SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

NALSAR UNIVERSITY OF LAW

JUSTICE CITY, SHAMEERPET, MEDCHAL MALKLAJGIRI DISTRICT
500101
www.nalsar.ac.in

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The first cycle of NAAC evaluation for NALSAR University of Law was undertaken for the period 2011-2016 and the University secured a score of 3.6 out of 4. This second cycle encompasses the assessment period from 2017-2022. Since it is the second cycle reporting obligation is being utilized to describe and evaluate what the University has done during the present assessment period and resultantly to reflect on what it should do in the years to come.

The last SSR recounted how the University took the pioneering initiative of starting a credit based elective system and made inter-disciplinarity the methodology and social justice the goal of legal education.

This report describes how university has built on its pioneering advantage to extend the reach of its educational offerings. This has been done in several ways **such as** : the launch of a robust distance education program; offering post graduate degrees and diplomas in a range of multi-sectoral and inter-disciplinary fields; the sharing of all public lectures held at NALSAR on its You Tube Channel; providing guidance to all doctoral scholars through its flying research kites series; supporting central and state governments by reviewing and drafting of many laws; launching the first Annual Survey of State Laws in India as a creative commons enterprise and (**without being exhaustive**) producing an 80 videos training program for law teachers in the country.

All the National Law Schools including NALSAR are charged of being exclusionary and elitist. The above recount was made to show how the University holds its position and privilege in trust to extend the benefit of legal education not just to those who physically enter its portals but to all. In a democratic country, engagement with the law cannot be limited to professional law students, It has to extend to the people if the principle of rule of law has to drive a polity. Rule of law needs to be observed and not just implemented which requires legal education to be more universally available. This report narrates how NALSAR has been striving to function as a university of law for all.

Vision

India is a democratic polity in a pluralist country. The constitution requires that voice is given to this diverse membership in a spirit of peace and acceptance. For peace to flourish there is need for abiding respect for the rule of law. This respect is nurtured when the law-making, implementing and adjudicating authorities undertake their tasks in a fair and even-handed manner. A university of law contributes to this process by educating law and laypersons alike of the significance of the rule of law in a democratic and diverse polity. Lawpersons need to be so educated that they are equipped to contribute to all organs of the legal system. The education of laypersons has to teach them to both understand and critique the operation of the legal system.

NALSAR's self-perception is that of an institution of higher learning which sees itself as an integral member of the legal universe tasked with the duty of strengthening the rule of law by educating both the professionals and the people of their rights and obligations and to keep track of any developments which in any way weaken these

goals. The vision of the University stems from this self-perception.

The website of the University states its vision in the following words:

To provide quality legal education that underlines constitutionalism, rule of law and justice, with a particular focus on social justice to the marginalized communities.

This vision is in harmony with the objects of the University as spelled out in Section 4 of the National Academy of Legal Studies and Research University Act,1998; the statute which established NALSAR. This vision has informed the various policies and programs of the University and enabled it to choose between alternative courses of action.

Constitutionalism requires the University to engage with the spirit and not just the text of the constitution. This invocation of the spirit requires the University to keep visiting and revisiting the vision according to the changing needs of the polity. The dynamism inherent in the vision makes the University a continually learning institution.

Mission

The vision of the university informs its mission which is a commitment:

The University imparts quality legal education, conducts research and training, undertakes writing and publication, disseminates information and promotes legal literacy so that the vision of the university informs its reality. NALSAR strives to promote research in contemporary areas including policy guidance and promotes in depth research on theoretical underpinnings.

The University has been progressively functioning in acknowledgement of its local environment. It is this recognition which caused NALSAR to add a vital social justice component to the skill building accent of traditional clinical legal education. The various efforts at linking beneficiaries to schemes in Shameerpet village have been triggered off from that change. As were the interventions to provide food and medicine aid during the pandemic in the vicinity of the University and in other parts of the country.

Knowledge based interventions to strengthen the realization of socio-economic rights; training para-legal personnel to bring legal assistance closer to the people as also to take up the cause of the excluded be they prisoners or persons with disabilities arise from the same vision.

The University has been zealous in the realization of its affirmative action commitments not just in admissions but in a range of programmatic interventions, such as language support, after admission to make for real inclusion.

A mission is a work in progress----- a lifelong commitment. The various ways in which the University has worked on its mission in the last five years has been outlined in the report. This University is fulfilling its mission knowing that this work is unceasing, and the luxury of sitting on its laurels is not available to it. Every piece of work done on the mission deepens the bonds of the university community and renews the commitment of the university to the world.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Courage to Experiment: NALSAR has made the pursuit of equitable legal education its goal. The university set out on this journey in a spirit of adventure with a willingness to experiment with course curriculums, teaching methodologies and the normative environment within which these activities are to be undertaken. The rule of law has been pursued in spirit and not in form. It was accepted that the effort to provide meaningful education is a ceaseless pursuit, which would require many trials and possible failures. The courage to experiment and the humility to learn from mistakes could be named as a vital institutional strength.

NALSAR inaugurated CBCS in its portals well before the elective system became a part of the country's educational policy. This early beginning got it to understand that the most important component of a choice-based credit system is the element of choice. The University reached out to scholars in the country and outside to generate that choice. It learned how inter-disciplinarity whether with social sciences or management enriched the curriculum. In order to maximize the returns from each visiting elective it broke batch hierarchies, got senior and junior batches to learn together and found that an interest in the subject was the most effective binding force. The experiment with tutorials showed how senior students help cross both cognitive and emotional barriers. The tutorial system made NALSAR the only university which was according live teacher training to its students.

The willingness to experiment gave birth to the university's reasonable accommodation policy which contributed towards building a spirit of compassion and inclusion in the university. With this policy the university strove to achieve equality of outcome.

University has the state-of-art library equipped with extensive physical and digital resources.

Without any prior experience, NALSAR accepted the MHRD challenge to create a training program for law teachers. This early entry into online education gave the faculty immense advantage when teaching had to move online during the pandemic. The ability to innovate and to learn from the results of the experiments could be termed as one of the biggest strengths of NALSAR.

Institutional Weakness

Even as the Outer Ring Road (ORR) has improved the University's connectivity with the airport, and the other universities in Hyderabad, NALSAR operates under a locational disadvantage. The university has robust clinical programs with innumerable learning programs. However, the programs cannot provide optimum benefit to the city from where the University is operating.

The need to offer a three-year course in law for older students had been realized by the University in 2019 and approval for the same was obtained from the University authorities. However, without a space in the city from where it could operate this course could not be launched.

Distance education and online courses have allowed an expansion of the University's teaching program but the internet cannot be the site of education for all. The social justice motivations of the University require it to expand its offline presence. The University needs to make its teaching programs and extension activities to expand and this expansion is greatly hindered by the location of the University.

The location of the University also prevents greater interaction with other educational institutions and scholars in the city of Hyderabad. It is ironical that the University finds it easier to collaborate with scholars living in other parts of the country as they can be housed in the University premises. Connecting with other scholars in the city cannot be done with similar ease. It is also feared that the distance from the city reduces the attraction of the university as a site of employment. Whether the extension of the metro to Shameerpet will help offset this disadvantage remains to be seen.

NALSAR has innovated and taken many initiatives before many others. However, the University has not done a very successful job of disseminating information of the work undertaken. Consequently, the University has not obtained returns commensurate to the activities undertaken. The University needs to work on its public perception to ensure its work is widely known.

Institutional Opportunity

NALSAR has tailored its postgraduate program to equip people to enter the Academia. NALSAR offers a range of specializations but it does not require students to opt for a specialization, rather they are allowed to reach a specialization. Also, the University has a general degree in LLM where students are encouraged to opt for a variety of subjects in different areas of law. The rationale behind providing this choice is that LLM is too early a point to specialize. Fresh graduates need to be capable of teaching any subject and a student with a general LLM is better suited to undertake this task. Also, NALSAR provides an opportunity to students to obtain real-time teaching experience through its tutorial system. Though there is no way of claiming whether the NALSAR mode of providing instruction to its post graduates has been validated but the fact is that there are NALSAR post graduates serving in every law school in the country. This presence of its alumni could be used by the University to start a conversation on legal education across law schools. Such a conversation is desirable if concern with justice legal education is not to be a restrictive exercise.

These conversations could dovetail into several public education exercises of NALSAR such as the Flying Research Kites exercise. The inauguration of the Annual Survey of State Laws in India which is seeking to

connect law scholars in all parts of the country in order to understand how states are using their law-making powers under the Constitution provides another opportunity to the University to become a pan Indian site for legal research and writing.

The ARPIT program providing training to law teachers earned plaudits from the participants and the MHRD. The Ministry's satisfaction is evidenced by the fact that the University was asked to repeat the 2019 training in 2020. Keeping in view the success of the program and the goodwill it has earned the University; it seems apposite that the University makes a more concerted entry into trainings for law teachers by setting up an Academic Staff College in the University.

Institutional Challenge

The establishment of private universities with unlimited resources is the single biggest challenge faced by NALSAR. This challenge comes in different ways but the most major threat is posed to faculty hiring and retention. The pay packets offered by the private players cannot be matched by a public university like NALSAR. In earlier times, public universities could hold their own as they offered job security. However, security has started to mean less to the present generation. It therefore becomes necessary for the University to devise schemes and programs which make NALSAR a more attractive alternative.

It has been found that candidates with foreign LLMs become more attractive to private universities especially after they have acquired a modicum of experience. NALSAR would need to think whether it should retain the preference it accords to foreign LLMs in its hiring policy?

The University, being a public institution, cannot match the financial capital of some of its private counterparts. In the absence of generous support from the government, the institute is reliant on self-funding most of its expenditures, save for capital grants. The major revenue stream for the University remains the fees collected from the students. It is a challenge to ensure that students are not burdened with high fees while at the same time the University remains in good financial health.

NALSAR takes its social justice commitments seriously until state governments begin to generously fund such institutes, its students would remain reliant on well-paying corporate jobs upon graduation. The challenge is thus to ensure that NALSAR's education benefits the sectors for which it has been curated.

1.3 CRITERIA WISE SUMMARY
Curricular Aspects

To appreciate NALSAR's contribution under this criterion it is important to look at **what is taught** at NALSAR and **how the teaching** is undertaken. The course curriculum has been so constructed that the university engages with the local, regional, national and international concerns. The courses basket is a mix of the mandatory and the elective. A regular revision of the course readings and where required course coverage ensures that the curriculum is in harmony with contemporary developments. The course curriculum contextualizes core readings and discussions in the backdrop of contemporary issues and facilitate critical reflections on the same. A range of social science seminars further deepen the understanding of law in interaction with social sciences. Courses in management draw from the research and latest ongoings in the field to prepare future managers for global leadership.

The distance education program makes value addition to the knowledge of working professionals by offering specialized courses on emerging and contemporary areas. In the research degrees the aim is to produce scholars who can think on first principles and make original contributions to scholarship.

The issues of professional ethics, gender, environment, constitutional and human values are addressed in three kinds of ways: *one* by offering dedicated mandatory courses on them such as constitutional law, ethics and environment law; *two* by including a substantial number of courses on these themes in the bouquet of elective courses and *three* by allowing for their intersectional presence in courses such as criminal law, family law, law and poverty and labour law.

Even as building of this aspect of the curriculum is a non-negotiable, it is also recognized that didacticism in these matters proves to be counterproductive. In order to allow for sensitization without being prescriptive, the university has devoted attention to teaching methodology. A number of these issues are addressed in seminars which provide for learning by research. It is often found that discoveries made by learners from their own research are internalized better than didactic instruction. On similar reasoning the gamut of teaching methodologies allows for learning by performance, literature and films.

Teaching-learning and Evaluation

When the University transitioned to CBCS in 2013, the multiple intelligences and interests of the students were a major motivator. It was recognized that all students do not learn the same way and whilst a common core may be needed, a robust elective system would allow students to learn what interested them. In this cycle this insight has been further deepened by the University by recognizing that teaching methodologies, evaluating protocols and research assignments must recognize that one size does not fit all and all students must be provided the opportunity to perform at their best.

The University diversity promotion also admits that socio-economic and educational status impact both learning and performance. A range of initiatives such as assistance in English, subject wise tutors, moot mentors and personal mentor have been arranged in order to provide for a more level playing field.

To allow everyone to participate, all learning spaces in the University are now digitally enhanced, complete with digital screens, advance sound systems and adaptability for hybrid classes. This enhancement has enabled the university to host both regular and distance education classes in a hybrid mode where online participants can also meaningfully participate in the classroom discussion. The digital upgradation has significantly increased the range of resource persons involved in the delivery of visiting elective courses and the distance education programs. Technology has also been employed to operate CBCS, create class schedules, keep a check on plagiarism, confidentially declare exam results and share course materials.

Regular feedback helps in assessing the realization of learning outcomes. The fact that NALSAR alumni are present in all branches of the legal system signifies the University's success.

The UGC regulations are adhered to in hiring permanent faculty at NALSAR. Faculty members are also contractually engaged to meet the immediate teaching requirements. The consolidated pay offered to contractual faculty is close to the recommended pay scales for permanent positions. Teachers in both permanent and contractual positions have opportunities to supplement their income through co-ordinate research and administrative responsibilities. In addition, the University provides financial support for buying books and monetary rewards for quality publication.

Research, Innovations and Extension

The primacy accorded to research has been incorporated in the name of the University that is the National Academy of Legal Studies and Research. NALSAR has seen an inextricable relationship between legal education and research and the research policy of the university has been formulated and implemented accordingly. The research policy of the University consists of the following components : the doctoral and post-doctoral program; specialized research centres; incentives to promote the research capacities of the NALSAR faculty and enhancing the research capacity of the general academic community. All these components have been distinctly uploaded on the university website.

In acknowledgement of the inter-disciplinary content of law, NALSAR admits students from law, social science and management to its doctoral program. The University encourages proposals with inter-disciplinary accents as the University believes that critical legal understanding is often generated by scholars whose primary disciplinary affiliations are not with law.

The building of research capabilities is not limited to the university and every effort is made to build capacities of the academic Community. Many of these initiatives have been launched by the university by investing its own resources. Since NALSAR is a university of law, hence research feeds into its law reform, advocacy, service provision and sensitization efforts. The University allows all faculty contractual and tenured, to take up consultancies.

The extension activities of the University range from the local to the national. Whilst some sensitization tasks are firstly undertaken within the university premises and then move outside. In others the difficulties of the world outside are addressed and students learn from those engagements.

The University is involved in various activities of legal outreach with the local community and people in the entire state. Some of the tasks undertaken are: providing legal aid to prisoners and the community, review of statutes, auditing of the government schemes and finding solutions for the problems of the community The government, NGOs and other training institutions consider the University as the point of reference and of resources for all the issues involving the law.

Infrastructure and Learning Resources

The architectural insight informing NALSAR is that the buildings and grounds should envelop the people not dwarf them. The buildings are impressive but not imposing. The free movement of light and air in open spaces is aimed to provide a sense of agency and freedom to the teacher and the taught.

Infrastructure at NALSAR has been created in order to enable optimal performance of teaching learning functions. The classrooms are equipped to cater to offline, online or hybrid learning. These classrooms have digital podiums, LED screens, and digital pens replacing the traditional whiteboards. AI-driven motion capturing cameras (two in each class) provide a real-time overview of the classroom to those joining in the hybrid mode. State-of-the-art ceiling mics have been installed which are integrated with digital signal processors.

The University campus is also disability-friendly with ramps & railings in all the buildings, Lift in the Academic Block, Accessibility Lab in the Library. Work is in progress to make the university fully accessible.

The University Library has access to over 70 e-databases, e-book resources, journal resources, and e-news resources in addition to over 50,245 physical books and 2,16,170 e-books. The resources are also available off-campus through a Proxy Service.

The IT Policy of the University provides for the replacement of IT equipment after its End-of-Life as per the manufacturers' product catalogue and to reinstall the fully functional ones in local schools and colleges. There is a Privacy Policy for the data protection of students on the ERP System.

The University's infrastructure includes sports, leisure and cultural activities. The medical facilities include the newly constructed Primary Health Centre with experienced Doctors, Resident Nurses and a Lab Technician on around-the-clock duty. There are DG Sets and 0.200 MWP grid Solar Plant for uninterrupted power supply. And an R O Plant for water treatment and supply of purified drinking water, apart from a sewage treatment plant.

There are protocols to familiarize new entrants, including entrants with disabilities, with the facilities available in the university and how to use them. The facilities are maintained, repaired and phased out by the Engineering Department of the University.

Student Support and Progression

The University has a dynamic student body which works in collaboration with the administration to promote student welfare. The student body Constitution, provides for an elected Student Bar Council ('SBC') which represents the interests of students before the administration and faculty. The student-body elects members to SBC Executive Council In order to ensure due representation to women in the executive there are posts which can only be occupied by women students. The students also elect members to a total of 11 SBC Committees

The SBC Executive Council has been invited on multiple occasions to draft policies for the welfare of the students. Preliminary drafts of the Hostel & Campus Welfare Rules, and the University CCTV Policy, for instance, were prepared by student representatives under the supervision of the Vice Chancellor. The SBC is presently working on NALSAR's inclusion policy to ensure that there is participation parity in all activities of the university.

At the peak of COVID-19, the SBC Academic Committee worked unceasingly to create an online platform called **"NALSAR Forums"** to store and share all class recordings and reading materials from a single database. The committee representatives also diligently documented the regular conduct of classes and tutorials, providing support to faculty members and ensured that reading materials and pen drives with uploaded lectures were sent on a weekly basis to students residing in remote and rural regions of the country. As a consequence

of this close collaboration academic representatives were invited to the University's Special Academic Council meeting to provide feedback on how to ensure an academically rigorous but equitable evaluation pattern during the pandemic.

Student representation is also crucial to the functioning of the IT Committee and the Internal Complaints Committee.

The NALSAR Alumni Association was registered under the Andhra Pradesh Societies Registration Act, 2001 (Act No.35 of 2001) in the office of the Registrar of Societies, Ranga Reddy (East) District, with Registration No.310 of 2011 on April 13, 2011.

In the last five years, the alumni have contributed to the University's advancement by providing donations, strengthening social capital, teaching courses, career counselling and placing existing students.

Governance, Leadership and Management

As already stated in the segments describing the vision and mission, all the core activities of the University have been designed keeping in view its vision. The University has adopted proactive measures wherever needed in the interests of the deprived sections of the society so that its commitment to social justice is not compromised.

NALSAR believes that democratic leadership supports and blends with best governance. It encourages participative and decentralized administrative governance which is described in the following narrative.

The various key activities of the University are executed through faculty and student committees. The faculty committees are constituted by the Vice-Chancellor after seeking their preference and ability. The student body elects the members to its committees. Both sets of Committees have explicit responsibilities which they are meant to execute over the course of each year. Each Committee is relatively autonomous in relation to its routine and everyday functioning. However, no change of policy is made without due consultation with relevant stakeholders.

The ownership created for all was most in evidence during the pandemic where the University was faced with the challenge of holding classes, conducting exams without imposing undue hardship and without compromising standards. The University was able to undertake this exercise due to the continuous dialogue between administration, faculty and the students.

The Vice-Chancellor keeps in regular touch with the faculty and students by holding faculty meetings and open houses. Faculty meetings are scheduled in the University's timetable.

The robustness of the University's systems can be seen in the manner in which the University has executed its plan of enhancing research output. There are performance appraisal systems in place to support the growth and development of the administrative staff and academic faculty. Financial health of NALSAR is protected by the regular conduct of internal and external audits. And the IQAC has intervened at key points to maintain the efficacy and integrity of the academic program.

University has taken action on all recommendations of NAAC Peer Team.

Institutional Values and Best Practices

A university needs to be a replication of the universe------ an institutional space which has place for all. The preambular values of liberty, equality and fraternity have guided NALSAR to strive for the inclusion of all. A university of law is not just obligated to teach the constitution but to practice it. This fundamental duty has guided the conduct of all policies and programs of the university.

The Indian Constitution has opted for substantive equality, a commitment which recognizes the reality of difference and the need to customise general norms for the particular needs of groups and even individuals. University follows the policy of reasonable accommodation devised in disability rights law to obtain equality of outcome, the general rule is suitably modified to extend to all students. Reasonable accommodation at NALSAR has been the university's effort to inculcate a culture of compassion and acceptance and a recognition that rules should be administered to achieve their underlying purpose.

Students experiencing prejudicial marking need both non-prejudicial inclusion and an opportunity to interact with their own. The University has supported the formation of identity specific groups. Acknowledging that attitude change is not enough, the scholarship committee address the financial needs of the excluded students.

The inculcation of human values is not an activities-oriented outcome. The inculcation of the values happens during the teaching learning program and a range of activities then reinforce the beliefs. Some of these activities are the conduct of thematic workshops, Inspirational talks, motivating films and stage performances.

To meet its obligations to the environment, the university has installed systems to dispose of all kinds of waste. Recycled water is used for the gardening requirements. Solar energy is extensively used to support energy consumption of the University.

NALSAR considers its inter-disciplinary academic offerings and its digital education initiatives amongst its two best practices. The first encourages deep learning and the second allows the University to expand its knowledge disseminating universe. Extension activities to advance social justice have been undertaken as they are defining of the University's self-identity.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	NALSAR UNIVERSITY OF LAW
Address	Justice City, shameerpet, Medchal Malklajgiri District
City	HYDERABAD
State	Telangana
Pin	500101
Website	www.nalsar.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Vice Chancellor	Srikrishna Deva Rao	040-23498102	9871504622	-	vc@nalsar.ac.in
IQAC / CIQA coordinator	K. Vidyullatha Reddy	040-23498408	9948278928	-	registrar@nalsar.ac.in

Nature of University	
Nature of University	State University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	15-06-1998
Status Prior to Establishment,If applicable	Other
Establishment Date	17-07-1996
Any Other, Please Specify	National Society for Promotion and Advancement of

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	**Date**	**View Document**
2f of UGC	22-07-2004	View Document
12B of UGC	22-07-2004	View Document

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

Location, Area and Activity of Campus							
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**	**Program mes Offered**	**Date of Establishment**	**Date of Recognition by UGC/MHRD**
Main campus	Justice City, shameerpet, Medchal Malklajgiri District	Rural	50	1284769	B.A, LLB(Hons) LL.M. MBA BBA,MBA Ph.D.		

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	0
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	0
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes

SRA program	Document
BCI	102855_8879_8_1672396830.pdf
DEB-UGC	102855_8879_21_1669197976.pdf

Details Of Teaching & Non-Teaching Staff Of University

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned				13				18				62
Recruited	2	0	0	2	1	4	0	5	22	5	0	27
Yet to Recruit				11				13				35
On Contract	3	0	0	3	0	1	0	1	10	7	0	17

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				110
Recruited	50	19	0	69
Yet to Recruit				41
On Contract	16	7	0	23

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				6
Recruited	2	0	0	2
Yet to Recruit				4
On Contract	0	0	0	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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	1	4	0	14	2	0	23
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	7	3	0	10
UG	0	0	0	0	0	0	0	0	0	0

Temporary 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.	3	0	0	0	1	0	5	2	0	11
M.Phil.	0	0	0	0	0	0	1	1	0	2
PG	0	0	0	0	0	0	4	4	0	8
UG	0	0	0	0	0	0	0	0	0	0

Part Time 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.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Distinguished Academicians Appointed As

	Male	**Female**	**Others**	**Total**
Emeritus Professor	0	1	0	1
Adjunct Professor	21	2	0	23
Visiting Professor	25	12	0	37

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Department of Law	M.K. Nambyar SAARCLAW Chair in Comparative Constitutional Studies	M.K. Nambyar SAARCLAW Charitable Trust
2	Department of Law	Consumer Law Chair	Department of Consumer Affairs Ministry of Consumer Affairs Food and Public Distribution
3	Department of Law	DPIIT IPR Chair	Department for Promotion of Industry and Internal Trade Ministry of Commerce and Industry GOI

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	26	73	0	6	105
	Female	22	73	0	14	109
	Others	0	0	0	0	0
PG	Male	20	36	0	0	56
	Female	27	33	0	2	62
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	5	0	0	5
	Female	0	6	0	0	6
	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
Post Doctoral (D.Sc , D.Litt , LLD)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	2

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	26	73	0	6	105
Female	22	73	0	14	109
Others	0	0	0	0	0

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	Nill
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	2
Number of University's own Programmes	1
Total Number of Programmes Conducted (last five years)	3

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	A	3.6	Peer Team Report Cycle 1.pdf

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	NALSAR offers a full-time integrated B.A., L.L.B. (Hons.) program; an LL.M. as well as a Ph.D. in Law, Humanities/Social Sciences, and Business Administration. It also offers integrated law and management programmes as well as distance education programmes. The B.A., L.L.B. (Hons.) program integrates the studies in social science with law subjects. The two management programs i.e., IPM and MBA, are also transacted with course offerings across law, social sciences, and management subjects. The Centre for Distance and Online Education is offering 7 Masters Degrees and 15 Advanced Diplomas for career development of professionals. These include courses in contemporary

	interdisciplinary areas such as 'Criminal Law and Forensic Science', 'Cyber Security and Data Protection Laws', 'Alternative Dispute Resolution Methods', 'Animal Protection Laws', and 'International Taxation' to name some of them. The University is also exploring the possibility of offering full-time postgraduate programmes in areas such as Criminal Justice Administration, Public Policy and Technology Law. Since 2012-13, NALSAR has developed a vibrant CBCS in its taught programmes. In the 5-Year Integrated B.A., LL.B.(Hons.) program, students are required to complete 200 credits out of which at least 44 credits have to be earned through social sciences courses in English, Political Science, History, Sociology and Economics. Apart from these, law students can also choose elective and seminar courses combining the study of law and other diverse disciplines. In the 5-year Integrated Program in Management, students are required to complete 310 credits out of which 53 credits have to be earned through various interdisciplinary courses in law and social sciences. In the 2-Year MBA programme, students are required to complete 130 credits out of which around 17 credits have to be earned through such courses. Further, the specializations in 'Court Management', 'Business Regulation', and 'Corporate Governance' involve the studies of courses such as 'Justice Theories', 'E-Court Management', 'Business and Environment Laws', and 'International Corporate Governance'. NALSAR has undertaken various multidisciplinary research projects which are directed towards social policy. For example, the University has completed projects in areas such as the enforcement of Socio-economic rights, the rights of women in the film industry, access to land ownership, Delivery of legal education, court management system, Prison reforms and Defense laws.
2. Academic bank of credits (ABC):	The University has implemented a Choice Based Credit System (CBCS) since 2012-13. It has registered for the Academic Bank of Credits (ABC) and for National Academic Depository (NAD) as per the National Education Policy (NEP), 2020. The governing bodies of the University have considered the Draft Regulations on the Academic Bank of Credits in March 2021 and authorized the Vice Chancellor to adopt the same once the UGC notifies

the Regulations. The governing bodies further resolved that the scheme should be prepared for the implementation of the same and it should be placed before them. The Internal Quality Assurance Cell (IQAC) in May 2022 suggested that six courses may be offered exclusively under the Academic Bank of Credits scheme. The University continuously explores all avenues to collaborate with national and international institutions for student and faculty exchange programmes to expose them to varied academic and research activities. The University has over the years entered into Memorandums of Understanding (MOUs) with 33 international institutions. These MoUs continue to support several student exchange programs and also support exchange of faculty members and research scholars. Several foreign universities have hosted students from NALSAR for a semester to pursue courses with them. The academic performance at these universities is translated into equivalent credits at NALSAR. Further, NALSAR's faculty members have taught courses in foreign institutions. A collaborative course between NALSAR and Tel Aviv University, viz., Global Classroom TAU-NALSAR was conducted in 2018, comprising students of Tel Aviv and NALSAR. The University has a 'Scholar in Residence' program as part of which Prof. Anthony Blackshield, Emeritus Professor of Law, Macquarie University, Australia; Dr. Rosemary Huisman, University of Sydney; and Prof. Cole W Durham Jr., Founding Director, International Center for Law and Religion Studies at Brigham Young University have taught courses at NALSAR. The University is in correspondence with several foreign universities to sign new MoU's which contemplate student exchange, research collaborations and jointly taught courses in area such as Intellectual property, International Law and Legal History. The faculty design their own curriculum which is discussed at CDC (Curriculum Development Committee) meetings held regularly. The best practice of the University regarding curriculum development is to ensure that all the faculty members make their presentations before their colleagues and consider the views and suggestions given by them and incorporate the same in the curriculum. This exercise is done prior to the commencement of the classes of each semester. The course outlines along with relevant

	reading materials are provided to the students before the semester begins. For the Online and Distance Learning programs, Course Coordinators for the respective courses plan a comprehensive schedule for the Personal Contact classes, and invite various subject experts from the relevant industry, academicians, and practicing professionals to deliver the classes.
3. Skill development:	The University offers professional degrees and skill development as an important component of all its courses. Law students are mandated to undertake courses such as 'Drafting and Conveyancing', 'Trial and Appellate Advocacy', 'Moot Courts', and 'Alternate Dispute Resolution'. In addition, elective clinics are on offer for those students who would like to improve their skills as well as participate in outreach programs such as Legal Aid. As of January 2023, 6 Clinical courses, viz., 'The Art of Advocacy Clinic'; 'Prison Legal Education Clinic'; 'Family Law Clinic'; 'Cyber Forensics Clinic'; 'Animal Law and Policy Clinic'; are on offer to students. In the post-graduate program in management (MBA), students are required to complete 3 & 2-credit courses such as 'Business Communication, Design Thinking for Managers', and 'Emotional Intelligence and Leadership'. The undergraduate students in management (IPM) are required to complete 3 credit skill development courses such as 'Cyber Security', 'Personality Development and Corporate Etiquettes', along with assignments, Group Discussions, Case Studies, and Business Simulations. Experts from other universities and industry are also invited to speak to students about the practical dimensions of their respective areas of study. NALSAR places a special emphasis on the development of social and communication skills by encouraging students to participate in, as well as organize, a wide range of curricular and co-curricular activities such as moot courts, ADR competitions, competitive debates, essay writing, sports and cultural activities. The Department of Management Studies organizes 'I-Talk' sessions with industry experts on various functional areas of management as a part of its academia-industry coalition, to help students learn contemporary business practices. Lectures and Panel Discussions are regularly organised by several student groups such as the Public Policy group,

	Nyaya Forum, Constitutional Law Society, Technology law Forum and Savitribai Phule Intersectional studies forum. On an average 35-40 invited talks are hosted in every academic year. Law students have won several National and international Moot Court Competitions over the years and mooting is a serious activity with an elected Moot Court Committee which functions with active support from faculty and administration. NALSAR also organizes Moot Court Competitions such as the B. R. Sawhney Memorial Moot Court Competition and an International law moot court competition every year. Students also have elected committees that coordinate debating activities, quizzing and literary activities. Students have also established a chapter of the Increasing Diversity by Increasing Access programme (IDIA) which supports under privileged students in preparing for Law entrance examinations.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The professional programs that the University offers are deeply invested in delivering education that is relevant to the context of South Asia in general, and the Indian polity in particular. Several specialized elective and seminar courses are offered by in-house as well as visiting faculty to showcase the significance of Indian heritage and culture, especially by encouraging students to produce research papers based on the same. Due weightage is given to sources produced in the respective Indian languages and the students are encouraged to work with translated texts and their interpretations. To give specific examples, the following courses were on offer during 2022: 'Multilingualism and Multilingual Legal Orders'; 'Religion and Secular Theologies'; 'Historical Evaluation of Preventive Detention in India'; 'Imagining Rights for Animals'; 'The Roads Not Taken: Alternative Imaginaries of Constitution-Making'; 'Relevance and Relativism: Interpreting Early India'. On the directions of the Government of India, NALSAR University of Law in collaboration with Department of Law, Ministry of Law & Justice, Government of India offered an Online Course on Indian Constitution which is open to the general public.
5. Focus on Outcome based education (OBE):	The curriculum of the University is geared towards providing an outcome-based education as the programs offered are professional programs. The rationale of setting up independent law Universities

was to address the need for specialized legal training to serve the bar and the bench. In order to provide law students with a strong grounding in issues of law and justice, the curriculum was designed not only to provide technical knowledge but also to focus on issues of social justice. The law program has an inbuilt one and half-month of internship activity in which law students are encouraged to intern at lawyer's offices, in the Supreme Court, Law Firms, International Bodies as well as National Organizations such as the NHRC. These internships offer rich experience of the law to sharpen their knowledge with field-based inputs. Many of these internships lead to employment offers and research fellowships but also motivate students to join the civil services or judicial services. The University has also started a tutorship program for the students in the final year of the 5-year law program as well as for LLM students. This program not only allows for peer-to-peer learning but also allows students to develop skills required for teaching. The tutorship program allows academically inclined students to seriously think of a career in academia in addition to the options already available to them. The curriculum has strong research and writing components which allows students to build skills in legal research. In addition to traditional skills of drafting and conveyancing, it equips students to navigate case-law databases, read statutes carefully and offer analysis and critique. In the full-time programmes, students write research papers in addition to the examinations. These research papers can be case law review and analysis, a critique of legislation, discussing legislative and judicial process as well as in-depth research papers on contemporary issues. In the master's program, students must earn half of their credits from research-based courses including a dissertation. The University has also initiated an Internship Support Program (ISP) to support students who are unable to undertake internships due to financial hardships. This program will partially cover the living expenses of students while they complete their mandatory internships. The University has also applied to create the 'Atal Community Innovation Centre (ACIC)' at NALSAR. The Executive Council has approved in principle a matching grant for the Centre. In the management programs, courses such as 'Start Your Own Business' are intended to produce

	entrepreneurs. To meet the outcome of the course, The Department of Management Studies has established an E-Cell to nurture students on the startup ecosystem. The University has launched an initiative to encourage research by modifying its service rules to create positions for research assistants who will be attached to each research center and thereby create a cadre of research personnel in the University.
6. Distance education/online education:	The Centre for Distance & Online Education (CDOE) is offering seven programmes at Master's level and 15 Advanced Diploma programmes for the professionals, and career development of the learners in ODL mode. The programmes are offered in emerging and contemporary areas which are industry relevant. Two Year M.A. and One Year Advanced Diploma Programmes are offered in several areas that have practical relevance. The M.A. Programmes are offered in Aviation Law & Air Transport Management; Security & Defence Laws; Space & Telecommunication Laws; Maritime Laws; Criminal Law & Forensic Science; International Taxation and Animal Protection Laws. One Year Advanced Diploma Programmes are offered in Patents Law; Media Laws; Cyber Laws; International Humanitarian Law; Animal Protection Laws; Alternative Dispute Resolution; Family Dispute Resolution; Drafting, Negotiation & Enforcement of Contracts; Aviation Law & Air Transport Management; Maritime Laws; Criminal Law & Forensic Science; Financial Services & Legislations; GIS & Remote Sensing Laws; Corporate Taxation and Cyber Security & Data Protection Laws. The contact classes are conducted in a blended mode with the help of digital classrooms. The class rooms are equipped with smart boards, LEDs, high speed internet facility and other equipment for conducting interactive hybrid classes. Additionally, video recordings of the classes are made available to the candidates. The candidates are provided with web-based resources for accessing the reading materials, video recordings of the classes and other information. Further, all the examination records are integrated with E-Student Service (ESS), a web based online portal of the University. Remote access to the e-resources of the library is provided to the candidates for their research and writing. The University

encourages research and continuous evaluation even in the Open and Distance Learning Programmes. Hence, the submission of research projects, case study analysis and other forms of assignments is part of the curriculum and evaluation process. In view of NEP 2020, provision has been made for Lateral Entry and Exit. Candidates of Advanced Diploma may join the 2nd year of the M.A. and candidates of M.A. Programme may opt for Exit option with Advanced Diploma. In both the cases, the M.A. and Advanced Diploma should be in the same specialisation. The University was designated as a National Resource Center by the MHRD. An Online Refresher Course in Law, was organised under the ARPIT 2019 (Annual Refresher Program in Teaching) Programme. 2355 learners were registered and the course was completed in May 2020. This program was rerun as ARPIT 2020 from January 1, 2021 with 1387 learners registered. See details Online Refresher Course in Law – Course (swayam2.ac.in).

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	As a University of Law, the university takes its democratic obligations seriously. The matter of electoral literacy and democratic participation is woven into the functioning of the university as well as the course work, especially through the mandatory courses on Political Science and Indian Constitutional Law. The University has the NALSAR 'Public Policy Group' which was created in 2015-2016, which addresses the issue of electoral literacy as a significant part of its activities. Since electoral literacy needs to be understood in tandem with public policy generally, a standalone club has not been established. The Public Policy Group and another group called the Constitutional Law Society have regularly hosted lectures and workshops on the working of the Electoral system in India.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The NALSAR 'Public Policy Group' is primarily managed by the students under the guidance of a faculty advisor. The functioning of this group is regulated by a Memorandum of Understanding (MoU) which was entered into between NALSAR and the VIDHI Centre for Legal Policy. As per the

	terms of the MoU, the faculty advisor is appointed by the University and the student team is reconstituted every year through a selection process. The issues of voter participation, importance of free and fair elections and the impact of electoral politics on the economy and society are regularly discussed through the activities of this group. The composition of the group is representative of the caste, gender, disability, region, religion diversity which exists at NALSAR. In fact, the selection process also includes transformation targets to ensure such diversity.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	As already mentioned, NALSAR has made electoral awareness an integral part of its public policy work, which aims to deepen democratic traditions. The collaborative work done with the transgender community, disabled persons and other minority groups through our research and extension activities have addressed the matter of their electoral rights along with all other civil-political rights. These interventions go beyond developing awareness about participating in elections and include strategies for effective social advocacy on behalf of these communities. The services of the university staff members have been provided for the conduct of all elections in the State, which includes Lok Sabha elections, Vidhan Sabha elections and those conducted for Panchayats and Municipalities.
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.	The University has offered elective courses in 'Election Law'. The former Chief Election Commissioner Mr. S.Y. Quraishi has taught at the University. Mr. J.M. Lyngdoh has also delivered lectures at the University. NALSAR has hosted lectures by Mr. Varun Gandhi (Lok Sabha MP), Justice S. Ravindra Bhat (Judge Supreme Court of India) and Mr. Yogendra Yadav (Activist) that have dealt with the electoral system. The University invites political leaders from all parties in order to promote informed participation in elections. This education is not limited to NALSAR. Since NALSAR has an active online presence, these lectures have been uploaded on the You Tube channel of the University. There has been a large volume of writing in the print media and participation in the electronic media on electoral issues by the faculty members. These interventions are both in English and other Indian languages.

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.	NALSAR is a residential university which houses students from different parts of the country. Since students are not considered to be ordinarily resident at NALSAR, they are registered in their place of residence. Faculty and other staff members who are permanently resident at the institution have been duly registered as voters.

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2021-22	2020-21	2019-20	2018-19	2017-18
05	04	04	04	04
Other Upload Files				
1	View Document			

1.2

Number of programmes offered during the last five years. Please provide consolidated number of Programs offered across five years

Response: 05

1.3

Number of courses in all programs year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
246	244	257	229	223
Other Upload Files				
1	View Document			

1.4

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

Response: 498

2 Students

2.1

Number of students year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
877	795	752	709	646
Other Upload Files				
1		View Document		

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
237	232	224	173	175
Other Upload Files				
1		View Document		

1.3

Number of students appeared in the University examination year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
857	777	742	690	636
Other Upload Files				
1		View Document		

1.4

Number of revaluation applications year-wise during the last 5 years

2021-22	2020-21	2019-20	2018-19	2017-18
14	0	7	0	4

2 Faculty Data

2.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
57	51	49	48	48
Other Upload Files				
1		View Document		

1.2

Number of sanctioned posts year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
89	58	58	58	58
Other Upload Files				
1		View Document		

2 Administrative Data

2.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
121	94	84	84	81
Other Upload Files				
1		View Document		

1.2

Total number of classrooms and seminar halls

Response: 29

1.3

Total number of computers /Laptops in the campus for Student use:

Response: 247

1.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
2058.1658	1540.2715	1751.8022	1488.0203	1413.9732

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.

Response:

A law University in a functioning democracy is obligated to so conduct its core responsibilities that it informs its students and society at large of their rights and responsibilities as also strengthen the eco-system for a rule of law society. The course curriculum has been so constructed that the university engages with the local, regional, national and international concerns. To illustrate the clinical courses ensure an engagement with the local for example in law and poverty, legal aid, prisons. The courses surrounding land laws and agriculture address regional concerns. The engagement with the national is all pervasive as the core curriculum engages with central legislations and appellate court adjudications and the large presence of international law courses keeps the global in the picture.

The full spatial reach is also kept in view in the manner in which the full time taught programmes are transacted. Students are continually taught to contextualize the laws they are studying. They do not just learn the law as it is but also reflect on what it ought to be. The course curriculum contextualizes core readings and discussions in the backdrop of contemporary issues and facilitate critical reflections on the same. A range of social science seminars further deepen the understanding of law in interaction with social sciences. For instance, the course on 'Language Politics' examines the tensions between English and Indian languages in public activities such as education, employment and political representation; while 'Religion and Secularism' examines the complex relations between law and religion in South Asian societies. The need to keep a connection between life and law was demonstrated by elective courses such as 'Commercial Remedies in times of Covid' which looked at commercial remedies that businesses could seek or resist in view of the unique challenges created by the pandemic. Courses in management draw from the research and latest ongoings in the field to prepare future managers for global leadership.

The distance education programme makes value addition to the knowledge of working professionals by offering specialized courses on emerging and contemporary areas. In addition to existing courses on 'Aviation Law', 'Patent Law', 'Cyber Laws'; the University has offered new courses in 'Alternative Dispute Resolution', 'Family Dispute Resolution', 'Criminal Law and Forensic Science', 'Corporate Taxation', and 'Animal Protection Laws'

In the research degrees the aim is to produce scholars who can think on first principles and make original contributions to scholarship. In order to encourage doctoral research in unexplored areas the University in 2021 ran a series of Online Workshops entitled Flying Research Kites where established subject experts directed young scholars to unexplored issues in established areas such as constitutional, criminal, corporate and international law. Keeping in view of its acknowledged expertise in disability studies the University conducted winter workshops for young researchers on the right to participation and disasters, accidents and compensation.

Thus, the teaching and research programs of the University cater to learners within its portals and in the world at large

B.A.,LLB. (Hons.)- https://www.nalsar.ac.in/undergraduate-study

LL.M.- https://www.nalsar.ac.in/postgraduate-study-law

MBA-https://www.nalsar.ac.in/postgraduate-study-business-administration

BBA,MBA-https://www.nalsar.ac.in/undergraduate-study-in-business

Ph.D.- https://www.nalsar.ac.in/doctoral-programmes

File Description	Document
Upload Program Brochures reflecting details of Courses with POs, COs and PSOs	View Document
Link for Additional information	View Document

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 140

1.1.2.1 *How many Programmes were revised out of total number of Programmes offered during the last five years*

2021-22	2020-21	2019-20	2018-19	2017-18
02	01	0	02	02

File Description	Document
Minutes of relevant Faculty Meeting/ BOS/Academic Review Committee meeting and subsequent Academic Council Meeting	View Document
Institutional data in prescribed format	View Document

1.1.3 *Percentage of courses having focus on Litigation/Judicial and legal service/ entrepreneurship/ skill development offered by the University*

Response: 100

1.1.3.1 Number of *courses having focus on Litigation/Judicial and legal service/ entrepreneurship/ skill development offered by the University* **during the**

Response: 498

File Description	Document
Programme/ Curriculum/ Syllabus of the courses	[View Document](#)
Minutes of the Faculty Meeting/ BOS/Academic Review Committee meeting and subsequent Academic Council Meeting with approvals for these courses	[View Document](#)
Data as per Data template	[View Document](#)

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.

Response: 57.63

1.2.1.1 **How many new courses were introduced within the last five years.**

Response: 287

1.2.1.2 **Number of courses offered by the institution across all programmes during the last five years.**

Response: 498

File Description	Document
Minutes of the relevant Faculty Meeting/ BOS/Academic Review Committee meeting and subsequent Academic Council Meeting.	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).

Response: 80

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

Response: 4

File Description	Document
Institutional data in prescribed format	[View Document](#)
Faculty Meeting/ BOS/Academic Review Committee meeting and subsequent Academic Council Meeting	[View Document](#)
Any additional information	[View Document](#)

1.3 Curriculum Enrichment

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

Response:

The University addresses concerns of professional ethics, gender, constitutional and human values, environment and sustainability in the following ways. One, is by having dedicated mandatory courses on professional ethics, environment and sustainability and Constitutional law.

Since the University has a robust CBCS there are a range of elective courses where questions of gender, constitutional and human values are addressed. The university consciously invites feminist scholars, environmental activists and human rights advocates in putting together its course list for each semester. **The comprehensive course list for the last five years demonstrates the veracity of this claim.** Courses such as "Thinking About Equality" "A Feminist Reading of Labour Law" "Madness Disability and the Normal" "Gender and Law" "Introduction to Anti-Caste Literature" "Horizontality in Comparative Constitutional Law" "Environmental Justice: Stories and Struggles" "Conflict and Language Rights" are being illustratively mentioned.

The third way in which these concerns are addressed is by weaving them into general courses. Thus, the course on legal methods which is concerned with general legal theory introduces students to the feminist jurisprudence and how that body of thought would help understand gender discrimination. Law and poverty another mandatory course in the university is a meta ethics course which acquaints students with constitutional values before they study constitutional law. Family Law, Labour Law, Criminal Law are other courses where the discriminatory content of the law is explicitly highlighted by critiquing social attitudes, legislative provisions and judicial decisions.

The University is also conscious of the fact that taught courses and even the most brilliant lectures have their inherent conscientization limitations. In order to deepen understanding and to break the barriers of prejudice and ignorance, the University has experimented with teaching methodologies. Thus, the renowned theatre director Feisal Alkazi was invited to teach a course entitled "Learning by Performance" where Mr Alkazi prepared the students to participate in two plays one in Hindi and the other in English one demonstrated the value of freedom and what was wrong with slavery whereas the other showed the problems of ableism and prejudice against disability. The fact that the plays were not only acted in English, provided opportunity to a different set of students and the students were way more receptive to the hard

questions of equality and freedom because they had acted them out.

A similar lesson in "emotional intelligence" is learned by students who have undertaken clinic works and encounter the deprivation experienced in prisons, courts and the community.

The approach followed in the law curriculum has also been extended to, courses offered in the management programme. Consequently, issues of gender and professional ethics are integral to mandatory courses such as "Accounting Management", "Human Resource Management and Corporate Social Responsibility". The values discourse is deepened by elective courses such as "Justice Theories", "Environmental law and Corporate Management", "Corporate Crimes", "Human Rights and Corporate Social Responsibility".

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](#)

1.3.2 Number of value-added /add on course and certificate programs for imparting transferable and life skills offered during the last five years

Response: 30

File Description	Document
List of value added courses (Data Template)	[View Document](#)
Brochure or any other document relating to the value added courses	[View Document](#)
Any additional information	[View Document](#)

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 29.3

1.3.3.1 **Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
177	57	68	311	428

File Description	Document
List of students enrolled(Data Template)	View Document
Evidence of Attendance, Certificate issued for the Value added courses to the students completed	View Document

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

Response: 77.77

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

Response: 682

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

1.4 Feedback System

1.4.1 *Structured feedback for design and review of syllabus – semester- wise / year-wise is received from*

- *Students,*
- *Teachers,*
- *Law-firms/Judges/Sr. Counsels and employers/Civil Society and*
- *Alumni*

Response: A. All 4 of the above

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

1.4.2 *Feedback processes of the institution may be classified as follows:*

Response: Feedback collected, analysed, consolidated action taken on the feedback is hosted on website

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 97.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
340	261	250	255	231

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

2021-22	2020-21	2019-20	2018-19	2017-18
357	282	246	246	246

File Description	Document
Student admission list published	[View Document](#)
Sanctioned student strength as approved by the University	[View Document](#)
Enrollment Ratio (Average of Last five years) based on Data Template	[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years (Excluding Supernumerary Seats)

Response: 83.43

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

2021-22	2020-21	2019-20	2018-19	2017-18
94	79	75	68	69

File Description	Document
Number of SC, ST and OBC students admitted against the reserved seats	[View Document](#)
Institutional data in Prescribed Format	[View Document](#)
Any additional information	[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:

When the University transitioned to CBCS in 2013, the multiple intelligences and interests of the students were a major motivator. It was recognized that all students do not learn the same way and whilst a common core may be needed, a robust elective system would allow students to learn what interested them. In this cycle this insight has been further deepened by the University by recognizing that teaching methodologies, evaluating protocols and research assignments must recognize that one size does not fit all and all students must be provided the opportunity to perform at their best.

Along with the recognition of multiple-intelligences, the University admits that socio-economic and educational status impact both learning and performance. It is therefore necessary to take initiatives which allow for a level playing field. In order to assist students, especially incoming students to adjust to the needs of the course-work and the social environment of a residential campus the University allots a mentor to each student. Special attention is paid to students who face difficulties with English. Assistance is provided by both Faculty and Senior Students. A course on the "Basics of Academic Writing" is offered to 2nd year B.A., LLB. Students and several "Ability Enhancement Courses" for management students.

The individual mentorship program is joined with other institutional mechanisms of support. NALSAR has a well-developed tutorship and moot-mentoring system. Tutors or Teaching Assistants are selected from exceptional scholars in the post-graduate program or the final year of the undergraduate course. These senior students undertake tutorials in all mandatory courses of the first three years. Since each tutorial group consists of 12-15 students, the tutorial allows for the individual attention which may not be possible in the large class. In addition, the tutors being students themselves contribute to more empathetic learning. Apart from this tutorial system, there is a "Moot Mentorship Programme" that is specifically created for 1st year students. Students from senior classes who have distinguished themselves in moot court competitions meet the 1st year students in small groups in order to train them in the basics of legal research. And how to forge their learning of theoretical law into practical oral and written arguments.

To address issues of mental distress and maladjustment there is a counselling program where students can interact with professional counsellors on regular basis. In addition, there are weekly sessions on art-based therapies which can be availed of by all students as a community. Courses on peer to peer support and meditation are offered to negate the stigma attached to seeking support. The component of choice which is built into the curriculum also informs the realm of internship and recruitment. Students are encouraged to

follow interest and aspire to be the best versions of themselves instead of being bogged down by mindless competition and peer pressure. In addition to the initiatives of the student run recruitment committees, the University also frequently organizes guest talks that highlight the multiple career pathways available. Sporting and cultural activities are supported to ensure rounded development.

File Description	Document
Upload Any additional information	[View Document](#)

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

Response: 15:1

File Description	Document
Upload Any additional information	[View Document](#)

2.3 Teaching- Learning Process

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

Response:

As already mentioned, the University has a robust elective system where students are at no extra cost allowed to take as many courses as they want in a semester provided there are no scheduling clashes.

In the classroom, many a teacher employ the soft Socratic method to allow for interactive classes. Due to its exclusionary repercussions, the hard Socratic method and cold calling is not practiced. Rather than simply describing the background information, teachers frame their classes so as to improve skills of analysis and critical reasoning. Subjects which are focused on knowledge of legal provisions are taught through their socio-legal analysis as well as the contextual study of judicial precedents and administrative materials. The intention is always to show how the drafting, enforcement and interpretation of legal materials happens in light of larger social, economic and political developments. In this sense, interdisciplinary thinking and modes of discussion are brought into the coverage of conventional legal subjects such as Law of Torts, Law of Contracts, Family Law, Criminal Law, Property Law, Constitutional Law, and Procedural Laws among other areas. The examinations for the mandatory subjects have now substantially moved towards a model of problem-solving through open-book exams where students have to prepare their response to hypothetical fact situations rather than simply memorizing statutory provisions and judicial precedents.

The methods of assessment used in the courses also enable peer learning. For example, the students write assignments in mandatory courses which have to be presented before the faculty member as well as group of fellow students to enable mutual discussion.

In elective and seminar courses, the evaluation criteria usually include response papers, group discussions and group assignments which require students to work collaboratively. Seminar Courses are specialized courses with smaller class sizes, whose focus is on research-based submissions and class participation. The best example of participative learning is found in the clinical courses where faculty members and students assist local communities with legal advice and socio-legal research that is relevant for them. For example, clinical courses focused on prison reforms, delivery of public services, resolution of family disputes and property disputes are entirely based on experiential learning. Students get to assist litigants by connecting them with practicing advocates and helping in the preparation of documents needed for the settlement of disputes. Legal-aid and Legal literacy programmes allow students to directly interact with local schools, land owners in nearby villages and officials who are part of the Legal Service Authorities.

As discussed in response to 2.2.1 NALSAR has a robust tutorial system, which is part of the Academic Regulations of the University. In order to make the tutorials integral to the teaching of the course, attendance in tutorials is duly computed and exam papers also include questions on materials covered in the tutorials.

File Description	Document
Upload any additional information	[View Document](#)
Provide Link for Additional Information	[View Document](#)

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

All regular classrooms and programme venues in the University are now digitally enhanced, complete with digital screens, advance sound systems and adaptability for hybrid classes. This enhancement has enabled the university to host both regular and distance education classes in a hybrid mode where online participants can also meaningfully participate in the classroom discussion. The digital screens have multiple functions such as projection of content from laptops/desktops as well as the use of digital pens, exhibition of video content and the hosting of interactive exercises through online tools. This technology allows the faculty to seamlessly move between traditional use of the blackboard and the use of content from online sources during the classes. It has also accommodated the needs of students with disabilities who would have otherwise faced difficulties in a conventional classroom environment. The digitally enhanced program venues have made it easier to host external scholars and practitioners who may otherwise find it difficult to travel to the campus.

The digital upgradation has significantly increased the range of resource persons involved in the delivery of visiting elective courses and the distance education programmes. For instance, the university is able to attract scholars and practitioners located in different parts of the world to teach the visiting elective courses in specialized area with meaningful student interaction. This infrastructure has substantially enhanced the distance education offerings where both the resource persons and the working professionals can join online meetings to effectively interact with physical attendees. More than 2000 working professionals are enrolled every year in the 22 distance education programmes of the university. Substantial investment in

information technology has enabled the university to successfully execute these programs. Successful research and teaching requires a robust library and information resources. The University library subscribes to multiple e-resources and e-book resources to overcome the limitations of access which accompany physical acquisitions. The library resources can be accessed both on and off campus. The remote access facilities enable faculty and students to undertake their research uninterruptedly at their time and convenience. During the Covid-19 pandemic the University significantly enhanced the number and depth of its electronic subscriptions. This policy has been continued even after pandemic as electronic resources help saving physical space whilst being available to a larger number of readers.   Students have been trained to optimally use electronic databases such as Jstor, Westlaw, Heinonline, Lexis Nexis, Manupatra as well as databases created by publishers such as OUP, CUP, Taylor & Francis and Eastern Book Company. The list is illustrative as the additions are continually made to these databases.

The University also offers specialised courses, which deal with Cyber Crimes, and train students on the use of analytical and forensic tools. To undertake this training, the University has purchased access to 40 Virtual Machine Licenses.

File Description	Document
Upload any additional information	[View Document](#)
Provide link for webpage describing the " LMS/ Academic Management System "	[View Document](#)

2.3.3 *Ratio of students mentored for academic and other related issues by faculty mentors   (Data to be provided only for the latest completed academic year)*

Response: 19:1

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

Response: 47

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

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

Response: 41:1

2.3.4.1 **Number of Student mentors/teaching assistant identified for student to student mentoring**

(Latest completed academic year)

Response: 362

File Description	Document
Official Proceeding of Student Council identifying the student mentors or teaching assistants for mentoring students	View Document
Institutional data in prescribed format	View Document

2.4 Teacher Profile and Quality

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

Response: 80.4

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

2.4.2 *Average percentage of full time teachers with Ph.D./LLD during the last five years*

Response: 58:1

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

2021-22	2020-21	2019-20	2018-19	2017-18
33	28	29	27	29

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

2.4.3 *Average teaching experience of fulltime teachers in number of years (latest completed academic*

year)

Response: 12.02

2.4.3.1 *Total experience of full time teachers*

Response: 685

File Description	Document
Teaching experience as certified by the head of the institution	[View Document](#)
As per Data Template	[View Document](#)

2.4.4 *Measures / Policies / Incentive by the institution for faculty retention by the institution for faculty retention*

Response:

NALSAR recruits faculty members to permanent positions as per the applicable UGC Regulations. From time-to-time, faculty members are also engaged through contractual positions to meet immediate teaching requirements. To encourage younger scholars and researchers to join the University, the University offers consolidated pay in contractual positions that is close to the recommended pay scales for permanent positions. Teachers in both permanent and contractual positions have opportunities to supplement their income through co-ordination responsibilities for research centers, administrative responsibilities within the University, involvement in the Distance education programs, and inter-institutional programs.

In order to ensure competitiveness and fairness in the selection process, applicants for both permanent and contractual positions are also required to give demonstration classes in front of students apart from the required interviews before Selection Committees. It is also recognized that the strength of an academic institution can only be increased if they have effective strategies for attracting and retaining the best teaching talent. For this purpose, the University regularly holds faculty seminars and training programmes where teachers can enhance their subject knowledge and discuss their research interests with colleagues and visiting scholars. In order to encourage younger faculty members to complete their doctoral work. the University allows faculty to opt for non-teaching semesters and seek study leave. The allocation of teaching responsibilities is also done in such a manner that faculty members can offer elective or seminar courses related to their research expertise. In order to enhance job satisfaction faculty members receive feedback on their performance, a statistical summary of the feedback given by the students is shared with them and periodic feedback meetings are held by the vice chancellor so that the difficulties faced by the faculty are addressed.

The university has a sabbatical system for senior faculty and an academic leave option for attending seminars and conferences.

In order to incentivize quality publications the University instituted a Faculty Incentive Scheme in Academic Year 2018-19. Under this scheme faculty members whose work is published in scopus Indexed journals and books published by leading international publishers can claim monetary incentives. The scheme has a clear gradation based on the reputation and citation of the respective scholarly sources. This

Scheme also has the provision for periodic grants to buy books and also to claim reimbursement for participation in recognized academic conferences. In addition to the faculty incentive scheme, the University provides individual research grants based on proposals and seed money for hosting conferences and workshops to the various research centers of the University.

File Description	Document
Policy measure taken by the institution to combat faculty attrition and to retain experienced and quality faculty	[View Document](#)

2.4.5 *Average percentage of full time teachers involved in drafting of bills, policies, rules and regulations for the government during the last five years*

Response: 7:1

2.4.5.1 *Number of full time teachers involved in drafting of bills, policies, rules and regulations for the government during the last five years*

2021-22	2020-21	2019-20	2018-19	2017-18
5	1	2	2	7

File Description	Document
Institutional data in prescribed format (Data Template)	[View Document](#)
• e-copies of letter of contribution (scanned or soft copy)	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

Response: 27.8

2.5.1.1 **Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
35	31	37	19	17

File Description	Document
List of Programmes and date of last semester and date of declaration of results	[View Document](#)
Any additional information	[View Document](#)

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 0.64

2.5.2.1 **Number of complaints/grievances about evaluation year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
14	0	07	0	04

2.5.2.2 **Number of students appeared in the University examination year- wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
857	777	742	690	636

File Description	Document
Number of complaints and total number of students appeared year wise	[View Document](#)
Any additional information	[View Document](#)

2.5.3 IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution

Response:

Since its inception there has been a system of continuous evaluation at NALSAR. However, the nature of continuous evaluation has evolved over time. Till 2013, the University conducted a surprise test, a mid-term and an end semester exam for every subject along with research-based assignments. Over a period of time, it was realized that the University was over examining and asking for deep research papers in all

subjects was only causing stress without improving research and writing.

The system for evaluating mandatory courses was modified, the surprise test was dropped and one mid-semester was conducted in the middle of the semester. The research assignments were reworked and students were allowed to opt for research assignments of different difficulty levels testing different kinds of skill sets and giving every kind of intelligence an opportunity to excel. Elective and Seminar courses are assessed through methods that include group discussions, research papers and presentations. In recent years, the University has put in place IT enabled systems that are used to organize examinations as well as the evaluation of research-based assignments.

All evaluation at NALSAR is internal. Students are evaluated through varied kinds of research assignments (as referred to above) and different types of exams. The Examination Office of the University has used Turnitin (Anti-Plagiarism Software) to scrutinize the content of the various research-based assignments before they are forwarded to the individual teachers for evaluation. Every student is given a NALSAR Email-Id enabled Turnitin account, and gets a list of submissions which are scheduled for the particular semester, along with the deadlines. Over the years, a database of research-based assignments has been accumulated which enables faculty members to effectively investigate and respond to complaints about plagiarism, both from within and outside the institution. The same methods are also used to screen the submission of dissertation proposals by LLM and Ph.D. students.

Since 2013-14 the University has been using the ESS examination system portal to conduct examinations and process results. The scores for each course are recorded in this database and are published to the students in a manner that ensures confidentiality. Ensuring the confidentiality of results has greatly helped in protecting students from psychological pressure. The ESS also allows systematic analysis of scoring patterns in the respective courses that helps teachers to refine their evaluation methods. The ESS system is also used for the enrollment of students in the respective elective, seminar and clinical courses.

During the pandemic the IT department developed a customized Learning Management System (LMS) called "NALSAR Forums" which was used to host recordings of classes, assigned readings and examination related materials. This forum ensured that effective instruction and assessment could happen even when students were away from campus or experiencing difficulties in accessing the internet. While the Cisco Webex platform was used to hold the online classes, hosting the recordings on NALSAR forums enabled students to review content even if they could not join the online classes. It also allowed the smooth conduct of examinations through the online method.

File Description	Document
Year wise number of applications, students and revaluation cases	[View Document](#)
Link for additional information	[View Document](#)

2.5.4 Status of automation of Examination division along with approved Examination Manual

Response: 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	[View Document](#)
Any additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1 The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents

Response:

NALSAR aims to equip its graduates with the skills and knowledge needed for meaningful engagement with public institutions, market structures and civil society institutions. While the formal coursework seeks to orient them towards the pursuit of professional excellence, the experience of higher education is also meant to cultivate values such as personal integrity and a deep sense of social responsibility. As the institution is going to complete 25 years of academic activities in 2023, it has a sizeable pool of alumni whose personal and professional journeys demonstrate the realization of these goals. A good number of NALSAR graduates are now serving the public as judicial officers and civil servants. Many law graduates are practicing before courts and tribunals, thereby contributing to the deepening of access to justice. Several have pursued advanced degrees and are now working as teachers and researchers. Those who have taken up positions in the corporate legal sector are contributing to the development of the business environment. While the management programmes were started in 2013, the graduates from that area are now making an impact in the fields such as financial services and entrepreneurship.

The learning outcomes that are relevant to each of the taught programmes are made publicly available through the institutional website (https://www.nalsar.ac.in/academic-programmes). They are also briefly reflected in the brochure that is updated annually on the website of the Consortium of the National Law Universities (https://consortiumofnlus.ac.in/clat-2023/participating_universities.html).

The Five-Year Integrated B.A, LL.B. Programme admits students through the highly competitive Common Law Admission Test (CLAT). This programme integrates the theoretical study of legal systems with practice-oriented knowledge in different areas of law. The present course structure is publicly available on our website (https://www.nalsar.ac.in/undergraduate-study).

The One-Year LL.M. Programme is principally aimed at law graduates who are interested in pursuing careers in teaching and research. It can also be useful for those seeking specialised knowledge before continuing their careers in legal practice (https://www.nalsar.ac.in/postgraduate-study-law).

The Two-Year M.B.A. Programme integrates the knowledge of business and economics with that of legal studies and regulatory structures. Admissions are open to graduates from any discipline and this course is ideal for those looking to join the leading business houses or even those planning to start their own

business ventures (https://www.nalsar.ac.in/postgraduate-study-business-administration).

The Five-Year Integrated B.B.A.,M.B.A. Programme is a new experiment, since it admits school-leaving students into an undergraduate programme that lies at the intersection of management studies, legal studies and the social sciences. It offers an exit option after completing the B.B.A. component (https://www.nalsar.ac.in/undergraduate-study-in-business).

File Description	Document
Paste link for Additional Information	[View Document](#)

2.6.2 Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution

Response:

Since the University offers professional courses, research degrees and distance education programs, the outcomes expected for each category are slightly different. In the full-time taught programs the main outcomes are to prepare graduates who demonstrate professional excellence, social sensitivity and ethics in their careers. Hence these courses emphasise theoretical knowledge as well as its application to concrete practical problems. This education is imparted through a mix of mandatory and elective courses spanning a broad range of subjects. In the research degrees the aim is to enable enrolled scholars to produce original scholarship that advances the state of knowledge in their chosen area. The distance education programs are curated for working professionals who are looking to gain specialized knowledge in the respective areas covered by the various degrees and diplomas. The orientation of the distance education programs is more to disseminate knowledge to a large audience and to help in the general enhancement of capabilities.

In order to evaluate course outcomes, the University regularly collects feedback from students. The same is shared with the faculty concerned for necessary action and further improvements. A periodic review of the course outcomes and program specific outcomes is done through faculty meetings at the end of each semester for law courses and each trimester for management courses. Feedback is also sought from Recruiters, Alumni and Visiting Faculty in order to gather actionable suggestions from an external perspective. Invitations are extended to scholars, practitioners and activists from different socio-economic and professional backgrounds to learn from a diversity of experiences.

The Curriculum Development Committees with internal and external membership are constituted whenever a new program is launched. No program is floated without such scrutiny. After internally auditing the operation of its exam system, the University has set up an external committee to audit the growth of its academic offerings and the review exercise will be conducted soon.

File Description	Document
Upload any additional information	[View Document](#)

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 96.65

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 231

2.6.3.2 **Total number of final year students who appeared for the examination conducted by the Institution.**

Response: 239

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination	[View Document](#)
Upload any additional information	[View Document](#)
Paste link for the annual report	[View Document](#)
Link fo any additional information	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all currently enrolled students	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

The primacy accorded to research can be judged from the fact that the University was named the National Academy of Legal Studies and Research. NALSAR has seen an inextricable relationship between legal education and research and the research policy of the university has been formulated and implemented accordingly. The research policy of the University consists of the following components: the doctoral and post- doctoral program; specialized research centres; incentives to promote the research capacities of the NALSAR faculty and enhancing the research capacity of the general academic community. All these components have been distinctly uploaded on the university website.

In this description the key features of these components are being highlighted

Doctoral and Post Doctoral Program

In acknowledgement of the inter-disciplinary content of law, NALSAR admits students from law, social science and management to its doctoral program. The University encourages proposals with inter-disciplinary accents as the University believes that critical legal understanding is often generated by scholars whose primary disciplinary affiliations are not with law. Thus Prateeksha Sharma a student from sociology undertook her thesis on "Barriers to recovery" in 2021 and the thesis has now been published by Routledge. All things being equal the university has been providing space for unexplored areas to enable the creation of original scholarship. The University has been preferred destination for researchers from all parts of the country, on an average out of 300 plus applications only 20 odd persons are admitted annually.

Research Centres

In order to provide for dedicated space for the research interests of its faculty, the University had established 16 research centers in 2006. While some centres took off, others were unable to realise their potential. In 2017 a rigorous review of the Centres was undertaken and after matching faculty interest with contemporary research challenges the University established 21 research Centres. The activities of these centres are highlighted in the next section. Even as Centres are encouraged to seek funding, however keeping in view the paucity of funding available for law, the University sanctioned a seed money of two lakhs to each centre. While some centres have been undertaking funded projects, others have been concentrating on issues which may not generate funds but merit close study.

Incentives to promote research

The university facilitates participation of early career faculty in seminars and conferences both nationally and internationally. Faculty have the option of seeking funding support from the university for their research proposals. And a reward system is in place for publications in scopus and web of science journals. The detailed policy can be accessed here.

Enhancing Research Capacities of General Academic Community

The building of research capabilities is not limited to the university and every effort is made to build capacities of the academic Community. Many of these initiatives have been launched by the university by investing its own resources. The "Flying Research Kites" talks and the "Annual Survey of State Legislation in India" are two capacity building and knowledge dissemination initiatives which are available on the NALSAR website.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
Any additional information	View Document

3.1.2 Total amount provided as seed money by institution to its full time faculty for research (latest completed academic year) (INR in lakhs)

Response: 5

File Description	Document
List of teachers receiving the seed money and details of the seed money received (Data Template)	View Document
Budgeted and expenditure statements signed by the Finance Officer indicating the amount of seed money provided and utilized	View Document
Any additional information	View Document

3.1.3 *Percentage of teachers receiving national/ international fellowship/financial support by various agencies including the applicant university for advanced studies/ research during the last five years*

Response: 35.57

3.1.3.1 **Number of teachers who received national/ international fellowship/financial support from various agencies** *including the applicant university***, for advanced studies / research; during the last five years**

Response: 18

File Description	Document
List of teachers and their international fellowship details (Data Templates)	[View Document](#)
e-copies of the award letters of the teachers	[View Document](#)
Any additional information	[View Document](#)

3.1.4 *Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellowships enrolled in the institution during the last five years*

Response: 44

File Description	Document
Provide a list of research fellows and their fellowship details (Data Template)	[View Document](#)
Any additional information	[View Document](#)

3.1.5 *Institution has the following facilities to support research:*

- **Incubation Centre**
- **Mediation Clinics**
- **Legal Aid**
- **Legal Literacy cell**
- **Research centres**
- **Legal Databases**
- **Computer labs**
- **Moot court**
- **Theatre**
- **Law Museum**

Response: A. Any 4 or more of the above

File Description	Document
Upload the list of facilities provided by the university and their year/s of establishment	[View Document](#)
Upload any additional information	[View Document](#)
Institutional data in prescribed format (Data Template)	[View Document](#)
Provide the link of videos and geo-tagged photographs	[View Document](#)

3.1.6 The Number of recognitions for the institution by different Ministries and Government bodies or National or International agencies

Response: 15

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
e-copy of the recognition award letters	View Document

3.2 Resource Mobilization for Research

3.2.1 *Extramural funding for Research (Grants sponsored by non-government sources such as industry, corporate houses, international bodies for research projects), endowments, Chairs in the University, Law programs sponsored by law firms and other eminent institutions during the last five years (INR in Lakhs)*

Response: 598.18

3.2.1.1 **Total Grants for research projects sponsored by non-government sources such as industry, corporate houses, international bodies, endowments, Institution of Chairs in the institution, Law programs sponsored by law firms and other eminent institutions year-wise during the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
209.24	16.26	35.08	14.07	323.53

File Description	Document
Provide the List of project and grant details (Data Template)	View Document
e-copies of the grant/award letters for research projects sponsored by non-government agencies	View Document

3.2.2 Grants for research projects sponsored by the government agencies during the last five years (INR in Lakhs).

Response: 94.59

3.2.2.1 **Total Grants for research projects sponsored by the government agencies year-wise during the last five years (INR in Lakhs).**

2021-22	2020-21	2019-20	2018-19	2017-18
31.50	39.32	5.98	9.79	8.00

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of the grant award letters for research projects sponsored by government	[View Document](#)

3.2.3 Number of research projects per teacher funded by government and non-government agencies during the last five years

Response: 0.28

3.2.3.1 **Number of research projects funded by government and non-government agencies during the last five years.**

Response: 14

File Description	Document
Supporting document from Funding Agency	[View Document](#)
Institutional data in prescribed format	[View Document](#)

3.2.4 *Bill, Ordinances, Rules and regulation drafted by the faculty of the University during the last five years*

Response: 129

3.2.4.1 *Number of Bill, Ordinances, Rules and regulation drafted by the faculty of the University during the last five years*

2021-22	2020-21	2019-20	2018-19	2017-18
04	01	03	02	119

File Description	Document
The letter of invitation from organisation to the faculty of university for drafting Bill, Ordinances, Rules and regulation	[View Document](#)
Institutional data in prescribed format (Data Template)	[View Document](#)
Details of Bill, Ordinances, Rules and regulation drafted by the faculty of the University for organizations	[View Document](#)

3.3 Innovation Ecosystem

3.3.1 *Institution has an ecosystem for Knowledge Creation, including Advanced Research Centre and other initiatives for the creation and transfer of knowledge*

Response:

As already mentioned, there is a symbiotic relationship between teaching and research at the University. Since NALSAR is a university of law, hence research feeds into its law reform, advocacy, service provision and sensitization efforts. These tasks are undertaken by teachers, undergraduate and post-graduate students as well as doctoral scholars both jointly and severally. At NALSAR undergraduates are required to write as many as 50 odd research papers, the post graduates a dissertation and the doctoral students are to write papers along with their thesis so every member of the student community is actively engaged in the pursuit of knowledge creation and dissemination. The members of the faculty are performing in a learning environment which makes knowledge creation and dissemination integral to their scholastic standing and pedagogic responsibilities.

In what follows **some** of the significant research contributions of the University and its centres are being highlighted

(https://nalsar.ac.in/images/Activities%20of%20Research%20Centres.pdf)

- NALSAR was nominated by MHRD to undertake a "Continuing legal education program for law teachers" in the country. The 80 videos produced by the University in 2019-20 were so well received that the program was repeated again in 2021.
- Undertook an "Evidence-based Study for Reforms of Legal Education in India" for the Union Ministry of Law and Justice.
- In order to understand how federalism works on the ground, NALSAR undertook a pilot project studying the legislative output of 16 Indian states in the year 2020. This is the first evidence-based research on how States use their law making powers. The University intends to make the Survey an annual knowledge offering for law and laypersons https://www.nalsar.ac.in/images/Annual%20Survey%20of%20State%20Laws%20in%20India%20-%202020%20Final.pdf
- The Centre for Constitutional Law, Public Policy and Governance collaborated with the Election Commission of India had undertaken a comprehensive review of the election laws
- Centre for Tribal & Land Rights has revised a number of land, revenue and other laws of the State

of Telangana and the State of Andhra Pradesh.
- M.K. Nambyar SAARCLAW Centre for Advanced Legal Studies publishes a bi-annual Law Journal with ISSN (No.2346-8646)
- N.C. Banerjee Centre for Intellectual Property Rights regularly organizes consultations on critical IP issues
- And the Centre for Air and Space Law (CASL) has collaborated with DRDO on Transfer of Technology in the Indian Defence Sector. It also publishes Indian Journal of Air and Space Law (ISSN no. 2394-6091). https://cadl.nalsar.ac.in/

The Centre for Legal Philosophy and Justice Education undertook comprehensive research on the legal strategies required to strengthen the realization of socio-economic rights. The offerings of the research were both discussed at a conference in 2017 and shared on the university website. Two major books on land and housing sharing the findings of the research were published by Routledge and Cambridge University Press. https://www.youtube.com/watch?v=WQe8s3bI56w&t=4s

The Centre is incubating a theory of justice based on care contentment and cooperation. A number of doctoral studies and some first principles research on Indian jurisprudence is expected from this 3,80,000 dollars project.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

3.3.2 *Total Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), Entrepreneurship, Skill development, Frontier/ contemporary areas researches in law / social justice and judicial trends during the last five years*

Response: 411

3.3.2.1 *Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),Entrepreneurship, Skill development Frontier/ contemporary areas researches in law and judicial trends year wise during the last five years*

2021-22	2020-21	2019-20	2018-19	2017-18
83	83	72	81	92

File Description	Document
Report of the event	[View Document](#)
List of workshops/seminars held during last 5 years (Data Template)	[View Document](#)
Any additional information	[View Document](#)

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

Response: 14

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

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

File Description	Document
List of innovation and award details (Data Template)	[View Document](#)
e- copies of award letters	[View Document](#)

3.4 Research Publications and Awards

3.4.1 *The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:*

    1.*Inclusion of research ethics in the research methodology course work*
    2.*Legal and Social Sciences Research Integrity Committee*
    3.*Plagiarism check*
    4.*Research Advisory Committee*

Response: A. All of the above

File Description	Document
Institutional data in prescribed format (Data Template)	[View Document](#)
Any additional information	[View Document](#)
Code of ethics for Research document, Research Advisory committee and ethics committee constitution and list of members on these committees, software used for Plagiarism check, link to Website	[View Document](#)

3.4.2 The institution provides incentives to teachers who receive state, national and international recognitions/awards 1.Commendation and monetary incentive at a University function 2.Commendation and medal at a University function 3. Certificate of honor 4.Announcement in the Newsletter / website

Response: A.. All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
e- copies of the letters of awards	[View Document](#)

3.4.3 *Total Number of PhD thesis and LLM Dissertations on IPR*

Response: 34

3.4.3.1 Number of PhD thesis and LLM Dissertations on IPR year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
6	3	9	7	9

File Description	Document
Provide the List of patents and year it was awarded (Data Template)	[View Document](#)

3.4.4 Number of Ph.D's awarded per teacher during the last five years.

Response: 0.45

3.4.4.1 **How many Ph.D's are awarded within last five years.**

Response: 15

3.4.4.2 **Number of teachers recognized as guides during the last five years**

Response: 33

File Description	Document
List of PhD scholars and their details like name of the guide , title of the thesis, year of award etc., (Data Template)	[View Document](#)
Any additional information	[View Document](#)
URL to the research page on HEI web site	[View Document](#)

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

Response: 2.79

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

2021-22	2020-21	2019-20	2018-19	2017-18
49	22	14	30	26

File Description	Document
• List of research papers by title, author, department, name of journal and year of publication (Data Template)	[View Document](#)
Any additional information	[View Document](#)

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

Response: 1.92

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

2021-22	2020-21	2019-20	2018-19	2017-18
42	13	16	9	17

File Description	Document
Institutional data in prescribed format	[View Document](#)
Content page and first page of the article/research paper	[View Document](#)

3.4.7 *E-content is developed by teachers :*

    1. *For e-PG-Pathshala*
    2. *For CEC (Undergraduate)*
    3. *For SWAYAM*
    4. *For other MOOCs platforms*
    5. *Any other Government Initiatives*
    6. *For Institutional or consortium's LMS or other hosting platforms*

Response: A. Any 5 or all of the above

File Description	Document
Details of e-content developed by teachers for e-PG-Pathshala, CEC (UG) (Data Template)	[View Document](#)
Any additional information	[View Document](#)
Give links or upload document of e-content developed	[View Document](#)

3.4.8 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

Response:

File Description	Document
Bibliometrics of the publications during the last five years	[View Document](#)

3.4.9 *Number of Citations in the Judgments of Supreme Court, High Courts, Courts of Foreign Jurisdiction* and constitutional tribunals *in which the research work of Faculty of the institutions are quoted and cited during the last five years*

Response: 3

File Description	Document
Institutional data in prescribed format (Data Template)	[View Document](#)
Copy of the judgment with the citation highlighted	[View Document](#)

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy.

Response:

The University allows all faculty contractual and tenured to take up consultancy after duly informing the vice chancellor. The University retains 30 percent of the consultancy fee and the rest is paid to the consultant faculty member.
https://nalsar.ac.in/images/3.5.1%20consultancy%20policy%20file%20no_1.pdf

Details of some of the consultancy works undertaken by the faculty members are provided below

- Revise and Redraft of Telangana (Agricultural Produce and Livestock) Markets Act, 1966, Agriculature and Cooperation for the Government of Telangana
- Consultation workshop on Land administration, District Collector, Suryapet, for the Government of Telangana
- Drafted of Telangana Muncipalities Act 2019 for Municipal Administration of Telangana, Government of Telangana
- Drafted a new Lighthouse Act for enactment in place of the existing Lighthouse Act, 1927for Directorate General of Lighthouses and lightships, Ministry of Shipping, Government of India.
- Revamping the Merchant Shipping Act,1958/revisiting the provisions of Merchant Shipping Bill, 2016 for Ministry of Shipping, Government of India.
- Online Certificate course on Constitution Law for Ministry of Law and Justice, Government of India.

File Description	Document
Upload soft copy of the Consultancy Policy	[View Document](#)
Upload minutes of the Governing Council/ Syndicate/Board of Management related to consultancy policy	[View Document](#)
Paste URL of the consultancy policy document	[View Document](#)

3.5.2 *Total Revenue generated from consultancy and training programs during the last five years (INR*

in Lakhs)

Response: 261

3.5.2.1 Amount generated from consultancy year-wise during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
53	20	53	36	99

File Description	Document
Provide the List of consultants and revenue generated by them (Data Template)	[View Document](#)
Audited statement/s of accounts indicating the revenue generated through consultancy	[View Document](#)
Any additional information	[View Document](#)

3.6 Extension Activities

3.6.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years.

Response:

The extension activities of the University range from the local to the national. Whilst some sensitization tasks are firstly undertaken within the university premises and then move outside. In others the difficulties of the world outside are addressed and students learn from those engagements. In what follows some of the significant interventions of the university are outlined.

- The Animal Law Centre of the University held sensitization workshops with students, faculty of NALSAR and NLU-Odisha, Judges, public prosecutors, and animal activists

1. Developed brochures to spread awareness and open houses conversation on avoiding conflicts between human-animal scenarios (https://drive.google.com/file/d/13dUBv_Jef9wRZRt4r826hLkTqy0RV8M7/view)
2. Ran a Webinar series on multilateral perspectives on animal welfare https://animallawcentre.nalsar.ac.in/index.php

These activities have resulted in ongoing discussions on the human-animal relationship inside the University which has caused all stakeholder to realize the complexity of the question and the need for nuanced solutions.

- The need to familiarize the local community surrounding the university of its entitlements under various government schemes and also to assist them in obtaining the benefits under the schemes

such as the PM Kisan and Rhythu Bandhu has been undertaken by students working in the "Law and Poverty Clinic". These encounters with impoverishment have caused students to respond whenever confronted by disadvantage. Thus NALSAR supported its own workers and other migrant workers with food and transportation support during the pandemic.

- In order to understand the nuts and bolts of policing NALSAR entered into a MoU with the Criminal Investigation Department of Police, the Government of Andhra Pradesh. This agreement and the ensuing internship enable four interns to interact with senior officers both in person and online. The extended interaction has helped students learn how the law in books operates in action.

- As a part of "public policy research", students examined the implementation of the SC/ST (Prevention of Atrocities) Act in the East and West Godavari districts, to find the factors that contribute to the low conviction rates under the Act. After randomly selecting a sample of cases from the area, which had resulted in acquittal, they visited the people who were involved in those cases - the victims, the accused, and the witnesses. This project resulted in students understanding how the police approach the matter and what is the experience of the victims, witnesses and other stakeholders. This work built real life skills and familiarized students with the resistance experienced by the disadvantaged segments of society. An education which is essential for students coming from privileged backgrounds. 20 students have been deployed as interns in the past 3 years and 2 graduates were hired as legal consultants.
- The Centre for Legal Philosophy and Justice Education took up the cause of traditional street artists and documented the uniqueness of their craft and the training process through which they acquire their skills. It also prepared a status paper on the "right to busking" in order to help the acceptance of traditional street performers
- https://nalsar.ac.in/extention-activities

File Description	Document
Upload any additional information	[View Document](#)

3.6.2 *Impact of Legal aid/ Community services/Extension activities* **Describe the impact of extension activities and their outcomes within a maximum of 1000 words**

Response:

The University has undertaken various activities of legal outreach in the entire State and with the local community. These efforts of institutional social responsibility provide opportunity for deep learning to students and faculty whilst producing meaningful research for the community. Some of the tasks undertaken are: providing legal aid to prisoners and the community, review of statutes, auditing of the government schemes and finding solutions for the problems of the community.

The following are some of the other major activities.

Pro Bono - Pending Live Cases

NALSAR University has provided opportunity to its students to work on live cases pending in the

Telangana Courts in association with Legal Aid Empanelled Advocates under the aegis of Telangana State Legal Services Authority.

Prison Legal Aid Clinic

The University started the "Prison Legal Aid Clinic" as part of social justice clinical course in 2018. Every semester, 15 students are roped in and in the past four years around 120 students have been involved in it. It ensures the quality of learning of criminal law in the field visits to prisons. The students provide legal assistance, research and policy formation, legal advocacy, appeal to judiciary and the state, litigation, data collection and organizing custodial rights education for the prisoners in Hyderabad Central prisons. Each semester, there is interaction with around one thousand prisoners and till date legal advice has been provided to around four thousand prisoners.The prison officers are more willing to help the prisoners than earlier. Since the clinic is constantly monitoring the legal aid system, it is found that legal aid advocates have become more alert to the issues of prisoners than before.

Legal Aid and Community Service

As part of Pro-bono Club initiated by Ministry of Justice, Government of India, students are involved in creating social awareness among the public in Shameerpet and Pudur villages. Students make people aware of the Government schemes and help them in preparing the representations to the officials. The students have conducted an empirical study on Indiramma Housing Scheme, 2 BHK housing scheme, Right to Education, Road Safety and Emergency Medical Care, Access to Health care in Rural areas and Alcohol abuse and consumption patterns in Shameerpet with special concern to the problems faced by women. The report of the study has been submitted to the concerned Panchayat officials.

Legal Aid Clinic (Land Rights)

The Centre for Tribal and Land Rights established a Legal Aid Clinic (Land Rights) at Warangal city. It has provided free legal advice to the poor and needy and assists in the resolution of their land problems. Around 700 people were provided free legal advice and 70 of them got their land problems resolved. The centre as part of the legal assistance programme for land of Society for Elimination of Rural Poverty (SERP) provided 10 days Para Legal Certification course to 500 para-legals. These paralegals are working in Telangana and A.P. and helping more than one million rural poor in obtaining secure land rights. More than ten lakhs rural poor have got their land problems resolved with the support of the paralegals trained by NALSAR.

The centre also created and implemented a unique low-cost community driven land records updating model in six villages of Warangal, Mahboobabad and Jangaon Districts. Three local youth from each village were trained by NALSAR and undertook a four-step process of collecting the land data and update the land records. As a result of this initiative, after decades of deprivation, all the land-owners in Puttalabhupathi village of Mahboobabad District have received land titles. The same process is now underway in other villages. This initiative has received appreciation from several key officials of Government of India and Telangana State. The adoption of this model is being actively considered by Governments as part of Digital India Land Records Modernization Programme for updating and modernizing land records. The centre is also actively engaged in review and revision of various laws in the State of Telangana and Andhra Pradesh. The centre along with Landesa (RDI) reviewed and revised nearly 112 legislations relating to land and revenue sector. For the said review and revision, number of consultations were organized with Advocates, IAS Officers, Revenue Officers, Academicians, NGOs,

Women Forums, Tribal Leaders and Political Representatives of the state. It also reviewed and suggested modifications in the Telangana (Agriculture Produce and Livestock) Market (Amendment) Rules 2016. For the state of A.P., the centre is reviewing the Land and Revenue Laws and also drafting Land Acquisition (Rehabilitation and Re-settlement) Bill 2016. The Centre also published 'Saada Bainama' to spread awareness against the practice of obtaining patta on the lands without any stamp duty. It also conducted a training programme on the process of regularizing 'Saada Bainama' for the District Revenue Officers including RDOs, Tahsildars and Revenue Inspectors at Nalgonda District.

NALSAR Legal Aid Group

The NALSAR Legal Aid Group undertakes community outreach activities on social issues. It participated at a State-Level NGO Meet on NREGA; undertook Legal Aid work on Tribal Land Rights (1959 AP Act) and SC/ST Prevention of Atrocities Act at Eturnagaram; held Stakeholder discussions with Transgender Persons regarding laws and policies; informed Migrant and asylum seekers of their legal status by holding a workshop on Refugee Law; coordinated with volunteers on the Migrant Travel Support Network (MTSN) during the lockdown; and held Legal Awareness Initiatives to explain basic aspects like filing of FIRs.

On the whole, the engagement with local community in the state on various legal issues has given the students exposure to wide range of issues and inculcated a sense of responsibility. The government, NGOs and other training institutions consider the University as the point of reference and of resources for all the issues involving the law. The number of institutions that reach out to the University for MOUs on specific issues of governance demonstrates the readiness of the University to expand its initiatives of community social responsibility.

https://nalsarlegalaid.wordpress.com/programs/

https://nalsar.ac.in/images/3.6.1%20and%203.6.2%20Report%20on%20Extn.%20Activities.pdf

https://nalsar.ac.in/images/3.6.2%20Live%20Cases%20proof_merged.pdf

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

Response: 187

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

2021-22	2020-21	2019-20	2018-19	2017-18
21	11	102	35	18

File Description	Document
Reports of the event/s organized	[View Document](#)
Number of extension and outreach Programmes conducted with industry, community etc., during the last five years (Data Template)	[View Document](#)

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Response: 78.85

3.6.4.1 **Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
463	426	1265	462	352

File Description	Document
Report of the event	[View Document](#)
Institutional data in prescribed format	[View Document](#)

3.7 Collaboration

3.7.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 160.6

3.7.1.1 **Total number of Collaborative activities with other institutions / research establishment / industry for research and academic development of faculty and students year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
154	170	158	156	165

File Description	Document
Institutional data in prescribed format	[View Document](#)
Copies of collaboration letters	[View Document](#)
Any additional information	[View Document](#)

3.7.2 Number of functional MoUs 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: 136

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

2021-22	2020-21	2019-20	2018-19	2017-18
48	30	25	19	14

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of the MoUs with institution/ industry	[View Document](#)
Any additional information	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

Infrastructure at NALSAR has been created in order to enable optimal performance of teaching learning functions. These facilities are continually evaluated for maximal performance and to fulfil the directives of the regulator.

The classrooms and other infrastructure are disability friendly. In order to ensure that accessibility should not be a concession, the university undertook an intense access audit in 2020 in order to ensure that every part of the university is disability accessible. The audit has flagged changes which need to be executed in order to implement universal design. These changes are being now executed in a phased manner.

Since the University has a large repertoire of distance programs, it is important that the classroom cater to all kinds of learning be it offline, online or hybrid. Accordingly, all the classrooms in the Academic Block have been converted into smart classrooms with blended technology for conducting hybrid classes, learning the lessons from the pandemic. These classrooms have digital podiums, LED screens, and digital pens replacing the traditional whiteboards. AI-driven motion capturing cameras (two in each class) provide a real-time overview of the classroom to those joining in the hybrid mode. State-of-the-art ceiling mics have been installed which are integrated with digital signal processors. To enable the university to host large conferences and small meetings, small and large conference facilities with projector and AV set are available.

To enable the faculty to perform their teaching, learning duties all forty-two faculty rooms are integrated with docking stations, common high duty printers, Wi-Fi and LAN connectivity.

The University Library Building is spread over 54,323 Sq.ft. across three floors with a seating capacity of 500 students. Access has been facilitated till 2 am and the remote access facilities ensure that research materials are available even if the brick mortar library is closed.

Since teaching and research need administrative and other logistics support, to promote optimum functioning, the offices of the Vice Chancellor, Registrar, Accounts and Exams are seamlessly connected with the academic spaces. The University has an independent building for the Health Centre and the Counselling Centre. The Engineering Departmnet is housed in the cellar of the Administrative Building.

Since mooting is a very integral part of legal education the University also has one aesthetically built Moot Court Hall of 200 seating capacity which mirrors a court room set up with a dais for judges, witness box, etc.

The physical spaces available to the Centres are proportionate to their needs. Thus, the space for the Department of Management Studies, have been designed to fulfil the pedagogic requirements of the Course.

In order to cater to the conferring needs of the University the University has a 20 rooms Convention Centre. with a 40-seater conference room and a Dining Hall-cum-Kitchen, it is eminently suited for deep conversations and team building exercises.

The University's also has a state of art auditorium with seating capacity of 800 persons. Other than housing large conferences the auditorium allows for the pedagogic use of films and theatre.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

4.1.2 The institution has adequate facilities for cultural activities, yoga, games and sports (indoor & outdoor); (gymnasium, yoga centre, auditorium, etc.,)

Response:

The University's infrastructure is geared towards promoting several extra-curricular activities in addition to supporting its core academic functions. Both the boys' hostels and girls' hostels have fully equipped gymnasiums (three overall), and the University also has a Faculty Gymnasium next to the Old Health Centre. A Table-Tennis equipment, and a basketball court is also present in both the boys' hostels and girls' hostels each.

The University has a sprawling stadium with a football field, which is also capable of hosting other sports such as cricket. It is spread over 8,450 square feet as per the norms of the Sports Authority of India (SAI). The University is currently upgrading the Stadium to Olympic standards by laying an artificial turf at a cost of Rs. 3.64 Crores.

Next to the Stadium, the University has a volleyball court with synthetic flooring as per the norms of SAI, apart from a Kabaddi court again following protocols set forth by SAI.

There are two Lawn Tennis courts on campus in addition to the abovementioned facilities for boys and girls each.

The University Auditorium is a state-of-the-art facility with a capacity to accommodate 800 persons. The venue is used for several extra-curricular activities such as 'Interrobang' (NALSAR's official quizzing competition), cultural performances, and guest lectures. The Auditorium has centralized air-conditioning, updated lighting facility, and up-to-date audio-video equipment.

The University also has a 200-capacity multipurpose area with proper dais which is the venue for hosting various regional fests (Awadh-Magadh, South Indian Fest, Lohri Fest, Telugu Fest, Onam etc.) where music and dance performances are held to celebrate India's rich and diverse cultural history. These areas are also utilized by the students when they organize annual fests such as 'Carpe Diem', 'Winnows' etc. which see student participation from the whole country for sports and other cultural competitions.

The Yoga Centre of size 33ftx 65ft with a seating capacity of 100 members is situated in the basement of Administrative Block building for conducting the periodical yoga and meditations under trained experts.

All the sports facilities on campus are as per the norms of the Sports Authority of India.

File Description	Document
Geotagged pictures	[View Document](#)
Paste link for additional information	[View Document](#)

4.1.3 Availability of general campus facilities and overall ambience

Response:

The architectural insight informing NALSAR is that the buildings and grounds should envelop the people not dwarf them. The buildings are impressive but not imposing. The free movement of light and air in open spaces is aimed to provide a sense of agency and freedom to the teacher and the taught. The campus is beautiful but it is a warm beauty which communicates warmth and generates self-belief.

The vision informing the buildings is reinforced by the green lawns and a wide variety of flora and fauna. NALSAR is home to a wide variety of trees which are home to many kinds of birds and butterflies. The campus is spread across 50 acres of land area out of which 12,84,769 sq. ft is covered with buildings. Around 10 acres of land area is at the 'Full Tank Level' with the Shamirpet Lake. The University campus also has a natural rainwater harvesting lake of its own. Around five acres of campus land is covered with landscaping, a children's park, and other recreational spaces. The different buildings are interspersed with opens spaces and lawns.

As part of the State's mission on 'Telangana Haritaharam', the University has planted more than 5000 plants during the assessment period and at present has around 3000 plants / trees on campus.

Facilities on Campus:

The University has seven blocks of Halls of Residence for Boys & Girls each, apart from residential quarters for teaching and non-teaching staff members. It also has a common Dining Hall of around 700 capacity.

The medical facilities include the newly constructed Primary Health Centre (G+2 floors) with experienced Doctors, Resident Nurses and a Lab Technician on around-the-clock duty. This is a ten-bedded health centre spread across an area of 17,071 sq. ft.; apart from the Old Health Centre in the basement of the Administrative Block building. A fully equipped Ambulance is also available round the clock on campus with drivers on duty throughout the day and night.

The University has five cafeterias in the food court area, providing booth food and general supplies. These also have ample seating spaces.

The Convention Centre is a centralized place with conference rooms, dining hall and rooms for accommodation of guests, and for conducting various seminars, workshops, and training programs.

The University campus is also disability friendly with several facilities for Persons with Disabilities including ramps & railings in all the buildings, Lift in the Academic Block, Accessibility Lab in the Library etc.

There are DG Sets and 0.200 MWP grid Solar Plant for uninterrupted power supply.

The University has an R O Plant for water treatment and supply of purified drinking water, apart from a sewage treatment plant. It also provides security services 24x7 in hostels and other spaces on campus through stationing and patrolling of guards.

Link for the campus video:

https://www.youtube.com/watch?v=2t_ryCjbfiE

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 56.15

4.1.4.1 **Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
2797.31	570.13	448.52	129.37	1039.7

File Description	Document
Upload audited statements of accounts highlighting spending towards infrastructure augmentation	[View Document](#)
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS) and has digitisation facility

Response:

The University Library is one of the largest law libraries in the country, not just in terms of the number of titles, but in terms of capacity as well. This includes an enviable national and international collection of physical and e-resources. The Library was upgraded to be fully automated in the year 2006 by using version 16.0 of the VIRTUA software, developed by VTLS Inc., which is a MARC-based ILS system. VTLS provides an Online Public Access Catalogue not only for the patrons of the library, but also for use by anyone across the world. The NALSAR Library is equipped with high-speed Wi-Fi as well as multiple LAN ports which can be used for accessing the e-resources and e-databases. The library is also equipped with a photo-copier machine, which is used for printing and scanning purposes.

The Library has adopted Radio Frequency Identity (RFID) based solutions for its circulation, management, inventory and security systems. The students are provided with RFID equipped identity cards. It is also equipped with the touch Kiosk machine, and a self-checkout machine, which can be used by the patrons for self-check-in and self-check-out purposes without the need for physical intervention by the Library Staff.

The library has access to over 65 e-databases, e-book resources, journal resources, and e-news resources in addition to over 50,313 physical books and 220815 e-books. Patrons of the Library can use the federated search and access these resources from the library's website. The resources are available both on-campus through the campus IP ranges, and also off-campus through a EZProxy Service, wherein the patrons would be able to access these e-resources from anywhere across the world by logging in with their secure email IDs and passwords. https://library.nalsar.ac.in/e-book-resources/

https://library.nalsar.ac.in/e-resources/

NALSAR Accessibility Lab

The lab augments the scanning process by converting the material into a machine-readable format, which is then used by students with visual disabilities to access the content through screen-reading softwares such as JAWS. For visually-disabled students a separate room is provided with Braille printer and a computer network with hardware and softwares like NVDA; ABBYY Fine reader; Video/DVD; CD player; DAISY (Digital Audio Information System) Index Braille; 'JAWS Talking Screen Reader for the Blind'; Zoom Text Screen Magnifier / Reader for Partial Blind; Openbook scanning & Reading Software with Pearl Hi-Speed Camera - Latest Version 9; Duxbury Braille Translation Software - Latest Version 12.4 SR1 (converts the documents to Braille and provides a printed copy on request to the users); and Snow 7 HD Plus Video Magnifier for visually impaired patrons. https://library.nalsar.ac.in/important-updates/

https://nalsar.ac.in/images/7.1.7%20%20file%201.pdf

https://nalsar.ac.in/7-1-7

Information about various sections, resources, services and facilities is available at the Library Portal:

https://library.nalsar.ac.in/

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)

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

Response: 239.83

4.2.3.1 Annual expenditure for purchase of books and journals and legal databases year- wise during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
388.81995	389.27552	349.62438	29.87051	41.55762

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

4.2.4 Number of Legal Databases made available to the students for the last five years

Response: 36

File Description	Document
Invoices and transaction details for the purchase of legal Databases	[View Document](#)
Institutional data in prescribed format (Data Template)	[View Document](#)
Any additional information (links of database)	[View Document](#)

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

Response: 99.57

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

Response: 930

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

4.3 IT Infrastructure

4.3.1 Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic year)

Response: 100

4.3.1.1 **Number of classrooms and seminar halls with ICT facilities**

Response: 29

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Paste link for additional information	[View Document](#)

4.3.2 Institution has an IT policy, makes appropriate budgetary provision and updates its IT

facilities including Wi-Fi facility

Response:

The University has an IT Policy providing for the replacement of IT equipment after its End-of-Life as per the manufacturers' product catalogue or white paper; E-Waste Management of the disposable IT equipment as per norms; and procuring IT equipment with Energy efficiency benchmarks along with power surge protection. As part of the University's academic social responsibility, the IT Policy provides for the installation of fully functional end-of-life equipment in local schools, colleges and learning centres, as well.

Further, budgetary allocation has been done in the University's Budget for procurement of student laptops to support economically backward students, which are routinely made available on a needs-basis.

Apart from the above salient features, the University also has a Privacy Policy for the data protection of students on the ERP System. The Policy mandates device permissions for various actions including reading and writing from external or internal storage devices; use of cameras; accessing WiFi Status (On/Off); and accessing Network Status (Accessible/Inaccessible).

Further, the NALSAR Forums App collects certain information for the purpose of uploading and downloading of files on the forum and other functions. For the people who visit our website and seek to register, we collect personal information such as Name, Email ID from the 'nalsar.ac.in' domain name, and a password in order to provide secure services. This information is collected only during the registration process. The files uploaded on 'NALSAR Forums' are also stored. https://forums.nalsar.ac.in/

The University uses cookies on its site to provide effective services. These cookies assist in understanding user preferences based on previous or current site activity. The aggregate data about site traffic and site interaction assist in enhancing site experiences and improving tools in the future.

As far as third-party disclosures are concerned, a wide range of plugins are used to add features to the website, and none of the information which is collected by the website is shared with the owners/developers of such plugins. The website is powered by WordPress. No personal information is shared with either WordPress or Jetpack. The University's security and anti-brute force attack software, 'Word Fence', keeps track of the logins and activity of the users in order to prevent Brute Force and DDOS attacks.

The posts on 'NALSAR Forums' may include such content in the form of videos, images, articles, etc. depending on the course materials uploaded

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

4.3.3 *Student – Computer/ Laptop ratio (Data to be provided only for the latest completed academic*

year) **Number of students : Number of Computers available to students for academic purposes**

Response: 3.55

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format (Data Template)	[View Document](#)
Copies of stock entries of PCs and Laptops	[View Document](#)

4.3.4 Available bandwidth of internet connection in the Institution   (Leased line)

Response: A. ?1 GBPS

File Description	Document
Recent copies of invoice paid to Internet service providers	[View Document](#)
Details of available bandwidth of internet connection in the Institution	[View Document](#)

4.3.5 Institution has the following Facilities for e-content development

    1. **Media centre**
    2. **Audio visual centre**
    3. **Lecture Capturing System(LCS)**
    4. **Mixing equipments and softwares for editing**

Response: A. All of the above

File Description	Document
Upload any additional information	[View Document](#)
Facilities for e-content development such as Media Centre, Recording facility, LCS etc (Data Template)	[View Document](#)
Links of photographs	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

Response: 18.01

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

2021-22	2020-21	2019-20	2018-19	2017-18
302.37474	190.06646	350.97683	273.62776	347.41583

File Description	Document
Upload any additional information	[View Document](#)
Details about assigned budget allocation and expenditure on physical facilities and academic facilities (Data Template)	[View Document](#)
Audited statements of expenditure highlighting the expenditure incurred for maintenance	[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 SBC Academic Committee arranges for every incoming batch of students a physical tour and orientation of the University campus including the Library. These tours familiarise all new entrants with all facilities available on campus and are followed by hands on programs to learn how to use them. Since the university has facilities for students with disabilities, protocols are in place to familiarise them with the facilities. And since one size does not fit all, additions are made to the facilities depending on the needs of any one or more persons with disabilities.

During the orientation, the University's counselors inform the students of the free-of-charge counseling services on campus. The University's counseling centre stays in regular touch with students throughout the semester, especially before exams, by communicating available slots for reaching out to deal with anxiety and other mental health issues the students may face in course of their campus life.

The sports facilities both inside and outside the hostels, such as gymnasiums, Table Tennis, Basketball Courts, Stadium etc. are accessible to students throughout the day. The Health Centre is open throughout the day with separate doctors and nurses on day and night duties, whose contact details are shared with all the incoming students.

The University has a vibrant academic environment with a variety of guest lectures, co-curricular competitions, discussion forums etc. taking place throughout a semester. To avoid academic and other physical spaces from being double booked, there are procedures in place to book the University spaces in advance through the Registrar's Office. Every organizing committee provides prior notice of University events to other student and faculty groups through a common email thread instituted at the beginning of

each semester. This avoids coordination problems and provides for optimal utilization of university spaces for various co-curricular events.

For ease of navigation of online library resources, the newly launched e-library website compiles all 'Open Access Resources' category-wise, and the library OPAC has been upgraded to cloud to enable faster results and stable access. This enlists a total 2,20,815 e-books, 65 digital database, e-journals and e-news. They are categorized under separate tabs for ease of reference of students and faculty. The Accessibility Lab in the University Library has software and hardware infrastructure in place to make these materials available to persons with disability.

Subscription to databases is a continuous exercise as new databases keep getting added to the collection. To facilitate team discussions, close to the research materials without disturbing other readers, the library houses moot rooms and discussion rooms which teams can reserve in advance.

For state of art facilities to remain state of art, there are routine upkeep maintenace exercises and regular repairs of any wear and tear or special damages. There is also a periodic exercise of phasing out goods and furniture which have outlived their utility and regulations in place to declare them obsolete and auction them. The maintenance and repairs works are undertaken under the supervision of the Engineering department of the University.

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 10.27

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

2021-22	2020-21	2019-20	2018-19	2017-18
98	83	75	70	64

File Description	Document
Upload self-attested letter with the list of students sanctioned scholarship	[View Document](#)
Upload any additional information	[View Document](#)
Scholarship sanction letter	[View Document](#)
Average percentage of students benefited by scholarships and freeships provided by the institution, Government and nongovernment agencies (NGOs)during the last five years (Data Template)	[View Document](#)

5.1.2 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

Response: 57.09

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

2021-22	2020-21	2019-20	2018-19	2017-18
473	480	450	395	359

File Description	Document
Institutional data in prescribed format (Data Template)	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

5.1.3 *Following Capacity development and skills enhancement initiatives are undertaken by the institution*

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

Response: A. All of the above

File Description	Document
Details of capacity development and skills enhancement schemes (Data Template)	[View Document](#)
Any additional information	[View Document](#)
Provide Link to Institutional website	[View Document](#)

5.1.4 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies
2. Organisation wide awareness and undertakings on policies with zero tolerance
3. Mechanisms for submission of online/offline students' grievances
4. Timely redressal of the grievances through appropriate committees

Response: A. All of the above

File Description	Document
Upload any additional information	[View Document](#)
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	[View Document](#)
Details of student grievances including sexual harassment and ragging cases	[View Document](#)

5.2 Student Progression

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
03	08	02	13	02

5.2.1.2 **Number of students appearing in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT/TOEFL/ AYUSH-NET/ AICTE/ Civil Services/Defense /UPSC/State and Central government examinations/ etc.,) year-wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
03	08	02	13	02

File Description	Document
Upload supporting data for the same	[View Document](#)
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	[View Document](#)
Any additional information	[View Document](#)

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

Response: 81.28

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

2021-22	2020-21	2019-20	2018-19	2017-18
154	124	215	169	165

File Description	Document
Placement offer letters	[View Document](#)
Details of student placement during the last five years (Data Template)	[View Document](#)
Link for additional information	[View Document](#)

5.2.3 *Percentage of Students enrolled with State Bar council*

Response: 41.77

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

Response: 99

File Description	Document
State Bar Council registration certificate	[View Document](#)
State Bar Council Enrollment number	[View Document](#)
Institutional data in prescribed format (Data Template)	[View Document](#)

5.2.4 *Percentage of recently-graduated students who have progressed to higher education year-wise for last five years*

Response: 5.51

5.2.4.1 **Number of outgoing students progressing to higher education**

2021-22	2020-21	2019-20	2018-19	2017-18
31	22	06	02	02

File Description	Document
Proof of progression to Higher Education	[View Document](#)
Institutional data in prescribed format (Data Template)	[View Document](#)

5.3 Student Participation and Activities

5.3.1 *Total Number of awards/medals won by students for outstanding performance in*

sports/literary/cultural activities/and other competitions like Moot court/arbitration competition/ Client counseling competition/Mediation and negotiation competition/ Judgment writing competitions at inter university/state/national/international events (award for a team event should be counted as one) during the last five years

Response: 334

5.3.1.1 *Number of awards/medals won by students for outstanding performance in sports/literary/cultural activities and other competitions like Moot court/arbitration competition/ Client counseling competition/Mediation and negotiation competition/ Judgment writing competitions at inter university/state/national/international events (award for a team event should be counted as one) during the last five years*

2021-22	2020-21	2019-20	2018-19	2017-18
77	35	104	42	76

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

5.3.2 Presence of Student Council and its activities for institutional development and student welfare.

Response:

The University has a dynamic student body which works in collaboration with the administration to promote student welfare. The Constitution of student body, provides for an elected Student Bar Council ('SBC') which represents the interests of students before the administration and faculty.

The student-body elects members to SBC Executive Council which consists of the President, Vice President, Treasurer, General Secretaries, and Joint Secretaries. In order to ensure due representation to women in the executive there are posts which can only be occupied by women students . The students also elect members to a total of 11 SBC Committees *viz*., the Academic Committee; ADR Committee; Moot Court Committee; Literary and Quizzing Committee; Cultural and Fine Arts Committee; Mess and Hospitality Committee; Hostel and Campus Welfare Committee; Debating Committee; Sports Committee; Social Responsibility and Student Welfare Committee; and Board of Auditors.

The SBC Executive Council has been invited on multiple occasions to draft policies for the welfare of the students. Preliminary drafts of the Hostel & Campus Welfare Rules, and the University CCTV Policy, for instance, were prepared by student representatives under the supervision of the Vice Chancellor. The SBC

is presently working on NALSAR's inclusion policy to ensure that there is participation parity in all activities of the university.

The SBC Academic Committee works closely with the administration in matters concerning academic planning and execution. At the peak of COVID-19, the SBC Academic Committee worked unceasingly to create an online platform called "NALSAR Forums" to store and share all class recordings and reading materials from a single database. The committee representatives also diligently documented the regular conduct of classes and tutorials, providing support to faculty members who were not well- versed with technology and needed help in scheduling, recording, or uploading of lectures. Further, the Committee ensured that reading materials and pen drives with uploaded lectures were sent on a weekly basis to students residing in remote and rural regions of the country. As a consequence of this close collaboration academic representatives were invited to the University's Special Academic Council meeting and consulted on the examination pattern to be adopted for the Jan-April 2020 semester, to ensure an academically rigorous but equitable evaluation pattern during the pandemic. This process of consultation was then continued in all the remaining pandemic effected semesters.

Student representation is also crucial to the functioning of the IT Committee and the Internal Complaints Committee.

The Moot Court Committee, the ADR Committee, the Debating Committee, the Literary and Fine Arts Committee, and the Cultural Committee have worked with the University administration to not only sending teams representing NALSAR to national and international competitions, but also help organize several such competitions hosted in NALSAR.

In addition to these statutory committees NALSAR has a range of student associations who take the lead in hosting a range of co-curricular events such as the public policy lectures, nyaya forums film festivals and social inclusion conversations on campus.

File Description	Document
Upload any additional information	[View Document](#)

5.3.3 *Average number of sports and cultural events / competitions/ youth parliaments organised by the institution per year*

Response: 16.4

5.3.3.1 **Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
11	09	18	28	16

File Description	Document
Report of the event	[View Document](#)
Number of sports and cultural events / competitions organised per year (Data Template)	[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 NALSAR Alumni Association was registered under the Andhra Pradesh Societies Registration Act, 2001 (Act No.35 of 2001) in the office of the Registrar of Societies, Ranga Reddy (East) District, with Registration No.310 of 2011 on April 13, 2011.

In the last five years, the alumni association has contributed to the development of the University in multi-faceted ways discussed below.

Alumni Support in Curricular Activities

The University's alumni regularly come back to offer visiting elective and certificate courses to the existing students, contributing significantly to our robust Choice-Based Credit System . The courses taught by alumni in the reporting period are provided in the additional information. They strengthen our academic programme by joining back the University as full-time faculty. They have been also been actively involved in training and outreach programmes conducted by the University. The Alumni Association makes a yearly contribution to the Scholarship Corpus of the University.

Alumni Support for Co-Curricular Activities

The University's alumni have provided guidance to the existing students for participating in various co-curricular activities. In addition to providing the abovementioned guidance, the alumni have acted as judges for internal selection of teams for Moots, ADR Competitions and Client Counselling Competitions. The alumni have provided guidance and financial assistance to student teams representing the University in national and international competitions, conferences etc. In their individual capacity, some alumni have also funded the co-curricular events hosted by the University.

Alumni Support for Student Progression

The alumni often come back to the University to conduct career counselling workshops and CV-building sessions for existing students. As many alumni have reached senior positions within law firms or commenced their own successful practices of law, they provide avenues for existing students to intern with them apart from facilitating recruitments. Further, workshops have been organized by alumni for the existing students on pursuing higher education / LLMs from foreign universities, and scholarships avenues available in that regard.

Alumni Support for University's Social Responsibility

The University's alumni have supported student groups for their extension activities such as extending help to those from economically weaker backgrounds, through fundraisers and donations. The alumni have provided financial support to NALSAR Chapters of IDIA and DEVISE - charitable organizations working for providing access to legal education in top law schools to underprivileged students. The alumni also took a lead role in providing food and transportation by air/road to the migrant workers during the COVID-19 pandemic.

The Alumni Cell at the University also organizes alumni meets, with the most recent one on 28th and 29th of September 2019 before the pandemic. Over 130 alumni participated, and took sessions on financial investments; career in litigation; preparation for UPSC examinations; limitation of liability; fundamentals of cross examination; execution of a decree by a civil court; Insolvency and Bankruptcy Code; trial under Negotiable Instruments Act etc. for the current students.

In addition, the alumni association of the University organizes alumni get-togethers in India and abroad. The foreign chapters of the association, assist fresh entrants to the chapters in settling abroad.

File Description	Document
Upload any additional information	[View Document](#)

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

Response: A. ? 10 Lakhs

File Description	Document
Upload any additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance.

Response:

The University's vision and mission are outlined below.

Vision: To provide quality legal education that underlines constitutionalism, rule of law and justice, with a particular focus on social justice to the marginalized communities.

Mission: To so impart legal education conduct research and training, undertake writing and publication, disseminate information and promote legal literacy so that the vision of the university informs its reality.

All the core activities of the University have been designed keeping in view its vision. Consequently, the University has adopted proactive measures wherever needed in the interests of the deprived sections of the society. The vision and mission are in accord with objects of the University as stated in Section 4 of the National Academy of Legal Studies and Research University Act, 1998. https://nalsar.ac.in/nalsar-act

The University started its teaching program with the undergraduate program by holding its own entrance exam. Subsequently, the post-graduate and doctoral programs were added to its teaching programs.

Being among the top law schools of the country, the University was a preferred destination for many. In order to counter the dangers of elitism, the University has been making every effort to enhance its equal opportunity initiatives. In the last five years, the university has enhanced its scholarship fund to one crore. The effort is also to make the support total and not be limited to tuition fees alone. In recognition of the hardship experienced by all during the pandemic, the University provided fees concessions to all. Keeping in view necessity of internet parity, laptops were purchased for students in need of them and data packages were procured for students and faculty.

Keeping in view the real need for law teachers in the country, the LLM program was revamped in order to produce quality law teachers for the country. The general stream in postgraduate legal education with the opportunity to obtain real teaching experience was ushered in to meet this need. NALSAR postgraduates are being preferred as law teachers in all parts of the country.

Social justice obligations have been taken on board in both the course curriculum of MBA and the placements of the graduates.

The doctoral program is pluralizing knowledge production by according opportunity to non-dominant perspectives. Significant doctoral work has been produced from the perspective of disability, gender and caste. The democratization of research opportunity is evident in the topics that NALSAR is according opportunity in its doctoral program.

In order to fulfil its social justice obligations, the university has remodeled its clinic program and actively intervened in the realm of prison rights, animal rights and language justice.

This vision causes a five-year research project incubating an alternative theory of justice based on cooperation, contentment and care to be housed in the University. In 2018, work was undertaken to devise knowledge-based interventions to realize socio-economic rights. The above illustrative narrative shows how the university's academic and administrative governance is in furtherance of its vision.

File Description	Document
Link for additional information	[View Document](#)

6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management.

Response:

It is common charge against National Law schools that they are vice chancellor centric, which causes vice chancellors to be micro-managers. NALSAR has been an exception to this charge due to the systems it has put in place. The following narrative describes how this participative system functions.

The various key activities of the University are executed through faculty and student committees. The faculty committees are constituted by the vice chancellor after seeking faculty preference. The student body elects the members to its committees. Both sets of Committees have explicit responsibilities which they are meant to execute over the course of each semester. Each Committee is relatively autonomous in relation to its routine and everyday functioning. However, no change of policy can be made without due consultation with relevant stakeholders. Thus, for example when the Academic Regulations of the University were to be modified, the Academic Committee made the first draft, which was brought by the Vice Chancellor to the faculty meeting. After the faculty reach a consensus, the draft is shared with the student body who send their views on the proposal and if required an open house is held. The consultation process continues till agreement is reached between all stakeholders. It is this final draft which is then taken to the University bodies for their final approval. The process provides people with a sense of ownership and allows every day functioning to continue even in the absence of the vice chancellor.

The ownership created for all was most in evidence during the pandemic where the University was faced with the challenge of holding classes, conducting exams without imposing undue hardship and without compromising standards. The University was able to undertake this exercise due to the continuous dialogue between administration, faculty and the students. Every glitch in the conduct of classes or exams or tutorials was acknowledged and solutions found immediately. The NALSAR FORUMS https://forums.nalsar.ac.in/ a platform to host class recordings, readings and lingering doubts was established and maintained by students with support from the IT team. It continues as a site for continuous student-faculty interaction after the pandemic.

This consultative model of decision-making is in operation with all other Committees of the University. The preliminary drafts of the Hostel & Campus Welfare Rules; the CCTV Policy; the IT Policy; are all prepared in consultation with the students. And the President of the SBC is part of the proctorial board considering any disciplinary action.

Student involvement is also to be found in other activities of the university. Thus, for instance, library e-resources worth Rs. 3.88 Crores for the year 2021-22 were procured with the full involvement of the students. The Mess Tender is completely managed by the students, as well.

The vice chancellor has kept in touch with the faculty and students respectively by holding regular faculty meetings and periodic open houses. The class schedule of the University allocates dedicated time to the faculty meeting.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed.

Response:

Strategic Action Plan for Enhancing Research Output

The goal for enhancing research output was pursued by providing for institutional anchors, incentive schemes, logistics and research support.

Institutional Anchors

In order to provide institutional mentoring and oversight the University created a centralized Research Board. In recognition of the fact that minimal sources of funding was available for legal research, the Board was charged with the duty to scrutinize research proposals from the faculty and advise the University on the feasibility of providing funding.

To expand the sites and areas of research it established new centres such as Centre for Cyber Laws and Cyber Forensics, Centre for Animal Rights, Centre of Excellence in Economics. These centres were created to encourage faculty members who were interested in these areas. To that extent the Centres were being created to provide dedicated sites for already existing scholarship. To enable the centres to be functioning enterprises, they were permitted to recruit research assistants and associates and other staff, who could assist the faculty in conducting their research.

In June 2020 a senior professor was nominated as professor-emerita with the express mandate to strengthen the research environment at NALSAR.

With similar motivations chair professors were appointed for intellectual property and International trade law.

Augmenting Library Resources

Since quality research needs to be backed by a state of art library, the library resources were digitalized and became continuously available. More than 10,465 books were procured for Library in the last five years. An amount of Rs. 9.44 crores was spent on the e-books (7570) and e-databses collection. To ensure that the enhanced research opportunity was provided to all a LEX Air Book Scanner was procured for use of visually handicapped students. In addition, new RFID work station, J GATE database, FEDGATE and Ezproxy softwares were also procured.

Conferencing Opportunities

Since research requires collegial conversations, financial assistance was extended to the faculty members to attend conferences and seminars, membership subscription in professional bodies etc.

Collaboration

In order to promote academy-industry collaboration a tie up was entered into with T-Hub, the start-up incubator of the Telangana Government.

Leave

Provision was made in the service regulations for study leave or sabbatical leave as and when faculty needed to exclusively concentrate on their research. Provision for reduced teaching load or non-teaching semesters was also made as a practice guideline.

Monetary Incentives

Since the outcome of enhanced research was desired monetary rewards were instituted for faculty members publishing in high quality journals and books published by reputed publishers.

As a result of the strategic plan, the University funded five research projects during the year 2021-2022. Monetary incentive for quality publications was provided to as many as 13 faculty members.

File Description	Document
Any additional information	[View Document](#)

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

Response:

The University's Governing Bodies such as the General Council, Executive Council, Academic Council, and Finance Committee had their meetings as per the regular schedules in the period under report. Owing to the COVID-19 pandemic, the meetings were conducted online during the Academic Year 2020-21. The consultative meetings with faculty members were also held on a monthly basis, both in online and hybrid mode. Open house meetings with students were also conducted to review the problems with online instruction and evaluation. Service matters pertaining to faculty members and staff were reported to the

Executive Council as per established norms.

The service regulations for both the teaching and the non-teaching staff were adopted on 11.01.2014 and have been publicly circulated.

Teachers are appointed as per the UGC Regulations as amended and adopted by the University Bodies from time to time. The UGC (2018) Guidelines for Direct Recruitment and for CAS promotions were adopted with modifications by the University on March 16, 2019.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)
Link to Organogram of the University webpage	[View Document](#)

6.2.3 Institution Implements e-governance covering following areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	[View Document](#)
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	[View Document](#)
Link for additional information	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1 The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff .

Response:

Every year, the University conducts the performance appraisal of its non-teaching staff. The performance feedback is shared with them and the record of the same is maintained in the personal file of each employee. In the same manner, at the end of every semester/trimester feedback for faculty is collected from students and shared with respective faculty to review their performance and make needful improvements wherever necessary. The University's teaching and non-teaching staff who are newly recruited are placed

on contract in the initial years of their appointment. Based on their performance they are provided an opportunity to take part in the regular recruitment process. The University comes out with career advancement notification to facilitate promotion of its existing regular faculty.

The University has taken considerable welfare measures for its staff. The 7th Pay Commission is implemented for faculty and PRC 2020 for non-teaching staff drawing regular pay scales.

During COVID-19, all the University employees and even students were given free vaccines at its medical centre, including the booster dose. The University procured its own (second) ambulance to take its staff and students to specialty hospitals in case of emergencies and major health issues. Since, the University staff has to commute daily from far-off distances from the city to the University campus; the University procured a new AC bus to facilitate smooth and comfortable commutation for its staff. In order to meet personal exigencies, the University offers a personal loan facility to its staff on a nominal interest basis and simple terms and conditions of disbursal and repayment. The University also offers a vehicle and car loan facility to its employees based on position and years of service rendered on a nominal interest and simple terms and conditions. The University also offers festival advance to its staff to meet the increased expenses at the time of festivals. Every year the University reimburses Rs.30,000/- towards payment of medical insurance premium or medical expenses. Further, the University has the policy to provide obsequies charges; reimbursement of a nominal amount of tuition fee for children, housing loan, support for purchase of plot/car/renovation of house, and personal loan to teaching and non-teaching staff.

To promote research and quality in teaching, once in a block of three years, the University reimburses an amount up to RS 10,000/- towards purchase of new books by the teaching staff. The University also has a faculty academic incentive scheme for teaching staff to promote research in quality journals and publications, publication of books and book chapters, participation in seminars, workshops and conferences and taking memberships in professional bodies. The University allows study leave or a non-teaching semester to younger faculty for pursuing their PhD. Sabbatical leave can be availed by senior faculty for pursuing research. The University also provides the lien facility to its teaching staff based on their years of service. On account of this facility the senior professors of the University could join as Vice-Chancellors in other universities.

File Description	Document
Any additional information	[View Document](#)

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

Response: 83.69

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

2021-22	2020-21	2019-20	2018-19	2017-18
28	34	35	56	55

File Description	Document
Upload any additional information	[View Document](#)
Details of the teachers provided with financial support to attend conferences, workshops etc., during the last five years (Data Template)	[View Document](#)

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

Response: 10.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	01	27	12	11

File Description	Document
Reports of the FDPs organized by the institution	[View Document](#)
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 12.07

6.3.4.1 **Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP) during the last five years (Professional development Programmes, Orientation/Induction Programmes, Refresher Course, Short Term Course) year wise during last**

five years

2021-22	2020-21	2019-20	2018-19	2017-18
05	04	0	19	02

File Description	Document
Reports of the Institution	[View Document](#)
IQAC report summary	[View Document](#)
Details of teachers attending professional development Programmes during the last five years (Data Template)	[View Document](#)
Link for Additional Information	[View Document](#)

6.4 Financial Management and Resource Mobilization

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

Response:

Fund mobilization

The fees collected from the students remains the major source of revenue for the institute and helps the University to break-even. 95% of the fees is collected on time and the rest within the next 1 year's time. Towards capital expenditure, the University received grants from the government. The details are given in 6.4.2. Capital expenditure covers only the expenses related to construction of new buildings.

Towards maintenance expenditure the institute majorly relies on its own funds. Only during the last two years the University received funds towards maintenance expenditure. The details are given in 6.4.2. The maintenance expenditure covers expenses related to repairs, security, electricity and water. Endowments for Gold medals also constitutes a source of funds for the University.

Utilization of resources

The University has met it's maintenance expenditure from within the funds available to it. In order to guard against any kind of financial vulnerability, the overdraft facility has not been used. In order to improve spending powers, every effort has been made to seek enhancement of grants from the government.

The University pays salaries/wages to its employees on time. Even during COVID-19, the salaries were paid on-time. The University also spends on scholarships and research facilities.

Optimal utilization of resources

All the funds taken from government bodies have been utilized and everything has been spent and utilized by the University.

File Description	Document
Any additional information	[View Document](#)

6.4.2 Funds / Grants received from government bodies during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs).

Response: 5786.89

6.4.2.1 *Total Funds / Grants received from government bodies for development and maintenance of infrastructure (not covered under Criteria III and V) year wise during the last five years (INR in Lakhs).*

2021-22	2020-21	2019-20	2018-19	2017-18
2430.00	1500.00	1500.00	77.48	279.41

File Description	Document
Details of Funds / Grants received from government bodies during the last five years (Data Template)	[View Document](#)
Annual statements of accounts	[View Document](#)
Link for Additional Information	[View Document](#)

6.4.3 Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years for development and maintenance of infrastructure (not covered in Criterion III and V) (INR in Lakhs)

Response: 341.13

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

2021-22	2020-21	2019-20	2018-19	2017-18
74.77	0	120.00	74.42	71.94

File Description	Document
• Details of Funds / Grants received from non-government bodies during the last five years (Data Template)	[View Document](#)
Annual statements of accounts	[View Document](#)
Link for Additional Information	[View Document](#)

6.4.4 Institution conducts internal and external financial audits regularly

Response:

The University conducts three types of Audits:

Statutory Audit: Chartered Accountants appointed by University's Executive Council conduct the audit every financial year. They audit all the accounts of the University.

Accountant General Audit: This audit is done by the Government of India's auditors. They conduct audits periodically.

State General Audit: This audit is done by the state government, and it is limited to the funds sanctioned by the government. They conduct audit as per the directions of the State Government.

Institution regularly conducts internal and external financial audits

Every year, after financial year closure, the University conducts statutory audit of its accounts. The Central Government's AG audit from the financial year 2014 till financial year 2021 was conducted in the months of July and August 2021. The University also completed its statutory audit for the financial year 2021. No irregularities were noticed in both the audits.

File Description	Document
Any additional information	[View Document](#)
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 by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals.

Response:

IQAC has been overseeing teaching learning methodologies adopted by the University and has made various suggestions which have improved the teaching learning processes at NALSAR.

a. Course Outlines and Reading Materials

The IQAC noticed that there was no standardised template to prepare course outlines, consequently it was difficult to evaluate the learning outcomes of a degree across courses. It was also not possible to make an assessment of the contribution of each faculty member when no common parameters were created. It was also found that the connection between the reading materials and the readings transacted in class was weak. Since students were required to read across courses it was important that there must be parity in the reading requirements of all courses.

Consequently, a common template was provided to all faculty members and they were required to prepare their outline accordingly. The outline must specify the learning objectives of the course, the modules through which it would be transacted, and the required and recommended readings prescribed for each module. Also it was decided that no course will prescribe more than 250 pages of course materials.

Both the requirements have been strictly implemented and significantly contributed to the standardisation of course outlines and reading materials which in itself has helped in maintaining a standard minimum quality across courses.

b. Internal Evaluation of Exam Papers across two sections

NALSAR has had an internal evaluation system for all its mandatory papers. The system functioned smoothly till the University was operating with one section. Internal evaluation became problematic when the switch over to two sections was made. The course curriculum had necessarily to be common across both sections. In order to ensure some standardization as well as cooperation between colleagues it was necessary to have a common question paper to which both contributed. First set of evaluations were done according to section and the concerned faculty evaluated the entire question paper including the questions not set by them. This caused general unhappiness amongst both faculty and students.

The IQAC in consultation with the students ultimately recommended that the faculty member setting the question should evaluate it for both sections. The advantage of this recommendation was that faculty members were evaluating students whom they had taught and not taught; and students were being examined both by a teacher who had taught and not taught them. An element of external evaluation was thus introduced into an internal evaluation exam system. A common question paper ensured that the curriculum is covered with equal rigour in both sections and the correction of the questions by the paper setter has at least ensured that faculty members are not second guessing their colleagues.

More importantly with this system an external indicator to assess the objectivity of a teacher was created which allows faculty the opportunity to asess whether they were overly partial to students who reflected their learning back to them or were they also appreciating the individual judgment of a student.

File Description	Document
Any additional information	[View Document](#)

6.5.2 *Institution has adopted the following for Quality assurance:*

1. *Academic and Administrative Audit (AAA) and follow up action taken*
2. *Conferences, Seminars, Workshops on quality conducted*
3. *Collaborative quality initiatives with other institution(s)*
4. *Orientation programme on quality issues for teachers and students*
5. *Participation in NIRF*
6. *Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA and such others)*
7. *Disability/gender/diversity audit*
8. *Scholar in residence program*

Response: A. Any 5 or all of the above

File Description	Document
Upload e-copies of the accreditations and certifications	[View Document](#)
Upload details of Quality assurance initiatives of the institution (Data Template)	[View Document](#)
Provide the web link of Annual reports of University	[View Document](#)

6.5.3 *Incremental improvements made for the preceding five years with regard to quality (in case of first cycle NAAC A/A) Post accreditation quality initiatives (second and subsequent cycles of NAAC A/A, in case of first cycle establishment of IQAS and its functions).* **Describe quality enhancement initiatives in the academic and administrative domains successfully implemented during the last five years.**

Response:

The University stands in substantial compliance with recommendations made by the Peer Team during the first cycle accreditation, and these are detailed below.

Observations in Cycle I	Action Taken	
To streamline and strengthen the IQAC	The IQAC is in close interaction with the Committee and the University Administration to the university functions according to its stated vi organizes capacity building and deliberative work seminars. The IQAC submits the AQAR to NAAC as per the	
To regularize the administrative staff	51 Non-Teaching staff members were regulariz April 2022.	
To augment and upgrade health service facilities on campus and fully equipped ambulance	A full-fledged new building consisting of G+2 spr 17,000 SFT with 10 beds was inaugurated by th	

	CJI. Ambulance service is available 24x7 on campu
To further strengthen research among faculty members and focused on trans-disciplinary research	To encourage faculty members to publish in scop journals the University provides monetary incentive Faculty Incentive Scheme approved in 2018. The also provides individual research grants based on and seed funding for research projects.
To provide necessary training for the administrative staff periodically	The University embarked on regular training pro administrative staff, in line with the recommendat Peer Team.
To streamline and strengthen guidance for civil and judicial services	To streamline and strengthen guidance for civil a services, we expanded alumni engagement by get NALSAR-alumni who had successfully cleared c public service exams to hold sessions with current s
Alumni Association needs to be facilitated meaningfully to interact with the institution	The NALSAR Alumni Association was registered support by contributing to the University's activities; co-curricular activities; student progre promoting our social responsibility.
To formulate and provide legal literacy courses to High Schools in the state to inculcate the significance of legal education of professional opportunities available	The University's YouTube channel is a repository c educational videos and guest lectures freely made for consumption of the general public. This digita built up by NALSAR is the strongest among l schools, and furthers the goals of legal literacy as academic social responsibility.
To supplement latest edition of law books in the library on a regular basis	The University invested Rs. 9.44 crores to develop e-library amongst all national law schools. This total 2,20,815 e-books and 65 e-database and e-jour
To appoint qualified Physical Education Director and Gym Instructors	A yoga instructor used to conduct sessions before pandemic. Meditations sessions were held by He Meditation Centre. More could not be done d pandemic
To organize NSS / NCC / Youth Red Cross Activities	Blood Donation camps have been organized. Clothes collection drives in collaboration with a l have been regularly organized.
To facilitate a meeting with the parents at designated intervals	The interaction with parents is continuous r episodic.

*Detailed report enclosed.

File Description	Document
Upload any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 *Measures initiated by the Institution for the promotion of constitutional values and gender equity during the last five years* **Describe the constitutional values, gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc.,**

Response:

A university needs to be a replication of the universe - an institutional space which has place for all. The preambular values of liberty, equality and fraternity have guided NALSAR to strive for the inclusion of all. A university of law is not just obligated to teach the constitution but to practice it. This fundamental duty has guided the conduct of all policies and programs of the university.

The Indian Constitution has opted for substantive equality, a commitment which recognizes the reality of difference and the need to customise general norms for the particular needs of groups and even individuals. The principle of reasonable accommodation which has been adopted in disability rights law recognizes that to obtain equality of outcome, the general rule can be suitably modified. NALSAR policy of reasonable accommodation is extended to all students and not just to students with disabilities.

Mental distress caused by inter-personal relations going awry or personal calamities such as the death of a parent or their divorce or a diagnosis of autism or gender transistioning have all been so accommodated so as to enable the student to confront their existential difficulties and emerge a survivor not a victim. Reasonable accommodation at NALSAR has been the university's effort to inculcate a culture of compassion and acceptance and a recognition that rules should be administered to achieve their underlying purpose. Thus when a particularly brilliant student was diagnosed with cancer which required him to be close to his home town, the university entered into a MOU with a sister law school in their city to enable the transfer and let them continue with their studies. That the student recovered and graduated from the sister institution made the effort even more worthwhile.

Students experiencing prejudicial marking need both non-prejudicial inclusion and an opportunity to interact with their own. The University has supported the formation of groups such as the Gender Sexuality Forum, 'Savitribhai Phule Intersectional Study Circle', NALSAR Minorities Forum' and the IDIA support initiative for students with disabilities.

The Internal Complaints Committee and the SC/ ST Cell with due representation to students is in fulfilment of the University's statutory responsibilities.

The correct attitude towards inclusion is necessary but not enough. The fee-waiver and scholarships committee takes on board the financial and other needs of students from the affirmative action groups. The Centre for Disability Studies supports the advocacy efforts of students with disabilities and the Accessibility Lab assists them to appear for their examinations. In execution of its commitment to universal design, the university has had a comprehensive disability audit by the experts and is in the process of implementing their recommendations. The installation of sanitary pad machines in the women's hostels, adequate lighting on the outer boundaries of the campus address the health and security concerns of women. Disability accessible and gender neutral toilets are efforts to make the campus inclusive for all.

Presently, the university is holding consultations for the drafting of a comprehensive inclusion policy to address the discrimination concerns of all.

File Description	Document
Specific facilities provided for women in terms of, a.Safety and security ,b.Counseling ,c. Common Rooms ,d. Day care centre for children of the staff ,e.Any other relevant 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

Response: A. 4 or All of the above

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

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

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

Response:

The food waste from the mess is collected and sent to a pig farm in the nearby village of Shamirpet. The University also segregates organic waste from inorganic waste at source. To this end, separate dustbins for organic waste and inorganic waste have been installed across various points on campus.

The waste water is stored in an underground sump of 1.00 Lakh Litre capacity. It is then pumped to the

STP (MBBR technology); the treated water is thereafter pumped to a storage tank; and finally used for watering the plantations, gardening, etc. The sludge generated is dried and disposed.

Bio-medical Waste is segregated under 4 categories. The Yellow category includes Human/Animal anatomical Waste, Placenta, Plaster Case, Contaminated Cotton Swabs, Contaminated Dressing, etc., The Red category includes Syringes, Gloves, Blood Bag, Urine Bag etc., The White category includes Needles, Blades etc. The Blue category includes Ampoules, Cials, Lab Sliders, Scissors etc. Each of these are handed over to GJ Multiclave (India) Pvt. Ltd., which provides Bio-medical waste management services in Hyderabad.

For E-Waste management, NALSAR has signed an MoU with M/s Z Enviro Industries Pvt Ltd, an authorised dismantler/recycler of SPCB for the E-waste management of the University.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document

7.1.4 Water conservation facilities available in the Institution:

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

Response: A. Any 4 or all of the above

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

7.1.5 Green campus initiatives include:

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

Response: A. Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	[View Document](#)
Institutional data in prescribed format (Data Template)	[View Document](#)
Geotagged photos / videos of the facilities	[View Document](#)

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

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

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	[View Document](#)
Institutional data in prescribed format (Data Template)	[View Document](#)
Any other relevant information	[View Document](#)

7.1.7 The Institution has friendly, barrier free environment

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

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	[View Document](#)
Geotagged photographs / videos of the facilities	[View Document](#)

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

Response:

NALSAR is a residential university of national character established by a state statute. Students from all over the country interact with each other in the classroom and outside on issues on which they do not necessarily think alike. However, the practice of civil conversation and the need to also listen and not just talk breeds tolerance. It is easy to dislike a stranger or an other one does not know. However, the long term close interaction with unknown people generates understanding, affection and friendship.

The University attempts to strengthen the affinity which is produced by living together, in the following ways.

The University believes in equality and non-discrimination and facilitates inclusivity. We also discourage sexism, casteism or ableism.

Since prejudice is the product of ignorance, there is concerted effort to educate and inform. This sensitization exercise is undertaken in multiple ways. One by providing a fair representation to the viewpoint of the other in the elective and visiting courses offered by the University.

A number of mandatory courses such as legal methods, law and poverty, constitutional law, legal ethics bring issues of prejudice and discrimination into the class room. In order to offset the elitism of English speaking students communication in the vernacular is encouraged and support for English communication provided.

The second technique used is by inviting inspiring speakers who have worked for inclusion and communal harmony to come and share their experiences with the students. This is done both by the university as well as by the student forums such as the "Savitri Bai Phule Study Circle", "the Minority Forum" and the "NALSAR Queer Collective" for gender minorities.

A picture it is often said is worth thousand words. The exhibition of films espousing tolerance and harmony or acquainting students with the reality of deprivation is the third initiative employed. Whenever possible, the effort is to combine a discussion with the film maker with the exhibition.

To have students perform in plays which address questions of oppression and discrimination such as the plays performed by NALSAR students under the direction of Feisal Alkazi in September 2018

The issue of queer rights was discussed when Danish Sheikh a NALSAR alum along with his team performed "Contempt" at NALSAR on 18th March 2018.

The performance of a theatrical poetry show "Girls just Wanna Have Friends" by Nupur Saraswat and Karuna Srinivasan on 19th September 2019 resulted in deep conversations on stereotypes, prejudice and the importance of friendships. This show was organized by the NALSAR Committee against Sexual Harassment because gender safety requires more reflective initiatives than an internal complaints committee.

Lastly, there is the practice of cultural celebrations. The celebration of festivals in the university is across region and religion. The food, dance music and dress of different parts of the country are celebrated in cultural festivals such as Telugu Fest, the South India Fest, the Rajasthani Fest, Dandiya Night, East Fest and Awadh-Magadh.

https://www.youtube.com/watch?v=mQJ6UxKB3DA

https://www.youtube.com/watch?v=DvwXmFh9NSw

https://nalsar.ac.in/images/7.1.9.%20Supporting%20docs.pdf

https://www.youtube.com/watch?v=vx-9bPY8iUY

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

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

Response:

The inculcation of human values is not an activities oriented outcome. The inculcation of the values happens during the teaching learning program and activities then reinforce the beliefs. NALSAR has embedded its legal education within a social science context consequently learning on law and justice has not been imparted through the functioning of legal institutions alone. The students have been kept connected with the larger socio-political reality through the clinical programs and courses such as law and poverty. NALSAR is the only law school which has included the course in its mandatory courses and teaches it in the second year of the five year degree course before the public law courses of constitution law and administrative law. The constitutional law and public law courses cultivate the understanding that constitutionalism is an ongoing effort of strengthening constitutional values and not just a study of the constitutional text.

These efforts of cultivating compassion and human values were most in evidence during the pandemic when the average student did not act oblivious of the suffering of the other but recognized the responsibility of privilege. These responsibilities were assumed in relation to less fortunate people within NALSAR and in the world at large. Access to course materials, tweaking of the exam system as well additional instruction for those with limited access to the internet was driven by the student body. Responsibility was also assumed for the health and subsistence of those working within the university whether in the formal or the contractual system. This concern for the less advantaged was not limited to the university community alone and many a NALSAR student led the relief effort from the front.

The formal activities of the University have further cultivated these human values. The "Public Policy Lectures series" at NALSAR has helped the students to interact with people who operate at the cutting edge of various public policy dilemmas and it helped the student body to understand the tough public policy choices and the need to assume responsibility for their fellow humans. The packed houses at these lectures show the students receptivity to this learning.

Since 2019, the University has been holding a workshop series on the "Courts and the Constitution". In these workshops senior and up coming scholars critically analyze the constitutional jurisprudence of the year. The objective of these workshops is to not just inform the students about the Constitution but also to understand and critique it. The manner in which the constitutional jurisprudence has advanced the plural agenda of the polity is a key concern of these workshops.

NALSAR has not limited its constitutionalising mission to its own portals. The lectures are uploaded on its You Tube channel in order to disseminate the learning to the world at large. Through the clinic work in the community this dissemination is extended to those who may not have access to the internet.

 https://www.youtube.com/@NALSARUniversityofLaw

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	[View Document](#)

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

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format (Data Template)	[View Document](#)
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	[View Document](#)
Code of ethics policy document	[View Document](#)

7.1.11 Institution celebrates / organizes national and international commemorative days, events and

festivals (within 500 words).

Response:

The University has been actively conducting various events on the occasions of national importance and cultural festivals. Many student-run clubs under the aegis of faculty coordinators are involved in organising various events and cultural festivals.

During the pandemic, the Cultural and Fine Arts Committee actively conducted online events such as talent shows, 'Virtua; Fresher's Night' for the Batch of 2026, virtual farewells etc. The Committee has an active social media presence on various social media handles, through which it engaged with students across the pandemic and continues to engage even now. This enabled the students to foster a sense of community, albeit through the virtual mode, despite the restrictions of the pandemic.

During the routine and physical semester on campus, festivals of importance such as Diwali, Holi, Christmas and Eid are celebrated with gaiety, cultural performances, and feasts. Occasions of national and international significance such as Independence Day, Republic Day, Gandhi Jayanthi, Ambedkar Jayanthi, Yoga Day, International Women's Day etc. are also celebrated among other important events. Flag hoisting by the Vice Chancellor is a regular feature of the Independence Day and Republic Day celebrations at the University.

The University has also been annually celebrating the Constitution Day on 26th November. To this end, the faculty members of the University have been conducting various seminars and competitions to sensitize the students about rights, duties and responsibilities, include a public reading of the Preamble to the Constitution of India.

File Description	Document
Geotagged photographs of some of the events	[View Document](#)

7.2 Best Practices

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

Response:

1. **Title of the Practice: Interdisciplinary Academic Offerings**

2. **Objectives of the Practice**

Legal studies are not separate from the meaningful study of politics, economy and society. In recognition of the realist approach towards legal studies, NALSAR has always emphasized the integration of knowledge across disciplines while designing its course outlines and the attendant readings. Since law is born and implemented in society, a deep understanding of law cannot be disjunct from society. It is essential to understand how they mutually influence each other. This understanding has to be cultivated in

dedicated courses in law and social science as also a substantial offering of inter-disciplinary courses offered through the elective system.

3. **The Context**

Initially, the 5-Year Integrated B.A., LL.B. Programs offered by the NLUs had a strict demarcation between social sciences and legal studies. This meant that despite occupying the same academic space, the interconnections between the respective courses were not clear in the minds of faculty and students. When NALSAR introduced the CBCS system in 2012-13 it reworked the place of the social science and humanities in the course curriculum. There was a 20 credits increase in the minimum credits to be earned by a student to be awarded the BA LLB (Hons) degree and 9 of those 20 credits were allocated to social science seminars. This mandatory enhancement of social science learning helped in breaking the disciplinary boundaries. This interdisciplinary insight has then been extended to the optional courses in the LL.M. Programme. The Management programs are also travelling in a similar direction by integrating business studies with social sciences. The integration has relocated social sciences teaching from its peripheral existence to the centre of the main degree programs. This new situation has opened space for inter-disciplinary conversations and the need to learn from each other. This is also an important objective of NEP 2020.

4. **The Practice**

NALSAR has always recruited teachers from the disciplines of history, political science, sociology, economics and English. With the enhanced credits for social sciences, the faculty who were only meeting the students in the first two years of the degree were also interacting with them in the final years. Moreover they became an integral part of the post-graduate and doctoral program of the university. The five year law schools had been established in order to facilitate integrated learning in law but before this change, the social science had a peripheral presence at NALSAR. In order to execute its vision NALSAR consciously recruited faculty members who had the temperament and the willingness to offer courses that emphasize the connections between the study of legal systems and disciplines such as History, Political Theory, Cultural Studies, Sociology, Entrepreneurship, Business Analytics, and Technology. The efforts of the in-house faculty was supplemented with a large pool of visiting faculty who were invited from other universities and academic institutions housed in the city of Hyderabad.

As part of this model, NALSAR invites scholars from other universities, practitioners from business organizations, and resource persons from civil society institutions. Given that NALSAR has earned a good reputation in the legal sector, several resource persons drawn from the judiciary, litigation, commercial law firms and research organizations have also regularly agreed to teach visiting elective courses. Over the last 10 academic years 18-20 visiting elective courses have been regularly hosted in each academic year for the law students. The Department of Management Studies has also developed on the same lines and hosts 8-10 visiting courses in each year. Offering such a diverse basket of optional courses allows for the cross registration of students who are enrolled in different programs.

The list of elective courses offered at NALSAR during the period under report (2017 -2022) demonstrate the success of this strategy. It is worth noting that NALSAR was able to implement a meaningful CBCS system before it was mandated by the regulatory body.

5. **Evidence of Success**

As stated earlier, for the last 10 academic years, NALSAR has regularly hosted 18-20 visiting elective courses each year in addition to 35-40 optional courses offered by our full-time faculty members. This has allowed students to explore their academic and professional interests in areas which were previously not touched in the course work at Indian law schools. The initial target was to bring in specialized knowledge both from the research interests of the faculty members and contemporary knowledge from visiting faculty. Each year NALSAR collected feedback from students and the visiting faculty so as to further diversify and improve the range of courses that we are offering. Based on experiential knowledge, institutional practices were developed to better serve the needs of the students. The fact that the students were getting the benefit of a wide range of interdisciplinary elective courses has yielded results in terms of more admissions to postgraduate and doctoral programs at prestigious Universities abroad. For example, in the academic years 2020-2021 and 2021-2022, at least 60 NALSAR graduates were pursuing advanced studies in some of the best-known Universities globally. In 2020-2021, seven NALSAR graduates pursued the Bachelor in Civil Laws (BCL) Programme at the University of Oxford. This was the highest number of admissions to this prestigious postgraduate programme from an Indian Law School in its history. It was also interesting to note that while a majority of the law graduates were pursing LL.M. Programs, many had gone into other areas such as History, Political Science, English Literature, Management Studies, Sports Ethics, International Relations and Public Policy.

6. **Problems Encountered and Resources Required**

The main challenge is to attract faculty members who are interested in delivering courses that have an interdisciplinary character. This requires some flexibility in terms of hiring practices as well as the ability to co-teach with scholars from other disciplines and also be aware of recent scholarship in multiple areas. Apart from faculty hiring, institutions also need to spend on library resources, hosting intensive research-oriented programs, and allowing collaborations with other Universities and organizations. Pursuing all of these strategies requires both financial support as well as open minded leadership. While some resources can be deployed from the fee collected from the taught programs, the institutions need to raise resources in the form of sponsored research projects, grants from public and private contributors, as well as support from employers and the University's alumni. While NALSAR has so far managed to diversify its course offerings, further growth in this direction will require mobilization of the kind described above.

7.**Notes (Optional)**

Over the last 25 years, NALSAR has emerged as a leading destination for higher education in South Asia. However, going forward, the institution aims to develop its capacity for teaching and research as well as a constant move towards internationalization. The interdisciplinary course offerings that have been developed since 2012-2013 give the institution the necessary foundation to proceed in this direction. For instance, the University has already hosted academics from several foreign universities through the GIAN programme (supported by Government of India) and a Scholar-in-Residence programme (self-financed). This has prepared the institution to host more teachers and researchers from across the globe to deliver courses and produce scholarship in partnership with us. In the long run, NALSAR aims to be not just a centre for professional education in law and management, but also a site for producing original knowledge that is rooted in the South Asian Context but is relevant worldwide.

1. **Title of the Practice: Digital Education Initiatives**

2. **Objectives of the Practice**

Since the NLUs were originally started as mono-disciplinary institutions with small student bodies, the academic content had a limited audience. The Faculty Members who were constantly updating their syllabus and experimenting with teaching techniques were largely doing so within the confines of their own institutions. However, over the last decade the growing use of the internet and improved mobile connectivity has opened the pathway for educational institutions to reach much larger audiences. For example, the UGC e-Pathashala project and the MOOCs under the SWAYAM programme reflect our Government's initiatives in this direction. At the level of a relatively small institutions such as NALSAR it was obvious that the academic content should be made available to external audiences. Hence, the NALSAR University of Law "YouTube Channel" was started in 2015. It acts as a repository for the content recorded from the various guest lectures, conferences, workshops and selected courses hosted by the institution. Over the last seven years this channel has become very popular especially among law students and practicing lawyers. Hence, specialist knowledge that was earlier available only to the University's full-time students is now available for free to the general public.

3. **The Context**

When NALSAR started uploading the academic content online, there were discussions about the criteria for selecting the content that should be made publicly available. For example, some Resource Persons may hesitate to express their views freely if they know that their content is open to public scrutiny which may sometimes be misinformed. Hence, the IT Department sought the consent of each speaker and the respective Faculty Advisor before uploading the content. NALSAR made investments in improving the digital infrastructure in the class rooms and conference venues so as to initially allow effective recording and later the hybrid delivery of classes. This early investment helped the University to negotiate the needs of online classes during the Covid-19 pandemic. Apart from the online classes for the regular courses, it is noteworthy that some of the guest lectures that were delivered during the pandemic attracted participation from hundreds of students. In many ways NALSAR anticipated the reality of digital education.

4. **The Practice**

As mentioned earlier, NALSAR started its digital education initiatives on its own. The investments that were made in the necessary infrastructure and the organizational costs for most of the programs were met by the University itself. For instance, more than 80% of the content that is presently available on the NALSAR YouTube Channel is derived from programs organized by the University.

NALSAR gave considerable autonomy to student groups such as "NALSAR Public Policy group", "Nyaya Forum", "Constitutional Law Society", "Savitribai Phule Intersectional Study Circle", and the "Technology Law Forum" to invite speakers and host them on campus. This meant that the interests of our students were organically reflected in the content that was later made publicly available. The University learnt lessons from this organizational experience and then uploaded the content from international conferences on Law and Religion, Socio Economic Rights, International Law and domestic conferences on Constitutional Law. The institutional lessons were carried forward by organizing online workshops on Research Methodology where leading scholars interacted with our Ph.D. candidates. Later on the University was nominated by MHRD to create a "law teachers refresher course" as part of the ARPIT programme. So far more than 3700 teachers have benefitted from this course. With the support of the Department of Legal Affairs, Ministry of Law & Justice, NALSAR created an "Online Course on the Indian Constitution", which was first launched in English in 2021. The English version has received more than 1,47,000 registrations. The

Hindi version has also been prepared and will be made available in 2023.

All of this content has been curated and made available to the general public.

The digital presence built up by NALSAR is the strongest among Indian Law Schools. While some of the videos are deepening the reach of the legal literacy programs, most of the content enables viewers to listen to the leading scholars and practitioners at their own convenience. It is hoped that this method of disseminating knowledge will also be a model for other law schools.

It is recognized that online education cannot completely replace the importance of physical education. However, given the highly selective character of the University, this was the most obvious method of reaching a larger audience. The intent was also to reach people outside the fraternity of the legal profession. To that extent the University has a long way to go since the recorded content was delivered in the English language, which has limited reach in the Indian context. While some videos were prepared in Telugu and Hindi there is need to systematically produce content in the respective Indian languages so that the institutional YouTube Channel becomes reference point for a larger section of the population. That will allow NALSAR to better pursue the statutory goal of improving public awareness about the working of the legal system.

5. **Evidence of Success**

Since 2015, the NALSAR University of Law "YouTube Channel" has made available more than 500 videos based on guest lectures, conferences, workshops and selected courses. The channel now has more than 53,000 subscribers and the content is cross referenced by leading lawyers and scholars as well. Some Universities have also used these recorded lectures as part of their course work. More significantly even students at NALSAR have benefitted from the recordings being made available to them.

This robust digital presence has also opened up real time opportunities for faculty members and students. For instance, content created by our faculty members when made available online often leads to them being invited for lectures and conferences at other institutions. The students involved in organizing these programs and curating the content gain valuable organizational experience and networking opportunities which often translate into internship opportunities and other avenues for collaboration.

The goal of this digital presence demonstrated our larger institutional role of promoting higher education, whereby the university reaches people who are perhaps unable to afford college education or could not get into the highly selective colleges, which offer them such exposure. By its digital education initiatives, NALSAR is serving the needs of people across different age groups who may be curious to learn about the chosen subjects. This supplements the distance education offerings which are now available in a hybrid form.

6. **Problems Encountered and Resources Required**

As soon as uploading of content for the public was started it was realized that the infrastructure to sustain the same would be needed. This process started with the procurement of digital cameras in 2015-16, and moved towards the full scale upgradation of the class rooms by 2021-2022. This investment has now led to 15 venues (classrooms & conference venues put together) being ready for the delivery of hybrid instruction and recording of content. This has considerably decentralized the capacity for creating and curating content that is suitable for public consumption. Needless to say, with more content being

generated, there is need to put in place a clear editorial policy on what content should be made available to external audiences. Many institutions often struggle to distinguish between academically useful and socially provocative content. There is need to develop guidelines for deciding what content meets the educational goals of the University.

7.**Notes (Optional)**

Going forward the University aims to further consolidate its digital presence. For example, one constructive suggestion is to create subject specific recordings which can serve both as instructional and reference material for teachers and researchers at other law colleges. Especially if the goal is to help institutions which have limited resources, the content should be so produced that it can be tailored to meet their requirements. Likewise, NALSAR can also gain academically from recorded content made available by other Universities and publicly funded platforms such as UGC e-Pathashala and SWAYAM.

File Description	Document
Best practices in the Institutional web site	[View Document](#)

7.3 Institutional Distinctiveness

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

Response:

Social Justice Mission of NALSAR

As a higher educational institution of a public character, NALSAR has an obligation to not only deliver taught courses but also to facilitate independent research. A third important function is to bring the knowledge of law closer to the general public so as to make legal knowledge relevant for solving practical problems. Hence, the University seriously invests in a range of extension activities that are focused on questions of social justice. Among these, there are four noteworthy interventions that have evolved over the period under report (2017-2022). *Firstly*, sponsored research projects that are focused on the delivery of socio-economic rights. *Secondly*, assistance for legislative drafting rendered to the Government of Telangana, Government of Andhra Pradesh as well as other State and local Governments on land rights. *Thirdly*, clinical legal education programmes that are focused on the needs of communities in the proximity of the NALSAR campus. *Fourthly*, the expansion of the distance education offerings to include areas focused on social justice.

1. With respect to the first line of engagements, the Centre for Legal Philosophy and Justice Education has anchored long term research projects supported by the Ford Foundation. The first of these projects that ran between 2014 and 2018 was focused on creating knowledge based interventions for improving the delivery of socio economic rights. As part of this project, the researchers produced full length books that examined issues such as housing, land use, rights of informal workers and education. This project led to scholarly publications which were brought out by leading international and domestic publishers. It also included an international conference

hosted in November 2017 where external experts were invited to comment on the issues covered by the research project. With the support of the Ford Foundation, the University is now pursuing a second research project (2018-2023) which is focused on incubating an alternative theory of justice based on cooperation, contentment and care. As part of this project, a sizeable group of independent researchers and doctoral scholars are working on contemporary issues that lie at the interface of legal philosophy and social justice. This effort will culminate with the production of several doctoral dissertations and independent books that will become useful reference material. Further, the project has allowed for forging collaborative connections with other like-minded initiatives.

2. The Centre for Land and Tribal Rights (CLTR) has regularly assisted the State Governments of Telangana and Andhra Pradesh in drafting Statutes, administrative regulations. Their interventions have led to the updating of older laws related to subjects such as land revenue, forest management and the delivery of social welfare schemes. The CLTR in partnership with LANDESA has organized numerous training programmes aimed at farmers with small land holdings so as to help them in protecting their interests. This has been done through legal literacy programmes, publications in multiple languages and legal assistance with drafting and engagement of advocates in pending cases. In the recent years, the Centre is also creating digital content to improve awareness about the legal remedies that are available to land owners in cases involving claims for partition, illegal encroachments and clarification of titles over land. Awareness is also being developed on how to use technology for creating more accurate and reliable records of land ownership. The Government of Telangana has also acknowledged the role of the Centre as it implemented block chain-based solutions for creating land records.

3. As part of the Clinical programmes of the University faculty members have created thematic clinical programs such as those focused on prison reforms, anti-poverty schemes and the investigation of cyber-crimes. This means that the students who are part of these clinical courses are taken for field visits and also involved in data collection that directly feeds into proposals for reforms and legal advice rendered to those in need. For example, the clinical programme on prison reforms is closely aligned with a research project funded by the Ministry of Home Affairs, Government of India that generated suggestions for the better management of prisons. Another clinical programme involves students going on weekly visits to the villages in the proximity of NALSAR campus, where faculty and students give practical advice to the residents on how to solve local disputes related to private property, family relations and common property resources. In partnership with external collaborators, dedicated computer labs have been set up on campus that provide hands on training for the investigation and prosecution of cyber-crimes. These facilities are also used for our distance education courses focused on cyber security and data protection. The long-term goal is to equip law students, serving police officers and other personnel with the relevant technological and legal knowledge.

4. Earlier the distance education programmes at NALSAR had largely focused on practice areas of commercial law. With the Post Graduate Diploma in International Humanitarian Law being the only offering which was not based on commercial considerations. In recognition of the need to disseminate specialized knowledge in areas that address the needs of the society, the University started newer courses in areas such as the Protection of Animal Rights, Family Dispute Resolution, Criminal Law and Forensic Sciences. These courses were consciously added to the basket of distance education courses to meet the requirements of the general public. The distance education programmes as a whole are now catering to the needs of learners across age groups, professional backgrounds and different parts of the country. Their reach has increased through the hybrid mode of instruction which became possible due to the early investments made in digital infrastructure.

These developments demonstrate the University's commitment to social justice concerns, both in terms of research-based interventions and direct interventions in ongoing social movements and litigation. The University has supported these interventions by deploying human capital and financial resources, often from its own revenues. Going forward the University plans to scale up its engagement in research, social advocacy and assistance in legislative drafting so as to better fulfill its duties to the general public.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

According to the requirement of NAAC both the qualitative and quantitative segments of this report have been written on the basis of evidence. Consequently, those interactions and experiments of the University which were experimented and experienced and thus contributed to the institutions learning curve have not found place anywhere. This includes the long discussions in faculty meetings on every change that was introduced in the academic program. The minutes of the Faculty Meetings only record the decisions reached by the faculty. The deliberations which antedated the decision are not recorded. Yet it is the deliberations which mark out the University as an intellectual space where every action is accompanied with dialogue and conscious allocation of time and space for reflection.

Similarly, in the interaction with the students the outcomes have been recorded and the formal events mentioned. The extended conversations on corridors, in faculty offices and the cafeteria have not been captured. NALSAR is a residential university and even as all faculty do no stay on campus, the long hours spent on campus make for caring relationships which are deeper than the formal interactions transpiring in the classroom.

The students of a residential university do a large part of their learning from each other, The national character of the University provides opportunity for students to learn about the other and to have their prejudices shaken if not shed. This is not to paint a rosy picture of unadulterated harmony but to admit that conflict needs engagement not burial. For young persons to realise that the world is larger than their own backyard is an education which is more realized than imparted. NALSAR has through various techniques of restorative justice worked at making this learning a deeply deliberative exercise.

Lastly, a residential university cannot survive without the ceaseless work of the non -teaching staff. Those contributions of invisible support from the administrative personnel in the offices, library and the IT department as also all the ancillary staff in the hostels, mess, security and the gardens has not found mention in the report. Yet these invisible presences make the visible possible.

Concluding Remarks :

As the University enters into its third cycle, there is change in the administrative heads of the University. The new vice chancellor was amongst the founding faculty of NALSAR and has now returned to lead the university after serving as vice chancellor at two other national law schools. His vast experience in a range of institutions of higher learning would stand NALSAR in good stead as the University **plans to forge deeper connections with other institutions of higher learning.** The office of the Registrar has now been assumed by a woman professor of the university who was amongst the earliest recruitments made by NALSAR. Her long association with the institution would help administrative continuity.

NALSAR in the last ten years had concentrated on providing a rich learning experience to all students associated with it whether in law or in management, whether pursuing the offline degree courses or the many online degrees and diplomas.

The new vice chancellor aims to strengthen the research and publications outputs of the University by hiring

dedicated faculty for the research centres and improve the visibility of the university by ensuring that the work undertaken by the University is widely disseminated. The challenge of faculty attrition is being addressed by inviting NALSAR alumni in the academic field to join the University. It is hoped that the emotional affiliations of the alumni would help ward of the temptations of pelf.

It is also expected that the legal aid and extension activities of the University would be further strengthened as the existing initiatives have been very well received. The new dispensation aims to provide dedicated physical space to the legal aid clinic at the entrance of the University.

After 25 years of its existence NALSAR has earned its place as one of the leading law universities in the country. The University plans to consolidate these gains and work to be the preferred destination for legal studies and research in the country.