



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

**DEVI SHARVANI EDUCATION SOCIETY'S V.
M.SALGAOCAR COLLEGE OF LAW**

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403002

<https://www.vmslaw.edu.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

V. M. Salgaocar College of Law (VMSCL), the first law college in the State of Goa, was established 50 years ago by **Shri V. M. Salgaocar** a renowned Philanthropist and Industrialist started the college to provide quality legal education to students in Goa. Over the past **FIVE** decades, the institution has demonstrated sustained growth and currently offers two undergraduate programs, one postgraduate program, and a Ph.D. program.

The college is now in its fourth cycle of NAAC accreditation. It achieved an 'A' grade in the first two cycles (85.20 and 3.29, respectively) and a 'B+' grade (2.56) in the third cycle. In addition to NAAC accreditation, the institution participates in the NIRF and AISHE.

As a trailblazer in legal education in Goa, V. M. Salgaocar College of Law introduced the five-year law course in 1998 and pioneered the postgraduate program in law in 2000. The college continued to lead by establishing a research center affiliated with Goa University in 2005, enabling the introduction of the Ph.D. program in the State.

The institution's uniqueness is reflected in its innovative programs. It was among the first in India to adopt clinical methods in legal education, gaining national and international recognition. Some notable accolades include:

- **Institutional Excellence Award (2011)** from the Society of Indian Law Firms and Menon Institute of Legal Advocacy Training, New Delhi has been awarded for Excellence in Community Service
- The **Law Commission of India** reproduced a report on Law School Based Legal Aid Clinics in Seven States in India prepared by the institution
- **Community Engagement Award** for the Child Rights Clinic, awarded by Herbert Smith Freehills in 2019
- **Knowledge Steez Award** in 2018 and 2019 for Legal Aid Activities of the College.
- **Droit Penale Appreciation Award (2021)** for Legal Aid
- **District Environment Championship Award (2024-25)** for North Goa, presented by the National Educational Trust of India, GOI for Environmental Initiatives of the College.

V. M. Salgaocar College of Law is not only a pioneer but a dynamic institution committed to continuous improvement. It has made significant advancements in infrastructure, IT facilities, and peer-inspired learning while fostering innovation in legal education. The institution leverages technology in both teaching and assessment and empowers its faculty through exposure to the latest developments in law, education, and technology.

The college's governance structure adheres to UGC guidelines, ensuring the efficient operation of the institution. It has established all required statutory and non-statutory bodies and is supported by a dedicated administrative staff that manages institutional operations and correspondence effectively.

Vision

" LET JUSTICE BE DONE, THOUGH THE HEAVENS FALL."

The vision 'Let Justice be done though the Heavens Fall'.

Institution's vision is to uphold justice without compromise, ensuring that truth and fairness prevail, irrespective of the challenges or consequences that may arise.

Mission

EXCELLENTIA JUSTITIA ET HUMANITAS (Excellence in Legal Education in pursuance of justice and service to humanity.)

The institution's mission is 'Excellentia Justitia et Humanitas', which means 'Excellence in Legal Education in pursuit of Justice and service to humanity'.

- **Excellence in Legal Education:** The Institution committed to delivering top quality legal education that equips our students with the knowledge and skills necessary for professional success.
- **Pursuit of Justice:** The Institution is dedicated to fostering fairness and integrity among our students, preparing them to advocate for justice within society.
- **Service to Humanity:** The institution is committed to being an integral part of society, designing initiatives that engage students in applying their legal knowledge for the betterment of communities, thereby instilling a strong commitment to public service.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **National and International Recognition:** VMSCL is esteemed both domestically and globally for its academic excellence and contributions to legal education.
- **Experienced and Dedicated Faculty:** A highly skilled and committed faculty provides quality education and support to students.
- **Diverse and Successful Alumni Network:** Graduates are practicing professionals across various legal fields, contributing to a broad and influential alumni network.
- **Safe and Inclusive Campus Environment:** The institution promotes a healthy, supportive atmosphere free from toxicity and threats.
- **Innovative Experiential Learning:** Unique hands-on learning opportunities enhance students' practical skills and real-world experiences.

Institutional Weakness

- **Limited Geographical and National Diversity:** The institution faces challenges in attracting a diverse student and staff population from various regions and national backgrounds specifically in the context

of State Govt. Regulatory Mechanism.

- **Infrastructural Constraints:** Existing facilities may not fully meet the growing demands for modern educational and extracurricular activities.
- **Need for Broader Collaborations:** There is a need to extend partnerships beyond the educational sector to include industries and other sectors.
- **Underdeveloped Alumni Networking:** The alumni network lacks cohesion and connectivity, which hampers robust support and collaboration.
- **Opportunities for Interdisciplinary Research:** There is room to enhance interdisciplinary research initiatives, promoting collaboration across various academic disciplines.

Institutional Opportunity

- **Enhancing International Exposure:** Expanding global engagement opportunities for students and faculty to broaden horizons.
- **Strengthening Research and Publications:** Increasing the focus on high-quality research and academic output.
- **Establishing Specialized Legal Chairs:** Creating dedicated Chairs in emerging areas of law to foster expertise and innovation.
- **Introducing Twinning Degree Programs:** Developing joint degree initiatives with other institutions to diversify academic offerings.
- **Promoting Law Among Youth:** Leveraging the growing interest in law among younger generations to attract aspiring legal professionals.

Institutional Challenge

- **Reliance on Financial Support:** The institution depends on external financial resources to sustain and grow its operations.
- **Adapting to a Rapidly Evolving Legal Landscape:** Continuous adaptation is necessary due to the fast-paced changes in law driven by AI and communication technologies.
- **Preparing Faculty for Emerging Challenges:** Training teachers to effectively respond to new educational and professional demands.
- **Leveraging Alumni Strengths:** Identifying ways to fully utilize the expertise and influence of alumni for institutional development.
- **Maximizing Student Potential:** Creating opportunities to nurture students' talents for greater academic and professional success.
- **Building an Institution of Excellence:** Striving to achieve the highest standards of academic and institutional excellence.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution firmly believes in the transformative power of clinical legal education. We recognize that practical skills, alongside theoretical knowledge, are essential in shaping competent lawyers. Consequently, we emphasize the practical application of legal knowledge to ensure our students are well-prepared for the

challenges of the legal profession. Therefore, VMSCL ensures 100% of students undertake skill training during their respective program.

To improve imparting of legal education the curriculum has been revised twice in the last 5 years. To enhance curriculum, the college has introduced certificate and add-on courses, which are periodically conducted with the involvement of alumni and in-house experts. In the last five years, the institution has conducted more than 20 add-on courses for the benefit of the students. These courses are designed to provide comprehensive knowledge, skills, and practical applications that complement our existing programs.

By adopting a scientific approach to curriculum delivery, VMSCL has established clearly defined Course Outcomes and Program Outcomes. These outcomes serve as guiding principles for designing activities and have been effectively mapped to both internal assessments and end-semester evaluations.

To cater to the diverse interests of our students, VMSCL offers 31 courses as a part of BCI mandate, in addition the institution has developed 5 more electives along with certificate and add-on courses. This allows students to explore specific areas of law that align with their interests. Wherein, 67% of students undergo such experiential learning.

Remaining true to the vision and mission, we integrate a value-based learning process into our curriculum delivery. Firstly, the teachers deliver the curriculum of almost 68 courses by incorporating professional ethics, gender sensitivity, constitutional and human values. Additionally, we have introduced value-based activities in both co-curricular and extracurricular contexts. For instance, our legal aid initiatives foster sensitivity toward social issues, while clinical activities raise awareness about specialized legal fields.

The legal aid activity creates sensitivity towards social problems and challenges. As a result the students of the institution has filed one PIL in last five years, however, in total, VMSCL students are instrumental in filing 24 successful PILs.

The Institution is dedicated to aligning our ideals with the community's needs. To ensure we meet the expectations of our diverse stakeholders—including students, parents, professionals, and alumni—we continuously monitor and respond to their feedback, shaping our decisions and actions accordingly.

Teaching-learning and Evaluation

VMSCL is imparting Legal Education for Five decades and it is the **First Law College** in the State of Goa. The college has consistently been a beacon of knowledge, reflected in the increasing enrolment of students to 95% of its capacity. Our unwavering commitment to our founder's vision drives our mission to serve the educational aspirations of our local community. This dedication is evident in our transparent entrance examination process, organized at the state level, which consistently attracts three times more applicants than available seats.

Embracing diversity is at the heart of the institution's values. The classrooms serve as a melting pot of cultures, geographies, and communities, with students from various states across India. In adherence to the reservation policy of the State of Goa, we provide opportunities for SC, ST, OBC, Persons with Disabilities, and EWS students. 71% of reserved seats belonging to the needy part of society. In addition Minority communities also take admission in this institution. The enthusiastic response to these reserved seats underscores the demand for our institution.

The diversity of the student body presents challenges that our faculty successfully addresses by catering to multiple learning abilities. The curriculum delivery and co-curricular activities are designed to accommodate these diverse needs. We have earned national and international recognition for our commitment to supporting fast learners (through the Moot Court Society, ADR Board, Clinics, and Legal Aid Society) and have gained social acceptance in Goa by responding to the needs of socially sensitive students, earning the trust of all stakeholders, including professionals. The institution is instrumental in making 1372 short videos (**Four Quadrant MOOC Format**) in both English and Konkani language for the benefit of students with language barrier. This could be achieved through a 1:33 ratio of teacher to student.

In light of this diversity and the demands of the legal profession, the institution has developed a robust evaluation process that provides equitable opportunities to assess knowledge, practical application, and acquired skills. Continuous internal assessments encourage students to engage deeply with the material, enhancing the learning process.

V. M. Salgaocar College of Law prioritizes creating an optimal working environment for its employees, offering opportunities for professional growth. The institution's high retention rate indicates employee satisfaction, and the professional development of our workforce is reflected in improved qualifications. The average experience of our staff is 12 years, and we have also welcomed fresh graduates into newly created positions during this accreditation cycle.

The faculty of the institution are highly qualified to address the new challenges in legal education. With 96% of posts being filled and 43% of the teachers with PhD and 90% of teachers with NET/SET.

Research, Innovations and Extension

VMSCCL's research center has produced 22 PhD scholars and 4 Teachers are recognized as guides. VMSCCL distinguishes itself with a unique research approach divided into two main branches, each characterized by its specific features. The first branch, action research, involves collaborative efforts where students actively participate under the guidance of faculty members. The second branch encompasses academic research, encouraging faculty contributions to national-level events through seminars and article publications. The institution has received 19 lakhs as a part of research funding.

The action research initiatives address practical issues faced by stakeholders in various specific areas. For instance, the **Child Rights Clinic (CRC)** assists the Juvenile Justice Board and Children's Court, while the **Centre for the Rights of Older Persons (CROP)** focuses on researching and advocating for the rights of older individuals before various forums. These initiatives aim to establish a rights-conscious society, utilizing technology and social media to create legal awareness. During election periods, our legal aid cells effectively harness social media and innovative programs to raise awareness about the importance of voting.

In addition to these clinics, VMSCCL collaborates with the National Service Scheme (NSS) Unit to conduct unique extension activities, including visits to schools and programs in partnership with local youth clubs. These initiatives allow students to engage with the community meaningfully. To achieve these objectives the institution has 24 functional MOU with various institutions.

The second branch of our research efforts involves organizing seminars to benefit both faculty and students. The college is committed to mobilizing funds for national and state-level seminars, receiving financial support from various sources to facilitate these events. The Institution has received Rs. 9 lakhs to organise more

than 20 seminars/workshops.

To promote academic publication, the college has implemented an incentive scheme encouraging faculty to publish articles, which has resulted in a noticeable increase in publications among staff members.

An important initiative in our research landscape is the **Salgaocar Law Review (SLR) ISSN 2395-7263**, that has been consistently published every year for the past eight years. This journal enriches the academic experience of our faculty by inviting, reviewing, and approving articles for publication.

Infrastructure and Learning Resources

VMSCCL is dedicated to providing exceptional infrastructural and learning facilities. All 18 classrooms are Smart Rooms equipped with Air Conditioner, Interactive smart boards, facilitating e-learning, and are complemented by traditional green boards to meet diverse educational needs. These smart boards are connected to high-speed internet, enhancing the teaching and learning experience. The institution maintains 17:1 as student and computer ratio.

In addition to curricular support, the institution provides state-of-the-art facilities for co-curricular activities, including a range of sports equipment and a well-equipped gymkhana. We also maintain a multipurpose air-conditioned hall, complete with a sound system and a green room, to accommodate cultural activities. To achieve same, the institution almost spend 20% of its budget on augmentation.

Extracurricular activities are encouraged through various law clubs and centers, with dedicated infrastructure for notices, meeting rooms, and activity spaces. We are committed to continually enhancing our infrastructure to stay aligned with the latest educational developments. For instance, we have upgraded classrooms from LCD to smart board technology and periodically increased bandwidth to support the online research needs of our students and faculty.

A robust library facility is essential for a legal institution, and our library is continuously evolving. Therefore, VMSCCL on an average spends 7 lakhs on books purchase etc. Since the COVID-19 pandemic, we have introduced the '**Library on your desk**' concept, offering remote access to online databases and resources. Despite these innovations, we remain committed to providing excellent physical library facilities, including ample seating and private reading cubicles. This has improved the library usage to 130 students visit per day.

To ensure security and accessibility, physical library facilities are monitored through 22 CCTV, and our librarian oversees the administration of online resources. This continuous monitoring allows us to improve library utility and foster a culture of research among students and faculty.

The infrastructure is meticulously maintained, and its utilization is optimized through established usage policies. The Institution has outsourced infrastructure maintenance to Housekeeping agency & Security agency. Our commitment to efficiency ensures that our facilities are always prepared to meet the needs of students, faculty, and staff. To ensure the same, the institution spends on an average 12.61 lakhs per year.

Student Support and Progression

VMSCCL remains steadfast in its commitment to supporting **Student Progression**, aligned with its vision and

mission. In response to the evolving legal profession, particularly in areas such as maritime law, sports law, consumer law, and child rights, the institution has implemented a comprehensive range of support systems, including classroom assistance, mentoring, coaching, counseling, and grievance redressal mechanisms to ensure student success. As a result of such support the institution has won 98 awards at State, National and International level events.

These **support systems** have proven effective, reflected in the increased **participation of students** in the college's Moot Court Society, Alternative Dispute Resolution (ADR) Board, and various sports teams. Our students have shown remarkable improvement in performance at state, national, and international events, highlighting the efficacy of our support framework. The success of our students in clearing Bar Exams, competitive exams, and judiciary exams, including NET/SET, fills us with pride and optimism for their futures.

Our support system has also led to notable progression in higher education, as evidenced by continuous improvements in student advancement and an increasing interest in legal studies. One of the most significant outcomes of these efforts is the commitment of our **dedicated Alumni**. Their financial and intellectual contributions have been invaluable, with alumni actively engaging in bar-bench relation activities and serving as expert assessors and judges during college events.

To foster a non-toxic campus environment, VMSCCL has established responsive committees to address student grievances. These statutory and non-statutory committees uphold a Code of Conduct and are widely recognized on campus. They maintain a strong track record of addressing grievances promptly and effectively. The institution provides online and offline complaint filing mechanism through which 3 grievances and 1 sexual harassment case were resolved in time bound manner.

The student support system also extends to assisting financially needy students. It ensured that students are well-informed about scholarship opportunities available from the Government of Goa, as well as our own institutional scholarship schemes. **At present 46% of students avails the benefits under different scholarships.** Additionally, VMSCCL has developed a series of capacity-building activities and workshops to further empower students.

Governance, Leadership and Management

The leadership and management at VMSCCL are dedicated to nurturing human resources, recognizing that excellence stems from a highly trained, motivated, and committed workforce. Each staff member plays an integral role in the institution's success, and our management prioritizes their welfare and professional development.

To protect employees against unforeseen hardships, we have established a Credit Cooperative Society to provide support during emergencies. Additionally, management offers soft loans and interest-free loan facilities as part of our welfare measures. 17

staff have availed the benefit of this loan facility. Alongside these initiatives, we have designed a robust support system for professional growth, including an incentive scheme for publications, where cash prizes are awarded to eligible employees. Eight staff members of the institution availed of the benefit of Child Care Leave (CCL), and two teaching staff members availed of the benefit of the Faculty Improvement Program (FIP). The **Salgaocar Law Review ISSN 2395-7263** has become an important platform for developing drafting skills and fostering a culture of publication among faculty members.

VMSCCL's commitment to professional development is further evidenced by financial assistance for faculty members attending conferences and seminars. The success of these support systems is reflected in the increased participation of our teachers in presenting papers at various conferences and workshops. 47.14% of teachers has undergone FDP, etc out of which 30.71% of teachers are benefited by the financial support by the institution.

The Internal Quality Assurance Cell (IQAC) plays a crucial role in supporting the management's initiatives by providing precise feedback on teacher performance appraisals. These appraisals inform the design of welfare and academic support measures, making employees feel valued and integral to the institution's progress. Additionally, IQAC organizes faculty development programs that enhance employees' professional growth and sense of belonging, positioning VMSCCL as an institution with significant potential.

Our governance and leadership are firmly rooted in the institution's vision and mission. We strive for excellence in education and service to humanity through a decentralized and participatory management approach. The perspective plan serves as a guiding principle, reflecting our collective commitment to these goals.

To foster reassurance and confidence among employees, the institution has made significant investments in e-governance. This initiative aims to uphold the constitutional mandate of the right to information, promoting transparency and accountability in our operations. Best instance of E-governance is deployment of centralised portal of Govt. of India for admission, administration, teaching, and evaluation processes, further enhancing employee confidence in the institution's functioning.

Institutional Values and Best Practices

Institutional Values:

1. **Commitment to Integrity:** Upholding the highest ethical standards in all endeavors.
2. **Empathy:** Addressing the needs of all individuals within the institution and beyond.
3. **Critical Thinking:** Fostering analytical and reflective thinking among students.
4. **Inclusivity:** Promoting diversity and ensuring equal access to opportunities for all.

Distinctiveness: The **Legal-SCAPE** initiative distinguishes VMSCCL by focusing on developing socially committed and professionally efficient alumni. The institution has implemented a series of activities that turn society into a practical laboratory for students, providing firsthand experience in social diversity. Programs such as the Legal Aid Society, Legal Aid Clinics, Law Clubs, and the National Service Scheme (NSS) enable students to engage with real-world legal issues.

Students gain practical experience through projects like the **Library in Village Education (LIVE) Project**, **Consumer Clinic**, and **Child Rights Clinic**, which involve visits to government offices, processing applications, and advocating for clients.

VMSCCL's geographical location enriches its cultural environment, showcasing gender equity across Goan society. The institution strives for gender equity by providing special facilities and promoting diversity, which includes cultural, regional, linguistic, communal, and socio-economic dimensions. VMSCCL organizes activities to instill tolerance and acceptance of diverse views and lifestyles.

An inclusive environment is maintained through a strict zero-tolerance policy for malpractices while promoting exposure to various perspectives. This balance ensures a culture of acceptance and understanding among

students. The institution's commitment to Constitutional values, such as gender equity and inclusivity, is reinforced through ongoing activities and a robust Code of Conduct for students, teachers & other staff.

Additionally, VMSCL is dedicated to environmental justice, implementing measures such as adopting 100% LED lighting and rainwater conservation systems. Our significant progress in waste management and green initiatives reflects our commitment to environmental sustainability.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DEVI SHARVANI EDUCATION SOCIETY'S V. M.SALGAOCAR COLLEGE OF LAW
Address	Miramar Caranzalem (Post)
City	Panaji
State	Goa
Pin	403002
Website	https://www.vmslaw.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Shaber Ali G.	0832-2462225	7350198881	-	vmscl@rediffmail.com
IQAC / CIQA coordinator	B.S. Patil	0832-2464218	8975356046	-	bspatil@vmslaw.edu.in

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Goa	Goa University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	21-10-1998	View Document
12B of UGC	21-10-1998	View Document

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	31-05-2024	60	The Bar Council of India Affiliation fees is paid till last completed academic year
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BCI	View Document	31-05-2024	60	The Bar Council of India Affiliation fees is paid till last completed academic year

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	Herbert Smith Freehills Global law firm London
Date of recognition	08-09-2019

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Miramar Caranzalem (Post)	Urban	1.94	2525.72

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Co course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	LLB, Law,	36	Graduation	English	120	120
UG	BA LLB, Law,	60	HSSC	English	120	120
PG	LLM, Law,	24	LL.B.	English	50	40
Doctoral (Ph.D)	PhD or DPhil, Law,	72	LLM	English	18	18

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	1				8				16			
Recruited	1	0	0	1	3	5	0	8	6	10	0	16
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				5			
Recruited	0	0	0	0	0	0	0	0	0	5	0	5
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						16
Recruited	12		4		0	16
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						3
Recruited	2		1		0	3
Yet to Recruit						0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	3	4	0	2	3	0	13
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	1	0	4	6	0	11
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	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	6	0	6
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	3	15	0	18
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female	Others	Total
		10	1	0	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	308	7	0	0	315
	Female	602	14	0	0	616
	Others	0	0	0	0	0
PG	Male	25	0	0	0	25
	Female	51	0	0	0	51
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	7	1	0	0	8
	Female	11	1	0	1	13
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	43	0	0	0	43
	Female	119	0	0	0	119
	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	2	4	7	8
	Female	7	9	9	12
	Others	0	0	0	0
ST	Male	8	17	11	13
	Female	29	29	27	31
	Others	0	0	0	0
OBC	Male	64	89	80	87
	Female	120	135	163	175
	Others	0	0	0	0
General	Male	230	285	255	231
	Female	377	417	446	458
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		837	985	998	1015

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>1. Multidisciplinary/Interdisciplinary Approach: The institution has long embraced a multidisciplinary approach, integrating various fields of study into its curriculum. In addition to its core law courses, it offers subjects like political science, history, economics, and English. To address contemporary environmental challenges, the institution has introduced a specialized course titled Environmental Studies, which aims to equip law students with a comprehensive understanding of environmental issues relevant to the legal field. To achieve the objective of the NEP all the programmes offered by the institution has been made Choice Based Credit System (CBCS) 2. Legal Aid Society: Established in</p>
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1998, the Legal Aid Society embodies the institution's commitment to 'service to humanity.' This initiative stands out not just in India but globally, as it employs off-campus legal aid cells to teach law through a multidisciplinary lens. Students engage with communities directly from panchayats, churches, and temples across Goa, aiming to raise societal awareness that transcends singular academic disciplines. This initiative interlinks various fields, including sociology, anthropology, and economics. 3. Alternative Dispute Resolution (ADR) Board: Recognizing the potential of alternative dispute resolution, the institution founded the ADR Board in 2005. This innovative approach emphasizes the interests of the parties involved rather than strictly focusing on rights and duties. The board's activities incorporate elements of psychology, sociology, and economics, allowing for a well-rounded understanding of dispute resolution mechanisms. 4. Other Activities: In addition to the Legal Aid Society, the institution actively engages in various activities, including the National Service Scheme (NSS), which promotes social awareness and addresses societal challenges. Subject-specific clinics have also been established to provide students with a multidisciplinary understanding of legal issues, further enhancing their educational experience. 5. Dissertation and Pedagogy: The LL.M. program is designed to align with the objectives of NEP by emphasizing empirical research as a compulsory element, thereby enhancing students' research skills. Furthermore, the program includes a course on pedagogy, a non-law subject that fosters teaching skills, ensuring that graduates are well-equipped for various professional roles in education and beyond. 6. Community Engagement and Service Projects: The institution has a long-standing tradition of community engagement, exemplified by the Legal Aid Society, which has been operating since 1998. Through various projects, such as the LIVE (Library in Village Education) project, Garbage Removal project, and Local Bus Transportation project, the institution has made significant contributions to local communities. 7. Law Clinics: The institution engages the local community through various law clinics, including the Child Rights Clinic, Consumer Rights Clinic, and Centre for Persons with Disabilities. Recently, the institution expanded its offerings with

	<p>the establishment of the Centre for Older Persons (CROP) and a Clinic for the Rights of Women and Political Leadership. Additionally, an Entrepreneurship Cell has been introduced to support aspiring legal professionals and community members. In Conclusion, VMSCL's preparedness for the National Education Policy (NEP) is evident through its commitment to a multidisciplinary curriculum, active community engagement, and innovative program offerings. By fostering a comprehensive educational environment that emphasizes research, pedagogy, and community service, the institution is well-positioned to meet the evolving needs of legal education and societal demands.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The institution is proactively developing international collaborations, although none currently incorporate the Academic Bank of Credits (ABC). Here are some key initiatives: 1. Student Exchange Program: The University of New South Wales, Australia, facilitates an exchange program that allows sharing of best practices in child rights. 2. Collaboration for Diploma Course: The institution has partnered with Lisbon University to organize a Diploma Course in Civil Law. 3. International Mediation Competition: In organizing Lex Infinitum, an international mediation competition, the institution collaborated with experts from various universities. This event included a certificate course on mediation, with international professors delivering lectures, enriching the learning experience. 4. Diverse Collaborations: The institution has established collaborations with a wide range of organizations, including cooperative societies, government departments, and international universities. These partnerships are designed to benefit students, faculty, and stakeholders, providing vast experiential learning opportunities. While the institution recognizes the current limitations due to the exclusion of legal institutions from ABC under NEP 2020, it is optimistic about the potential for future implementation. Once guidelines are provided by supervisory authorities like the Bar Council of India and Goa University, the institution plans to convert existing collaborations into academic credits. Furthermore, the institution values flexibility in curriculum design, given its affiliation with Goa University. Curriculum Design Freedom: The</p>

	<p>institution has utilized the limited freedom it has in designing curricula for four practical papers effectively. Faculty members are encouraged to create courses aligned with the Course Outcomes (CO) and Programme Outcomes (PO). Regular faculty meetings foster an environment of innovation and healthy competition among instructors to enhance the quality of education.</p>
<p>3. Skill development:</p>	<p>Skill development is not merely an add-on at this institution; it is a unique selling point (USP). Various modes of training, particularly experiential learning, are integral to the curriculum:</p> <ul style="list-style-type: none"> • Experiential Learning: All subjects incorporate a clinical component, ensuring that learning is grounded in real-world experiences. This approach prepares students for practical challenges in the legal profession. • Practical Paper Training: The four practical papers are delivered through a comprehensive clinical approach, emphasizing drafting, problem-solving, and social and legal skills. • Stakeholder Input: The institution actively seeks feedback from stakeholders, including employers, alumni, and parents, to inform its skill-based training programs. In response, a range of single and double-credit certificate courses have been developed, enhancing vocational and soft skills. <p>List of Certificate Courses The institution offers an array of certificate courses aimed at equipping students with practical skills:</p> <ol style="list-style-type: none"> 1) Diploma in Civil Law XII Post Graduate Course 2) Knowledge Session at Lex Infinitum 2019: An Introductory Course on the Concept of Negotiation and Mediation 3) Diploma in Civil Law 4) Entrepreneurship Development Certificate Course 5) Certificate Course on Art of Negotiation 6) Diploma in Civil Law and Practice 7) Animal Rights Certificate Course 8) Mediation Certificate Course 9) Proficiency in English Language 10) Certificate Training Programme on International Maritime and Trade Law 11) Certificate Course on Drafting and Pleading 12) Certificate Course on Criminal Procedure 13) Advance Diploma in Civil Law 14) Information Literacy and Legal Research 15) Animal Rights Certificate Course 16) Conflict Management and Resolutiuon 17) Youth Mental Health and Crime 18) Certificate Course in Spoken English 19) Certificate Course on Cyber Law, Security and Wellness 20) Certificate Course on Conveyancing Skill

Development Good Practices The Legal Aid Society is a flagship initiative that has significantly contributed to students' skill development:

- Field Interactions: By engaging with the community and approaching relevant authorities, students gain invaluable skills that prepare them for professional challenges.
- Internship Opportunities: The institution mandates five internships for five-year law courses and three for three-year courses. Students are encouraged to intern with various professions, including advocates, law firms, NGOs, corporate offices, and government departments. Notable internships have included experiences with the National Human Rights Commission (NHRC) and State Human Rights Commission (SHRC), as well as clerkships with judges of the High Court and Supreme Court.
- Subject-Specific Clinics: Clinics such as the Centre for Persons with Disabilities, Consumer Clinic, and Child Rights Clinic provide practical exposure. For example, the Centre for Persons with Disabilities offers opportunities to appear before the State Human Rights Commission, while the Consumer Clinic allows students to engage with the Consumer Commission and Child Rights Clinic with the Juvenile Justice Board and Children's Court.
- Problem-Solving Assessments: The institution employs a problem-solving assessment approach to develop students' ability to apply their knowledge in practical scenarios, demonstrating confidence in its educational methods. In nutshell through a robust framework that emphasizes multidisciplinary collaboration, skill development, and community engagement, the institution is well-prepared to meet the challenges outlined in the National Education Policy (NEP). Its commitment to continuous improvement and practical application of knowledge ensures that students graduate with the skills and experiences necessary for success in the legal profession.

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

The institution is actively working towards integrating the Indian Knowledge System (IKS) into its legal education framework, focusing on law, policies, and administration. The current efforts include:

1. Curriculum Integration: The integration of IKS is primarily achieved through courses such as History, Political Science, and Economics. While modern administrative systems are studied, the

	<p>institution emphasizes the examination of ancient administrative structures within historical contexts. This comparison helps students understand the evolution of laws and policies from community-centric approaches to the current individualistic frameworks that prioritize human rights.</p> <p>2. Bilingual Classroom Delivery: As part of its commitment to Indianizing the curriculum, the institution plans to implement bilingual teaching in Konkani (the vernacular) and English. This innovative approach aims to enhance learning experiences and promote linguistic diversity. The institution is also working on a Konkani language course for teachers, which is currently under review at the Human Resource Development Centre (HRDC). To achieve this objective the institution in collaboration with Directorate of Higher Education Goa, has developed Bilingual Online Legal Database, in the form of Instructional Videos.</p> <p>3. Cultural Engagement: The institution values local culture and traditions, organizing events like the Ghoomat Arati competition to showcase traditional bhajans with local instruments. Additionally, interclass traditional sports competitions foster community spirit. Major traditional celebrations, including Krishna Janmashtami, Saraswati Pooja, and Christmas, are observed with enthusiasm and respect.</p>
5. Focus on Outcome based education (OBE):	<p>The institution is dedicated to achieving Outcome-Based Education (OBE) through proactive and strategic initiatives:</p> <p>1. Curriculum Implementation: The curriculum received from Goa University is actively utilized to align with Course Outcomes (CO) and Programme Outcomes (PO). Regular redesign and adjustments to teaching-learning processes are made with the involvement of the Internal Quality Assurance Cell (IQAC). Meetings focus on ensuring that educational outcomes are prioritized.</p> <p>2. Continuous Feedback Mechanism: The Feedback Committee plays a crucial role in gathering continuous input from stakeholders, including students, teachers, alumni, and employers. This feedback informs curriculum adjustments and helps maintain alignment with CO and PO.</p> <p>3. Encouragement of Innovation: The institution fosters a culture of innovation in its programs, including the establishment of the Center for Political Leadership and various projects under the Legal Aid Society,</p>

	<p>such as the Library in Village Education Project (LIVE), Child Labour Abolition Project, and Sexual Harassment Prevention and Prohibition Project. 4. Problem-Based Assessments: The institution has implemented problem-based assessments that shift the focus from rote learning to problem-solving skills, allowing students to engage with legal concepts in context. This method prepares students for real-world legal challenges. 5. Moot Court and ADR Board Activities: The Moot Court Society and ADR Board provide practical advocacy training, ensuring students are well-prepared for professional practice even before graduation.</p>
<p>6. Distance education/online education:</p>	<p>In response to the COVID-19 pandemic, the institution successfully adapted to online learning, launching several initiatives: 1. Certificate Course on Entrepreneurship: This online course, designed for capacity building, received enthusiastic participation, leading to a second batch. 2. Open and Distance Learning (ODL) in Maritime Law: The collaboration with the Maritime Law University of Gujarat resulted in an inclusive ODL course, attracting participants from diverse backgrounds, reinforcing the institution's commitment to accessible education. 3. Exploration of Hybrid Learning: The institution is exploring hybrid learning models for future ODL diploma courses in areas such as legal aid, consumer rights, and startups. 4. Innovative Teaching Tools: The use of Google Classroom has simplified continuous assessment, allowing for activity-based evaluations. Each student submits class activities, enhancing engagement. 5. Smart Classroom Initiatives: Every classroom has been transformed into a smart room with smart boards or TVs, promoting interactive learning through internet access and multimedia resources. 6. Utilization of Digital Platforms: The ADR Board has leveraged YouTube for student training, while the institution's V M Salgaocar College of Law Channel features performances from events like Lex Infinitum. Educational videos on client counseling provide students with first-hand experiences. 7. DISHTAVO Platform: In collaboration with the Directorate of Higher Education, the institution has developed more than 500 videos, an online database containing short instructional videos (8 to 12 minutes) covering various Law & Non Law subjects. This resource</p>

supports blended learning, providing essential course content for students. The institution's commitment to integrating the Indian Knowledge System, focusing on Outcome-Based Education, and enhancing distance and online education demonstrates a forward-thinking approach to legal education. By fostering cultural engagement and innovative teaching methods, the institution is preparing its students to thrive in a dynamic legal landscape while respecting and incorporating Indian traditions and values.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>The institution prioritizes electoral literacy, recognizing elections as the foundation of democracy and voting as a fundamental right. Several initiatives have been implemented to promote awareness and engagement in electoral processes:</p> <ul style="list-style-type: none"> • Centre for Political Leadership: This center focuses on building leadership qualities and constitutional responsibility among students. Notably, it organized a live debate on the results of the Goa Assembly elections, allowing students to express their views and deepening their understanding of democratic processes. • Legal Aid Society: This society plays a crucial role in conducting various activities aimed at raising awareness about elections and voting, especially during election years.
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The initiatives undertaken by the Centre for Political Leadership and Legal Aid Society are both functional and representative of the institution's commitment to electoral literacy. The Legal Aid Society provides essential legal assistance and awareness during elections, while the Centre for Political Leadership focuses on comprehensive student development, promoting activities that enhance electoral literacy.</p>
<p>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</p>	<p>The ELC has implemented several innovative programs and initiatives, including:</p> <ul style="list-style-type: none"> • Voter Registration Campaigns: The institution organizes voter registration drives in collaboration with the State Election Commission. The administration, through the Legal Aid Society, leads these campaigns to encourage student and community participation. • Assisting Election Administration: Faculty and non-

<p>privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>teaching staff members are actively involved in the election process, participating in various roles, such as managing polling booths and conducting logistical operations during elections. • Voter Awareness Campaigns: The Legal Aid Society has initiated numerous voter awareness campaigns, including an oath-taking campaign where voters pledge to participate in elections. This campaign proved successful, with a high turnout among those who signed the pledge. • Promotion of Ethical Voting: The institution conducts student council elections to instill ethical voting behavior. Teachers lead campaigns on ethical voting, and a shift from indirect to direct elections was made to better teach students about ethical campaigning and voting.</p>
<p>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.</p>	<p>The institution engages in various socially relevant projects related to electoral issues: • Surveys: The Legal Aid Society conducts door-to-door surveys to identify community concerns and assess voting habits. These surveys include questions about voting frequency, motivations, and candidate selection criteria. • Awareness Drives: As elections approach, the Legal Aid Society organizes special awareness drives emphasizing the importance of voting. Activities include surveys, discussions with community members, street plays, and highlighting the significance of every vote. • Content Creation: Members of the Legal Aid Society produce social media content (reels, posts, and stories) that addresses electoral issues and the importance of voting. Street plays are also conducted to raise awareness within the community. • Advancing Democratic Values: The institution emphasizes democratic values through celebrations of significant days, such as Republic Day, Goa Liberation Day, and Independence Day, organized by the National Service Scheme (NSS) for students. • Participation in Electoral Processes: The institution actively engages in electoral processes, including training election personnel, overseeing election booths, and providing support during polling.</p>
<p>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.</p>	<p>The institution collaborates with the State Election Commission of Goa to register new voters among students aged 18 and older. Key efforts include: • Institutionalized Mechanism for Voter Registration: The institution conducts voter registration drives, primarily during election years, and has established a</p>

long-standing partnership with the SEC to facilitate these efforts. • Logistical and Human Resource Support: The institution provides logistical support for training election personnel and contributes human resources in the form of trainers, ensuring a streamlined voter registration process. • Standardized Process: The registration campaign is standardized and institutionalized, consistently conducted for every election without fail. To conclude the institution's comprehensive initiatives in promoting electoral literacy reflect its commitment to fostering an informed and engaged student body. Through active participation in the electoral process, innovative programs, and collaborations with relevant authorities, the institution is making significant strides in advancing democratic values and encouraging civic engagement among its students and the wider community.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
1034	1024	980	836	861
File Description		Document		
Institutional data in the prescribed format		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
263	235	262	180	175
File Description		Document		
Institutional data in the prescribed format		View Document		

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	27	27	25	23
File Description		Document		
Institutional data in the prescribed format		View Document		

2.2

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

Response: 36

File Description	Document
Institutional data in the prescribed format	View Document

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
119.78	86.44	284.65	76.22	71.66

File Description	Document
Institutional data in the prescribed format	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Well-Planned:

The College follows the course curriculum designed by Goa University, prescribed by Bar Council of India and UGC, and uploaded on college website. Principal and two faculty members are members of BOS (Law). Curriculum planning and course allotment based on faculty expertise, experience, opted choices and sanctioned workload, is drawn up at the faculty meetings held in the beginning of the semester. IQAC draws up the Academic Calendar based on the academic terms of Goa University. The Academic Calendar outlining the month of commencement of academic session, Intra Semester Assessment, practical and Semester-End Examinations, is made available on website prior to commencement of the semester. Time-Table is framed by the Time-Table Committee for all programmes and classes, each semester. College Examination Committee draws the Continuous Internal Evaluation (CIE) schedule as per Academic Calendar. Programme and Course Outcomes, teaching and lecture plans, teaching materials, and assignment topics are prepared by faculty for efficient content delivery. Faculty carries out CO and PO mapping in their courses.

Curriculum delivery:

Institution has a well-structured curriculum delivered through core and elective courses, with emphasis on clinical legal education (CLE) involving 100% of the students.

CLE comprises practical papers on Alternative Dispute Resolution (ADR), Moot Court, Legal Aid, Professional Ethics including Internship, observance of Civil and Criminal trial, drafting of pleadings and conveyancing, which provide experiential learning to students.

Establishment of ADR Board, Legal Aid Society, and the Moot Court Society, with students as members, facilitate curriculum delivery. Students obtain hands-on experience with compulsory moot, negotiation, and client counselling sessions as part of their practical papers. The legal aid programme in the college is designed to involve 100% of the students. 2322 legal literacy programs have been conducted by the legal aid cells across Goa for the last five years.

Gaps in curriculum delivery identified at the faculty review meetings, are bridged with guest lectures, certificate courses, law clinics, centres, legal aid extension activities, remedial classes, orientation programmes, trial advocacy, and conduct of international and national competitions.

Curriculum is supplemented through Guest lectures, which helps enhance students' practical knowledge and **20 relevant certificate courses designed to meet the needs of the industry, which have evoked positive response from 1075 students.**

Curriculum Delivery is further enriched through the **Online Learning Management System** under **Digital Integrated System of Holistic Teaching and Virtual Orientations (DISHTAVO)** where the faculty has generated **1372 modules in Four Quadrant MOOC's Format.**

Well-documented:

Faculty communicates seminar topics and other teaching material through class WhatsApp groups. Each faculty member maintains record of teaching plans, lecture plans, PO-CO, list of mentees, attendance, and continuous internal evaluation of students in their respective courses.

Syllabus of courses, University Question papers, CO, PO and PSO's are uploaded on college website.

Institutional activities compiled into Annual Reports are uploaded along with academic terms and academic calendar on college website. **Feedback on curriculum taken from all stakeholders, is analyzed and action taken thereon is uploaded on college website.** URL: https://vmslaw.edu.in/wp-content/uploads/2024/09/VMSCL-_COPO_17092024_PEARL.pdf

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 Continuous Internal Evaluation(CIE).

Response:

College adheres to academic terms of Goa University and month-wise academic calendar for conduct of classes and examinations for BA LL.B, LL.B. and LL.M. programmes. Date of entrance exam, declaration of results and admission to first year BALL.B. is notified on college website. Counselling and enrollment of students from the higher classes is done class -wise at the Institution on specified dates, notified in advance. Commencement of classes for all programmes is on the dates notified on website and college notice boards.

Co-curricular and extra-curricular activities such as the organization of Moot Courts, ADR Board

selections for participation in national and international competitions, enrolment for NSS, Legal Aid and Law Clinics is as per the Academic Calendar.

Time Table: Time-Tables for all classes of B.A.LL.B., LLB. and LL.M. programmes are prepared at the beginning of the semester by the concerned faculty. Moot Court and ADR Board selections, enrollment in Legal Aid, Law Clinics, and other societies, is in line with academic calendar. Compulsory Moot Courts are scheduled and assessed twice in an academic year. 3 Negotiation and 3 Client counselling sessions, their assessment, and viva-vozes, are conducted, adhering to academic calendar.

Lecture Plans – Detailed teaching plans and daily lecture plans in each course are prepared as per academic calendar and uploaded on the Directorate of Higher Education (DHE) portal. Daily attendance of students is marked and uploaded. There is Continuous Internal Evaluation for B.A.LL.B students for theory courses for each semester. Every student is assessed in 5 courses as part of Intra Semester Assessment (ISA) culminating with the Semester End Assessment (SEA).

Intra Semester Assessment (ISA): Intra Semester Assessment comprises of

- (i) Seminar Presentation-10 marks and
- (ii) Problem Solving Tests in Law courses -15 marks.

Test with essay questions for non-law courses.

Topics with dates for Seminar Presentation are allotted, roll number-wise to all students. Seminar presentation assessment is based on research, written submission, and oral presentation. The schedule for Problem Solving Test is drawn up by College Exam Committee and notified on class whatsapp groups and website. Students answer the Problem-Solving tests on the scheduled dates. A second ISA test in problem solving is conducted on scheduled dates in all the courses for absentees and for improvement. Best out of two is considered.

Question paper setting: Question paper setting for problem solving tests are prepared by concerned faculty in their courses and scrutinized by Scrutiny Committee.

Assessment: Assessment of answer scripts is completed within a week of the test, and seen and verified by students.

Practical Exam Assessment: Viva-vozes and practical exams are conducted as per academic calendar before the Semester End Examinations. Every student of the B.A.LL.B. programme is assessed on completion of 3 compulsory moot courts, 3 negotiation, 3 client counselling sessions and observance of one civil and one criminal trial, and 5 internships each year of the BALL.B. programme and 3 internships for the LLB programme,

CIE for LLM programme

Classes, internal assessment, and examinations for the LLM programme are as per academic terms and schedule. Students are continuously evaluated for their dissertations from the start of semester III.

Semester End Assessment: SEA exams are conducted as per schedule drawn up by the Goa University.

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

1.2 Academic Flexibility

1.2.1

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

Response: 35

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Minutes of Board of Studies meeting clearly specifying details of elective/option courses with course content	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

The Institution has incorporated the following cross cutting issues within the curriculum through 43 courses offered across the law programmes.

Professional Ethics: 14 courses across all programmes are infused with professional ethics. The courses relating to Practical Paper I on Drafting Pleading and Conveyancing, Practical Paper II on Professional Ethics, Practical Paper III regarding Alternative Dispute Resolution and Practical Paper IV on Moot Court are practical courses for the final year students of the two undergraduate law degree programmes. The course contains components that instill professional values and ethics among students who are at the threshold of joining the legal profession. The courses are mandatory and are taught by exposing students to various situations involving ethical dimensions. Courses such as Law and Education, Public International Law, Administrative Law, Special English deal with Professional Ethics.

Gender: 22 courses across the three programmes deal with cross cutting issues pertaining to gender. The College offers both core and elective courses in gender or gender-related issues. Courses such as Women and Law, Labour Law II, Human Rights, History III, Labour Law I, History II, Family Law II, Political Science V, History I, Family Law I, Constitutional Law I, Law of Crimes and Penology and Victimology, are designed to acquaint students with cross cutting issues pertaining to gender. These courses are further enriched through guest lectures, webinars and interactive sessions conducted for the students.

Constitutional and Human Values

28 courses reflect cross cutting issues relating to Constitutional and Human values. Human values are incorporated within the curriculum of B.A.LL.B., LL.B Degree and LL.M. programmes. Courses such as, Law and Education, Right to Information and Law, Women and Law, Public International Law, Labour Law II, Human Rights, Labour Law I, History II, Environmental Law, Constitutional Law I, Political Science II, Environmental Studies, Political Science I are some of the courses that specifically address the cross-cutting issue of Constitutional and human values. Practical Paper II on Professional Ethics, Practical Paper III regarding Alternative Dispute Resolution and Practical Paper IV on Moot Court are practical courses for the final year students of the two undergraduate law degree programmes that encompass constitutional and human values. Dissertations of the LL.M programme also emphasize the constitutional and human values.

Environment and Sustainability:

4 courses across all programmes such as Environmental Law, Environmental Studies, Political Science V across the three programs reflect cross cutting issues of Environment and sustainability. Awareness about environment, biodiversity, environmental protection, and sustainable measures for preserving environment for future generations, are highlighted in it. The course deals with cross-cutting issues like environmental pollution, deforestation, global warming, rainwater harvesting and climate change

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

1.3.2

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

Response: 27

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

2022-23	2021-22	2020-21	2019-20	2018-19
31	31	31	31	31

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

2022-23	2021-22	2020-21	2019-20	2018-19
111	110	110	118	125

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

1.3.3

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

Response: 64.6

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

Response: 668

File Description	Document
Sample Participation Certificate in Moot Courts, Court visit report submitted to the University, certificate endorsing the student participation in Arbitration/Mediation/Client Counseling, internship completion certificate provided by the host law firm, NGO. Certificate of clerkship assistances from judiciaries. Note: all documents should have clear dates of engagements and should be on official letterhead.	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Program and course contents that specifies components mentioned in metric 1.3.3 as approved by BOS	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.3.4

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

Response: 11

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format (data template)	View Document
Evidence of course completion, like course completion certificate etc.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.4 Feedback System

1.4.1

Structured feedback for curriculum and its transactions is regularly obtained from stakeholders like Students, Teachers, Law firms, Judges, Sr. Counsels, Employers, Alumni, Civil Societies, Academic peers etc., and Feedback processes of the institution may be classified as follows:-

Response: A. Feedback collected, analysed, action taken & communicated to relevant body and feedback hosted on the institutional website

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 95.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
288	281	276	257	282

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

2022-23	2021-22	2020-21	2019-20	2018-19
290	290	290	290	290

File Description

Document

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Document relating to sanction of intake as approved by competent authority of the affiliating University

[View Document](#)

Admission extract signed by the competent authority (only fresh admissions to be considered)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

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

Response: 71.07

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

2022-23	2021-22	2020-21	2019-20	2018-19
98	70	85	84	83

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

2022-23	2021-22	2020-21	2019-20	2018-19
127	127	127	127	127

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

2.2 Catering to Student Diversity**2.2.1**

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

Response:

The Institution assesses the learning levels of the students and organises Special programmes/policies are in place for different levels of learners.

Slow Learners

Identification,

The slow learners are identified by employing the ISA, entrance exam, and observation of the faculty and mentors. They are focused during lectures to ensure that they comprehend the concepts taught.

Special program (Remedy)

The Institution undertakes Remedial Classes every Semester in all subjects to aid slow learners with difficulties and to cope with gaps in learning, thereby ensuring effective curriculum delivery. Further, each faculty provides special attention by providing additional learning materials to facilitate learning. The slower learners may participate in college-level ADR and moot court activities. Video recordings of lectures are also provided. The principal and all the faculty members are available and easily accessible to students during college working hours for consultation and counseling.

Physically Challenged Learners

In the current cycle, the college has two differently-abled students, one visually challenged and the other has a locomotor disability in a wheelchair.

Remedy

Their regular classrooms are kept unchanged on the ground floor to provide a familiar environment and easy accessibility. The library is equipped with screen reader software & audiobooks. The buildings have built ramps to provide accessibility.

Fast Learners

Identification

The identification process is at multiple levels. The Institution promotes inclusive learning for slow and advanced learners. At the outset, all students are given equal opportunity to participate in all the curricular as well as has- curricular activities of the college. However, the college has an identification process for the moot court society, the ADR Board, and the Child Rights Clinics.

Moot Court Identification Process

For the moot court and ADR, simulation is done, whereby the problem is released in advance, giving the student ample time for research and preparation.

ADR Society Identification Process

In addition, for the ADR, Confidential Information (as required by the process) is communicated on the day of the event. Further, the assessment is carried out in a professional setting.

CRC Identification Process

The Child Rights Clinic has an entrance test based on aptitude, looking into the delicate nature of the clinic's work, wherein the student will come into contact with children. The selection process is designed to identify exceptionally gifted advanced learners who are then given an exclusive opportunity to participate in the activities of these societies and clinics and represent the college at the national and international levels.

Special Programme (Opportunities)

The college thus offers further opportunities for advanced learners to participate in all specialised programmes of the college, like joining the Moot Court Society, ADR Board, Child Rights Clinic, Consumer Clinic, Debate Society and Legal Aid Society, provided they fulfil the assessment and selection process mentioned above. In addition, the faculty in charge (Director) of activities like the Alternative Dispute Resolution Board, Legal Aid Society, Moot Court Society, Child Rights Clinic, and Consumer Rights Clinic, CROP, CRPD mentor and coach the respective clinics/societies/club members about the activities, their performance, and difficulties.

File Description	Document
Upload any additional information	View Document
Past link for additional Information	View Document

2.2.2

Student- Full time teacher ratio Data requirement:

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

Response: 39.77

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

Experiential Learning

The Institution focuses on the clinical legal education methodology. Students are allotted seminar topics wherein they research and present the same to their peers. The student is encouraged to research beyond the prescribed textbooks and use the library for online and offline research. The student is encouraged to use ICT, such as PowerPoint, for more efficient and effective communication. Internships in industry, advocates, judges clerkships, simulation, mock trials, moot court, and visits to the Juvenile Justice Board all foster experiential learning.

Peer Learning & Team Teaching

Moot Court and ADR promote team, peer, and experiential learning, wherein simulation problems are allotted to the students, and their performance is assessed in a professional environment. The students work in teams, researching the issues and collecting the relevant information. The national and international competitions are often held offline, and the students travel together to the venue, utilising the travelling time for further preparation and rehearsals.

Participative Learning

The Student has ample opportunities to participate in the classroom learning process. Legal Aid Cells and the various Specialized Clinics also promote team, peer, and experiential learning in conjunction with real-life situations. The Cells and clinics have an intake of 15 to 20 students each, and the students regularly meet at the venue, which is outside the college premises and in the locality near the students' homes; at least once a week, they use the time to prepare programmes for legal awareness and meeting and solving the problems of the local clients who visit.

Problem-Solving Methodologies

The ISA focuses on problem-solving as a method of assessment. A senior faculty member prepares and scrutinises problems in each law subject. The test paper is 15 marks and 1 hour duration, and the student is expected to answer two of the three given problems. Classroom teaching covers the detailed methodology with the appropriate steps for an ideal answer and adequate practice.

Case Law Method

The teaching of law is effectively done using the case law method. Students are taught to identify the

ratio and obiter in a case. They are taught the importance of dissenting judgments. The students trace the development of law through the case method. They are made to appreciate the role of dissent in the development of the law.

Remote Learning during the Pandemic

During the Covid 19 Pandemic, the most significant innovation was online teaching using the Google Meet platform and Google Classroom, as physical meetings were impossible. Every teacher used Google Classroom for projects, assignments, tests, and dissemination of reading materials in every subject; Knimbus remote access software was purchased to give students access to the online legal database of the college from home, and training was conducted to enable students to use the same. Also, training for teachers to use OBS – open broadcasting software – was conducted to create video-recorded lectures.

(Digital Integrated System of Holistic Teaching and Virtual Orientations (DISHTAVO)
<https://dishtavo.dhe.goa.gov.in/filter.php?degree=6>)

Catering to Diversity (appreciating the different learning levels)

Considering the potential of the varied learners, the internal assessment is designed to suit different types of learners. Innovation, critical thinking, and analysis are encouraged in all activity levels. Flexibility in internal assessment patterns permits the faculty to innovate and implement various methods of evaluation not only for assessment but also catering to the student's skills and potential

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

2.3.2

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

Response:

Effective Mentor-Mentee Schemes

College has implemented Mentor-Mentee Schemes as part of its comprehensive approach to addressing academic and student psychological issues. Recognizing the importance of providing personalized support to students, these schemes aim to foster a supportive learning environment and promote holistic student development. The Mentor-Mentee Schemes is the establishment of supportive relationships between mentors and mentees. Mentors, typically experienced faculty members or senior students, serve as guides and role models, offering academic guidance, career advice, and emotional support to their

mentees. Through regular interactions, mentors provide personalized assistance tailored to the individual needs of their mentees, helping them navigate academic challenges and develop essential life skills.

Academics and student psychological issues

One of the primary objectives of the Mentor-Mentee Schemes is to address academic issues faced by students. Mentors work closely with their mentees to identify areas of academic difficulty and provide targeted support to help them overcome obstacles. This support may include tutoring, study skills development, and assistance with course selection and academic planning. By offering personalized academic guidance, mentors empower mentees to achieve their full academic potential and succeed in their studies. In addition to academic support, Mentor-Mentee Schemes VMSCL also address student psychological issues by providing a supportive and nurturing environment for mentees. College Counsellor and Mentors serve as trusted confidants and listeners, offering a sympathetic ear and emotional support to mentees facing personal challenges or mental health issues. Mentors are trained to recognize signs of distress and provide appropriate referrals to counselling services or other support resources as needed. By fostering open communication and trust, Mentor-Mentee relationships create a safe space for mentees to discuss their concerns and seek help when needed. Furthermore, Mentor-Mentee Schemes promote the overall well-being and development of students by encouraging personal growth and self-reflection. Mentors guide mentees in setting goals, developing self-confidence, and making informed decisions about their academic and personal lives. Through mentorship, mentees gain valuable life skills such as time management, problem-solving, and effective communication, which are essential for success in both academic and professional settings. Regular meetings and feedback sessions are conducted to assess the progress of mentorship relationships and address any issues that may arise. Additionally, the institution provides resources and support services to mentors and mentees to enhance the effectiveness of the mentorship experience. In conclusion, **VMSCL follows a tradition of Mentor-Mentee Scheme that play a crucial role in supporting students' academic success and well-being.** By fostering supportive relationships, providing personalized guidance, and promoting holistic development, these schemes empower students to overcome challenges, achieve their goals, and thrive in their academic and personal lives. Through ongoing commitment to mentorship, the institution demonstrates its dedication to nurturing a supportive and inclusive learning community where all students can succeed.

File Description	Document
Upload any additional information	View Document
List of Active mentors	View Document
Provide Link for Additional Information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 83.87

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

Response: 31

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

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

(consider only highest degree for count)

Response: 33.33

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

Response: 12

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

2.4.3

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

Response: 13.23

2.4.3.1 Total experience of full-time teachers

Response: 344

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.4

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

Response: 47.22

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

Response: 17

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Transparency

- Rubric
- Open assessment
- Grievance committee

Mode

- Open book exam
- Descriptive test
- Innovation test for languages

Innovation

- Open book

The BA.LL.B and LL.M programmes have a pattern of internal and external assessment. Seventy-five per cent is external assessment, and twenty-five per cent is internal assessment. Internal assessment has been introduced to promote continuous and comprehensive evaluation and practical learning. The role of the faculty is to guide and assess while critically providing feedback for improvement. It is an important method to evaluate the knowledge acquired by the student in a subject during the Semester and a fairly reliable means of identifying slow learners. The pattern of the intra-semester assessment (internal assessment) is periodically modified in order to make it more effective in terms of qualitative content as well as encouraging effective application of mind (analysis) with a practical touch.

Transparency

The feedback and marks are communicated by the subject teacher to the student. Each student is given access to the assessed answer scripts and may question the teacher if not satisfied with the assessment. The highest marks obtained by each student was considered for final assessment. A grievance committee is also constituted in case the issue is not resolved in the first instance.

Frequency

Seminar

On an average, students present seminars every 15 days

ISA

Two tests were conducted in each Semester for each subject and the students have the opportunity to answer the test for the second time for improvement of the score.

Mode

The present pattern includes a seminar presentation and two written tests.

Seminars

Seminars are conducted in each subject on a regular basis, where students are given a topic in advance to prepare.. A Seminar includes a well-researched written submission and well-articulated oral presentation. The student is assessed on both research as well as effective presentation. The maximum marks obtainable at a seminar presentation is 10.

ISA

Test papers may be descriptive or problem solving.

Rubric

The students were expected to analyze the given problem situation, identify relevant facts, relevant law and application of law to the facts in order to reach a conclusion. The teachers were given orientation on how to frame problems for the test. In each subject, the students were given demo test for their understanding and practice. It was an open book test which was conducted online during the pandemic and offline when the situation was normal. The maximum obtainable marks for each test was 15.

Innovation

The innovation in the test paper was that law papers were made problem based as suited to each subject.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Programme and course outcomes

Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the Institution. The Pos and Cos are well-defined and are displayed on the college website. The POs are as follows:

Programme Outcomes

(PO) 1: Knowledge and inter-disciplinary approach towards understanding the law

(PO) 2: The ability to interpret and analyse the legal principles

(PO) 3: Skills in research, legal drafting, advocacy and ethical values

(PO) 4: Social sensitivity and professionally competence

Course Outcomes

Some of the COs include:

Law of Torts

CO1 To understand the meaning and nature of Tort as a civil wrong

CO2 To understand the different types of torts and its essentials

CO3 To learn different principles governing tortuous liability

CO4 Interpret the law in accordance with the Judicial precedents/ pronouncements

Constitutional Law II

CO1 Learning and understanding Constitutional principles, provisions of Federal form of Government in India and powers of Parliament to amend the Constitution and Identify the restrictions to Amendment of the Constitution

CO2 Comprehend and Analyse the role, concept and the functions of the Indian Judiciary, Union and States with regards to the Executive and Legislative powers

CO3 Interpret the law in accordance with the Judicial precedents/ pronouncements

CO4 Synthesize the existing knowledge of legal principles, legislation and precedent and apply relevantly to the practical situation

Family Law - II

CO1 To comprehend the uncodified Hindu Law relating to coparcenary

CO2 To understand the laws relating to succession in India

CO3 To evaluate the concept of spousal property

CO4 To analyse the concept and need for gender justice

Legal Theory / Jurisprudence

CO1 To develop in the learners a fuller appreciation of law

CO2 Instill in the students the capacity of critical thought and interpretation of law

CO3 Enable the learner to build conceptual foundation to the study of law

CO4 Develops interaction between legal practice and legal philosophy

Civil Procedure Code and Limitation Act

CO1- To understand the General provisions of Civil Procedure code

CO2- Analyze the procedure to be followed in the civil courts in civil matters

CO3- To understand and appreciate the remedies for infringement of substantive rights in civil matters

CO4 - To have complete understanding of civil court functioning

Communication of Programme and course outcomes

The Programme and course outcomes are hosted on the college website. The Course outcomes are communicated via the lecture plans prepared by the faculty at the commencement of each Semester and are also uploaded to the attendance portal. The learning outcomes of each topic taught are effectively communicated by the faculty to the students at the beginning of each lecture.

Attainment of Programme and course outcomes

Attainment of programme and course outcomes are evaluated by the institution using the examination and feedback methods. Regular assessment is conducted in every subject, and semester end examinations are also conducted. Prompt assessment and communication of results is also done. Feedback is obtained from all stake holders, students, faculty, parents and members of the profession. Participation in The National Institutional Ranking Framework (NIRF) also ensures evaluation of Programme outcomes and course outcomes

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

2.6.2

Pass percentage of Students during last five years.

Response: 81

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

2022-23	2021-22	2020-21	2019-20	2018-19
187	166	236	176	139

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.39

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: 18.2

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
17.20	1.00	0	0	0

File Description

Document

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

List of funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount.

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

E-copies of the sanction letters of award for research, endowments, Chairs sponsored by non-government sources

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

3.1.2

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

Response: 19

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

2022-23	2021-22	2020-21	2019-20	2018-19
08	03	04	02	2

File Description	Document
Report of the Seminars/conferences/workshops conducted by the institution with relevant photos and/or videos (if any)	View Document
List of Seminars/conferences/workshops conducted by the institution	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.1.3

Funded Seminars/ Conferences /workshops.

Response: 9.06

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.20	0	0.50	0	7.36

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Income expenditure statement highlighting the funding received from the granting agency	View Document
Fund sanction letter from the granting agency towards Seminars/ Conferences /workshops organised by the institution	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2 Research Publications and Awards

3.2.1

Percentage of teachers recognized as research guides.

Response: 11.11

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

Response: 4

File Description	Document
Upload copies of the letter of the affiliating university recognizing the institution's faculty as research guides	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2.2

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

Response: 0.47

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
6	1	5	1	4

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
List and links of the papers published in journals listed in UGC CARE list and	View Document
Link to the institutional website where the first page/full paper (with author and affiliation details) is published	View Document
Link re-directing to journal source-cite website in case of digital journals	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2.3

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

Response: 0.14

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
2	2	0	0	1

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
List of chapter/book with the links redirecting to the source website.	View Document
Institutional data in the prescribed format (data template)	View Document
E-copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3 Extension Activities

3.3.1

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

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

Response:

The Institution emphasizes on engagement with the community through its outreach programs conducted through the NSS Unit, Legal Aid Society, and Clinics.

a. Legal Aid and Community Services

The Institution has been collaborating with Government Departments inter alia Goa State Aids Control Society, Department of Social welfare, Election Commission of India and State Election Commission.

The institution has conducted outreach Programs to further the outreach of the Government agencies. During the Election year to the State Legislative Assembly in 2022, our Institution has conducted Systematic Voters' Education and Electoral Participation Programmes to sensitize voters.

Students are also led to community service and encouraged to organize programmes for the community through the National Service Scheme Unit of our College. Community services cover activities such as HIV/AIDS prevention, Vanamohatsava, Swachh Bharat Abhiyan, Blood donation are conducted.

Keeping with its mission 'Let justice be done though the heavens fall' V.M.Salgaocar College of Law has established its Legal Aid Society with Free Legal Aid Cells in different talukas of Goa. The cell members meet every Saturday at the designated place in the legal aid cells and render free legal aid. The

legal literacy programs have helped to bring the judges, government officials, activists, police officials and other organization to the people and helped in speedy redressal of their issues and grievances.

b. Outcomes of extension activities

The extension activities provide the students an opportunity to engage with the community and organize legal literacy programs to sensitize the public at large, extend legal advice, and assistance to the needy requiring legal aid. The outcome of the activities involves creation of awareness of laws thereby allowing the people to have a cautious approach towards maladies existing but also remedies available. **Activities conducted in collaboration with District Electoral Officer have contributed to increase in the voting percentage in Goa.** The community service of the Institution has received national and international recognition. The Model of clinical legal education is emulated by other Law schools in the country.

c. Sensitization of students

In the conduct of various extension activities the students have developed critical thinking of myriad socio-legal issues such as cyber security, sexual harassment at work place, consumer rights, and rights of marginalized section of society. Students also undertaken projects of social cause such as PROJECT LIVE (LIBRARY TO IMPROVE VILLAGE EDUCATION).

d. Awards

The institution has been awarded the “The Knowledge Steez Award of Excellence for contribution in Social justice and Legal,” in 2018 and 2019. The Institution was also awarded “The Community Engagement Award 2019” to the Child Rights Clinic of the College. The college has also been recipient of “Droit Penale award” in appreciation for best Legal Aid performer in 2021.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

3.3.2

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

Response: 12

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

3.3.3

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

Response:

V. M. Salgaocar College of Law, since its inception, has toiled to provide the best legal education and to encourage the students to participate in para legal work and to work pro bono. The College is conducting its para legal activities through various societies, clinics, clubs, cells such as the Legal Aid Society, Child Rights Clinic, Pro Bono Club and the National Service Scheme (NSS), etc. The following are some of the activities carried out by the institution.

1.Public Interest Litigation

A Public Interest Litigation filed by our student Mr. Shukr S. Sinai Usgaonkar, in year 2021, was admitted by the High Court of Bombay at Goa. The Petitioner challenged the constitutional validity of Article

2 of the Devasthan Regulations, 1933, that restricts the Mazania of Devasthans to only male descendants in direct line of Mazanes. It was also challenged that as per Decree of 1880, governing the customs of Gentile Hindus which permits only males to be adopted by Gentile Hindus in absence of legitimate male issues.

2. Pro Bono Club- Jan Sunwai

Pro Bono Club Scheme has been conceptualized with the primary objective to improve the efficiency and quality of pro bono legal services by providing assistance to pro bono advocates through competent law students. The members Pro Bono Club along with the Vasco Free Legal Aid Cell organized a programme

to appraise citizens of their right to good governance and enable them to voice their concerns on various issues such as environmental, education, condition of roads and traffic safety to their elected representatives in the presence of Member of Legislative Assembly, an environmentalist / activist and the faculty incharge on 7th October 2022 at Ravindra Bhavan, Baina, Vasco.

3. TALEIGAO FREE LEGAL AID CELL – ABHA AND E- SHRAM CARDS

Ayushman Bharat Health Account (ABHA) was launched by the Ministry of Health and Family Welfare. It is a health Savings Account under the Ayushman Bharat Pradhan Mantri Yojana (AB-PMJAY) providing health benefits to the vulnerable and helpless economically weaker sections. To provide social security for the unorganised sector workers in India, the government has introduced the E-SHRAM portal. It offers a comprehensive database of workers and facilitates access to welfare schemes. Mr. Pritam Bambolkar from Taleigao Free Legal Aid Cell took the initiative and made 4 ABHA cards and 3 E- SHRAM Cards. He helped the clients in filling out the forms and personally followed the matter up till the cards were printed and delivered to the beneficiaries.

4. Legal Aid Society- Survey on ban on single use plastic

A Survey on ban on single use plastic was conducted on 22nd October 2022 by 13 members of Moira Free Legal Aid Cell on 22nd October 2022. The participants were residents of Moira and Nachinola. A total of 130 houses were covered. A report of the survey was submitted to the Mapusa Municipal Council and Village Panchayat Moira. Pursuant to this survey, the Moira Panchayat installed a CCTV camera at a conspicuous spot to stop littering.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

3.4 Collaboration

3.4.1

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

Response: 10

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The institution has adequate infrastructure facilities for

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

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

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

Describe the adequacy of facilities within a maximum of 500 words

Response:

The College is located in a spacious and expansive area ad-measuring 7831 square meters, with built up area of 1927.65 sq.mt, fully equipped with necessary infrastructure to facilitate teaching- learning.

a) Teaching/Learning facilities

Classrooms//Laboratories: College consists of 18 large, well-ventilated, well-lit classrooms for effective teaching. The classrooms are equipped with ICT facility.

Moot Court room- College has a specially designed classic Court Room for the purpose of enhancing mootng skills of students and to give them the feel and experience of actual court room.

Library- Is in an independent building with built-up area of 1029.53 sqmts. It is connected with wi fi and fully automated.

b) ICT enabled facilities

Smart classrooms

All the 18 classrooms are smart classrooms with Smart Boards and a TVs. There are **12 Wi-Fi** access points and **LAN** Connectivity with **50Mbps speed**. The Governing council room is fitted with Smart Board.

Research Room/Cyber Room of the college is situated in area admeasuring 106.83 sq. mts. There is an independent room for Cyber Administrator. There are 53 Desktops and 6 laptops for students use. There are 4 printers in laboratory. This room is also designated as Research Room available for the students for preparation for academic assignments and various competitions.

c) Cultural and Sports Facility

The College has built a practice pitch admeasuring 10 x 2 mts. and space in its campus for training students for participation in sports tournaments like badminton, football, volleyball and other athletic events.

Gymnasium: Gymnasium admeasuring 79.81 sq.mts is equipped with 21 specialized equipments for training including Smith machine Evost, treadmill, Hexagonal Rubber Dumbbells, Wt plates Olympic, Seated Chest press Evost, Weighing scale, Upright bike, Cross trainer, among others. There is a full-time fitness trainer employed for the purpose.

Gymkhana: To harness the sporting skills of the students, the college has a Gymkhana. It admeasures 79.81 sq.mts The gymkhana houses sports equipment's like Carom board, Chess, Table tennis, equipment's for Cricket, Football, Hockey, Baseball, Tenikoit and Vollyball. It also has equipment's like Shot Put, Discuss, Hummer, Javelin, Batton and Clappers. The College has four Road Bikes.

Conference Hall: A spacious conference hall is provided for student's cultural activities. It admeasures 188 sq. mts. The Hall has seating capacity of 200 persons. There are 9 air conditioners in the Hall. The Hall also contains a Green room for changing as well as trial. It has an attached washroom. The Conference Hall has a raised platform for performance. The hall is fitted with a Smart Board and is connected to Wi-fi.

The Hall is used for the purpose of conducting cultural programs which involve students' participation including the Induction Programme, Fresher's Party, Fun Week, Inter-collegiate/ International competitions, competitions hosted by the College and Annual Prize distribution. It is also available for the students for the purpose of practice for inter-collegiate events.

The college facilitates the students for the same, by providing them with necessary facilities like high-quality sound system which includes mike and speakers. The Hall also has a Dome camera through which all the events can be live-streamed to other channels.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.1.2

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

Response: 2.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
3.07	2.19	1.45	4.46	5.04

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentations should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource**4.2.1**

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

Response:

The Hirabai Vassudev Salgaocar Library, which is currently the library building of V.M. Salgaocar College of Law, was opened in 2005 by Hon'ble Justice K G Balakrishnan of the Supreme Court of India. The library has a collection of more than 23,000 books, including legal journals and periodicals. It also subscribes to 35 journals, 10 magazines, and 7 newspapers in English and other local languages.

Integrated Library Management Software (ILMS)

The library has been fully automated with the "NewGenLib" integrated library management software since 2005-06 and has now migrated to the "KOHA (21.11.01.00)" Library Management Software as of

August 2022. The software is used to perform various routine library activities such as book cataloging, issuing and returning, renewing books, automated Footfall Register, etc. The library's collection of books, legal journals, and periodicals are barcoded, and users are given unique barcoded student library cards. The library uses Dewey's decimal classification to classify books; all books are arranged subject-wise. The library also provides users with a web-based service that enables them to search for books by title, author, subject, and keywords, apart from this users can reserve, and renew books online remotely.

Subscription to E-Resources & Journals

Other than printed books, the library offers a comprehensive collection of e-resources through its . E-Resources such as **e-books (LexisNexis Knowledge)**, **e-journals (Sage e-journals)**, online access to **LLM Dissertations, Question papers**, and other open source databases such as **LiveLaw, India Kannon, PRS India, Indian Law Institute IR, ShodhGanga (Thesis Database), Goa University IR**, etc. The college library subscribes to Online databases such as **LexisNexis Advance (Legal Database), N-LIST Database & Goa Kaido Database** to facilitate research. The library in its collection has offline databases of AIR (All India Reporter) Infotech which includes **AIR Supreme Court 1950-2011 & Criminal Law 1950-2011** and **Goa Gazette 1962-2009**, and digitized copies of **Rare Books** such as **King's Bench, Queen's Bench, Chancery Division, Crown Cases**, etc.

Optimal Usage of Library Resources

User orientation is provided at the beginning of the year regarding the various facilities services and resources available in the library. The students across all streams are given special training in accessing, identifying, and collecting relevant information including case laws and articles by using the e-resources subscribed by the college library. This process has instilled the skill in learning and inspired them in applying law towards research. As a result of which the average per day usage of the library by students & faculty is at **130 users per day** for the academic year 2022-23.

The institution Introduced **Remote accessing software Knimbus digital library** allowing students access to the college's e-resources from the comfort of their homes. This service was introduced during the Covid-19 pandemic as the students could not access the college library. In addition to the extensive collection of books and e-resources, the library offers several other services to its users such as reprographic service, a Locker facility, a research lab, and internet access with a Wi-Fi facility.

In addition to the college library, **VMSCSCL has established a Bookbank library system that serves all students and faculty members with over 13,000 books**. The Bookbank provides one book per subject for the entire semester encouraging students to refer authentic secondary sources, and reducing reliance of students on library for textbooks.

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

4.2.2

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

Response: 4.99

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

2022-23	2021-22	2020-21	2019-20	2018-19
5.60	6.61	5.36	5.32	2.04

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority(relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.3 IT Infrastructure**4.3.1**

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

Response:

Internet Upgradation: The college has **Wi-Fi** covering the entire campus. In 2018-19 and 2019-20, the College subscribed to 6 Mbps speed. In 2020-21, the college upgraded the facility on a massive scale.

Internet Bandwidth was upgraded from 25 Mbps to 50 Mbps on 3rd February 2021. The existing internet connections were upgraded to 50 Mbps. The College also has a Government Internet connection (GBPN) of 100 Mbps.

The college uses load balancing to ensure better and uninterrupted connectivity and as a backup

connection. **Sophos Firewall** has been installed to block unwanted traffic, and access to the system is restricted.

The college also uses **Google Meet and Google Classroom** for teaching and learning. The College subscribes to **Zoom** as and when required for online College Events. The Office uses **Tally Packaging Software** for computation.

IT equipment Upgrades: In 2018-19, 2 classrooms were fitted with new LCD panels in addition to the existing 11 rooms. In the same year, a Wi-Fi connection was also installed in the classrooms. 2019-20, the college had 56 computers and two internet connections.

The College installed **Smart TVs and Smartboards** in all classrooms in a phased manner during the previous four years. All 17 classrooms are fitted with Smartboards, and 1 has a Smart TV.

Current IT assets: There are **19 Printers. Seven 65-inch Android TVs** are installed at various locations on the campus. All TVs are connected to the Internet. The conference hall and Governing Council room have Smart Boards with built-in computers and Wi-Fi connectivity.

The college has **72 desktop computers** on campus, including those in the cyber laboratory, office, staffroom, library, and book bank. It also has **4 Xerox machines** and 1 Risograph Machine.

CCTV cameras were installed in the library, which displays and monitors activities and can store recorded data. A dome camera is fitted in the cyber lab to monitor activities in the cyber room. The College also purchased a **Polaroid camera, Sony Alpha Video Camera, and Canon DSLR camera** to be used for the College's activities and to create a Digital awareness campaign. The internet supply is monitored and regulated through the Cyber Lab, an independent room with the leading IT system.

IT Facility exclusively for Student Use/ Cyber Laboratory: The cyber lab has **53 desktops and 6 laptops for students** to use. Students carry their own laptops, which the college provides with internet access.

There are 4 Printers in the Cyber Lab. During College events involving higher bandwidth, the college makes arrangements on an ad hoc basis.

In addition to accessing Cyber Lab, the students can use the Smart Board and Smart TVs for their Seminar presentations and Assignments. Internet access is also provided for the same.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.3.2

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

Response: 17.53

4.3.2.1 Number of computers available for student use..

Response: 59

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

4.4 Maintenance of Campus Infrastructure**4.4.1**

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

Response: 6.57

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
10.51	7.60	8.68	6.99	8.20

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4.2

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

Response:

The College has established systems and procedures for maintaining and utilizing physical, academic and support facilities. The Library, Sports, Cyber and Classroom Policy, Code of Conduct Rules and the Social Media Policy is available on college website.

Library- The college library admits all students to its membership as soon as they get admitted to the college. They are issued library cards. Library cards are non-transferable. Membership is renewed every year subject to the re-admission in the new academic year. The rules regarding the issue and return of books including the number of books, date of return, etc are communicated to the students.

The students (B.A.LLB, LL.B. Deg. & LL.M.) of all the courses are allowed to take 5 books for a period of 15 days, which can further be renewed two more times. **So, a student can have a particular book for 45days in total.** Books are issued against the library card only. Books are to be returned to the library within the due date or else a fine is levied in accordance with the fine structure as decided by the library committee from time to time.

Loss of the books has to be informed to the library and must be replaced with a new book. Any damages or missing pages in the books must be reported to the library staff. The quantum of fine to be imposed in case of loss or damage is also fixed and conveyed beforehand. The students are required to strictly follow the library usage rules, like maintaining of silence, disciplined use of books, non-removal of library property from the library premises.

Gymkhana/Gymnasium: The students have access to gymkhana/gymnasium at working hours other than lecture timings except with the permission of the Sports Director. The students need to be responsible in the handling and usage of the sports equipment. The college provides funds and infrastructure appropriate for sports and fitness activities. The college makes efforts to identify students who have inclination towards sports activities. The college allots funds to cover registration cost for student participation. The college facilitates the study of the students who are representing the Institution in any sports activity. No student participating in sports with prior approval of the faculty in charge,

would be deprived of any benefit or concession regarding completion of internal assessment, etc.

Usage of Cyber room/Facility: The cyber room is accessible to students during working days, other than lecture time except for activities like preparation for Moot Court /ADR or other Competitions. The students are expected to handle the computers and its accessories with care. Use of Cyber/internet facility for illegal purposes is strictly prohibited and is actionable. The students are allowed free access to Wi fi facility.

The Cyber Policy is applicable to the use of Cyber facility in and connected to the Institution. It includes the use of internet and connected accessories on campus including the Cyber lab, Research Room, Classrooms and Library and other areas where internet access and IT support is provided by the College. Students are required to use internet and IT facilities only for academic purposes. Sharing of College email id password and access through college ID by non-students is strictly prohibited. No food/refreshment items are allowed in the Cyber Lab/Research Room.

Students are prohibited from shifting any computer equipment from the designated places. No pornography, sexually explicit, or potentially offensive material may be viewed or downloaded. Playing games or using computers for entertainment is strictly prohibited. Labs shall not be used for hacking activities or any type of unauthorized access. The IT support is extended by the College for student progression and the students are expected to use the College IT resources with due care and responsibility.

Social Media Guidelines: Have been framed keeping in mind the issues that the online method posed due to the pandemic. Strict and comprehensive guidelines regarding non-abuse of social media has been put in place which contains strict disciplinary action.

Student's Code of Conduct: At the time of admission each student is issued an identity card which is expected to be worn at all times on campus, failing which the student will be immediately expelled from the premises and suitable disciplinary action will be initiated.

Every student is expected to dress in a decent and proper manner keeping in view the fact that they are students of a professional programme. Student should wear clothing that is not distracting or offensive to others.

In order to ensure overall development of the students, **the college has evolved a unique mentor system in keeping with the motto 'Excellentia Justitia et Humanitas'.**

College has an efficient mentor system in which a faculty member advises, guides, discuss college related issues and academic activities. For this purpose, the students are required to meet the concerned faculty member every week. Class Attendance is compulsory. All Students are required to have minimum 70% attendance in each subject for every semester, failing which the concerned student will not be allowed to answer end semester examination. The college strictly prohibits the use of mobiles/cameras during class hours.

Policy for Persons with disability: Among other things, the policy refers to suitable infrastructural arrangements to be made for persons with disability.

Policy on Sustainable practices: This policy aims to provide general guidance about efficient and environmentally sustainable practices on campus and foster practice of sustainability.

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

Percentage of students benefited by scholarship/freeship by the institution, Government and non-government bodies, industries, individuals, philanthropists during last five years.

Response: 6.57

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
76	44	48	67	76

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	View Document
Upload Sanction letter of scholarship and free ships (in English).	View Document
Upload policy document of the HEI for award of scholarship and freeships.	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	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: A. All of the above

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

5.1.3

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

Response:

V.M. Salgaocar College of Law (VMSCL) recognises that career counseling is crucial for helping students navigate their academic journeys toward specialized fields. VMSCL offers a structured approach to career counseling across several stages. The initial counselling stage is tailored for prospective students, primarily those in their final year of higher secondary school or undergraduate studies, who are interested in pursuing a legal career. The Admission Committee at VMSCL provides guidance on entrance exams and the admissions process.

Once students are admitted to the B.A. LL.B. and LL.B. programs, they enter the next phase of counseling. Here, they receive insights into the course structure, elective options, and assessment methods, along with an understanding of life in law school and how to manage the demands of a professional program. They are also informed about extracurricular opportunities available at the college.

Students are oriented towards participating in Moot Courts, Alternative Dispute Resolution (ADR), and Client Counseling competitions. These competitions are designed to inculcate among the students the

skills and values required by the legal profession. Hence a faculty member assigned to each team for personalized guidance as a mentor. Through these mentors students selected to represent VMSCL in these events receive specialized guidance to develop the necessary professional skills and values.

E-counseling sessions are organized by the designated faculty members to support the students in participating competitions such as moot courts, ADR, debate, mock trials and research papers. One on one interactions are facilitated, especially for students when they are out of station. LL.M. students also receive e-counseling for their research work from their respective research supervisors.

The next stage of counseling is offered to students seeking internships, where they are informed about various opportunities and receive support in selecting the right fit for their interests. In their final year, VMSCL organizes several career counseling workshops, sessions and guest lectures by inviting prominent lawyers, judges, and law associates to prepare the students to join the profession. These initiatives aim to provide guidance to the students to explore their varying interest and make informed decision about their future professional career.

Another initiative under taken by the VMSCL is providing guidance for the competitive examination like UPSC, GPSC, Bar Exams, NET, SET and Judicial Positions. The college employs a full-time counselor to assist students in managing stress related to personal, social and academic pressures and other challenges.

The college also has the Mentor-mentee scheme, pairing groups of 30 students with a faculty member. Each student is expected to meet the mentor at least twice a month. As their mentor, the faculty guides students academically and in their career planning. The mentor also ensures that the student assigned to him/her is focused on individual career goals, challenges, and aspirations through regular one-on-one interactions.

In the context of competitive examinations, the faculty as a mentor helps students identify the most suitable exams based on their skills and career goals. The institution also ensures that students can connect with their mentors even after college hours, ensuring they receive guidance even during off-campus periods if needed.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

5.1.4

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

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

4. Timely redressal of the grievances through appropriate committees**Response:** C. Any 2 of the above

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

5.2 Student Progression**5.2.1***Percentage of placement of outgoing students during the last five years.***Response:** 4.13**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
17	7	13	4	5

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order (the above list should be available in institutional website)	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

Percentage of Students enrolled with State Bar council.

Response: 15.59

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

Response: 41

File Description	Document
Number and List of students enrolled with Bar Council and details such as name, Date of enrollment to Bar Council, etc and links to enrollment certificate (the above list should be available in institutional website)	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.3

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

Response: 19.46

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

2022-23	2021-22	2020-21	2019-20	2018-19
52	52	45	33	35

File Description	Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education. (the above list should be available in institutional website)	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.4

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

Response: 8.34

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
61	8	15	09	0

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

5.3 Student Participation and Activities

5.3.1

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

Response: 49

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
14	08	04	06	17

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
List and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	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:

V. M. Salgaocar College of Law (VMSCL) is dedicated to providing a holistic education that goes beyond academic excellence. The institution actively promotes student participation in various administrative, co-curricular, and extracurricular activities, aiming to nurture well-rounded individuals prepared to take on leadership roles in society and the legal profession.

Student Council: A Model of Democratic Engagement At the heart of student involvement is the Student Council, formed through a democratic election process each year. This experience is a practical

lesson in democratic principles, reflecting India’s electoral system. Each class elects one male and one female representative, ensuring gender-balanced representation. The Student Council includes positions like General Secretary, Sports Secretary, and Cultural Secretary, who work alongside faculty members to plan and implement an annual schedule of activities. This allows students to take an active role in shaping their educational journey.

Ensuring a Safe and Respectful Environment: Internal Committee VMSCCL has established an Internal Committee in line with the University Grants Commission (UGC) guidelines to prevent sexual harassment and ensure a safe campus environment. The committee includes three elected student representatives from B.A.LL.B/LL.B., LL.M., and Ph.D. programs. These representatives are crucial in organising awareness programs and participating in inquiry proceedings, promoting a respectful atmosphere. Additionally, student representatives are part of the anti-ragging committee, collaborating with faculty to create campaigns that foster a culture of dignity and respect on campus.

Championing Gender Equality In its commitment to gender equality, VMSCCL elects two Gender Champions from the student body who advocate for gender issues through workshops, discussions, and events. These champions work to create an inclusive environment by promoting dialogue on gender sensitivity, ensuring that the campus is a space where everyone feels respected and valued.

Student-Led Competitions and Societies VMSCCL encourages student leadership through initiatives like the Lex Infinitum International Dispute Resolution Competition, which is entirely student-organized. The competition is led by an elected President from the Alternative Dispute Resolution (ADR) Board, with a student core team managing areas such as finance, social media, and coordination. Similarly, the Moot Court Society, another student-driven group, organizes national moot court competitions, offering practical experience in legal advocacy.

Legal Aid Society and Community Engagement The Legal Aid Society is another avenue for student participation, operating 25 community-based legal aid clinics and five specialized clinics managed by student bodies. Students take on roles like Clinic In-Charge and Deputy In-Charge, contributing to legal awareness campaigns, providing legal advice, and assisting with litigation services. This hands-on experience allows them to apply legal knowledge in real-world scenarios while serving the community.

Promoting Critical Thinking through Clubs VMSCCL also hosts seven law-based clubs, offering students opportunities to engage in debates, discussions, and talks. These clubs encourage critical thinking and foster an environment of intellectual engagement within the legal framework.

Through these initiatives, VMSCCL demonstrates its commitment to the comprehensive development of its students. By providing opportunities for leadership, democratic participation, and community service, the college equips students with essential skills and values for their future careers. This approach prepares them to be competent legal professionals and conscientious and responsible members of society.

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

5.3.3

The institution conducts /organizes following activities

1. Sports competitions/events

2.Cultural competitions/events

3. Technical fest/academic fests

4. Any other events through active clubs and forums

Response: B. Any three of the above

File Description	Document
Report of the Technical fest/academic fests along with photographs appropriately dated and captioned year- wise.	View Document
Report of the Sports competitions/events along with photographs appropriately dated and captioned year- wise.	View Document
Report of the Cultural competitions/events along with photographs appropriately dated and captioned year- wise.	View Document
Report of the any other events through active clubs and forums along with photographs appropriately dated and captioned year- wise.	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of circular/brochure indicating such kind of activities.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.4 Alumni Engagement**5.4.1**

The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and teaching, mentoring other support services

during the last five years.

Response:

The Alumni Association of V. M. Salgaocar College of Law (VMSCL) is registered with registration number **339/GOA/2018**. The alumni association of the college was functional for 10 years before 2018. However, it was formally registered in the year 2018. The alumni association aims to promote interaction and proper networking of the law students and the law professionals, a forum to connect, meet, and interact and to promote and support each other in all spheres of public life. All the members of the association work towards achieving the college motto.

The association comprises of the President and two vice presidents as the head of the association. The secretary and the treasurer are the active members of the functioning of the association. The association has multiple types of membership which are available to only the regular members, who should have any one degree from the college. The association also has a life membership which is available to only the regular members. There are also honorary members, where the luminaries having a standing in the society will be invited to become honorary members.

First and foremost, the illustrious alumni of the college have constructively supported the institution in allowing students to complete their internship programme in their chamber. This helps the students to gain first-hand knowledge about the workings of the court and the judicial system.

They assist the College in running the statutory bodies like Internal Committee. Alumni are involved in guiding the students of the college for the purpose of following the Civil and Criminal Cases which is a part of their academic requirement. The students of VMSCL, as alumni, also take an active interest in the activities of the college. Many alumni are called as guest lecturers to guide the final-year students. Alumni association supports the college in the organization of national and international competitions in various capacities, including as judges. During the events like Lex infinitum and Moot court, alumni visits the college in the capacity of moot judges. Alumni has also notably contributed to assisting students through guidance during their preparation for national-level moot court competitions. ADR Board has also received the support of our alumni in their capacity as subject expert. During the organization of programmes and regular legal aid cell activities the alumni also help as resource persons and mentors respectively. Alumni has helped in collaborating with government departments by bridging the gap and work in the areas of child rights clinic, biodiversity board and election commission. On the financial front also, the alumni has come forward and helped in organizing Lex Infinitum and provide financial assistance to students for participating in ADR competitions of international acclaim. They are also called in as judges for the events like Lex Infinitum.

In future, the association plans to have a series of activities to promote best practices in the area of governance, humanities, and social sciences. The association will work to make the institution socially responsive to create students who will help society in bringing awareness about law-related issues.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

5.4.2

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

Response: A. ? 5 Lakhs

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	View Document
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision Statement:

Let justice be done though the heavens fall.

Mission Statement:

Excellentia Justitia et Humanitas (Excellence in Legal Education in pursuance of justice and service to humanity.)

The institution's mission is 'Excellentia Justitia et Humanitas', which means 'Excellence in Legal Education in pursuit of Justice and service to humanity'. This is further explained through the vision 'Let Justice be done though the Heavens Fall'.

Explanation of Vision and Mission

- **VISION**
- Our vision is to uphold justice relentlessly, ensuring that truth and fairness prevail, regardless of the challenges or consequences that may arise

- **MISSION**
- **Excellence in legal education:** We strive to provide top-quality legal education that equips students with the knowledge and skills needed for professional success.
- **Pursuit of justice:** We are dedicated to promoting fairness and integrity amongst students and prepare them to advocate for justice in society.
- **Service to humanity:** The institution believes in working as an integral part of society and design activities which involves students to use their legal knowledge for the betterment of communities, fostering a strong commitment to public service.

Commitment to Society

- The institution maintains close ties with society through:
 - Seminars and Workshops
 - Legal Aid and Community Legal Clinics
 - Street Plays and Door-to-Door Campaigns
 - Social Welfare Schemes through NSS activities
- A special focus on rural areas is emphasized.

Institutional Governance and Good Leadership

- The institution demonstrates effective leadership through:
 - Value-based governance
 - Participative decision-making processes
 - Institutional culture fostering collaboration and transparency

Key Aspects of Governance:

- **Clear Vision and Mission:**
The leadership provides clarity in institutional objectives.
- **Participatory and Transparent Governance:**
Administration functions based on participatory governance and transparency.
- **Development Objectives:**
Directives and guidelines are aligned to improve the quality of the institution.
- **Digitization of Administration:**
Extensive digitization, except for University admissions.

Human Resources and Faculty Development

- Policies on human resource planning, recruitment, and training are well-defined.
- Faculty members receive incentives for publishing in high-quality journals (SCOPUS, UGC Care List, ISSN/ISBN).

Faculty Development Initiatives:

- **Incentives for Research and Publication:**
Faculty members publishing in prestigious journals receive rewards.
- **Professional Development Opportunities:**
 - Study leave and Faculty Improvement Programmes
 - Support for attending National and International events (e.g., registration fee coverage)
- **Regular Performance Appraisals:**
Mechanisms are in place for continuous faculty evaluation.
- **Technology and Skill Enhancement:**
The institution provides programs to help faculty stay updated with technological advancements.

Student-Centric Initiatives

- **Practical Legal Training:**
Emphasis on Moot Court, Legal Aid, and Alternative Dispute Resolution (ADR) activities.
- **Special Initiatives for Skill Development:**
 - Arbitration and Mediation training
 - Free Legal Aid services
 - Judicial preparation assistance
- **Internships:**
Opportunities for students to intern with legal professionals within and outside Goa, offering real-world exposure to legal practices.

Institutional Commitment to Professional Excellence

- The institution's efforts are focused on producing:
 - Competent lawyers and bureaucrats
 - Academicians, politicians, and judges at both High Court and Primary Court levels
- Academic and professional excellence is pursued through a robust blend of classroom instruction, practical exposure, and professional internships.

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:**Implementation Clinical Legal Education in a Decentralised Manner**

The Institution, with its belief in decentralization, provides students with the opportunity to acclimate themselves to the legal profession through various bodies such as Legal Aid Society, Lex Infinitum, Centre for Disability Rights, Alternate Dispute Resolution Board (ADR), Child Rights Clinic, Consumer Rights Clinic and Moot Court Society. These bodies serve as platforms for students to actively contribute to Society by providing essential legal assistance, instilling a sense of responsibility and learning various legal procedures. Numerous awareness programs have been conducted, enlightening society about their basic rights and a testament to the students' dedication and the institution's commitment.

One such activity to highlight is Legal Aid Society. Legal Aid, a unique activity that aligns with the Institution's motto of 'Excellence in Legal Education in pursuit of Justice and Service to Humanity', has been a practice in this Institution since 1998. This monumental activity comprises 25 permanent Free Legal Aid Cells spread across the State of Goa. The concept of a legal aid facility includes legal literacy, Para-legal services and a pre-litigation process for the disadvantaged community. It also extends to representations, public interest litigation, law reforms, enforcement, and implementation of law in practice. Our legal aid services, recognized by many well-known institutes in India and foreign countries, have made a tangible difference in the lives of the underprivileged, a fact acknowledged by the Planning Commission of India in its report.

At the helm of our Legal Aid initiative is the Principal, the Apex authority, with a Director who leads the Society, supported by an Associate Director, both of whom are faculty members. All students are mandated to be members of Legal Aid Cells for a minimum of two years. An annual orientation is

conducted to guide members on their functioning, admission, transfer, and the module of major and minor legal literacy programs. The concept and relevance of legal aid activity are introduced to them as part of their curriculum. Each Legal Aid Cell is led by a student incharge and a deputy incharge, who strategize the functioning of the cell. Regular review meetings are held for the students in charge and deputy in charge throughout the academic year.

Our faculty members, the backbone of the Legal Aid initiative, play a pivotal role. Each faculty member is assigned a minimum of two Legal Aid Cells, where they not only oversee the activities but also guide the students. They visit the cells regularly to inspect the work and provide necessary guidance. This hands-on approach, coupled with their expertise, ensures the quality and effectiveness of our legal aid services, reflecting the institution's commitment to justice and service to humanity.

Each of our legal aid cells is mandated to conduct a minimum of one major legal literacy program in their locality, and each student is required to hold a minimum of four minor legal literacy programs for the year. The minor programs include legal awareness talks in schools, colleges, and self-help groups, door-to-door campaigns, street plays, and minor research projects. The major legal literacy programs, held in the Panchayats or Municipal areas, feature subject experts as resource persons.

Link to organogram :<https://vmslaw.edu.in/wp-content/uploads/2024/09/6.2.2-Organogram.pdf>

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:

The college has institutionalised Skill Based Education in tune with its mission statement, ‘**Excellentia Justitia et Humanitas**’ meaning ‘Excellence in legal education, in pursuit of justice and service to humanity.’ The clinical legal education is systemically branched out into specialised clinics/centres that motivate, facilitate, and guide our students to act as agents of social justice and social engineering, thereby being equipped to be professionally competent and socially relevant.

The clinical legal education at the college broadly falls under the following categories:

1. Community-based law clinics or the Free Legal Aid Cells (Legal Aid Society | V. M. SALGAOCAR COLLEGE OF LAW (vmslaw.edu.in))

Legal Aid runs one major program and four minor programs; there is no cap on the total number of

minor programs they can run. Students run a variety of legal aid initiatives. Students use social media sites like Facebook pages, Instagram accounts, and Goan Media to spread awareness about the law. The efficient operation of the legal aid cell is evident when significant initiatives are carried out and a significant number of people take part.

2. Specialized Law Clinics

There are four law clinics namely, **(i) Consumer Clinic, (ii) Child Rights Clinic, (iii) Centre for Disability Rights and (iv) Centre for the Rights of Older Persons.**

The Specialized Law clinics provide a distinctive learning experience through a synthesis of procedural and substantial aspects of the specific subject area.

3. Alternate Dispute Resolution Board (ADR Board | V. M. SALGAOCAR COLLEGE OF LAW (vmslaw.edu.in))

The changing conflict resolution methods require law graduates to know the essential principles and skills of alternate dispute resolution. The ADR Board acts as an effective facilitator in this regard.

The ADR Board trains the students to become effective negotiators and mediators. Training on client counselling is also provided. The final year students are required to participate in live simulated negotiation sessions assessed by faculty. Annually, an international dispute resolution competition titled Lex infinitum is organized. For the innovation in ADR teaching, please visit our blog VMSCCL CONCORD

<https://vmsclconcord.blogspot.com/>

4. Training in criminal law

The final year students are trained in Criminal Procedure Code by conducting a mock trial, starting with the occurrence of a crime and proceeding through the different stages of trial and culminating in the judicial verdict. The students also visit the police stations and learn the processes followed in registering a crime and the different stages of investigation.

5. Skill based certificate Courses

The college offers three certificate programs aimed at skill enhancement namely -

- 1. Certificate Course on Conflict Resolution**
- 2. Certificate Course on Legal Drafting**
- 3. Certificate Course on Information Literacy & Legal Research**
- 4. Certificate Course on Proficiency in Soft Skills**

6. Lawyer Incubation Centre (LIC) :

The college established the **Lawyer Incubation Centre (LIC)** with the objective of supporting and mentoring the alumni who graduated from the college within three previous years by providing them an office space and other necessary resources.

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 and service rules, procedures, etc.

Response:

The administrative structure has the Governing Council headed by the President at the top, followed by the College Managing Committee and Local Managing Committee, and then the Principal (who is an invitee to the Governing Council meetings and Ex-officio Secretary of the Local Managing Committee).

The Local Managing Committee meets minimum twice a year. The Governing Council and College Managing Committee meets whenever required, especially when policy decisions are involved.

On the ground level, the activities of the college are implemented by the four heads, Principal, Vice Principal Head of the Department and the representative of the Management Administrator.

The Principal being the Administrative and Academic head of the Institution coordinates and supervises the functioning of the administrative staff as part of the administrative function, guides and cooperates with the academic staff as his position of Principal is more of an academic nature. As head of the Institution, he is answerable to all the stake holders including the university and the government.

The vice principal assists Principal in running of the institution with specific responsibility of feedback, timetable management and regular appraisal of the faculty.

Head of the Department is assisting the Principal by discharging the duty as Public Information Officer, Chairman of Library committee, Chairman of Attendance committee.

Administrator is assisting principal in financial and administrative aspect of the institution. He is incharge of the administrative staff and he would be giving all the logistical support to the activities of the institution.

The sports department is managed by sports director and sports instructor. The gymkhana and gymnasium are managed by the sports incharges. The department is tasked with the challenge of providing holistic development of the personality of the students.

Library is managed by College Librarian and Librarian Grade-1, supported by library staff. The staff is striving to live upto the challenge of equipping the library to new challenges in knowledge base.

In addition to these distinguished posts, senior faculty are given responsibility to run the various departments of the institution. They are actively involved in running of legal aid society, child rights clinic, consumer rights clinic, center for rights of persons with disability, center for rights of older persons etc.

The organogram depicts the organizational chart of the institution. At the core level there is the Governing Council, followed by the Management Committee then Local Management Committee. Under the leadership of the Principal, there are various Committees, the Faculty, Sports, Library and Cyber staff. Under the Administrator, there is the Office staff, Multitasking Staff (MTS), Gardener, Housekeeping, Watchman, Accountants and the Book Bank staff.

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

6.2.3

Implementation of e-governance in areas of operation

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

Response: B. Any 3 of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institution prioritizes the welfare of both teaching and non-teaching staff, recognizing the vital role they play in its functioning. To ensure a supportive work environment and enhance the overall well-being of its employees, a wide range of welfare measures has been established. These provisions cover financial, professional, and personal needs, providing staff with security and growth opportunities. Below is a detailed account of the welfare measures available for teaching and non-teaching staff.

Welfare Measures for Teaching Staff

The institution offers a comprehensive array of benefits to its teaching staff, ensuring their financial, professional, and personal well-being. Financial assistance is provided through various loan facilities, including access to the **Employees' Credit Cooperative Society**, which helps staff meet personal and professional financial needs. Additionally, housing accommodation is available, offering convenience and security.

Teaching staff are eligible for **Leave Travel Concession (LTC)**, which allows them to travel and rejuvenate while having part of their travel expenses reimbursed. **Medical reimbursement** is also provided in accordance with the rules set by the State Government, ensuring that staff members can access necessary medical care without financial strain. In terms of leave benefits, teaching staff can avail themselves of **Earned Leave, Half Pay Leave, Casual Leave, Duty leave and Child Care Leave for**

female employees. Furthermore, maternity and paternity leaves are granted to support staff during the important stages of family life.

In addition to these benefits, the institution fosters professional development through grants for seminars, and allowances for attending conferences, workshops, and training programs. **Study leave** is provided under the **Faculty Improvement Program (FIP)** of the UGC with pay, and **sabbatical leave** is available for research purposes. **Special financial assistance** is also given to faculty members who are engaged in research, aligning with the institution's research policies. Faculty are encouraged to pursue academic excellence, with incentives provided for publishing articles in recognized journals. The institution also offers **child tuition fee reimbursement** up to Rs. 24,000 per annum per child, easing the financial burden on staff with children. Furthermore, **soft loans** are available to faculty members for upgrading their laptops, ensuring they have access to the latest technology for teaching and research purposes.

Welfare Measures for Non-Teaching Staff

The institution also offers a broad range of welfare measures for its non-teaching staff, ensuring that their financial, personal, and professional needs are met. Like their teaching counterparts, non-teaching staff have access to loan facilities through the **Employees' Credit Cooperative Society**. This enables them to manage personal and family expenses more effectively.

Leave benefits are also available to non-teaching staff, including **Leave Travel Concession (LTC), Earned Leave, Half Pay Leave, Casual Leave, Duty Leave, Maternity and paternity Leave and Child Care Leave for female employees.** **Medical reimbursement** is provided in accordance with government guidelines, ensuring that staff members can meet their healthcare needs. Additionally, maternity and paternity leaves are available, supporting employees during significant family milestones.

Uniform allowances are provided to non-teaching staff, ensuring that they maintain a professional appearance in the workplace. Like teaching staff, non-teaching employees also benefit from access to **soft loans** for upgrading their laptops, which aids them in their work responsibilities. Furthermore, the institution's Credit Cooperative Society offers additional financial security to non-teaching staff, providing a reliable source of credit when needed.

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

6.3.2

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

Response: 10.94

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
6	0	0	6	2

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

6.3.3

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

(Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

Response: 39.06

6.3.3.1 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
10	18	12	4	6

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC stipulated time periods, as participated by teachers year-wise.	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
E-copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.4

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

Response:

The IQAC has introduced a system for evaluating various college activities. Each teacher's performance is evaluated in a three-tier appraisal system. The appraisal system will consider different activities of the teacher, including teaching activities, publications, attending seminars and workshops, administrative work, and co-curricular work.

Tier I

The self-appraisal forms are given to the teaching staff. Each form is accompanied by a benchmark, and the teacher needs to fill out the form, compare it with the benchmark, and assess their own performance. This comparison is meant to be a self-study. This helps the teacher assess performance and identify areas for potential improvement.

Tier II

This tier is designed to discuss each teacher's performance with the principal, Vice Principal or Head of the Department. This meeting is more of a mentoring rather than a fault finding.

This tier involves a one-to-one meeting, where the teacher discusses the achievement and lists the areas of improvement. The meeting also focuses on the area where the teacher needs support from the institution, like support to build capacity.

The important aspect of the meeting is to design the action plan for the academic year. As this meeting is

conducted in the beginning of the semester, the teacher is expected to plan the coming academic year based on the benchmark. And design the approach to meet the benchmark.

Tier III

The final appraisal stage will be at the end of the academic year. Again, the same form is circulated, this time accompanied by the action plan submitted by the teacher. The form will be filled out in light of the action plan. These exercises help assess the shortfall in achieving the target established under the plan of action. This also gives the idea of keeping the action plan realistic and cutting down on fancy ideas.

The committee will again conduct one-on-one meetings and assess the achievement of the action plan. The institution is looking for sincere attempts by the teachers rather than results. This third tier will clearly establish the potential of the plan of action and make necessary changes.

Performance Appraisal System for Teaching Staff

The appraisal of non teaching staff is done by Prinicipal, Administrator and Head Clerk. The annual appraisal done in the form a general meeting. The following principles are adopted for assessment of performance of non-teaching staff.

Role, Clarity and Job Description, principle of Adaptability and Flexibility, principle of Problem-Solving Skills, Professionalism and Ethical Conduct,

Technical Competency, Attendance and Punctuality

Professional Development, Contribution to Institutional Goals

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:

Auditing is an important part of the functioning of Institute. In V M Salgaocar College of Law the audit is done annually by two different wings of the audit system viz. INTERNAL AUDIT and external AUDIT. All expenses such as of revenue nature are audited by the internal audit done by Chartered Accountant appointed by management. Besides, any such expenditures involving payment from the grants received from the state govt. and the DHE is audited by viz. the Internal audit and the External

audit. Audit of accounts of College is also conducted by the External Audit team from time to time. The audit team does the 'TEST CHECKING' of various types of accounts relating to the funds especially received from the State government and University Grants Commission (UGC) as well as DHE. The audit team also audits stock registers, and conducts audit of Library, audit of computer lab of the College and audit of all Plan Expenditures of the college. The Internal Audit of the College makes a thorough audit of the expenditures of the college.

Name of the Chartered Accountant: S.J. Thaly & Co.

The Institution has an External Audit Policy, wherein External Agency complete the Audit thoroughly through the Directorate of Higher Education (Goa Government).

Auditing of B.A.L.L.B Grant-in-Aid Course, L.L.B Degree, L.L.M and PhD Course was done for the financial year:

1st April 2018 to 31st March 2019.

1st April 2019 to 31st March 2020.

1st April 2020 to 31st March 2021.

1st April 2021 to 31st March 2022

1st April 2022 to 31st March 2023

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: 60

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	60.00	0	0

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the sanction letters received from government/ nongovernment bodies and philanthropists for development and maintenance of infrastructure	View Document
Annual audited statements of accounts highlighting the grants received.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4.3

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

Response:

Mobilisation Of Funds And The Optimal Utilisation Of Resources:

The Institution's transparent and well-planned financial management system, with the Directorate of Higher Education, the Government of Goa, and the Institution itself as the main sources of funds, has been instrumental in our steady growth. These funds, released based on the meticulously prepared budget, scrutinized by the Governing Council, and sent to the Government for consideration, have been optimally utilized for our academic and societal development.

Mobilisation of Funds:

The Institution receives contributions from the Alumni Association, CSR funding from different industries, and the members of Advocates Bar Association. It is also associated with various Trusts and institutions, which is a major contributing factor.

The institutional funds have been used for student centric activities and to facilitate the teaching and learning process by purchasing Android TVs and Intelligent Interactive Panels (IIPs) (smart boards). These technological advancements have significantly improved the quality of education at our institution.

Registration fees is another source of funds and institution has received fees for Lex Infinitum, Knowledge Sessions, National Moot Court Competition.

The Governing Council of the Institution works out the building and basic infrastructural requirements to operate the approved academic programmes effectively and provide administrative support. The premises of the institution are utilized to conduct various examinations.

Funds are also received for certificate courses like Animal Rights Course, Civil Diploma Course, Drafting Course,

Entrepreneurship Development Course, Faculty Development Program, Mediation Online program and membership fees received for ADR, Legal Aid Society, Moot Court, cultural activities.

Mobilisation of Human Resources:

Human resources are mobilised frequently to provide opportunities to the institution's current students. Senior advocates, young entrepreneurs, judges, NGO representatives, and politicians are mobilised to give insights into their activities.

These human resources are mainly used for guest lectures and internships, where the students are exposed to different practice areas. As expert assessors, they give knowledge sessions based on their work experience and judge the competition with detailed feedback on the team's performance. Judging other events has also been a feature of the utilization of human resources.

Our faculties, as Guest Speakers/ Resource Persons, have been actively contributing to several Departments for conducting training programs and seminars. Our students, through the Legal Aid Society, have been the driving force behind several awareness programs, door to door campaigning, street plays, and other initiatives. Their efforts reflect our institution's Vision and Mission, making us all proud.

Mobilisation of Resources in Kind:

Supply of water bottles and furniture for the Institution is provided through strategic partnerships with local businesses and organizations. Accommodation at hotel is provided to participants during the events organised by the Institution through negotiated rates and sponsorship agreements. These initiatives not only help us manage our resources more efficiently but also foster a sense of community and collaboration among our stakeholders.

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:

The IQAC has institutionalised the quality assurance at VMSCL. To achieve the same, IQAC adopted a three-pronged approach:

1. It attempted to create a research-oriented climate in the staffroom and college.
2. It adopted a capacity enhancement approach for the faculty to improve their teaching and research abilities by organising 3 FDP's.
3. The IQAC concentrated on capacity building amongst students.

For the final approach, the IQAC insisted on building capacity and creating social and cultural awareness and sensitivity.

During the earlier cycle of NAAC, the visiting NAAC committee observed that the institution must give a push for research work. The IQAC designed a prolonged plan to implement the suggestions of the visiting NAAC team. Initially, the IQAC prepared a policy on research and teaching. The main concern of the IQAC is in the line of incentivising research and publication work; in this regard, the policy on incentivising publications has been prepared. Subsequently, the IQAC ensured the budgetary allocation. Under this initiative, teachers are being incentivised to publish.

Similarly, the IQAC encouraged teachers to introduce or launch certificate courses for the institution's students. The IQAC was firm regarding the sharing of income from the certificate course. In this regard, IQAC prepared a policy approved by management, and the teacher working on the certificate course and the resource persons were incentivised by the institution for their hard work. The initiative and encouragement from the IQAC have resulted in incremental development in publications and certificate courses. The institution and the student community immensely benefit from these initiatives.

Further, the IQAC took the initiative to encourage the teachers to participate in faculty development programs. In this regard, IQAC created a practice of providing financial benefits for the teachers attending such programs. DHE and management extended the financial benefits to aided, unaided, regular, and contract-based teachers.

To create social sensitivity, the IQAC attempted to improve existing activities such as the legal aid society, moot court society, and ADR Board.

As a part of improving legal aid activity, IQAC encouraged opening new cells and closing non-performing cells. It introduced a system for ranking cells. This ranking system built healthy competition among the students. The initiative is yielding results in the form of national recognition, such as awards and invitations to participate in prestigious national-level events.

Moot Court has been part of the college culture for three decades. This time, IQAC introduced two critical systems: the appointment of a Coach and the introduction of the advisory committee. The coach became responsible for the performance of the team. The coaching system enabled continuous monitoring by the teacher and advisory committee, which worked on building the overall performance of the students by organising orientation workshops.

Finally, the IQAC improved the student's performance on the ADR Board by introducing a certificate course on ADR skills. The students participating in the same have performed well in selection rounds and represented the college efficiently.

The efforts of IQAC, along with faculty, have started yielding results. The social sensitivity has improved, as we see many volunteering in Purple Fest (disability rights conclave), and participation in Gram Sabha has improved. The moot court changes yielded wins and good performance at national-level competitions, serving as a testament to the promising future of our institution.

URL: <https://www.vmslaw.edu.in/iqac/>

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:

Periodical review:

1. The IQAC relies heavily on the feedback collected from the different stakeholders. The feedback in charge analyses the feedback and forwards the observations to IQAC and the Principal for suitable action.
2. In addition to gathering feedback, the IQAC takes a proactive stance in enhancing academic standards. Regular meetings with the HRDC and the Internal Academic Review Committee ensure that positive changes are continually being implemented in our institution.

3. The IQAC meets all the committees involved in the disciplinary processes like an anti-ragging committee, internal committee, etc. Based on the findings, the IQAC has helped to prepare **Perspective Plan** to avoid such happenings in the college.

Example 1:

The pandemic gave an opportunity to explore the less explored area of IT technology in teaching. The IQAC conducted a series of reviews on the connectivity of students with the Internet as well as the connectivity of the teachers. The IQAC reviewed the teachers' preparedness to the new challenge regarding knowledge to use technology and the technical support available to adapt online teaching. Most importantly, the IQAC reviewed the institution's preparedness for the new challenge. Based on the findings, the IQAC recommended soft loans to teachers to buy laptops with higher configuration; based on the students' feedback, we created the option of hybrid classes when the pandemic improved. The IQAC recommended improving the IT infrastructure to meet the pandemic challenges. To avoid any gap in learning activity, the IQAC proposed changes in the library set-up. As a result, we now have remote access software called *Knimbus* and OPAC software to access the books from the library. We have also seen a magnificent increase in online resources: the pandemic and the alert IQAC changed the college learning activity pattern.

Example 2:

The IQAC has a special focus on providing opportunities for learners with diverse learning capacities, particularly those who may require additional support, such as slow learners.

After the first internal assessment, the IQAC asked the mentors to meet the slow learners and understand their learning difficulties. The meeting's findings led to the organisation of the library learning program and the Soft Skills program.

The IQAC recognized that leadership opportunities were concentrated among a few students. To promote inclusivity and personal growth, the IQAC met with the Legal Aid Society and proposed that they avoid appointing only fast learners as in-charge of legal aid cells. This decision provided ample opportunities for slow learners to showcase their social and organizational skills, leading to significant personal growth.

This initiative helped the cells create a major breakthrough as the leadership gave complete attention to the functioning of the cell. The result could be seen during the pandemic when legal aid cells used technology in conducting outreach programs. Keeping the students' safety in mind during the pandemic, the Legal Aid Society (LAS) has asked to organise online programs, like lectures by experts.

Organising online lectures was a task as the target group involved were villagers. To assist the villagers, two students visited the village and connected them online using their laptops with speakers. The mahila mandal or senior citizen group used to attend in temple or church.

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 and course of action**
- 6.Any other quality audit recognized by state, national or international agencies (like ISO Certification)**

Response: A. All of the above

File Description	Document
Supporting documents pertaining to NIRF (along with link to the HEI's ranking in the NIRF portal) / ISO as applicable and valid for the assessment period.	View Document
Reports of Academic and Administrative Audit	View Document
Minutes of Meeting of Internal Quality Assurance Cell (IQAC) and activities conducted by IQAC	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

Promotion of gender equity in curricular and Co-curricular activities

1. Commitment to the constitutional values of gender equality and non-discrimination is reflected in all aspects of functioning. The first-year students and the Student Council members are administered oaths at the Induction ceremony and Investiture Ceremonies respectively, wherein they affirm to uphold these constitutional values.

2. Gender parity is maintained in the Students' Council by assigning 50% of seats for female candidates.

3. Gender Sensitization Plan – The Principal notifies the plan annually with directives to specific units to take up programs for endorsing gender equity & sensitization, and to promote inclusive spaces without gender discrimination, on and off campus.

4. Curricular - The teachers are advised to take up the gender perspectives involved in each subject in teaching and classroom activities. Subjects such as Women & Law, Constitutional Law, Family Law, Labour Law, Human Rights and the Criminal laws are discussed with due emphasis to the gender equity aspects fostering gender sensitization and the rights of women.

5. Co-curricular

a) The Legal Aid Cells regularly organize literacy programs on gender equity and women's rights.

b) The Law Clubs are encouraged to take up activities involving gender equity and sensitization.

c) The Women Empowerment Cell conducts programmes on gender equity and sensitization.

d) Centre for Political Leadership promoted the use of gender-neutral terms in the college correspondences and documents.

e) Sports facilities/training and participation in Men's and Women's games are given equal importance.

B. Facilities for Women in Campus

1. Safety and security

a) Bounded by a compound wall, single-entry gate guarded by a watchman.

b) Entry is limited to students and staff.

- c) Campus is well-lit and has CCTV cameras.
- d) Library counter is positioned affording a view to the entire library.

2. Specific facilities

- a) Separate wash rooms for female students with incinerators.
- b) Specified time in gym for men and women.
- c) Separate reading space for female students in the library
- d) Ladies’ common room with attached wash-room, a bed and sufficient seating facility.

3. Compliance of POSH Act and UGC Regulations

- a) Internal Committee is duly constituted.
- b) Information regarding the IC and POSH Act is displayed at conspicuous places in the campus and on the website.
- c) Policy for Prevention of Sexual Harassment at Workplace lays down the responsibilities of employees, students and internal committee.
- d) Awareness programs are conducted for staff and students.

4. Other Bodies - Anti-Ragging Committee and Grievance Cell are constituted. A full-time Counselor and free walk-in access for students

C. Initiation of Gender Audit

A gender audit is initiated and the preliminary data analysis has revealed that in all the student-activity oriented units of the college, female students outnumber the male students. For example, in the Moot Court Society, the selected girl students are three times more in number than the male students. This is noted as the accomplishment of inclusive and equal opportunities afforded by the institution.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

7.1.2

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

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

Response: D. Any 1 of the above

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

7.1.3

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

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

Response:

A. Waste Management - The College follows a No-littering rule, and adheres to it strictly. The waste management in the institution is as follows:

1. Solid waste management

- a) Separate steel bins are kept for plastic and paper waste in all the classrooms and at various points in the campus.
- b) Labeled closed bins are kept on each floor for wet (bio degradable) waste and biomedical waste such

as tissue and masks.

c) The dry waste is collected by the Municipal authorities twice a week.

d) Bio degradable waste from the bins and the food waste from the canteen is regularly emptied into the compost pit in the campus, for decomposition. The compost thus formed is used for manuring the flora in the campus.

2. Liquid waste management - The wash rooms, wash basins, and the canteen kitchen water are all connected appropriately to the drainage system, which is well maintained.

3. Biomedical waste management - Incinerators for sanitary napkins installed in washrooms for women.

4. E-waste Management - The e-waste is disposed of through auction, at an interval of two years through authorized agency.

5. Waste Recycling -Wet waste is deposited in the compost pit, and the compost formed is used as manure for the plants.

6. Hazardous chemicals and radioactive waste management - The college does not generate any hazardous chemicals and radioactive waste.

B. Reduction in Waste generation and Minimal Use of Plastic

a) Policy on Minimal and Optimal Use of Paper & Plastic - The college has a policy that calls upon each member, as staff and student, to resolve to practice eco-friendly practices in the campus as well as outside

b) Non bio degradable waste generation is minimized

c) Food in canteen is served in steel plates and crockery.

d) Faculty members keep and maintain their own tea cups for the daily tea served in college to staff, during recess.

e) Plastic throw-away cups, plates etc. are totally avoided.

f) Water dispensers are placed at three points in the campus so that students and faculty can fill their own water bottles, and avoid purchasing bottled water.

g) Any plastic that is used in the campus is of recyclable grade only.

h) Paper waste generation is restricted largely by using one side papers for printing, and rough work. Moreover notices, reports etc. are issued/filed through electronic methods.

i) Students are discouraged to use plastic files for assignment submission.

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

7.1.4

Water conservation facilities available in the Institution:

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

Response: B. Any 3 of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Green audit reports on water conservation by recognised bodies	View Document
Geo-tagged photographs of the facilities.	View Document
Bills for the purchase of equipment's for the facilities created under this metric.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.5

Green campus initiatives include

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 plants etc in 500 words.

Response:

Green Initiatives at the VMSCL Campus

We are committed to this cause and have taken several steps to make our campus greener. We have created an eco-friendly environment and raised awareness among our campus community.

1. Landscaping and Organic Horticulture

Our college has embarked on an organic horticulture project as part of the Green Campus Initiatives, aiming to produce fertilizer-free vegetables for staff and students to consume. The initiative, led by dedicated staff members, has got recognition and awards for its role in transforming the campus into a sustainable space. These efforts have received positive feedback from industry stakeholders and media, emphasising the significance of the college's green initiatives on a broader scale.

2. Battery Powered Vehicles

Our institution has established a dedicated charging facility for battery-powered vehicles, encouraging their use among faculty, students and other staff members. Students are often seen bringing their battery powered vehicles on campus.

3. Promotion of Cycling

In support of sustainable transportation, the college has provided bicycles to sports enthusiasts who are participating in various competitions. This is an initiative of the college to encourage cycling culture.

4. Pedestrian-Friendly Pathways

A network of pedestrian-friendly pathways has been maintained across the campus, facilitating convenient access to different facilities such as classrooms, administrative buildings, library, and canteen. These pathways are also integrated with the main road, enhancing ease for pedestrians within and beyond the campus premises.

5. Environmental Awareness Signages

Well-placed signages throughout the campus advocating for environmentally responsible behaviour, including prohibiting plastic usage. These signages serve as reminders for students, staff, and visitors to uphold eco-friendly practices, thereby fostering a culture of sustainability. These efforts are aligned with our official sustainable policy that promotes responsible behaviour.

6. Digital Posters Over Flex Banners

The college opts for digital posters over traditional flex banners for various events to minimise plastic consumption. This change to digital platforms reasserts our commitment to reducing plastic waste and embracing sustainable alternatives.

7. Restricted Entry for Automobiles

Vehicular entry on the campus is restricted to a designated limited space. Due to a lack of parking space in the vicinity, the college cannot ban the total entry of vehicles in the campus. Designated parking space ensures that a large area in the campus is protected from vehicle entry thereby preserving the biodiversity and horticulture.

8. Innovative Initiatives

Initiatives such as Beyond the Campus environmental awareness such as cleaning of public places, plants distribution, save soil and producing paper bags from student contributions and distributing them to various marketplaces under the VMSCL NSS unit further exemplify the institution's commitment to sustainability.

Our green campus initiatives cover various aspects, from transportation to landscaping and community engagement. We're making our campus a greener place to study and work through simple yet effective measures.

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

7.1.6

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

The institutional environment and energy initiatives are confirmed through the following

1.Green audit /Environment audit

2. Energy audit

3.Clean and green campus initiatives

4. Beyond the campus environmental promotion and sustainability activities

Response: B. Any3 of the above

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

7.1.7

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

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

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

Response:

1. Commitment to Inclusivity

The college is committed to securing an inclusive workspace and facilities for all students and staff. Special care is taken to ensure that persons with disabilities can fully participate in campus activities.

2. Policy on the Rights of Persons With Disability

The college has a comprehensive policy that outlines the rights of persons with disability. Our commitment to providing them with the best possible facilities, infrastructure and support. This includes students and staff, as well as other visitors.

3. Promotion of Rights of persons with Disability through Student Ambassadors

We actively promote awareness of rights of persons with Disability among our students, even promoting participation in international events like the Interational Purple Fest. The International Purple Fest is an inclusive festival organised in Goa, aimed at celebrating diversity and promoting the rights, inclusion, and empowerment of persons with disabilities. The fest brings together people from across the globe to participate in various activities, discussions, and cultural performances that highlight the abilities and talents of individuals with disabilities. Some of our students, like Mr. Krunal Thakur, a 4th-year BALLB student, served as ambassadors for various disability causes, including purple fest.

4. Surveying to Address Needs

To better understand and meet the needs of persons with disability, we conducted a survey. This feedback will guide our future campus planning to ensure inclusivity.

5. Implementation of Accessibility Measures

We have implemented various measures to create a barrier-free environment on campus. This includes installing ramps for wheelchair access, providing accessible washrooms, and investing in assistive digital technology. Additionally, we offer personnel assistance to support those who need help navigating campus or accessing information.

6. Ensuring Compliance and Support During Exams

We have ensured compliance with Goa University regulations by providing scribe facilities during exams, furthering our commitment to accommodating the diverse needs of our students.

7. Accessible Facilities and Resources

Our parking facilities include designated spaces for person with disabilities, and our library is wheelchair accessible. In line with our commitment to inclusivity, our college offers various digital resources to support students with disabilities. These include a dedicated PC equipped with screen reader software, ensuring access to digital content for visually impaired students.

8. Enhancing Digital Accessibility

Additionally, our subscription to audio-exclusive platforms such as Storytel provides students with remote access to a vast library of audiobooks, facilitating learning for those with reading difficulties. Further, Kuku FM offers regional curated audio content, enhancing accessibility for all learners. Moreover, recognising the specific needs of individuals with disabilities, we have allocated a dedicated PC tailored to the requirements of Divyangjan students, further ensuring our dedication to fostering an inclusive learning environment. These efforts aim to make our campus welcoming and accessible to all.

File Description	Document
Upload supporting document	View Document

7.1.8

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

Response:

The college abides by the constitutional values of Equality of status and of opportunity, and to promote among them all, Liberty of thought, expression, belief, faith and worship; and Fraternity assuring the dignity of the individual and unity and integrity of the nation. The campus and all facilities are equally accessible to all the students. Similarly, non-discrimination is the fundamental practice with respect to all persons and activities of the institution. The following measures are specifically taken to assure the values of inclusiveness.

1. At the induction program of the first-year students, a pledge is administered which contains the values of fraternity and dignity of the individual
2. At the investiture ceremony of the Students Council, a similar pledge is administered. The members take oath to abide by these values.
3. Cultural events and festivals are celebrated.
4. Though the medium of instruction is English, students are free to communicate with each other and with the faculty in the local languages.
5. Student's Council elections are conducted in a manner that is open for all students to contest and vote.
6. For organising all major activities of the college, students are enrolled by voluntary registration.
7. Enrollment to NSS, Centre for Political Leadership and Law Clubs is by rules that provide equal opportunity to all
8. There is an Anti-Ragging Committee and Grievance Cell in place
9. The college celebrates all National and a few International Days, that foster a sense of unity and common brotherhood among students. Such celebrations also highlight the cultural and other differences, and promotes celebration of such differences.
10. The college organizes National and International Competitions that afford an effective and equal opportunity for all students to work together as a large team. Such events also give the exposure to meet law students and faculty from other parts of the country, thereby promoting networking and learning to understand the cultural, regional, and linguistic differences.
11. Programs are conducted that inculcate the value of inclusiveness

12. Students are encouraged to conduct community outreach programs through legal aid cells that promote the constitutional values of equality and non-discrimination.
13. Students are encouraged to participate in activities and programs that promote such values.
14. The reserved seats for faculty recruitment are duly filled
15. Persons with disabilities are given equal respect and special assistance and facilities
16. Gender equality is maintained in all activities
17. The curriculum of B.A.LL.B., LL.B Degree and LL.M. programmes unequivocally integrates 28 courses specifically addressing Constitutional and Human values. (Details of which are mentioned additionally in criteria 1.3.1), These courses cover crucial topics such as Law and Education, Right to Information and Law, Women and Law, Public International Law, Labour Law, Human Rights, History, Environmental Law, Constitutional Law, and Political Science. Furthermore, practical courses for final year students emphatically encompass Professional Ethics, Alternative Dispute Resolution, and Moot Court, highlighting the importance of constitutional and human values.

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

7.1.9

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

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

Response:

The institution is committed to uphold and abide by the Constitution and its values. Constitutional Law is a compulsory subject for all students and teaching of the subject is done with due regard to sensitizing the students regarding the constitutional values.

In order to sensitize students and employees of the institution to the constitutional values, rights, duties and responsibilities of citizens and for inculcating such values in them for being responsible citizens, the members of the NSS, the Legal Aid cells and Law Clubs are encouraged to include constitutional values

in their activities on and off campus.

- **Legal Aid Society**

The Legal Aid Society of the institution organized activities which promote constitutional obligations such as - Voters Empowerment, Animal Rights, International Earth Day, Preamble, Gender Equality, and Constitutional Law Awareness Week. For this purpose, the students are guided by the faculty in charge.

- **Constitutional Law Club**

The institution has a Constitutional Law Club with interested students as members, with the objective of taking up activities that promote constitutional values, and discussions on constitutional issues. Constitution Day (November 26) celebration is undertaken by the Constitutional Law Club. On Independence Day 2022, CLC organised a panel discussion titled 'Celebrating Differences'.

- **NSS Unit**

In order to sensitize students and employees of the institution to the constitutional obligations such as values, rights, duties and responsibilities of citizens the institution celebrates days of national importance highlighting the values attached to it. NSS Unit organises such programs. These include –

1. Independence Day Celebration (Freedom, Sovereignty)
2. Celebration of the Rashtriya Ekta Diwas (Unity)
3. Constitution Day Celebration (fundamental duty to abide by the Constitution, its values and institutions)
4. Celebration of Goa Liberation Day (Liberty, national integrity)
5. Celebration of the Republic Day (sovereignty and supremacy of the Constitution)
6. Tree Plantation Activity by staff and students - Vana Mahotsav (Art.51 A(g))
7. Vigilance Awareness Week – Elocution Competition (Right to know, Integrity – A way of life)
8. Blood Donation Camp (fraternity and common brotherhood)
9. Swachata Week – (Care for earth)

- **The Contemporary Legal Development Forum (CLDF)**

The Contemporary Legal Development Forum organises panel discussions and deliberations on matters of constitutional importance

- **HRDC**

HRDC of the college organised an awareness program on POSH Act to the teaching and non-teaching employees.

The college organised **Daring Debates-Goa Edition 2019** on the topic Yes to Development: Death Knells to Habitats? (Environmental Consciousness) and Workshop on Exploring Gender, Culture and Law (Gender Equality and human dignity); One Day Training programme 'Human Trafficking- Dawn of New Slavery: Awareness & Sensitization Programme for Youth' (with NHRC)

Responsible citizenry: The impact of the sensitization activities is evident from the responsibility shown by the students during the cyclone and Covid 19 pandemic. They assisted Panjim Police in cutting and shifting of trees during Cyclone and volunteered in the distribution of dry ration, packed lunch to stranded labourers, and assisted in application for Home Quarantine of Covid Patient and helped in applying for vaccination.

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

7.1.10

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

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

Response: A. All of the above

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

7.2 Best Practices

7.2.1

Two Best practices successfully implemented by the Institution

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

Response:

Best Practice – I

Project POSH - Consultancy & Training for institutions in Goa to facilitate and mentor compliance with POSH Act

Best Practice – I

1. Title of the Practice

Project POSH - Consultancy & Training for institutions in Goa to facilitate and mentor compliance with POSH Act

2. Objectives of the Practice

(i) To provide consultancy services to all institutions in Goa so as to facilitate compliance with the POSH Act.

(ii) To empower all stakeholders for compliance by training the Internal Committees of Higher Educational Institutions, Higher Secondary Schools, High Schools, Government Departments/institutions, and Private Institutions, in that order.

(iii) To conduct Training of Trainers and produce more POSH Trainers

3. The Context

Uniqueness of the practice in higher education - Project POSH stemmed from the belief that institutions of higher education have a purpose beyond teaching and learning; they must act as centers of consultancy in their areas of expertise. Implementing POSH Act is the responsibility of every institution. However it was noticed during informal interactions with different IC members that in several institutions the ICs were improperly constituted and were non-functional, and many were unaware of POSH compliance. The college took the initiative to empower, facilitate and guide the institutions to comply with the statutory mandates. Project POSH was designed to train the ICs of all institutions/departments and continue providing consultancy services through its POSH Compliance Clinic. Project POSH is innovative and a unique best practice in the context of Indian higher education that could be adapted by other law colleges in the country.

4. The Practice

Project POSH proceeded on the following lines.

Phase 1 - HEIs

- a) Preparation of project proposal & procuring funding – GIPARD funded the project.
- b) Association with Directorate of Higher Education enabled officialization of Project POSH and issuance of directives from DHE to the HEIs mandating attendance at the Project POSH Workshops.
- c) Student selected as interns
- d) Conduct workshops and submission of report to GIPARD.
- e) Follow up - Compliance verification: DHE directed all HEIs to forward their IC constitution to Project POSH team. Verification and mentoring was done.

Phase 2 - Higher Secondary Schools.

- a) Institutional support was obtained from the Directorate of Education.
- b) Assistant District Education Inspectors (ADEIs) requested to be contact points for HSS

Phase 3 – Fifteen faculty members from the law colleges were trained who could be assigned as trainers under Project POSH. The training of IC members of High Schools is scheduled to be completed in September 2024.

5. Evidence of Success

- a) A total of 242 IC members of 54 HEIs, 268 members of 109 HSS and 812 members from about 400 High Schools were trained. The Reports are available at <https://vmsslaw.edu.in/project-posh-260924/>
- b) Follow-up compliance verification of the HEIs was completed.
- c) The participants' feedback is evidence of the effectiveness and necessity of the workshop.
- d) The HEIs and HSS continue to consult the coordinators with queries and for guidance
- e) Several institutions request Project POSH team to conduct awareness sessions. Our student interns were trained for this purpose.

6. Problems Encountered and Resources Required

The preliminary challenges were procurement of funding and mandating attendance of IC members at the Workshops. Resources required are – Funds, dedicated faculty members as Coordinators and POSH-Trainers, trained students as interns/project assistants, venues with audiovisual facilities.

Best Practice II

1. Title of the Practice - Centre for Political Leadership, V. M. Salgaocar College of Law (CPL)

2. Objectives of the Practice

- To promote political leadership among law students, as an attainable and learnable skill
- To promote democratic values and processes among citizens
- To facilitate women's leadership
- To produce political leaders who can contribute towards nation-building
- To develop the overall personality of the students

3. The Context

What did Gandhi, Ambedkar, Nehru, Mookherjee, Thatcher, Mandela, Lincoln, Obama, and Sushma Swaraj have in common? They were all lawyers turned politicians, who used their legal knowledge and skills to augment their country's development. Those stories inspired the Political Science faculty, leading to CPL's inauguration on December 19, 2021.

4. The Practice

- Through hands-on activities, CPL bridges the gap between academic learning and practical leadership.
- Lectures explore leadership styles, while debates on topics such as women's reservation engage students in real-world political issues.
- Competitions sharpen analytical skills.
- Workshops prepare students for various political roles.
- Collaborations offer practical experience through field visits and interactions.

The establishment of CPL was driven by a growing recognition that lawyers having a deep understanding of the legal system and governance are better positioned to take on leadership roles. However, students lack opportunities for practical engagement with politics. Therefore, CPL designed activities to provide a realistic experience.

The activities were original and rewarding for the students, such as -

- Lectures Series/Podcasts: Decoding Leadership on National figures like Mahatma Gandhi, Dr B.R. Ambedkar, Dayanand Bandodkar, and others.
- Debates and Discussions: On Women's Reservation, Minimum Age for Candidates, Political Freebies, SC decision on Election Commission appointment, simultaneous elections, youth in politics and others.
- Competitions: "Kaun Banega Political Analyst", Political Manifesto Writing, Slogan Writing, Essay Writing, and Digital Campaign on Human Rights.
- Workshops/Training: Media Communication, Leadership Skills, Youth Participation in Gram Sabha, and Voting Awareness across Goa.
- Collaborations/Visits: Dept of Political Science, School of International Studies, Manohar Parrikar School of Law and Public Policy, Goa University, GIPARD, Election Commission of India, Nehru Yuva Kendra, NSS, Goa Legislative Assembly.

5. Evidence of Success

- CPL attracted over 143 members in its first year, with 64% female participation.
- The total number of participants in all activities is above 2,500.
- Media coverage: Times of India, Herald News, The Navhind Times, CCR TV, Goa News Hub, Gomantak TV, Goa Khabar, LiveNewsGoa, Herald News, My Goa Network, Prime TV and NT Buzz.
- CPL Reports were shared with leading political parties, government departments, and other stakeholders.
- For CPL’s first election, 314 people voted, with 4 Model Political Parties and several aspirants for executive positions.
- 300 members follow CPL's activities via a WhatsApp group.
- More than 70% of physical events have been uploaded on YouTube. Video links can be found on CPL report.
- Adoptable by other institutions as it is an extracurricular activity.
- Report: <https://vmsslw.edu.in/wp-content/uploads/2024/09/CPL-2021-2024.pdf>
- Website: vmscpl.in/

6. Problems Encountered/Resources Required

Field visits require college-provided transport. Activities incur miscellaneous costs. With activities offered free and unsponsored, CPL faces potential long-term budget challenges. Recording and online publishing of CPL activities require resources.

File Description	Document
Any other relevant information	View Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

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

(institution to describe in 1000 words).

Response:

Legal SCAPE (Social Commitment And Professional Excellence)

The college implements its mission statement, 'Excellentia Justitia et Humanitas' meaning 'Excellence in legal education, in pursuit of justice and service to humanity' through Legal SCAPE denoting SOCIAL COMMITMENT AND PROFESSIONAL EXCELLENCE among its students. This is achieved by the institutionalization of clinical legal education (CLE) that inspire and facilitate our students to act as agents of social justice and social engineering. The CLE has branched out into specialized clinics offering professional skills to the students while guiding them to be socially relevant.

The clinical legal education at the college broadly falls under the following thematic categories:

1. Community Based Clinics under LEGAL AID SOCIETY

Legal Aid has remained a unique and prominent activity of the College since 1998 in consonance with its mission. The College believes that students of law have to understand the needs of the society and orient their learning and skills to the welfare of the needy. In this process, the students learn a variety of lawyering skills that otherwise goes unattended to, in the other academic programs. All the students are required to be part of the legal aid activities for 2 years and complete 100 hours of legal aid work. The cells are located at their residential vicinity in places which are easily accessible to the general public like Panchayat buildings, schools, churches or temple premises. Every Saturday, the cells function for at least two hours and are open to public. A total of 308 students were members of the Legal Aid Society for the academic year 2022-23 in 22 Legal Aid Cells.

Organizational structure: The activity is administered through a well-knit, organizational structure, where decision-making is devolved to the root level. Principal is at the apex of the functional structure and Administrator handles the disbursement of funds. Two faculty members act as Director and Associate Director. Each cell is assigned under a faculty in charge. A student in charge and a deputy are appointed for each cell. Students are members.

Services and activities include -

- (i) Conduct Legal literacy Programs
- (ii) Provide Legal Advice
- (iii) Legal Representation before quasi – judicial authorities forums
- (iv) Para-legal services such as assistance procuring senior citizens cards, ration cards, etc.
- (v) Public Interest Litigation – More than 20 PILs have been filed by students on various issues ranging from the use of helmets to violations of Coastal Regulation Zones.
- (vi) Law reform & Social Justice Projects – Students undertake research projects on legislations and welfare scheme, and submit the report to the government appealing for reforms.
- (vii) Attending Gram Sabha help them to understand the problems of the community and promote ADR

wherever found feasible.

Awards – (a) “Legal Aid Best Performer” award in 2021 by the Droit Penale Group, Uttar Pradesh. (b) KNOWLEDGE STEEZ LEGAL AID AWARD 2018 and 2019 for its commitment in community engagement.

2. Specialized Law clinics

The Specialized Law clinics provide a distinctive learning experience through a synthesis of procedural and substantial aspects of the specific subject area. The objectives are:

- (a) Enhance research and learning in specific fields of individual interest and aptitude
- (b) Provide on-field experience in solving practical legal issues
- (c) Provide a meaningful learning experience through a synthesis of procedural and substantial aspects of the subject
- (d) Sensitize the students on the human rights involved in the area vis-à-vis justice administration system
- (e) Render legal assistance to the needed persons thereby promoting socially relevant legal education

(i) The **Child Rights Clinic** is the first of its kind in Goa which brings the law students and the children of the community closer together. The Clinic works in association with Victim Assistance Unit, Children’s Court, Juvenile Justice Board, Child Welfare Committee, Commission for Protection of Child Rights, Goa State Legal Services Authority, and other child-justice delivery agencies in the State. Students provide research assistance to JJB and to the Court and file necessary applications for the child. The CRC won the coveted and prestigious Herbert Smith Freehills Community Award in 2019.

(ii) The **Consumer Clinic** aims to offer practical study to students who have special interest in consumer law and to provide an opportunity to students to file consumer complaints before consumer forums and represent the clients.

(iii) The **Centre for Rights of Persons with Disability** offers clinical experience where students work to create awareness and sensitization of the rights of the disabled persons. The Centre works in collaboration with IDARE, an NGO working and has filed petitions with the State Human Rights Commission on behalf of the clients.

(iv) **Centre for the Rights of Older Persons (CROP)**: Established in 2022, a team of students are trained on the law and procedure relating to senior citizens. The students took up a project to verify if the old age homes are complying with the statutory requirements.

3. ADR Board

The changing conflict resolution methods require law graduates to know the essential principles and skills of alternate dispute resolution. The ADR Board acts as an effective facilitator in this regard. The

ADR Board trains the students to become effective negotiators and mediators. Training on client counselling is also provided. The final year students are required to participate in live simulated negotiation sessions assessed by faculty. Annually, an international dispute resolution competition titled Lex infinitum is organized. For the innovation in ADR teaching, please visit our blog VMSCC CONCORD <https://vmsclconcord.blogspot.com/>

4. Training in criminal law

The final year students are trained in Criminal Procedure Code by conducting mock trial, starting with the occurrence of crime and proceeding through the different stages of trial and culminating in the judicial verdict. The students also visit the police stations and learn the processes followed in registering a crime and the different stages of investigation. At the request of Directorate of Prisons, Government of Goa, the Prison Reform Clinic had studied and reported on Remission of Prison Sentence.

5. Skill-based Certificate Courses

Conflict Resolution, Legal Drafting, Information Literacy & Legal Research, and Proficiency in Soft-Skills.

File Description	Document
Appropriate webpage in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

The NAAC benchmark has played a pivotal role in steering VMSCL's development initiatives. As a testament to this, the institution has successfully created 1,372 videos under the four-quadrant MOOCs system. These advancements are a direct result of brainstorming sessions led by the Internal Quality Assurance Cell (IQAC) and the innovative environment fostered among the faculty. The robust IQAC has also been instrumental in enhancing the institution's infrastructure, including new building for the institution.

VMSCL is committed to continuously improving its curriculum and teaching methods. After the assessment year, the curriculum for all programs was revised. The Choice-Based Credit System (CBCS) was introduced to the BA LL.B. and LL.B. programs, and continuous internal assessments were implemented for the LL.B. program. The LL.M. curriculum was also updated, increasing the weightage of internal assessments.

While teaching and learning remain the institution's core focus, there has been a significant shift toward promoting research and publication. This previously underexplored area has seen a marked rise in faculty publications and seminar participation. The institution's proactive role in publishing the book *One Nation, One Law* exemplifies the management's dedication to fostering a culture of research and academic engagement.

VMSCL has also made substantial advancements in infrastructure. All classrooms have been upgraded to smart classrooms with SmartBoards and internet connectivity, evolving from basic TV and LCD projectors. These upgrades will be showcased proudly to the visiting NAAC team and reflect the institution's commitment to creating a conducive learning environment. However, it is important to acknowledge that infrastructure alone is insufficient; skilled human resources are essential to maximizing the benefits of these facilities.

A positive learning environment is critical for student development, and it flourishes when students feel safe, supported, and encouraged to innovate. Our institution ensures such an environment through the effective functioning of various committees. The Mentor-Mentee Scheme is a key initiative for monitoring student welfare, while the Internal Committee and Grievance Committee serve as safeguards against harmful elements on campus. Additionally, the Anti-Ragging Committee's active efforts have been instrumental in maintaining a healthy, non-toxic, and welcoming campus environment.

The IQAC has made significant contributions to these achievements. By professionalizing innovative programs, it has established an Internal Advisory Committee and a Human Resource Development Committee to facilitate a systematic approach to innovation. This framework allows challenges to be identified and resolved before new ideas are implemented.

The institution has also made considerable strides in promoting Institutional Distinctiveness. The practices developed here are not only innovative and impactful but also replicable, serving as a model for other educational institutions seeking to enhance their programs and benefit their student communities.

Concluding Remarks :

The institution's continued growth has led to the adoption of a distinctive initiative—the Incubator Centre. This unique center, the first of its kind in India, differs from traditional incubation centers that focus on student

startups. The VMSCL Incubator Centre encourages students to explore careers within the legal profession. It offers a dedicated workspace for five emerging lawyers, equipped with high-speed internet and printing facilities, and provides mentorship from a senior advocate. Additionally, the institution organizes continuing legal education for these young lawyers.

VMSCL maintains its annual flagship events, including the Lexinitum International Mediation Competition and the G.D. Kamat National Moot Court Competition. Along with these flagship programmes the institution has taken a step towards recreational activities by introducing club "**Beyond The Syllabus**". The details can be seen on www.beyondthesyllabus.in

In essence, VMSCL, along with its IQAC, proudly confirms that it has fully embraced and proactively implemented all the recommendations made by the NAAC team during their 2018 assessment. These valuable insights have been pivotal in guiding the institution's focus on key development areas, reflecting our unwavering commitment to progress.

We are pleased to report that VMSCL has not only met but exceeded the expectations set by the NAAC team. The integration of best practices and the establishment of institutional distinctiveness underscore our dedication to delivering quality education and realizing our Vision and Mission, especially within the framework of Legal-SCAPE (Social Commitment and Professional Excellence).

Looking ahead, our goal is to achieve academic autonomy, ultimately leading to degree-awarding status—an essential step toward the excellence we continuously strive for. In conclusion, VMSCL reaffirms its unwavering commitment to growth and development. We have fully understood and effectively implemented NAAC's seven assessment parameters, with the resulting progress benefiting all stakeholders, including students, professionals, and industry alike.

This journey of growth is ongoing, and we remain dedicated to reaching new heights with the continued guidance and support of all involved.

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 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 Mediation/Client Counseling Exercises, and internship in law firms/NGOs/Judicial Clerkships etc., during the latest completed academic year. Answer before DVV Verification : 688 Answer after DVV Verification: 668</p>
1.3.4	<p>Number of certificate / value-added courses / Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM / e_Pathshala/ NPTEL and other recognized platforms(without repeat count)where the students of the institution have enrolled and successfully completed during the last five years.</p> <p>Answer before DVV Verification : 20 Answer After DVV Verification :11</p>
2.4.2	<p>Percentage of full time teachers with Ph. D. / LL.D during the last five years.</p> <p>(consider only highest degree for count)</p> <p>2.4.2.1. Number of full time teachers with Ph.D./LL.D during the last five years. Answer before DVV Verification : 13 Answer after DVV Verification: 12</p> <p>Remark : Sports teacher will not be considered, input edited accordingly.</p>
2.4.3	<p>Average teaching experience of full time teachers (Data for the latest completed academic year in number of years).</p> <p>2.4.3.1. Total experience of full-time teachers Answer before DVV Verification : 353 Answer after DVV Verification: 344</p> <p>Remark : Experience of teachers more than 10 months only will be considered and Sports teacher and Librarian will not be considered, Input edited accordingly.</p>
2.4.4	<p>Percentage of full time teachers working in the institution throughout during the last five years.</p> <p>2.4.4.1. Number of full time teachers worked in the institution throughout during the last five years: Answer before DVV Verification : 19 Answer after DVV Verification: 17</p> <p>Remark : Experience of teachers more than 10 months only will be considered and Sports teacher and Librarian will not be considered, Input edited accordingly.</p>

2.6.2	<p><i>Pass percentage of Students during last five years.</i></p> <p><i>2.6.2.1. Total number of final year students who passed the examination year wise during last five years.</i></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 349 1046 483"> <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>201</td> <td>177</td> <td>237</td> <td>178</td> <td>117</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 562 1046 696"> <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>187</td> <td>166</td> <td>236</td> <td>176</td> <td>139</td> </tr> </tbody> </table> <p>Remark : Input edited from clarification documents.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	201	177	237	178	117	2022-23	2021-22	2020-21	2019-20	2018-19	187	166	236	176	139
2022-23	2021-22	2020-21	2019-20	2018-19																	
201	177	237	178	117																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
187	166	236	176	139																	
3.1.1	<p><i>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs).</i></p> <p><i>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).</i></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1133 1046 1267"> <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>18.03</td> <td>1.00</td> <td>0.135</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1346 1046 1480"> <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>17.20</td> <td>1.00</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Input edited as per the sanctioned letters provided.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	18.03	1.00	0.135	0	0	2022-23	2021-22	2020-21	2019-20	2018-19	17.20	1.00	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
18.03	1.00	0.135	0	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
17.20	1.00	0	0	0																	
3.1.2	<p><i>Seminars/conferences/workshops conducted by the institution on Research methodology, Intellectual Property Rights (IPR), Entrepreneurship, Skill development, Frontier/ contemporary areas researches in law and judicial trends etc. during the last five years.</i></p> <p><i>3.1.2.1. Number of Seminars/conferences/workshops conducted on Research methodology, Intellectual Property Rights (IPR), Entrepreneurship, Skill development, Frontier/ contemporary areas researches in law and judicial trends etc. by the institution year wise during last five years.</i></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1957 1046 2092"> <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>8</td> <td>3</td> <td>5</td> <td>2</td> <td>2</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	8	3	5	2	2										
2022-23	2021-22	2020-21	2019-20	2018-19																	
8	3	5	2	2																	

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
08	03	04	02	2

Remark : Report on Speak Easy; Two day Communication Skill Works, will not be considered in this metric, input edited accordingly.

3.1.3 ***Funded Seminars/ Conferences /workshops.***

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1.20	0	0.50	2.50	4.86

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1.20	0	0.50	0	7.36

Remark : Input edited from clarification documents.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6	1	6	5	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	1	5	1	4

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	2	3	2	2

Answer After DVV Verification :

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

Remark : Books with ISBN number only would be considered. Input edited accordingly to the calendar year.

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

Answer before DVV Verification :

Answer After DVV Verification :12

Remark : Awareness programs and Events conducted for the benefit of their own students will not be considered in this metric. Input edited accordingly.

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

Answer before DVV Verification :

Answer After DVV Verification :10

Remark : Input edited as per the functional MoUs/linkages with institutions, Law firms, industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research only will be considered.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
22.15	23.26	49.15	14.01	9.59

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3.07	2.19	1.45	4.46	5.04

Remark : Input edited considering only expenditure, excluding salary for infrastructure augmentation.

4.2.2	<p><i>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).</i></p> <p><i>4.2.2.1. Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs).</i></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 389 1046 524"> <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>8.11</td> <td>7.12</td> <td>8.16</td> <td>6.58</td> <td>4.65</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 600 1046 734"> <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>5.60</td> <td>6.61</td> <td>5.36</td> <td>5.32</td> <td>2.04</td> </tr> </tbody> </table> <p>Remark : Input edited as per the expenditure for purchase of books/e-books and subscription to journals/e- journals and legal databases.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	8.11	7.12	8.16	6.58	4.65	2022-23	2021-22	2020-21	2019-20	2018-19	5.60	6.61	5.36	5.32	2.04
2022-23	2021-22	2020-21	2019-20	2018-19																	
8.11	7.12	8.16	6.58	4.65																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
5.60	6.61	5.36	5.32	2.04																	
4.4.1	<p><i>Percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs).</i></p> <p><i>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).</i></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1173 1046 1308"> <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>26.84</td> <td>17.21</td> <td>14.95</td> <td>7.47</td> <td>9.04</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1384 1046 1518"> <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>10.51</td> <td>7.60</td> <td>8.68</td> <td>6.99</td> <td>8.20</td> </tr> </tbody> </table> <p>Remark : Input edited as considering only the expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	26.84	17.21	14.95	7.47	9.04	2022-23	2021-22	2020-21	2019-20	2018-19	10.51	7.60	8.68	6.99	8.20
2022-23	2021-22	2020-21	2019-20	2018-19																	
26.84	17.21	14.95	7.47	9.04																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
10.51	7.60	8.68	6.99	8.20																	
5.1.1	<p><i>Percentage of students benefited by scholarship/freeship by the institution, Government and non-government bodies, industries, individuals, philanthropists during last five years.</i></p> <p><i>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.</i></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1957 1046 2092"> <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>74</td> <td>44</td> <td>985</td> <td>68</td> <td>76</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	74	44	985	68	76										
2022-23	2021-22	2020-21	2019-20	2018-19																	
74	44	985	68	76																	

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
76	44	48	67	76

Remark : Input edited from data template.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 2 of the above

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

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

Answer before DVV Verification : 160

Answer after DVV Verification: 41

Remark : Input edited as per the State Bar Council certificates provided.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
80	63	35	58	45

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
52	52	45	33	35

Remark : Input edited as per the list of students provided for clarification.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
156	175	141	175	168

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
61	8	15	09	0

Remark : Input edited as per the qualifying certificates of students provided.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
47	13	4	17	17

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	08	04	06	17

5.3.3 The institution conducts /organizes following activities

- 1. Sports competitions/events**
- 2. Cultural competitions/events**
- 3. Technical fest/academic fests**
- 4. Any other events through active clubs and forums**

Answer before DVV Verification : A. All four of the above

Answer After DVV Verification: B. Any three of the above
 Remark : Input edited considering the option 1, 2 and 3 as per the supporting documents provided.

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: B. Any 3 of the above
 Remark : Input edited considering the option 1, 2 and 3 as per the supporting documents provided.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
23	4	4	8	4

Answer After DVV Verification :

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

Remark : Librarian will not be considered, input edited accordingly.

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

(Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	18	12	4	6

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
20.32	5.32	63.31	13.75	9.36

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	60.00	0	0

Remark : Funds from own institutions/own trust and sister institutions will not be considered and Grants received under criterion III not to be repeated here. Input edited accordingly.

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 and course of action**
6. **Any other quality audit recognized by state, national or international agencies (like ISO Certification)**

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

Answer After DVV Verification: A. All of the above

Remark : Input edited considering the option 1, 2, 3 and 4 as per the supporting documents provided.

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

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

	<p>Answer before DVV Verification : B. Any3 of the above Answer After DVV Verification: D. Any1of the above</p>
7.1.6	<p><i>Quality audits on environment and energy are regularly undertaken by the institution</i></p> <p><i>The institutional environment and energy initiatives are confirmed through the following</i></p> <p><i>1.Green audit /Environment audit</i></p> <p><i>2. Energy audit</i></p> <p><i>3.Clean and green campus initiatives</i></p> <p><i>4. Beyond the campus environmental promotion and sustainability activities</i></p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any3 of the above Remark : Input edited considering the option 1, 3 and 4 as per the supporting documents provided.</p>

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><i>Number of students year wise during the last five years.</i></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>1015</td> <td>998</td> <td>985</td> <td>837</td> <td>863</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>1034</td> <td>1024</td> <td>980</td> <td>836</td> <td>861</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	1015	998	985	837	863	2022-23	2021-22	2020-21	2019-20	2018-19	1034	1024	980	836	861
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2022-23	2021-22	2020-21	2019-20	2018-19																	
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2.1	<p><i>Number of full time teachers year wise during the last five years.</i></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>30</td> <td>29</td> <td>29</td> <td>26</td> <td>26</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>26</td> <td>27</td> <td>27</td> <td>25</td> <td>23</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	30	29	29	26	26	2022-23	2021-22	2020-21	2019-20	2018-19	26	27	27	25	23
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30	29	29	26	26																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
26	27	27	25	23																	
2.2	<p><i>Consolidated number of Full time teachers worked in the institution during last five years (without repeat count).</i></p> <p>Answer before DVV Verification : 30 Answer after DVV Verification : 36</p>																				

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
184.29	137.90	104.93	87.88	83.79

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
119.78	86.44	284.65	76.22	71.66