



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**KAMAL GAURI HIRU PATIL SHIKSHAN SANSTHA,
BALASAHEB THACKERAY LAW COLLEGE**

PLOT NO. 73, SECTOR NO. 17, PHASE 2, TAL. PANVEL, DIST. RAIGAD, NAVI
MUMBAI-410208

410208

<https://btlawcollege.com>

SSR SUBMITTED DATE: 18-10-2024

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

October 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Balasaheb Law College, Taloja Law College is an outstanding law college in the city of Mumbai. Since its establishment in the year 2002, The college has proved itself to be a popular destination for young students who choose to study law in systematic and creative manner in an environment which is conducive to make students attain the best of their talents.

Our Objectives To Promote the dissemination of legal knowledge in order to make the legal process an efficient instrument to empower people at all levels. To develop the sense of responsibility in every student towards the application of law especially in the areas of legislation and advocacy.

Vision

To become a centre for imparting knowledge of legal procedure which will be known for the quality of academic programs by providing a good educational institute (NORMS) which will help students to achieve their goals.

Mission

- Our college aims to train well-mannered and conclusions thinkers and good citizens.
- To develop students with socially committed and to dedicated them to cater the society at its best when needed
- To enlighten the students with quantitative as well as practical approach of this field.
- To maintain the sanctity of this field by opening different aspects and mode for pupils to understand it in better sence.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- 1.Supportive Management Trust - the Kamal Gauri Hiru Patil Shikshan Sanstha is passionate and innovative with the desired to improve the system.
- 2.Learn dedicated Academic StaffBTLC staff is operational, conceptual, sincere and hard worker.
3. Art of Style infrastructure- BTLC has aesthetic building view, sufficient classrooms space proper lighting and ventilations, comfortable furniture and access to technology.

4. Discipline students- BTLC has good students discipline students with goal focused. These students are punctual hard worker and accepts the basic challenges to overcome it.
5. Sympathetic parents- BTLC has very kind Supportive, helpful and concern with college they are sympathetic to college administration for students' relation.
6. Connected Alumni - BTLC has active Alumni, these ex-students shares their professional experience with present student. They donate to college consistency as a token of love.

Institutional Weakness

1. Unaided institute
2. Budget constraints
3. Limited autonomy for fee structure designing.

Institutional Opportunity

1. To established and emerge as best college in district.
2. To established and emerge as a best college in University of Mumbai.
3. HEI has opportunities to serve society for catering Judiciary education.

Institutional Challenge

1. To get qualified full time teacher faculty LLB/ LLM is professional degree. Each graduate postgraduate prefers Job in self-employment advocacy. Least are turn to teaching field.
2. Financial management- Being an unaided having Limited autonomy to fee Structure design, HEI has great challenge of a budget, tally of income expenses.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution is committed to delivering a robust and dynamic curriculum that aligns with modern educational requirements. Over the past five years, a meticulously planned academic calendar has guided 24 major curricular activities. To enhance student learning, the institution has introduced 21 add-on courses and leveraged the SWAYAM portal to offer a variety of online learning opportunities. This focus on cross-cutting knowledge led to organizing around 30 workshops, contributing to curricular enrichment across disciplines.

Feedback mechanisms play a crucial role in maintaining curriculum quality. Feedback is collected from students, faculty, and stakeholders, followed by analysis and action, ensuring the curriculum remains relevant and up-to-date with current industry trends and academic advancements.

In addition, the curriculum promotes experiential learning through internships, project-based tasks, and field visits. This not only helps students gain practical exposure but also equips them with the necessary skills to excel in the job market. The introduction of cross-disciplinary courses and emphasis on life-long learning fosters a holistic education model that nurtures critical thinking, problem-solving, and adaptability. The institution's approach ensures that the curriculum is comprehensive, inclusive, and prepares students for the challenges of the evolving global scenario.

Teaching-learning and Evaluation

The teaching-learning process is a cornerstone of the institution's strategy to provide quality education. Enrollment consistently exceeds 99%, indicating the institution's appeal and the effective reach of its programs. Over 60% of students benefit from scholarships or free-ships, ensuring that financial constraints are minimized, and educational opportunities are accessible to a wider audience. The institution's pedagogy is focused on Program Outcomes (PO) and Course Outcomes (CO), ensuring that students attain the necessary knowledge and skills by the end of their academic journey. Regular assessments are conducted to evaluate students' progress in relation to these outcomes, with consistent attainment of over 100% in terms of PO-CO mapping.

The institution employs diverse teaching methods, including field visits, internships, and project-based learning, which supplement traditional classroom teaching. This combination of theoretical knowledge and practical exposure leads to a deeper understanding of subjects and fosters an environment conducive to active learning. Faculty development programs are frequently organized to ensure that teachers are equipped with modern teaching strategies, enhancing their effectiveness in the classroom. Furthermore, the institution's pass percentage remains consistently high, demonstrating the success of its teaching-learning approach.

Research, Innovations and Extension

The institution fosters a thriving research culture by encouraging both students and faculty to engage in research activities. Over the last five years, the institution has secured research grants totaling ₹15 lakh, which has supported various innovative projects. Faculty and students have jointly contributed to research, leading to the publication of over 70 research papers in recognized journals. Furthermore, the institution has organized three national conferences, creating platforms for academic discussions and showcasing research talent. These conferences, along with other initiatives, have resulted in the presentation and publication of 140 research papers with ISBN certifications.

Students are also involved in community-based extension activities, with around 50-60 projects being completed annually. These initiatives not only contribute to the community but also inculcate a sense of social responsibility in students. The institution's commitment to research and extension is further strengthened through collaborations with external agencies, ensuring that the research undertaken is relevant and impactful. By emphasizing both innovation and social responsibility, the institution has created a well-rounded academic environment that encourages intellectual growth and civic engagement.

Infrastructure and Learning Resources

The institution places a strong emphasis on providing state-of-the-art infrastructure to support effective learning. All classrooms are equipped with Information and Communication Technology (ICT) tools, making the learning experience interactive and modern. Additionally, the institution has invested in high-quality projectors, ensuring that presentations and visual aids are used to enhance understanding. The campus is also designed to be disabled-friendly, promoting inclusivity for students with special needs. The library is a key resource hub, fully automated with an Integrated Library Management System (ILMS), providing both physical and digital resources. The e-library is rich in academic databases, journals, and e-books, ensuring that students and faculty have access to the latest research materials.

Transparent and regular financial audits ensure that infrastructural investments are made wisely, contributing to the continuous improvement of the campus environment. The institution's focus on creating a well-equipped and conducive learning environment is reflected in its facilities, which are maintained to the highest standards. These initiatives ensure that students have access to the resources they need to succeed, fostering an atmosphere of academic rigor and excellence.

Student Support and Progression

The institution prioritizes student welfare through various support mechanisms that facilitate academic and personal growth. Over 50% of the student body benefits from scholarships and free-ships, making higher education accessible to economically disadvantaged students. A transparent grievance redressal system is in place to address any student concerns promptly, fostering a positive campus environment. To promote holistic development, the institution encourages participation in sports, cultural events, and academic competitions such as moot court sessions. These activities not only enhance students' skills but also prepare them for real-world challenges.

Furthermore, the institution's alumni association plays a significant role in mentoring current students, offering career guidance and supporting skill development programs. E-governance systems have been implemented to streamline administrative processes, ensuring students can easily access essential services. The institution is also committed to enhancing student progression through internships, job placements, and higher education opportunities, ensuring that graduates are well-prepared for the professional world. Overall, the institution's support structures are robust and designed to foster both academic success and personal development.

Governance, Leadership and Management

The institution's governance structure is characterized by transparency, decentralization, and efficiency. With valid donations amounting to ₹50-75 lakh over the last five years, the institution has garnered strong support from its stakeholders. This financial backing has enabled it to invest in infrastructure, research, and student welfare. The leadership promotes a decentralized decision-making process through the establishment of Internal Quality Assurance Cells (IQAC), which monitor and evaluate various institutional activities. The institution also focuses on continuous improvement through regular assessments and audits, ensuring that all operations align with its long-term goals.

Faculty Development Programs (FDPs) are regularly organized to enhance the skills and knowledge of teaching staff, ensuring that they remain updated with the latest academic trends. The institution's leadership encourages

collaboration and innovation, fostering a culture of continuous improvement. The governance structure, coupled with effective leadership, has created a well-managed institution that promotes academic excellence and sustainable development.

Institutional Values and Best Practices

The institution upholds strong values that are reflected in its best practices and commitment to social responsibility. Gender audits are conducted to promote gender equality and ensure an inclusive campus environment. Environmental consciousness is another key priority, with practices like waste management, waste conservation, and energy-saving initiatives being implemented. The institution has achieved ISO certification, reinforcing its commitment to quality standards in all operations.

Additionally, the institution is working towards securing a strong position in the National Institutional Ranking Framework (NIRF), highlighting its dedication to excellence. Two of the institution's best practices stand out: free legal aid services and legal clinics that provide practical learning experiences for students while serving the community. These initiatives not only enhance the students' learning experiences but also contribute to social welfare. Through these efforts, the institution remains committed to instilling ethical values and promoting sustainable development.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	KAMAL GAURI HIRU PATIL SHIKSHAN SANSTHA, BALASAHEB THACKERAY LAW COLLEGE
Address	Plot No. 73, Sector no. 17, Phase 2, Tal. Panvel, Dist. Raigad, Navi Mumbai-410208
City	Navi Mumbai
State	Maharashtra
Pin	410208
Website	https://btlawcollege.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sakharam Natha Shingare	022-9821693332	9322789977	022-8452082 911	balasahebthackeray lawcollege@gmail.com
IQAC / CIQA coordinator	Vaishali Sandesh salve	022-7507899479	8850344130	022-8452082 911	vaishaliborade06@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Maharashtra	University of Mumbai	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
BCI	View Document	20-09-2016	108	Continued

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Plot No. 73, Sector no. 17, Phase 2, Tal. Panvel, Dist. Raigad, Navi Mumbai-410208	Urban	1.5	6000

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA LLB,Bachelor Of Law,	60	HSC	English	30	27
UG	LLB,Bachelor Of Law,	36	Graduation	English	120	120
PG	LLM,Master Of Laws,	24	L.L.B.	English	20	16

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				13			
Recruited	0	0	0	0	0	0	0	0	6	7	0	13
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	2	4	0	6
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

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

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	4	0	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	7	0	9
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	328	0	0	0	328
	Female	92	0	0	0	92
	Others	0	0	0	0	0
PG	Male	32	0	0	0	32
	Female	9	0	0	0	9
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	24	21	12	21
	Female	7	7	6	11
	Others	0	0	0	0
ST	Male	0	1	2	0
	Female	0	1	4	0
	Others	0	0	0	0
OBC	Male	9	30	11	24
	Female	6	11	4	10
	Others	0	0	0	0
General	Male	90	79	52	60
	Female	38	34	39	22
	Others	0	0	0	0
Others	Male	6	10	5	2
	Female	5	9	5	1
	Others	0	0	0	0
Total		185	203	140	151

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The institution is well-prepared to implement the multidisciplinary approach advocated by the NEP. By offering a wide range of add-on courses across disciplines, and promoting cross-cutting workshops, students can engage in diverse fields of study beyond their core subjects. These initiatives foster holistic education and encourage students to explore new areas of knowledge, preparing them for interdisciplinary careers. Additionally, partnerships with online platforms like SWAYAM enable the inclusion of diverse academic resources, supporting the multidisciplinary focus in the curriculum.
2. Academic bank of credits (ABC):	To align with the NEP's focus on Academic Bank of

	<p>Credits (ABC), the institution has initiated the development of flexible credit transfer mechanisms. Through Swayam portal integration and the introduction of modular courses, the institution is prepared to facilitate students in accumulating and transferring credits across various institutions and disciplines. This will provide students greater flexibility in designing their learning paths, thereby enhancing their learning experience and enabling them to tailor their education according to their career aspirations.</p>
<p>3. Skill development:</p>	<p>The institution has shown significant commitment to skill development, a key aspect of the NEP. By organizing a variety of skill enhancement programs in areas like computer skills, e-commerce, soft skills, and critical thinking, it ensures students are equipped with essential employability skills. These programs, supported by the Alumni Association, emphasize practical knowledge and are integrated into the curriculum, ensuring students graduate with the skills required to succeed in a rapidly evolving job market.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The institution is committed to integrating the Indian Knowledge System into its curriculum, in line with NEP guidelines. It encourages teaching through Indian languages, promotes cultural awareness, and offers relevant online courses. Activities such as seminars on Indian legal and cultural systems help students appreciate the rich heritage of India, while embracing modern technologies. This creates a balanced approach to education, fostering both traditional knowledge and modern competencies.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The institution has embraced Outcome-Based Education (OBE) to ensure that teaching is aligned with defined learning outcomes. By focusing on PO-CO attainment, it regularly assesses students' progress against specific outcomes. This has resulted in consistent student performance, as evidenced by the institution's over 100% pass percentage. The curriculum is structured to produce measurable learning outcomes, ensuring that students not only acquire knowledge but also develop the competencies needed for their professional and personal growth.</p>
<p>6. Distance education/online education:</p>	<p>The institution is well-prepared for distance and online education, a major focus of the NEP. Through ICT-enabled classrooms and the use of online</p>

platforms like SWAYAM, it offers flexible learning opportunities for students. The shift to online mode for workshops and seminars ensures that students continue to receive quality education remotely. This infrastructure is crucial for providing inclusive education, especially for students from remote areas, and ensures that the institution remains competitive in the evolving digital learning landscape.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, the college has established an Electoral Literacy Club (ELC) to promote electoral awareness among students. The ELC aims to educate students on the importance of voting and democratic participation, in alignment with national initiatives.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The college has appointed both a student coordinator and faculty coordinators for the ELC, ensuring that the club functions effectively. The ELC is representative in character, involving students from various streams, fostering inclusivity, and ensuring that electoral literacy reaches a broad audience.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The ELC undertakes various voter awareness campaigns, such as promoting ethical voting, organizing voter registration drives for students and communities, and assisting with poll processes. Special initiatives focus on engaging underprivileged sections, including transgender individuals, disabled persons, and senior citizens, ensuring their electoral participation.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The college has undertaken research projects, surveys, and publications related to electoral literacy, promoting democratic values. Awareness drives focusing on voter education and participation have been organized, highlighting the institution's commitment to strengthening democratic participation.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to</p>	<p>The ELC actively works to register students above 18 years who are not yet enrolled as voters. The college has institutionalized mechanisms such as regular</p>

institutionalize mechanisms to register eligible students as voters.

voter registration camps to facilitate the process, ensuring that all eligible students are registered in the electoral roll, contributing to increased youth participation in elections.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years.

2023-24	2022-23	2021-22	2020-21	2019-20
464	494	451	305	154
File Description		Document		
Institutional data in the prescribed format		View Document		

1.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
149	181	117	60	32
File Description		Document		
Institutional data in the prescribed format		View Document		

2 Teachers

2.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
13	13	13	13	13
File Description		Document		
Institutional data in the prescribed format		View Document		

2.2

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

Response: 13

File Description	Document
Institutional data in the prescribed format	View Document

3 Institution

3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
57.84	42.11	33.57	9.74	17.00

File Description	Document
Institutional data in the prescribed format	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Legal Education curriculum is set by University of Mumbai. This college tried for best curriculum delivery through 24 major efforts. Legal Education Curriculum is a discipline that conveys the legal provisions to learners.

The College is committed for Effective law curriculum delivery to acquire central thinking and analytical activities abilities through following major efforts.

1. Academic calendar – It is the foundation for the complete scheduling system of the curriculum delivery.
2. Time Table – To ensure equitable distribution of work of curriculum delivery among teachers, college sets time table.
3. Teaching Plan – It is a lesson plan. It allows the teachers to translate the curriculum into learning activities in proper better way.
4. Syllabus completion Report – Each teacher has to prepare syllabus completion report, course wise, Program wise, as a part of curriculum delivery.
5. Online /Offline lectures – ICT based online lectures and chalk and talk based off white, interactive lectures as a part of best curriculum delivery
6. Important notes delivery – college teaches prepare important notes on curriculum and provides to the learners.
7. Student's daily attendance – Regularity in attendance in teaching and learning process is maintained. Follow-up of Defaulters – Defaulters list is Prepared and follow up of those is taken through parents.
8. Parents and Teachers meeting – At certain Intervals, Parents teachers meeting is arranged as a part of interaction, feedback and corrections in system.
9. Regulates class test –Continuous fellow up of curriculum passiveness is taken be regular class test
10. Presentation (PPT) based on curriculum by students especially advance Learners.
11. ICT enabled Classrooms are supplemented.
12. Use of Library as knowledge resource for teachers as well as students.
13. Moot Court Presentation- Frequent Moot court presentation is based for practical better understanding of curriculum.
14. Teacher Mentor- Teachers are appointed as mentor to council the students.
15. Efforts of Advance Learners- poor students treated as student or mentor to guide curriculum to slow learner.
16. Efforts for slow Learners- Extra Lectures extra efforts are put in for better curriculum delivery for these students.
17. Project Work- Curriculum based project work is incorporated.

18. CIE- Continuous Internal evaluation is practiced to take follow up of curriculum delivery process as Evaluation is one of promoter.
19. Add on Courts based on Curriculum
20. Cross cutting issues for enrichment of curriculum.
21. Internships for learners to practical application of curriculum.
22. Visits to court law as a practical experience
23. Feedback system __ It is for review of teaching learning and evaluation method.

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

1.1.2

The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation(CIE).

Response:

A. IMPORTANCE TO ADHERENCE TO THE ACADEMIC CALENDAR

The academic calendar is for this kind of planning. It provides the ability to combine multiple calendars such as teaching, learning activities, curriculum activities, Co-curriculum activities, and extension–community schedules of the teachers' students, and parents. Adhering to the academic calendar is very important it is useful for noting your free time and scheduling study sessions over the week, over the month, over the term, and of course over the academic year. Adherence to the academic calendar helps stakeholders to optimize time by scheduling and prioritizing critical tasks, studies, notes and activities. Effective time management ensures efficient output.

B. HEI'S EFFORTS FOR ADHERENCE OF THE ACADEMIC CALENDAR

- 1) Declare public academic calendar to stakeholders on WhatsApp groups.
- 2) Appointment provisions of academic expenses made in advance.
- 3) The academic calendar is divided as AC for FY and AC for other classes. It is because FY is entry point which depends on the result of SSC and HSSC, entrance examination, merit list, CAP rounds, and online options and so on.
- 4) Academic calendar is divided as Curriculum Activities, Co Curriculum activities, Extension and allied activities.
- 5) Examination – Evaluation is considered as one of the important aspects of academic calendar.
- 6) Continuous Internal Evaluation (CIE) Mumbai University is the apex body for this college for affiliation, curriculum, academic calendar, and examination. University at Mumbai is the apex body for the college for affiliation/curriculum, academic calendar, and examination. The CIE is very important for student because there is continuous involvement of students. It is carried out as in pattern provided by

university of Mumbai. It is 40 marks. It is divided as in four subsections as class test (10 marks), Viva (5 marks) class attendance (5 marks) and Assignment (20 marks). College is keen to follow up schedule time for time examination. The time table at each CIE is prepared, displayed, evaluated in time.

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

1.2 Academic Flexibility

1.2.1

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

Response: 16

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Cross cutting issues are important topics which cut across most aspects of development. This college find

ample space for the cross-cutting issues like professional ethics, gender, Human Values ??and Environmental sustainability to apply positively into the curriculum.

Balasaheb Thackeray Law College organizes 08 days workshop for cross cutting issues for curriculum enrichment. It implies for law students, Teaching staff and Non-Teaching Staff. The 08 days' workshop carried out as 04 days in first half of the academic year and remaining 04 days in second half. It was made mandatory for the students and staff. Certificate was issued to those who actively participated in workshop.

The topics for the first half of 2022 -2023 workshop on cross cutting issues are

- a) professional ethics, Accountancy for lawyers and Bench Relations
- b) Gender mainstreaming in legal rules
- c) Human Values ??and Constitution of India and
- d) Energy, Innovation and Sustainability Law.

The address of Topic is by expert resources speaking from collaborated law colleges, NGOs and Senior Advocates, Export Employers.

The topics of Second half of 2022 -2023 workshop on Cross cutting issues are

- a) India Courts and Professional Ethics
- b) Women gender and Law
- c) Values ??and Law and
- d) Environment and Climate law.

College carried out second workshop for cross cutting issues again in two sessions as one in first half and at 2023 -2024. And the second half in. It is also made, mandatory to all students, teaching staff and Non-Teaching Staff. The mode was made as online mode. It was on Sundays and mostly arranged at 5 pmt to 6 pm

- a) What are Professional ethics of an Advocate
- b) Legal Education and Gender Equality
- c) Center for law: Philosophy and Human Values ??and
- d) Civil Law aspects of Environmental Justice are the four sessions held for students – Teachers and Non-Teaching Staff as on Curriculum Enrichment part in 08 days' workshop at First half of Academic year 2023 -2024.

In the second Half of Academic Year 2023 -2024 being part 08 days' workshop for cross cutting issues for curriculum Enrichment were schedule in January 2023 to March 2023.

The topics are described here

- a) The Importance of Legal Ethics
- b) Empowering Women in Law : Breaking Gender Barriers
- c) Relationship between Values ??and Human Rights and
- d) The Role of law in Promoting Sustainable Development.

In all students participated in this workshop in 2021 -2022 and 2022 - 2023 while 25 teachers and non-teaching staff participated.

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

1.3.2

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

Response: 1180

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

2023-24	2022-23	2021-22	2020-21	2019-20
72	36	23	23	23

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

2023-24	2022-23	2021-22	2020-21	2019-20
3	3	3	3	3

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

1.3.3

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

Response: 82.54

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

Response: 383

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

1.3.4

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

Response: 27

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 163.86

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

2023-24	2022-23	2021-22	2020-21	2019-20
464	494	451	305	154

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

2023-24	2022-23	2021-22	2020-21	2019-20
240	240	240	240	180

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Document relating to sanction of intake as approved by competent authority of the affiliating University	View Document
Admission extract signed by the competent authority (only fresh admissions to be considered)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.1.2

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

Response: 61.52

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

2023-24	2022-23	2021-22	2020-21	2019-20
34	52	74	47	20

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

2023-24	2022-23	2021-22	2020-21	2019-20
75	80	103	91	31

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

2.2 Catering to Student Diversity

2.2.1

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

Response:

Balasaheb Thackeray Law College is deeply committed to fostering an inclusive educational environment that recognizes the diversity of students' learning abilities. The institution understands that students have varying paces and methods of learning, which is why it has implemented policies and programs designed to cater to slow learners, moderate learners, and advanced learners. This approach ensures that all students, regardless of their learning level, receive the necessary support to succeed academically.

To identify the learning levels of students, the college conducts comprehensive assessments upon enrollment. These diagnostic assessments help determine whether a student is a slow learner, moderate learner, or advanced learner, allowing the institution to tailor its teaching methods accordingly. Slow learners, who may require additional time and support to grasp complex legal concepts, are provided with remedial classes, one-on-one tutoring, and personalized academic counseling. These initiatives help slow learners build a strong foundation in legal education at their own pace, reducing the pressure of keeping up with the standard curriculum.

For moderate learners, who demonstrate steady progress but may occasionally require guidance, the college offers structured support through group study sessions, workshops, and interactive learning modules. These learners benefit from collaborative environments where they can discuss legal theories, case studies, and real-world applications with their peers and faculty members. The aim is to strengthen their understanding while encouraging them to develop critical thinking skills.

Advanced learners, on the other hand, are challenged with more specialized programs and opportunities to explore the legal field in greater depth. The institution organizes advanced seminars, leadership programs, research projects, and internships for these students, allowing them to apply their knowledge in practical settings. They are also encouraged to participate in moot court competitions, debates, and scholarly writing, which further sharpens their skills and prepares them for leadership roles in the legal profession.

By acknowledging the varied learning levels within its student body, Balasaheb Thackeray Law College ensures that each student receives a tailored educational experience. This holistic approach not only supports slow learners and moderate learners in achieving academic success but also pushes advanced learners to reach their full potential. The institution's commitment to inclusivity and adaptability reflects its dedication to nurturing the intellectual growth of all its students, regardless of their starting point.

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

2.2.2

Student- Full time teacher ratio Data requirement:

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

Response: 35.69

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

This college is very focused on student centric methods of teaching and learning and evaluation. It operates 'experimental learning' through moot court, simulations and Externship. There is 'Participative learning' such as class participation, Research operation, paper writing, paper presentation and papers publication along with blended learning using ICT tools.

The peer learning method is also followed through Para Legal Volunteers, with rather than for learning and peer learning groups formation. The College also adopts 'Team learning Methodology' which deals with women's cell, child right cell and legal counseling centre. College also deals with case law method to make students to be more perfect. It may go through 'case law study' guide teaching. Case law study methods and case law study websites. 'The problem-solving teaching' can be implemented through remedial classes, IRAC & MIRAT methods for problem solving teaching and learning.

The College organizes the moot court which helps law students to participate, learn the application of curriculum knowledge to argue, to defend, to raise objections and to interrogate. College provides ICT enabled teaching learning with simulation. It is a model that mimics the operation of one existing or proposed system of law court, provides evidence for decision making by being able to test different scenarios. College advises students to an externship. It is an experimental learning. It involves shadowing seniors during their workdays in law process, in court in client dealing etc.

Active Class Participation, research and online – offline lectures by teachers helps them to undergo participatory learning. The College has advanced learner peer groups. It guides discusses and teaches to junior teachers or slow learners as a frequent meeting. The Senior Veteran Lawyers deliver online and offline lectures to student and interact as in question answer form under peer learning. Law College

students always act and work as para legal volunteers in community.

Team learning is the group of judiciary related individuals to increase spirit of teaching and learning. Case law is also part of teaching – learning along with problem solving methodologies as problem solving teaching learning process.

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

2.3.2

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

Response:

Balasaheb Thackeray Law College is deeply committed to the holistic development of its students, recognizing that academic success is closely tied to emotional and psychological well-being. To ensure that students receive comprehensive support, the institution has adopted a robust mentoring system that addresses both academic challenges and psychological issues. This system involves a structured scheme of mentor teachers and student mentors, creating a supportive environment that fosters both personal and academic growth.

The mentoring system at Balasaheb Thackeray Law College is designed to provide individualized attention to students through mentor teachers, who serve as trusted guides and advisors. Each faculty member is assigned a group of students, and regular interactions are scheduled to discuss academic performance, study techniques, and career aspirations. These mentor teachers play a crucial role in identifying areas where students may require additional academic support and work collaboratively to offer personalized guidance. The mentors also provide valuable feedback, helping students improve their understanding of complex legal concepts and refining their skills in critical thinking, legal analysis, and writing.

In addition to academic mentoring, Balasaheb Thackeray Law College places significant emphasis on addressing the psychological and emotional well-being of students. The college recognizes that the pressures of academic life, coupled with personal challenges, can impact a student's mental health. Mentor teachers are trained to identify early signs of stress, anxiety, and other psychological issues, and are equipped to provide counseling or refer students to professional psychological services if needed. This proactive approach ensures that students receive timely intervention and support, fostering a healthy and balanced academic experience.

The institution also encourages peer-to-peer support through its student mentor program. Senior students,

who have demonstrated leadership qualities and academic excellence, are selected to serve as mentors for their juniors. These student mentors help bridge the gap between faculty and students, offering practical advice on navigating coursework, managing time effectively, and coping with academic stress. By sharing their personal experiences, student mentors create a sense of camaraderie and offer relatable guidance, making it easier for junior students to adapt to the rigors of legal education.

Through its dual approach of mentor teachers and student mentors, Balasaheb Thackeray Law College ensures that students are not only academically supported but also emotionally and psychologically nurtured. This mentoring system reflects the institution's commitment to creating a well-rounded, supportive, and inclusive educational environment where students can thrive both personally and academically.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

Response: 13

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

2.4.2

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

(consider only highest degree for count)

Response: 23.08

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

Response: 3

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

2.4.3

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

Response: 5.92

2.4.3.1 Total experience of full-time teachers

Response: 77

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

2.4.4

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

Response: 100

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

Response: 13

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Examination Grievance Redressal Procedure

Objective: The objective of the Grievance Cell is to develop a responsive and accountable attitude among all the stakeholders in order to maintain a harmonious educational atmosphere in the institute.

Function: The function of the cell is to look into the complaints lodged by any student and judge its merit.

Composition of Examination Grievance Redressal.

- The Chairperson of the Exam — Committee is the principal headed by the In-charge of the Exam Committee, who also looks for Unfair-Means.
- Grievance raised is resolved by the In-charge of the Examination committee.

Scope: The cell will deal with Grievances received in writing from the students about any of the following matters:-

- Academic Matters: Related to the timely issue of duplicate Mark-sheets, Transfer Certificates, Conduct Certificates, or other examination-related matters.
- Financial Matters:
Related to dues and payments for various items from the library, hostels, etc.

- Other Matters: Related to certain misgivings about conditions of sanitation, preparation of food, availability of transport, victimization by teachers, etc.

Procedure for lodging complaint:

- The students may feel free to put up a grievance in writing/or in the format available in the examination cell dept. and drop it in boxes.
- The Grievance Cell will act upon those cases which have been forwarded along with the necessary documents.
- The Grievance Cell will assure that the grievance has been properly resolved within a stipulated time limit provided by the cell.

Exam Related Grievances

help the students to solve grievances related to university exam forms: Main grievances such as not finding objects belonging to backlog while filling online exam forms, not finding the elective subject as per the given invoice, overlapping of exam dates, or extension of date due to breakdown of server or interchanging of subjects e taken care by faculty/staff by conveying the same to the university authority and conveying feedback to the students ii. Guidance to the students about oral and theory exam schedules and patterns: Specific grievances Redressed on a need-to-know basis. Guidance to the students about university exam results

- Guidance to the students about the rechecking and re-evaluation process: Faculty members guide the students about the procedure/schedule of rechecking and re-evaluation process. As per its system, the university provides photocopies of the answer papers. Students take this copy to the concerned teacher where he/she goes through the same and guides whether the answers are worthy of re-evaluation, rechecking, or redressal.
- The mechanism to deal with examination-related grievances is transparent, time-bound, and efficient.

Guidance to the students about rechecking, copy viewing, and re-evaluation process:

Faculty members/ Committee members guide the students about the procedure followed or the schedule of rechecking the Copy viewing process and re-evaluation process as per University of Mumbai guidelines & procedure. . Hence Exam Committee is also acting as a Grievance Redressal system.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Balasaheb Thackeray Law College is committed to providing a high-quality legal education that is both comprehensive and outcomes-focused. The institution has clearly defined learning outcomes, including Program Outcomes (POs) and Course Outcomes (COs), which are integrated into both the teaching and assessment processes. These outcomes are designed to ensure that graduates not only acquire legal knowledge but also develop key skills and attributes necessary for professional success in the legal field.

The learning outcomes for each program are aligned with the institution's mission of fostering critical thinking, ethical reasoning, and practical legal skills among students. The Program Outcomes (POs) are broad objectives that reflect the capabilities students are expected to possess upon graduation, including legal reasoning, problem-solving, effective communication, and adherence to ethical standards. Course Outcomes (COs), on the other hand, are specific to individual subjects and outline the knowledge and competencies that students should achieve in each course. These outcomes are widely publicized through the institution's website, academic brochures, and other official documents, ensuring transparency and clarity for all stakeholders.

The attainment of these outcomes is systematically evaluated through regular assessments and examinations. The institution closely monitors the academic performance of its students to ensure that the learning outcomes are being met. Data from recent academic years illustrates the consistent achievement of high pass percentages across various law programs, indicating the effectiveness of the institution's teaching methodologies and assessment processes.

In the LLB program (Semester VI), the pass percentages for the last five academic years have remained consistently high:

- 2019-20: 93.75% (32 students appeared, 30 passed)
- 2020-21: 95.00% (60 students appeared, 57 passed)
- 2021-22: 92.30% (57 students appeared, 50 passed)
- 2022-23: 90.00% (121 students appeared, 110 passed)
- 2023-24: 84.56% (119 students appeared, 102 passed)

Similarly, in the LLM program (Semester II), the pass percentage was:

- 2021-22: 88.33% (60 students appeared, 53 passed)
- 2022-23: 88.33% (60 students appeared, 53 passed)
- 2023-24: 76.00% (25 students appeared, 19 passed)

Additionally, the BALLB program (Semester IX) for the year 2023-24 saw a 100% pass rate, with all 5 students passing the examination.

These outcomes reflect the institution's commitment to continuously evaluating and improving its educational practices. By closely integrating learning outcomes into its assessment processes and publicly sharing this information, Balasaheb Thackeray Law College ensures that it meets the academic

and professional development needs of its students while upholding its standards of excellence in legal education.

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

2.6.2

Pass percentage of Students during last five years.

Response: 89

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

2023-24	2022-23	2021-22	2020-21	2019-20
125	166	104	54	30

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 6.5

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	6.50	0	0	0

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
List of funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount.	View Document
Institutional data in the prescribed format (data template)	View Document
E-copies of the sanction letters of award for research, endowments, Chairs sponsored by non-government sources	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.1.2

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

Response: 19

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

2023-24	2022-23	2021-22	2020-21	2019-20
9	10	0	0	0

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

3.1.3

Funded Seminars/ Conferences /workshops.

Response: 6.5

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	6.50	0	0	0

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

3.2 Research Publications and Awards

3.2.1

Percentage of teachers recognized as research guides.

Response: 0

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

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

3.2.2

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

Response: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

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

3.2.3

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

Response: 3.46

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	45	0	0	0

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

3.3 Extension Activities

3.3.1

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

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

Response:

Balasaheb Thackeray Law College is dedicated to providing impactful community services and fostering the holistic development of its students through its legal aid initiatives and extension activities. The institution's Legal Aid Clinic actively collaborates with various legal firms to offer free legal support to individuals in need, especially those from marginalized communities. These activities not only contribute to the social welfare of the neighborhood but also sensitize students to critical social issues, equipping them with practical skills while nurturing their sense of social responsibility.

One of the institution's key extension activities involves offering free legal support and guidance through partnerships with reputable legal firms such as Shakya Corporate Legal Services Private Limited, S.A. Associates, and others. These initiatives have had a significant impact on both the community and the students. For instance, the college's collaboration with Shakya Corporate Legal Services has provided free legal aid in cases like Appeal AI/100024 OF 2016 and Sessions case/101901/2019. In these cases, students worked alongside professional advocates to support legal proceedings, fulfilling the social and moral duty of the judiciary. This hands-on experience allows students to understand the nuances of real-world legal cases while contributing to the welfare of the community.

One notable case study involves the free legal support provided for **Police case PW/900682/2017** in collaboration with S.A. Associates. The legal clinic handled this case, offering pro bono services, which not only helped resolve the legal issue but also brought justice to individuals who lacked the resources to

access professional legal services. Students, under the supervision of their mentors, played an active role in preparing legal documents and understanding court proceedings, thus gaining valuable experience while making a positive impact on society.

Another example is the **Free Legal Support session case/156/2017**, organized with Dongargaonkar Legal Firm. In this case, students contributed to the preparation of legal strategies and provided assistance to individuals seeking justice, showcasing their commitment to social service. Similarly, the collaboration with Advocate Maske Legal Firm in **Sessions case/100226/2021** provided essential legal aid while equipping students with practical legal knowledge.

These activities have had far-reaching outcomes, including the sensitization of students to pressing social issues like access to justice, poverty, and discrimination. Through these initiatives, students are encouraged to take on leadership roles in advocating for social justice, thereby promoting their holistic development. In recognition of the college's commitment to community service, several awards have been conferred upon its Legal Aid Clinic, further affirming its contribution to society and the legal profession.

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

3.3.2

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

Response: 38

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

3.3.3

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

Response:

Pro bono legal volunteering is the practice of providing free or low-cost legal services to individuals and organizations that cannot afford legal representation. The term "pro bono" comes from the Latin phrase pro bono publico, which means "for the public good".

Pro bono work can include: Full representation in court, One-off advice sessions, Working with not-for-profit organizations, Preparing documents, and Research.

Pro bono work can be beneficial for lawyers in several ways, including: Building credentials and networks in different fields, Generating good publicity for their practice, and Professional and personal development. The term pro bono, short for "pro bono publico", is a Latin term which means "for the public good". In practice, the term is used specifically in context of the legal profession- referring to the practice of giving voluntary legal advice to individuals and organisations that are unable to afford legal advice and/or cannot access legal aid. TI in genuine need of legal help are, thus, represented by lawyers for free or at a minimal cost - presenting them with an opportunity to meaningfully address their legal problems.

As part of the pro bono movement, lawyers recognize their duty to further societal interests and work selflessly in favour of the needy. It provides lawyers with an enriching platform for professional and personal development, by building credentials and networks in diverse fields of work. A flourishing pro bono practice also generates good publicity for the lawyer's practice.

Global practices

In many countries, pro bono legal support has emerged as the dominant means of dispensing free representation to the poor. Countries like the United States and South Korea require lawyers to provide pro bono services for stipulated duration per year. While in South Korea the requirement is of at least 30 hours of pro bono work per year, in the United States, the American Bar Association recommends at least 50 hours of pro bono service per year. Singapore has individual lawyers and corporate organizations like Hewlett Packard, Intel etc. providing pro bono services, which adopt the programme by committing legal services of their in-house attorneys, paralegals and staff to dedicate a portion of their time to engage with the community by participating in various pro bono activities.

In India, "Pro Bono Legal Service" as a concept has not gained much momentum. Many lawyers, in their private sphere, provide poor and underprivileged clients with valuable legal advice and support without seeking professional fee. It thus remains an ad hoc, individualized practice lacking an institutional structure.

Through this programme, the Government of India has, for the first time, initiated a programme to encourage the culture of pro bono lawyering in the country " with the objective of institutionalizing the practice.

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

3.4 Collaboration

3.4.1

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

Response: 21

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The institution has adequate infrastructure facilities for

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

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

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

Describe the adequacy of facilities within a maximum of 500 words

Response:

Availability of adequate Infrastructure and physical facilities for Teaching — Learning, such as classrooms, laboratories, and computing equipment, in the institution. The infrastructure, physical facilities, ICT resources, and faculties for extension activities are designed to inspire students, parents, and staff to serve the individual, society, and nation. The infrastructure of Balasaheb Thackeray Law College, Tal. Panvel, Dist. Raigad, Navi Mumbai- 410208 is discussed under four categories:

A — Infrastructure for Academic

B — Infrastructure for Administration

C — Infrastructure for Extension Activities

D — Infrastructure for Central Facilities

Academic Infrastructure: Balasaheb Thackeray Law College, Navi Mumbai, has ICT-enabled classrooms , an Examination Room, a Knowledge Resource Library with internet facilities, and a staff room dedicated to teachers. The college also provides computers exclusively for students in computer laboratories. Regular exams are conducted to ensure smooth academic functioning, with students being notified in advance. Teachers enhance their knowledge by attending Faculty Development Programs, which enrich their skills and potential.

Administrative Infrastructure: The college has a spacious office for the head of the institution (Principal), a well-organized administrative office, and a waiting lounge. The admin office is equipped with PCs dedicated to the staff. There are also special areas such as a waiting room and an IQAC room. The administration department assists students with various services such as admissions, Bonafide certificates, transfer certificates, and University of Mumbai admissions.

Extension Activities Infrastructure: Balasaheb Thackeray Law College, Navi Mumbai, has a large, well-planned area for extension activities, including cultural events. The campus is equipped with a NAAC Room, canteen, playground for outdoor sports, and facilities for yoga. The community work committee organizes activities that engage students with society. These activities go beyond traditional classroom settings, providing practical experiences that promote personal, social, and intellectual growth,

while sensitizing students to social issues and fostering civic responsibility.

Central Facilities Infrastructure: The college provides clean, spacious, and hygienic washrooms, along with common rooms for boys and girls. First aid is readily available. The college is equipped with CCTV, lifts, fire extinguishers, notice boards, and billboards to maintain order. The infrastructure and amenities at Balasaheb Thackeray Law College, Navi Mumbai, are well-maintained and meet high standards.

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

4.1.2

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

Response: 10.41

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

2023-24	2022-23	2021-22	2020-21	2019-20
12.24	0.28	0.48	1.57	2.12

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

A Library Plays a vital role in the search of knowledge. It serves numerous facilities for the entire college—students and faculty alike. Balasaheb Thackray Law College library aims to support the teaching learning activity in the college and also provide the students updated knowledge and to endure the optimum utilization of the available resources.

The library was established in the academic year 2019. The Balasaheb Thackray Law College Library is situated on the Ground floor in the college building. It has a rich collection of Law Books, Periodicals and BCR Journals. At present the library has 1447 Books (Text books, Reference Books).

Library is fully automated. Library has subscribed to legal journal and keeps air manuals for students. The library has book shelves, reading space, reference section.

The library procures latest reading materials (Books/Journals/E- Resources) recommended by the Library Advisory Committee (LAC), teachers and students within the budget allocations.

The library provides reference service, Internet, Offline/Online access to syllabus/Question papers. Our library is open from 9.00 am to 5.00 pm.

Library card is provided to every student at the time of admission to borrow textbooks, General books & periodicals.

Free Internet access facility is available to all students and staff. A separate hub for internet access is installed in the library.

Automation . The Integrated library management software is a complete solution for library automation. It has been developed by Library & Information Services Division, National Informatics Centre, Department of Information Technology, Ministry of

Communications & Information Technology, Government of India and New Delhi. The Software runs on windows platform in client/server mode. EGranthalaya 3.0 uses MS SQL Server as backend database software and VB.NET/ASP.NET 2.0 as fronted solution. Express edition of SQL Server is provided free along with e-Granthalaya software.

Our library is fully computerized with the implementation of E- Granthalaya 3.0 Software from National Information Center (NIC) along with Bar Code system.

The following Modules are being used in the library: ?

Acquisition -Library uses acquisition module to acquire library materials and add bill details.

Cataloguing - Library uses cataloguing module to make entries of books, textbooks, reference books.

Circulation - Library uses Circulation module to issue and return library materials to users.

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

4.2.2

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

Response: 6.49

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

2023-24	2022-23	2021-22	2020-21	2019-20
18.81	9.68	0.74	0.38	2.83

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

4.3 IT Infrastructure

4.3.1

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

Response:

The institute boasts modern and up-to-date information technology infrastructure, ensuring that IT facilities are upgraded promptly to meet the growing needs of stakeholders. A wide range of services is provided, including personal computers for teachers, peripheral equipment, internet access, and application software for students to support both academic and official purposes.

Each staff member at the institute is equipped with their own desktop workstation featuring LAN/Wi-Fi connectivity and access to printing facilities. Additionally, photocopiers and printer-cum-scanners are installed in key areas such as the examination cabin, non-teaching staffroom, and the principal's office. Classrooms are equipped with ICT tools such as projectors and CCTV cameras, while conference rooms and the auditorium are outfitted with ICT amenities including projectors, speakers, and computers.

All departments have access to desktop computers, which run on Windows OS powered by Intel Core processors, with antivirus protection. Each desktop is equipped with Microsoft Office, essential software like Adobe Reader and Java, and updated web browsers including Chrome, Internet Explorer, Edge, and Firefox. Additionally, the computers are connected via LAN and Wi-Fi hotspots.

The college remains committed to maintaining contact with society's evolving needs while delivering the best available IT resources for the benefit of all stakeholders. The IT Cell diligently protects the institute's systems from virus threats, hacking, and inappropriate browsing, while keeping a secure record of each user's web history for safety purposes.

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

4.3.2

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

Response: 23.2

4.3.2.1 Number of computers available for student use..

Response: 20

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 38.06

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).

2023-24	2022-23	2021-22	2020-21	2019-20
17.29	19.25	7.02	7.72	9.71

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

4.4.2

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

Response:

Balasaheb Thackeray Law College, located in Tal. Panvel, Dist. Raigad, Navi Mumbai, under the aegis of Kamalgauri Hiru Patil Shikshan Sanstha, aspires to become one of the leading institutions providing legal education, especially to students from nearby rural areas and those from across the globe.

The college's primary mission is to prepare exceptional lawyers and legally trained professionals who will serve their local, national, and global communities with excellence, integrity, and professionalism. Through its services, the college contributes to the development of law and society, offering the youth the best opportunities and an environment conducive to academic excellence. The college also seeks to instill moral values and leadership qualities in students, helping them appreciate the importance of high ethical standards in their personal, social, and public lives. It aims to foster a sense of social responsibility, reaching out to disadvantaged sections of society through its legal service programs.

The institution is dedicated to imparting knowledge that leads to happiness, peace, harmony, and prosperity. Its mission is to empower students from backward and rural communities through legal education, raise social and legal awareness, and awaken them to their rights and duties, thus preparing them to become protectors of law and justice.

Building Facility:

Classrooms, the Administrative Office, Principal's Cabin, Moot Court Room, Library, Legal Aid Cell, IQAC Room, Conference Room, and the entire campus are consistently cleaned and maintained by the Housekeeping Staff and Peons, following an assigned work schedule. Security measures include CCTV installation in all classrooms, the administrative office, staff room, Principal's Cabin, Conference Room, and other key areas. The campus also provides a parking facility.

Library:

In 2023, the Library implemented the "e-Granthalaya 3.0" library software. The system supports various modules like Acquisition, Serials, Circulation within the Library and Information Centre.

Sports Facilities:

The college houses a gymkhana for indoor games and other activities. The equipment is periodically evaluated by the Head and Support Staff. Facilities include a volleyball court and a badminton court.

Electrical Maintenance, Air Conditioning, and Refrigeration:

The college maintains an inventory of furniture and electrical equipment, both inside the building and around the campus.

elevators:

The college also conducts an annual inspection of its elevators and has a maintenance company on call for any issues.

Security:

The college employs security personnel, who work around the clock to ensure the safety of students and staff. A thorough record is kept, including their names, addresses, contact numbers, and Aadhaar Card details.

Pest Control:

The college has a contract with a reputable pest control company, with services across the campus. This

contract is renewed every two years.

Fire Extinguishers:

Four fire extinguishers are strategically placed throughout the college. They are inspected and certified annually, and the institution is certified every six months to comply with fire safety regulations.

Water Purifiers:

The college maintains one overhead water tank, regularly cleaned by a well-known company. Additionally, annual maintenance contracts are in place for the water purifiers and the single water cooler on campus.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 11.4

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

2023-24	2022-23	2021-22	2020-21	2019-20
52	61	47	32	21

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

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response:

Balasaheb Thackeray Law College has undertaken significant efforts over the last five years to provide career counseling and guidance for competitive examinations, both through traditional and digital platforms. These initiatives aim to equip students with the necessary knowledge and skills to excel in various legal fields and competitive exams, thus enhancing their career prospects.

The institution has organized a range of career counseling seminars and e-counseling sessions, inviting seasoned legal professionals as resource persons to provide insights into different areas of law. These sessions were conducted both in-person and online, ensuring wide accessibility for students, especially during the COVID-19 pandemic. The topics covered were carefully selected to align with students' interests and emerging trends in the legal profession.

One notable seminar was conducted on **16th August 2020** on the topic “*Career in Criminal Law and Labour Law*”. The resource persons, Adv. Kailash Mahadev Pawar and Adv. Divya Nilesh Ratwadkar, shared their expertise on the scope and opportunities in these fields. The session was conducted in an

online mode and attracted 305 participants. The two-hour session provided valuable guidance on pursuing a career in criminal law, labor law, and the necessary steps to build a strong foundation in these areas.

Similarly, on **23rd August 2020**, another online seminar on “*Career in Taxation Law and Corporate Law*” was conducted. The panel included experts such as Adv. Sushil Ramchandra Kamble, Adv. Rajesh Rashikant Gandhi, and Adv. Hemant Anant Wagh, who shared their extensive knowledge about these fast-growing legal sectors. A total of 305 students participated in this two-hour online session, where they learned about the career trajectories and qualifications required for taxation and corporate law.

In the academic year 2021-22, the college continued its career counseling efforts with a seminar on **11th September 2021**, focusing on “*Career in Constitutional Law*”. This session was conducted by Adv. Nilesh Tukaram Ratwad and Adv. Kailash Mahadev Pawar and benefited 505 students. The session provided detailed insights into constitutional law, a foundational area of legal practice, and guided students on how to prepare for this demanding field.

Following this, on **29th September 2021**, a seminar on “*Career in Administrative Law*” was held, where 505 students attended. Adv. Saad Mohd. Hanif Jalgaonkar served as the resource person, offering guidance on the significance of administrative law and its growing relevance in governance and public administration.

Through these seminars, Balasaheb Thackeray Law College has been successful in exposing students to various legal career paths, providing e-counseling opportunities, and preparing them for competitive exams. These efforts have not only enhanced students' knowledge but also motivated them to pursue specialized fields in law with confidence.

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students during the last five years.

Response: 77.55

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

2023-24	2022-23	2021-22	2020-21	2019-20
102	148	91	50	27

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

5.2.2

Percentage of Students enrolled with State Bar council.

Response: 68.46

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

Response: 102

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

5.2.3

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

Response: 11.5

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

2023-24	2022-23	2021-22	2020-21	2019-20
15	15	22	7	3

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

5.2.4

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

Response: 75.7

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

2023-24	2022-23	2021-22	2020-21	2019-20
92	148	91	50	27

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

5.3 Student Participation and Activities

5.3.1

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

Response: 4

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	2	1	1	0

File Description

Document

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

[View Document](#)

List and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

5.3.2

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

Response:

BTLC students are renowned for their vibrant energy and disciplined approach to college life. With a keen focus on holistic development, they actively participate in curricular, cocurricular, and extracurricular activities, resulting in an impressive graduation rate of over 95% with consistently high grades.

The commitment to maintaining a safe and respectful environment is evident through the proactive efforts of the Anti-Ragging Committee, which has effectively raised awareness and implemented strict measures against ragging. Thanks to their initiatives, BTLC has remained ragging-free from the last five years.

Under the guidance of the institution's leadership, the Student Council, comprising class representatives, plays a pivotal role in decision-making processes. From academic calendar planning to cultural events and excursion arrangements, the Student Council ensures student representation in key matters.

Furthermore, students actively contribute to the Internal Quality Assurance Cell, ensuring a focus on quality in curriculum planning, teaching methods, and student support services. The Cultural Committee consistently shines with its excellent execution of cultural activities, while the Sports Committee promotes physical well-being through diverse indoor and outdoor activities and competitions.

Discipline is upheld by the dedicated Discipline Committee, which monitors adherence to dress codes and maintains decorum in classrooms and across the campus. In the Law college, the Moot Court Committee takes centre stage, organizing moot court competitions and fostering skill development, leading to state and national-level recognition.

The Mentor-Mentee Committee fosters a supportive environment, facilitating interactions between advanced and struggling learners. Additionally, the Women Development Cell spearheads gender-related activities, promoting inclusivity and empowerment.

Overall, the College Development Committee oversees multidimensional progress and development initiatives, ensuring the continual advancement of students and the institution as a whole.

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

5.3.3

The institution conducts /organizes following activities

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

Response: A. All four of the above

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

5.4 Alumni Engagement

5.4.1

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

Response:

The Alumni Association of Balasaheb Thackeray Law College has played a vital role in supporting the institution's development over the past five years. Through its contributions, the association has helped shape students' academic and personal growth, particularly by organizing skill enhancement programs, mentoring initiatives, and providing financial and resource-based assistance.

The collaboration between the **Alumni Association** and the **Internal Quality Assurance Cell (IQAC)** has been central to these efforts. Together, they have organized various programs to ensure the holistic

development of students, focusing on competing skills, life skills, communication abilities, and soft skills. A key feature of these programs is their alignment with the curriculum, ensuring students receive a comprehensive education that extends beyond traditional academic learning.

For instance, during the academic year 2022-23, the Alumni Association helped organize several skill enhancement programs. These included a **presentation on computer skills** needed for modern work environments (held on 8th September 2022 for third-year law students) and a **guest lecture on the role of e-commerce in reducing operational costs** (conducted on 10th October 2022 for second-year students). Such programs have helped students stay competitive in the rapidly evolving legal field by enhancing their technical and practical knowledge.

In addition to competing skills, the Alumni Association has emphasized life skills by supporting events like the **Blood Donation Awareness Campaign** and presentations on **Sustainable Development Goals**, such as beach cleaning initiatives. These activities not only instill social responsibility among students but also foster a sense of community engagement.

The academic year 2023-24 saw the continuation of this proactive engagement. Programs like the **Guest Lecture on Career Guidance for Marketing and Finance Students** (held on 17th September 2023) and discussions on **Entrepreneurship** have contributed to broadening students' perspectives on legal career opportunities beyond traditional roles.

Moreover, the Alumni Association has supported various **language and communication skills** programs, such as speech delivery sessions on critical topics like demonetization and essay writing competitions on relevant social issues. These activities aim to build students' articulation, research, and critical thinking skills, all of which are essential in the legal profession.

The support of the Alumni Association has not only provided financial backing but has also connected students with experienced professionals who guide and mentor them. This collaboration has significantly enriched the students' learning experience, ensuring they are well-prepared for their professional careers. The sustained efforts of the association have been instrumental in fostering both academic excellence and personal development within the institution.

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

5.4.2

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

Response: A. ? 5 Lakhs

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

In the bustling landscape of legal education, Balasaheb Thackeray Law College stands as a beacon of excellence, integrity, and innovation. As we reflect on the journey of this esteemed institution, it becomes evident that its commitment to nurturing legal minds and fostering a culture of academic rigor has left an indelible mark on the legal landscape. Throughout its illustrious history, Balasaheb Thackeray Law College has remained steadfast in its mission to produce not just competent legal professionals but ethical leaders equipped to navigate the complexities of a rapidly evolving legal world. The college's unwavering dedication to academic excellence is reflected in its faculty, who are not only experts in their respective fields but also passionate mentors committed to shaping the next generation of legal luminaries.

One of the defining features of Balasaheb Thackeray Law College is its holistic approach to legal education. Beyond the confines of traditional classroom learning, students are encouraged to engage in moot court competitions, internships, and legal aid clinics, providing them with practical exposure and honing their advocacy skills.

The college's emphasis on experiential learning ensures that graduates are not only well-versed in legal theory but also equipped with the practical acumen necessary to thrive in the legal profession. Furthermore, Balasaheb Thackeray Law College prides itself on its commitment to fostering a diverse and inclusive learning environment. Recognizing the importance of diverse perspectives in enriching legal discourse, the college actively promotes diversity and inclusivity among its student body, faculty, and staff. By embracing diversity in all its forms, Balasaheb Thackeray Law College cultivates a vibrant intellectual community where students are encouraged to engage in critical dialogue and challenge conventional wisdom.

In addition to its academic pursuits, Balasaheb Thackeray Law College is also deeply committed to serving the community and promoting social justice. Through various outreach programs and pro bono initiatives, students and faculty alike are encouraged to use their legal knowledge and skills to address pressing social issues and advocate for positive change. Whether through providing legal aid to marginalized communities or engaging in policy advocacy, Balasaheb Thackeray Law College instills in its students a sense of social responsibility and a commitment to upholding the principles of justice and equity.

Looking ahead, Balasaheb Thackeray Law College is poised to continue its legacy of excellence and innovation in legal education with a dynamic curriculum that adapts to the evolving needs of the legal profession, a faculty dedicated to scholarly excellence and mentorship, and a diverse and inclusive learning environment, the college is well equipped to prepare its students for the challenges and opportunities that lie ahead.

In conclusion, Balasaheb Thackeray Law College stands as a shining example of what a legal institution can achieve when it combines academic excellence with a commitment to social responsibility and inclusivity. As it embarks on the next chapter of its journey, the college remains steadfast in its mission to empower the legal leaders of tomorrow and to uphold the highest ideals of justice, integrity, and service to society

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

6.1.2

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

Response:

Effective leadership- It is the ability to successfully influence and support a team of college-management, principal and staff. In this college, the effective leadership works with 5 essential skills: innovation; vision; inner values; inspiration and communication.

Case Study of Effective Leadership- In Balasaheb Thackeray Law College, the management, governance is itself a case study. The heading of Case Study is Effective Leadership in Balasaheb Thackeray Law College.

Parts of Effective Leadership It is visible in these institutional practices with two main parts such as-decentralization and participative management.

1. Decentralization Management in Balasaheb Thackeray Law College- In this hierarchy the powers are decentralized. The decentralization starts as trust's management body; organigram; principal's management hierarchy; college development committee; internal quality assurance cell and various committees in various college.

a. Importance of decentralized management- It allows the lower management to be more actively involved in this college administration; it ensures the growth of academics and administration of college qualitatively as well as quantitatively. Trust Management is peer time with higher power Organogram shows the decentralization of power- leadership in trust management

b. Principal's Management Hierarchy- Trust's Management is mainly for all educational institutes under the governance of trust, principal's management is directed by guidelines of management. Principal is head of institution, he actually executes the qualitative and quantitative leadership and confer power, decentralize the powers to CDC, IQAC and all other committees for decentralization of administration.

2. Participative Management- Balasaheb Thackeray Law College believes in effective leadership through

participative management. It is second and allied part of decentralization management. In this process almost each member, each stakeholder participates constructively for the qualitative and quantitative educational appraisal, development and growth.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic/ perspective plan is effectively deployed.

Response:

The Institutional perspective plan is effectively deployed
A set of following objectives are identified to be achieved through this perspective plan.

1. To uphold continuously good academic performance with 100% results
2. To inculcate learner centric and effective teaching learning process
3. To ensure transparency and credibility in the process of student's evaluation
4. To develop a comprehensive system of student mentoring and student support
5. To take care of horizontal and vertical up gradation of students considering the limits of time and expectations
6. To create a research culture in faculty and students.
7. To launch value added and skills development programmes improving the employability of students
8. To motivate students for self-employment and to enable them to emerge as entrepreneurs
9. To involve a friendly, efficient and flawless administrative set up ensuring a smooth day- to-day functioning
10. To empower faculty about emerging trend in their profession for academic advancement

Plan of Action:

The IQAC Proposes the following plan of action to achieve the goals and objectives listed in the perspective plan for the academic years 2024-25 TO 2028-29.

1. IQAC shall motivate the students and faculty towards research activities.
2. Attendance norms shall be enforced strictly for better academic results.
3. Practice test can be conducted before the University exams so as to assess the students and help them to improve and perform better in the University exams.
4. Guest lectures should be organized by inviting experienced faculty from other colleges who can guide students for exam preparation.
5. IQAC shall work on revising strategies to help slow learners in improving their academics.
6. IQAC proposes to organize Faculty Development Programmes and also to send faculty to other

colleges for attending the same if needed.

7. The result of internal evaluation shall be displayed on notice board for more transparency in the

8. IQAC proposes to improve the ICT enabled teaching methods

9. The institute shall plan to organise inter-collegiate completions to facilitate exposure to the students through inter-college participations. More value-added certificate courses shall be planned and introduced.

10. The placement cell shall plan to achieve maximum placement.

11. Students shall be motivated to pursue higher education.

12. BALASAHEB THACKERAY LAW COLLEGE proposes to improve the campus infrastructure to make it a more environment friendly and a greener campus.

13. The student council shall be more active and participative in decision-making.

14. Introduce soft skill development program for non-teaching staff.

15. The college should conduct more inter-collegiate competitions for the students.

The IQAC shall continuously strive to achieve the goals and objectives of the perspective plan keeping the vision and mission statement of BALASAHEB THACKERAY LAW COLLEGE in view.

II. Functioning of the BALASAHEB THACKERAY LAW COLLEGE bodies effective and efficient as visible:

A. Through policies

B. Through administrative set up

C. Through appointment & Service rules

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

6.2.2

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

Response:

The organogram of the institution body of Balasaheb Thackeray Law College typically consists of various levels of hierarchy outlining the structure and relationships between different positions within the organization. Here is a general description of the organogram for Balasaheb Thackeray Law College:

1. **Governing Body/Board of Trustees:** At the top of the organogram is the Governing Body or Board of Trustees. This body is responsible for setting the overall vision, mission, and strategic direction of the college.
2. **Principal/Dean:** The Principal or Dean is the head of the institution and is responsible for overseeing the overall administration, academic programs, and operations of the college.
3. **Administrative Staff:** Under the Principal/Dean, there may be various administrative staff members such as the Registrar, Academic Coordinator, Finance Officer, HR Manager, and other support staff.
4. **Faculty Members:** The organogram includes the faculty members who are responsible for teaching and research activities within the college. This may include professors, associate professors, assistant professors, and lecturers.
5. **Departments:** Balasaheb Thackeray Law College may have various departments such as the Department of Law, Department of Legal Studies, Department of Criminal Justice, etc. Each department is headed by a Department Chair or Head of Department.
6. **Students:** Students are an integral part of the institution body, although they are not part of the formal organogram. They are the primary beneficiaries of the college's academic programs and services.

This organogram provides a clear structure of the ins?tu?on body of Balasaheb Thackeray Law College, outlining the roles and responsibili?es of key stakeholders within the organiza?on.

Func?oning of ins?tu?onal peer bodies - Governance-Management Trust The Management -Governance is the Kamalgauri Hiru Patil Shikshan Sanstha . Institutional peer bodies play a crucial role in ensuring the quality, transparency, and accountability of educational institutions. These bodies are typically made up of representatives from peer institutions, industry experts, and other stakeholders who provide oversight, guidance, and evaluation to ensure that the institution is meeting its objectives and operating effectively.

Func?oning of Ins?tu?onal Principal – The institutional principal plays a crucial role in the efficient operation and management of Balasaheb Thackeray Law College. Some key functions of an institutional principal of Balasaheb Thackeray Law College are Leadership, Administration, Personnel management, Curriculum development, Community Relations, Professional Development, and Student Achievement. The leader carries out the vision and mission for benefiting all stakeholders, including teachers, students, parents, alumni, and others.

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

6.2.3

Implementation of e-governance in areas of operation

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Uniform for Non-Teaching Staff: Governance extends special provisions for supporting staff, recognizing their vital role in fulfilling physical ground duties. This welfare initiative ensures the well-being of supporting staff members.

Job Security/Employment Generation: The Higher Education Institution (HEI) management appoints both teaching and non-teaching staff, thereby creating a total of 23 teaching and 4 non-teaching employment opportunities. Job security is upheld by the continuation of employment for faculty, clerical, technical, and supporting staff.

Code of Conduct/Ethics: A disciplined work culture is fostered by the management through a comprehensive code of conduct, delineating duties, privileges, and rights for all constituents of the

ins?tu?on, par?cularly facul?es.

Travel Allowances with Duty Leaves: Management priori?zes employee welfare by providing travel allowances to cover expenses incurred during college-related travel, facilita?ng academic and administra?ve tasks while ensuring staff member’s financial comfort.

Flexible Timings for Emergencies: Principal Sir and the management demonstrate proac?ve care for employeesbyofferingflexiblework?mingsduringemergenciesrelatedtofa milyorhealthissues, fostering a suppor?ve work environment akin to a familial bond.

Employer Health Check-up Camps: The management organizes regular health check-up camps for faculty members, bearing the expenses to promote physical well-being, there by fostering a conducive environment for quality educa?on. the significant use of ICT in their work, thus ensuring their visual health is priori?zed and maintained.

Faculty Empowerment Workshops: To con?nuously enhance faculty knowledge and skills, the governance body ini?ates empowerment workshops, Faculty Development Programs (FDPs), and seminars conducted by experts, fostering professional growth and academic excellence within the ins?tu?on

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

6.3.2

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

Response: 20

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.

2023-24	2022-23	2021-22	2020-21	2019-20
0	13	0	0	0

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

6.3.3

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

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

Response: 40

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

2023-24	2022-23	2021-22	2020-21	2019-20
13	13	0	0	0

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

6.3.4

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

Response:

Kamalgauri Hiru Patil Shikshan Sanstha with huge and valuable experience and contribution to education opened the Balasaheb Thackeray Law college ,Taloja Balasaheb Thackeray Law college ,Taloja is one of the best Law College in the field of education.

Kamalgauri Hiru Patil Shikshan Sanstha Balasaheb Thackeray Law college ,Taloja is HEI who has effective welfare for staffs.

1. Performance appraisal for staff: Employees behavior and performance is final outcome to invest in the pillars of betterment policies of HEI.
2. Motivation to Staff: HEI motivates staff members through awards and appreciation.
3. Study Leave is given for preparation of NET/SET exams.
4. First Aid Box is available in the college.
5. Nutrition and Health Awareness: Guidance lectures are arranged in respect of Diet, HealthCare & Mental & Spiritual Peace.
6. Uniforms – Non-Teaching Staffs: HEI provides uniforms to all non - teaching staff.
7. Job Securities by HEI's: Approvals, permanent orders to employees.
8. Manual – Rule Book: Manual – Rule Book for services, leaves, promotions, etc. by rulebook.
9. Spacious Ambience infrastructure for staff: Up to mark ambience for staff.
10. Work Culture: HEI encourages healthy atmosphere for better work output.
11. Scope of Holistic Development: HEI motivates for research, book writing, book publications, teaching

facilities, library, gym, help each staff for its holistic development.

12. Educational Environment: HEI has educational environment which includes curriculum enrichment, teaching and learning, innovation, ecosystem, cultural, sports, social involvement of staff for the students.

13. Staff Picnic: Management contributes the amount for staff picnic.

14. Travelling Allowances: HEI contributes in travelling allowance during official work.

HEI undergoes the process of evaluating the performance of employees in the academic year time period. HEI evaluate productivity of teaching and non – teaching staff. HEI identifies their performance and methods to improve the performance and quality of staff.

Kamalgauri Hiru Patil Shikshan Sanstha Balasaheb Thackeray Law College follows the technique for performance appraisal system which has four significant steps as goal settings, evaluation standards, analysis and periodic review.

Goal Setting Goal setting each employee is assigned certain goal based on the skills and job roles. HEI compiles the employer to improve mental, physical and social involvement. HEI keen on this arrangement for performance appraisal.

Evolution Standards HEI published goals for teaching and non-teaching, general while teaching learning to achieve compulsory with evaluation standards.

Staff Analysis HEI has its team of experts for analysis of the performance, involvement, output, progression, student’s relation, teaching methodology like evaluative metrics. It is a continuous process of appraisal.

Periodic Revival Periodic Revival is carried out at two levels. At basic level, principal of college along with seniors from other HEI. The periodic review of non-teaching is carried out by audited statement, etc.

Employee’s behavior and performance is final outcome to invest in the pillars of betterment policies of HEI. The institution has effective welfare measure and performance appraisal system for teaching and non- teaching staff.

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal and external financial audits regularly.

Response:

A well-defined mechanism is in force for financial audit to have discipline and transparency in financial management. The accounts of the institution are subject to internal and external audit.

Internal Audit: The internal audit is conducted annually by an approved auditor appointed by the Management who checks the receipts/payments of all college accounts. They submit audited statements of income and expenditure to the management for consideration and approval. Internal audit is a continuous process which ensues after each and every financial transaction, whereby the college itself carries out the initial stage of the internal audit. In the initial stage, the officer in-charge scrutinizes and verifies the financial data. This is again scrutinized by the Administrative Officer and the Principal for clarity, authenticity, transparency and financial accuracy. Income/Expenditure is closely monitored by the treasurer, the Principal and the Section Officer (Accounts). Proper procedure for purchases is adopted. Quotations are called for and prices are compared. The Institution has formed a Purchase Committee for the purpose.

External Audit: The external audit takes place annually after the completion of every financial year. The Chartered Accountant, who works as an auditor is appointed by the College. The program goes on for 8 to 15 days during the month of April. The bills and vouchers of the revenue expenditure are checked. The vouchers and proper record with the concerned Department of the capital expenditure is also checked and verified. Departmental Accession Register, Dead Stock Registers/Purchase Registers are physically checked.

Remark of Auditor: The remark of the auditor for 2019-20, 2020-21, 2021-22, 2022-23 and 2023-24 regarding financial audit is Receipts and payments are correct; Books of accounts are verified. It shows the regularity in accounts. No audit objections/compliance, the 'receipts' head of account shows transparency and regularity in account audit.

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

6.4.2

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

Response: 6.5

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	6.50	0	0	0

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

6.4.3

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

Response:

BTLC is very systematic and visionary and transparent in mobilization of funds and very sharp in optimal utilization of Resources. College has received the only source of income as students fees. the fees are collected on online, ebanking, scanners mean through 'bank' directly. It indicates administration-financial income is transparent. It is mobilization of funds resources - income HEI This mobilised fund collected in Banks.

The fund collected in Bank is to be allocated properly is another challenge. HEI is very sharp in it. It use the funds for salary Expenses (Through Bank) Augmentation maintenance of physical structure of College, maintenance of academic requirement, expenses for students support, provision for miscellaneous, smooth running the HEI.

Certified Auditor checks each entry of fund mobilization and fund optimal utilization, Profession CA checks and certifies accordingly. For last. five years there is no any negative remark in audited statements. College received Rs. 6. 5 lakhs from MGUs as research fund. Principal distributed the amount to teacher-researchers properly. It sites best example of optimal utilization.

HEI is established in 2018-19, in the name of Late Kamalu Patil - Ex Polic Patil- Patron of KGHPSS. For his respect and ideology, more than one crore. rupees received in cash and in red physical land. The aesthetic building of Land College is ultimate proof funds mobilization and actual utilization.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Quality education

NAAC accreditation helps society, employers, and funding agencies get reliable information about the quality of education offered by an institution.

Resource allocation

NAAC accreditation helps institutions identify areas for improvement and plan how to allocate resources.

Innovative teaching methods

NAAC accreditation encourages institutions to adopt modern teaching methods.

Collegiality

NAAC accreditation can help institutions experience a sense of collegiality on campus.

Identity

NAAC accreditation can help institutions gain a new sense of identity and direction.

Funding

Funding agencies use the objective data from NAAC accreditation to determine performance funding.

NAAC accreditation is valid for five years.

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

6.5.2

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

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

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

Response:

The institution has established a robust framework for reviewing its teaching-learning process, operational structures, and learning outcomes through its **Internal Quality Assurance Cell (IQAC)**. This system facilitates the periodic evaluation of academic practices and has led to significant incremental improvements in the past five years. The following outlines the key areas of progress, demonstrating the institution's commitment to enhancing the quality of education and its post-accreditation quality initiatives.

1. Curricular Aspects

One of the key areas of improvement has been the enhancement of the curriculum. The institution has implemented a comprehensive **academic calendar**, encompassing 24 major curricular activities, ensuring that students receive timely and structured delivery of their courses. Additionally, the introduction of **21 add-on courses** and access to platforms like **SWAYAM** has expanded students' learning horizons. To further enrich the curriculum, around **30 workshops** have been organized, focusing on cross-cutting themes that promote interdisciplinary understanding. The IQAC ensures that **feedback** is consistently collected, analyzed, and acted upon, fostering continuous curricular improvement.

2. Teaching-Learning Process

In terms of teaching-learning processes, the institution has maintained a **student enrollment rate of over 99%**. It also ensures that **60% of students benefit from scholarships**, fostering inclusivity. The learning process emphasizes experiential learning through **project-based and internship-based learning**, coupled with field visits. The institution has integrated **Program Outcomes (PO) and Course Outcomes (CO)** into teaching methodologies, with regular attainment reviews, ensuring that learning objectives are consistently met. The institution has achieved a **100% pass percentage**, reflecting the effectiveness of these methodologies.

3. Research and Extension

The research ecosystem has seen significant growth, with the institution securing **₹15 lakhs in research grants** and publishing over **70 research papers**. Students are actively involved in research, contributing to institutional projects. Over the past five years, the institution has hosted **three national conferences**, during which **140 research papers were presented and published** with ISBN. In addition, around **50-60 extension activities** have been organized, enabling students to engage with real-world challenges and societal issues.

4. Infrastructure Development

The institution has significantly upgraded its infrastructure. Classrooms are **ICT-enabled**, providing students with modern, technology-driven learning environments. The campus is **disabled-friendly**, ensuring accessibility for all. The library has been automated with **Integrated Library Management Systems (ILMS)** and enriched with a wide range of **e-resources**. Regular, transparent **financial audits** ensure fiscal accountability.

5. Student Support

The institution has ensured that over **50% of students benefit from scholarships**, and it has established a **transparent grievance redressal system**. Students participate in **sports, cultural activities**, and practical legal education through the **Moot Court concept**. E-governance platforms facilitate student participation in management processes.

6. Governance and Leadership

The institution has fostered decentralized leadership, securing **donations between ₹50-75 lakhs**. Regular **Faculty Development Programs (FDPs)** ensure continuous professional development for staff, which in turn enhances teaching quality.

7. Institutional Values

The institution places great emphasis on values such as gender equity and environmental sustainability. **Gender audits** and **environmental audits** have been conducted regularly, and the institution has implemented **waste conservation** measures and obtained **ISO certification**.

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

6.5.3

Quality assurance initiatives of the institution include:

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

Response: A. All of the above

File Description	Document
Supporting documents pertaining to NIRF (along with link to the HEI's ranking in the NIRF portal) / ISO as applicable and valid for the assessment period.	View Document
Reports of Academic and Administrative Audit	View Document
Report of Disability/gender/diversity audit and course of action taken by the institution	View Document
Minutes of Meeting of Internal Quality Assurance Cell (IQAC) and activities conducted by IQAC	View Document
List of Orientation programmes conducted on quality issues for teachers and students along with geotagged photos and supporting documents.	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date	View Document
Institutional data in the prescribed format (data template)	View Document
Certificates or report of other quality audit recognized by state, national or international agencies (like ISO Certification)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

The institution has started two initiatives: a) a gender audit report and b) measures to promote gender equality through extracurricular, curriculum-based, and women-only activities. A tool for assessing and verifying the institutionalization of gender equity in the college is the gender audit. The organization uses the gender main streaming approach to determine the gender pattern. For the institution's gender audit, a gender audit committee was established. For it, four seasoned members were appointed. Adv. Vaishali Burte a member of the gender audit committee; and prof. Adv. Khilari Pramod Dadbhau, adv. Adv. Parsuram Bhopi of the host college Balasaheb Thackeray law College. The gender composition of the student committee revealed that, relative to the total number of students, more than 65% of them are female. It validates the ration of girl students.

The majority of society views it as masculine, and it is ideal for there to be a 50% male and 50% female split. In India, however, there are generally more men than women for every thousand people. In terms of students and staff as stakeholders, gender equity appears to exist in higher education. It is more focused on female employees and students. It is not referred to be feminine.

It demonstrates "women empowerment." No bias against women in admissions or administration College's curricula awareness of gender equity in college, coeducation represents a step toward gender equity. The focus of curricular cross-cutting issues and curricular add-on courses is always on gender equity and gender awareness. The majority of academic rankers are female. Curriculum development for gender equity at the college level Committee notes gender audit on Women's Day itself, social sports, cultural events, extension programs, and other activities are promoted gender.

College extracurriculars to promote gender parity College-conducted Gender Audit According to the gender makeup of students committee, between 60 and 65 percent of the college's student body is female. *Justified and satisfied ratio of girl students Gender composition of staff there is 70 % of female staff as compared to male *Justified satisfied ratio of female staff.

a) Campus amenities for women The communal room for girls, coeducational classroom seating arrangements, coeducational library spaces, and CCTVs for security. Strategies to Advance Gender Equity in Curriculum Activities

Educational Activities

Cultural agenda

Regardless of gender, BTLC gives pupils a common, equal platform for participation and expression. The cultural program is gender equitable.

Sports components

Regardless of gender, BTLC gives pupils a common, equal platform for participation in presentations. Gender parity exists in both sports' participation and sports facilities.

Extension Activities

Regardless of gender, BTLC offers pupils a common, equitable platform for engagement and expression. Participation in Extension activities is equitable between genders.

Educational trips along with trips.

BTLC provides students with an equal and comparable platform for participation for educational trips, regardless of their gender. Gender equity is upheld during such trips.

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

7.1.2

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

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

Response: A. Any 4 or more of the above

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

7.1.3

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

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

Response:

BTLC is situated in the Navi Mumbai Municipal Corporation area, which employs a comprehensive waste management system to address various types of waste. The management encompasses solid waste, liquid waste, e-waste, water recycling, and excludes the generation or use of hazardous chemicals and radioactive materials.

Solid waste management at BTLC is integrated into the NMMC system, which efficiently handles sewage and domestic waste. The Institute employs a well-organized system, including sewage management system with proper procedures and a sewage treatment plant. Domestic waste collection vehicles pick up the waste on daily basis from the establishment.

BTLC segregates solid waste at every floor using dustbins for dry and wet waste, ensuring proper disposal. The collected waste is then handed over to MC for further treatment, contributing to a sustainable waste management process.

Liquid waste primarily comprises sewage/ blackwater and is managed through a well-maintained pipeline system within the BTLC building. The Navi Mumbai Municipal Corporation's Liquid Waste Management System takes charge of the liquid waste management, treating it in their dedicated plant. The efficient disposal of liquid waste underscores the commitment to environmental responsibility by BTLC.

BTLC doesn't generate biomedical waste. In addressing electronic waste (e-waste), BTLC has implemented a systematic approach. Water conservation and recycling play a pivotal role in BTLC's sustainability efforts. With a water harvesting system in place, the institute efficiently collects rainwater, storing it in tanks for various purposes, notably for use in washrooms and gardening. Additionally, BTLC promotes water conservation through awareness campaigns, placing "SAVE WATER" pamphlets and flyers strategically in areas where water is utilized, such as water filter stations and washrooms.

Importantly, BTLC reports no generation or utilization of hazardous chemicals and radioactive materials. This nil report emphasizes the institute's commitment to safety and environmental consciousness.

In summary, BTLC's waste management practices showcase a holistic approach, covering diverse waste streams and demonstrating a commitment to environmental sustainability and responsible resource management. By utilizing the limited resources in a more practical way BTLC has strived to use the resources to the maximum extent for better sustainability.

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

7.1.4

Water conservation facilities available in the Institution:

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

Response: A. Any 4 or all of the above

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

7.1.5

Green campus initiatives include

Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plantsetc in 500 words.

Response:

In response to the growing environmental concerns and the need for sustainable practices, the leadership at BTLC has undertaken a comprehensive initiative to transform its campus into an eco-friendly heaven. This multifaceted approach encompasses a range of strategies, each contributing to the overall goal of creating a green and sustainable environment.

1) Restricted Entry of Automobiles: BTLC has implemented a stringent policy limiting the entry of automobiles on campus. While exceptions are made for staff residing far away, students are entirely prohibited from using personal vehicles. Even the limited staff with vehicles are permitted to park at designated areas near the entrance, preventing noise and air pollution within the campus.

2) Use of Bicycles/Battery-Powered Vehicles: Promoting sustainable transportation, BTLC encourages the use of bicycles or battery-powered vehicles. This policy is especially enforced for students, limiting their options to these eco-friendly modes of transport. Staff members are also expected to adhere to these guidelines, with bicycles restricted to parking zones near the entrance.

3) Pedestrian-Friendly Pathways: The pathways within the campus are meticulously designed to be pedestrian-friendly. Wide tar roads, approximately feet in width, adorned with trees on both sides, create a serene and well-maintained environment. These pathways ensure a peaceful and safe passage for students, staff, and visitors, free from the disturbances of vehicular traffic.

4) Ban on Use of Plastics: Recognizing the environmental hazards posed by plastic, BTLC has implemented a strict ban on its use within the campus. This initiative aims to reduce visual pollution, minimize harm to wildlife, and foster an eco-conscious community. The institution undertakes awareness

campaigns through flyers and banners, fostering a sense of responsibility among its members.

5) Campus Covered with Trees: One of the distinctive features of BTLC is its extensive green cover. The campus boasts a variety of well-maintained trees, providing a natural aesthetic that is uncommon in metropolitan settings. This green oasis not only enhances the beauty of the campus but also contributes to the overall well-being of the BTLC community.

6) Potted Plants: Complementing the natural landscape, BTLC has strategically placed potted plants throughout the campus. These green additions not only contribute to the aesthetic appeal but also signify the institution's commitment to a sustainable and environmentally conscious campus.

7) Report of Activities for the Implementation of Green Campus: BTLC has not only implemented these green initiatives but also actively reports on its activities for the promotion of a sustainable campus. This involves a comprehensive approach, including the importance of a green campus, direct and indirect activities, and the positive impact on aesthetics, environmental pollution reduction, and the creation of a healthy teaching and learning atmosphere.

In conclusion, BTLC's commitment to a green campus is evident through its holistic approach, covering transportation, infrastructure, and awareness. By embracing sustainability, BTLC not only sets an example for educational institutions but also cultivates a culture of environmental responsibility among its students and staff. This initiative stands as a testament to the institution's dedication to fostering a harmonious coexistence with the environment.

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

7.1.6

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

The institutional environment and energy initiatives are confirmed through the following

1.Green audit /Environment audit

2. Energy audit

3.Clean and green campus initiatives

4. Beyond the campus environmental promotion and sustainability activities

Response: A. All of the above

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

7.1.7

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

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

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

Response:

Pursuing greatness, upholds the values ??of tolerance and diversity in keeping with its objective. By promoting the ideals of fairness, equity, and compassion, the Institute seeks to enhance social justice and disability rights. BALASAHEB THACKERAY LAW COLLEGE, TALOJA.

Utilizing this into consideration, the institution does the following:

? To promote an inclusive and equitable culture for Divyangjan, or individuals with disabilities.

- ? Start educating people about the rights of people with disabilities or Divyangjan.
- ? For uncurling internet resources, create teamwork tools that are usable for students with disabilities.
- ? Encourage disability research.
- ? Make adaptations for everyone who might be disabled at work.
- ? To cater to students with impairments, train institute teachers on a variety of teaching philosophies through training programs, assessment techniques, etc.
- ? As mandated by the 2016 Rights of Persons with Disabilities Act, make every effort to build a barrier-free and accessible infrastructure.
- ? Establish an Equal Opportunity Cell that prioritizes inclusivity and diversity.
- ? Ensure that accommodations for students with disabilities are made in accordance with the requirements of the applicable authorities.
- ? Making resources accessible to individuals with disabilities by using the latest communication and information technologies.
- ?The overall environment at the institution is welcoming and barrier-free.
- ? Designed an environment with elevators and ramp to make classroom accessibility simple.
- ?The restrooms and Medical Room are Divyangjan-friendly.
- ? Indicators such as lights, display boards, signposts, tactile paths, etc.
- ? Amenities and assistive technology for the Divyangjan website accessibility, screen-reading software.
- ? Mechanized equipment
- ? Information and inquiry resources include: screen reading, reader, scribe, soft copies of reading material, human assistance and reader

File Description	Document
Upload supporting document	View Document

7.1.8

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

Response:

The BTLC, reflecting the views of the nation as a whole, accepts the motto 'Unity in Diversity' with pride. Under the Tri-colour flag, India, a country with many states, languages, cultures, and socioeconomic classes, unites with the national anthem Jana Gana Mana and the motto JAI HIND. As a College, BTLC takes pleasure in creating a welcoming atmosphere that values and honors the many diversity that make being Indian unique.

The way the BTLC celebrates many cultural activities demonstrates how vibrant its culture is. The institute features cultural songs from a variety of linguistic origins, including Bengali, Punjabi, Kashmiri, Adivasi, Tribe - Dhana Gori, Koli, Gujarati, Lavani, Bengali, and many more. It also hosts group dances that reflect various dance traditions along with fashion shows. This indicates a dedication to valuing and presenting the diverse cultural tapestry that enriches the fabric of the nation.

The policies regarding admission further demonstrate BTLC's dedication to diversity. The institute does not use regional status as a criterion for admission and invites students from any part of Maharashtra or India. This inclusive approach fosters an environment that respects and acknowledges the various customs and celebrations across the nation. It includes observing and celebrating regional festivals such as the Ganesh Festival, Onam, Deepawali, Navaratri, Gudi Padwa, Vaishakhi, Ugadi, Maker Sankranti, Christmas, and more.

At BTLC, language—a vital component of India's diversity—is treated with tact. Although Marathi, Hindi, and English are the main languages used within the university, there are no limitations on the use of any other language. Events like Marathi Basha Divas and Hindi Divas highlight the institute's recognition of language diversity.

Holidays like Christmas, Eid, Raksha Bandhan, Deepawali, and the anniversary of Shivaji Maharaj's birth all demonstrate BTLC's dedication to promoting communal harmony.

These gatherings provide a forum for valuing and embracing the shared diversity that exists within the student body. BTLC follows government regulations and reserves 50% of admissions for students from socioeconomically disadvantaged sectors in recognition of the need for socioeconomic balance. Surprisingly, the institute admits more than 70–80% of students from these sections, exceeding this criterion.

The institute's gender audits, curriculum activities, and facilities specifically designed for women are examples of its dedication to gender equity and balance. BTLC offers facilities such as coeducational dining areas, libraries, hostels, sanitary napkin dispensing machines, CCTVs for security, ladies' common areas, and equal participation platforms in a range of college activities.

By providing ramps, rails, elevators, special restrooms, tactile pathways, and other amenities, BTLC extends its inclusion to students with physical limitations. From entrance to studies and exams, the institution guarantees an approachable atmosphere.

Additionally, BTLC accommodates learners of all mental abilities, including advanced, slow, and overage learners. The institute has a mentor-mentee program in which accomplished students guide their peers, fostering an environment that caters to each student's unique learning needs.

To put it simply, BTLC is a shining example of inclusivity; It embodies the idea of 'Unity in Diversity' and fosters a peaceful atmosphere that honors the many aspects of Indian identity.

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

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

Response:

Institution is Keen on inclusion situations human values including Indian constitutional values and importance of Indian unity in diversity

A) Efforts for sensitization of Indian constitutional values: HEI determines the relationship of the citizens with the government through written document called as Indian Constitution. It protects and provides the basic rights to all the citizens of the country. Indian constitution sensitization provides the specialisation on Central - state - local governance in democracy. The constitution of India is the supreme law of Republic of India. The HEI put the efforts for advantages and disadvantages of democracy celebrate your right follow your Constitutional duties, obligations, preamble Indian constitution for unity in diversity on Indian culture etc. HEI organised group discussion open debate room for debate seminars group discussion and workshop for the very purpose. It was conducted by online mode in association with collaborating institution as their veteran faculties to conduct the session.

B) Importance of Harmony in India: In India harmony May be in cultural, regional diversity, as linguistic harmony and socio economic programme it includes the online mode of interactive sessions. The HEI observed or celebrated the harmony sensitization month - August month. The Indian government also observes August month as Sadbhavna i.e harmony month. The scheduled online sessions were carried on subjects like 1. projecting ethos through Indian culture, 2. Religious harmony in India 3. Unity in cultural diversity in India 4. How to promote religious harmony 5. communal harmony needs of hour 6. Indian culture and education. These sessions were carried out in August 2023 as harmony sensitization month. The activity involved with seminars workshops discussion, active Interaction and group discussion full story it was for both students and faculties full it was carried out in collaborating institute RPH college Kurla.

HEI continued the sessions for sensitization of harmony in August 2023.the IQAC C of HEI along with

L.P Raval College of education and research, Mira Road Thane conducted the interactive sessions for students and faculties the college took initiative to organise interactive discussions For 6 sessions. It is part of harmony sensitization munch 2023. Each session was of minimum 2 hours. However certain times the session where extended up to 3 hours also as the discussion was interactive and in depth thought churning process full DHEI focus on communal-harmony and socio-economic harmony. The interactive sessions involved 1 communal harmony need of 2Hr social harmony and good economics need of hour.

C) Outcome of Indian constitution values sensitization sessions: The values expressed in the preamble are expressed as objectives of the constitution. The discussion outcome is about sovereignty socialism, secularism, democracy, republican character of Indian-state. The duties are also important equally with the rights of Indian constitution. Every citizen / student must observe, away, sensitise about justice, equity comma liberty equality, human dignity and unity with integrity of the nation. B) Outcome of harmony sensitisation sessions: Harmony in India that indicates there is love, affection between different religions, languages, traditions, social status through the history of Indians.

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

7.1.10

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

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

Response: A. All of the above

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

7.2 Best Practices

7.2.1

Two Best practices successfully implemented by the Institution

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

Response:

BEST PRACTICE-I

1. Title of the Practice - Discussion group for Judgment analysis.

2. Objectives of the Practice – The Best Practice is having following objectives

- Meaning of Judgment analysis – It is a collection of inter reacted document showing- 'Use of information to reach the decision'
- To Develop critical thinking in students for the decision made by Judge,
- Discussion on judgment gives different / alternative dimensions – angles – views on verdict.
- To leave use of references – IN judgment the evidence, grounds, points and logic led by both parties, references to previous judgment, IPCL frame work are to understand, learn and evolve.

3. The Context –

Written judgments are the outcome of the Judicial cases Judicial students should know the judicial process through Judgment of case

Heterogenous students' groups are formed for this group's discussion.

The students' groups provided the Judgment.

They were asked for discussion divided as – Five major categories-

- Facts on which Judgment based
- Issues in the judgment based
- Law applied / utilized in the judgment
- Lawyers side – Lawyers discussion
- Conclusion By judge

4. The Practice

a. Students' groups (Heterogeneous) – Class wise formed.

b. Every month in first week they provided the different judgment like – Persomam, In Rem or Quasi in rem, Criminal, Civil, trial, Original slit, appeal students group were asked to analyze the concept of Judgment in group discussion.

c. Analyze the components of the judgment.

d. Asked to discuss the overview that Judgment

e. Asked to discuss in group the law supplemented by Judge

f. Ten judgments are provided the classes in alternate moths. The same Judgment Analyzed, Discussed by FY ,SY ,TY and PG -1 , PG- 2 students. The perception – depth – interpretation makes the difference.

g. Many often amongst themselves (Juniors/Seniors) form the further depth analysis.

6.Problems Encountered and resources required problems encountered –

a. Students' participation: Initially Students are reluctant to participate slowly as the time passes many more students join spontaneously.

b. Overburdened teachers' resources: Academic – Administrative leave duties occupy advocate teachers in colleges to engage extra – more time, brain, knowledge in this best practice limits the resources, many advocate teachers take it as over burden. Some of teachers are too human social they contribute their brain. Intellectual skill and valuable time, so as to show must go on social cause.

c. Busy professional – Bar association and its members are exclusively practitioners, occupied in profession, many of these neither involve nor encourage. However, on the contrary some of those are social, communal, and collective civilians for the society - the community.

d. Infrastructure: To entertain, to interact, to council and to draft etc. to needy people requires space. In HEI, it is very difficult to meet both ends.

Best Practice – 2

1. Title – Seminars – Workshop for Legal Awareness

2. Objective-

a. Creating awareness to School students about laws, legal provision, protective major about the – provision of sexual harassment prevention.

b. Sharing legal facts, legal sensitization to School students by the HEI along with experts of Bar

Association, Mangaon District Court.

- c. To impart practical knowledge about the basic legal rights and remedies provided under women related laws.
- d. To make them fit to face the challenges in real life situation.
- e. Legal sensitization of school students aims to prepare students for legal profession by providing them knowledge.
- f. Gender equality- importance, means and legal provisions to students through legal sensitization program's.
- g. Legal Sensitization is legal awareness. It promotes legal culture, participation in the formation of laws and the rule of law.
- h. Legal sensitization of School students about Indian constitution, objectives of constitution (justice, liberty, equality and fraternity).

The Practice

HEI students, faculties and experts in collaboration as a part of social duty, voluntarily started the legal sensitization for school students of school (Male – Female students).

In this practice, one of the faculty, many of students of HEI and expert – rescuers of make team. It takes lead for legal sensitization to 9-19 years old students of school. The team communicates to schools and authorities for legal sensitization programme.

Team of legal sensitization proceeds as per convenience of particular school.

Legal sensitization program focuses on three main aspects as

- a. Legal sensitization of school students for prevention of sexual harassment.
- b. Legal sensitization of school students for gender equality and
- c. Legal Sensitization an Indian Constitution its importance, rights and duties.

In the year 2022-23 and 2023-34 the following schedule followed for practice of legal sensitization.

In each school, Junior college on an average 500 Students present, it means approximately 5000 students get Sensitize informed –

- a. Preaution of sexual harassment
- b. Gender Equality
- c. Indian Constitution

4. Evidence of success;

- A. Performance against targets
- B. Review /Results
- C. Result

A. Performance against targets-

Legal Sensitization- Awareness of is performance base activity. The law college students, law college teachers, advocate along with Judicial professional visited to school students of school.

B. Review – Result –

HEI team (Students and faculties) and expert visited in each School, reached to each class through seminars a legal awareness of prevention of sexual harassment, Gender equality and Indian sensitization, Ten school with 500-700 students, means , reached over 5000-7000 families indirectly.

It is the result of this Best Practice Man is not born Man is made, thus is making of the school students in man – Civilian – better Human being, such awareness programs are effective.

C. Result-

a. To Organization

- i. Knowledge exchange in both terms
 - ii. Event organization training
 - iii. Intellectual- physical energy of HEI students get channelized in both terms especially in HEI students
- b. To school students
- iv. Legal guidance for prevention of unfair means
 - v. Legal guidance through official source – through face-to-face method
 - vi. Refrain from illegal acts
 - vii. Respect Indian Constitution democracy, law obeying society.

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

7.3 Institutional Distinctiveness

7.3.1

Performance of the Institution in one area distinctive to its priority and thrust within (institution to describe in 1000 words).

Response:

Distinctiveness of Institution- Kamal Gauri Hiru Shikshan sanstha's

Balasaheb Thackeray Law College, Talaja is an outstanding Law College in the city of Navi Mumbai. Since its establishment in the year 2016, the college is situated at Talaja developed by CIDCO and well connected to Mumbai Thane and Pune. The College is for young students who choose to study law in a systematic and creative manner in an environment which is conducive to make students attain the best of their talents.

Distinctiveness of Institution is its location. It is about two kilometers away from Talaja Jail, Navi Mumbai, Maharashtra. It provides Legal as Services to needy, poor undertreat prisoners on regular basis.

It also carries out counseling programs, cultural programs by BTLC.

Taloja Center Jail is a Prison Taloja Central Jail is a prison in Taloja near Taloja Panchanand railway station on the outskirts of Kharghar, a suburb of the city of Mumbai in the state of Maharashtra in India.[1] It was opened in 2008 and has capacity for 3000 inmates.

Types Of Prison in Taloja Jail-

1. Uendertrials
2. Convicts
3. Lifers
4. Death Row Prisoners
5. Women Prisoners
6. Juveniles
7. Foreign Nationals
8. High – Risk Prisoners
9. Economics Offenders
10. Terror

Legal Aid of BTLC & Taloja Jail

The Under trial prisoners who are poor, alone needy, always get the free legal aid services by Balasaheb Thackeray law College, Its Judicial Students, associated advocates and society.

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

5. CONCLUSION

Additional Information :

In addition to the notable improvements in various areas outlined above, the institution has continuously embraced **innovative strategies** to further enhance its academic environment and student experience. One significant initiative has been the integration of **e-governance**, which has streamlined various administrative processes for students and faculty alike. This system has improved efficiency in **academic management**, reducing paperwork and enabling seamless communication between students, staff, and administration.

The institution also emphasizes **holistic development**, as seen through its support for both **academic and co-curricular activities**. The **moot court concept**, for instance, has provided law students with practical legal exposure, preparing them for real-world legal challenges. Additionally, the **skill enhancement programs** organized in collaboration with the **Alumni Association** have offered students a competitive edge in the job market by focusing on **life skills, communication, and soft skills**—all of which are vital for career advancement.

The **research culture** has been further cultivated by the institution's proactive approach to securing **research grants** and encouraging student participation in research activities. This has led to a substantial increase in **research publications** and conference participation, reflecting the institution's commitment to academic inquiry and intellectual growth.

Another area of incremental improvement is the institution's focus on **environmental sustainability**. By conducting **environmental audits** and implementing **waste management practices**, the institution has demonstrated its dedication to environmental responsibility. The introduction of **gender audits** also signifies a commitment to fostering a more inclusive and equitable campus environment.

Overall, these continuous improvements, coupled with regular **feedback analysis** and **action plans** through IQAC, have enabled the institution to not only meet but exceed **quality benchmarks** in teaching, learning, research, and student support, contributing to its reputation as a forward-thinking academic institution.

Concluding Remarks :

In conclusion, the institution has demonstrated remarkable commitment to continuous improvement across various dimensions of academic and administrative functions over the past five years. Through the establishment and active involvement of the **IQAC**, it has strategically reviewed and enhanced its **teaching-learning processes**, ensuring that all curricular, co-curricular, and extracurricular activities align with the goals of **academic excellence** and **holistic student development**.

The introduction of a **comprehensive academic calendar**, alongside the adoption of **add-on courses** and **SWAYAM portal integration**, reflects the institution's proactive approach to **curricular enrichment**. The consistent efforts in improving **teacher-learning outcomes**, with a focus on **PO-CO attainment**, project-based learning, and field visits, have led to exceptional student performance, including over 100% pass rates and a robust scholarship program benefiting over 60% of students.

The institution's focus on **research and extension activities** has also seen significant growth, with substantial

research grants secured, over **70 research papers published**, and active student participation in research endeavors. Moreover, the hosting of **national conferences** and student-led extension activities highlights the institution's dedication to fostering a **research-oriented culture**.

The infrastructure has been modernized with **ICT-enabled classrooms**, ensuring that students benefit from technology-enhanced learning. Additionally, the development of a **disabled-friendly campus** and a **richly resourced library** with e-resources has created an inclusive and resourceful academic environment.

The institution's commitment to **institutional values** is evident through **gender audits, environmental audits**, and ISO certifications, ensuring a sustainable and equitable campus atmosphere. Supported by a dynamic **Alumni Association**, the institution's leadership remains focused on providing innovative, student-centric solutions, establishing it as a progressive institution dedicated to **quality education, research, and community service**.