740</td>
<td>105400</td>
<td>57463</td>
<td>8862</td>
</tr>
<tr>
<td>Hardware</td>
<td>Sanctioned</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Expenses in Rs.</td>
<td>42148</td>
<td>188056</td>
<td>58185</td>
<td>156060</td>
</tr>
<tr>
<td>Software</td>
<td>Sanctioned</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Expenses in Rs.</td>
<td>9000</td>
<td>7500</td>
<td>300877</td>
<td>111956</td>
</tr>
<tr>
<td>Internet</td>
<td>Sanctioned</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Expenses in Rs.</td>
<td>8803</td>
<td>7966</td>
<td>12034</td>
<td>47101</td>
</tr>
</tbody>
</table>

4.3.5 How does the institution facilitate extensive use of ICT resources including development and use of computer-aided teaching/learning materials by its staff and students?

**Ans.:** The majority of the faculty is familiar with the use of ICT resources and uses the available facilities as per their convenience. There are six projectors in six
classrooms available to the faculty to make the teaching learning process more effective.

The faculties are given individual computers with internet connectivity to prepare the teaching materials in different ways. The faculty has also access to the updated online and offline databases to use current materials.

The students have also open access to the computers in the lab equipped with internet facility and offline materials. They are given an orientation at the beginning of the year so that they would be familiar with these ICT based facilities and can use them for preparing materials for various competitions and examinations.

4.3.6 Elaborate giving suitable examples on how the learning activities and technologies deployed (access to on-line teaching-learning resources, independent learning, ICT enabled classrooms/learning spaces etc.) by the institution place the student at the centre of teaching-learning process and render the role of a facilitator for the teacher.

Ans.: The student is actually at the centre of the teaching learning process. Therefore the teaching of the faculty moves around the students. From the beginning the aim of the faculty is to make the students independent in his/her studies.

In the induction programme and introductory lectures by teachers, students are made aware how teaching learning take place and how they are supposed to prepare for examinations or competitions. In the introductory lectures, the faculty gives the students enough idea about e-learning resources that could be used for further learning.

As an example, students are given case laws and they are supposed to get these cases either from the online or offline databases. At the same time they are encouraged to make their own comments leading to the formation of individual opinion. The final year students of law degrees are required to spend at least one hundred hours in the library accessing this kind of materials.

The students are given topics in advance for discussion and they are supposed to get materials to contribute to it.
4.3.7 Does the Institution avail of the National Knowledge Network connectivity directly or through the affiliating university? If so, what are the services availed of?

Ans.: There is no direct connectivity with the National knowledge Network. However, it gets connected with the webcast portal of Savitribai Phule Pune University, http://webcast.unipune.ac.in. Through this webcast portal, the lectures are shown in the college. Sometimes, the video lectures or programmes are downloaded from http://webcast.gov.in/ and shown to the students.

4.4 Maintenance of the Campus facilities

4.4.1 How does the institution ensure optimal allocation and utilization of the available financial resources for maintenance and upkeep of the following facilities (substantiate your statements by providing details of budget allocated during last four years)?

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Headings</th>
<th>2012-13 (Rs)</th>
<th>2013-14 (Rs)</th>
<th>2014-15 (Rs)</th>
<th>2015-16 (Rs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Building</td>
<td>Allocation</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Utilization</td>
<td>621296</td>
<td>1060502</td>
<td>471383</td>
</tr>
</tbody>
</table>

Ans.: Bearing in mind its aim and objectives, the institution spends a considerable amount of money on purchasing and maintaining infrastructure. It allocates this amount in the budget.
4.4.2 What are the institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the college?

**Ans.:** Through the budget, the institution allocates a certain amount of money on maintenance and upkeep of its infrastructure, facilities and equipment. Similarly the Society hires contractors for the maintenance of IT based equipments and jobs related to electricity supply on the basis of quotations submitted by these contractors. The quotation of the lowest amount is finalized and the contract is offered to that person.

For other kinds of maintenance private service providers are called from time to time and they are paid for their service thereafter.

4.4.3 How and with what frequency does the institute take up calibration and other precision measures for the equipment/ instruments?

**Ans.:** The institution does not take up calibration and other precision measures for the equipments.

4.4.4 What are the major steps taken for location, upkeep and maintenance of sensitive equipment (voltage fluctuations, constant supply of water etc.)?
Ans.: As far as voltage fluctuation is concerned, the college has set up the dedicated MCB. All the floors have separate connections. The cover has been fixed on the panel of electricity meters.

There are two tanks of water; one is underground and the other is on the terrace of the building to maintain a constant and equal supply of water in the college premises.

There are back-ups for computers in the computer lab, in the office and in the staff room.
CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1 Student Mentoring and Support

5.1.1 Does the institution publish its updated prospectus/handbook annually? If ‘yes’, what is the information provided to students through these documents and how does the institution ensure its commitment and accountability?

**Ans.:** To bring about the accountability and transparency in its administration, the institution publishes its prospectus once at the beginning of the year. It discloses all the essential information regarding the college in the prospectus.

The prospectus contains information regarding the history of the college, the vision and mission, all diploma, degree, and postgraduate courses including the names of compulsory and optional subjects, eligibility parameters, rules of evaluation, scholarship and freeship, the admission procedure, fee structure, disciplinary rules including separate clauses of anti-ragging cell, library infrastructure, the number of books, reference books, hostel facilities and the curricular, co- and extra-curricular activities.

5.1.2 Specify the type, number and amount of institutional scholarships / freeships given to the students during the last four years and whether the financial aid was available and disbursed on time?

**Ans.:** The institution has been disbursing scholarship and freeship given by the government as per the rules specified from time to time. The students belonging to the scheduled caste and scheduled tribes receive freeships and scholarships from the Central and state governments. Similarly students belonging to the open category receive EBC and SBC. The students whose parents are primary and secondary school teachers receive PTC and STC scholarship. The students from the North-East regions also receive the scholarship from their states through the college. Ex-servicemen also receive concession in admission fees.
<table>
<thead>
<tr>
<th>Type</th>
<th>Number of students 2012-13</th>
<th>Number of students 2013-14</th>
<th>Number of students 2014-15</th>
<th>Number of students 2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freeship</td>
<td>125</td>
<td>133</td>
<td>128</td>
<td>124</td>
</tr>
<tr>
<td>Scholarship</td>
<td>64</td>
<td>73</td>
<td>127</td>
<td>116</td>
</tr>
<tr>
<td>EBC/SBC</td>
<td>86</td>
<td>101</td>
<td>135</td>
<td>125</td>
</tr>
<tr>
<td>PTC/STC</td>
<td>2/6</td>
<td>4/4</td>
<td>3/2</td>
<td>5/4</td>
</tr>
<tr>
<td>Ex-Serviceman/Freedom Fighter</td>
<td>1</td>
<td>2</td>
<td>--</td>
<td>1</td>
</tr>
<tr>
<td>Assistance to North-East Students</td>
<td>13</td>
<td>3</td>
<td>25</td>
<td>---</td>
</tr>
</tbody>
</table>

5.1.3 What percentage of students receive financial assistance from state government, central government and other national agencies?

Ans.: The students receive financial assistance from the state and central governments in the form of freeship and scholarship, PTC/STC. Their percentage is approximately 35 to 40.

5.1.4 What are the specific support services/facilities available for-

- Students from SC/ST, OBC and economically weaker sections
- Students with physical disabilities
- Overseas students
- Students to participate in various competitions/National and International
- Medical assistance to students: health centre, health insurance etc.
- Organizing coaching classes for competitive exams
✓ Skill development (spoken English, computer literacy, etc.,)

✓ Support for “slow learners”

✓ Exposures of students to other institution of higher learning /corporate/business house etc.

✓ Publication of student magazines

**Ans.:** The institution receives students belonging to all strata of the society. Considering the motto of the Society, “Bahujan Hitay Bahujan Sukhay” (In the interest and welfare of the common masses), it implements various schemes in the interest of students.

1. Scholarship and freeship distribution: The college facilitates distribution of freeships and scholarships to the students belonging to the SC/ST, OBC and economically weaker sections as soon as they are released from the governments.

2. Book Bank Scheme: This scheme is specifically run for the backward class students. The students receive a set of books without giving the amount of the deposit. In addition, the students of the open category also benefit from the scheme.

3. Remedial Coaching for SC/ST/OBC (Non Creamy layer) and Minorities: The institution ran another scheme of Remedial Coaching for SC/ST/OBC (Non Creamy layer) and Minorities for the students who failed in the subjects of the previous semester of the academic year and who are less confident in their studies.

4. Students with physical disabilities: These students are specially helped by the administrative staff and they are given preference for their work. Similarly the library has also DVDs and CDs for the visually challenged students. The visually challenged students are given writers to write papers in the examinations.
5. Students participating in the national and international competitions are provided support in the form of stationery and entry fee and travel allowance. They are assigned to teachers for guidance.

6. Medical Assistance: The College keeps the first aid box for an emergency and has links with Bhagwan Clinic and Parvati Clinic of Dr Santosh Khedkar and Dr Manisha Khedkar respectively.

7. Coaching Classes for Entry in Services for SC/ST/OBC: To orientate the students of these categories to the competitive examinations, the college ran the scheme of Coaching Classes for Entry in Services for SC/ST/OBC (Non Creamy layer) and Minorities sanctioned under XI Plan of the UGC for two years, 2013-14 and 2014-15. These students were given free training to appear for such examinations.

8. Skill Development: The institution runs a course of Spoken English every year. This course is open to all students and is free of cost. The communication skills of students are developed in this course.

9. The library also organizes the orientation programme for the students in order to make students familiar with how to find the materials on the online and offline databases.

10. Support for slow learners: The College takes notice of slow learners. They are identified in the first few introductory lectures at the beginning of the first semester. The teachers focus on them and encourage them to participate in the interactive sessions and discussions. Similarly they are also included in the Book Bank Scheme of the college. They are also asked to join the course of Spoken English.

11. Students are allowed to do internship during vacation so that they can get some practical insight into the court system.

12. Publication of student magazines: The College publishes a magazine which is specifically meant for students but teachers are allowed to contribute to it. The magazine contains all data of the academic and non-academic activities. Similarly it includes the materials written creatively by the students.
Sometimes students are given a theme to write on and are asked to contribute to it. The teachers also publish their articles in the magazine.

13. The college runs the Earn while Learn scheme in coordination with Students Welfare Board of the University. The students belonging to the economically weaker sections are supposed to make applications for the scheme and they are selected on certain parameters and they are provided financial support in this manner.

5.1.5 **Describe the efforts made by the institution to facilitate entrepreneurial skills, among the students and the impact of the efforts.**

**Ans.:** Being a law college, it invites senior lawyers to deliver lectures to give students some idea about how law is practiced. Through these lectures students are made aware of skills of practicing law and of the way the lawyer has to work.

5.1.6 **Enumerate the policies and strategies of the institution which promote participation of students in extracurricular and co-curricular activities such as sports, games, Quiz competitions, debate and discussions, cultural activities etc.**

- additional academic support, flexibility in examinations
- special dietary requirements, sports uniform and materials
- any other

**Ans.:** It is necessary to develop students’ life and professional skills. Therefore the institution has to have some policies and strategies for the same. As far as policies are concerned, the institution follows:

a) Allocating a certain amount of money in the budget for promoting the participation of the students in the activities

b) Conducting various extra-curricular and co-curricular activities in the college

c) Developing students’ graduate attributes through these activities
The institution brings these policies into practice with the help of some strategies:

1. The students are given entry fees for their participation in the outside competitions.
2. The teachers are assigned to them for proper guidance.
3. The library staff is supposed to extend every kind of help for their preparation.
4. The expenses incurred by the students on their travelling are also reimbursed.
5. The teachers are supposed to spend some extra time with the participating students for discussion and preparation of materials.

5.1.7 Enumerating on the support and guidance provided to the students in preparing for the competitive exams, give details on the number of students appeared and qualified in various competitive exams such as UGC-CSIR-NET, UGC-NET, SLET, ATE / CAT / GRE / TOFEL / GMAT / Central /State services, Defense, Civil Services, etc.

**Ans.:** The institution extends support to the students who wish to appear for such examinations. It has run the Coaching Classes for Entry in Services for SC/ST/OBC and Minorities sanctioned under the XI Plan of the UGC for 2013-14 and 2014-15. In addition, almost all the staff of the college is fully qualified and they provide students full guidance to the postgraduate students appearing for the UGC-NET and SLET. There are almost ten students who have passed either of these two tests have reported back to the college. Books for Competitive Exams

The college also invites Judicial Magistrates First Class and Senior Lawyers to deliver lectures on the competitive examination such as JMFC and CJJD. In the past five years more than twenty students of the college have been selected.

5.1.8 What type of counselling services are made available to the students (academic, personal, career, psycho-social etc.)
Ans.: To make students confident and to keep them mentally healthy, they need counselling. All the students are not equally smart and prudent in their learning; the institution gets students from the rural areas and their confidence level is low and they are shy to express themselves. In such a situation the college fulfills its duty by providing counselling to such students through its counselling centre.

First of all, the centre assigns teachers as mentors to each class and these teachers are expected to provide advice to the students on academic issues.

Secondly the students can approach the centre for advice either academic or personal. The committee of teachers attends the centre on specific days of the week and the professional counselor is also invited to the centre on specific days in a month.

Thirdly the centre also organizes the lectures of the experts from that field for all students and students are also allowed to interact with the experts.

5.1.9 Does the institution have a structured mechanism for career guidance and placement of its students? If ‘yes’, detail on the services provided to help students identify job opportunities and prepare themselves for interview and the percentage of students selected during campus interviews by different employers (list the employers and the programmes).

Ans.: The institution has a placement cell which provides guidance on career options. It also holds lectures of HR managers of LPOs to give students an idea about how to appear for interviews. It invited the MINDCREST and Quislex to the campus for recruitment and they held the first two rounds and asked students to appear for interviews in their campuses.

The existing and former students were offered guidance to face the examinations of judiciary. More than fifteen students of the college got selected in these examinations in the past five years.

In addition, the placement cell also assists the existing students to get associated with the alumni and other senior lawyers for juniorship.
The placement cell also recommends the books for various competitive examinations and such books are made available to the students for preparation.

5.1.10 Does the institution have a student grievance redressal cell? If yes, list (if any) the grievances reported and redressed during the last four years.

Ans.: Yes, the college has a students’ grievance redressal cell. Grievances regarding library, canteen, gymkhana have been redressed accordingly in past four years.

5.1.11 What are the institutional provisions for resolving issues pertaining to sexual harassment?

Ans.: The institution has made some institutional provisions to resolve issues regarding to sexual harassment. It has established a Women Cell. It strictly follows the guidelines and rules of the government.

This Women Cell had set up a Women Grievance Redressal Committee as per the guidelines given in the Vishakha case (AIR 1997 SCC 1997) by the Supreme Court of India. The committee looked into such issues. After the enacting of the Sexual Harassment of Women at Work Place (Prevention, Prohibition and Redressal) Act, 2013, the college has renamed Women’s Grievance Redressal Committee as Internal Complaint Committee. The Committee has the following members:

<table>
<thead>
<tr>
<th>Name of the Members</th>
<th>Designation</th>
<th>Position in the Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Shubhada Gholap</td>
<td>Principal</td>
<td>Chairman</td>
</tr>
<tr>
<td>Mr. Ravindra Patil</td>
<td>Asst. Professor</td>
<td>Member</td>
</tr>
<tr>
<td>Mrs. Shailaja Kelkar</td>
<td>Adv. &amp; Social Worker</td>
<td>Member</td>
</tr>
<tr>
<td>Mrs. Madhuri Shirlekar</td>
<td>Asst. Professor</td>
<td>Secretary</td>
</tr>
</tbody>
</table>

The committee holds its meetings in a year and deals with the incidents if any. There has been no incident of sexual harassment in the institution. However
the Women Cell holds various programmes relating to women every year to sensitize the students community.

5.1.12 Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?

Ans.: Yes, there is an anti-ragging committee in the institution. This committee has been functioning as per the guidelines given by the UGC and in the judgment of 2009 of the Supreme Court (University of Kerala vs Council, Principals’ Colleges, Kerala and Ors). There has not been any incident of ragging either in the college premises or in the hostels.

5.1.13 Enumerate the welfare schemes made available to students by the institution.

Ans.: The College receives students from all kinds of background, rural, urban and economically backward. The institution makes sure that nobody should drop out just because of weak financial position. The institution runs some schemes to maintain a healthy and encouraging educational atmosphere in the premises and to enable the students to continue their education.

1. There is a Book Bank Scheme by the library. The students belonging to the backward classes and even economically backward background can make use of this scheme. The students do not need to deposit any money and at the same time they get a set of books at a time.

2. The college runs Earn while Learn Scheme in coordination with the Students Welfare Board, SPPU. The students are given some work in the office and in the library. They are given Rs 30 per hour. The students of the open category are given an opportunity of this scheme and in their case the institution bears 25 percent of the amount given per hour.

3. The institution also spends money on the examination fee of the students who are not able to pay it. Such students need to make an application to the Principal.
5.1.14 Does the institution have a registered Alumni Association? If ‘yes’, what are its activities and major contributions for institutional, academic and infrastructure development?

Ans.: Yes, the institution has a registered Alumni Association, [MAH. 1215-07 Pune (F-26051) (Registered under – The Bombay Public Trust Act, 1950)]. The institution holds a gathering of the alumni regularly in the college so that there should be interaction between the past and recently passed students from the college.

These gatherings of the alumni help the current students exchange ideas with the past students about the practice of law in courts. This helps such students join their office for juniorship.

The alumni also help the college in getting the best speakers for guest lectures, seminars and workshops. The alumni themselves remain present for the Legal Literacy camps held by the college in villages.

As far as the issue of infrastructure is concerned, the alumni have given cupboards, wall clocks, images and a computer to the college and promised to continue their help for their alma mater.

5.2 Student Progression

5.2.1 Providing the percentage of students progressing to higher education or employment (for the last four batches) highlights the trends observed.

<table>
<thead>
<tr>
<th>Student Progression</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td>20% (Approximately)</td>
</tr>
<tr>
<td>PG to M.Phil.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>PG to Ph.D.</td>
<td>5% (Approximately)</td>
</tr>
<tr>
<td>Employed</td>
<td></td>
</tr>
<tr>
<td>• Campus selection</td>
<td>-Exact data are unavailable</td>
</tr>
<tr>
<td>• Other than campus recruitment</td>
<td>-60 % (Approximately for practice)</td>
</tr>
</tbody>
</table>
5.2.2 Provide details of the programme wise pass percentage and completion rate for the last four years (cohort wise/batch wise as stipulated by the university)? Furnish programme-wise details in comparison with that of the previous performance of the same institution and that of the Colleges of the affiliating university within the city/district.

Ans.: The institution prepares its data of the result of the final year students every year and therefore it is presented in the following manner.

<table>
<thead>
<tr>
<th>Courses</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SPPU</td>
<td>Coll.</td>
<td>SPPU</td>
<td>Coll.</td>
</tr>
<tr>
<td>LL.B.</td>
<td>55.37</td>
<td>43</td>
<td>65.87</td>
<td>64.28</td>
</tr>
<tr>
<td>B.S.L. LL.B</td>
<td>71.46</td>
<td>41</td>
<td>75.71</td>
<td>53.65</td>
</tr>
<tr>
<td>LL.M.</td>
<td>--</td>
<td>100</td>
<td>--</td>
<td>86.36</td>
</tr>
</tbody>
</table>

5.2.3 How does the institution facilitate student progression to higher level of education and/or towards employment?

Ans.: The College ensures that its students should become independent and should also pursue higher education. All the teachers are instructed to guide the students who wish to go for higher education. Students going for higher education in any foreign country are given reference letters from the college. They are also guided on the entrance examination to enter the institution of higher education.

Generally students from our college prefer to go for practice. Therefore the college also facilitates this issue with the help of its alumni. Similarly the guest lectures of senior lawyers are also organized in the college so that students could be given some idea about the practice of law.

5.2.4 Enumerate the special support provided to students who are at risk of failure and drop out?

Ans.: The institution always takes initiatives to help the students overcome their personal and academic problems and makes sure that the students complete their education in its premises without the fear of failure and dropout.
In the first few introductory sessions the teachers identify the slow learners who may be at the risk of failure. The teachers focus on such students and make them part of mainstream learning through interaction and group discussion. Similarly they are motivated by the teachers to work hard. They are given some guidance on the examination paper patterns.

The Spoken English Course is organized for these students and the others. It is free of cost and they are properly prepared in their communication skills.

The college also organizes the revision lectures of the subjects which seem to be tough for them. The excellent teachers and lawyers are invited to deliver lectures on such subjects so that these students will feel confident about their preparation.

There are some students who are not financially capable to pay the examination fees. Such students can just make an application to the Principal and the fees of such students are paid by the college.

The college runs the Earn while Learn scheme for such students. They can earn some money and support themselves.

Lastly the college assists the students to overcome their psychological problems through its counseling centre and it encourages them to complete the degree in time with proper graduate attributes.

5.3 Student Participation and Activities

5.3.1 List the range of sports, games, cultural and other extracurricular activities available to students. Provide details of participation and program calendar.

Ans.: Apart from developing academic skills of the students, the institution concentrates on other skills of the students to make an all round personality and to give exposure to their creativity through different ways.

The institution celebrates Youth Week wherein the popular sports events, fun fair, competitions and cultural activities are organized. These Youth Week events are performed once in a year and its schedule is prepared ten days in
advance. The students are intimated about the events through the banners and notices on the notice boards.

Generally boys play sports like cricket, football, kabaddi, volleyball, running and shot put and indoor games such as chess and carrom. Girls play kabaddi, throw-ball and running. Even sometimes a game like treasure hunt is also organized for both girls and boys together.

In this Youth Week the fun-n-fair is organized and different mind games and local games of fun are also held for the sake of students.

As far as cultural activities are concerned, the institution holds a mehandi competition for girls (Drawing designs on hands), rangoli competitions on various social themes (drawing images or designs with various colours), cooking competition, traditional day (Wearing Indian traditional costumes of the past), saree day, mismatch day, signature day, Bollywood day and others.

Lastly there is a cultural gathering for all students wherein they perform dancing, singing, drama, one act play, mimicry, playing music and the like. This Youth Week concludes with the Prize Distribution Ceremony wherein a prominent personality from any field is invited to give away the prizes.

Other Co- and Extra-curricular activities: The College has an NSS department and an SWO and both of them organize different activities every year: tree plantation, rally on Human Rights Day, Street Play, Cleanliness Campaign, Environment Awareness Campaign, Marathi Bhasha Din, NSS Special Camp at a village, Legal Literacy Camp, Debate competition, State Level Elocution competition, International Women Day, Water Day. All these activities are open to all students.

5.3.2 Furnish the details of major student achievements in co-curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. for the previous four years.

Ans.: The institution sends its students to participate in outside competitions and cultural activities. The students have achieved prizes in State and National Moot Court Competitions. They have also won the prizes in Cultural
Programmes organized by other educational institutions and in Sports Events at National, State and University levels. A separate record of the same has been maintained.

5.3.3 **How does the college seek and use data and feedback from its graduates and employers to improve the performance and quality of the institutional provisions?**

**Ans.:** Feedback being an essential thing to improve the quality of education in the college premises, the college collects it from the students in each semester and this feedback is on infrastructure, library services, teaching and curriculum. It is used to bring about change wherever it is essential.

The institution holds meetings with the LMC twice in a year and even thrice whenever it is required. The members of the Society are in the LMC and all the major activities are discussed with them and feedback is sought from them. These kinds of feedback from the LMC and students are sought and used to undertake some changes in the institutional provisions.

5.3.4 **How does the college involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material? List the publications/materials brought out by the students during the previous four academic sessions.**

**Ans.:** Apart from learning skills, the students need some exposure to their talent. Therefore the college ensures that the students develop their skills relating to creativity, collecting data from various sources, drawing images and so forth.

The college publishes a wall magazine which displays studs, messages, images or designs and biographical information of various popular personalities.

The college also publishes a magazine, entitled, *Yashda*. The teachers encourage the students to contribute to the magazine. The class representatives are required to collect materials from the students. The students are given a theme of the year for the magazine and they are expected to write articles on that theme. However the students are also allowed to write on other issues.
They can contribute articles, poems and compilation of information. The themes of the magazine:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>Women Empowerment</td>
</tr>
<tr>
<td>2011-12</td>
<td>Human Rights</td>
</tr>
<tr>
<td>2012-13</td>
<td>Right to Education</td>
</tr>
<tr>
<td>2013-14</td>
<td>Child Labour</td>
</tr>
<tr>
<td>2014-15</td>
<td>Social Media</td>
</tr>
<tr>
<td>2015-16</td>
<td>Cyber Crimes</td>
</tr>
</tbody>
</table>

5.3.5 **Does the college have a Student Council or any similar body? Give details on its selection, constitution, activities and funding.**

**Ans.:** Yes, the college has a Student Council. The members of the Council are the class representatives who are the toppers of the college in the University examination. Each class is represented by a student. So there are eight members.

There are two female students, ladies representatives in the Council. Similarly there are three students representing sports, cultural and NSS departments. There are two students belonging to Scheduled Caste and Scheduled Tribes in the Council. Out of these thirteen members, one becomes the Secretary/University Representative of the Students Council of the college. This Secretary/University Representative is elected on the basis of voting. This is how the Students Council is formed. This formation of the Council is based on the guidelines provided by the Students’ Welfare Board, SPPU. The Council of 2015-16 is as below:

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of the Students</th>
<th>Class</th>
<th>Position in the Council</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mr Umesh Tare</td>
<td>BSL, LL.B. V</td>
<td>Secretary/U.R. &amp;</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Class/Programme</td>
<td>Role</td>
</tr>
<tr>
<td>---</td>
<td>----------------------</td>
<td>-----------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>2</td>
<td>Mr. Bagal Abhilash</td>
<td>LL.B. I</td>
<td>Class Representative</td>
</tr>
<tr>
<td>3</td>
<td>Ms. Alate Tejashree</td>
<td>LL.B. II</td>
<td>Class Representative</td>
</tr>
<tr>
<td>4</td>
<td>Ms. Limaye Prachi</td>
<td>LL.B. III</td>
<td>Class Representative</td>
</tr>
<tr>
<td>5</td>
<td>Ms. Wavhale Pratiksha</td>
<td>BALLB I</td>
<td>Class Representative</td>
</tr>
<tr>
<td>6</td>
<td>Ms. Sushma Sri Sai</td>
<td>BALLB II</td>
<td>Class Representative</td>
</tr>
<tr>
<td>7</td>
<td>Ms. More Dhanashri</td>
<td>BALLB III</td>
<td>Class Representative</td>
</tr>
<tr>
<td>8</td>
<td>Mr. Gavde Pradip</td>
<td>BALLB IV</td>
<td>Class Representative</td>
</tr>
<tr>
<td>9</td>
<td>Mr. Shah Kalpit</td>
<td>BALLB V</td>
<td>Class Representative</td>
</tr>
<tr>
<td>10</td>
<td>Ms. Manuja Salve</td>
<td>BALLB V</td>
<td>Lady Representative</td>
</tr>
<tr>
<td>11</td>
<td>Ms. Yari Charu</td>
<td>BALLB II</td>
<td>Lady Representative</td>
</tr>
<tr>
<td>12</td>
<td>Ms. Prachi Irale</td>
<td>LLB III</td>
<td>Sports Representative</td>
</tr>
<tr>
<td>13</td>
<td>Mr. Deshpande Omkar</td>
<td>BALLB V</td>
<td>Cultural Representative</td>
</tr>
</tbody>
</table>

The Council members are involved in organizing various activities, curricular and extracurricular. Similarly these members and other students from various classes lead all the activities in Youth Week. The Council is helpful for the communication between the staff and the students.

As regards funding, the college bears expenses of the programmes organized by the Council.

5.3.6 Give details of various academic and administrative bodies that have student representatives on them.

**Ans.:** The College has established various committees to look after different activities, academic and other ones. The following committees are having student representatives in order to give them a say and experience of the work. The students can express their grievances either through the committees or directly to the Principal.
1. Magazine committee
2. Legal Aid Centre
3. Students Welfare Office
4. Women Cell
5. Anti-ragging Cell
6. Grievance Cell
7. NSS Committee
8. Cultural Committee
9. Sports Committee

5.3.7 How does the institution network and collaborate with the Alumni and former faculty of the Institution.

Ans.: The institution has a registered Alumni Association. The institution calls a gathering of the alumni regularly and tries to collect the data of the alumni in this way. When the programmes are held in the college, the alumni help to get good speakers and guests for them. They also attend the Legal Literacy camps of the college.

The former faculties are invited for various programmes such as seminars, alumni meet, retirement function and so forth. The former faculty is also called for lectures under various schemes. Facebook, Whatsapp and such other service facilities are used to establish a network with ex students and update data of the alumni.
CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership

6.1.1 State the vision and mission of the Institution and enumerate on how the mission statement defines the institution’s distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution’s traditions and value orientations, vision for the future, etc.

Ans.: The institution has developed its own vision and mission statement. The following is the vision of the institution:

“Pioneering a high quality legal education and inculcating social, cultural and ethical values in students to emerge as socially good and professionally sound and competent citizens.”

The Mission Statement of our institution runs as follows:

1. To bridge the gap between theoretical knowledge and professional practice.
2. To create the free spirit among the students to serve the interests of justice.
3. To mould students with varied interests, talent and experience into competent, independent and ethical legal professionals.
4. To impart standard legal education to students to have an enduring advantage to confront the rapidly changing world.
5. To promote a high level of learning and research ability through interactive education and continuous assessment of the academic performance of students.

The institution works under the management of the Society, Akhil Bharatiya Maratha Shikshan Parishad whose motto is “Bahujan Hitay Bahujan Sukhay” (In the interest and welfare of the common masses). This Society was established to carry forward the educational thoughts of the mass leaders like Shri Shahub Maharaj, Yashwantrao Chavan (former Deputy Prime Minister and the Architect of Modern Maharashtra), Keshavrao Jedhe and Bhaushebe Hire.
who firmly believed that until and unless the common public is educated, the society will not change and there will not be progress in the lives of the masses.

The mission of the college reflects the motto of the Society and the college is striving in that direction.

Similarly the profession of law is changing fast due to globalization and huge advancement in information technology. As these phenomenal changes occur in our society, law needs to be modified to deal with newly emerging matters. These changes consequently have massive impact on legal education. The institution attempts to meet the needs of the students by bringing such changes into actual classroom teaching. The faculties get updated about new areas of laws and share the knowledge with the students. In addition, the experts are invited to deliver lectures on such areas.

The institution also conducts extension activities such legal literacy camps, visits to courts and the police station, and various offices related to law. The college runs Legal Aid Centre in the premises where the students get some practical experience of consultation. This way the college is trying to bridge the gap between theoretical and practical knowledge.

Apart from these positive qualities, the institution charges the students the lowest admission fee among other law colleges. But it provides students standard legal education with all essential facilities. Actually the students are also promoted to participate in the various curricular and extra-curricular activities so that they develop social and life skills to become a successful professional with ethical values.

The institution enlists a large number of students from the rural background, though it is situated in a metropolitan city like Pune. With due respect, all students receive equally good treatment from faculty and the administrative staff and it helps to create a good education atmosphere in the premises.

All these aspects reflect the mission statement and the commitment of the institution towards its society, its students and its traditions and values.
6.1.2 What is the role of top management, Principal and Faculty in design and implementation of its quality policy and plans?

Ans.: The top management of the institution plays a crucial role in decision making. Some of the major decisions taken at the college level need to be approved of by the top management. As far as financial support for major activities and recruitment of staff are concerned, the top management has a final say on them. In addition, they also play a supervisory role to some extent.

The Principal is the central authority in calling meetings, appointing teachers on various committees, monitoring the quality of all activities, academic and non-academic. She is assisted by the faculty and the administrative staff. She calls the meeting of all faculties at the beginning of every academic year and there is discussion about the new plans and the implementation of policies and plans.

The teachers are in charge of various academic committees and the committees of extension activities. They take decisions in consultation with the Principal. So the teachers are involved in designing and actual implementation of policies and plans.

6.1.3 What is the involvement of the leadership in ensuring:

- the policy statements and action plans for fulfillment of the stated mission
- formulation of action plans for all operations and incorporation of the same into the institutional strategic plan
- Interaction with stakeholders
- Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders
- Reinforcing the culture of excellence
- Champion organizational change

Ans.: The Principal, being the leader of the college, is involved in preparing the policy statements and action plans. The Principal holds the meeting with the teachers initially and the plans and strategies are developed in the meeting and
some of the crucial decisions are kept before the IQAC and are finally approved of by the LMC.

The Principal is in regular interaction with the office bearers in the management of the Society. The students can also have open interaction with the Principal and if they have any grievance regarding any issue, they can make an application or they can put a suggestion in the Grievance Box. The Principal interacts with other stakeholders such as parents of students and alumni from time to time.

Through the interaction with these stakeholders, the feedback is collected and their suggestions are sought and they are included in the agendas of the meetings.

Similarly these suggestions from the stakeholders and discussion with the faculties are used in order to reinforce the culture of excellence. The leadership of the Principal seeks cooperation from all sections of the college and the Society and strives to maintain good educational environment. She plays a crucial role in organizational change whenever is necessary.

The administrative staff also extends full support to all activities. The Office Superintendent heads the whole office staff. He monitors the administrative work. However the leadership of the Principal coordinates all administrative and academic activities.

6.1.4 What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time?

Ans.: The Principal plays an important role in monitoring the policies and plans. Since the teachers perform various activities with the help of the Students Council as per the plans, the Principal is always in communication with them and collects the information regarding the day to day events. The Principal also follows the calendar of academic and extra-curricular activities and makes sure that the programmes are performed as per the calendar.
She holds monthly meetings with the faculty and takes review of the activities and teaching and learning and the activities which are not carried out in that month are suggested to be performed in the coming month. The circulars of the statutory bodies such as BCI, SPPU and the office of the Joint Director of Higher Education, Pune Region are considered at the meetings and the action is taken in an appropriate manner as it is expected.

Similarly the feedback is collected from students and they are informed to make suggestions if any. The feedback and suggestions are considered at the meetings of IQAC and the faculty meeting. New strategies and solutions are sought to improve the quality in the college.

6.1.5 Give details of the academic leadership provided to the faculty by the top management?

Ans.: Being the Head of the college, the Principal gives assignments to the teachers and they are delegated to take decisions in respect of those assigned activities. At the same time some faculty members are part of the IQAC and the LMC. The faculty represents the college in the meetings and events organized by the University, Pune Municipal Corporation, the office of Joint Director of Higher Education, Pune Region.

As an example, the senior faculty, Dr S R Ivare who is Co-ordinator of IQAC is supposed to call the meetings and prepare the documents of it. Mrs M S Shirlekar and Mr R. N. Bibave who are in charge of the time table committee can take decisions and adjust the classes as per the available infrastructure.

6.1.6 How does the college groom leadership at various levels?

Ans.: Though the Principal is vested with the authority to take decisions, she assigns different activities to the teachers who are supposed to conduct those activities with the help of the student volunteers. Naturally teachers are required to lead the activities. For example, the teachers, Mr R. N. Bibave and Mrs. M. S. Shirlekar are in charge of the NSS Department. Almost 150 students register for the regular activities of NSS. So the teachers lead the groups of students in these activities and make decisions on their own. SWO Wakade Sir
Similarly students are engaged as volunteers for co-curricular and extra-curricular activities and they get a chance to lead smaller groups to perform assigned tasks. In this way leadership skills are groomed in students as well. The faculty also provides them suggestions about the organization of programmes and accept their suggestions as well.

6.1.7 How does the college delegate authority and provide operational autonomy to the departments / units of the institution and work towards decentralized governance system?

**Ans.:** Being a law college, it is a single discipline college. However there is a sort of decentralization of governance through the distribution of work of various committees. The teachers are given operational autonomy to take decisions on their own and perform the activities. As an example, the teachers in charge of Legal Aid Centre can organize programmes on their own under the Centre.

6.1.8 Does the college promote a culture of participative management? If ‘yes’, indicate the levels of participative management.

**Ans.:** Yes, the college promotes participation of teachers and students in various committees and programmes. The IQAC consists of the Principal, the faculties and the management members. The faculties play a major role in the meetings of IQAC. Similarly the three faculty members represent the teachers in the LMC. The teachers are also part of the admission committee. Besides this, the teachers are the members of various committees dealing with various issues relating to administration, research, teaching and learning and infrastructure.

Apart from the participation of teachers, members of the Students Council as well as other students are allowed to participate in various meetings of programmes. The activities like seminars, national moot court competition, workshops, interclass competitions cultural and sports events are performed with full participation of students in their organization. The students are allowed to participate in the Anti-ragging Committee, Grievance Redressal Cell, Legal Aid Committee and the others.
6.2 Strategy development and deployment

6.2.1 Does the Institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?

Ans.: Yes, the institution has a formally stated quality policy. The management members, the Principal, the faculty and the other stakeholders have developed the quality policy by holding meetings and considering the present scenario of legal education. There is a strong motive to enhance the quality of legal education which is imparted in the institution. This motive has driven the quality policy.

The faculty and the administrative staff play their respective roles in deploying the quality policy. The Quality Policy is deployed

- To provide encouragement and promotion, to the faculty and for their appreciation
- To offer complete satisfaction to the student in respect of the education they receive in the institution
- To maintain positive educational environment in the premises of the institution
- To increase the infrastructure to meet the present day educational needs of the students
- To recruit the teaching and non-teaching staff to address the issues of teaching learning and administrative work

The Quality Policy of the institution is based on the overall progress of students, teachers and the institution and contribution to the society. It is as follows:
<table>
<thead>
<tr>
<th>Qualitative Aspects</th>
<th>Policy</th>
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| **Teaching Learning** | - Mobilizing and operationalisation of the learning resources to make them accessible to and to benefit all students  
- Making teaching learning student-centered using various techniques and methods |
| **Education** | - Maintaining the standard of education and implementing the processes properly to meet the professional needs |
| **Infrastructure** | - Augmenting infrastructural facilities every year with the allocation in the budget with a view to making them conducive to teaching-learning needs |
| **Library** | - Modernizing the library with the help of ICT in regard to its learning resources and administration  
- Strengthening the reference section |
| **Research** | - Promoting the participation of the teachers and students in research and the publication of their research work |
| **Value Education** | - Inculcating a sense of morality and humanity among students |
| **Social Responsibility of the institution** | - Providing education to the students at affordable cost and implementing the provisions of freeship, scholarship and such other welfare schemes for the students of the weaker sections of the society  
- Conducting extension activities in the interest of the society |
6.2.2 Does the Institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.

Ans.: Yes, the institution has a perspective plan for development. The institution has a plan

- to construct a separate building for the library so that spacious reading room and all library facilities could be made available at the same place;
- to recruit highly qualified teaching faculty to maintain the standard of education
- to increase the number of computer facilities to make teaching-learning more effective
- to boost the research output to contribute to teaching-learning and to the society

6.2.3 Describe the internal organizational structure and decision making processes.

Ans.: There is an organizational structure in the Society and the decision making process happens at different levels based on the kinds of matters.

**Akhil Bharatiya Maratha Shikshan Parishad**: The topmost body of the management of the institution. It has a President and two Vice-Presidents. But the General Secretary of the Society looks after the day-to-day administration. In the Society, there is a Council, a Governing Council, Board of trustees and Board of life members.

**Local Management Committee**: This committee is headed by the Chairman who is a member of the Society. It includes another five members of the Society. There is another member who is an invitee. The Principal of the college is Secretary. There are three teachers including a female teacher in the Committee representing the faculty. There is a non teaching member in the Committee. This committee deals with all the matters of the institution related to academic and non academic. The decisions approved of by this committee are final and some decisions go to the Governing Council of the Society, if necessary.
**The Principal:** Being the Head of the institution, she looks after both administration and academic matters and can take decisions in respect of them.

**Teachers in Various Committees:** Teachers are in charge of various committees and they can take independent decisions and convey the same to the Principal. The committees are as follows:

- Prospectus Committee
- Magazine Committee
- Guest Lectures Committee
- Legal Aid Centre
- Students Council
- Examination Committee
- Admission Committee
- Students Counselling Committee
- Women Redressal Cell (Internal Complaint Committee)
- NSS Department
- Students’ Welfare Office
- Library Committee
- Research Cell
- Grievance Cell
- Anti ragging Cell
- Sports Committee

**IQAC:** It is one of the crucial cells consisting of the Principal (Chairman) and the members of the management and teachers. It discusses both academic and non academic issues and takes decisions for further processes.
6.2.4 Give a broad description of the quality improvement strategies of the institution for each of the following

- Teaching & Learning
- Research & Development
- Community engagement
- Human resource management
- Industry interaction
Ans.: **Teaching and Learning:** This aspect of education is fundamentally important and requires a great deal of attention. Both go hand in hand and to make them more effective and qualitative, it is necessary to make required facilities available to both teachers and students.

a) Insistence on the use of ICT based learning resources
b) Continuation of subscription of online and offline databases
c) Using the student-centric method and focusing on slow learners
d) Promoting teachers along with students to do research and integrate it with teaching-learning

**Research and Development:** For the academic development of students and teachers, research activities are very crucial. The college has established the Research Cell which has a committee consisting of the Principal, teachers and a non teaching member. The college has taken initiative to support research work of teachers. It also promotes teachers to apply for major and minor research projects. The college has subscribed to International journals such as Yale Law Review.

**Community Engagement:** The institution is bound by its responsibility towards its society. The college not only concentrates on academic activities but also on extension activities which could be helpful for the society. The activities like survey on social issues, street plays, free legal advice, and cleanliness campaign are organized in the vicinity.

**Human Resource Management:** To carry out administrative work effectively and to support students properly, the institution recruits clerks and peons from time to time. Similarly senior clerks receive promotion and increment on time. As far as teachers are concerned, the teachers are recruited on contract basis until the Joint Director of Higher Education’s office permits the recruitment of teachers. The faculty also receives senior scale and selection grade along with increments from time to time.

**Industry Interaction:** The College has a placement cell which invites LPOs to the campus for recruitment or training. In addition, the interaction between
the students and alumni of the college is channelized so that the students could be able to do juniorship with them.

6.2.5 **How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?**

**Ans.**: The institution prepares the annual report of all activities and submits it to the management. Apart from this, the report of the feedback is presented to the management and discussed in the meeting. The details of the audit of the institution are also presented to the top management. The details of the committees in the college are also informed to the management.

6.2.6 **How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?**

**Ans.**: The Local Management Committee includes the management members, the Principal and the teachers. In the meetings of the LMC, the management members take the review of the activities and appreciate the work of teachers and if necessary, they suggest changes. The administrative staff is also encouraged by the management. The required facilities are provided to the administrative staff to maintain quality.

6.2.7 **Enumerate the resolutions made by the Management Council in the last year and the status of implementation of such resolutions.**

**Ans.**: The meeting of LMC was held on 7 October 2015 in the Administrative Building of the Society. There were ten issues on the agenda and decisions on all ten issues were taken at the meeting. The following are the resolutions of the meeting and they have been implemented by the institute.

53. The implementation of the resolutions of the previous meeting was reviewed and approved by the committee.
54. The receipt and payment account of the grant-in-aid and non-grant sections of the college from 1/3/2015 to 31/3/2015 and from 1/4/2015 to 31/8/2015 has been approved.

55. The teaching and non-teaching staff had taken medical and earned leave in 2015 with prior sanction of the General Secretary. All the medical and earned used by the staff have been approved by the committee. Mrs Gokhale, Asst. Professor, who was on medical leave without pay was directed to submit the fitness certificate.

56. The full time teachers of LLM Department, Mr Awghade A B, Mr Waghmode V S and Ms Jangam R K were appointed by the Local Selection Committee for the academic year 2015-16. Their appointments were approved by the committee. Similarly the appointments of the visiting faculties were also approved of.

57. The team of the BCI visited the college and sent the report of the visit to the college. The committee took the decision that the recommendations by the BCI team are to be implemented in the college and necessary help is to be sought from the University and the Office of Joint Director of Higher Education (Maharashtra Govt.).

58. The college is preparing the report for its accreditation to be by the end of the semester through NAAC. The committee approved of the expenses for all this preparation and it is decided that the decisions regarding this are to be taken in consultation with the General Secretary of the Society.

59. The writ by an ex-student of the college in which institute was made a party was dismissed at the initial stage by the Bombay High Court. The committee reviewed this matter and approved of the expenses in respect of the charges payable to the lawyer.

60. The committee took the overview of the performance of the faculty and the non-teaching staff of the grant-in-aid and non-grant sections and extended approval to their increments given to them in July 2015.
61. The committee extended permission to relieve Ms V V Jadhav, Asst Professor, who has received fellowship for her doctoral from the UGC, of her duty for the two years’ period.

6.2.8 Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If ‘yes’, what are the efforts made by the institution in obtaining autonomy?

Ans.: Yes but it is based on conditions. The institution has made no efforts so far for obtaining autonomy.

6.2.9 How does the Institution ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyze the nature of grievances for promoting better stakeholder relationship?

Ans.: The institution has set up a Grievance Cell which has a committee containing the Principal as Chairman, teachers and students as members. The grievance box is on the wall in the passage on the first floor. Students can put their grievances in the box and the box is opened every month. If any grievance with a name of students is found, it is decided whether a meeting of the members is to be called or not on the basis of its seriousness. However if the students have a serious grievance, they can directly meet the Principal and the meeting is held immediately to resolve the issue.

There is a mechanism to analyse the grievances. Considering the nature of the complaints, the Principal has a direct dialogue with the students and make them feel confident and comfortable in the college premises.

6.2.10 During the last four years, had there been any instances of court cases filed by and against the institute? Provide details on the issues and decisions of the courts on these?

Ans.: A writ (WP/6571/2015) was filed in Bombay High Court by an Ex-student, Ms. Anagha Athawale against Savitribai Phule Pune University. A faculty member and the college were made parties to that writ. This Ex-student failed in the subject, Law of Crimes, three times and it was taught by the same faculty. She had a suspicion that this faculty member of the college must have
played a role in failing her in that paper. She had made a complaint to the University to set up an inquiry committee to investigate this matter. The University dealt with the matter immediately without the investigating committee. But she was not satisfied with the decision. So she filed a writ against the University on its failure to set up an inquiry committee. The said teacher and the college were made parties later. In between the University established the committee and submitted a report to the High Court. The writ was dismissed at the pre-admission stage.

6.2.11 **Does the Institution have a mechanism for analyzing student feedback on institutional performance? If ‘yes’, what was the outcome and response of the institution to such an effort?**

**Ans.:** Yes, the institution has a mechanism to analyze the feedback on the institutional performance. It collects feedback from students and prepares a report on it after its analysis.

Generally the teachers are assessed on their communication skills, content of teaching, their attitude and overall behavior.

The report is kept before the meetings of IQAC and teachers’ monthly meeting. The suggestions and the parameters showing a low quality sign in the performance on the feedback of students are considered thoroughly. As an example, there was a negative feedback about the canteen and it was informed to the Society. The Society changed the contractor of the canteen. There was a suggestion regarding the timing of the reading room and it was extended during the examination days immediately.

6.3 **Faculty Empowerment Strategies**

6.3.1 **What are the efforts made by the institution to enhance the professional development of its teaching and non teaching staff?**

**Ans.:** The institution makes sure that the faculty should acquire current knowledge and teach effectively and the office staff should possess all necessary skills. It sends teachers to attend orientation and refresher courses from time to time. It
encourages the faculty to attend seminars and conferences by sanctioning duty leave and to present papers in them.

The institution has been promoting teachers to do research and the required facilities like computers and internet and books are made easily available to them.

The experts in various subjects of law are invited to the college to deliver lectures and as resource persons for seminars and workshops.

The office staff is allowed to attend workshops on administration. The junior staff is trained by the seniors with the required skills.

6.3.2 What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform?

Ans.: The institution plays a significant role in the development of faculty. If the faculty is knowledgeable and skillful, the students benefit from it. Considering the role of faculty, the institution has some strategies.

a) Relieving teachers for refresher or orientation courses and even short term courses
b) Sanctioning duty leave to teachers to participate in conferences, workshops and seminars
c) Making all possible efforts to make research materials available to the faculty
d) Providing required infrastructure for teaching learning and other extension activities

6.3.3 Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.

Ans.: The institution collects feedback from students on the performance of the teaching and non teaching staff. The feedback is analysed and the report is prepared. The same report is used to bring about necessary changes in the system and teaching methods. The appraisal of the faculty is done through
peers and suggestions are given to those faculty members who fall short of some techniques of teaching.

Oral feedback on various activities is also collected from students. The same feedback is discussed with the Principal and new ideas are thought out so that activities could be performed in a better way.

All the staff, teaching and non teaching, submit the confidential report indicating the activities and major work performed by them. The CRs are submitted to the management and they give a better idea about the teachers’ performance.

In addition, the Performance Based Assessment System developed by the UGC in the Regulations of 2010 is used by teachers. They fill the form every year and it is verified by the Principal. This system includes three categories of assessment—teaching-learning, co-curricular and extra-curricular activities and research and publications.

6.3.4 What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?

Ans.: The outcome of the PBAS forms and feedback from students is positive and results in the proper understanding of how teachers play their role of teaching and what activities they have performed. It also leads to a chance to individual performance of teachers and to assign the teachers the work whichever is suitable to them. The PBAS is forwarded to the University for a further scale.

The teachers who performed better academically are appreciated by way of their felicitation on 5 September. The information regarding this is conveyed to students through the notice boards.

6.3.5 What are the welfare schemes available for teaching and non teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?

Ans.: There are no welfare schemes for teaching and non teaching staff. However if any staff member needs any financial help urgently, all the staff members
contribute and help the needy staff member. There is a Shri Shahu Cooperative Society which extends loans to the staff in emergencies.

6.3.6 **What are the measures taken by the Institution for attracting and retaining eminent faculty?**

**Ans.:** The institution receives grant-in-aid from the state government and therefore the faculty are on the UGC pay scale. The experienced teachers continue to work in the same institution for the reason they get their increment and senior scale and selection grade on time. The experts are given a good honorarium for lectures and are always called back for lectures.

The faculties are encouraged to do research and facilities for research are made available. Due to good educational environment, the faculties recruited do not leave the college.

6.4 **Financial Management and Resource Mobilization**

6.4.1 **What is the institutional mechanism to monitor effective and efficient use of available financial resources?**

**Ans.:** The institution has a mechanism to monitor the use of financial resources. At the beginning of the financial year, the budget of the college is prepared allocating under various heads and it is approved of by the management. Thereafter the expenses are made on infrastructure, various activities and academic programmes decided in the academic year by the IQAC and the Principal and salaries of the staff. At the same time the expenses need to be approved of by the General Secretary of the Society.

6.4.2 **What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.**

**Ans.:** The Society has made a provision of auditing the income and expenses incurred by the institution on various activities, salaries and infrastructure. The audit of the college is made twice in a year through external and internal agencies. Generally the internal audit is held in May and October every year. The date of the external audit of 2014-15 is 22/07/2015.
6.4.3 What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund/corpus available with Institutions, if any.

Ans.: The institution receives grant-in-aid from the state government. Therefore the salary grants are provided by the state government. Another major source of institutional income is students fee which is used to bear the expenses. The audited statement being large will be provided to the Peer Team at the time of the actual visit.

6.4.4 Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any).

Ans.: The institute always attempts to secure funds from UGC and BCUD of Savitribai Phule Pune University in order to augment infrastructure to match the academic growth and to carry out various academic and extension activities and research work. In the past four years the institute could secure sufficient amounts of fund for its progress by making applications to them from time to time. The following table shows the amount funding secured from the University.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Items</th>
<th>Amount in Rs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>Quality improvement (Moot court, legal aid camp and others)</td>
<td>232770</td>
</tr>
<tr>
<td>2013-14</td>
<td>Construction of toilets, equipments and other academic activities</td>
<td>932332</td>
</tr>
<tr>
<td>2014-15</td>
<td>Quality improvement (Moot court, legal aid camp and others)</td>
<td>269243</td>
</tr>
<tr>
<td>2015-16</td>
<td>Parking shed, SWO, NSS</td>
<td>626369</td>
</tr>
</tbody>
</table>

The institute has secured funds under various schemes from the UGC under XI and XII Plans. The fund secured was meant for IQAC, scheme of entry in services, remedial coaching classes, Equal Opportunity center and various
infrastructural facilities. In twelfth plan, the institute received Rs 750000 (seven lacs fifty thousands) and has utilized Rs 438552 so far.

6.5 Internal Quality Assurance System (IQAS)

6.5.1 Internal Quality Assurance Cell (IQAC)

a. Has the institution established an Internal Quality Assurance Cell (IQAC)? If ‘yes’, what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?

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

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

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

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

e) Created a good educational environment in the premises conducive to the learning needs of the learners

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

b. How many decisions of the IQAC have been approved by the management / authorities for implementation and how many of them were actually implemented?

Ans.: Since the IQAC plays a crucial role in the planning of various activities and implementation of the schemes and policies. Almost all decisions of the IQAC are approved of by the management. The majority of the decisions are implemented considering the fund available. A separate file of the meetings of the IQAC is maintained.

c. Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.

Ans.: The IQAC has the external members on its committee, Mr Sharad Madke, the President of District Consumer Redressal Forum, Kolhapur and Mr Mohanrao Deshmukh, Senior Advocate, Pune. These members have contribution in the decision making process relating to inviting senior advocates for guest lectures, holding legal literacy camps and the others.

d. How do students and alumni contribute to the effective functioning of the IQAC?

Ans.: The students and alumni being stakeholders play a role to bring about change in the system or processes. However these things are channelized through the IQAC which is one of the elements in the educational process.

The feedback from alumni and students is collected from students and presented to the IQAC. The important suggestions by the alumni or students are considered and the IQAC takes decisions on them.
e. How does the IQAC communicate and engage staff from different constituents of the institution?

Ans.: The college being a single disciplinary unit, the information of the agenda and the resolutions is conveyed directly to the staff before and after its meeting. Therefore the staff can convey its suggestions to the faculty and the non teaching staff member representing them in the IQAC.

6.5.2 Does the institution have an integrated framework for Quality assurance of the academic and administrative activities? If ‘yes’, give details on its operationalisation.

Ans.: Yes, the institution makes sure that the administration and academics are coordinated for the sake of quality contributing to the development of the institution. The Principal is the Head of the institution and the Office Superintendent looks after the administrative work with the office staff. The teachers are in charge of various committees and they carry out the activities with the assistance of Students Council and students.

The decisions taken at these levels are presented to the IQAC and the LMC for go-ahead and the decisions taken by the IQAC and the LMC are implemented by the committees, academic and non-academic. There has been integration among all these factors and therefore operationalisation of these constituent parts is smooth.

6.5.3 Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If ‘yes’, give details enumerating its impact.

Ans.: The institution ensures the effective implementation of quality assurance procedures by way of effective human resource management.

a) The non-teaching is given training of the administrative work under the guidance of senior co-staff members.

b) When new software for administrative work is installed, the staff is given training on its use and benefits by the service providers.

c) The administrative staff is also sent out to participate in workshops on
administration so that they could get ideas of various works being implemented in other colleges.

d) The faculty members also participate in workshops, seminars and conferences so that they could update their knowledge in the subject. Due to this kind of in-house training and participation in workshops or seminars, the staff has shown efficiency through their work. The administrative processes are also being implemented smoothly. There is a good coordination between the administrative staff and the faculty. The knowledge of emerging communication technology is shared by both teaching and non teaching staff from time to time.

6.5.4 Does the institution undertake Academic Audit or other external review of the academic provisions? If ‘yes’, how are the outcomes used to improve the institutional activities?

Ans.: The institution has not made any provision to undertake an academic audit. However the LIC of the University and the visit of members of the Bar Council of India review the quality of educations and give suggestions. Similarly the college conducted its Academic and Administrative Audit in 2014. The following are the recommendations of the AAA:

1. The library should have a separate building so that the capacity of the reading could be increased as well.
2. The number of e-learning resources could be increased.
3. The number of the faculty should be increased as considering the number of students and by corresponding with the concerned government authority.
4. The computer lab needs more computers to accommodate more students.
5. The institution should strengthen the reference section of the library.

The reviews of such external agencies have proved to be helpful in enhancement of quality of the college. The college has fulfilled the recommendations of AAA except the one relating to the separate building of the library. Since the college is pursuing this with management of the Society.

6.5.5 How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/regulatory authorities?
Ans.: The institution strives towards quality in education and therefore it makes sure the rules and regulations of the state government, the UGC, BCI and the University are followed and the processes of such works are properly implemented in the college.

a) The IQAC works as per the guidelines given by NAAC and the UGC and implements the circulars and resolutions related to the affiliated colleges.

b) The teachers maintain diaries about their daily classes so that there would be supervision of their work and feedback would be collected.

c) The academic calendar is prepared at the beginning of the academic year and it reflects all prospective activities and programmes to be conducted.

d) The institution also emphasizes the use of ICT tools in administration and teaching-learning so that there would be efficiency in administration and teaching learning would be more effective and interesting.

e) The reference section in the library is being made strong by way of new additions of reference books and subscriptions of international journals and online and offline databases.

f) Feedback is collected from students and alumni and suggestions and findings are followed for the sake of quality.

g) LIC for LL.M. and Diploma Course/IPR

Such institutional mechanisms help the institution to comply with the rules and recommendations of the external quality assurance agencies.

6.5.6 What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

Ans.: The institution has set up some mechanisms to review the teaching learning process and to make changes and improve upon it. To make teaching learning effective, the Principal plays a supervisory role.
Self-Study Report 3rd Cycle

a) The faculties are supposed to prepare teaching plans of individual subjects and conduct teaching as per the teaching plans so that the curriculum is completed on time. At the same time the teaching plans are helpful to understand the progress of teaching the allotted subjects.

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

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

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

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

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

6.5.7 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?

Ans.: The institution has its vision and mission, its quality assurance policies and its mechanisms to implement these policies through various mediums. It has its website which gives all the details regarding these things. It also publishes a prospectus and a magazine which include information about the policies and outcomes. The management is conveyed the outcomes of all activities and results of the examinations.
Similarly there is an induction programme at the beginning of the academic year which is meant for the first year students. In this programme the Principal provides all essential information about the policies, mechanisms and methodologies.

The notice boards are used to display this type of information so that students and their parents can see it.
CRITERIA VII: INNOVATIONS AND BEST PRACTICES

7.1 Environment Consciousness

7.1.1 Does the Institute conduct a Green Audit of its campus and facilities?

Ans.: Yes, the institute has conducted a Green Audit of its campus and facilities through a Firm, Green Water Solutions Provider Pvt. Ltd, Pune. The report contains some observations and suggestions. The suggestions are fulfilled by the college.

7.1.2 What are the initiatives taken by the college to make the campus eco-friendly?

- Energy conservation
- Use of renewable energy
- Water harvesting
- Check dam construction
- Efforts for Carbon neutrality
- Plantation
- Hazardous waste management
- e-waste management

Ans.: The Society, Akhil Bharatiya Maratha Shikshan Parishad runs the institution along with other institutions in the campus of 66 acres. To keep the campus eco-friendly, the Society and the institution continue to work in that direction and have taken initiatives in the past five years. The society also conducted the green audit of the campus through Green Water Solutions Provider Pvt. Ltd., Pune.

i) Energy conservation: To contribute to mitigate climate change, the institution is careful about the use of electricity. There are no air conditioners except two in the office of the Head of the institution. The classrooms are built with enough ventilation and sunlight. The campus street lights are being replaced with CFL and LED bulbs to conserve energy. Similarly the same kinds of bulbs are used in the passages of the college.
ii) **Use of renewable energy**: Though there are many types of renewable energy resources—such as wind and solar energy. Solar energy panels have been set up in the hostels for water heating and lighting in the premises of the hostels.

iii) **Water harvesting**: Considering the present situation of the monsoon and the climate change, water harvesting seems to be important for the campus. There are wells in the campus where run-off water of the rain is stored and used for various purposes in the campus.

iv) **Check dam construction**: The sixty seven acres of the campus is not the flat area; it has hilly parts and therefore the rain water runs off through some inland waterways. The Society has constructed small bunds on it so that the water could be used later.

v) **Efforts for carbon neutrality**: The Society has planted thousands of trees in the campus and it received the Vanashree award from the Forest Department of the Central Government. The campus is green and this helps in keeping CO₂ encompassing other green house gases emissions within the permissible limits. There is a check on vehicles on the campus and a No Vehicle Day is followed.

In addition, the institution takes the initiative to organize a tree plantation programme every year so that the campus remains green and such programme could contribute to carbon neutrality.

There are solar panels as well on the girls’ and boys’ hostels. These renewable energy resources also contribute to carbon neutrality.

vi) **Plantation**: The Department of NSS of the college conducts tree plantation programmes alone or in collaboration with other colleges in the campus. Almost one hundred saplings are planted and taken care of by the college every year. The staff and the students take part in it and the students are made aware of their responsibility.

vii) **Hazardous waste management**: Some of the hazardous waste are segregated and given it to the workers of the sanitary department of Pune
Municipal Corporation to be disposed of properly. The rest is converted to manure in the campus.

viii) **E-waste management:** The electronic products after the end of life are carefully disposed of as they are dangerous to human health and environment. The electronic junk such as cabling, glass panels and gaskets in computer monitors, mercury switches, processors, circuit boards and plastics from printers, keyboards and monitors are given to the workers of the waste management department of Pune Municipal Corporation for safe disposal. The college has kept a bin for e-waste in the passage.

ix) **Cleanliness campaign:** The college participates in the cleanliness drive of Pune Municipal Corporation from time to time. On 13 February 2016 almost one hundred students of the college took part in Plastic Waste Free Drive of Pune organized by Pune Municipal Corporation. In addition, the institution always organizes a cleanliness campaign in the campus and in the vicinity of the college every year.

x) **Eco-friendly awareness campaign at Ganesha immersion:** Generally people immerse the image of a god, Ganesha in the river and it leads to more pollution of water. So the students of the college holds this awareness campaign at specific places of Ganesha immersion and makes devotees aware of the pollution resulting from their act to put the idol of the god and nirmalya (material for worship) in the river water.

### 7.2 Innovations

#### 7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the college.

**Ans.:** Smooth functioning of the institution is one of the fundamental issues to create good educational environment in the premises. All constituent elements of the college contribute to the smooth functioning. It is also necessary to bring about the change in the system to create positive impact. Therefore new innovations or innovative ideas need to be put into practice.
i) The college had already purchased the software for admission, CMS (college management system) but it was not adequate for handling the admission process completely. In 2014 the institution brought about change into it. The software was modified for more details.

Now the CMS software is used to make an online application by students from anywhere. It has become easy for students to apply this way.

The database of students’ profile is properly prepared and information regarding students can be easily generated. Whenever information about students about categories, religion, native place etc. is required to be sent to the government offices or the University or for any other purposes, it can be easily generated.

Apart from these facilities, this software is also helpful for fee collection. The receipts of the name of the students can be generated on the same.

This innovative idea in the form of this software has proved to be fruitful and highly useful in the administration process. It has contributed a lot to the smooth functioning of the college.

ii) As part of innovation, the institution took initiatives to channelize gender sensitization through various programmes. Since gender sensitization is crucial in today’s situation and the new generation of the society in the form of students should be made aware of such issues on time. Therefore the college focused on it and made sure that it brings about change in students through different initiatives. In addition to conducting programmes in a traditional manner, the college has integrated the issues about gender with regular teaching.

The college has been celebrating International Women Day, Mother’s Day, Human Rights Day. In addition the college also conducts programmes such as seminars, workshops, conferences and guest lectures. Students are asked to present street plays and organize the cultural programmes on these issues.

Similarly the faculty makes sure that gender sensitization is integrated with teaching. Law and society in relation to gender has become a crucial part of
day to day teaching. It is done through the strategies of group discussion, interaction, presentations and the teaching of prescribed subjects in the University curriculum. This technique has made the classes active in respect of gender issues and the change seems to be happening in classes.

7.3 Best Practices

7.3.1 Elaborate on any two best practices in the given format at page no. 98, which have contributed to the achievement of the Institutional Objectives and/or contributed to the Quality improvement of the core activities of the college.

Ans.: The following two activities exceptionally good and have contributed to the quality improvement of the college. They are encouraging and comprehensive in their nature and therefore these two practices among others are student-centered and useful in true learning.

Best Practice I: Book Bank Scheme

Goal of the Practice:

- No students should be deprived of true learning and they should have access to the books.

- Students should inculcate the habit of reading and enrich their minds.

The Context:

The institution has been running this scheme for the past several years. It has been the experience of the Principal and faculties that there are some students belonging to backward categories and economically backward students that are not able to pay the deposit of the library to borrow the books from it, though they need books to prepare for the examinations and various competitions. Bearing in mind this kind of situation and the interaction with students, the library committee had decided to start this scheme. Looking at the number of students it was really a difficult task to implement. It was also difficult to decide how many books could be issued to the students at a time. If the number of students increased, it would be hard to manage the large number
of students in the scheme. The committee made provisions relating to the eligibility of students for this scheme in order to run it smoothly in their interest.

The Practice:

On the basis of a notice, the students are required to make applications for this scheme within the stipulated time but the delayed applications are entertained in some circumstances. If there are more than fifty applications, the screening of applications is conducted and if the number is below fifty, all the students can take the benefit of the scheme.

This scheme is meant for students from backward categories, minorities and even open category students with low income (economically backward). These students can take a set of books of the subjects prescribed in the syllabus of that particular semester. If a student fails in a subject, he needs more books, he can get them. Similarly these students do not need to pay the library deposit. After the semester examination is over, they are required to return the books so that they can get the books for the next semester. They can change the books of different authors in between.

Since the number of fifty applications is manageable, the scheme can be implemented. This has to be done in proportion of the text books available in the library. If the number of applications increases, it faces limitations.

Education is meant for everyone and if this has to be implemented in reality, students should not be deprived of true learning just because they cannot afford to buy them or are unable to pay the library deposit. Therefore the scheme appears to be unique in its nature.

Evidence of Success:

The Book Bank Scheme has proved to be highly successful and it has also created a good impression among all students. Every year many students make applications and get benefits of the scheme. From time to time the library committee takes review of the scheme and continues it with some changes if necessary.
In the year 2014-15, thirty five students belonging to the scheduled caste, schedule tribes and other backward classes received the books under this scheme and twenty nine students of the open category also benefited from it. Similarly in 2015-16 almost thirty six students belonging to all categories took advantage of the scheme.

The institution wants to continue the scheme as long as it receives positive feedback from the students. It has also a plan to increase the text editions and will entertain more than fifty applications every year.

**Problems Encountered and Resources Required**

If the scheme gets separate fund, the number of books with new editions would be increased in the interest of students. Otherwise there is always a possibility that this scheme could put some strain on the library for the students paying deposits and borrowing books on the borrower cards. The Social Welfare Department of the state government of Maharashtra generally extends financial support to the educational institutions. Our institution made applications for this kind of financial support several times in the past but unfortunately we did not receive any funding from the government.

Sometimes it creates a problem of getting back the books from the students on time and students keep the books with them even after the examinations. Therefore it puts stress on the human resources to search the entries of such books.

This scheme should be implemented in all educational institutions and it is a kind of incentive for students to prepare for the examinations conveniently and confidently.

**Best Practice II: Yashwantrao Chavan Law Lecture Series**

**Goal of the Practice:**

To provide practical knowledge to the students along with theoretical information.
To provide opportunities to the students to interact with the experts from outside and to contribute to the method of independent learning.

**The Context:**

It is a part of legal education and curriculum and a statement in the mission of the college that theoretical and practical knowledge should be integrated in the teaching learning process. The series has been started with the intention that students should get interactive exposure to the expertise available outside. In order to achieve the goal, the institution has ensured that eminent people from the field of law and other related fields are invited in this series. Therefore it generally invites judges, experienced lawyers, senior faculties from other law institutions and social activists.

The institution has also aimed that the faculties get involved in the series and exchange ideas and expertise with these external experts and use this knowledge in their day-to-day teaching.

**The Practice:**

This Law Lecture series has been named after Yashwantrao Chavan who was a law graduate and was an architect of modern Maharashtra and who is considered to be an inspiration for every one studying in the institution. This series is organized every year without exception and a minimum of five lectures/speeches/presentations are delivered. It is also specifically meant for interaction with students and teachers. Students get huge practical exposure to this kind of expertise. Two faculty members are in charge of the committee looking after this series.

Generally judges, senior lawyers dealing with various matters in the district courts and the High Court, Associate Professors and Professors, social activists are invited to be part of this series. Sometimes the alumni help the institution to get the proper authorities in particular subjects from the courts to deliver lectures. The lectures are generally decided by the committee on the basis of the subjects being taught in that semester. These guests are paid remuneration as per the rules and the present circumstances. The committee organizes lectures or presentations prominently on the subjects of legal
practice like Criminal Procedure Code, Civil Procedure Code, Evidence Law, Constitutional Law, Maharashtra Ownership of Flats Act, Maharashtra Land Revenue Code Specific Relief Act, Transfer of Property Act, Prevention of Domestic Violence Act, Cyber Crimes and the others. In addition, the lectures of ethics of legal practice and life are also covered in the lecture series in order to ensure the overall development of the students.

**Evidence of Success:**

The institution has ensured that only lawyers with outstanding practice, judges of high caliber, and other experts should be invited to make the series noteworthy. It has been seen that students interact with these experts, lawyers and judges with free mind and try to get practical insights from them.

These invitees willingly share their knowledge with students and encourage them to interact and to ask queries. As a result the students have a chance to get the knowledge. The teachers who remain present for the lectures provoke students to think and facilitate the interaction between students and the guest. So it has been noticed that the oral feedback by the students after the lectures/speeches indicated how this lecture series is helpful for them and how their expectations are being fulfilled.

The teachers have benefited from this practice for the reason that the lawyers share the changes in legal profession with the teachers as well and the knowledge of practice gets updated. When judges are invited for the lectures, they share their ideas about law from their angle and eventually both students and teachers benefit. Therefore this practice has proved to be one of the best among others.

**Problems Encountered and Resources Required:**

When the institution decides to invite eminent people, it is obviously clear that it faces the problems in respect of getting such people from the same or nearby places. Similarly the college has to make sure that it should not put strain on the budget if the invitees are from outside the town. Fortunately Pune has the District Court and there are advocates in Pune practicing in this district court and Bombay High Court. Therefore this problem is not serious to that extent.
Only in some circumstances and considering the nature of the subjects, the experts from other cities are invited to be part of this series.

**Contact Details**

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Name of the Institution: Yashwantrao Chavan Law College  
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Pin Code: 411009  
Accredited Status:  
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Fax: (020) 24224607  
Website: www.yclawcollegepune.org  
E-mail: yclawpune@gmail.com  
Mobile: + 91 9850068399
Evaluative Report of the Departments:

The institution runs the courses of the single discipline and hence, the evaluative reports of the departments are not submitted.
POST-ACCREDITATION INITIATIVES

If the college has already undergone the accreditation process by NAAC, please highlight the significant quality sustenance and enhancement measures undertaken during the last four years. The narrative may not exceed ten pages. (Refer section IX of Guidelines for Assessment and Accreditation)

---Quality Sustenance and Enhancement Measures----

The college has been accredited twice in the past and the second cycle of accreditation of Yashwantrao Chavan Law College was done in March 2010. The previous accreditation has helped the institution to improve upon the past performance and to concentrate on the areas indicated in the report of the second cycle. The institution has taken some significant initiatives since then to maintain the standard and to bring about possible enhancement in the quality of education in the existing circumstances.

1. The Construction of Three Classrooms: The College took the initiative to increase the number of classrooms. It made an application to the UGC and the partial amount was sanctioned to the college for its extension. In 2012 the three classrooms were built on the fourth floor. This has helped to accommodate students properly.

2. Number of Computers: The number of computers has also been increased in the computer lab and the teachers have also got individual computers with internet connectivity. It has resulted in efficiency in the work of teachers. At the same time they can spend enough time in preparing materials on the computers.

3. CMS Software: this has been a great advancement in the office. Due to this software it has become easier to have a profile of a student and all sorts of information about students can be generated. The receipts of the fees can also be generated on the same software. Students can fill their online admission form from anywhere as well.

4. Research Cell: It has been strengthened due to the establishment of a research committee looking after it. The Cell has all essential facilities and the research committee has been active and promoting research work among all faculties and students. In the past three years, three faculties have completed four minor projects sponsored by the University and applied for the UGC sponsored projects. In addition to this, six faculties have been pursuing doctoral research in interdisciplinary areas in
various universities. It has promoted the students to be part research work and to write articles and essays for various competitions.

5. Starting of International Journal of the College: The College has also taken a bold step to start its own international journal with ISSN. The whole process is in progress and has made an application to get ISSN. The tentative title of the journal would be Indian Journal of Law and Social Sciences and it is a refereed journal. This is again another feather in the cap of the college. It will help to build the reputation of the college.

6. Subscription of International Journals: To make teaching learning enriching and a good experience in the college, it has subscribed to international journals such as Yale Law Review and others. Students and staff have open access to such journals along with the online and offline databases in the college.

7. Gender Sensitization: the college has increased the number of activities which are useful to sensitize students about gender discrimination. One day workshops on Gender Justice, Nirbhaya Episode, Female Foeticide have been held. The guest lectures relating to these issues have been organized. Various days like Mothers’ Day, international Women’s Day are organized and students are actively participating in them.

8. Teaching Learning Process: To the quality of the teaching learning process, the faculties are dynamic to use various techniques and method of teaching and are using IT to a great extent and students are being made independent in learning. To effect this properly as an example, the college installed another three projectors in the class rooms so that learning would be easier for students and interaction between students and teachers could enhanced in daily classes.
The college conducted its assessment in the second cycle in March 2010. The assessment by the peer team has become fruitful by way of suggesting different things to make more positive changes in the functioning of the college and to increase the standard of education. During the past five years the college has tried to fulfill the recommendations for quality enhancement.

1. To fill the existing vacancies in the categories of full time faculty immediately.
   - Since the college receives grant-in-aid from the state government, the posts of full time faculties are filled as per the roster of vacancies and reservation. It requires the approval of the Joint Director of Higher Education. In the past five years the matter was pursued several times but the state government did not give permission to fill the posts. However recently the process of clearing the roster has been done and two posts of Assistant Professors allowed to be filled. The advertisement for these two posts was displayed in the newspapers such as Lokmat (Marathi) and the Indian Express (English) on 20th June 2016.

2. To seek sanction for additional teaching posts.
   - Since the state government exercises the policy of sanctioning the posts of teachers as per the number of students admitted to the degree courses, it does not sanction additional posts of teaching. Even the sanctioned existing posts have not been permitted to be filled.

3. Accreditation and association with National Legal Service Authority.
   - The college corresponded with National Legal Service Authority twice by email and once by phone. However there was no response from NLSA.

4. Computerization, modernization and use of e-learning in the library to be adopted.
   - The library has been modernized to a considerable extent by the use of bar code system and OPAC. The institute has increased the subscriptions of online journals. It has purchased the Heinonline and SCC databases. The Heinonline includes a large number of international journals which are now accessible to the teaching staff and the students when they are required. Similarly the institute has also subscribed to Nlist INFLIBNET through which the institute
gets access to JSTOR and other databases. It has also subscribed to AIR offline database. The number of the computers and other digital materials has been increased in the past few years. The new students are given training at the beginning of the academic year about how to use e-learning resources and the available study materials in the library.

Similarly, the College has purchased 1,398 text books of Rs. 5,27,090/- and 841 reference books of Rs. 6,84,631/- in the past five years and contributed to the updation of the Library in study materials.

5. Career counseling and placement cell for student progression need to be strengthened.

➢ The institute has strengthened career counseling to a great extent. A professional counselor is appointed. She comes to the college on specific days in a month and provides counseling to the needy students. The institute has also appointed teachers as mentors for each class. The teachers give enough time to the students on academic counseling and personal counseling as well.

The large number of students of the college prefer going for practice to seeking private jobs. In addition, the institute runs a placement cell to help students who need private jobs in LPOs and firms. It has invited LPOs such as Mindcrest and Quislex to its campus for interview techniques and recruitment. The institute also sends students to senior advocates and law firms.

6. Guidance cell for academic advancement, research activities and motivational strategies to be developed.

➢ The institute has developed Research Cell more in the recent times. It has spent some money on it from its regular budget. The Cell is equipped with computers and internet connectivity. It has also got some reference books. Due to this, the research activities have increased recently. This has really helped the teaching staff academically. The staff can use their research knowledge in their day to day teaching.

Furthermore, the institute provides required facilities like stationery, Wi-Fi to the staff and the students as well. The teachers are also given enough time-off for carrying their research work. The institute also facilitates the applications
of the faculty for minor and major research projects. Almost all teachers have presented papers and published papers in various journals.

7. Recent developments and specialization in new areas in the light of privatization and globalization at LL.M. level to be undertaken.

➢ The syllabus is prescribed by the University and the colleges follow it. However the college can give suggestions on the structure of the syllabus to the Board of Studies in Law. From 2014-15 the University introduced CGPA and it restructured the syllabus. Considering the present situation of globalization and privatization, the students of LL.M. are offered two clusters- International Law and Business Law in the college. Students are also compulsorily offered Skill Development Programme to cope with the employability of the market. Similarly they have to do a course on Cyber Security.

The institute makes sure that the experienced faculty to impart the current knowledge of law and the progress in the International Economic law. It has adopted the practical approach towards the postgraduate course so that the students could match the standard in the rapidly changing world.

8. To have a permanent moot court hall similar to a court hall.

➢ To create more interest among students about the legal practice in the court, the college has set up a permanent moot court. The teachers conducting moot court sessions make use of the hall regularly in order to create actual environment in the college.

9. More reference books and new editions in various subjects to be acquired.

➢ The institute invariably tries to keep the updated study materials in the library. The materials may be related e-learning or hard copies of books. In the past five years the library has purchased the 1398 latest text editions of various subjects costing Rs. 527090/- (five lakhs twenty seven thousand ninety). Similarly the institution made sure that the reference books be increased. So, it purchased 841 reference books costing Rs. 684631/- (Six lakhs eighty four thousand six hundred thirty one).
10. Access to Manupatra to be provided.

- The institute has purchased the subscription of SCC online databases since it is user-friendly for the faculty and students. The students can access it any time during the working hours of the library. This database has been made available to the students on seventeen points in the computer lab. The other three points are available in the staff room, Research Cell and the Principal’s office. Along with this, the institute has also purchased the subscription of Heinonline, a database of almost all major International journals. In addition, the college has subscribed to NList INFLIBNET giving access to JSTOR and other databases and thousands of e-books. It has a subscription of AIR offline.
### Abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>AIR</td>
<td>All India Reporter</td>
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<tr>
<td>AMC</td>
<td>Annual Maintenance Contract</td>
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<tr>
<td>BCUD</td>
<td>Board of College and University Development</td>
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<tr>
<td>CAG</td>
<td>Comptroller and Auditor General of India</td>
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<tr>
<td>CJJD</td>
<td>Civil Judge Junior Division</td>
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<tr>
<td>CMS</td>
<td>College Management Software</td>
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<tr>
<td>ICT</td>
<td>Information Communication Technology</td>
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<tr>
<td>IQAC</td>
<td>Internal Quality Assurance Cell</td>
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<td>JMFC</td>
<td>Judicial Magistrate First Class</td>
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<tr>
<td>LAN</td>
<td>Local Area Network</td>
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<td>LIC</td>
<td>Local Inquiry Committee</td>
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<tr>
<td>LMC</td>
<td>Local Management Committee</td>
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<td>LPO</td>
<td>Legal Process Outsourcing</td>
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<td>NMI-ICT</td>
<td>National Mission of Education Through Information and Communication Technology</td>
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<td>NPTEL</td>
<td>National Programme of Technology Enhanced Learning</td>
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<td>NSS</td>
<td>National Service Scheme</td>
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<tr>
<td>OPAC</td>
<td>Online Public Access Catalogue</td>
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<td>PBAS</td>
<td>Performance Based Appraisal System</td>
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<td>PTC</td>
<td>Primary Teacher Category</td>
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<td>SBC</td>
<td>Special Backward Class</td>
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<tr>
<td>SCC</td>
<td>Supreme Court Cases</td>
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<tr>
<td>SPPU</td>
<td>Savitribai Phule Pune University</td>
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<tr>
<td>STC</td>
<td>Secondary Teacher Category</td>
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<tr>
<td>SWO</td>
<td>Students Welfare Board</td>
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<tr>
<td>UGC</td>
<td>University Grant Commission</td>
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Annexure I

Declaration by the Head of the Institution

I certify that the data included in this Self-study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SSR during the peer team visit.

Signature of the Head of the institution with seal

Place: Pune
Date: 18/07/2016
Certificate of Compliance

This is to certify that A. B. M. S. Parishad’s Yashwantrao Chavan Law College Pune, (MS) fulfill the norms:

a) stipulated by Savitribai Phule Pune University, Pune (Formerly University of Pune)
b) Regulatory Council-BCI and UGC
c) the affiliation of the University is valid till this date

It is noted that NAAC’s accreditation, if granted, shall stand cancelled once the institution loses its affiliation of the University or the recognition of the regulatory body such as the UGC, as the case may be.

In case the undertaking submitted by the institution is found to be false, then the accreditation given by NAAC is liable to be withdrawn. It is agreeable that the undertaking given to NAAC will be displayed on the college website.

The institution: Yashwantrao Chavan Law College Pune
Place: Pune (MS)
Date: 11/07/2016

Dr Shubhada Ghosalkar
Principal
Savitribai Phule Pune University

(Telephone Nos. : 020-25691233
25601258
25601259
25601257)

ACADEMIC SECTION
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Fax : 020-25691233
Website : www.unipune.ac.in
E-mail : dyreachademic@unipune.ac.in

Ref. No.: CA/1550
Date: 20/06/2016

TO WHOM IT MAY CONCERN

This is to certify that Akhil Bharatiya Maratha Shikshak Parishad's Yashwantrao Chavan Law College, Parvati Ramana, Pune-411 009 is affiliated to the Savitribai Phule Pune University since 1978 (ID No. PU/PN/LAW/038/1978). The following Courses are taught in the said college as per approval.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Duration of the course</th>
<th>Affiliation (Permanent/Temporary)</th>
<th>Validity period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Laws (LL.B.)</td>
<td>3 Year</td>
<td>Permanent</td>
<td>From 2000-01</td>
</tr>
<tr>
<td>B.A. LL.B.</td>
<td>5 Year</td>
<td>Permanent</td>
<td>From 2000-01</td>
</tr>
<tr>
<td>Diploma in Taxation Laws</td>
<td>1 Year</td>
<td>Permanent</td>
<td>From 2000-01</td>
</tr>
<tr>
<td>Diploma in Labour Laws</td>
<td>1 Year</td>
<td>Permanent</td>
<td>From 2000-01</td>
</tr>
<tr>
<td>Diploma in Labour Laws and Labour Welfare</td>
<td>1 Year</td>
<td>Temporary</td>
<td>Up to 2016-17</td>
</tr>
<tr>
<td>Diploma in Intellectual Property Right Laws</td>
<td>1 Year</td>
<td>Temporary</td>
<td>Up to 2016-17</td>
</tr>
<tr>
<td>Master of Laws (LL.M.)</td>
<td>2 Year</td>
<td>Temporary</td>
<td>Up to 2016-17</td>
</tr>
</tbody>
</table>

The said certificate is issued as per the request application received from the Principal of the college vide his letter No. Law/156 dated 17/06/2016 so as to submit it to the National Assessment and Accreditation Council (NAAC), Bangalore.

Director  
(B.C.U.D.)
Annexure IV

UNIVERSITY GRANTS COMMISSION
BAHADUR SHAH ZAFAR MARG
NEW DELHI-110 002.

January, 2000

A. B. M. S. Farishad's
Law ('lives') Notes 4
In hand No. 1256/1 27/11/2000
File No. 411-009

Subject: List of Colleges prepared under Section 2(l) of the UGC Act, 1956—Inclusion of New Colleges.

I am directed to refer to your letter No. Devic. 16/912 dated 13th March 1999 on the above subject and to say that the name of the following college has been included in the above list under Non-Government Colleges teaching upto Bachelor's Degree.

Name of the College: Yashwantrao Chavan Law College.

Year of Institution: 1978

Remarks: The college is not eligible to receive central assistance in terms of the Rules framed under Section 12B of the UGC Act, 1956.

The University and other documents in respect of the above college have been accepted by the Commission.

Yours faithfully,

[D. B. Mistry]
Under Secretary

Copy forwarded to:

1. The Principal, A.B.M.S. Farishad, Yashwantrao Chavan Law College, Parvati, Ramna, Pune-411 009.
2. The Secretary, Govt. of India, Ministry of Human Resource Development, (Dept. of Education), The Section, Shastri Bhavan, New Delhi-110 001.
3. The Joint Secretary, Western Regional Office, Ganeshkunj, Poona University Campus, Pune-411 007 (Maharashtra).
4. All Sections, U.G.C.
7. Guard file. Y.C.L.C. LAW COLLEGE

PRINCIPAL

Y.C.L.C. LAW COLLEGE
Pune-411 009.
University Grants Commission
Bahadur Shah Zafar Marg
New Delhi -110 002

27 Mar 2002 (CPP-II)

The Registrar,
University of Pune
Pune - 411 007

Sub: Declaring a College fit to receive assistance under Section 23-B of the UGC Act, 1956.

Sr. I am directed to refer to your letter No. UUG/CG-197 dated 2-1-2002 in the above subject and to say that it has been noted that A.E.M.S. Parshad’s Yashwantrao Chavan Law College, Pune has been granted permanent affiliation by the Pune University. Accordingly, the A.E.M.S. Parshad’s Yashwantrao Chavan Law College, Pune which already stands included in the list of Colleges examined under Section 23-B of the UGC Act, 1956 is declared fit to receive assistance from the UGC, and the Central assistance in terms of Rules framed under Section 23-B of the UGC Act, 1956.

Yours faithfully,

[Signature]

Under Secretary

1. The Principal, A.E.M.S. Parshad’s Yashwantrao Chavan Law College, Pune - 411 009.
2. The Secretary, Government of India, Ministry of Human Resource Development, Department of Secondary & Higher Education, I-14, Secretariat Building, New Delhi - 110 001.
3. P.S. to Vice-Chairman, UGC, New Delhi.
4. Joint Secretary, UGC, Western Regional Office, Guwahati, Assam University Campus, Pune - 411 007 (Mumbai). Other secretaries and section C.
5. Joint Secretary, (CPP-II) Section, UGC, New Delhi.
6. All Sections, UGC.
7. Section Officer (FIN-Finance) UGC, New Delhi.

[Stamp]

[Signatures]

[Stamp]

[Stamp]
Subject: XII Plan allocation under General Development Assistance to Colleges.

Sir/Madam,

I am directed to convey the approval of the UGC to A B M S Parishad's Yashwantrao Chavan Law College, Parvati Ramana, Parvati Ramana, Pune - 411009 the XII plan allocation of Rs.4352150/- under the “General Development Assistance” for the development of undergraduate and postgraduate education. The UGC in their [Plan] has decided to provide grants under General Development Assistance as ‘Block Grant’. The college will have the flexibility to incur expenditure under the following heads as per the needs of the college. Accordingly, grant allocated under GDA to the college is under two object heads viz. Grant-in-aid General (31) and Capital Assets (35).

<table>
<thead>
<tr>
<th>Capital Assets (35) 80% of total allocation</th>
<th>Grant-in-aid General (31) 20% of total allocation</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rs.3481720/-</td>
<td>Rs.879430/-</td>
<td>Rs.4352150/-</td>
</tr>
</tbody>
</table>

- The above mentioned allocation is meant for the development of undergraduate and postgraduate education.
- The college has to constitute a Planning Board with Principal as Chairman and Heads of departments, IQAC Coordinator, Librarian & Bursar: Senior person from the Accounts department as members.
- The Planning Board will finalize allocation to Undergraduate and Postgraduate departments after identifying the heads and deciding on priorities of departments.
- The eligibility criteria for Undergraduate and Postgraduate departments to get assistance under a scheme is given in the XII plan guidelines for Development grant to colleges.
- The Planning Board may refer to the guidelines before finalizing allocation to Undergraduate and Postgraduate departments.
- After finalizing the budget allocation for Undergraduate and Postgraduate education, the Planning Board should submit the details as per Annexure - I and Annexure - II in the XII plan guidelines to the UGC (WRO), Pune latest by 30th June 2014.
- Expenditure on construction, extension, and renovation of building should not exceed 50% of the total grant under GDA. The college must inform the requirement of funds or otherwise for construction, extension, and renovation of building before 30th June, 2014 to enable further release of grant under the scheme.
- UGC has already released adhoc on account grant to the college against this XII Plan allocation.
- The concept of Merged Schemes introduced during the XI Plan has been done away with and no separate grant under the Merged Schemes will be provided during the XII Plan.
- It is also mentioned here that the following schemes which were earlier part of Merged Scheme now will be implemented independently by a dedicated cell of UGC at Head Quarter, New Delhi and separate grant will be provided by UGC under these schemes.
  (i) Equal Opportunity Cell.
  (ii) Remedial Coaching for SC/ST/OBC (non-creamy layer) and minority community students.
  (iii) Coaching for NET for SC/ST/OBC (non-creamy layer) and minority community students.
  (iv) Coaching Classes for Entry into services for SC/ST/OBC (non-creamy layer) and minority community students.
  (v) Scheme for persons with disabilities.

Yours sincerely,

[Dr. (Mrs.) Reau Batra]
Joint Secretary.

Copy to:

1. The Director, BCU/CDC University of Pune
2. The Director, Higher Education, Govt of Maharashtra, Central Building Pune-1.

[Dr. (Mrs.) Reau Batra]
Joint Secretary.
Annexure VI

Sir,

I am sending herewith list of law colleges affiliated to various universities in the State of Maharashtra & Goa as approved by the Bar Council of India for your information and record. The list contains two categories viz. (i) Law Colleges permanently approved and (ii) Law Colleges temporarily approved.

Kindly put up one set on the notice board of your college for the information of the students.

Yours faithfully,

[Signature]

PRINCIPAL
Yashwant Rao Chavan Law College
Pune, 411 009

Encl: 2 sets.
UNIVERSITY OF PUNE

Geneshkhind,
Pune-411007.

Ref.No. CM 1177

Date: 10 May, 1997

Copy forwarded with compliments for information
and necessary action ter-

(1) The Principals of all Law Colleges.

TRUE COPY

for Registrar

PUNE-5

Yashwant LAW COLLEGE

PRINCIPAL

PUNE-411007
POONA UNIVERSITY, POONA, MAHARASHTRA.

24. The Principal,
New Law College,
Amadnagar - 414001,
(MAHARASHTRA)

25. The Principal,
Mahatma Gandhi Vidya Mandir's
KBH Law College, Malegaon Camp- 423 105
Dist: Nasik (Maharashtra).

26. The Principal,
Indian Law Society's Law College,
Law College Road, PUNE - 411 004,
Maharashtra.

27. The Principal,
Symbiosis Society's Law College,
Senapati Bapat Marg,
PUNE - 411 016.

28. The Principal,
Akhil Bharatiya Maratha Sathya Parishad's
Yashwantrao Chavan Law College,
Parshvati Kanta, Pune - 411 009.

29. The Principal,
Nabarulal Dalwani Thakor Law College,
Vidyavgar, Nasik - 422 001, (MAHARASHTRA).

MAHARASHTRA & GOA
LIST OF LAW COLLEGES PERMANENTLY APPROVED.
Certificate of Accreditation

The Executive Committee of the National Assessment and Accreditation Council on the recommendation of the duly appointed Peer Team is pleased to declare A.B. M.S. Parishad’s Yashwantrao Chavan Law College, Pune, affiliated to University of Pune, Maharashtra as Accredited at the B level.

Date: September 16, 2003

[Signature]
Director
Certificate of Accreditation

The Executive Committee of the National Assessment and Accreditation Council on the recommendation of the duly appointed Peer Team is pleased to declare the Yashwantrao Chavan Law College, Parvati Ramana, Pune, affiliated to Pune University, Maharashtra as Accredited with CGPA of 2.72 on four-point scale at B grade valid up to March 31, 2015.

Date: March 28, 2010

Director
Annexure IX