



**INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)**

Accreditation - (Cycle -1)

PEER TEAM REPORT ON

**INSTITUTIONAL ACCREDITATION OF
HINDI VIDYA PRACHAR SAMITIS COLLEGE OF LAW
C-58786
Maharashtra
Mumbai
400086**

Section I: GENERAL INFORMATION

1.Name & Address of the institution:	HINDI VIDYA PRACHAR SAMITIS COLLEGE OF LAW Mumbai Maharashtra 400086
2.Year of Establishment	2017
3.Current Academic Activities at the Institution(Numbers):	
• Faculties/Schools:	1
• Departments/Centres:	1
• Programmes/Course offered:	3
• Permanent Faculty Members:	4
• Permanent Support Staff:	5
• Students:	785
4.Three major features in the institutional Context (As perceived by the Peer Team):	1. ICT enabled Class rooms 2. Well connected campus catering the local needs 3. Lingustic minority institution

5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 19-12-2024 Visit Date To : 20-12-2024
6.Composition of Peer Team which undertook the on site visit:	
Chairman:	Prof. (Dr.) MOHAMMAD TARIQ
Member Co - ordinator:	Umesh Kumar
Member:	Rama Krishna Prasad Mandava
NAAC Co - ordinator:	Dr. Vishnu Mahesh K R

Section II:Metric and Criterion Analysis

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion

(This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each Criteria and Metrics)

Criterion 1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion 1)

1.1 Curricular Planning and Implementation

1.1.1 QIM	<p><i>The Institution ensures effective curriculum delivery through a well planned and documented process.</i></p> <p>Hindi Vidya Prachar Samiti's College of Law is located in the densely populated area having good connectivity with limited space The college is affiliated to University of Mumbai and offers three independent courses, namely, LL.B. 3 Years Course, B.L.S. /LL.B. 5 Years, and LL.M. 2 Years (Post-Graduate Course). It has three P.G. Diploma Courses. All the courses are blending theory with practical legal applications.</p>
1.1.2 QIM	<p><i>The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation(CIE).</i></p> <p>The college follows rules and guidelines of University of Mumbai in all academic matters. The curriculum is designed by the University of Mumbai. College has representation in Board of Studies to place their cause before the university. Any suggestion for change in syllabus can be placed through their representation in BoS. The college follows the semester system of examination for all the programmes run by the college. The college tries to bridge the gap between classroom learning and real-world application by focusing on both theory and practice. The college also offers some value added courses to the students. As per the curriculum, the college prepares academic calendar and adheres to it strictly. The IQAC ensures the effective implementation of the curricula and observes the completion of the courses from time to time. Teaching is augmented with mentoring, seminars, assignments, legal aid training, moot court, co-curricular activities and ICT-enabled teaching. The question papers are supplied by the University and conducted by the College. Evaluation is also done by the college for first 2 years in LL.B. and first 4 years in BA.LL.B. course. Final year examination is entirely conducted by the University through online screening management system.</p>
1.3	<p><i>Curriculum Enrichment</i></p>

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

**1.3.1
QIM**

College is committed to social responsibility, legal advocacy, and community engagement through various programs and initiatives aimed at fostering a sense of social consciousness among students and contributing positively to society. The college has organised various programmes on constitutional and human values to sensitize the local people.

Qualitative analysis of Criterion 1

HVPS College of Law is affiliated to the University of Mumbai. Being an affiliated college, it has no flexibility in curriculum development. The college prepares an academic calendar and adheres to the same. Teachers use ICT and other methods of teaching. Students' performance is evaluated through continuous assessment through internal and end-term examinations. The college follows a semester pattern for all the programs. Professional Ethics is offered as a practical course. The college also offers value-added courses free of cost to the students. The college provides various learning experiences to the students through various activities such as moot court and trial advocacy, and it invites prominent legal luminaries for guest lectures to provide practical knowledge. The college had a green wall initiative wherein potted plants were planted on the wall, and there was also a greenhouse initiative on the college rooftop.

**Criterion 2 - Teaching-learning and Evaluation
(Key Indicator and Qualitative Metrics(QIM) in Criterion 2)**

2.2

Catering to Student Diversity

<p>2.2.1 QIM</p>	<p><i>The institution recognises multiple intelligences of students and creates policies and programs for all kinds of learners. The institution assesses the learning levels of the students and organises special Programmes /policies for different levels of learners.</i></p> <p>The admission to LL.B. 3 Years programme and B.L.S. /LL.B. 5 Years programme is based on Common Entrance Test conducted by University of Mumbai.</p> <p>Admission to LL.M is based on common entrance test by the University. The HVPS College of law has adopted policy for all types of learners keeping in view the varieties of the intelligence of the students from Hindi medium. The institute is a linguistic minority institute due to which reservation policy of the govt. is not applicable.</p>
<p>2.3</p>	<p><i>Teaching- Learning Process</i></p>

	<p><i>Student centric methods, such as experiential learning, participative learning, peer learning, team teaching, case law method and problem solving methodologies are used for enhancing learning experience and teachers use ICT-enabled tools including online resources for effective teaching learning process.</i></p>
<p>2.3.1 QIM</p>	<p>The college organizes induction programme for the students. College has adopted disability policy of the govt. and thereby the differently abled students are given extra time in internal assessment as well as end term examination. There are facilities for PWD candidates such as separate washroom, lift, computer with braille keyboard in the library/computer lab. Students who take admission in this college are of diverse social and economic backgrounds. The students are encouraged to get involved in different activities as per their skill and interest arenas. The course coordinators of each course also monitor the performances of the students through their internal assessment tests and final semester marks. Basing on the same a categorization is made between fast learners and slow learners. Students who are considered fast learners are motivated by the college to actively participate in inter-collegiate competitions for which financial assistance is provided by the college. Also, to encourage them the college motivates them to write legal blogs for college website. And among them some are chosen as student mentors for the junior classes. Slow learners are given special attention by the teachers.</p>
<p>2.3.2 QIM</p>	<p><i>The institution adopts effective schemes for mentoring students through teacher mentors and student mentors to address academics and student-psychological issues.</i></p> <p>There are 9 teachers in the college out of which 4 teachers are permanent. Only 04 teachers are qualified as per UGC norms. Only 2 teachers are having PhD. Permanent teachers are appointed as per govt norms whereas teachers on contract are appointed by the management. Ther is requirement of more permanent teachers as per UGC norms to strengthen the teaching learning process in the college.</p>

2.5	<i>Evaluation Process and Reforms</i>
2.5.1 QIM	<p data-bbox="607 161 1758 272"><i>Mechanism of internal assessment is transparent and robust in terms of frequency , mode and innovation along with prevalence of mechanisms to deal with internal exam related grievances which is transparent and time-bound.</i></p> <p data-bbox="607 308 1774 799">The assessment of the learning levels of the students is primarily based on the continuous evaluation process implemented by the faculties in their classroom teaching for which they are evaluated. Factors such as class participation including engaging in meaningful conversations quoting recent developments in the law(s) being discussed in the class, the contemporary issues and developments on the subject-matter of discussion are facets of this evaluation process. The evaluation process is as laid down by the University of Mumbai. There is 75 % weightage for end semester and 25% for internal assessment component. The question papers are provided by the University and the examination is conducted by the College. Evaluation is also done by the college for first 2 years in LL.B. and first 4 years in BA.LL.B. course. Final year examination is entirely conducted by the University.</p>
2.6	<i>Student Performance and Learning Outcomes</i>
2.6.1 QIM	<p data-bbox="607 904 1774 1059"><i>The institution has stated learning outcomes (Program and Course outcomes)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution.</i></p> <p data-bbox="607 1094 1774 1358">The college aligns with the University of Mumbai's programme and course outcomes, disseminating this information through the college website, library, and induction programmes. The college evaluates the programme outcomes and course outcome through the marks obtained by the student, their achievement in different competitions The survey of student and alumni achievements done by the college also gives an understanding of the achievement of the outcomes.</p>
Qualitative analysis of Criterion 2	

Students' admission to all the programs is based on a centralized entrance test. The admission is based on the general rules of the University of Mumbai. To cater to the students' diversified needs, the college tries to identify the slow learners. Slow learners were identified using several criteria, such as marks obtained on the test, the students' presentation skills during the seminars and their class participation. Faculty members are designated as mentors and involved in identifying slow learners. The college also offers counselling services by a professional counsellor to address the students' stress and mental and emotional issues. The program outcomes and the course outcomes have already been identified by the University of Mumbai. After the declaration of the result, the faculty assesses the students' level of achievement in the outcomes of the courses. The college has a grievance committee to address grievances regarding the assessment.

Criterion 3 - Research, Innovations and Extension
(Key Indicator and Qualitative Metrics(QIM) in Criterion 3)

3.3	<i>Extension Activities</i>
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3.3.1 QIM	<p><i>Institution's Legal aid/community services and Outcomes of extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues, holistic development, and awards received, if any.</i></p> <p><i>(Showcase at least four case studies to the peer team).</i></p>
	<p>The Institution plans and organizes community outreach programmes through DLLE, Community Exchange Club Activities, Women Development Cell and Legal Aid Committee. The Legal Aid Committee consist of 3 students with two faculty in-charge who plans the Legal Aid Activities. All the final-year students participate in the legal aid activities. Various legal awareness camps are conducted, and the Institution has also been informed that they provide legal advice through a panel of 20 lawyers. However, the records regarding this initiative is not properly maintained. Through DLLE, the Institution distributed health and hygiene kits to police and also conducted free medical checkups. Under the Community Engagement Club, students visited an orphanage, and the Women Development Cell conducts awareness camps on women's safety and health. These activities provide a platform for the students to learn several skills a lawyer requires in the profession and also sensitize the students about the social realities.</p>
3.3.3 QIM	<p><i>Students participating in Lokadaalat/Para Legal Volunteering/Pro-bono, PIL etc and the outcomes are evident.</i></p>
	<p>Three Public Interest litigations were filed by students belonging to the Institution. The first PIL is against carrying poultry in open vehicles, the second one is against illegal slaughtering of animals, and the third one is on restriction on entry of public places on the people who did not get vaccinated during COVID time. All three PILs were successful. One of the students from second-year LL.M. was selected as a panel member of Lok Adalat.</p>
<p>Qualitative analysis of Criterion 3</p>	

The Institution received no funding from any agency for any academic activity. Two faculty members had a doctorate degree in law. No faculty were recognized as research guides. The Institution organized many seminars/webinars within the cycle period. The majority of them are online. Out of 9 publications, 3 are in Scopus and 3 are in UGC Care List. The Institution provides Rs. 2000 annually to a faculty to attend conference/seminars etc. It is pertinent to note that the students successfully filed three PIL. Community outreach is the most important aspect of this college. The Institute needs to augment the legal aid activities, tailor-made for the community's needs and maintain a proper record of the activities. The Institution could develop a comprehensive policy for promoting research and financial incentives for research publication to encourage faculty members. Faculty also need training in drafting project proposals to get funding for research projects.

Criterion 4 - Infrastructure and Learning Resources
(Key Indicator and Qualitative Metrics(QIM) in Criterion 4)

4.1	<i>Physical Facilities</i>
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	<p><i>The institution has adequate infrastructure facilities for</i></p> <p><i>a. teaching - learning. viz., classrooms, laboratories,</i></p> <p><i>b. ICT enabled facilities such as smart classes, LMS etc.</i></p> <p><i>c. Facilities for cultural and sports activities , yoga centre, games (indoor and outdoor) gymnasium, auditorium etc.</i></p> <p>Describe the adequacy of facilities within a maximum of 500 words</p>
<p>4.1.1 QIM</p>	<p>The Institution has 15 Classrooms with air conditioners. The classrooms are divided into two different buildings. On the main college campus, 10 classrooms are available. The remaining five classrooms are in another building called the satellite campus, within walking distance from the main campus. The satellite campus is in rented premises located in a commercial complex. It has five classrooms with a provision of partition to make them into 10 classrooms. The partition does not seem to be a healthy practice as it would cause disturbance when both classes are engaged simultaneously. The Principal informed the Team that this was a temporary arrangement as the new building would be completed by next year. The proposed new building is next to the main campus, and the construction work of the foundation is ongoing. The seating arrangement of the classrooms needs an upgrade. All the classrooms on the main campus are equipped with LCD Projectors, and 10 Classrooms on the satellite campus have interactive whiteboards. The Institution had a dedicated Wi-Fi internet connection with a bandwidth of 100mbps. The Institution has one gym and one common auditorium. The girls' common room also has facilities for indoor games such as Chess and Carrom. Regarding the lack of a playground, the authority informed the Team that The college is situated in a prime commercial area. The availability of land is an issue; hence, the playgrounds are hired whenever there is a need.</p>
<p>4.2</p>	<p><i>Library as a Learning Resource</i></p>

<p>4.2.1 QIM</p>	<p><i>Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscription to e-resources and journals are made. The library is optimally used by the faculty and student.</i></p> <p>The library consists of 600 sq. Ft which is not spacious. The current book count as per accession register shows 4017 and subscribes to only 5 journals and newspapers, which are useful for professional general knowledge. The library The Institution has one gym and one common auditorium. The girls' common room also has facilities for indoor games such as Chess and Carrom. Regarding the lack of a playground, the authority informed the Team that The college is situated in a prime commercial area. The availability of land is an issue; hence, the playgrounds are hired whenever there is a need. The library is partially automated. The library lacks good reference books and rare collections. AIR is available only from 2017. Students are provided server-based access to LexisNexis, N-LIST and AIR Online. Graduate students are allowed to take only one book for 7 days. LL.M. Students are allowed to take two books. The furniture in the library is very basic, with long tables and chairs and not as per norms of the regulating body. The reading room and the library is both in one hall with a seating capacity of 50. Another adjacent room with a capacity of another 50 for reading is provided.</p>
<p>4.3</p>	<p><i>IT Infrastructure</i></p>
<p>4.3.1 QIM</p>	<p><i>Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection.</i></p> <p>The Institution has a 100 mbps speed Wi-Fi connection. A computer room with 40 computers is provided for the students to use online resources. All the teachers are using PPT as a teaching aid. Teachers send resources and PPTs to the students. A video conferencing facility is also available.</p>
<p>4.4</p>	<p><i>Maintenance of Campus Infrastructure</i></p>

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

**4.4.2
QIM**

Classrooms and other parts of the campus are found cleaned regularly and their maintenance is also carried out. Regular maintenance is carried out. A system administrator is appointed to look after the ITC facilities. 40 CCTV cameras are installed covering the classrooms and the other common areas. The Annual Maintenance Contracts were made for electrical gadget usage. The IT department will take care of the maintenance and upkeep of computers, CCTVs and Teaching Aids. Biometric attendance is maintained for all the staff.

Qualitative analysis of Criterion 4

The Institution is located near both the railway and metro stations. It operates across two campuses. However, the satellite campus, located in a commercial area, does not provide an ideal educational environment. The division of one classroom into two smaller spaces using a temporary partition has resulted in cramped conditions for students. The Institution have a Moot Court Room, though its seating capacity is very limited to just 40. In the college 40 CCTV cameras are in operation, covering classrooms and common areas for security. The library has 4,017 books, with one computer dedicated to visually challenged students. The footfall register shows that library usage by the students is very low and reading space is insufficient. The current library furniture needs an upgrade to create a better reading environment. Student participation in sports remains an area for improvement and further encouragement is needed to foster greater involvement in sports activities.

Criterion 5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion 5)

5.1 *Student Support*

<p>5.1.3 QIM</p>	<p><i>Efforts taken by the institution to provide career counseling including e-counseling and guidance for competitive examinations during the last five years.</i></p> <p>The college is making efforts to ensure that students receive guidance to develop a strong understanding about the opportunities and career paths in the legal field. Beyond the traditional curriculum that is being taught, the college provides varied exposure to the students through different academic programmes like conferences, seminar and webinars. Through such events the students get the opportunity to meet and interact with several legal personalities like judges and advocates of Bombay High Court, Supreme Court and distinguished jurists of various institutions.</p>
<p>5.3</p>	<p><i>Student Participation and Activities</i></p>
<p>5.3.2 QIM</p>	<p><i>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).</i></p> <p>Student's representation through various committees helps in the smooth functioning of the college, organizing programmes and encouraging active participation of students in the institution activities. They are a part of the statutory committees of Internal Complaints Committee, Anti Ragging Committee and Grievance Redressal Committee. The college establishes an active Student Council Body in which students take initiative and function as President, General Secretary and Treasurer. The major purpose of formation of this body is active participation and representation of students in all college related activities and in streamlining the overall communication and coordination process and it also helps to build a good relation between the teachers and students.</p>
<p>5.4</p>	<p><i>Alumni Engagement</i></p>

5.4.1 QIM	<i>The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and teaching, mentoring other support services during the last five years.</i>
	The college has registered Alumni Association. There are many alumni who have shown their interest to be formal member of the association. This association helps in building a strong professional network between passed out students and the institution.

Qualitative analysis of Criterion 5

The college guides the students about the career opportunities available to them and, to sensitize the students about the same, conducts several seminars, guest lectures and webinars. These activities provide opportunities for the students to interact with legal luminaries from different walks of the profession. Students' representation in the administrative, curricular and co-curricular activities is ensured by making them part of various committees such as the Internal Committee, Grievance Committee and Anti-Ragging Committees. The college also has a student council. The Student Council actively participate in all activities and provides learning between the college and the students. Alumni association contribute to the growth of the college through mentoring the students in moot court competitions, clinical activities and sponsorship.

**Criterion 6 - Governance, Leadership and Management
(Key Indicator and Qualitative Metrics(QIM) in Criterion 6)**

6.1	<i>Institutional Vision and Leadership</i>
6.1.1 QIM	<i>The governance of the institution is reflective of and in tune with the vision and mission of the institution.</i>
	The college is entirely governed and regulated under the College Development Committee comprising of the trustees, President, Director and the Principal. The college consists of the teaching staffs, non-teaching staffs and library staffs. These staffs include the Management at the apex authority, followed by the principal of the college, then the IQAC coordinator, followed by the Assistant Professors.

<p>6.1.2 QIM</p>	<p><i>The effective leadership is visible in various institutional practices such as decentralization and participative management.</i></p> <p>Regular classes are being conducted with the help of ICT tools and other modern equipment. The college also appoints advocates as visiting faculties for teaching the procedural parts of the laws. The college encourage the students to participate in co-curricular activities such Moot Court competitions, Drafting and pleading competitions, Client Counselling, Parliamentary debates, etc. as well as enrol in extra-curricular activities such as running the marathon, writing essays, narrating poems, showcasing music and art talents. The field visits are also organized by the college for the students such as in Court of Law, Judicial academy, police stations, advocate offices. Students are also encouraged to participate in internships in law firms while pursuing their studies.</p>
<p>6.2</p>	<p><i>Strategy Development and Deployment</i></p>
<p>6.2.1 QIM</p>	<p><i>The institutional Strategic/ perspective plan is effectively deployed.</i></p> <p>Vidhitaksh' the magnificent law fest which is organized every year by Hindi Vidya Prachar Samiti's College of Law is designed in a manner that reflects of knowledge, advocacy and skills of learners. The College is trying to cope up with the visions and missions of the institute. The college has started several Value-added courses but most of the students are not aware of these programs. Various resource persons have been invited to deliver lectures on different topics on the concerned area.</p>

	<i>The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.</i>
6.2.2 QIM	The college has not appointed sufficient number of teaching, administrative and library staffs. The faculty members are governed by the norms prescribed by the University of Mumbai. The recruitment policy is as per the Government directive. Till date the college has not adopted any promotion policy for the faculty members non-teaching staff. The casual leaves are provided by the management. While the festive leaves are granted as per the University of Mumbai directives.
6.3	<i>Faculty Empowerment Strategies</i>
	<i>The institution has effective welfare measures for teaching and non-teaching staff.</i>
6.3.1 QIM	For the non-teaching staffs, the similar facilities are provided like casual leaves, yearly 10% increments and maternity benefits. The peons and watchman of the college are provided with college Uniforms for their daily wear in the college along with a washing allowance for the Uniforms and festival advance.
	<i>Institutions Performance Appraisal System for teaching and non-teaching staff.</i>
6.3.4 QIM	The College does not have any specific performance appraisal system for teaching and non teaching staff for the purpose of promotion. However the appraisal is done on annual basis for increment which is decided by the management.
6.4	<i>Financial Management and Resource Mobilization</i>
	<i>Institution conducts internal and external financial audits regularly.</i>
6.4.1 QIM	The College conducts internal and external audit. The final audit report along with the financial statements are approved by the Fee Regulating Authority.

	<i>Institutional strategies for mobilisation of funds and the optimal utilisation of resources.</i>
6.4.3 QIM	The main source of income for the college is the fees received from the students of all three-degree programmes and Diploma Courses. Admission fee is fixed by the Fee Regulation Authority (FRA) on the basis of the proofs and documents of the last academic year submitted by the college.
6.5	<i>Internal Quality Assurance System</i>
6.5.1 QIM	<i>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes.</i> The IQAC cell of the college has taken several initiatives but some constructive actions have to be materialized in time bound manner to strengthen the pillars of the institution.
6.5.2 QIM	<i>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.</i> <i>(For first cycle - Incremental improvements made for the preceding five years with regard to quality</i> <i>For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)</i> With the help of Women Development Cell the College has taken some steps to create and maintain an environment that is conducive for the promotion of gender equity. Female students are given equal opportunities as the male students for participating in various extra and co-curricular activities. There is the Student's Council of the college which consists of female members also and creating a favourable environment to the female students for their overall development.
Qualitative analysis of Criterion 6	

The faculty of the college are well equipped with ICT and conduct the classes using ICT. Lawfest is conducted annually to impart the legal skills among the participants. The college had conducted the assessment of outcome-based education. The IQAC carried out the evaluation of program outcomes and course outcomes. The college is self-financed, and all its expenditure is met from the fees collected from the students. The college has not received any funds for research projects or for conducting seminars and conferences. The college had drafted various policies regarding e-governance, green initiatives, and administration. However, policy on research and innovation is missing.

**Criterion 7 - Institutional Values and Best Practices
(Key Indicator and Qualitative Metrics(QIM) in Criterion 7)**

7.1 Institutional Values and Social Responsibilities

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

**7.1.1
QIM**

The college has facilities for gender sensitivity. Each year the college conducts gender audit to maintain and promote the steps that has been taken to promote gender equity in the campus. College is taking services of a professional councillor for the counselling of the girls. The college also has been conducting various activities including International Women’s Day, women health and hygiene to encourage gender equity. College campus is under CCTV surveillance. Female security guards have been stationed at different places in the campus. Internal committee is also functional in the college which needs restructuring as per UGC guidelines.

<p>7.1.3 QIM</p>	<p><i>Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words).</i></p> <ul style="list-style-type: none"> • <i>Solid waste management</i> • <i>Liquid waste management</i> • <i>Biomedical waste management</i> • <i>E-waste management</i> • <i>Waste recycling system</i> • <i>Hazardous chemicals and radioactive waste management</i> <p>College does not have provision for segregation of biodegradable and nonbiodegradable waste. However, college has kept one small bin with vermi compost. There is no policy for liquid waste management. The college has provision for rainwater harvesting through ring well and rain water after filtration is used for irrigation of plants and during scarcity of water for cleaning etc.</p>
<p>7.1.5 QIM</p>	<p><i>Green campus initiatives include</i></p> <p><i>Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plantsetc in 500 words.</i></p> <p>Staff and students use public transport. College has conducted environment audit. A living green wall has been installed with potted plants in the college campus. The college has provision for rainwater harvesting through ring well and rain water after filtration is used for irrigation of plants and during scarcity of water for cleaning etc.</p>

<p>7.1.7 QIM</p>	<p><i>The Institution has Differently-abled (Divyangjan) friendly, barrier free environment. Write description covering the various components of barrier free environment in your institution within 500 words.</i></p> <ul style="list-style-type: none"> • <i>Built environment with ramps/lifts for easy access to classrooms.</i> • <i>Divyangjanfriendly 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, font enlargement etc.,</i> <p>The Institution have an elevator facility with Braille-enabled buttons installed. The Institution provided a special washroom with grab bars and railings for the differently-abled. The library provides one computer with a braille-enabled keyboard for the visually impaired. Reservations are provided as per the University of Mumbai norms. Assistance and extra time in examinations are provided as per the University norms.</p>
<p>7.1.8 QIM</p>	<p><i>The Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and such other diversities (Institution to describe the activities within 500 words).</i></p> <p>The Institution encourages and celebrates diversity through its motto, "Unity in Diversity." It organizes various activities aimed at promoting ethical, cultural, and spiritual values. These activities include the Fresher's Party, Farewell Party, Traditional Day, and "Etnica," a unique cultural fest. Additionally, the Institution observes significant days such as Yoga Day, National Minority Day, World Social Justice Day and Zero Discrimination Day. The Institution also celebrates Hindi Day and Marathi Bhasha Gaurav Divas to honour linguistic diversity.</p>

7.1.9	<i>Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens</i> <i>Institution to describe the various activities for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.</i>
QIM	Apart from the activities related to the syllabus the Institution also instilled constitutional value among the students through the celebration of Indian Constitution Day, Republic Day, Zero Discrimination Day and the birthdays of various freedom fighters.
7.2	<i>Best Practices</i>

	<p>Two Best practices successfully implemented by the Institution (Institution to describe as per the NAAC format provided in the Manual in 1000 words).</p>
<p>7.2.1 QIM</p>	<p>The College has established a Legal Aid Committee to organize annual legal aid camps. The Committee collaborates with experienced advocates to offer free legal advice to those in need. These camps provide valuable hands-on experience for the students involved. As part of the camp organization, students also visit local communities to raise awareness about the legal aid services available. This outreach helps ensure that those who require legal assistance are informed about their rights and the resources available. During the interaction, many students and the Alumni of the Institution expressed that the frequency of such activities must be increased. However, the records need to be maintained and updated. This activity would also strengthen the relationship between the community and the Institution.</p> <p>The College has introduced a blog writing initiative. The students are encouraged to write on contemporary legal issues, which fosters both research and creative writing. This initiative offers an excellent opportunity for students to explore and reflect on a wide range of legal topics that may not necessarily be covered in the classroom curriculum. This activity providing them with a platform to share their thoughts and opinions. The faculty members play an essential role in this initiative by reviewing and screening the students' blog posts. They ensure the factual accuracy of the legal analysis and provide constructive feedback to help students improve their legal writing skills. This process ensures that students learn how to express their ideas effectively and develop a deeper understanding of the law.</p>
<p>7.3</p>	<p><i>Institutional Distinctiveness</i></p>
<p>7.3.1 QIM</p>	<p><i>Performance of the Institution in one area distinctive to its priority and thrust within (institution to describe in 1000 words).</i></p> <p>The college is a linguistic minority institution catering the need of the local people having good connectivity.</p>

Qualitative analysis of Criterion 7

The college is sensitizing the people on different gender issues and also encouraging the students to celebrate the national festivals. College has established a Legal Aid Committee to organize annual legal aid camps at the college. The Legal Aid Committee collaborates with experienced advocates from the High Court and Sessions Court to offer free legal advice. Stakeholders gain firsthand knowledge of how the legal system operates in practice and develop essential skills in client interviewing, counselling, and understanding real-world legal issues. As part of the camp organization, students also visit local communities to raise awareness about the legal aid services available. Blog writing offers an excellent opportunity for students to explore and reflect on a wide range of legal topics. The college is a linguistic minority institution catering the need of the local people having good connectivity.

Section III:OVERALL ANALYSIS (based on Institutional strengths.Weaknesses,Opportunities & Challenges(SWOC)(up to 500 words))

Overall Analysis

- Limitation of space: There is very limited space for classroom as well as library.
- Number of qualified teachers is very less.
- The college caters the academic need of the locality as majority of the students are from the locality only.

Coordination and cooperation among all the stakeholders of the institution.

Teachers firmly believe in holistic learning.

Student centric approach in teaching learning process.

Wide range of extension, co-curricular and extra-curricular activities.

Optimum utilization of resources.

ICT enabled classrooms, library, seminar hall, conference room and auditorium.

Special facilities for the differently abled persons.

Promotion of gender equity in the campus.

Locational advantages: Campus is well connected.

Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to ten major ones and use telegraphic language)

(It is not necessary to indicate all the ten bullets)

- Recruitment of qualified teachers on priority basis.
- Carry out time bound promotion for teachers and non-teaching staff.
- Strengthen Placement Cell.
- Ensure proper E-waste management.
- All the classrooms must be spacious.
- To provide more space in the library and purchase standard reference books
- Increase number of books for students to be issued by the library.
- Institution shall strive for funding from government and other agencies for research projects and seminar/conferences.
- Providing research facilities and incentives to the teachers.

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution
Seal of the Institution

Signature of the Peer Team Members:

Sl.No	Name		Signature with date
1	Prof. (Dr.) MOHAMMAD TARIQ	Chairperson	
2	Umesh Kumar	Member Co-ordinator	
3	Rama Krishna Prasad Mandava	Member	

4

Dr. Vishnu Mahesh K R

NAAC Co-ordinator

Place:

Date