INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 2)

PEER TEAM REPORT ON

INSTITUTIONAL ACCREDITATION OF
NALSAR UNIVERSITY OF LAW
U-0024

HYDERABAD
Telangana
500101

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA

Section I:GENERAL INFORMATION	
1.Name & Address of the institution:	NALSAR UNIVERSITY OF LAW HYDERABAD Telangana 500101
2.Year of Establishment	1998
3.Current Academic Activities at the Institution(Numbers):	
Faculties/Schools:	2
Departments/Centres:	3
Programmes/Course offered:	5
Permanent Faculty Members:	57
Permanent Support Staff:	51
Students:	877
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Remarkable Community Outreach 2. Optimum use of ICT and Library Database 3. Unlimited Incentive for Publication and Research
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 13-09-2023 To : 15-09-2023
6.Composition of Peer Team which undertook the on site visit:	

	Name	Designation & Organisation Name
Chairperson	DR. PROF KAMAL JEET SINGH	Vice Chancellor,Madhusudan Law University
Member Co-ordinator:	DR. TARUN ARORA	Professor,Central University of Punjab, Bathinda
Member:	DR. R S MEENA	Professor,Faculty Of Commerce
Member:	DR. VRC KRISHNAIAH	FormerDean,Sri Venkateswara Universtiy
Member:	DR. AJAY KUMAR	Professor,Chanakya National Law University
NAAC Co - ordinator:	Dr. Devender S Kawday	

Section II:CRITERION WISE ANALYSIS
Observations (Strengths and/or Weaknesses) on each qualitative metrices of the key Indicator under the respective criterion(This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrices(QlM) in Criterion1)	
1.1	Curriculum Design and Development
1.1.1 QlM	**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.**
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QlM	*Institution integrates cross-cutting issues relevant to Professional Ethics ,Gender, Constitutional and Human Values, Environment and Sustainability etc. into the Curriculum*
1.4	Feedback System

Qualitative analysis of Criterion 1
The University is the leading institution imparting legal education having implemented Choice Based Credit System in 2013. The Course Curriculum has been designed and updated regularly to address the local, regional, national and international concerns. The University imparts quality legal education through experiential learning, flipped class room and engages the learners with wide range of emerging and socially relevant issues through Add on Course such as land laws, labour laws, legal aid, taxation laws, air and aviation laws and so on. The distinguishing point of the University is contextualization of law in contemporary economic, social, political, judicial, technological development at multi-level. A wide range of multi-durational programmes in 'Aviation Law', 'Patent Law', 'Cyber Laws', 'Alternative Dispute Resolution', 'Family Dispute Resolution', 'Criminal Law and Forensic Science', 'Corporate Taxation', and 'Animal Protection Laws' has been introduced. Besides, in the doctoral programme, the University has complied with the mandate of the UGC regarding teaching Research and Publication Ethics, Teaching Practice and Curriculum Design, Evaluation and Development in the prescribed number of credits. The curriculum in all the programmes contains Programme Outcomes, Programme Specific Outcomes and Course Outcomes and these are attainable during each semester. To imbibe the values of professional ethics, gender sensitization, environmental sustainability, constitutional and human values, the University eco system is quite relevant. Apart from having a Choice Based Credit Course Framework offering wide range of specialised courses, the University has established number of research centres offering avenues for learning through co-curricular and extra- curricular activities. It has devised its own unconventional way of sensitizing the stakeholders about the values such as understanding case law through songs, learning through performance, promoting translation of laws and policies in local languages etc. During the assessment period, number of activities have been organized for capacity building and exposure of the students to the socio-politic issues such as interaction with feminist scholars, environmental activists, animal rights activists and human rights advocates in putting together its course list for each semester. The clinical education to sensitize the learners about prisons, courts and the community, the curriculum has been made extensive by floating the multi-durational programmes like "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", "emotional intelligence", "Accounting Management", "Human Resource Management and Corporate Social Responsibility", "Justice Theories", "Environmental law and Corporate Management", "Corporate Crimes",

"Human Rights and Corporate Social Responsibility". Courses in the Law and Management draw from the research with latest technology in current development in the respective field is being included and the students are prepared future lawyers, managers for global leadership to cater the need of society. The value addition in distance education programme which University on regular basis imparting for the development of professional skills to professionals as a specialized course on emerging and contemporary area.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrices(QlM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QlM	*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 .*
2.3	Teaching- Learning Process
2.3.1 QlM	*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*
2.3.2 QlM	**Teachers use ICT enabled tools including online resources for effective teaching and learning process.**
2.4	Teacher Profile and Quality
2.4.4 QlM	*Measures / Policies / Incentive by the institution for faculty retention by the institution for faculty retention*
2.5	Evaluation Process and Reforms
2.5.3 QlM	**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**
2.6	Student Performance and Learning Outcomes
2.6.1 QlM	**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**
2.6.2 QlM	**Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution**
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2
The University strives to address the needs of diversity of learners such as advance learners, average learners and slow learners. The course coordinators have been accorded with adequate flexibility to address the varying needs of different classes of learners. To address the communication barrier of learners from diverse background, language lab, tutorial in small groups, peer support, Moot Mentorship Programme, mentor-mentee, individualized mentor system and different cells are active. To address the needs of the students having language barrier, special attention is paid to students for improving their communication and understanding in English. Assistance is provided by both Faculty and Senior Students. To satisfy the quench of advance learners, different add on courses and research centres are performing exceptionally well. Being a residential university, the University adheres to dialectic method, learning beyond class room and experiential learning. The learning through case law, field study, court room visits, moot court, client counselling, legislative drafting assignments, arbitration and mediation mock exercises are in place. The problem-solving exercises and open book examination nurtures the analytical capability of the learners. 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 room affording adequate opportunities for research-based and participatory learning process. Besides, multiple clinics and clinical courses in the areas of land related rights, delivery of public services, resolution of family and property disputes result in first hand learning experience of the learners. The students are also associated as volunteers with the Panel Lawyers under State Legal Service Scheme and given the periodic opportunities to visit local schools and panchayats of neighbourhood areas. 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. The digital screens were found functional and the team took a demonstration of the multiple functions of these digital resources like 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. It has been observed that this technology permits the stakeholders to continue the traditional use of the blackboard and the use of content from online sources. To accommodate the needs of students with disabilities, the digitally accessible and inclusive program venues make it convenient to host external scholars and practitioners. The digital connectivity has enabled the University to involve wide range of resource persons for the purpose of interaction and impactful delivery in elective courses, the distance education programmes and co-curricular activities. Capitalizing the advantage of this digital infrastructure, the university is able to attract scholars and practitioners located in different parts of the world to teach the elective courses in specialized area with meaningful student interaction. The success of the distance education based on the optimum use of digital technology.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrices(QlM) in Criterion3)	
3.1	Promotion of Research and Facilities
3.1.1 QlM	**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**
3.2	Resource Mobilization for Research
3.3	Innovation Ecosystem
3.3.1 QlM	*Institution has an ecosystem for Knowledge Creation, including Advanced Research Centre and other initiatives for the creation and transfer of knowledge*
3.4	Research Publications and Awards
3.5	Consultancy
3.5.1 QlM	**Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy.**
3.6	Extension Activities
3.6.1 QlM	**Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years.**
3.6.2 QlM	*Impact of Legal aid/ Community services/Extension activities* **Describe the impact of extension activities and their outcomes within a maximum of 1000 words**
3.7	Collaboration

Qualitative analysis of Criterion 3
The NALSAR having a well-developed Research Policy which is sufficient to take care of Postgraduate, Doctoral and Post doctoral level. The University has established 21 specialized research centres to enhance the research capacity of the University, Faculty, Scholars, Academic Community etc. It provides the incentive

to the scholars. Research programmes of all the Centres which has been distinctively displayed / uploaded time to time on University website and widely publicizing in the reputed journals. NALSAR is promoting interdisciplinary research and for this purpose the Department of Law, Department of Management, Department of Social Sciences are being encouraged. The University encourages researcher and incentivize to promote on regular basis as well as receiving the funds from different agencies. At present the University is working on 34 Research projects financed by Different Agencies and approximately rupees 5 crores available with the Research Centres. University is encouraging all the Faculty who publish the research paper in scopus / index journals are granted with rupees 1 lakh grant as the incentive and there is no limitation on number of papers. University is also providing rupees 10 thousand grant to each teacher to buy books for the purpose of research. This component is very strong with lot of publications in scopus / peer reviewed journals / UGC care list, which was exhibited at the time of physical verification by the NAAC peer team members. The research programme is being taken care by very senior emeritus professor. The University has started the flagship programme **Flying Research Kites** to promote the Research Capability not only to the University but this helps to the capacity building to the other academic communities. The University additionally providing seed money to the faculties for carrying out the research. The University is very vocal in protecting the rights of tribals and land holders for which the University has established Centre for Tribal and Land Rights, Centre for Disability Studies, Centre for Aerospace and Defence Laws. Centre for Aerospace and Defence Law has started 2-Years M.A. Programme as well as research activities in Aviation Sector. The main focus of the University is to carry and publish original research work. The robust research policy of the University is reflected during the time of presentation by the Chairman, Research Board which clearly indicates 46 number of the Ph.Ds produced and 14 research projects has been carried during the assessment year. All the research centres has published lot of publications and some of them such as Legal Rights to Housing in India and Land Law in India are consider to be remarkable. The University has also carried evidence based study for reforms of Legal Education in India funded by Ministry of Law and Justice. The University has also carried out a pilot projects studying the legislative outcome of 16 states of India. The University has also collaborated with DRDO on Transfer of Technology in the Indian Defence Sectors. The University has earned approx. Rs. 1.62 crores from the Consultancy Services during assessment period.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrices(QlM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QlM	**The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc.**
4.1.2 QlM	**The institution has adequate facilities for cultural activities, yoga, games and sports (indoor & outdoor); (gymnasium, yoga centre, auditorium, etc.,)**
4.1.3 QlM	**Availability of general campus facilities and overall ambience**
4.2	Library as a Learning Resource
4.2.1 QlM	**Library is automated using Integrated Library Management System (ILMS) and has digitisation facility**
4.3	IT Infrastructure
4.3.2 QlM	**Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility**
4.4	Maintenance of Campus Infrastructure
4.4.2 QlM	**There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.**

Qualitative analysis of Criterion 4
The University situated in a lush green campus and approximately fifty acres land adjacent to Shameerpet Lake and most of the buildings having proper sunlight and neat clean environment and just look like a green campus. All the class rooms are properly information communication technology enabled smart class rooms, five information communication technology enabled Seminar Halls, Video Conferencing Hall and Jhunjhunwala Conference Hall with two hundred Capacity, Moot Court Hall, Auditorium to accommodate eight hundred persons. Every class room and seminar hall fitted with the modern digital podium and digital board. To cater Online distance learning courses University is having well developed studio containing all model facilities to record, display, play live streaming and managed by senior qualified in-charge. At Present the University is offering twenty two online distance learning courses and most of the courses are much in demand. The University is fully WIFI enabled with properly structured LAN connectivity. The University Library Building is spread over 54000 sqft. sufficient to accommodate 600 students and remain open from 9 am to 2 am. At present Library has using VIRTUA software. To facilitate printing and photocopying good number of machines are available. Library has contained computers lab equipped with Braily Language software's for visually impaired students. At present University is using 65 databases like Heinonline, Westlaw, SCC, Manupatra, Taxmann, JSTOR etc. Overall Library looks like a heart and soul of the University. Library contains more than fifty thousand books in physically and more than two lakhs on online mode. The IT policy of the NALSAR to take care of the IT infrastructure, equipment having an Annual Maintenance Contract with the different agencies and every IT equipment around the year remain fully operating. To meet out the Power breakdown University has Installed three DG set Capacity of 320/200/63 KVA capacity. To necessitate the sports / cultural activities the University is having fully developed stadium, Indoor/outdoor stadiums, basketball court, volley ball courts, badminton court and big auditorium. More than one thousand students are residing in various boys and girls hostel. During the physical visit to the Boys and Girls Hostels, Mess Area, Dining Hall, Cafeteria the team members were satisfied with the facilities and appreciated the efforts taken by the University.   Boys and Girls Hostels having modern gym facility with all required equipment's. University is having Health Centre equipped with required facilities to take care of Health of Students, Teachers and Non-Teaching Staff. Besides this, Health Centre is headed by qualified physician with the assistance of dentist, counsellor, medical lab technician, staff nurses etc. To familiarize with the conditions, environment, climate and working of the University. The SAP facilities are available. These facilities are regularly maintained by the University Engineering Department.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrices(QlM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QlM	**Presence of Student Council and its activities for institutional development and student welfare.**
5.4	Alumni Engagement
5.4.1 QlM	*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*

Qualitative analysis of Criterion 5
The NALSAR has an elected student body ensuring students' participation in different domains of academic

cum administrative governance and students' welfare. It has eleven SBC sub-committees. The SBC Executive Council is also involved from time to time in the drafting of the academic and different students-oriented policies. The academic committee of the SBC works and create an online platform during the COVID-19 called as "NALSAR Forums" to store, share all class recordings and reading materials to all students in a single database. The academic committee documented the regular conduct of classes, tutorials and provided support to the faculty members very diligently. It ensured that all the reading materials and class room activities are shared to those students who are remotely residing in the different parts of the country. During Covid-19 pandemic phase the University took policy decisions concerning examination through inputs for the online classes, content and examination pattern and also obtained regular feedback. The SBC representatives are also supporting the of ICT Committee and ICC. The NALSAR alumni association is registered in 2011. It is functional and supporting the students in their career advancement, teaching courses and strengthens social capital as well as helping the students in placement. The University is extending benefit by way of scholarship and freeship to needy and scholarly students. During the assessment period, 390 students were provided the freeships. Besides, this University assisted the needy students for scholarship and freeship from government bodies, non-government organizations, industries, individuals and philanthropists. The University has a career counselling cells being run by the SBC and till date 2157 has been counselled by the University. The University has taken various capacity building measures such as soft skills, language, communication and advocacy skills, life skills (Yoga, Physical Fitness, Health and Hygiene) and awareness about the use of technology in legal education, research and administrative activities. The Grievance Redressal Mechanism for student grievances such as Sexual Harassment Committee, Prevention of Ragging for implementation of guidelines issued by the Statutory and Regulatory forums is in place. The adequate representation of students is in the committees. The online and offline mechanism for submission of complaints are in place. Adequate care is taken for timely redressal of the grievances of the stakeholders. The University administration reposes confidence in the students and enable them to take informed and wise decisions for experiential learning. During the assessment period, 28 students qualified different competitive examinations of Public Service Commissions and 827 students have been placed in different law firms. Total 63 students have opted for pursuing their higher education. The participation of the students in ADR and Lok Adalat through State Legal Services Authorities is ensured. The students are regularly participating in the Moot Court Activities and brought laurels to the University by participating and winning reputed International and National Moot Court Competitions.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrices(QlM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QlM	**The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance.**
6.1.2 QlM	**The effective leadership is reflected in various institutional practices such as decentralization and participative management.**
6.2	Strategy Development and Deployment
6.2.1 QlM	**The institutional Strategic plan is effectively deployed.**
6.2.2 QlM	**The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.**
6.3	Faculty Empowerment Strategies
6.3.1 QlM	**The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff .**
6.4	Financial Management and Resource Mobilization
6.4.1 QlM	**Institutional strategies for mobilisation of funds and the optimal utilisation of resources**
6.4.4 QlM	**Institution conducts internal and external financial audits regularly**
6.5	Internal Quality Assurance System
6.5.1 QlM	**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.**
6.5.3 QlM	*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.

Qualitative analysis of Criterion 6
The vision of the NALSAR is 'to provide quality legal education that underlines constitutionalism, rule of law and justice with a particular focus on social justice to the marginalized communities'. It is in consonance with the objectives of the University mentioned u/s 4 of the NALSAR University Act, 1998. The Mission of the University is to impart quality legal education, conducts research and training, undertake writing and publications, disseminate information and promote legal literacy so that the visions of the university come to its reality. It has adopted proactive measures wherever needed in the interest of the students and deprived sections of the society for achieving the goal of social justice. The operational aspects of the University to realize its visions and achieve its mission are carried out through participation of the stakeholders in the form of representation in various committees. The Committees are constituted to give proportionate and equitable representation to all stakeholders. The student bodies are constituted with clearly defined responsibilities. The academic calendar of the University is in place and effectively implemented. It would be worth to mention here that the faculty meetings are already ensured in the Academic Calendar. The faculty members are given adequate liberty and flexibility to introduce innovative courses and the number of distinct course being offered at NALSAR validates this fact. The curriculum of the courses is designed through well-established regulatory

framework and approved by the Academic Council and Executive Council. The curriculum feedback mechanism is in place but needs to be mapped in context of implementation. The University is promoting and showing robustness in the University system for development academics and giving priority for research activities. To encourage the research output, the University has framed a policy to incentivize the performing faculty members for quality publication and also a seed money policy. The Performance Based Appraisal System is in place to track and monitor the annual performance of the faculty members. The University has reasonable accommodation facility for teaching and non-teaching staff, a defined policy for allotment of accommodation, a bus for transportation, group insurance, paid maternity and child care leave policy. The University authorities are liberal in providing ICT and space facilities along with financial support to the different research centers which is a motivating factor for the faculty to excel. However, there is reasonable room for output improvement to take this University to scale new heights.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrices(QlM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QlM	***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.,
7.1.3 QlM	**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**
7.1.8 QlM	**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).**
7.1.9 QlM	**Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).**
7.1.11 QlM	**Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).**
7.2	Best Practices
7.2.1 QlM	**Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.**
7.3	Institutional Distinctiveness
7.3.1 QlM	**Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words**

Qualitative analysis of Criterion 7
The University has extended the space to all the stake holders including women disable person following the principles of Gender Equity as well as protecting the constitutional goal. The University has provided reasonable accommodation to all students inclusive of the persons with disability. The University in its policy

also take care of mental distress of stake holder/s due to interpersonal relationship problem. The University has entered MoU with sister law schools for those student/s who suffered mental distress to take care and the recovered student has been helped to graduate from sister institution. The University is having mechanism to deal with food waste from the mess and the same waste sent to the local pig farm. Whereas waste water is concerned it is stored in a underground sump and then pumped into the STP and the technology then treated water pumped to the storage tank and finally used for the watering the plantation and gardening of the campus. Bio-medical waste collected from the Health Centre and Hostel handed to the GJ Multiclave (India) Pvt. Ltd. which provide the Bio-medical waste management services in Hyderabad City. For the purpose of e-waste University signed MoU with M/s. Z Enviro Industries Pvt. Ltd. The University has a sufficient provision for the rain harvesting facility for Waste Water Recycling facility and also adopted the Green Campus Initiative by providing bicycles to the students for campus and hostels. The University has facilities for alternate sources of energy and energy conservation measures consist of solar energy, Wheeling to the Grid, Sensor based Conservation and use of LED Bulbs/ Power efficient equipment's. University is also adopted the green audits scheme and institution has barrier free and divyangjan friendly campus. NALSAR is a residential university maintained a diversity of the student since the admission is on All India basis. It has been observed by NAAC Peer Team during the physical visit to the University campus that system in operation believes in equality and non-discriminatory and facilitate inclusivity. Student Bar Council in association with the University authorities play a very active role by inviting a speaker who have worked for inclusion and communal harmony to come and share their experiences with the students. The "Savitri Bai Phule Study Circle" 'The Minority Forum' and for Gender Minorities are some of the programmes organized by the student forums. SBC regularly organized / performed theatrical poetry shows, celebration of cultural activities, festivals such as South Indian Fest, Rajasthani Fest, East Fest and Awadh-Magadh. To remind the student of the Human values and constitutional obligations NALSAR has added its legal education with a social science context and students have been kept connected with the larger socio-politico community. The University has conducted various events, occasions of national importance, birth anniversaries and other festivals from time to time and reminds the concept of inclusiveness. Beside this, the celebrations of Diwali, Holi, Christmas, Eid, Independence Day, Republic Day, Gandhi Jayanthi, Ambedkar Jayanthi, Yoga Day, International Women's Day etc are regular feature.

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

Strength:

1. Well defined institutional Vision and Mission.
2. Well qualified faculty.
3. Sufficient infrastructure added with modern facility.
4. Easy access for specially abled persons.
5. Focused Research, Innovation, Publication and Extension Activities.
6. Collaboration with National and International Institutions.
7. Sound financial position.

8. Strong base of Interdisciplinary, Multidisciplinary Research and Open Distance Learning.

Weaknesses:

1. Inadequate number of senior faculty

2. The limited transport facility from City to University
3. Insufficient number of the staff quarters for Class-III & Class-IV.
4. Ratio of administrative staff is inadequate in comparison to the strength of the students.
5. Non-availability of NCC/NSS in campus.
6. Non-existence of Office of Dean Student Welfare and Sports Officer.
7. Non-existence of a camp office in or around city to facilitate the Students, Visitors and other stake holders.

Opportunities:

1. Add new courses to the existing in physical and online mode.
2. Introduce BBA LLB/ B.Com LLB and 3-Year LL.B. course.
3. Introduce more departments such as Humanities and Social Sciences.
4. The alumni base can be capitalize for Placements and Internships.
5. Establishment of UGC-HRDC.
6. Introduce NCC/NSS in the campus.
7. The existing research centres can extend their scope in the community outreach.

Challenges:

1. Retention of the existing faculty.
2. To secure more funds from CSR.
3. Proper coordination with Alumni Association.
4. To add additional infrastructure for new courses.
5. Attract more foreign students.

Section IV:Recommendations for Quality Enhancement of the Institution
(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- To establish Child Care Centre /Creche in the campus.

- Add more class rooms.

- To initiate the process for the recruitment of existing vacancies in Teaching and Non-teaching.

- Additional accommodation facility for Teachers and Administrative Staff

- Initiate the process with the State Government for more transport facility from City to University Campus.

- Acquire more land for the future expansion

- Dedicated scholarship corpus

- Regularity in promotions for Faculty/ Administrative staff

- Regular Parents/Teacher/Student Meetings

- Dedicated Placement Cell for Law Students

- Establishment of Office of Dean Student Welfare and Sports Officer.

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

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. PROF KAMAL JEET SINGH	Chairperson	
2	DR. TARUN ARORA	Member Co-ordinator	
3	DR. R S MEENA	Member	
4	DR. VRC KRISHNAIAH	Member	
5	DR. AJAY KUMAR	Member	
6	Dr. Devender S Kawday	NAAC Co - ordinator	

Place

Date

Sl.No	Name		Signature with date
1	DR. PROF KAMAL JEET SINGH	Chairperson	
2	DR. TARUN ARORA	Member Co-ordinator	
3	DR. R S MEENA	Member	