



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

Accreditation - (Cycle - 1)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
PEOPLE'S EDUCATION SOCIETY'S ADV. BALASAHEB APTE
COLLEGE OF LAW
C-45192
MUMBAI
Maharashtra
400028**

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

Section I: GENERAL INFORMATION

1.Name & Address of the institution:	PEOPLE'S EDUCATION SOCIETY'S ADV.BALASAHEB APTE COLLEGE OF LAW MUMBAI Maharashtra 400028	
2.Year of Establishment	2012	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	1	
Departments/Centres:	1	
Programmes/Course offered:	2	
Permanent Faculty Members:	11	
Permanent Support Staff:	6	
Students:	832	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. The institution is centrally located in the city. 2. The management is responsive and responsible. 3. Good collaboration with legal fraternity including judiciary professionals and civil society.	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 04-12-2023 To : 05-12-2023	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. PROF. (DR.) MOHAMMAD TARIQ	Professor,AMU ALIGARH
Member Co-ordinator:	DR. CHIDANANDA REDDY PATIL	FormerProfessor,Karnataka State Law Univerity
Member:	DR. PRO(DR)VIMLENDU TAYAL	FormerPrincipal,N.M. LAW P.G. COLLEGE
NAAC Co - ordinator:	Dr. Shyam Singh Inda	

Section II: CRITERION WISE ANALYSIS

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

Criterion 1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion 1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	The Institution ensures effective curriculum delivery through a well planned and documented process
1.1.2 QIM	The institution adheres to the academic calendar including for the conduct of CIE
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	<i>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Constitutional and Human Values, Environment and Sustainability etc. into the Curriculum</i>
1.4	Feedback System

Qualitative analysis of Criterion 1

The college offers three-year LL.B. and five-year B.L.S. LL.B. programmes. The curriculum for these programmes is set by the University of Mumbai. Before the commencement of the academic year the subjects are allocated to the respective faculty members, syllabus of respective subjects is given to them and time-table is finalised. The academic activities of the college are scheduled to be commensurate with the academic calendar of the University of Mumbai and the requirements of the educational, co-curricular, and extra-curricular activities of the students. To ensure effectiveness in teaching periodic staff meetings are conducted. The faculty members have acquainted themselves with information communication technology and are conversant with the platforms available for teaching learning process which becomes handy for effective teaching. Special lectures by learned scholars are arranged and study tours in the form of visits to various High Courts and the Supreme Court are arranged for the academic achievement of students. The students are initiated into moot court exercises and to familiarise them with processual dimensions and lawyering skills both oral and written. The college also organises Adv. Balasaheb Apte national National Mock Trial, Moot Court and Judgment Writing Competition and Annual Intra-College LEX LIGA Law fest. Initially the students are oriented to the study of law. The teachers prepare a lesson plan and deliver under the supervision of the principal. There is a system of continuous assessment programme in place. The faculty members participate in the examination related work at the University. Extension and social service activities are done through NSS unit. The University of Mumbai's curriculum is structured to incorporate all of the cross-cutting issues of local and national importance. There are components to inculcate constitutional values, ethics, gender justice, environmental concerns, communal harmony, human values, etc in the syllabus.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QIM	<i>The institution assesses the learning levels of the students and organises special Programmes/ have policies in place for different levels of learners</i>
2.3	Teaching- Learning Process
2.3.1 QIM	<i>Student centric methods, such as experiential learning, participative learning peer learning, team teaching, case law method and problem solving methodologies are used for enhancing learning experiences</i>
2.3.2 QIM	Teachers use ICT enabled tools for effective teaching-learning process.
2.4	Teacher Profile and Quality
2.4.4 QIM	<i>Measures taken by the institution for faculty retention</i>
2.5	Evaluation Process and Reforms
2.5.1 QIM	<i>Mechanism of internal assessment is transparent and robust in terms of frequency , mode and innovation introduced in the internal evaluation</i>
2.5.2 QIM	Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.
2.6.2 QIM	Attainment of programme outcomes and course outcomes are evaluated by the institution.
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

The learning levels of the students is assessed after admission process through various interactive sessions based on which the students are classified into slow learners and quick learners. There are separate programmes designed for both the categories. Students are groomed to appear for various competitive examinations. The research skills are honed in the students by giving them assignments and analytical skills are developed through the problem solving method adopted by some teachers of respective courses. Opportunities are provided for experiential learning by making them to undertake socially relevant projects. This imbues in them social responsibility also. Apart from lecture method sessions conducted by the faculty members which are interactive in nature which take the form of quiz, group discussion, brainstorming sessions, etc. The University conducts the end of the semester examination for 75 marks and the remaining 25 marks are allocated for the continuous at the level of the college. The college has structured method for apportioning the internal assessment marks in the form of projects, assignments, tests and seminars. The internal assessment is carried out in accordance with the requirements of the University as per the schedule given. The end of the semester examination papers are evaluated at the University level and results announced accordingly. For honing the professional skills, the students are encouraged to take part in professionally oriented competitions like moot courts, group discussions, etc conducted by various institutions in different parts of the country. The students have won some prizes and brought laurels to the institution including Ms.Sidhi Bhosale, the University topper of the first batch of the College. Students are provided with the travelling allowance, registration fees and other expenses involved. This is in addition to the clinical courses which are prescribed by the University. The institution has subscribed to Manupatra and AIR data bases which can be accessed through the computer laboratory. Students are trained in using these data bases along with the

free data bases. The Institute has adequate and well-equipped Classrooms, Central Library, Computer Centre, and Conference Room. The Institution has adequate infrastructure and physical facilities for Teaching-Learning.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)

3.1	Resource Mobilization for Research
3.2	Research Publications and Awards
3.3	Extension Activities
3.3.1 QIM	Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.
3.4	Collaboration

Qualitative analysis of Criterion 3

Three of the faculty members have registered for Ph.D. programmes. Two visiting faculty members have acquired doctoral degrees. Five faculty members have completed National Eligibility Test and State Eligibility Test to be eligible for regular appointment. Only few faculty members have published articles in professional journals and others have taken initiative to write articles and research papers.

The institution organises Adv. B.P. Apte Memorial National Level Mock Trial, Moot Court and Judgment writing competition. The objectives id to provide students an experience of organizing a national level event. This activity in addition provides opportunity to students to acquire professional abilities and develop fellowship with the students of other law colleges. Further this activity bridges the gap between theory and practice.

There is the Rotaract Club of Adv. Balasaheb Apte College of Law the objective of this club is to pay back to the community which will also help in the holistic development of students. Rotaract has several avenues such as Professional Development, Community Service, Club Service, International Service, Sports, Editorial, Public Relations and Marketing etc. Many socially relevant extensive activities are undertaken through the NSS wings of the college in which the students and staff actively participate. The activites include cleaning the beach, reforestation, road safety campaign, assistance to under privileged and differently abled, etc. All the national festivals and important days are celebrated to infuse patriotic fervour and respect for human values and remind them of their professional and social responsibilities.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.
4.1.2 QIM	The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.
4.2	Library as a Learning Resource
4.2.1 QIM	Library is automated using Integrated Library Management System (ILMS)
4.3	IT Infrastructure
4.3.1 QIM	Institution frequently updates its IT facilities including Wi-Fi
4.4	Maintenance of Campus Infrastructure
4.4.2 QIM	There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Qualitative analysis of Criterion 4

The college functions with the help of good and conducive infrastructure provided by the management. Institute has periodically upgraded the infrastructure to respond to the requirements of the law college. The college has good and naturally ventilated and illuminated class rooms. Six of the class rooms are fitted with LCD facilities and the measures are underway to upgrade other class rooms also. There is a central library, computer lab, conference room, moot court hall, common rooms for boys and girls, staff room, principal's chamber, adequate sanitary facilities and rest rooms. The infrastructure is differently abled friendly fitted with lifts. There are adequate fire safety measures. There is a gymnasium which is in the process of being established, they have a well equipped auditorium which is a common facility. Provision is made for indoor and outdoor games. However, the sports and games facilities are limited due to space constraints. The library is not adequately stocked with prescribed and reference books. There are only 2188 books and it has subscribed to 21 journals and magazines. For the benefit of scheduled caste and scheduled tribe students, a book bank facility is also available. The library uses a software and has subscribed to two data bases.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QIM	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)
5.4	Alumni Engagement
5.4.1 QIM	<i>There is a registered Alumni Association that contributes significantly to the development of the institution through financial, teaching, mentoring and/or other support services</i>

Qualitative analysis of Criterion 5

The eligible students get scholarships and freeships as per the government rules. The institution provides the facility of paying fees in instalments for those who have constraints of paying fees in one go. The students are

trained in soft skills to use the computer lab and law data bases which is a must in professional education. Communication skills both oral and written are important for legal profession. The institution has adopted myriad activities to develop communication skills of the students which include, seminars, debates, discussions, moot courts, essay writing, drafting of legal documents, etc. The students are given training to appear for the competitive examinations and adequate number of students are benefitted by this program.

There is a Student Grievance Redressal Cell and a Internal Committee. The committees are headed by faculty members and annually at least two meetings are conducted. The value premised the the institution is so strong that no serious complaints are received.

The institution offers Outcome Based Education (OBE) setting the directions as to what students are expected to know and will be able to do by the time they graduate. Curriculum, Teaching Learning Processes and Assessment Methodologies are designed to align with Pos. The COs for individual courses are framed having an appropriate mapping with POs. The students progression is substantive given the average result at the University level.

The students are vibrant and active. They have take part not only in curricular and co-curricular activities, they has also participated in cultural activities and different types of sports and games and have won many prizes. The faculty and management are supportive of these activities.

Being a nascent institution, only few batches of graduates have come out of the institution. The point to be noted is, the alumni are proud of their alma mater and frequently visit and associate themselves in the institutional activities. Right now they are helping the students of the college in arranging internships.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	The governance of the institution is reflective of and in tune with the vision and mission of the institution
6.1.2 QIM	The effective leadership is visible in various institutional practices such as decentralization and participative management
6.2	Strategy Development and Deployment
6.2.1 QIM	The institutional Strategic / Perspective plan is effectively deployed
6.2.2 QIM	The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has effective welfare measures for teaching and non-teaching staff
6.3.5 QIM	Institutions Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institution conducts internal and external financial audits regularly
6.4.3 QIM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.5	Internal Quality Assurance System
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes
6.5.2 QIM	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)

Qualitative analysis of Criterion 6

The governance of the institution is reflective of and in tune with the mission and vision of the institution. This is so because of the fact that the stake holders are involved in drafting the vision and mission which are based on short term goals as well as on long term goals. The mission and vision statements are displayed on website as well as in the institution premises.

The leadership is visible in institutional practice. The decision making process is democratic involving management, students, parents, teaching and non-teaching supportive members. There are committees like College Development Committee, IQAC, Academic Monitoring Committee (AMC), Examination Committee, Internal Committee, Grievance Redressal Committee, etc to implement the institutional policy and decisions.

The perspective plans of the institution are 1. To develop a research centre in college to encourage students and faculty to take up research related activities; 2. To facilitate and train students for judicial services, civil services and other competitive examinations; and 3. Collaborate with other educational and allied institutions to provide our students opportunities to learn theory and practical aspects of various domains of law and other allied fields which are not specially covered in the formal syllabus. However, much needs to be done to effectively deploy these perspective plans.

The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup. Faculty members are encouraged to undergo faculty development programs and participate and undertake academic and research activities. They are provided with infrastructure and logistics necessary for academic activities. Financial support and leave facilities are given for the said purposes. Payment is released at the appropriate time and welfare of the employees is also kept in mind. The institution also organises faculty development programmes. Performance appraisal system is available for teaching and non teaching staff.

There is financial discipline in the institution. The institute conducts an internal audit on a regular basis which is done by professionals working under Chartered Accountant (CA). They verify and confirm the finance related documents. Report of the audit is submitted to the Principal and the Management for necessary suggestions and actions. Institution undergoes a financial audit on a yearly basis. There is an external audit also.

This Institution is a self financing Private Institute. The Institution is being run with self sufficient funds generated from tuition fees. The additional financial requirements for development of infrastructure, equipments, etc are met with by the management. Financial planning is done prior to the beginning of the academic year. Adequate funds are utilized for enlargement and upkeep of infrastructure of the Institute.

There is a functional IQAC which is evolving plans for the curricular, co-curricular and extra curricular activities for the institution apart from developing a comprehensive blue print for all the activities in the institution.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	Measures initiated by the Institution for the promotion of constitutional values and gender equity during the last five years.
7.1.3 QIM	Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words) <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • Biomedical waste management • E-waste management • Waste recycling system
7.1.8 QIM	Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).
7.1.9 QIM	Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).
7.1.11 QIM	Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).
7.2	Best Practices
7.2.1 QIM	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.
7.3	Institutional Distinctiveness
7.3.1 QIM	Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Qualitative analysis of Criterion 7

The constitutional values and gender equity are promoted in the institution by creating an environment which is conducive for girls to emerge successful not only in the examinations but also in various other activities. That is manifested in the ranks and prizes secured by female students at the university examinations and also other co-curricular and extra-curricular activities. There is a women development cell to provide logistic for gender equity programmes. The constitutional values of equality and respect for culture and diversity are promoted through celebration of major religious festivals and national festivals.

Appropriate waste disposal system is in place. The institution has provision for rain water harvesting. There is a borewell in the institutional premises. Energy efficiency management systems are to be adopted yet. Greenery in the campus is maintained to the possible extent. The infrastructure is barrier free. The discipline in students is to be appreciated. They have a code of conduct. Awareness about the code of conduct will be created and students are enabled to adhere to the same. They have a uniform to be worn on special occasions. There is a strong emphasis on professional ethics in the curriculum.

The best practices of the institution are Adv.A.B.Apte Memorial National Mock Trial, Moot Court and Judgment Writing Competition which is annually organised and contribution of Rotract Club of Adv.A.B.Apte College of Law in the field of legal awareness and social concers. Both of these practices are successful as evidenced from the results and number of people benefited.

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

Overall Analysis

Strength:

- Central and strategic location of the institution.
- Societal goodwill developed over a short period of time.
- Young and dedicated faculty members.
- Annual Moot Court Competitions.
- Mental health counselling.
- Blend of academicians and professionals in teaching faculty.

Weaknesses:

- Fluctuating teaching faculty
- The research component is very weak.
- Temporary appointment of full time faculty members by the management on consolidated salary basis.
- Not equipping library with standard books and journals in adequate numbers.
- Not providing reading space in the library as per the norms.

Opportunities:

- There are umpteen opportunities for collaboration with professional and academic bodies and institutions.
- Providing internships to the students in a planned manner with excellent professionals
- Establishing a placement cell.
- Possibility of establishing an elite institution providing quality education at subsidised cost.

Challenges:

- Retaining faculty members.
- Maintaining the societal goodwill and rising up to expectations in providing competitive professional educational institutions.
- Prevailing upon the University to bring in changes in the curriculum.
- Strengthening the research wing of the institution.

Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- Recruitment of qualified permanent faculty must be undertaken on priority basis.
- Mechanism for capacity building for faculty members be adopted.
- There should be massive addition of quality books to the library and more professional journals are to be subscribed.
- Alumni association must be registered.
- Post Graduate programme in law must be started and research wing of the institution must be strengthened.

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

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. PROF. (DR.) MOHAMMAD TARIQ	Chairperson	
2	DR. CHIDANANDA REDDY PATIL	Member Co-ordinator	
3	DR. PRO(DR)VIMLENDU TAYAL	Member	
4	Dr. Shyam Singh Inda	NAAC Co - ordinator	

Place

Date