



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

RIZVI LAW COLLEGE

**NEW RIZVI EDUCATIONAL COMPLEX , SHERLEY RAJAN ROAD , OFF
CARTER ROAD , BANDRA (WEST), MUMBAI 400050**

400050

www.law.rizvi.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

February 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Rizvi Law College is a renowned institution for law studies in Mumbai. It was established in the year 2002 and has since become a preferred choice for students looking for a methodical and innovative approach to legal education in an environment that fosters the development of their talents.

At Rizvi Law College, we believe that the key to quality legal education lies in the institution's ethos. We provide education that is globally competent, robust, and long-lasting. The legal education sector is at a crossroads as it tries to keep up with the changing trends in governance and legal developments while meeting the emerging needs of people.

Rizvi Law College houses excellent faculties, top-notch infrastructure, a vibrant student life, and dynamic student activities to meet these challenges. We aim to investigate the role of law in society through vigorous intellectual exchange. Our goal is to inculcate rational thinking in our students and equip them with the knowledge to become social engineers who can serve society and humanity. *The College is committed to scholarly excellence and enabling our students to acquire a thorough understanding of law to fulfill their potential.* The entire team at Rizvi Law College is dedicated to maintaining and expanding our horizon of world-class education

Vision

- **RIZVI LAW COLLEGE** has its vision towards elevating the standard and quality of legal education to the level of leading law schools in the country. It seeks to be a distinctive and distinguished law institution with a strong national and comparative focus.
- **RIZVI LAW COLLEGE** aspires to be a nationally and internationally recognized center of scholarly excellence. We are committed to producing outstanding and innovative scholarship and to providing an environment that advances scholarly discussion and debate.
- **RIZVI LAW COLLEGE** will encourage its faculty to maintain its commitment to excellent teaching. It will support programs, initiatives and innovations that will serve to further enhance the faculty's performance as teachers.
- **RIZVI LAW COLLEGE** continues to draw a diverse group of students from all over the country. We strive to make KCL an exciting center of learning for all of our students. We will provide our students with a versatile education in a stimulating environment that will enhance their professional development.
- **RIZVI LAW COLLEGE** strives to be a diverse and selective law school whose faculty and students will have a meaningful and far-reaching impact on the law, profession and society.

Mission

- To contribute to society through the pursuit of education, learning, and research at the highest levels of excellence.
- To promote quality legal education and training programs to prepare competent and responsible members of the legal profession who actively contribute towards rule of law.
- To provide its students with a diverse, intellectually rigorous learning environment in which to acquire knowledge of the law in its broad international, intercultural, and interdisciplinary context so that they may acquire the professional skills and ethical grounding to become excellent lawyers and leaders in their communities and chosen professions.
- To promote knowledge and understanding of the law and related disciplines by providing its faculty with the resources and intellectual environment to excel in teaching and scholarship.
- To create a community, including our alumni, committed to excellence, honesty, openness, diversity and collegiality.
- To strive hard for working on the betterment of the society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. **Management:** The management of the institution is exceptionally visionary and has profusely contributed in the educational arena which has enabled students with an enriched learning experience.

2. **Teaching Pedagogy:** The institution effectively practices a Learner-centered teaching approach and endorses collaborative learning with the help of its efficient teaching staff.

3. **Well Resourced Library:** The institution's Library is well-resourced and updated with relevant databases and online resources. The institution's library boasts books and manuals of a variety of disciplines.

4. **Exposure to Practical Learning:** The institution offers opportunities that bridge the gap between theoretical and practical learning by incorporating activities and assignments pertaining to emerging legal trends.

5. **Location:** Located at a Landmark junction at the Mumbai Suburban district of Bandra (West) which is well connected by public transport like bus, local railway, taxi and auto rickshaws and is in close proximity to the Mumbai Domestic and International airports.

6. **Goodwill:** The institution has had an exceptionally outstanding image since its inception. The admissions of students are always full and is the most preferred law college in Mumbai.

7. **Faculty:** The Institution has exceptional, young and dynamic faculties always working for the needs of the students using creative thinking and modern teaching techniques. The selection is done on the basis of merit

and subject expertise.

8. **Decentralization:** The Principal's administration has an open-door policy for the faculty, staff and students. All stakeholders are given an opportunity to share and execute programs and events according to their interests.

9. **Sports facilities:** The institute has made a dedicated space for students' physical development and places special emphasis on making students play a plethora of sports. The institute has provided special facilities like basketball court, football arena, badminton kit, cricket kit. Etc. to all the students.

10. **Placement Cell:** The Institution has a robust Placement Cell, with full-time, qualified placement executives working tirelessly for students who need internships/jobs.

Institutional Weakness

1. **Limitation in Curriculum Enhancement:** The institution is bound by certain limitations with respect to course enhancement due to its affiliation with Mumbai University. However, there is a constant approach to stepping outside the curriculum and teaching students all the dynamic and practical aspects of life.

2. **Limited usage of Information Technology Tools:** The institution is yet to cope up with the recent technology being used for teaching. However efforts are made for installation and usage of modern ICT tools.

3. **Research Publications in listed Journals:** The institute lacks a scope of research and research grants facility.

4. **Lack of Modern Infrastructure:** The institution is trying to cope up with the latest modern and balanced teaching infrastructure. Due to space constraints in urban metro cities like Mumbai which is overpopulated, the institute cannot accommodate all the facilities in limited space.

Institutional Opportunity

1. **Research Promotion:** Our aim is to facilitate research by developing programs and refresher courses that promote publications.

2. **Extension Programs:** We design extension activities and seek financial assistance to support them.

3. **Relationship Building:** We believe in building strong relationships with organizations to better serve our community.

4. **Student Exchange:** We offer student exchange programs to enhance the educational experience of our students.

5. **Alumni Support:** We strive to provide the best services to our students and build a strong alumni base to support their future endeavors

Institutional Challenge

1. Self-financing colleges face challenges in generating funds for research projects and infrastructure spending.
2. There is difficulty in keeping up with emerging legal trends while also teaching the theoretical aspects of the law.
3. Lack of modern ICT tools creates obstacles in building a digitized data management system.
4. Due to space constraints, maintaining an eco-friendly and green campus and adopting sustainable development policies can be challenging.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Rizvi Law College offers both a three-year and a five-year law program, diligently following the curriculum outlined by the University of Mumbai. Faculty members meticulously organize the teaching plan, aligning it with their assigned courses to ensure the syllabus is delivered efficiently and on time. Employing the institute's state-of-the-art infrastructure and innovative teaching methods enhances the learning environment in the classrooms.

The college places special emphasis on planning activities in the internal examination. The college aims at providing practical life experience of the legal world and the entire planning is done accordingly.

To promote effective planning of academic, co-curricular, and extracurricular events throughout the year, an academic calendar is prepared in advance and published on the college website. The entire academic schedule, encompassing subjects, internal examinations, university examinations, and curriculum delivery, is thoughtfully designed and consistently overseen by the college Principal and the Internal Quality Assurance Cell (IQAC).

Teaching-learning and Evaluation

Admission to the college is done through a centralized entrance examination process known as MH-CET Law. The admission process is carried out as per the rules prescribed by MH-CET and the University of Mumbai. The college accepts approximately 300 students per academic year. The institution boasts a fully qualified and dedicated faculty team. The college provides an encouraging environment for research and upskilling to both students and faculty. The assessment is transparent and as per the guidelines of the University of Mumbai.

The college has a high pass percentage and offers personal tutelage and extra lectures to slow learners. Fast learners are encouraged to participate in competitions and various platforms provided by the college to enhance their skills. Faculty members are appointed as mentors to students under the mentorship program that has been established since 2020. To enhance mooting, debating, research, and writing skills, student-to-student mentoring is provided by the student members of college committees.

The college uses innovative pedagogy and teaching tools such as quizzes, group projects, debates, discussions, contemporary case studies, and simulations. All faculty members use multiple teaching methodologies for

effective and student-centric teaching. Court visits, guest lectures, seminars, and symposia are held to aid the understanding of the subject through practical application. The institute has specified course objectives and program objectives which are uploaded on the college website. The institute maintains high standards of teaching and learning and follows the policy of continuous innovation through stakeholder feedback.

Research, Innovations and Extension

The *Rizvi Law College* has developed a Research Policy to foster a research culture. The Management of our Institution also supports our faculty members for research and also motivates students to write articles, essays and so on. The faculties of our college have also published books, papers and articles in journals notified under UGC. Our faculties have also been invited as guest speakers in International Conferences, Guest Lectures and so on and have taken active part in FDP opportunities. Our students have published many papers since last five years.

Through these activities, students' legal knowledge in a variety of legal subjects is improved in addition to raising awareness of numerous social concerns among students and members of the public. Additionally, it helps students develop their empathy, critical thinking, problem-solving, and decision-making abilities, as well as their research and verbal and non-verbal communication skills.

Infrastructure and Learning Resources

Rizvi Law College library provides students with extensive facilities to maximize their knowledge in the field of law. It is probably the most frequently visited section of the college and most certainly the heaven for dedicated law students. Students can avail library facilities from 8.00 a.m. to 5.00 p.m. Timing is extended at the time of examinations. Each student is provided with a library card at the beginning of the academic term and this has to be renewed annually. For easy and prompt access all books are catalogued manually as well as on the computer. The library is wire free and students are encouraged to bring their laptops to access the internet. The library is well-lit, spacious, and well-ventilated, providing a conducive learning environment. It is equipped with a high-speed Wi-Fi network connection and charging points for laptops. The library subscribes to several online journals and resources which are a must for students preparing for the moot courts. These resources train students to be aware of latest national as well as international judicial decisions. The students are also exposed to various other libraries such as the collections from the British Council and other leading institutions in the country to enable them to be equipped with the latest knowledge. Lifts are available to the fourth, fifth and seventh floors where the classes are held. The institute facilitates the differently abled students with facilities, such as ramp and accessible toilets for persons with disability. The institution has adequate facilities for sports, games (indoor and outdoor), gymnasium etc., and cultural activities.

Student Support and Progression

The Institution's primary objective is the overall development of the students. The college strives to provide various platforms for students to improve their abilities and instill team spirit in them. Our students participate in a variety of student-centered activities that help them in filling gaps in their overall development and social skills. The college offers skill development programs such as soft skill development, personal mentoring, and cultural activities that promote personal growth. Industry experts, professional experts, Senior Law Counsels and High Court Judges have been invited throughout these years to deliver Guest Lectures, National Moot

Courts and Primeras (Intra- College Moot Court Competition).

Students are well equipped and have an edge over other law students as they benefit from the certificate courses in Cyber Law, Contract drafting, Stress management, Yoga, MS Office, etc. Class representatives and College Student Representatives are elected based on their academic merits and act as a bridge between the students and faculties. Students are also part of Statutory Committees like the Internal Complaints Committee, Anti-ragging Committee and Grievance Redressal Committee. The College has a transparent procedure for solving student's grievances. Also, the students are part of various co-academic committees like the Moot Court Committee, Law Review Committee, Cultural Committee, Sports Committee, Legal Aid Committee, and so on.

Students and Alumni are an active part of the Placement cell of the college. It enables the current students to be recruited in top legal firms and organizations. Placement cell conducts various sessions and lectures for the overall development of the students. Our college students have won various awards for competitions like Youth Parliament 2022, National Moot Court Competitions and many more. Many of our students are enrolled with the Bar Council of India and many students have pursued and are pursuing higher education in reputed institutions.

Governance, Leadership and Management

The vision and mission of the college guides the path of governance, leadership and management. As the cornerstone of education, the leadership has established a democratic culture with gender equality and inclusiveness. The College Development Committee acts as a liaison between the management and the college, and effectively implements policies and plans for the college. The administrative and academic management is vested in the Principal. All policy decisions, plans for academic activities, and administrative concerns are discussed during regular staff meetings. Decisions are made through deliberation, which makes the entire process transparent and participative. Teachers are given functional autonomy for designing various value-added courses and student-centric activities. Decentralization is ensured through multiple-level hierarchies that consist of both students and faculty. The strategic plan of the college is designed in accordance with the vision and mission aiming at holistic development of the students and to increase graduate employability. The Strategic Plan also incorporates ICT in administration, admission, finance and accounts, and examination to keep pace with the evolving dynamics of education. The well-being and safety of its employees is at the Centre of the planning and policy-making of the college. An internal and external audit is conducted by the statutory auditor, at the end of every financial year. The effective implementation of E-governance in the areas of administration, finance and accounts, students admission and support, examination enhance the overall quality of the college. The IQAC has made a substantial contribution to the college's overall quality enhancement in the academic, administrative, and infrastructure areas.

Institutional Values and Best Practices

BEST PRACTICE-I

1. Title of the practice- INTERNALS PLANNING SYSTEM- EMPHASIS ON EXPERIMENTAL LEARNING

2. Objectives of the Practice:

The University of Mumbai's curriculum includes 25 marks for internal exams, which are conducted solely by the college. Rizvi Law College has always been mindful in designing its internal examination system, ensuring that every class and semester is offered different components that enhance students' interpersonal skills, communication skills, and exposure to various aspects of the legal world. The planning of the said internal exam is done by the faculties who tries to bring new concepts every year.

The activity aims at: Primary focus is on giving practical experience in the legal field is immensely important for several reasons:

- **Understanding Real-World Application**
- **Development of Skills**
- **Building Professional Networks: Exposure to Different Areas of Law**
- **Ethical Development.**
- **Enhancing Resume/CV**
- **Preparation for Bar Exam and Practice**

BEST PRACTICE-II

1. Title of the practice: ESTABLISHMENT OF COMMITTEES AND CELLS

2. Objectives of the Practice:

- a. Our goal is to connect what students learn in the classroom to the skills they need in their future careers.
- b. We believe in providing hands-on learning opportunities through our Committees and Cells.
- c. We aim for smooth and efficient functioning of the college and establishment of committees of cells and committees make the work easier and faster.
- d. Learning doesn't just happen in the classroom - we strive to take education beyond the walls of the school.
- e. When these young and talented students enroll in the committees and cells, they learn new things and share ideas for college development.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|---|
| Name | RIZVI LAW COLLEGE |
| Address | NEW RIZVI EDUCATIONAL COMPLEX , SHERLEY RAJAN ROAD , OFF CARTER ROAD , BANDRA (WEST), MUMBAI 400050 |
| City | Mumbai |
| State | Maharashtra |
| Pin | 400050 |
| Website | www.law.rizvi.edu.in |

| Contacts for Communication | | | | | |
|----------------------------|----------------|-------------------------|------------|-----|-------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal(in-charge) | SAJAN G. PATIL | 022-26002230 | 9833170138 | - | mail123rlc@gmail.com |
| IQAC / CIQA coordinator | Shweta S. Shah | - | 8652330834 | - | shwetashah865@gmail.com |

| Status of the Institution | |
|---------------------------|---------|
| Institution Status | Private |

| Type of Institution | |
|---------------------|--------------|
| By Gender | Co-education |
| By Shift | Regular |

| Recognized Minority institution | |
|--|--|
| If it is a recognized minority institution | Yes minority status report compressed.pdf |
| If Yes, Specify minority status | |
| Religious | Muslim |
| Linguistic | |
| Any Other | |

| Establishment Details | | | | |
|--|--|---------------------------------------|---------------------------|----------------|
| State | University name | Document | | |
| Maharashtra | University of Mumbai | View Document | | |
| Details of UGC recognition | | | | |
| Under Section | Date | View Document | | |
| 2f of UGC | | | | |
| 12B of UGC | | | | |
| Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC) | | | | |
| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
| BCI | View Document | 24-06-2021 | 36 | |

| Recognitions | |
|---|----|
| Is the College recognized by UGC as a College with Potential for Excellence(CPE)? | No |
| Is the College recognized for its performance by any other governmental agency? | No |

| Location and Area of Campus | | | | |
|------------------------------------|---|------------------|-----------------------------|---------------------------------|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | NEW RIZVI EDUCATIONAL COMPLEX , SHERLEY RAJAN ROAD , OFF CARTER ROAD , BANDRA (WEST), MUMBAI 400050 | Urban | 3.142 | 16277.15 |

2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|---------------------------------|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | LLB, Law, | 36 | Bachelor Degree | English | 180 | 180 |
| UG | BA LLB, Law, | 60 | H.S.C | English | 120 | 120 |

Position Details of Faculty & Staff in the College

| Teaching Faculty | | | | | | | | | | | | |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 0 | | | | 0 | | | | 0 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 14 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 11 | 0 | 14 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 24 |
| Recruited | 17 | 5 | 0 | 22 |
| Yet to Recruit | | | | 2 |

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

Qualification Details of the Teaching Staff

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

| Temporary Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 11 | 0 | 12 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

| Details of Visting/Guest Faculties | | | | | |
|---|-------------|--|---------------|--|--------------|
| Number of Visiting/Guest Faculty engaged with the college? | Male | | Female | | Total |
| | | | | | |
| | 5 | | 1 | | 6 |

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|------------------|--------|--|-----------------------------------|---------------------|-------------------------|--------------|
| UG | Male | 159 | 12 | 0 | 0 | 171 |
| | Female | 123 | 5 | 0 | 0 | 128 |
| | Others | 0 | 0 | 0 | 0 | 0 |

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

| Category | | Year 1 | Year 2 | Year 3 | Year 4 |
|----------|--------|--------|--------|--------|--------|
| SC | Male | 8 | 14 | 4 | 6 |
| | Female | 4 | 10 | 4 | 3 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 0 | 15 | 0 | 0 |
| | Female | 1 | 16 | 1 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 313 | 266 | 245 | 230 |
| | Female | 289 | 245 | 243 | 247 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 315 | 315 | 331 | 323 |
| | Female | 269 | 290 | 299 | 330 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 1199 | 1171 | 1127 | 1139 |

Institutional preparedness for NEP**1. Multidisciplinary/interdisciplinary:**

The New Education Policy (NEP) aims to provide a comprehensive education system by incorporating a multi-disciplinary approach. At Rizvi Education Society's Rizvi Law College (HEI), we believe that a well-rounded student should excel in various fields and subjects to help in their professional, technical, and spiritual growth. Our five-year integrated law program is interdisciplinary and includes subjects like sociology, political science, logic, and ethics. Additionally, we conduct value-added courses and add-on programs that facilitate the all-round development of students. These courses include Technology and Law, International Relations and Law, Entertainment and Media Laws, and

Environment Ethics. We consistently work towards being an educational institution of excellence and, therefore, strive to design all courses in line with the philosophy of NEP. At HEI, we conduct multiple add-on courses that impart skills such as IP Laws, AI and Law, Forensics Law, Cyber Law, Contract drafting, Labour code etc. Additionally, we conduct year-round mentoring sessions for overall development of students. Our faculty members are encouraged to incorporate STEM methods such as collaboration, communication, research, problem-solving, critical thinking, and creativity into their lesson plans. Our courses need an understanding of science that helps in demystifying science and technology concepts and enriches legal understanding. We have an active outreach and legal aid committee that encourages our students to participate in community engagement activities such as beach cleaning, setting up help-desks in police stations, and street plays to create awareness on women empowerment, malnutrition, and domestic violence. These activities help our students understand the ground realities and help them grow into socially inclined citizens. Our students are awarded certificates for their active participation in activities conducted by the Institution. We are affiliated to the University of Mumbai and follow a fixed University prescribed curriculum. At RLC we take efforts to undertake experimental learning via conducting several different and challenging internal exams. Faculties strive hard to revamp the component for the internal examination every semester by coming up with new and recent activities for internals. Activities such as Legal essay writing, Legal picture mania, Lok Sabha, Parliamentary debates, Client counselling, Primera moot court, Jam sessions, Article writing, drafting a bill of the Parliament., etc is conducted by the faculties taking an extra mile towards incorporating all-rounder personality values in students.

2. Academic bank of credits (ABC):

The Academic Bank of Credits (ABC) is a virtual and digital depository that enables students to create a credit bank in which multiple entry and exit options are possible. The primary objective of ABC is to enhance the efficiency of faculty and encourage students to adopt a multi-disciplinary educational approach, ultimately making them skilled professionals and promoting their overall

development. The institution acknowledges the significance of an academic credit bank in augmenting learning opportunities and enhancing educational quality, while providing flexibility to working students to complete their program over a specified time frame. For LLB students, the curriculum comprises core subjects, non-core subjects, non-credit (add-on) optional components, compulsory components/electives, and more. The distribution of credits follows a specific pattern, with core and elective courses carrying 4 credits each, General Applied Component courses carrying 2 credits each, and the Project component (2 in number) carrying 2 credits in the final semester. The subjects for LL.B. and B.L.S., LL.B degree programs are categorized into four groups: 1) Non-Legal Subject Group (Language and Social Sciences, etc.); 2) Core Subject Group; 3) Electives Subject Group; and 4) Applied Component Group. Our college, under NEP 2020, adheres to the existing credit system in line with the rules and regulations framed by the University of Mumbai while also being open to changes that may be implemented in the future. We are actively working on creating the necessary systems to enable academic credit transfer and accumulation. The objectives of ABC are as follows:

1. Promote student-centric education: The institution has established several student-led committees that are granted autonomy to decide activities, discussions, and events. Efforts are made to facilitate peer learning and student mentoring among these committees.
2. Focus on learner-friendly teaching approaches: As the primary stakeholders of education, students are provided with learner-friendly teaching methods. These include simulation activities such as role-plays, Lok Sabha, court visits, and Moot Courts. An open-door policy for students allows them to approach all faculty and staff with academic concerns. An institutional feedback system enables faculty to reorient according to the learners' needs.
3. Implement an interdisciplinary approach: Law is a social science and interdisciplinary by nature. The course curriculum incorporates subjects such as economics, history, sociology, and political science, among others. Additionally, multi-disciplinarity in law is enhanced through add-on courses that cover technology and law, forensics and law, and women and law. The flipped classroom approach focuses on

| | |
|---|--|
| | <p>sharing course materials with learners before classroom discussions, facilitating a higher level of learning. 4. Allow students to learn courses of their interest: Students have the option to choose elective subjects in their Sem VIII and Sem X curriculum (BLS/LL.B) and Sem IV & VI (LLB). After graduation, students are facilitated to continue in the field of their choice, and many students of the institution have pursued careers as policy-makers, entrepreneurs, and artists.</p> |
| <p>3. Skill development:</p> | <p>HEI firmly believes in holistic development and creating individuals who are not just critical thinkers but also globally responsible citizens to enhance their employability. To achieve this goal, the institution has a strategic plan at the beginning of the year that includes programs such as skills enhancement, industry interface sessions, Jail visits, seminars by reputed advocates, workshops on emerging areas, soft skills, and industry preparedness programs. HEI's courses incorporate constitutional and ethical values and professional ethics to promote the development of ethical human values that are essential for students' future. The Student's Bar Forum committee of the college ensures that the Constitutional values of Satya, Dharma, peace, and non-violence are instilled in the minds of the students. There are numerous cells and committees in the college which organizes various activities such as "Primera Moots," "Justice", "Saquib Rizvi Memorial National Moot Court competition," and "Lok Sabha" to train and prepare students for the practical skills required for the practice of law. HEI's faculty designs their lesson plans in a manner that adopts a multidisciplinary approach to teaching and learning. HEI believes in incorporating practical training of law in all its students and hence conducts several courts and jails visits every year for the students to learn, sense and observe the actual world of law. HEI believes that upskilling is an essential aspect of learning, and it has created multiple opportunities for skilling its students. In today's day and age, it is essential to make students industry-ready, and HEI is confident that its programs create a conducive environment that nurtures students to become skilled professionals.</p> |
| <p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p> | <p>Our institution commits to providing a comprehensive knowledge system that emphasizes the Indian language and culture. In keeping with this</p> |

goal, we have established several committees, including IQAC and Cultural Committee, with the primary aim of acquainting our students with the rich cultural heritage of India. Located in the heart of Maharashtra, we celebrate Marathi Diwas by organizing a range of events, including singing competitions, elocution, and poetry writing contests, among others, which serve to raise awareness about Indian languages and their significance. We also commemorate various festivals and cultural activities during Navratri, Diwali, Eid, Holi, Christmas secret Santa and several other occasions, thus providing our students with a deeper understanding secularism of Indian society. To further enhance the learning experience for our students, we are working on translating study materials into accessible language. Case studies serve as valuable teaching tools that enable students to gain a more profound understanding of Indian society. Additionally, we plan to offer a certificate course, which will help our students develop their language skills and gain a more profound appreciation of Indian culture. We remain steadfast in our commitment to providing our students with a comprehensive educational experience that instils in them a deep appreciation for Indian language and culture.

5. Focus on Outcome based education (OBE):

Our institution is dedicated to Outcome Based Education and has implemented a comprehensive strategy to achieve this goal. To this end, we have developed Course Outcomes for each course prescribed by the University of Mumbai, along with Programme Specific Outcomes. This ensures that the teaching plan for each course is in compliance with the desired outcomes. Additionally, we utilize Bloom's Taxonomy for evaluation, providing a common framework for the faculties to follow. The attainment level of each student is measured to determine the achievement of both Course Outcomes and Programme Outcomes. In the event a student does not achieve the desired outcome, we take remedial measures. This Outcome Based Education approach has provided us with the ability to analyze the expectations of our learners and assess their learning ability. Our institution is committed to continuously improving and enhancing the Outcome Based Education approach, which is why we regularly monitor the teaching-learning process. We

| | |
|---|--|
| | believe that this strategy will provide our students with the skills, knowledge, and expertise they need to thrive in their future careers. |
| 6. Distance education/online education: | <p>HEI recognizes the intrinsic value of technology within the academic realm. Consequently, we have taken proactive measures to provide our students with online educational opportunities. Our faculty members have received training in the utilization of ICT tools that enables them to deliver online lectures and organize educational activities that promote participatory learning. Our institution has implemented a robust system for online examinations and assessments, ensuring a seamless and efficient process for both our students and faculty members. Furthermore, we conduct programs that instil the skills necessary to efficiently navigate online databases, e-journals, and eBooks. Preparatory courses for competitive examinations are also available online. Under the auspices of NEP 2022, our educational institution intends to promote digital learning by upgrading our digital infrastructure and providing extensive training to our students and faculty members. HEI has a robust online system for teaching learning that was further enhanced during the COVID-19 pandemic. The presence of Zoom paid subscription as a learning management system has enabled teachers to provide quality online education. The internal exam assessments are all in the online mode and are conducted through the Learning Management Systems (LMS). During COVID-19 pandemic, HEI ensured that the learning of students continued uninterrupted, and as a result adopted online teaching tools and modes, even before the mandates by the government. The faculty, staff and students were trained in the use of many online portals like WEBEX, Zoom and Google meet. Student exams and assignments were assessed online, and all efforts were made to ensure that students had access to online learning modes. Several webinars, guest lectures and other add on courses were conducted online. Primera moot court competition was also conducted online along with several other events.</p> |

Institutional Initiatives for Electoral Literacy

| | |
|--|---|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | No, it is initiated |
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | The college has appointed students' co-ordinator and co-ordinating faculty members for the formation of the ELC. Students' Co-Ordinator - Mr. Sarthak Rai Coordinating Faculty – Mrs. Mehraj Mutawalli & Prof. Bhoomi Katira |
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. | Although ELC is non-functional but the following programs have been conducted under Legal Aid Cell and other committees: 1. Street Play for increasing awareness about election among the women and senior citizens in the neighbouring areas by Legal Aid Cell. 2. New voter registration campaign among the youth by Students Bar Forum of the college. 3. Seminar for formulating the ELC and discussing the programmes and activities to be conducted under them. |
| 4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc. | Numerous awareness campaigns have been successfully conducted to effectively emphasize the paramount significance of actively engaging oneself in the electoral process |
| 5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters. | The college has successfully implemented measures to enroll the students in the ELC. Through a series of well-executed awareness drives, seminars and meetings, the importance of participating in the electoral process has been emphasized to students with utmost confidence and conviction. |

Extended Profile

1 Program

1.1

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|------------------|---------|-------------------------------|---------|---------|
| 48 | 48 | 48 | 48 | 48 |
| File Description | | Document | | |
| Data Template | | View Document | | |

1.2

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

Response: 240

2 Students

2.1

Number of students year-wise during last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|------------------|---------|-------------------------------|---------|---------|
| 1139 | 1127 | 1171 | 1199 | 1154 |
| File Description | | Document | | |
| Data Template | | View Document | | |

2.2

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 9 | 9 | 55 | 13 | 9 |

| File Description | Document |
|------------------|-------------------------------|
| Data Template | View Document |

2.3

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 262 | 311 | 341 | 368 | 316 |

| File Description | Document |
|----------------------------|-------------------------------|
| Upload Supporting Document | View Document |

3 Teachers

3.1

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 12 | 9 | 9 | 6 | 4 |

| File Description | Document |
|------------------|-------------------------------|
| Data Template | View Document |

3.2

Number of sanctioned posts year-wise during last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 14 | 12 | 12 | 9 | 4 |

| File Description | Document |
|------------------|-------------------------------|
| Data Template | View Document |

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 16

4.2

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 121.69 | 55.73 | 44.14 | 99.30 | 95.05 |

4.3

Number of Computers/ laptops

Response: 120

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Rizvi Education Society's Rizvi Law College is affiliated to University of Mumbai, which offers Five Year Integrated Program - B.L.S, LL.B. (The BLS / LLB programme is restructured as B.A /LLB , as per university of Mumbai Circular letter dated 6th May, 2023).The college adheres to the curriculum in line with what the affiliated university specifies. The planning process is completed before the start of the academic year to ensure that the curriculum is delivered effectively. The faculty members are assigned the courses after discussion and consultation. A semester-by-semester schedule is created in accordance with the university's shared term arrangement and distributed well in advance to the faculty. Furthermore, the faculties are provided with prior notice of the academic calendar, allowing them to make necessary preparations for their respective classes. Teachers use cutting-edge methods and efficiently make use of the institution's cutting-edge resources to improve the teaching-learning process and make it easier for students to meet their academic objectives. They also share PowerPoints, videos, internet resources, and other technologically improved materials. Additionally, they suggest books, periodicals, magazines, and other pertinent teaching resources that are available in our well-stocked library.

The College hosts review lectures at the conclusion of each term in addition to the regularly scheduled lectures that are outlined in the academic calendar. Throughout the semester, teachers take remedial lectures for the slow learners. Amidst the pandemic and the ensuing shift to online education, the administration has furnished efficient learning management systems that have led to a constant stream of inventive and imaginative instructional techniques.

At the conclusion of each semester, the institution routinely gathers student input on the lecturers and the curriculum. The Principal sir speaks directly with the members of the Board of Studies about the recommendations found in the curriculum input that the students have provided. Additionally, the college places constant emphasis on taking feedbacks from students based on curriculum for improvement and other aspects.

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

1.1.2

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

The institution adheres to the academic calendar including the conduct of Continuous Internal Evaluation/Before the start of each semester of the academic year, a well-planned academic calendar is created and shared with all of the professors and non-teaching personnel at the institution for their feedback. This list was created in and is meant to be all-inclusive. Following consultation with every instructor, the faculty members overseeing the various committees within the college provide a schedule of events, which is then included in the academic calendar. The academic calendars, however, are subject to alteration as needed. Additionally, it provides room for the planning of events and activities that are relevant to today's world.

Rizvi Education Society's Rizvi Law College makes constant effort to follow the scheduled academic calendar. Every non-teaching employee at the college is conversant with the academic schedule as well. After it is finalized, the calendar is distributed both electronically and in paper copy to everyone. Instructors, non-teachers. The teaching and evaluation strategy is implemented smoothly with the participation of staff, librarians, and other stakeholders. The dates listed in the academic calendar are, as far as possible, the dates of annual events like Primeras (Intra Moot Court Competition), Orientation Program, Fresher's Party, Traditional day, Academic Weeks, Sports Day, several guest lectures and other events were conducted round the year. Nonetheless, room for flexibility is always kept to account for unanticipated events and to add fresh concepts and exercises that can be made available to pupils when the chance presents itself. The institution has been adhering to the instructions presented in the relevant document and following the University's prescribed internal evaluation pattern since 2019, when the Choice Based Credit System (60-40 Pattern) was implemented. The academic calendar includes the same information in the form of internal examinations of all the years.

In terms of efficient and ongoing internal assessment, the college has incorporated a mid-semester exam and a college-initiated research project and presentation into its curriculum delivery in order to improve the teaching-learning process and give students the chance to participate in research-related activities. As part of this program, internal examination of the students is conducted and for which they have viva on specified subjects, article writing, Legal essay writing, and client counselling, Legal picture mania, jam sessions, written assignments. This element has consistently been present. The academic calendar includes the prearranged dates for the midterm exams. The course faculty notifies the students well in advance of the submission dates regarding research and project assignments. The provision of well-organized lectures, ongoing assessment, appropriate feedback to students, and a diverse range of co-curricular activities foster an academic environment that is extremely favourable to students' overall development.

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

1.1.3

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

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

Response: 2. Any 3 of the above

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format (Data Template) | View Document |
| Details of participation of teachers in various bodies/activities provided as a response to the metric | View Document |
| Any additional information | View Document |

1.2 Academic Flexibility

1.2.1

Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 100

1.2.1.1 Number of Programmes in which CBCS / Elective course system implemented.

Response: 2

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

Response: 2

| File Description | Document |
|--|-------------------------------|
| Minutes of relevant Academic Council/ BOS meetings | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |
| Link for Additional information | View Document |

1.2.2

Number of Add on or value added courses /Certificate programs offered during the last five years

Response: 20

| File Description | Document |
|---|-------------------------------|
| List of Add on /Certificate programs (Data Template) | View Document |
| Brochure or any other document relating to Add on /Certificate programs | View Document |
| Any additional information | View Document |

1.2.3

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

Response: 7.87

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 116 | 113 | 110 | 117 | 0 |

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

1.3 Curriculum Enrichment**1.3.1**

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

Response:

A cross-cutting issue, in various fields and disciplines, refers to a concern or challenge that spans multiple aspects or dimensions of a system, organization, or project. These issues are not confined to a single domain but have implications and impacts that intersect across various areas. Addressing cross-cutting issues often requires a holistic and integrated approach, as they can influence and be influenced by multiple components or sectors.

The University of Mumbai curriculum is designed to integrate all cross-cutting subjects such as Human Values, Gender, Environment and Sustainability and Professional Ethics into the curriculum of courses such as Practical Training and Labour Law. Alternative Dispute Resolution, Constitutional and environmental law.

To understand the qualities of good lawyers, their duties to the client, the court, the opposing counsel and their privileges, Practical Training I & II course covers the topics of professional ethics and lawyering. Act, 1961. It helps the students to understand the concept of professional misconduct and the disciplinary measures applicable to them. It also facilitates an understanding of the basic ethical standards of the legal profession.

Labour Law and Alternative Dispute Resolution are courses that help students understand the legal solutions available both domestically and internationally, from collective bargaining processes and conciliation processes to arbitration. It helps to maintain a win-win situation and good relations between the opposing parties, thus adopting human values such as thoughtfulness, openness, listening, non-violence, etc. Courses such as Legal Language and Jurisprudence, Administrative Law, English I & English II, Sociology, Political Science III, History, Economics, Public International Law and Human Rights, Family Law, Criminal Law, Law and Medicine, Jurisprudence and Constitutional Law also emphasize human values.

Constitution is a subject that helps the student to understand the concept of gender equality by introducing fundamental rights, guiding principles of state policy, fundamental duties and constitutional and legal remedies in this aspect. This course focuses on gender issues. The gender roles of different groups are also introduced in the courses dealing with Law relating to Women and children, Sociology, Political Science II, Legal Language and Legal Writing, Family Law-I and Family Law-II. Environmental problems have reached alarming proportions, thus it is important to make students aware of environmental issues and laws. With this in mind, the environmental law course is designed with principles that enable future lawyers to deal with environmental issues. This subject also ensures that students are aware of emerging environmental problems and the resources available to them. Students are taught the important principles of the fields such as sustainable development, the doctrine of public trust, the precautionary principle, the polluter pays principle, and various national and international laws that keep them abreast of various environmental issues and the legal remedies available to them.

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

1.3.2

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

Response: 47.92

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

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

| File Description | Document |
|--|-------------------------------|
| Minutes of Faculty Meeting/ BOS/Academic Review Committee meeting and subsequent Academic Council Meeting | View Document |
| List of Programmes and courses within it related to Moot Courts, Court visits, Arbitration/Mediation/Client Counseling Exercises, and internship in law firms/NGOs/Judicial Clerkships etc., | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

1.3.3

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

Response: 49.6

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

Response: 565

| File Description | Document |
|--|-------------------------------|
| Participation Certificate in Moot Courts, Court visit report submitted to the University, certificate endorsing the student participation in Arbitration/Mediation/Client Counseling, internship completion certificate provided by the host law firm, NGO. Certificate of clerkship assistances from judiciaries. Note: all documents should have clear dates of engagements and should be on official letterhead | View Document |
| List of Programmes and number of students undertaking Moot Courts, Court visits, Arbitration/Mediation/Client Counseling Exercises, and internship in law firms/NGOs/Judicial Clerkships etc., | View Document |
| Institutional data in prescribed format (Data Template) | View Document |

1.4 Feedback System

1.4.1

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

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

Response: A. All of the above

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

1.4.2

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

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

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Institutional data in prescribed format (Data Template) | View Document |
| URL for feedback report | View Document |

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Average Enrolment percentage (Average of last five years)

Response: 99.27

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 300 | 300 | 299 | 295 | 295 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 300 | 300 | 300 | 300 | 300 |

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2

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

Response: 100

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 9 | 9 | 55 | 13 | 9 |

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

2.2 Catering to Student Diversity

2.2.1

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

Response:

The institution recognises the diverse streams of students enrolled in the institution and makes an effort to create a common base for every student for their advancement in the Law course. The institution arranges for an Orientation Programme in every academic year for the newly enrolled students and educates them about the field and discusses the Programme outcome. The institution is aware of the learning capacity of individual learners and hence formulates a mechanism wherein students of various calibre are identified and teaching approach is chosen as per student's understanding. The institution has in place a fair and transparent evaluation system and it has policies for differently abled students.

The Teaching Learning process used in the institution focuses on identifying the learning and grasping level of students based on which they are identified as slow learners, advanced learners. Semester examination results, results of internal assessment, active class participation are all equally taken into account in identifying the different levels of learners.

Students who are identified as advanced learners are encouraged to enhance their academic track by suggesting them books beyond course prescribed books. Advanced learners are encouraged to be active members of various committees of the institution where they learn handling of events, organizing programmes, Guest lectures, host academic events, and train junior students for inter collegiate events. Learners are encouraged for internships and preparation of other competitive exams, preparation of moot problems under faculty guidance. The institution has a law review committee where the advanced learners focus on research and mentor students in their research and writing activities.

Students identified as slow learners are given guidance by faculty members and students mentors to bring them in pace with other levels of learners. Slow learners are provided remedial lectures, doubt solving sessions after their regular lectures. They are given assignments and regular follow ups are taken with respect to their progress. Faculty mentors encourage students to participate in classroom discussions, they are encouraged to develop reading reference books in the library and clear doubts on the same day with faculties. Learners are provided with concise notes from faculties for better and easy understanding of topics. Students who have semester backlogs are made to revise past year question papers and analytical questions are discussed during remedial lectures.

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

2.2.2

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

Response: 94.92

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

2.3 Teaching- Learning Process

2.3.1

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

Response:

With the advent of new learning methods in education, the approach in teaching has evolved. Student centric method has gained prominence and has emerged to be a high outcome generating method in the academic development of learners. The institution has focused on student centric methods which incorporates experimental learning, Participative learning, peer learning, case law method and problem solving methodologies. Student Centred Learning through these innovative methods, emphasizes impact on fostering critical thinking, collaboration, and a deeper understanding of subject matter. Experimental Learning plays a key role in the teaching learning process as it bridges the gap between theory and practical learning, helping students understand the nuances of the legal field and allows them to prepare for their journey post course completion. In an effort to provide students with the best possible practical experience the institution organizes Court Visits, Supreme Court Visit, Jail Visit, Police station visit and learn practical aspects and day to day workings of these places. Post these visits students are asked to write reports on respective visits and share their learning. Students are also encouraged to participate in activities pertaining to socio legal issues where they perform street plays and carry out awareness programmes and spread legal knowledge in society.

The institution's teaching learning process also includes participative learning where students are encouraged to participate in inter collegiate events, moot courts, Debate Competitions, article writing activities. The students are awarded certificates for these activities and their efforts are acknowledged. Advanced learners are encouraged to participate in competitions organized by other institutions and University of Mumbai. The institution organizes guest lectures, paralegal events and mentoring sessions which encourages learners for participation in events. Other than organizing events, participative learning is encouraged daily in classrooms by faculties where students are given topics for debate, essay and case

studies as part of daily learning. Post completion of course syllabus every subject faculty schedules a dedicated lecture for question paper solving where students are given guidelines on writing answers in examination. The critical thinking questions referred to as 'situational problems' by University of Mumbai are discussed in the classroom which increases learners' thinking ability and prepares them well for analytical reasoning in their respective subjects. The institution ensures a timely course completion of syllabus and preparatory leave is given to students for reflective learning. Faculties of the institution are available for doubt clearing of students on official groups and in college.

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

2.3.2

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

Response:

The institution uses ICT enabled tools in its teaching learning process catering to students and faculties requirements. Acknowledging the effectiveness of audio visual technique in teaching learning, the institution promotes blended learning through various electronic resources. The institution has a dedicated classroom which offers students myriad benefits for an enhanced learning experience. Faculties in the institution use a modern approach towards teaching by introducing new learning applications relevant to the legal field. The institution promotes E-learning by teaching through PowerPoint presentations, providing subject notes in digital format, seeking assignment submissions in electronic format along with hard copies. The institution provides learning links to students with respect to various subjects. The institution has made a deliberate effort to promote digital literacy by sharing updates of courtroom activities, legal news that can be accessed via platforms like Live Law and Bar and Bench. Students are directed towards E learning methods such as accessing online Bare Acts through mediums such as India code The blended mode of learning practiced by the institution has ensured sharing of reading material in student groups making learning effective and accessible. Beyond theoretical learning students are introduced to E-Courts, online RTI applications, online cyber complaints and various other activities. During Saquib Rizvi Memorial National Moot Court Competition in May 2023 the institution arranged for live streaming of the moot court session as part of blended learning. Students, faculties and other stakeholders are urged to fill online feedback forms. With limited resources the institution has maximized digital literacy and aims to do the same in upcoming academic years. The institution uses online resources in feeding of marks of students, practice of providing important notification such as exam notices, revaluation forms. The faculties of the institution are active members in paper assessment of final year students of University of Mumbai. The institution ensures installation of necessary software for paper assessment. It has been an earnest effort of the institution to ensure blended learning and teaching technique and prepare students for the technologically advanced educational sector. A lot of guest lectures, seminars and workshops were conducted online during covid period using the ultimate and dynamic paid ICT tools.

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

2.3.3

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

Response: 94.92

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

Response: 12

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

2.3.4

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

Response: 2.63

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

Response: 30

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 80.48

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

2.4.2

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

Response: 28.89

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

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

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

2.4.3

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

Response: 0.33

2.4.3.1 Total experience of full-time teachers

Response: 4

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

2.4.4

Measures taken by the institution for faculty retention

Response:

The following activities are carried out in the institution to ensure faculty retention.

1. PUBLIC PROVIDENT FUND FOR STAFF –NON-TEACHING – [PPF FUND]

The benefit of special saving scheme i.e. Public Provident Fund and Provident Fund is provided by Rizvi Education Society's Trust. These are a Government supported savings scheme provided to the staffs. Under these two schemes the staffs used to get an agreeable rate of interest along with return to the staffs which gives them a financial support. Due to this PPF the staffs can apply for loan / can avail other financial liabilities.

2. BEST TEACHER AWARD

Best Teacher Award is organized and given by Rizvi Education Society's Trust Rizvi Law College to encourage and give an honour of appreciation to its Teaching staffs as well. Each year this event is being organized and is hosted by our students to celebrate this award function.

3. SALARY INCREMENT SCHEME

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

4. FREE MEDICAL CAMPS - BREAST CANCER SCREENING

Free Medical Camps are being organized by Rizvi College of Law to create a social awareness and to provide its faculties and staff free of cost medicines, free medical advice & free health check-ups.

5. INCENTIVE –PAPER ASSESSMENT PAYMENT

For checking and correction of Mumbai University answer sheets this law college used to provide handsome amount of incentive also to the teaching staffs for answer papers.

6. BIRTHDAY CELEBRATION

Birthday celebration programmes are conducted by the college which plays a key role in developing a sense of unity in the workforce of the entire organization.

7. MATERNITY LEAVE BENEFIT

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

8. SICK LEAVE POLICY

Paid sick-leave is given by Rizvi Education Trust' for its staffs so that they can get timely medical facility in a timely manner and to recover from their illness fast reducing possibility of complicated

health issues. It makes the workplace healthier and productive. In the Sick – Leave Policy allows employees to take the necessary time off to recover from illness or injury, promoting their overall health and well-being. This also helps to make a healthy work-life balance, enhancing employee satisfaction and morale.

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The institution being affiliated to University of Mumbai adheres to the marking pattern prescribed by the University. Presently the institution adheres to the recent 60:40 assessment pattern where 40 % is allocated for internal assessment. As per University of Mumbai circular No.UG/19 of 2019-2020 dated 20th May, 2019 the 40 marks internal assessment has been bifurcated into various components. The components are broadly classified under Class tests, submission of assignments, presentations, overall conduct of a student and active class participation in respective subjects.

At the onset of every Academic Year an orientation programme is conducted where students are guided about the assessment pattern for their internals and Practical Training respectively. The internal assessment of 40 marks is divided into three or four components ensuring that recent innovations, amendments, practices in the legal realm are effectively incorporated. For effective functioning, every faculty member is assigned a class in each programme where the faculty member formulates components for internal assessment keeping in mind the level of learning of each batch. The components are designed or chosen in a manner where students can equally focus on their legal writing and oratory skills. A learner centric approach is adopted where there is room for participative learning, experiential learning and team learning. Internal Assessment is carried out in every semester and class wise detailed notices are rolled out at least a month in advance from the date of submission providing students with adequate time for preparation. A special lecture is scheduled for each batch where they are given a detailed explanation of each component by their allocated faculty member. The assessment is carried out in a transparent manner and the mark list and attendance sheets of internal assessment for each batch is maintained by the examination committee and are kept confidential. The seating arrangement of internal assessments displayed on the institution's notice board. The assessment for Practical Training examination is done as per the guidelines provided by University of Mumbai. Practical Training assessment consists of Drafting, Pleading and Conveyancing, memorials, Journals. Students are

instructed to draft samples of complaints, notices, complaints, and writ petitions as part of practical learning. The record of such submission is maintained in the college archive.

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

2.5.2

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

Response:

The institution adheres to a robust and transparent time- bound mechanism for internal examinations.

Provisions for revaluation of internal examinations are not provided by the University of Mumbai. The faculties of the institution are in charge of assessing the 40 marks internals of students. The assessment process is fair and is carried out with sheer diligence.

However, for the purpose of external examination the institution has appointed an active Examination Committee which comprises of the Principal of College, the CAP controller of Examinations and once faculty member.

The Examination Committee carries out its functions in a timely manner by intimating students about the university examination schedule on official college groups and the same is displayed on college notice boards. Seating arrangement of students, distribution of Hall Ticket and other exam related queries are dealt efficiently. The institution has a proper channel for addressing queries related to paper revaluation. The institution rolls out notices regarding photocopy and revaluation of the answer sheets. Students are provided forms for the same and the result for revaluation and photocopies of the answer sheets are provided to students within a reasonable time frame from the last date of application. In order to maintain transparency in this entire process, students are given payment receipts for the same. The assessment process follows transparent mechanism where every answer sheet is masked with a masking sticker for anonymity. Post assessment of papers marks are filled for every student where a code sheet is prepared which contains codes for each seat number. This mechanism is practised to ensure that the identity of any student is not revealed at any stage from evaluation to final marks entry.

The institution ensures timely announcement of results as per the guidelines provided by the University of Mumbai. Any query related to marks sheet or result announcement is addressed efficiently by the institution. The institution maintains a received copy folder where students sign against their name acknowledging receipt of mark sheet.

Records of all internal examination for the latest completed academic year is maintained by every class incharge and in case of any request for rescheduling of internal examination, the request is forwarded to

the Principal and grievance relating to the same is addressed.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The institution being affiliated to University of Mumbai does not design its own Programme and Course outcome. However, the institution aligns its course objective and teaching plan layout with the course outcome and objective designed by the University of Mumbai. At the onset of every semester in each academic year an overview about each course (subject) is given to the students by their respective subject in charge. The students are explained about the objective of each course (both compulsory and elective) and are made aware of the relevance of the subject in the legal realm.

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

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

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

The institution initiates efforts for attainment of Programme outcome and course outcomes and the same is also evaluated at different levels during the course of each semester. The institution adheres to the course objective prescribed by the University of Mumbai and a proper review is carried out at regular intervals to ensure progress towards attainment of course outcome. Assessment mechanisms are used to evaluate learner's skills and preparation of the course. Assessment mechanism provided in the form of Internal Assessment by University of Mumbai is one way to calculate the course attainment level of each learner. The internal assessment that is spread out in the form of 40 marks per subject includes assignments involving critical thinking and practical knowledge application, class tests, quizzes, group discussions, Viva Voce are all used as a tool for assessing attainment of course outcome. Other than Internal assessment the institution hosts an Academics Week every Academic year and introduces inter collegiate events such as Debate Competition, Mock Parliament, Research based activities, Moot Court which helps in the overall development of learners keeping in mind the practical aspect of legal arena which is a key indicator of Programme Outcome. Every Programmes key objective is to attain practical and industry based knowledge and a constant effort is made to achieve the same. Timely revision classes and routine tests are taken upon completion of each module to ensure progress of students. Reviews by stakeholders are also taken with respect to course completion and attainment of course objective. Collaborations with industry experts, Guest Lectures, Seminars, sessions by practicing advocates explaining practical aspects of field are all carried out to achieve maximum outcome in each course. Semester wise results of students are analyzed and weak areas of students are identified and worked upon.

Rizvi Law College is the 1st college in the entire Mumbai to always declare results on time efficiently and duly and also distribute mark sheets on the day of declaration of the results itself. Additionally, the mechanism of assessment is extremely transparent, highly confidential and protected by the college.

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

2.6.3**Average pass percentage of Students during last five years**

Response: 92

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 262 | 311 | 341 | 368 | 316 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 293 | 326 | 341 | 378 | 399 |

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.58

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

| File Description | Document |
|--|-------------------------------|
| List of endowments / projects with details of grants | View Document |
| e-copies of the grant award letters for sponsored research projects / endowments | View Document |
| Any additional information | View Document |

3.1.2

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

Response: 26

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 8 | 6 | 2 | 10 | 0 |

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

3.1.3***Funded Seminars/ Conferences /workshops*****Response: 0**

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

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

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

3.2 Research Publications and Awards**3.2.1*****Percentage of teachers recognized as research guides*****Response: 8.33****3.2.1.1 Number of teachers recognized as research guides**

Response: 1

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

3.2.2

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

Response: 0.5

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

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

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

3.2.3

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

Response: 1.13

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

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

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Content page and first page of the article/research paper | View Document |
| Any additional information | View Document |

3.3 Extension Activities

3.3.1

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

Response:

Over the past five transformative years, Rizvi Education Society's Rizvi Law College has embarked on an inspiring journey of impactful extension activities, aligning with our institution's profound vision of nurturing socially conscious legal professionals. Recognizing the intrinsic connection between human values and legal practice, we have endeavoured to sensitise our students to the multifaceted social issues prevalent in our diverse society.

Our extension activities, diverse and purposeful, span a wide spectrum of initiatives aimed at empowering the underprivileged and marginalised segments of our society while instilling in our students a deep sense of social responsibility. Through collaborative partnerships with dedicated social welfare organisations, our students actively engage in endeavours aimed at catalysing positive change within our community.

Foremost among our initiatives is the regular engagement with nearby slum areas in Mumbai. These visits provide invaluable opportunities for our students to directly interact with slum dwellers, raise awareness about their legal rights, and address their pressing needs. These interactions not only bridge the gap between communities but also foster empathy and understanding among our students.

In our relentless pursuit of environmental sustainability, our students enthusiastically participate in beach cleaning drives and plantation initiatives. These initiatives not only contribute to environmental conservation but also instil a sense of environmental stewardship among our students.

Moreover, we organise and conduct medical aid camps and legal aid camps, extending essential services and legal assistance to marginalised communities. Through these initiatives, we aim to alleviate suffering and promote access to justice for all members of our society.

At Rizvi Law College, our extension activities serve as potent vehicles for social change, empowering our students to transcend the confines of the classroom and become catalysts for positive transformation in our society. Through these endeavours, we aspire to nurture a generation of legal professionals who are not only proficient in legal theory and practice but are also deeply committed to the principles of social justice and community service.

Central to our commitment to advancing systemic improvements in the administration of justice is the organisation of legal awareness programs. These programs, conducted during visits to prisons, orphanages, police stations, and courts, provide platforms for our students to actively engage in creating legal awareness through Street Plays or NukkadNataks. These powerful performances serve as effective tools for raising awareness on pressing social issues, including the dire consequences of tobacco consumption.

Furthermore, our commitment to public health extends to organising Cancer Awareness Marathons, where our students actively participate and raise awareness about the prevention and early detection of cancer. These marathons not only promote physical fitness but also emphasise the importance of early intervention and support for individuals and families affected by cancer.

In conclusion, Rizvi Education Society's Rizvi Law College stands as a beacon of hope and transformation, driven by our unwavering dedication to social justice and community empowerment. Through our extension activities, we strive to inspire and equip our students to become compassionate leaders and change-makers, committed to building a more just and equitable society for all.

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

3.3.2

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

Response: 41

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 18 | 11 | 4 | 5 | 3 |

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

3.3.3

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

Response: 44

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 25 | 9 | 1 | 4 | 5 |

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

3.3.4

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

Response: 64.16

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1827 | 665 | 200 | 450 | 540 |

| File Description | Document |
|--|-------------------------------|
| Report of the event | View Document |
| Institutional data in prescribed format (Data Template) | View Document |
| Average percentage of students who participated in extension activities with Govt. or NGOs etc., | View Document |
| Any additional information | View Document |

3.4 Collaboration

3.4.1

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

Response: 44

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 26 | 10 | 5 | 2 | 1 |

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

3.4.2

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

Response: 72

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 28 | 22 | 10 | 10 | 2 |

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

Rizvi Education society's Rizvi Law college focuses on student-centered learning through opening new avenues and initiating challenging courses to meet the requirements of the students. Taking into consideration the natural growth of the existing courses and getting opportunities to start new divisions / courses each year, infrastructural requirements are well estimated and planned and are put forth to the management. Approved infrastructural requirements are included in the budget. This procedure has helped us to improve the state of infrastructure from time to time. Now, the College has well-furnished classrooms equipped with LED lights and marker pen boards, a spacious air conditioned library with a good collection of resources and a Mock Moot Court Room that facilitate effective teaching and learning. Wi-Fi connectivity is provided in the office. Addition, expansion and renovation of classrooms, staff rooms, store rooms, laboratories and conference room are carried out during the vacations to avoid disturbance during lectures. Infrastructure is important for college because it provides students with access to the greatest resources and amenities that may make them feel respected, comfortable, and safe. The college takes due permission from the sister colleges functioning in the same campus building for using classrooms of other sections and conducts lectures as and when required.

The institution has an aesthetically pleasing campus with well-planned buildings, rectangle roadways, avenue plants, rich green lawns, fresh breezes, and buildings with thoughtful architectural design. There are protective walls all around, a security guard at the gate to prevent unauthorized entry, and CCTVs that are constantly in place to ensure that everyone feels appreciated and protected when they enter the college grounds.

The physical facilities and infrastructure of the society are designed in accordance with the student's ratio enrolled per year. There are total 15 classrooms. Some classrooms have ICT facilities and air conditioning and some classrooms are equipped with fans considering the college being in close proximity to the sea coast, there is constant air circulation and pleasant climate.

In the ICT era of education, management is eager to use computers for computer-based learning and education. For this reason, colleges have approximately 50 computers. The process of teaching and learning is facilitated by a well-maintained administrative physical structure-wise and knowledge resource wise library. It is to store the knowledge and transfer the knowledge years together.

Our College has the necessary infrastructure and facilities to host cultural, sporting, and other activities. Our college offers a well-equipped yoga room to enhance mental health, increase physical fitness, and allow students to participate in sports and games. The College has space for both indoor and outdoor games (approximately 700 to 800 sq. ft). The College also features an auditorium (about 700 sq. ft) that is used for seminars, cultural activities, workshops, and other events. In addition to the Auditorium, the College has a Seminar hall and conference hall (1973 sq.ft). The administrative section consists of the

director's and Respected Principal's cabins as well. Highlight features include Seminar room, conference hall, cultural area, and hygienic canteen. A notable feature of the campus's infrastructure is the presence of both a boys' and girls' hostel.

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

4.1.2

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

Response:

Rizvi Education society's Rizvi Law college focuses on student-centered learning through opening new avenues and initiating challenging courses to meet the requirements of the students. Taking into consideration the natural growth of the existing courses and getting opportunities to start new divisions / courses each year, infrastructural requirements are well estimated and planned and are put forth to the management. Approved infrastructural requirements are included in the budget. This procedure has helped us to improve the state of infrastructure from time to time. Now, the College has well-furnished classrooms equipped with LED lights and marker pen boards, a spacious air-conditioned library with a good collection of resources and a Mock Moot Court Room that facilitate effective teaching and learning. Wi-Fi connectivity is provided in the office. Addition, expansion and renovation of classrooms, staff rooms, storerooms, laboratories and conference room are carried out during the vacations to avoid disturbance during lectures. Infrastructure is important for college because it provides students with access to the greatest resources and amenities that may make them feel respected, comfortable, and safe. The college takes due permission from the sister colleges functioning in the same campus building for using classrooms of other sections and conducts lectures as and when required.

The institution has an aesthetically pleasing campus with well-planned buildings, rectangle roadways, avenue plants, rich green lawns, fresh breezes, and buildings with thoughtful architectural design. There are protective walls all around, a security guard at the gate to prevent unauthorized entry, and CCTVs that are constantly in place to ensure that everyone feels appreciated and protected when they enter the college grounds.

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

Various opportunities are provided to students to showcase their talent in the field of music, dance, acting, painting, writing, photography and other cultural activities by promoting and organizing cultural

events and by facilitating students with required infrastructure and equipment for the same. There is an auditorium and seminar hall which are available whenever required.

Our college has the necessary infrastructure and facilities to host cultural, sporting, and other activities. Our college offers a well-equipped yoga room to enhance mental health, increase physical fitness, and allow students to participate in sports and games. The College has space for both indoor and outdoor games (approximately 700 to 800 sq. ft). The College also features an auditorium (about 700 sq. ft) that is used for seminars, cultural activities, workshops, and other events. In addition to the Auditorium, the College has a Seminar hall and conference hall (1973 sq.ft). The administrative section consists of the director's and Respected Principal's cabins as well. Highlight features include Seminar room, conference hall, cultural area, and hygienic canteen. A notable feature of the campus's infrastructure is the presence of both a boys' and girls' hostel.

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

4.1.3

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 16

| File Description | Document |
|--|-------------------------------|
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View Document |
| Upload any additional information | View Document |
| Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year | View Document |
| Paste link for additional information | View Document |

4.1.4

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

Response: 4.16**4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 8.03 | 5.44 | 0.00 | 2.03 | 2.29 |

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

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

Rizvi Education Society's Rizvi Law College constantly tries to place special focus on improving the quality of education and the library plays a crucial role in raising the standard of the academic and research environment at the college.

The library was accessible to students, faculties and other staff members of the college since the establishment year of Rizvi Law College i.e. 2002. It has a large library of law books, periodicals, and AIR journals. The library knowledge hub currently has more than 5200 books (textbooks and reference books) and 17 BCI approved journals. The Principal sir's cabin also boasts an extensive collection of law books, periodicals, and AIR journals.

The library is completely automated. PUT EXAMPLES The library offers legal e-journal subscriptions and keeps AIR Manuals on hand for students. These resources help students stay informed and prepared for their studies. The library has a total area of 73 square meters. The library features bookshelves, a reading area, a conversation area, and a reference section.

Within the budget allocation, the librarian ma'am purchases the most recent and required reading materials (books/journals/E-resources) recommended by the Library Advisory Committee (LAC), faculties, and students. The library offers a reference service, cctv camera for surveillance, more than 6 newspapers fresh newspapers for daily news reading and a lot more.

Automation:

This library management software provides a complete library automation solution which is done through E-granthalaya 3.0. E-Granthalaya is a Digital Platform by National Centre, Ministry of and Technology, of India for Government Libraries for of In-house activities as well as member services and for resource sharing. On this platform, NIC provides a complete ICT solution with integrated Library Management Software, Digital Library Module, Cloud hosting and a Library Portal (OPAC) with NICS I empanelled Roll-out Services and support. It was created by the Library and Information Services Division, the National Informatics Centre, and the Department of Information.

The library employs the following modules:

Acquisition- The library employs the acquisition module to acquire library materials and to enter bill details.

Serials- The Serial module is used to manage magazines.

Cataloguing- The cataloguing module is used by the library to enter books, text books, reference books, and so on.

Circulation- The circulation module is used by the library to issue and return Library materials to patrons.

Report- The library uses the report module to generate reports. Additionally, it has an OPAC (Online Public Access Catalogue) available for students to search for library materials via E-granthalaya.

E-Library- The HEI library also features a dedicated research centre with PCs and high-speed internet access for students, teachers, and researchers. This is because it offers specialized course E-Databases.

E-Resources- The e-resources are always accessible to students, faculties and other staff members for referring any articles/books/judgements/research work etc. E-Journals, E-Magazines, E-books, audios, photos, encyclopaedias, and newspapers are readily available for all. E-resources such as SCC online, casemine.com, Westlaw Asia, Oxford Legal research library, Oxford Reports on International Law, Taxmann, Hein online, India-stat etc. are few of the examples of e-databases.

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

4.2.2

The institution has subscription for the following e-resources

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

Response: A. Any 4 or more of the above

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

4.2.3

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

Response: 7.36

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 3.56 | 9.93 | 6.78 | 7.95 | 8.57 |

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

4.2.4

Percentage per day usage of library by teachers and students (foot falls and login data for online

access) during the latest completed academic year

Response: 12.34

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

Response: 142

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

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities including Wi-Fi

Response:

Maintaining contact with society's evolving requirements while delivering the greatest available resources in the form of IT facilities for the benefit of all stakeholders. The institute has modern and updated information technology. The College also ensures that IT facilities are updated on time whenever the demand arises.

In terms of information technology, the College provides a variety of services and facilities such as personal computers for teachers, peripheral equipment, internet access, and application software to its students for academic and official purposes.

Every staff in the institute has separate workstation desktops with LAN/WIFI connectivity and printing facility. Additionally, the institute has a photocopier, printer-cum-scanner with a 50 ppm speed installed in the examination cabin, non-teaching staffroom and principal sir's cabin.

The College includes air-conditioned classrooms equipped with ICT tools including projectors and CCTV cameras. The college also features well-equipped conference rooms, seminar rooms, and an auditorium with ICT amenities such as a projector, speakers, and a personal computer connected to the projector. Every department has a desktop computer.

All the desktop PCs in the institute have Windows 11 /10 and 8.1 Operating System running on Intel i3 Core processor equipped with Symantec anti-virus system. Every desktop PC has Microsoft Office 2016 installed along with updated versions of internet browsers (Chrome, Internet Explorer and Edge, and Firefox for examination purposes). Every desktop PC has essential software viz. Adobe Reader, Java,

MS Office 2016, DVD/CD writer. Further, every desktop has a video-calling camera and Wi-Fi hotspot connectivity. The Information Technology Cell of the management through its firewall zealously guards all the IT systems of the institute from virus threats, hacking, unscrupulous internet browsing, and maintains the web record history of each user for safety purposes.

Rizvi Law College features a well-equipped Moot Court room and computer lab. Computers and printers are provided based on the department's needs. The College features a well-connected telecom network with an intercom system. The Computer center in the institute has 120 desktop PCs for research and online access to legal databases.

To satisfy the academic demands of students and staff personnel, all computers are organized into distinct Local Area Networks (LANs). All PCs have Internet access via 5 broadband Internet connections with a maximum speed of 100 Mbps. Quick Heal Antivirus protects the whole communication network on campus.

The Learning Management System enables professors to run classes, schedule assignments and assessments, prevent plagiarism, organize quizzes, and facilitate online discussions. This enables the faculty to apply new pedagogy and take teaching. Learning opportunities beyond the confines of a typical classroom.

In the Covid-19 pandemic phase, the institute, through the support of the management, swiftly and effectively transitioned into online teaching; the institute has been conducting classes and all other academic, co-academic, and extracurricular activities online since March 2019. The institute used an online platform – Zoom and Google meet and provided regular training to students, faculty, and the non-teaching staff to use the platform efficiently. The faculties very efficiently taught and took vivas online.

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

4.3.2

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

Response: 9.49

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

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

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

4.4 Maintenance of Campus Infrastructure**4.4.1**

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

Response: 12.01

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 5.15 | 11.37 | 8.36 | 7.46 | 8.51 |

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | View Document |
| Audited statements of accounts | View Document |

4.4.2

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

Response:

1. Introduction: Rizvi Law College. The College of Law makes it a priority to maintain its infrastructure

on a regular basis and has a strict policy in place to do so. The policy covers not only the structure of the building, but also sanitation, pest management, security, and fire prevention. A knowledgeable non-teaching staff

IT is responsible for the upkeep and management of ICT infrastructure. Major repairs and routine maintenance are handled through Annual Maintenance Contracts with various service providers. As part of its Complaint Management System, the College also offers a Problem Reporting Form and a Corrective Action Request system. The College has a crew in charge of noting any repairs or substitutions that are required with regard to any of its facilities. in charge of the electrical equipment, fire extinguishers, security, housekeeping, and water treatment. The College's infrastructure maintenance consists mostly of the components Purchase, Maintenance, Disposal, and Repair.

Policies. This document outlines a management framework and responsibilities for ensuring effective use and upkeep of existing infrastructure facilities. The general aim is to establish an effective method for maintaining infrastructure and other assets so that they can be used to their full potential by the university's academic staff in the service of students.

2. Building Facility:

The Housekeeping Staff and Peons clean and maintain the Classrooms, Administrative Office, Principal's Cabin, Moot Court Room, Computer Laboratory, Library, Legal Aid Cell, IQAC Cell, Auditorium, Conference Room, and the Campus on a regular basis.

The work schedule allocated to them. CCTV cameras are put in all classrooms, the administrative office, the staff room, the principal's cabin, the conference room, and other areas for security. There is also parking available on the college grounds.

3. Computer and ICT related facilities:

The computer laboratory is well-equipped with 50 computers that have internet access and are available to students for research purposes. A specially designated ICT Administration Department has been established to investigate any of the issues.

Relates to the computers in the lab. The attendance record is kept by the personnel and the lab assistants. The computers in the lab are updated and maintained on a regular basis. The Administration department meets with vendors and then develops regulations for various areas such as CCTVs and public address systems, LCD projectors, computers and printers, and the college website as needed. Aside from the computer laboratory, the institution has an acceptable number of computers with internet access in the administrative office, staff rooms, and classrooms, Principal's Cabin, library, etc

4. Library:

In the academic year 2024, the library installed "e-Granthalaya 3.0" library software. Acquisition, Serials, Cataloguing, Circulation, and OPAC are some of the programs available in the Library and Information Centre.

5. Sports Facilities:

Outdoor games and other activities are available in the College. The equipment is evaluated on a regular basis by the Head and Support Staff.

- Basketball court
- Badminton court
- Volley ball
- Yoga room
- Football ground

6. Electrical Maintenance, Air Conditioning and Refrigeration:

The College also keeps an inventory of the furniture and other electrical components in the building and on campus, with the assistance of a local contractor who is always available to fix any difficulties that arise. The air conditioners that are available

The facilities provided in the building are subject to regular maintenance via an AMC with Air conditioning.

7. Elevators and Telecommunication:

Every three months, the college's telecommunications preventive measures are carried out through an AMC with Shell Telecommunications. In addition to the yearly inspection, the College has access to the lift and elevator maintenance.

In the event that problems emerge, the company will be there to help.

8. Security:

The college has not contract any of the company to hire security our college are appointed own security and will pay them and four people work around the clock in the college. The college takes great care in appointing these professionals to safeguard the safety of the institution's staff and students. in support.

Similarly, a database of these guards is kept that contains not only their names, addresses, and phone numbers, but also their Aadhaar Card numbers. Management has also hired an electrician and a carpenter who are accessible 24 hours a day, seven days a week.

9. Pest Control:

The college has a contract with a reputable Pest Control Company, Rentokil, for Pest Control on campus, which is renewed every two years.

10. Fire Extinguishers:

The College has enough fire extinguishers strategically located throughout the campus. These fire

extinguishers are examined and certified annually, and the Institution is certified for adherence to fire safety measures every six months.

11. Water Purifiers:

The college has one water purifier to the entire ground floor and the second water purifier which is for students and faculty to the fifth floor. which is cleaned on a regular basis by a addition, the college has annual maintenance contracts with Aqua 200 and Water Solutions for the upkeep of two water purifiers and two water coolers located on campus. Thus, the policy created to maintain the physical facilities is regularly evaluated in order to anticipate the Institution's future needs.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 0.85

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1 | 2 | 2 | 3 | 41 |

| File Description | Document |
|--|-------------------------------|
| upload self attested letter with the list of students sanctioned scholarship | View Document |
| Upload any additional information | View Document |
| Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template) | View Document |

5.1.2

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

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

Response: B. 3 of the above

| File Description | Document |
|---|-------------------------------|
| Details of capability building and skills enhancement initiatives (Data Template) | View Document |
| Any additional information | View Document |
| Link to Institutional website | View Document |

5.1.3

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

Response: 2.93

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 50 | 78 | 0 | 40 | 0 |

| File Description | Document |
|--|-------------------------------|
| Number of students benefitted by guidance for competitive examinations and career counselling during the last five years | View Document |
| Any additional information | View Document |

5.1.4

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

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

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | View Document |
| Institutional data in prescribed format (Data Template) | View Document |
| Details of student grievances including sexual harassment and ragging cases | View Document |

5.2 Student Progression

5.2.1

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

Response: 4.04

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 26 | 32 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Self attested list of students placed | View Document |
| Details of student placement during the last five years (Data Template) | View Document |

5.2.2

Percentage of Students enrolled with State Bar council

Response: 37.02

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

Response: 97

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format (Data Template) | View Document |
| Any Additional Information | View Document |

5.2.3

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

Response: 7.22

5.2.3.1 Number of outgoing students progressing to higher education

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 30 | 30 | 30 | 30 |

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

5.2.4

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

Response: 40

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 13 | 0 | 0 | 1 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 13 | 0 | 0 | 1 |

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

5.3 Student Participation and Activities

5.3.1

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

Response: 9

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 5 | 3 | 1 | 0 | 0 |

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

5.3.2

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

Response:

The college to cater overall development of the students and the progress of the students the institution has formed various committees. The college offers possibilities for students to plan and take part in extracurricular, co-curricular, and academic activities. Interested students are invited to apply to be members of the committees at the start of each academic year. Students are interviewed and chosen to be members of a certain committee by the concerned professors and student coordinators. Posts on the notice board and student portal display the lists of the chosen pupils. The duties and responsibilities that each student has been given are announced. When necessary, they coordinate with other students and the office staff. Students can plan and take part in events at the intra- and intercollegiate levels with the help of college committees. Acquiring legal skills is facilitated by the college's Moot Court Committee. The Student members of the moot court committee mentor the interested students who wish to participate in various moot court competitions held at the state and national level. The Cultural Committee aims to find previously undiscovered talent in the performing arts, dance, drama, and many other fields. As a result, during significant college festivals and other intercollegiate events, the students actively participate in these areas. The Sports Committee members plan sporting events and ensure that boys' and girls' teams compete in different intercollegiate activities. Student members of the Anti-Ragging and Internal Complaints Committees are knowledgeable about the process for handling allegations of sexual harassment in connection with grievances filed by college personnel and students. Programs for the welfare of female employees and students are organized by the Women's Development Cell (WDC). The members actively engage in raising awareness of the zero-tolerance policy for ragging and sexual harassment. Students are significant stakeholders, and as members of IQAC, the college designates a student representative.

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

5.3.3

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

Response: 6

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 8 | 7 | 5 | 7 | 3 |

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Report of the event | View Document |
| Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template) | View Document |

5.4 Alumni Engagement**5.4.1**

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

Response:

A recognized Alumni Association makes substantial financial, instructional, mentoring, and/or other support service contributions to the institution's growth.

The Alumini Association's registration procedure has been started by the college. Our goal and vision are reflected in the exceptional contributions made by our graduates to the legal and societal fields.

The institution gains from this participation of alumni as well. The alumni have made a significant effort to raise the standard of legal education that our college offers. One of the factors contributing to the college's rapid expansion is alumni involvement. Our alumni share their varied real-world experiences from their separate industries with our students, which helps to improve their employability. On topics related to their profession and research, they are asked to give guest lectures. Many of them are asked to judge intra- and intercollegiate moot court contests, legislative writing competitions, constitutional

debates, etc. because of their background in mootings, drafting, and professional practice. We also ask our graduates to serve as judges for literary and cultural events.

The Friday skill workshops, which are held year-round, benefit greatly from the constant participation of graduates. The students give these seminars great reviews. In this learning process, the students feel more linked to the alumni. Alumni use their wealth of knowledge and talents to advise youngsters.

The alumni support us with leads and connections for campus placements as representatives of the college. They offer perceptions into contemporary market patterns that assist the college in formulating a course of action. Alumni from business sectors, IT firms, and other organizations engage in campus interviews to provide career chances.

Prominent alumni specialists are asked to give talks to inspire students and offer career guidance.

The alumni address a range of academic and professional issues pertaining to new directions in legal education and the legal profession with all relevant parties, including our college mentor. The institution refreshes and changes the courses offered on campus in response to input it receives from graduates. Additionally, the alumni provide generously by occasionally sponsoring several campus activities.

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

5.4.2

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

Response: E. <1 Lakhs

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

1. VISION

- **RIZVI LAW COLLEGE** has its vision towards elevating the standard and quality of legal education to the level of leading law schools in the country. It seeks to be a distinctive and distinguished law institution with a strong national and comparative focus.
- **RIZVI LAW COLLEGE** aspires to be a nationally and internationally recognized center of scholarly excellence. We are committed to producing outstanding and innovative scholarship and to providing an environment that advances scholarly discussion and debate.
- **RIZVI LAW COLLEGE** will encourage its faculty to maintain its commitment to excellent teaching. It will support programs, initiatives and innovations that will serve to further enhance the faculty's performance as teachers.
- **RIZVI LAW COLLEGE** continues to draw a diverse group of students from all over the country. We strive to make KCL an exciting centre of learning for all of our students. We will provide our students with a versatile education in a stimulating environment that will enhance their professional development.
- **RIZVI LAW COLLEGE** strives to be a diverse and selective law school whose faculty and students will have a meaningful and far-reaching impact on the law, profession and society.

2. MISSION

- To contribute to society through the pursuit of education, learning, and research at the highest levels of excellence.
- To promote quality legal education and training programs to prepare competent and responsible members of the legal profession who actively contribute towards rule of law.
- To provide its students with a diverse, intellectually rigorous learning environment in which to acquire knowledge of the law in its broad international, intercultural, and interdisciplinary context so that they may acquire the professional skills and ethical grounding to become excellent lawyers and leaders in their communities and chosen professions.
- To promote knowledge and understanding of the law and related disciplines by providing its faculty with the resources and intellectual environment to excel in teaching and scholarship.
- To create a community, including our alumni, committed to excellence, honesty, openness, diversity and collegiality.
- To strive hard for working on the betterment of the society.

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

6.1.2

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

Response:

Effective leadership – In this context term “effective leadership” means to define the potentiality to give strong support to the entire institutional team of the college-management including the Hon’ble Principal, Teaching faculties & other Non-Teaching staffs. In this prestigious institution of *Rizvi Education Society’s Rizvi Law College*” the effective leadership is conducted with the criteria’s of “Vision”, “Mission”, “Innovation”, “Moral value-added events”, “Academic skills development events”, etc.

Case Study of Effective Leadership – Rizvi Education Society’s Rizvi Law College “along with its. Since its establishment in the year 2002,

11th RLC Saquib Rizvi Memorial National Moot Court Competition.

11th RLC Saquib Rizvi Memorial National Moot Court Competition. 2023 is held and administered by Rizvi Law College, Mumbai with the aid of the Students Bar Forum and the Moot Court Committee. Being a part of such a wonderful institution makes us feel proud and ecstatic. The Competition is to be held from 24th March, 2023 Friday till 26th March, 2023 Sunday at the campus of Rizvi Law College, Mumbai.

Structure of the competition of the Committee

- The Competition consists of National Rounds i.e. Two Preliminary Rounds, the qualification for
- which shall be on First Come-First serve basis. The National Rounds comprise of two
- Preliminary Rounds and Advanced Rounds viz. Semi Finals and Finals.

MOOT COURT COMMITTEE ("MCC").- In the year 2007 the Moot Court Committee ("MCC") was formally established. After 16 years of operation, the MCC has significant autonomy.

“PRIMERA” - In addition, the MCC also organises a “PRIMERA”- a Fresher's Moot- for the First Year students during the start of their academic year to encourage and develop their interest for mooting. Along with special lectures regarding various legal topics. For this purpose, a dedicated team imbued with great vision to form a unified team making endeavours to achieve the above goal.

Parts of Effective Leadership- It is visible in this institutional practices with two main parts such as-

decentralisation and participative management.

Decentralisation Management in of Rizvi Education Society’s Rizvi Law College”- In this process of Decentralisation Management, the hierarchy is given below in the following chart -

| Sr No. | Decentralisation Management |
|--------|----------------------------------|
| 1. | Trust’s Management Body |
| 2. | Organogram |
| 3. | Principal’s management hierarchy |
| 4. | IQAC Formation |
| 5. | Committees in College |

1.Participative Management- “*Rizvi Education Society*” believes in establishing effective leadership through “Participative Management” In the value added events [internal & external activities, such as Legal-aid camps, No-smoking drives, Visits to Orphanage, Rizvi Memorial Cancer Awareness Marathon etc.] all the members, stakeholders, Faculty members & Students] for performing educational approach in a qualitative & quantitate method for overall holistic growth & development.

The Rizvi Law College Moot Court Committee organised the first RLC International Law Moot Court Competition in collaboration with law firms Advani & Co. and Fox Mandal, as well as the International Law Students Association and Cambridge University Press, during the academic year 2011-12. The Competition featured 24 teams from national and international law schools deliberating and arguing on various contemporary legal issues relating to self-determination and aggression versus self-defence.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic / Perspective plan is effectively deployed

Response:

Rizvi Educational Society’s Rizvi Law College being one of the leading pioneer in legal education was formally established in the year of 2002. This educational organization has developed a perspective as well as a strategic plan to provide quality education for welfare of overall growth and development of the students. In pursuance of the perspective plans Rizvi Law College has made sincere efforts in building strong foundation for achieving specific milestones in imparting legal education of our country.

The strategic plan of this prestigious law college has been designed for a period of five [2018-2019 – 2022-2023] years with a vision and mission of holistic development taking into consideration of the suggestions from all the stakeholders. The college believes that legal-education is an integral part of our society in promoting access to justice, assuring equal right & opportunities for all by establishing a just and equitable society.

The Internal Quality Assurance Cell i.e IQAC ensuring the targets to be achieved in this context with deployment of attaining university status.

| Sr. No | Strategic – Prospective plan | Deployment measures |
|--------|---|--|
| 1. | Developing academic excellence | The Institution Rizvi Law College feels proud to for rigorously conducting academic curriculum activities with periodic guest lectures of renowned Advocates and other academic scholars. |
| 2. | Enhancing facility of infrastructure and resources for faculties and students. | It is a crucial part of education for improving infrastructure and other resources in any educational organization. In this context the college has facilities, like drinking water, clean toilet/washroom, computer lab, teaching staff rooms in our college. |
| | Establishing the link between corporate firms & companies and academic institutions | Various internship programmes are being conducted by the Youth Parliament of Rizvi law college namely “STUDENT BOARD FORUM” in connection the well-known law firms and legal corporates. |
| 4. | Establishing partnership with civil society like NGO’s | Rizvi Law College has made Memorandum of Understanding i.e MOU with more than 20 reputed Law colleges in Mumbai along with two NGO’s namely MAHANANDA MAHILA VIKAS & MAHANANDA SAMAJIK PRATISHTHAN. |

Case study: “Bridging the gap between Legal corporate industry and Academic Institutions” – It is a topic which was discussed as a case-study for helping and supporting young lawyers. In implementation of this particular plan has been done by providing internship opportunity to the students in various law firms & companies. Many students by Rizvi Education Society’s Rizvi Law College has got placement also in various corporate-field of litigation as well as non-litigation work.

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

1. MOUS with NGOS - It facilitates engaging activities between the corporate, Professionals and the academic institutions. [Information of MOU require]
2. IQAC round table, STUDENT BAR FORUM – It facilitates the visibility of the college for imparting a strong foundation for the students to have direct interaction with legal expertise. In SBF there is “Placement Cell” of the college which is making endless efforts for providing internship opportunism towards the students.

The Covid-19 pandemic necessitated the use of e-learning platforms.

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

6.2.2

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

Response:

Through the implementation of sound governance practices and effective management strategies, the Rizvi Education Society aims to foster an environment that encourages innovation, critical thinking, and inclusive learning. Furthermore, the society is committed to nurturing a culture of accountability, transparency, and ethical conduct within its institutional peer bodies. This commitment not only ensures the credibility and integrity of the society but also installs trust and confidence in all stakeholders, including students, faculty, staff, and the larger community

Functioning of institutional Principal - The head of the institution, who serves as the focal point for both academics and administration, upholds the core values set forth by the management. This includes a strong focus on decentralizing leadership and utilizing participatory action strategies to effectively manage all aspects of the institution. This means that the head of the institution encourages shared decision-making and actively involves teachers and stakeholders in the decision-making process. Working closely with various committees comprised of teachers and stakeholders, the principal ensures that all decisions are made collaboratively and in line with the overall mission and vision of the institution.

Additionally, as the principal of the institution, the head is responsible for creating a positive and productive work environment for both staff and students. This means fostering a climate of open communication where ideas and concerns are openly shared and addressed. By prioritizing the development of a positive school culture, the head of the institution contributes to the overall success and well-being of both the staff and the students

IQAC (Internal Quality Assurance Cell) and various academic-administrative committee- The IQAC (Internal Quality Assurance Cell) is a statutory institutional body mandated to steer the assessment and accreditation process by NAAC (National Assessment and Accreditation Council). It plays a crucial role in ensuring both the quality and quantity improvement of various aspects within the institution. In this particular Higher Education Institution (HEI), Rizvi Education Society's Rizvi College of Law, a peer team consisting of individuals from the organization, including the principal and various committees such as the college development committee, is responsible for governing the college and ensuring its overall smooth functioning.

The IQAC (Internal Quality Assurance Cell) and various academic-administrative committees play a crucial role in the organizational structure of Rizvi College of Law. The organogram of the college is designed in accordance with the principles of effective management, which involves both decentralization of power and a participative approach. To ensure smooth functioning and adherence to established policies, the institution has implemented comprehensive administration guidelines for both students and staff.

These policies cover a wide range of aspects, including admission rules, dress code regulations, ethical conduct, disciplinary behaviour, cell phone usage guidelines, smoking policies, mandatory ID card wearing, attendance rules, examination regulations, and protocols for handling unfair means during assessments. Furthermore, the institution has clearly defined appointment and service rules for both teaching and non-teaching employees, which are readily accessible to all on the college website.

The overall functioning of the institutional bodies is highly effective and efficient.

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |
| Link to Organogram of the Institution webpage | View Document |

6.2.3

Implementation of e-governance in areas of operation

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

Response: C. 2 of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Rizvi Education Society's Rizvi Law College is a renowned institution committed to providing a high-quality education in the field of law. Keeping in mind this fundamental principle, the college has introduced several welfare measures for both teaching and non-teaching staff. These measures are constantly reviewed and updated to ensure that they align with the changing needs and demands of the staff. This proactive approach towards employee welfare reflects the college's commitment to creating a positive and supportive work environment. From offering competitive salaries and benefits packages to conducting regular training programs for professional development, Rizvi Law College strives to provide its employees with a fulfilling and enriching career experience. In addition, the college also promotes work-life balance by implementing flexible working arrangements where possible.

A list with brief detailing of those welfare measures is given below -

A. -1) PUBLIC PROVIDENT FUND FOR STAFF –NON-TEACHING – [PPF FUND]

A. -2) UNIFORM FOR NON-TEACHING STAFF – PEONS

A. -3) TRAVELLING ALLOWANCE GIVEN TO TEACHING / NON-TEACHING STAFFS FOR COLLEGE WORK – WITH DUTY – LEAVE WITH PAYMENT.

A. -4) BEST TEACHER – BEST STUDENT AWARD

A. -5) SALARY INCREMENT SYSTEM

A. -6) FREE MEDICAL CAMPS, BREAST CANCER SCREENING

A. -7) BIRTHDAY CELEBRATION

A. 8) MATERNITY LEAVE BENEFIT

A. 9)SICK LEAVE POLICY**A. 10) ACADEMIC COUNSELLOR FOR STAFFS**

Preparing and maintaining Academic counsellor is also in the list of many other responsibilities of this Rizvi Law College. This calendar helps the faculties and students in many different ways such as

- 1.Streamlining all academic activities / events to be organized in a whole year in the college.
- 2.Career advancement planning
- 3.It helps to demonstrate a commitment professional and personal growth.
- 4.Developing communication and other skills to get more expertise in the field of learning at institutional and academic level; etc

A. 11) CANTEEN FACILITY**A. 12) LIBRARY FACILITY****A. 13) FLEXIBLE TIME SCHEDULE MANAGEMENT FOR EMERGENCIES****A. 14) MEDICAL FACILITY BY COLLEGE FOR STAFFS****A. 15) WOMEN FRIENDLY WORK PLACE WITH CCTV, GIRLS / BOYS COMMON ROOM****A. 16) SEMINARS / WORKSHOPS CONDUCTED FOR STUDENTS FOR ACADEMIC****A. 17) YOGA CENTRE FOR MENTAL HEALTH BENEFIT****A. 18)JOB SECURITY FOR THE STAFF**

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

6.3.2

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

Response: 37.83

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

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

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

6.3.3

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

Response: 4

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 8 | 5 | 5 | 2 | 0 |

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centres) | View Document |
| Reports of Academic Staff College or similar centers | View Document |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff | View Document |

6.3.4

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

Response: 42.22

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 8 | 5 | 5 | 2 | 0 |

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centers) | View Document |
| IQAC report summary | View Document |
| Details of teachers attending professional development programmes during the last five years | View Document |

6.3.5

Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

The Institution, Rizvi Education Society's Rizvi College of Law of in accordance with the UGC norms for the promotion of teachers, follows the due process with requisite procedures. In doing so, the institution ensures that the faculty members' professional growth is guaranteed through mandatory and timely appraisals. This is a reflection of the management's commitment to providing quality education at Rizvi College of Law, which operates under the Rizvi Education Society.

Under the tutelage of the management and in alignment with the UGC guidelines, the college has established a robust performance appraisal system. This system is designed to evaluate the faculty members' performance over the course of an academic calendar year. To initiate this process, the IQAC Committee of the college sends a mailer to all staff members at the end of the academic year, requesting them to fill up self-appraisal forms. These forms enable the staff to gain clarity on their performance within their respective roles.

The performance appraisal and promotion criteria, as mandated by the UGC, include various parameters such as attending orientation or refresher courses, publishing research work, engaging in co-curricular activities, and demonstrating academic excellence. To ensure academic excellence and provide quality

education, the college has implemented several measures that involve soliciting feedback from various stakeholders.

One such measure is the regular feedback received from students. The college's administrative staff prepares feedback forms and makes them available on the college portal. Students are required to fill in these forms before the end of each semester. The objective of this feedback system is to evaluate the class performance of the teachers and facilitate improvement in teaching based on the inputs received from the students. The Principal analyses this feedback and shares it with the faculty members to drive necessary improvements.

Both online and hardcopy feedback forms are utilized to gather comprehensive feedback from students. In addition to the appraisal process for teaching staff, the college also implements a performance appraisal system for its non-teaching staff. The employees are required to fill in these forms based on the work completed by them during the academic year. Once submitted through the Reporting Officer, the forms are reviewed by the Principal for consideration. The final decision regarding the continuation, probation, or confirmation of the employee is made based on the recommendation of the Principal sir. The college then communicates this decision to the employee through a formal letter, specifying their continuation, probation, confirmation, and associated pay scale details.

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal and external financial audits regularly

Response:

The Institution of law Rizvi Education Society's Rizvi College of Law has implemented a standardized practice to effectively mobilize funds and ensure optimal utilization of resources. This is achieved through the establishment of a systematic process for monitoring financial transactions and conducting regular audits.

To ensure accuracy and transparency, the audit staff diligently verifies the income and expenditure details on a quarterly basis. This verification process involves meticulously examining the financial documents in order to identify any discrepancies or irregularities. Oversight of all financial transactions rests with the Principal, who diligently reviews and approves each transaction, ensuring its compliance with the Institution's financial policies and guidelines. In cases where management approval is required, the Principal promptly seeks it to maintain a streamlined and accountable financial system.

Furthermore, prior to the start of each financial year, the Principal meticulously prepares and submits a comprehensive budget. This budget serves as a roadmap, guiding the Institution's financial decisions and resource allocation throughout the year. By carefully analysing historical data and taking into consideration the Institution's goals and priorities, the Principal ensures that the budget is realistic and achievable. This prudent approach enables the Institution to effectively manage its funds and make informed financial decisions.

To further ensure the prudent management of funds, a designated accountant is responsible for tracking the adherence to the budget and assessing the efficiency of resource allocation. Through regular monitoring and analysis, the accountant identifies areas where adjustments can be made to optimize resource utilization. By closely tracking the income and expenditure, the accountant provides valuable insights to the Principal and the management team, enabling them to make proactive financial decisions and address any potential financial challenges.

Upon completion of the audit, the verified financial statement undergoes a meticulous review process. Once the review is complete, the financial statement is duly signed by the certified chartered accountant, attesting to its reliability and credibility.

Notably, the Institution has consistently maintained a commendable record, as no major objections have been raised by any of the auditing authorities in the last five years. Such audits are conducted annually, specifically at the conclusion of each financial year. This comprehensive and routine evaluation allows for reliable financial planning and effective monitoring of the Institution's financial health and resource utilization. It serves as a crucial tool for assessing the Institution's financial stability, identifying areas for improvement, and ensuring the continued success and sustainability of its operations.

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

6.4.2

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

Response: 0

6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during

the last five years (INR in Lakhs)

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

| File Description | Document |
|--|-------------------------------|
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years | View Document |
| Any additional information | View Document |
| Annual statements of accounts | View Document |

6.4.3

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

Response:

Rizvi Education Society's Rizvi College of Law has a robust mechanism in place for the planning and budgeting of funds, ensuring the efficient utilization of financial resources. This process begins at the institutional level and involves pre-meetings and meetings to discuss and strategize. The college offers a self-financed 5-year integrated B.L.S./LL.B Program, with the students' fees serving as the primary source of funding for the institution. To regulate the fees, the Fee Regulating Authority considers the institution's expenditure representation for the given academic year.

In order to prepare the Annual Proposed Budget of the institute, the Accounts Department collaborates with the Principal, taking into account various factors and considerations. The approval of the Finance Department of Rizvi College of Law is contingent upon the availability of funds. Once approved by the Finance Department, the budget is presented before the Office Bearers of SVKM, the overseeing authority. After obtaining the Office Bearers' approval, the budget is uploaded into the system for efficient tracking and monitoring.

Rizvi College of Law ensures effective financial management while allowing its committees to organize a diverse range of events and courses. This approach ultimately supports the institution's commitment to fostering a vibrant and enriching educational environment in the field of law.:

STRATEGIES FOR MOBILISATION OF FUNDS

A major source of fund is the fees collected from the students for Undergraduate, Post Graduate programmes and Other Certificate programmes. The said funds are utilized for various expenses of the day-to-day activities which are as follows:

i) Capital expenses: One of the main areas where these funds are allocated is towards capital expenses. This includes purchasing fixed assets such as computers and laptops for both teachers and students, library books and software, projectors, and office equipment like copier machines and printers. By investing in these assets, the institution ensures that it provides a conducive learning environment for its students and facilitates effective teaching practices.

ii) Administrative Purpose: Another important aspect of fund utilization is for administrative purposes. This includes taking care of electricity bills, telephone and internet bills, staff salaries, affiliation fees to the University of Mumbai, inspection fees to the Bar Council of India, and other statutory payments. Additionally, funds are allocated for advertisements and promotional activities to enhance the reach and reputation of the institution.

iii) Academic Expenses: The funds play a crucial role in supporting various academic activities. At the beginning of each academic year, when the faculty prepares the academic calendar, they also plan various events. The faculty in charge of each event submits a detailed budget to the Head of the Institution, who then allocates the necessary funds for organizing the event.

iv) Other Expenses: Apart from the aforementioned expenses, the funds are also allocated towards other essential areas. This includes software expenses, advertisement expenses, professional fees, website development, student aid fund, and college cultural and moot court events. These additional expenses contribute to the overall growth and development of the institution and provide students with a well-rounded educational experience.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Rizvi Education Society's Rizvi College of Law endeavours to establish itself as a distinguished institution dedicated to providing exceptional legal education. The IQAC has played a pivotal role in institutionalizing effective strategies and processes for ensuring the highest standards of quality assurance. Its contributions have been instrumental in fortifying the college's commitment to excellence in education.

The Internal Quality Assurance Cell (IQAC) plays a crucial role in monitoring the academic and administrative activities of the institute. To ensure effective oversight and continuous improvement, the

IQAC employs various strategies and initiatives.

Firstly, the IQAC takes the initiative to form diverse college committees that delve into different aspects of academics, culture, sports, and extension and outreach activities. These committees aim to explore and address various issues and opportunities within these domains, thus enhancing the overall learning environment and promoting holistic development among students.

Secondly, the IQAC adopts rigorous quality control measures to promote effective interaction between different stakeholders. By facilitating communication and collaboration between faculty, students, administrators, and other relevant parties, the IQAC fosters an environment conducive to continuous improvement. This continuous improvement process aims to enhance the quality of education and the overall experience of all stakeholders associated with the institute.

Additionally, the IQAC reviews the functioning of different college committees on a regular basis. This evaluation is done through the analysis of event activity reports and monthly activity reports submitted by these committees. By closely monitoring their activities, the IQAC ensures that the committees are functioning efficiently and effectively, and that they are making valuable contributions towards achieving the institute's goals and objectives.

Furthermore, the IQAC assigns each faculty member to lead different committees. This approach allows faculty to take on leadership roles and provides them with opportunities to further develop their skills, share their ideas, and address their concerns. By empowering faculty members in this way, the IQAC promotes a culture of professional growth and continuous development among the faculty, which ultimately benefits the students and the institute as a whole.

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

6.5.2

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

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

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

Response:

The NAAC-IQAC and regular staff meetings, which are held regularly, serve as the central hub for all

academic and administrative operations within the institution. These meetings provide a platform to review various activities, such as reviewing instructional methods, assessing the effectiveness of academic exercises undertaken, and discussing the developmental programmes that are planned. It is important to note that the institution adopts a comprehensive approach to reviewing its teaching learning process, structures, and methodologies, incorporating both formal and informal methods. This diligent approach helps ensure the effective functioning of the institution and drives positive learning outcomes.

The institution regularly conducts reviews of its teaching-learning process, structures, and methodologies of operations. These reviews are carried out through a designated Internal Quality Assurance Cell (IQAC), as per established norms. The IQAC records the incremental improvements made in various activities, including learning outcomes. These periodic assessments help the institution to constantly improve and enhance its overall educational practices.

Additionally, the college has adopted an assignment-based evaluation (ABE) system for each student. This system plays a vital role in improving the overall quality of the teaching-learning process. Through subject-specific assignments, students are encouraged to develop and apply their research skills, fostering a deeper understanding of the subjects they are studying.

In addition to these structured approaches, the Principal and Vice-Principal of the college actively engage with all stakeholders involved in the education process. This constant interaction allows them to identify and address any obstacles that may hinder the holistic development of students. By working closely with stakeholders, the college ensures that all aspects of a student's growth and development are carefully considered and nurtured.

In summary, the NAAC-IQAC and regular staff meetings serve as a central hub for academic and administrative operations, providing a platform for comprehensive review and planning. With the implementation of a feedback mechanism for faculty and the assignment-based evaluation system for students, the institution continuously strives to enhance the quality of the teaching-learning process. Through constant interaction with all stakeholders, the college ensures the holistic development of its students, creating an environment conducive to their overall growth and success.

The Internal Quality Assurance Cell (IQAC), which plays a pivotal role in ensuring and improving the quality of education, primarily focuses on implementing reforms and innovative teaching methodologies to facilitate effective and fruitful learning experiences for students. In order to achieve this goal, IQAC employs a variety of methods, including conducting regular observations, collecting valuable feedback from students and stakeholders, analyzing the feedback received, implementing corrective measures when necessary, and closely monitoring the progress of the implemented reforms and innovations

TEACHING LEARNING ENHANCEMENTS:

The faculty at Rizvi Education Society's Rizvi College of Law has consistently been encouraged to utilize innovative and dynamic teaching and learning methodologies, as well as cutting-edge operational techniques. This encouragement has played a crucial role in enhancing the overall educational experience for both the faculty and students alike. Furthermore, the faculty members have been actively encouraged to incorporate technological advancements into their teaching methods, such as utilizing online platforms and tools that facilitate interactive learning and collaboration.

Moreover, the college has established a comprehensive student portal that serves as a centralized hub for

assignments and sharing teaching materials. This portal ensures that students have easy access to relevant resources throughout the semester, enabling them to study and prepare effectively. The feedback received from students regarding the student portal has been taken into consideration, and the Internal Quality Assurance Cell (IQAC) has recommended various initiatives to further enhance its functionality and user experience.

In line with the IQAC's suggestions, the college has introduced additional modules and subjects that focus on contemporary developments and emerging areas within the field of law. These modules serve as platforms for students to discuss and deliberate upon new policies, laws, recent judgments, and the need for reforms. Furthermore, the college has also initiated subject-related seminars and guest lectures, inviting practicing lawyers, corporate consultants, renowned academicians, and activists to enlighten the students on a range of legal and allied issues. These sessions provide valuable insights and real-world perspectives, enriching the students' understanding of the subject matter.

Moreover, the faculty members are continuously encouraged to adopt teaching methodologies that promote peer learning and enhance student engagement in the learning process. Over the years, Rizvi College of Law has established memorandum of understandings (MOUs) with various other institutions of law, facilitating collaborative programs and activities such as youth parliamentary sessions and moot court competitions. These initiatives not only enhance the students' advocacy skills but also provide them with valuable networking opportunities and exposure to the legal profession.

In conclusion, the faculty at Rizvi College of Law is consistently encouraged to embrace innovation and adapt to the evolving educational landscape. The college's commitment to providing a holistic learning experience is evident through the integration of modern teaching methodologies, the utilization of online platforms, and the inclusion of diverse perspectives through seminars and guest lectures. By fostering an environment that emphasizes continuous improvement and engagement, Rizvi College of Law aims to empower its students with the knowledge and skills necessary to excel in the legal field.

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

6.5.3

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

| File Description | Document |
|---|-------------------------------|
| Upload e-copies of the accreditations and certifications | View Document |
| Upload details of Quality assurance initiatives of the institution(Data Template) | View Document |
| Upload any additional information | View Document |
| Paste web link of Annual reports of Institution | View Document |

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

RIZVI EDUCATION SOCIETY'S RIZVI LAW COLLEGE is a reputed institution that has always upheld the values of equality and justice. The college firmly believes in promoting an environment that fosters fairness and equity, and strives to instil these values in its students. The measures taken towards Gender Equity and sensitization are reflected in various activities and levels as infrastructure, committees, development cells etc.

1. COMMITTEES

The Women's Development Cell (WDC) is a dedicated initiative that strives to promote gender inclusion and equality by conducting various programs, seminars, and workshops. The primary objective of these programs is to sensitize and educate individuals on the importance of gender equity and anti-discrimination through various programmes, seminars and workshops intended to sensitize, educate on gender equity and anti-discrimination such as self-defence, female health, community rights and awareness

The ICC (Internal Complaints Committee) has been established in accordance with the Prevention of Sexual Harassment at Workplace Act, 2013 which was mandated via supreme court's direction in the case of Vishakha and ors. Vs. State of Rajasthan.

The Legal Aid Cell of the college conducts various guest lectures, workshops and seminars on gender related laws such as the, PC-PNDT Act, Domestic Violence Act, Sexual Harassment.

The Counselling Cell of the institution aims at creating safe spaces for a dialogue on gender. In-House trained counsellors are available on campus for students. In addition, regular activities are conducted by the Cell to speak about gender and mental well-being. Apart from the committees listed above the college has several other committees and cells which look after their respective allotted roles and responsibilities.

1. CURRICULAR INCLUSIONS

Relevant and related components are integrated into the course curriculum throughout the 5-year program and are included as part of existing subjects: Sociology (Sem. III), Legal Language (Sem.II), Constitution Law (Sem.VI), Family Law (Sem. V and Sem. VI), Laws Relating to Women and Children (Sem. X) etc. The faculties also strive hard to incorporate the same via soft skills sessions which are conducted every Friday.

1. INFRASTRUCTURE

To ensure students' safety, the institution has a Girl's Common Room, and the entire campus is CCTV monitored. Biometrics systems have been installed at all entrances and security guards are posted on all entrances to monitor the movement of students and staff. There are male and female guards present at the entrance and exits of the campus round the clock. Sanitary napkin dispensers are installed in female washrooms specially for women.

1. GENDER AUDIT

Gender Audit was done in the latest completed academic year. Gender audit consistently indicates the enrolment of more female students and staff. The institution incorporates inclusivity parameters in all areas. The college has major female teaching faculties ratio focusing more on the vision of women empowerment.

1. ENVIRONMENTAL AUDIT

Environmental audit was conducted in the college premises in the latest completed academic year where the auditor was very happy with the initiatives undertaken by the college and gave audit report.

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

7.1.2

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

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

Response: B. 3 of the above

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

7.1.3

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

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

Response:

Solid Waste Management: The college generates solid waste in the form of paper and plastic and wet waste in the form of decomposable left-over food items by the students, faculties and other staff and visitors. A canteen is present on the college premises which generates food waste. The college has a special feature to convert the food waste into compost for plants and trees in the campus. The college houses a compost convertor machine in which the leftover food from the canteen is put by two persons everyday specifically appointed for the same work and the food waste is then converted automatically into compost. A breakout zone is created in the college where the students can relax and be close to nature for some time. This breakout zone houses several plants species which is fed compost generated from waste recycling.

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

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

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

E-Waste Management: The e-waste generated is disposed of every year in adherence to the Maharashtra state government norms for disposal. In addition to this drive as a practice, the yearly E-waste generated in the form of wires, obsolete projectors, computers, and damaged electronic equipment is directly sold to the nearest scrap recycling vendors.

Waste recycling system: The waste generated such as papers, books, stationary items are sent to scrap dealers for further recycling. These paper scrap are

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

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

7.1.4

Water conservation facilities available in the Institution:

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

Response: B. 3 of the above

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format (Data Template) | View Document |
| Any other relevant information | View Document |
| Link for any other relevant information | View Document |

7.1.5

Green campus initiatives include:

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

Response: A. Any 4 or All of the above

| File Description | Document |
|--|-------------------------------|
| Various policy documents / decisions circulated for implementation | View Document |
| Institutional data in prescribed format (Data Template) | View Document |
| Any other relevant documents | View Document |
| Link for any other relevant information | View Document |

7.1.6

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

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

Response: B. 3 of the above

| File Description | Document |
|---|-------------------------------|
| Reports on environment and energy audits submitted by the auditing agency | View Document |
| Institutional data in prescribed format (Data Template) | View Document |
| Certification by the auditing agency | View Document |
| Certificates of the awards received | View Document |
| Any other relevant information | View Document |
| Link for any other relevant information | View Document |

7.1.7

The Institution has friendly, barrier free environment

- Built environment with ramps/lifts for easy access to classrooms.***
- Divyangjan friendly washrooms***
- Signage including tactile path, lights, display boards and signposts***
- Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment***

- *Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading*

Response: A. Any 4 or all of the above

| File Description | Document |
|--|-------------------------------|
| Policy documents and information brochures on the support to be provided | View Document |
| Details of the Software procured for providing the assistance | View Document |
| Any other relevant information | View Document |
| Geotagged photographs / videos of the facilities | View Document |

7.1.8

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

Response:

As a Muslim Minority college, Rizvi Law College strives to create a diverse educational environment. Through the MH-CET, the college draws students from across the country, creating a unique cultural and linguistic diversity. One of the primary goals of the Preamble of the Indian Constitution is to promote fraternity. In keeping with this philosophy, Rizvi Law College offers a number of facilities to create an inclusive environment for people of all backgrounds. The College offers resources to plan activities and commemorate festivals in an effort to foster a sense of "unity in diversity." The College forbids discrimination of any kind on the basis of socioeconomic, linguistic, regional, or communal grounds. In spite of their distinct characteristics, students are taught to learn together in the classroom, and college faculty members are trained to foster inclusion in the classroom. With the assistance of different committees and groups, the College takes several actions to celebrate diversity. Numerous committees work hard to promote tolerance and harmony among students from various social and economic backgrounds by raising awareness of these issues. The College's Anti-Ragging Cell puts a lot of effort into eliminating ragging so that all students can feel safe and included. The Women Development Cell of the Institute hosts events aimed at raising awareness and promoting harmony among varied groups on a range of social concerns. The Legal Aid Committee and the Students' Aid Committee raise awareness of various rights and issues in society while helping students and others in need to lessen any disparities based on socioeconomic status or other criteria. The Cultural Committee of Rizvi Law College through its many programs and activities, contributes significantly to the promotion of inclusivity and peace among students. One such endeavour is the celebration of numerous regional and cultural festivals. Therefore, the Rizvi Law College ensures that the differently abled feel involved in all aspects of college life through a variety of amenities. The curriculum aims to foster tolerance and harmony among students, faculty, non-teaching staff, and other stakeholders in society by incorporating topics such as human rights, harmony, individual dignity promotion, and social welfare.

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

7.1.9

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

Response:

The institution aims to promote an understanding of constitutional obligations, rights, and duties which is imperative for cultivating a respectful and inclusive environment within the college community. In order to achieve this, the colleges have employed a multifaceted approach that integrates constitutional learning in its day to day activities. This involves incorporating constitutional studies into co-curricular activities across all courses for students and other workshops for employees. The institution offers specialized activities or workshops on constitutional law and related subjects, which ensures that students have access to comprehensive resources. Additionally, organizing workshops and seminars featuring legal experts provides a platform to discuss specific constitutional topics such as freedom of speech, equality, due process, and civic responsibilities. These events not only enhance knowledge but also foster critical thinking and awareness among students, faculty and other staff members

Inclusion of such activities and workshops allows students to express their opinions on constitutional matters that promote a diverse range of perspectives. The use of real-life case studies, including discussions on landmark legal cases, illustrates the practical application of constitutional principles in various situations. By involving student committees in organizing events that focus on constitutional issues, the institution aims to empower students to take an active role in promoting constitutional awareness and understanding.

The institution celebrates Constitution Day where several activities are organised. Activities such as Lok Sabha, Street Play, Poster Making are organised where students actively participate in it. The institution organises general quizzes based on constitution for employees and students. Article writing, debates on topics of constitutional law are all incorporated as a part of sensitization of students. Students enrolled in Pre law Course are introduced to legal concepts and basics of constitution are discussed with them. Preamble of the constitution is put on display in the college premise. Through these activities the institution aims to create a social responsibility among its employees and educates them to work towards the society as part of their civic responsibility. To inculcate the values of social justice the institution organises Legal Aid Awareness Programmes and serve the society Events such as Environment Day, tree plantation drives, beach cleaning as part of cleanliness drives are all carried out. As part of gender sensitization the institution educates its employees about workplace ethics and guidelines.

By implementing these comprehensive strategies, the institution not only educates individuals about constitutional obligations but also fosters a culture of respect, inclusion, and civic engagement, thereby

creating a well-informed and socially responsible academic community.

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

7.1.10

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

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

Response: A. All of the above

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

7.1.11

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

Response:

Educational institutions play a vital role in society as they are the centers of learning. Not only do they provide employment opportunities, but they must also build a community of people who are global citizens. The vision and mission of the Institution set it on the path of comprehensive education, where

awareness and recognition of values are essential. The academic calendar, which is created at the start of the academic year, is used by the institution to schedule the celebration of days. This is updated every month to reflect additional celebrations as well. The occasions that are celebrated are those with global or national importance.

The main goal of these activities is to educate students about the importance of these occasions and how they shaped global history. In addition to mandatory holidays Independence Day and Republic Day, certain other specified events are celebrated. Through regular meetings with Student Bar Forum members and Faculty members, the nature of the commemoration of selected days is discussed and planned. During the planning process for the commemorations, students are encouraged to use both their creative and critical thinking skills. Activities include creating posters, and films, curating debates, organizing field trips based on research, and organizing campaigns.

On 5th September, we celebrate Dr. Radhakrishnan's birthday as Teachers' Day with great fervour. The students organize a program for the teachers. Rizvi Law College celebrates International Yoga Day on 21st June to impart the knowledge of the importance of a healthy mind and body. It highlights the harmony between man and nature and facilitates a holistic approach to health and well-being.

World Environment Day is celebrated every year by Rizvi Law College on 5th June. On this occasion, the faculty and students participate in a tree plantation program and plant saplings. Samvidhan Divas, or National Constitution Day, is observed on November 26th to mark the day the Constitution was adopted. The purpose of this commemoration is to raise awareness of the fundamental ideas of the Constitution and to advance constitutional ideals.

International Women's Day is celebrated in Rizvi Law College every year on 8th March to celebrate the social, cultural, economic, and political achievements of women and to promote gender equality through various programs and activities. Several other workshops, essay competitions, speeches, guest lectures, cultural activities, etc. were organized by the Rizvi Law College to celebrate national and international commemorative days, events, and festivals during the last five years.

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

7.2 Best Practices

7.2.1

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

Response:***BEST PRACTICE-I***

1. Title of the practice- INTERNALS PLANNING SYSTEM- EMPHASIS ON EXPERIMENTAL LEARNING

2. Objectives of the Practice:

The University of Mumbai's curriculum includes 25 marks for internal exams, which are conducted solely by the college. Rizvi Law College has always been mindful in designing its internal examination system, ensuring that every class and semester is offered different components that enhance students' interpersonal skills, communication skills, and exposure to various aspects of the legal world. The planning of the said internals exam is done by the faculties who tries to bring new concepts every year.

The activity aims at: Primary focus is on giving practical experience in the legal field is immensely important for several reasons:

- **Understanding Real-World Application**
- **Development of Skills**
- **Building Professional Networks: Exposure to Different Areas of Law**
- **Ethical Development.**
- **Enhancing Resume/CV**
- **Preparation for Bar Exam and Practice**

3. The Context:

The internals examination system designed by Rizvi Law College is one of the most unique and beneficial system for student as well for the faculties. Rizvi Law College inspires students by adopting innovative approaches for their internals exams. These approaches include practical skills assessment, interdisciplinary projects, case studies and problem-based learning, open-book exams, oral examinations, peer assessment, simulation-based assessments, and reflective portfolios.

4. The Practice:

There are 25 marks allotted to the respective law colleges for conducting internal examination for each semester.

Rizvi Law College divides these 25 marks into 3 to 4 parts and conducts internal examination. Every class has different activities every semester and which is evaluated by the internal and external professors. The marks are then submitted to the university of Mumbai with utmost transparency and confidentiality

For e.g.:

- 1. Primeras Moot Court- 10 marks**
- 2. Article writing and Vivas on the same - 10 marks**
- 3. Jam Sessions- 5 marks**

It is crucial to understand the significance of putting in hard work every semester and how it can benefit students in various ways, such as improving their academic performance and career prospects:

- Legal theory taught in classrooms is essential, but practical experience allows students and professionals to see how these theories are applied in real-world situations. It bridges the gap between theory and practice.
- Practical experience hones essential skills such as legal research, writing, negotiation, advocacy, and critical thinking. These skills are vital for success in the legal profession and are best learned through hands-on experience.
- Engaging in practical experiences such as arranging Lok Sabha, Client Counselling, Mock trials, Debates, Jam sessions, Article writing, Legal Pictionary, etc., allows individuals to build relationships with practicing attorneys, judges, and other legal professionals. These connections can be invaluable for career advancement and mentorship opportunities.
- Practical experience often involves exposure to various areas of law, giving individuals the opportunity to explore different practice areas and discover their interests and strengths.
- Dealing with real legal cases and clients exposes individuals to ethical dilemmas and challenges, allowing them to develop their ethical decision-making skills in a practical context
- Employers in the legal field highly value practical experience. Having relevant internships, externships, or practical placements on one's resume/CV can significantly enhance one's marketability and competitiveness in the job market.
- Practical experience provides invaluable preparation for the bar exam and eventual practice as an attorney. It allows individuals to apply legal concepts in practice, which can greatly enhance their ability to succeed on licensing exams and in their legal careers.

Overall, practical experience complements academic learning in the legal field and is crucial for the professional development and success of aspiring lawyers.

5. Evidence of Success:

1. The successful execution of these internal examination systems is clearly evident from the feedback collected by the students every year.

2. Some of the activities have received appreciation and contribution from the Bar as well as Bench in following ways:

1. The competitions/components are mostly inaugurated and presided by the external professors.

2. The judges of Bombay High Court have acted as presiding judges in the activities like Moot Court Competitions

3. Senior Lawyers and alumni participate as judges in several components of the internal examination. This consequentially has benefitted the students and participants who get an opportunity to audience the arguments of senior lawyers.

4. The students are exposed to new and contemporary areas of law every year.

4. This system motivate students to choose judiciary as a career.

5. For the last five years, we have witnessed many students entering into the field of practise and judiciary

6. Problems Encountered and Resources Required:

1. Since the college is equipping with the modern resources sometimes the faculties feel the shortage of modern Ict tools which could have added feather to the cap.
2. Some students don't attend the explanation lectures for the components of the internals examination and then they fail to perform well however the faculties always keep them as top priority and resolve their problems.

1. Notes: We are attaching herewith the sample copies of internals notices and photographs of participation of judges and students (In supporting documents)

BEST PRACTICE-II

1. Title of the practice: ESTABLISHMENT OF COMMITTEES AND CELLS

2. Objectives of the Practice:

- a. Our goal is to connect what students learn in the classroom to the skills they need in their future careers.
- b. We believe in providing hands-on learning opportunities through our Committees and Cells.
- c. We aim for smooth and efficient functioning of the college and establishment of committees of cells and committees make the work easier and faster.
- d. Learning doesn't just happen in the classroom - we strive to take education beyond the walls of the school.
- e. When these young and talented students enrol in the committees and cells, they learn new things and

share ideas for college development.

3. The Context:

In India, legal education's academic curriculum places greater importance on theoretical knowledge, with less attention given to practical or skill-based learning. Although doctrinal studies are significant, hands-on experience is equally essential. To prevent legal education from becoming a mere degree-collecting event, *Rizvi Law College* has established multiple committees and cells that enhance academic learning with practical skills and real-life applications. These committees and cells are voluntary activities led by teachers and students, allowing for maximum academic freedom and autonomy and creating a valuable learning experience. While the structured academic syllabus may provide a study plan, it may not always promote effective learning.

4. The Practice:

- a. Teachers and students are designated for the joint initiative of executing the activities of the identified Centre or a Cell. Mostly the centre or cell is instituted at the proposal of the teacher or students.
- b. The aims and objectives of the Centres or Cells are identified clearly.
- c. Activities are planned in advance for the whole year.
- d. The plan is executed in a systematic manner.
- e. Grant of funds and support of academic and physical resources.
- f. The activities are based on research orientation, community service, training focussed and activity driven.

5. Evidence of Success

Following outcomes of the activities are the evidence of its success:

- Consistently running for years and organising so many beneficial events like Moot court competitions, Lok Sabha, client counselling sessions, debate sessions etc.
- Students and Teachers participate and organise various seminars, workshops, events etc.
- Confidence posed in the quality of activities and the level of activities conducted are always promising.
- The students contribute immensely towards the development of the college under the guidance of faculties and principal sir

6. Problems encountered and resources required

- Lack of Financial Resources – All the activities of Centres and Cells at RLC are conducted without charging additional fees from the students. This consequently limits the scope of the activity.

- Availability of Limited time schedule – The large variety of activities leads to clashes of time schedules, thereby making is difficult for students to choose one over the other activity.

7. Notes

ATTACHED HEREWITH IS THE LIST OF COMMITTEES AND CELLS FUNCTIONING IN THE COLLEGE TILL DATE:

List of Faculties and Students as Committee Mentors for Academic Year: 2022-2023

| SR NO. | NAME OF COMMITTEES | OFFACULTY MEMBER | STUDENT MEMBERS |
|--------|------------------------|--|--|
| 1. | Student Bar Forum | Prof.Samidha Dinde Prof.Bhoomi Katira | Sarthak Rai Juveria Shaikh |
| 2. | Sports Committee | Prof.Samidha Dinde Prof.Shweta Shah | Faraz Shaikh Gokul Kochey Sia Sharma |
| 3. | Field Trip Committee | Dr. Sajan Patil Prof.Shweta Shah | Sarthak Rai Karen Xavier |
| 4. | Moot Court Committee | Prof.Shweta Shah Prof.Bhoomi Katira | Hrishikesh Nabhar Anushka Parab Kedar Jadhav |
| 5. | Anti-Ragging Committee | Prof. Mehraj Mutawalli Prof.Samidha Dinde | Osama Shaikh Twyla Lobo |
| 6. | Examination Committee | Dr. Sajan Pail Prof.Shweta Shah Mr.Mohsin Syed | N/A |
| 7. | Cultural Committee | Prof. Shweta Shah Prof.Mehraj Mutawalli | Faaraz Shaikh Damini Singh |

| File Description | Document |
|---|-------------------------------|
| Link for any other relevant information | View Document |
| Link for Best practices in the Institutional web site | View Document |

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Rizvi Law College, Bandra was established in the year 2002 with an aim to create quality education. The institution thrives to focus on experiential learning for overall development of its students. Legal education places equal importance to theoretical as well as practical learning and to cater this need of students as per present legal industry standards, the institution ensures experiential learning for overall growth of students. Experiential learning stimulates analytical reasoning and critical thinking abilities helping students prepare for the practical world. The institution ensures experiential learning through activities such as academic field visits, moot courts, debates, JAM Sessions etc. Experimental Learning plays a key role in the teaching learning process as it bridges the gap between theory and practical learning, helping students understand the nuances of the legal field and allows them to prepare for their journey post course completion. In an effort to provide students with the best possible practical experience the institution organizes Court Visits, Supreme Court Visit, Jail Visit, Police station visit and learn practical aspects and day to day workings of these places. Post these visits students are asked to write reports on respective visits and share their learning. Students are also encouraged to participate in activities pertaining to socio legal issues where they perform street plays and carry out awareness programmes and spread legal knowledge in society.

The institution focuses on academic activities which are in line with practical learning relevant in the legal field. The institution has made an earnest effort in developing activities for students as part of experiential learning. The institution offers several academic activities to students which are incorporated as an integral and mandatory aspect in their internal assessment evaluation. Students of the institution participate in activities such as Lok-Sabha which provides them with insights of workings of the parliament and bill discussion sessions. Students across all programmes participate in Lok Sabha activity and get acquainted with the workings of the parliament. Experiential learning activity such as Client Counselling is conducted in order to bridge gap between theory and practical learning. This activity focuses on building ways to build client relationship and learnings beyond court room are highlighted in these activities. These events organized in college are judged by experienced external faculties and esteemed luminaries from the legal field. The institution in spite of having limited ICT resources ensures that students are informed about various ICT resources which does not require subscription. Educational websites and legal websites which are useful in practical learning are introduced. Students are taught to access working of websites of courts, filing RTI's, cyber complaints as part of experiential learning.

The institution has formed various committees including students and faculties as committee members.

The focus of these committees are on designated areas and students and faculties collectively work towards it. These committees conduct seminars, activities, under the guidance of faculty members. The institution not only imparts knowledge but focuses on learnings of different levels of learners. The Teaching Learning process used in the institution focuses on identifying the learning and grasping level of students based on which they are identified as slow learners, advanced learners. Semester examination results, results of internal assessment, active class participation are all equally taken into account in identifying the different levels of learners.

Students who are identified as advanced learners are encouraged to enhance their academic track by suggesting them books beyond course prescribed books. Advanced learners are encouraged to be active members of various committees of the institution where they learn handling of events, organizing programmes, Guest lectures, host academic events, and train junior students for inter collegiate events. Learners are encouraged for internships and preparation of other competitive exams, preparation of moot problems under faculty guidance. The institution has a law review committee where the advanced learners focus on research and mentor students in their research and writing activities.

Students identified as slow learners are given guidance by faculty members and students mentors to bring them in pace with other levels of learners. Slow learners are provided remedial lectures, doubt solving sessions after their regular lectures. They are given assignments and regular follow ups are taken with respect to their progress. Faculty mentors encourage students to participate in classroom discussions, they are encouraged to develop reading reference books in the library and clear doubts on the same day with faculties. The institution has always attempted to keep pace with recent learnings of the legal field and ensure that quality education is maintained with changing legal trends. The limitation in course designing and course structure has not hindered the institution in providing practical learning to its students. Recent amendments and changes in the practical workings of the field are introduced to students. The thrust of the institution is in creating holistic development of students.

| File Description | Document |
|---|-------------------------------|
| Link for appropriate web in the Institutional website | View Document |
| Link for any other relevant information | View Document |

5. CONCLUSION

Additional Information :

Rizvi Law College is next to other academic institutions, including degree colleges for the arts, sciences, commerce, hotel management, architecture, and MBA programs. This makes it possible for casual communication that leads to multidisciplinary peer learning.

The management's financial and other support to the institution's suggested activities contributes to achieving excellence in legal education. To ensure openness and convenience of use, standard operating procedures have been created in e-governance together with policies for administrative functioning.

The Institution continuously upgrades its infrastructure with management's assistance. The institution is making constant efforts to match the modern-era requirements of the students.

Concluding Remarks :

The paragraphs above describe the teaching method of *Rizvi Law College*, which sets it apart from other law colleges. The college aims to develop self-assured, competent, and responsible graduates who can perform their duties with confidence. RCL's approach to education is comprehensive, ensuring high academic standards while encouraging students to participate in co-curricular and extracurricular activities. The college is proud of its active Student's Bar Forum and the excellence it achieves. The faculty is young, dynamic, and dedicated to the overall development of the students.

Additionally, the college has efficient and hardworking administrative staff. RCL strives to be a positive and responsible member of society while fulfilling its responsibility as a provider of high-quality legal education. The college helps students unlock their potential and leave as mature, focused, and confident individuals, ready to lead fulfilling lives and contribute to society. They are well-prepared to fulfill their professional roles responsibly on a global scale. This is a testament to the college's persistent and unwavering efforts in this direction.

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | |
|-----------|--|---------|---------|---------|---------|---------|---|---|---|---|---|---------|---------|---------|---------|---------|---|---|---|---|---|
| 1.3.3 | <p>Percentage of students undertaking Moot Courts, Court visits, Arbitration/Mediation/Client Counseling Exercises, and internship in law firms/NGOs/Judicial Clerkships etc.,(Data to be given for the latest completed academic year)</p> <p>1.3.3.1. Number of students undertaking Moot Courts, Court visits, Arbitration/Mediation/Client Counseling Exercises, and internship in law firms/NGOs/Judicial Clerkships/ field projects etc.,(for the latest completed Academic year)</p> <p>Answer before DVV Verification : 618 Answer after DVV Verification: 565</p> <p>Remark : DVV has made the changes as per shared supporting document excluding the duplicates by HEI.</p> | | | | | | | | | | | | | | | | | | | | |
| 3.2.2 | <p>Number of research papers per teachers in the Journals notified on UGC website during the last five years</p> <p>3.2.2.1. Number of research papers in the Journals notified on UGC website during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>0</td> <td>2</td> <td>4</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>1</td> <td>2</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared data template document only considered the UGC care.</p> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 3 | 0 | 2 | 4 | 1 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 1 | 0 | 1 | 2 | 0 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 3 | 0 | 2 | 4 | 1 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 1 | 0 | 1 | 2 | 0 | | | | | | | | | | | | | | | | | |
| 5.1.2 | <p>Capacity building and skills enhancement initiatives taken by the institution include the following</p> <ol style="list-style-type: none"> 1. Soft skills 2. Language, communication and advocacy skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness about use of technology in legal process <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : DVV has selected theB. 3 of the above as per shared supporting document by HEI .</p> | | | | | | | | | | | | | | | | | | | | |
| 5.3.3 | <p>Average number of sports and cultural events/competitions youth parliaments organised by the</p> | | | | | | | | | | | | | | | | | | | | |

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 20 | 8 | 2 | 3 | 2 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 8 | 7 | 5 | 7 | 3 |

Remark : DVV has made the changes as per shared data template document excluding the days and youth festival .

6.2.3

Implementation of e-governance in areas of operation

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : DVV has selected the C. 2 of the above as per shared supporting document by HEI .

7.1.4

Water conservation facilities available in the Institution:

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

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

Answer After DVV Verification: B. 3 of the above

Remark : DVV has selected theB. 3 of the above as per shared supporting document by HEI.

7.1.5

Green campus initiatives include:

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

| | |
|-------|--|
| | <p>Answer before DVV Verification : A. Any 4 or All of the above Answer After DVV Verification: A. Any 4 or All of the above Remark : DVV has selected the A. Any 4 or All of the above as per shared supporting document by HEI .</p> |
| 7.1.6 | <p>Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: B. 3 of the above Remark : DVV has selected theB. 3 of the above as per shared supporting document by HEI .</p> |
| 7.1.7 | <p><i>The Institution has friendly, barrier free environment</i></p> <ul style="list-style-type: none"> • <i>Built environment with ramps/lifts for easy access to classrooms.</i> • <i>Divyangjan friendly washrooms</i> • <i>Signage including tactile path, lights, display boards and signposts</i> • <i>Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment</i> • <i>Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading</i> <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: A. Any 4 or all of the above Remark : DVV has selected the A. Any 4 or all of the above as per shared supporting document by HEI .</p> |

2.Extended Profile Deviations

| ID | Extended Questions | | | | | | | | | | | | | | | | | | | | |
|---------|--|---------|---------|---------|---------|---------|----|----|----|---|---|---------|---------|---------|---------|---------|----|---|---|---|---|
| 1.1 | <p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>12</td> <td>12</td> <td>9</td> <td>5</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>9</td> <td>9</td> <td>6</td> <td>4</td> </tr> </tbody> </table> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 14 | 12 | 12 | 9 | 5 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 12 | 9 | 9 | 6 | 4 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 14 | 12 | 12 | 9 | 5 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 12 | 9 | 9 | 6 | 4 | | | | | | | | | | | | | | | | | |

1.2

Number of sanctioned posts year-wise during last five years

Answer before DVV Verification:

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

Answer After DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 14 | 12 | 12 | 9 | 4 |