



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**INDORE INSTITUTE OF LAW**

**GENDALAL BAM PARISAR RAU- PITHAMPUR ROAD, OPPOSITE IIM,  
VILLAGE DEHARI-RANGWASA, RAU**

**453331**

**[www.indoreinstituteoflaw.org](http://www.indoreinstituteoflaw.org)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

The **ICON EDUCATION SOCIETY**, a well known name in education sector, promoted by academically qualified individuals committed to the cause of social benevolence, has established **INDORE INSTITUTE OF LAW** in the year 2003 for imparting legal education and this has now become the only institute of its kind in central India. Indore institute of law is a first independent and exclusive college disseminating specialized knowledge focused on advanced learning offering all the law courses under the one roof. Latter on Indore institute of law has started many courses in commerce and business administration. IIL is affiliated to BCI Govt. of M.P. and Devi Ahilya Viswa Vidhyalaya, Indore. During a very short period of its inception IIL has become one of the best reputed college in Madhya Pradesh. The pedagogy, courses, admission and examination process are strictly in terms of regulation of affiliating university. The pedagogy, courses, admission and examination process are strictly in terms of regulations of Devi Ahilya Vishwavidyalaya Indore. During vary short period of its inception, Indore Institute of Law has become one most reputed private college in Madhya Pradesh.

IIL is having world class, beautiful and eco-friendly building amidst lush green surrounding, opposite globally famed Indian Institute of Management in Indore.

The castle like buildings of Indore Institute of Law houses Smart Class Rooms, Seminar Halls, e library, Moot Court room, Auditorium, separate residential accommodation in the campus for Female and male students and several such unique facilities.

This building has been awarded "My IDA Reality Kings Award" for the best educational building of Central India for consecutive two years.

Students have the privilege of utilizing the campus canteen which provides healthy and nutritious food. The campus is totally WiFi enabling the students and staff to avail internet facilities.

IIL has now succeeded in creating conducive environment of learning with theoretical and empirical approach. Successful conduction of **international law fest, international moot court competition and international seminars, conferences** are the example of grand growth of the institution.

### Vision

To be a premier source for high quality legal education with collective wisdom, training and vision to generate-organize-promote-preserve academic milieu to educate a dedicated group of committed law students. To use traditional and modern instructional techniques and technology to the best advantage in the delivery system so as to enhance and enrich students achievement of their educational and career goals. To aggressively pursue improvements in the quality of higher education through dedication and commitment to teaching, training and research. Academic excellence, integrity, outstanding teaching service are the core values of Indore Institute of Law which have been visualized in this institution. The think tanks of this premier institution have upheld scholarly research, professional leadership, integration of teaching research as top priorities. To use Modern information technology to the maximum extent possible in all the phases of the academic as well as

administrative aspects of the University Programs.

## **Mission**

Indore Institute of Law has a mission to strengthen ,cultures ,values ,ethos, fellowship ,inheritance and spread of education to all as an inherited social commitment .The administration and teachers of Indore Institute of Law have undertaken a mission to provide an engaging teaching and learning environment for students of diverse origins ,experience ,needs ,abilities and goals .The academicians in this institution promote multidisciplinary research ,providing demand driven educational programmes for enhancing skills and employability. Indore Institute of Law emphasizes value guided competencies among learners for developing socially responsible professionals and leaders .The college ensures evolving educational processes to ensure balance between head ,heart and hand for holistic personality development .The management promotes autonomy with accountability through participatory ,transparent and value based governance .The teaching staff ensures making the curriculum exciting ,stimulating in creating and disseminating knowledge for the students ,necessary to contribute as individuals and global citizens living responsibly ,effectively and creatively in an interdependent and ever changing world.

Indore Institute of Law teaching fraternity guides students chart realistic career paths and develop skills necessary to achieve intellectual and personal growth .The students follow academic programmes and services which provide supplemental support to both teaching and learning .The college authorities ensures its wards promotion of activities which focus on students development and stake holders too.

The management of Indore Institute of Law grooms leadership among the teaching faculties in accordance with their services in this institution .The management empowers ,encourages and supports the involvement of the staff in the improvement of the effectiveness and efficiency of the institutional process .

Teachers are appointed as chairpersons of various committees who undertake co-curricular and extracurricular activities. A student council is in place with the consent of the management and teachers ,which ensures all round development in the students grooming to become successful. The students are encouraged by the teachers to join clubs ,for grooming them into thorough professionals .

For the increment of knowledge on a regular basis for students, Indore Institute of Law promotes various publications viz .The Legal Voice of India(Law Journal),Udgam Vigyati(Journal) and Nyaya Disha(Monthly News Letter).

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

Indore Institute of Law offers scholarships and financial aid to the brilliant students coming from poor and backward classes .Students portraying academic excellence are awarded with cash prizes every year. Indore Institute of Law also provides scholarships to the students who are selected in Indore Institute of Law Entrance Test (IILET).In order to promote diversity, Indore Institute of Law holds a fair selection entrance test without any reservation of seats based on domicile or any other criteria .Students from all states gather at the institute as individuals .The Institute encourages the students to pursue international exchange programs, as they want their students to transcend the boundaries of their city , state ,or country and attain career excellence .With a perfect

balance of academics and extracurricular activities ,the students of Indore Institute of Law understand the values of sacrifice ,sensitivity and courage to fight for the right to serve the profession with commitment ,integrity and excellence.

The students are also taken for Supreme Court , High Courts and Parliament visits. Indore Institute of Law facilitates different types of internship opportunities to the students which includes LPO clerkships , Pro Bono Services ,Legal Clinics and the corporate Clerkships with a goal of providing real world legal and industrial exposure . IIL believes that the institute is for the students, by the students and of the students. IIL is actually student driven institute. The students are given an opportunities to be a part of management by constructing various societies namely Literary society, placement society, sports society, event management society, alumni society, online society, legal aid society, moot court society and clubs. These Societies host networking events from time to time and offer mentorship programmes that help the students to be well acquainted with their fellow team members and allow them to grasp the learning process more effectively.

### **Institutional Weakness**

We couldn't get the autonomous status though we are trying our best .Research work is not up to the mark for which we are attempting our best to improve this position .Accommodation for the academic staff is not available in the campus for which the management is going to construction work. No financial support from the government is available. Immoderate Governmental controls which impedes the institutes modernization and growth. Availability of skilled academic staffs that are not only rich in theoretical knowledge but well rounded in practical aspects of law is scarce.

### **Institutional Opportunity**

India is a large country with an estimated population of young people ,aged between 18 to 23 years ,to be around 15 crores.The sheer size of the market offers large opportunities for development of the higher education sector in Indore .Higher Education has now been identified as one of the promising areas for private investment .There are opportunities for strategic engagement and capacity building in higher education leadership and management at the state level. Equality of educational opportunity in higher education is considered essential because higher education is a powerful tool for reducing or eliminating income and wealth disparities .There are great reserves of untapped ability in the society ,if offered the chance they can rise to the top. A great deal of talent of the highest level is in fact lost by an inequalitarian system of education .The need to enhance the employability of graduates is presenting entry points for collaboration in entrepreneurship ,links with industry ,research skills and the wide range of transferable skills ,including English .There is a need to build stronger relationships and increase mutual understanding in higher education by increasing support and participation in platforms(conferences ,workshops, seminars) which enable debate and dialogue with other countries of the world.

### **Institutional Challenge**

Quality in higher education is a multi-dimensional ,multi-level and a dynamic concept. Ensuring quality in higher education is amongst the foremost challenges being faced with respect to international curriculum .The

Gross Enrollment Ratio(GER) of Indian colleges imparting higher education is only 15% which is quite low as compared to the developed as well as other developing countries.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

#### **1.1 Curricular Design and Development**

The first aspect deals with curriculum designing which is most important aspect of the teaching. Though the organization is an affiliated one to the university hence has no direct say in the designing of the syllabus, still from time to time faculty sends its suggestions to the university to add/update existing syllabi.

#### **1.2 Curriculum Planning and Implementation**

Curriculum planning is done with the allotment of subjects to the faculty who designs a session plan for the particular subject and decides upon minimum number of lectures needed. To evaluate students internal evaluation is done from time to time. It consists of class tests, mid term, presentations, research paper presentation, grand viva, pre university test etc. Midterm examination and Pre University Test is conducted which is the part of internal evaluation process. Crash course for each subject is held at the end of the course and before the pre university test.

#### **1.3 Academic Flexibility**

At Indore Institute of Law the institute adhering to the syllabus conducts short term / diploma courses which are in accordance with the syllabus and adds to the overall learning. The conduction of legal aid camps, trial advocacy sessions, moot court sessions, client counseling sessions etc. are held from time to time which provides a practical learning to the students. It greatly helps in understanding the subject.

### **Curriculum Enrichment**

Institute has signed MOUs with various organizations which are aimed at enriching the current academic delivery. Internship, fieldwork/project work and certification courses further enrich the academic leaning.

## 1.4 Feedback System –

Indore Institute of Law has a transparent feed back system which helps it in getting valuable suggestions of the stakeholders associated with the institute be it students, faculty, employer, parents or alumni. Each of them is an integral part of the system and their opinion is of great value when it comes to evaluate the institute. On the basis of these feedbacks institute looks to improve its existing services and also start new ones.

## Teaching-learning and Evaluation

**Student Enrolment and Profile** –The institute abides by the Higher Education Department’s directives and initiates and concludes its admission process as per the dates. As per the policy of the HE the institute admits students from all the areas and states of the country and various categories approved by the government are given all the facilities like scholarships, fees waiver etc. as per the norms.

**Catering to the Student Diversity** –The institute analyses the understanding level of such students and accordingly device measures to cater to their needs. Once the evaluation is done and results are obtained measures are taken to improve in the area where improvement is poor. Gender related issues are also addressed as it is a very sensitive issue and needs special attention. Awareness programs associated with gender sensitization are organized time to time.

**Teaching – Learning Process** –The pedagogy of delivering lectures through power point presentations makes learning a bit easier and also helps a student to understand things in a better way. Practical subjects are taught via board teaching and case study. **Teacher Profile and Quality** –Process related to recruitment is unbiased and is open for all those fulfilling the necessary and mandatory criterions. Teachers with proven academically excellent, experience, comfortable with IT enabled teaching tools. The sole focus is on recruiting faculty who can add to the quality of teaching at institute.

**Evaluation Process and Reforms** –Students are evaluated using class tests, mid terms, assignments, presentations and Pre university test. The purpose is to evaluate a student for the understanding of the subject and learning received from the lectures.

**Student Performance and Learning Outcomes** –The result thus obtained gives a clear picture of learning received by the student. The evaluation of university examination is done by evaluators appointed by the university thus giving a fare view of the evaluation process. Academic audit is done every year.

**Student Satisfaction Survey** –All the efforts are to no avail if the students are not satisfied. Hence it is of great importance to evaluate the level of satisfaction among students with regard to their experience at the institute.

## Research, Innovations and Extension

The Institute has taken several proactive steps to promote Research & Innovation, by way of advancing research facilitation.

The Institute has a flourishing research and knowledge innovation culture, the institute conducts various seminars/workshops/training programmes/sensitization programme that inspire and enthuse the faculties and students alike in creating research culture and undertaking projects.

The institute has organized a number of national and internal seminars and conferences. The notable among them being the 1st International Conference on Alternative Dispute Resolution, 2019 which was attended by eminent member of the legal fraternity, jurists and academicians.

In addition, the Institute has organized several other seminars and workshops in order to create adequate opportunities for research and motivation. The Institute proposes to set up Centres of Excellence as part of the Institute's effort to contribute for research and knowledge creation.

The college has two regularly published academic journal by the name of The Legal Voice of India and UdgamVigyati. The legal Voice of India is the yearly journal of Indore Institute of Law. It is a peer reviewed journal. UdgamVigyati is a multidisciplinary online journal published quarterly.

The Journal offers a platform to academicians, jurists, lawyers and research scholars to present their views and research on diverse issues of contemporary significance. The policy of the journal is to give effect to the objectives and aspirations of the Institute and disseminate and advance knowledge in the field of law and management sciences.

The Institution organizes several educational and professional visits and tours for the students and the staff of the institution.

The Institution enters into several beneficial tie ups and collaborations with industry experts for the purpose of training, internships and mentorship, for the students of the institute through NSS Camp and Swacch Bharat Abhiyaan, which Institute ensures community's involvement of the community for overall development.

### **Infrastructure and Learning Resources**

Indore Institute of Law has state of the art infrastructure, learning resources including ICT enabled classrooms, seminar halls, fully equipped laboratories and computer labs, library and other support facilities etc. Institute has substantial infrastructure for sports and other extracurricular activities.

Institute has a fully automated library which houses sufficient number of books of all disciplines, collection of rare books, manuscripts, special reports and large number of e- journals and e-books. Learning Resources like e-Journals, e-books, Infilibnet, Shodh Ganga, databases like Scopus, Web of science are available to faculty and students and can be accessed remotely also. Budget for infrastructure, library and other learning resources is earmarked annually based on the recommendations of respective committees constituted for the purpose.

Executive Director, IT monitors the overall functioning of IT resources (hardware and Software. Review and upgrade of IT infrastructure is carried out annually and accordingly annual budgetary plan is prepared for approval of Institute finance committee. Institute maintains adequate student computer ratio with over 55 MBPS bandwidth for internet connection. There is maximum resource allocation in the annual budget for infrastructure development.

Societies like moot court society, legal aid society, sports society etc. readily utilize the various infrastructural facilities provided by the institute to organize events. Management plays a very supportive role in enhancing the infrastructural facilities to create a quality teaching and learning atmosphere.

Our Institution encompasses a well maintained campus spread over 6.5 acres (approx) with beds of serene

green land and spacious parking. The existing infrastructural facilities are utilized for conducting theory and practical classes, ICT Enabled Classrooms, Moot Court Hall, Library hall including Digital Library, Conference hall, Canteen, Hostel (separate for boys and girls).

The college has also provided safe drinking water facility through aqua-guards at various places in the campus and in the hostels. Uninterrupted electricity supply is ensured in the campus with the help of one 125KV and few smaller Gen Sets, and many inverters and UPS systems. Transport facility is provided with the help of 09 buses of 41 seating capacity and a 03 seven seated Maruti Suzuki Omni cars and a Tata Indigo.

### **Student Support and Progression**

The section deals with the student support and progression ie the help provided to the students in the form of scholarships and free ship. The section also throws light on the development of students with regard to not only academics but also their interpersonal and other curricular aspects.

The institute avails and provides financial support to the students as per the schemes of the state government. Students belonging to various categories are given financial assistance as per the norms which help them in moving ahead with regard to their career. Besides the government aid (scholarships) the institute also provides financial aid in form of free ships or concessions. Overall many students are benefited by these schemes.

Besides regular teaching institute also provides guidance for the competitive examinations which is of great importance as most of the students aspire to go into judiciary after their graduation.

The institute has three different redressal committees to address the grievances of the students arising from time to time.

The committees are responsible for not only solving the issues coming out but also play an important role in educating students with the menace of these heinous acts.

The institute has a fully functional placement cell which works for the betterment of students. It is responsible for providing placements and internships to the students which are the part of curriculum.

During last few years there is sudden surge in the number of students pursuing higher studies i.e. post graduation.

Students of the institute are actively involved in local body formation (student council) at the college level via election process.



The institute also focuses on providing exposure to its students by exposing them to various academic and non academic activities like moot court, parliamentary debate, ADR, various sports activities like football, cricket etc.

The institute has a strong Alumni Association which is very active and supports the institute in best possible way. The alumni often come to the campus to deliver special lectures and provide guidance to the students be it for jobs, career opportunities, competitive examinations etc.

### **Governance, Leadership and Management**

Indore institute of law operates under ICON education society Indore. The management is supportive in all respect. IIL has governing body comprising management members, university members, the principal, the head of department, faculty members and students. Long term planning and broad decisions are taken by management in GB meetings. All financial discipline is maintained through regular audit conducted by external auditor. The management has introduced many social security schemes Provident fund, maternity leave and catering facilities etc.

The principle of participative management is routine practice of the institution. The chairman and the Principal initiates the ideas in staff meetings and decentralize activities under supervision of HOD and various committees. The budget of various committees is forwarded by the Principal and sanctioned by management. Leadership is promoted among staff and students by involving them in various committees and suggestions of both committee members and staff are taken in consideration.

### **Institutional Values and Best Practices**

**Gender equality:** Our institution believes in the concept of gender justice and the institute organised number of gender equity programmes such as Gender sensitization programmes for creating awareness about educating a girl child. In addition, we have also conducted seminars on “self defense for women’s safety.”

**Green Practices:** Our institution is aware of its responsibilities towards environment conservation and embraces the principle of sustainable development to ensure that any adverse environmental impact is minimized. For this, we have taken initiatives one of which is use of Bicycles on the occasion of “WORLD BICYCLE DAY” with a view to support the United nations General Assembly. We also emphasize on water conservation and have taken measures in the campus and have also installed waste management system in the campus.

**Celebration of National day and birth anniversaries:** Our institute promotes national festivals Independence Day, Republic day, Teachers Day, National Youth Day etc and birth/death anniversaries of great personalities.

**Transparency:** To ensure good governance, transparency and accountability, the vision mission and goals of our Institute are clearly defined at all levels.

**Two Best Practices:** Our institute puts in lots of initiatives out of which two best practices are LEX Bonanza, Exordium Induction Program, Society and club election etc.

**Distinctive Practices:** Our institution puts in lots of initiatives which are distinct from our regular practices. Our institution’s few distinctive practices are providing scholarship to needy students of different schools/colleges

under Smt. Nirmala Devi Bam Memorial Scholarship. Over the past few years, many Jain Saints like Lalitprabh ji, Chandraprabhji and many others have visited IIL and mentored the students and faculties with their enlightened words; this is also our distinctive practice to inculcate human values and fosters good qualities so as to develop committed citizens of tomorrow. We also strive to create virtuous personalities and to prepare humane individuals who can serve the humanity with dedication.

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## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	INDORE INSTITUTE OF LAW
Address	Gendalal Bam Parisar Rau- Pithampur Road, Opposite IIM, Village Dehari-Rangwasa, Rau
City	Indore
State	Madhya Pradesh
Pin	453331
Website	<a href="http://www.indoreinstituteoflaw.org">www.indoreinstituteoflaw.org</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Vinod Patidar	0731-8889733304	8889466694	0731-2565165	indoreinstituteoflaw@gmail.com
Professor	Manpreet Kaur Rajpal	0731-8889433304	9755013213	0731-7312565165	manpreet.indoreinstituteoflaw@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	Yes <a href="#">minority IIL national.pdf</a>
If Yes, Specify minority status	
Religious	JAIN
Linguistic	
Any Other	

<b>Establishment Details</b>				
Date of establishment of the college	05-07-2003			
<b>University to which the college is affiliated/ or which governs the college (if it is a constituent college)</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Madhya Pradesh	Devi Ahilya Vishwavidyalaya	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC	05-09-2016	<a href="#">View Document</a>		
12B of UGC				
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
BCI	<a href="#">View Document</a>	13-06-2018	36	

<b>Details of autonomy</b>	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

<b>Recognitions</b>	
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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Gendalal Bam Parisar Rau- Pithampur Road, Opposite IIM, Village Dehari- Rangwasa, Rau	Rural	6.274	6106.024

## 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	LLB, Law	36	GRADUATE	English, English + Hindi	300	259
UG	BBA, Law	36	HIGH SEC.	English + Hindi	60	49
UG	BCom, Law	36	HIGH SEC.	English + Hindi	60	22
UG	BSW, Law	36	HIGH SEC.	English + Hindi	60	12
UG	BBA, Law	60	HIGH SEC.	English + Hindi	120	54
UG	BA LLB, Law	60	HIGH SEC.	English, English + Hindi	240	147
PG	LLM, Law	24	LL.B.	English + Hindi	30	28
PG	MSW, Law	24	GRADUATE	English + Hindi	120	74

#### 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	2				0				52			
Recruited	1	1	0	2	0	0	0	0	21	31	0	52
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				47
Recruited	39	8	0	47
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				6
Recruited	6	0	0	6
Yet to Recruit				0

### Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	1	0	0	0	0	4	7	0	13
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	17	24	0	41



Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	10	7	0	17

**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	1053	52	0	0	1105
	Female	689	43	0	1	733
	Others	0	0	0	0	0
PG	Male	69	0	0	0	69
	Female	47	0	0	0	47
	Others	0	0	0	0	0

**Provide the Following Details of Students admitted to the College During the last four Academic Years**

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	53	57	66	71
	Female	19	22	31	34
	Others	0	0	0	0
ST	Male	20	21	28	38
	Female	12	21	22	29
	Others	0	0	0	0
OBC	Male	271	281	399	387
	Female	89	107	171	203
	Others	0	0	0	0
General	Male	425	529	711	678
	Female	312	390	525	514
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1201	1428	1953	1954

### 3. Extended Profile

#### 3.1 Program

Number of courses offered by the institution across all programs during the last five years

Response: 216

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
8	11	11	11	10

#### 3.2 Students

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1954	1953	1428	1201	1136

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

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

2018-19	2017-18	2016-17	2015-16	2014-15
620	620	620	461	460

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

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

2018-19	2017-18	2016-17	2015-16	2014-15
274	206	252	285	272

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

### 3.3 Teachers

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

2018-19	2017-18	2016-17	2015-16	2014-15
54	44	40	41	47

  

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

#### Number of sanctioned posts year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
55	45	40	41	47

  

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 3.4 Institution

#### Total number of classrooms and seminar halls

**Response: 22**

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

2018-19	2017-18	2016-17	2015-16	2014-15
152	556	461	379	84

#### Number of computers

**Response: 280**

## 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:

Delivering effective curriculum is the most sought after goal of all the academic institutions. INDORE INSTITUTE OF LAW strives to use/device the best possible way to make curriculum delivery an effective one. It begins with preparation of **timetable** followed by allocation of subjects to the faculty as per his/her area of expertise and experience in teaching the particular subject. The **session plan** comprises of stipulated number of lectures and accordingly the syllabus is divided. Besides session plan power point presentations are made to deliver lectures fully utilizing the ICT enabled class rooms.

Institute strictly adheres to the policy of **mandatory 75% attendance** failing to which student is not permitted to fill exam form. Attendance for ill health, participation in events outside college, etc, is given on producing original documents only.

During the course of the syllabus subject experts are also invited in order to take certain topics which is their specialty. Along with regular lectures (power point and /or board teaching) case study is also used. Students are made to solve case study and are evaluated on the basis of responses given by them.

Subjects like History and political science which involves demography, movies are used to deliver in lectures involving topics of historical significance. At Indore Institute of Law teaching learning process has evolved over a period of time and emphasis is laid on learning which is permanent. To promote research, students are encouraged to indulge in writing research papers using available resources (**e-resources** too) at library.

Evaluating students is another important aspect of teaching learning process. Students are evaluated on the basis of internal examinations, assignments, case study, research paper, etc. and the latter are presented via power point presentations.

Besides above mentioned practices institute has introduced a detailed revision of the entire syllabus for its students. This detailed revision initiative is termed as “**Crash Course**” where a faculty revises the entire

syllabus over a span of 6 to 12 hours depending upon the syllabus and difficult level. Students are provided with important questions and solutions are designed in the form of a synopsis which further adds to the quality of the content delivered.

Another practice is **maintaining Teacher's Diary** which has now become a regular feature of academics at Indore Institute of Law. It is a hand written record of session plans of all the subjects taught during the semester by a faculty.

A **Pre University Test** is held before the commencement of the university examination which is a simulation of the main examination. The entire process of main examination is followed in this examination and students are evaluated on the basis of answers written in the examination.

To make parents aware of the progress of their ward(s) detailed "**Student Progress Report**" is sent after internal exam. Further warning letters are also issued to the defaulter students so that they get aware of the consequences of the short attendance.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 0

#### 1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Details of the certificate/Diploma programs	<a href="#">View Document</a>

### 1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 0

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Details of participation of teachers in various bodies	<a href="#">View Document</a>

## 1.2 Academic Flexibility

**1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years**

**Response:** 21.3

1.2.1.1 How many new courses are introduced within the last five years

Response: 46

File Description	Document
Minutes of relevant Academic Council/BOS meetings.	<a href="#">View Document</a>
Details of the new courses introduced	<a href="#">View Document</a>

**1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented**

**Response:** 62.5

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

Response: 5

File Description	Document
Name of the programs in which CBCS is implemented	<a href="#">View Document</a>
Minutes of relevant Academic Council/BOS meetings.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years****Response:** 0

1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
00	0	00	0	0

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**1.3 Curriculum Enrichment****1.3.1 Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum****Response:**

**Professional ethics** is a subject taught in the curriculum in all law courses. The subject deals with the concept of how lawyer should conduct himself professionally. Being a lawyer is a moral as well as social responsibility as it is about connecting with ones client and doing what is good for the client. A lawyer also has to take into consideration the way in which he conducts himself while pleading for the client as well as maintaining decorum of the court. In case a lawyer fails to do so he/she is liable for contempt of court and can be prosecuted. It preaches the Advocate Act which is related to the way in which a lawyer behaves with his client. At the campus when students simulates the Moot Court they are directed to behave as an actual lawyer as per the code of professional ethics. This is from where the values are inculcated in the students.

Organizing / visiting **Legal Aid Camps** also help in developing professional ethics in prospective lawyers as they deal with real life clients/plaintiffs. This is the best platform to learn and implement professional ethics in students via practical applications.

**Environmental Law** is another subject which is of prime importance as in today's dynamic world things



are changing drastically with regard to environment and its direct impact on quality of life. There are various acts and departments which are governed by the central as well as state agencies. Their primary job is to check the pollution level and to control the factors responsible for pollution. In case there is continuous aberration in following of procedures it also has the power to take legal action against the offenders. There are specific tribunals specially designated for environment protection.

**Celebrating World environment day, organizing plantation drives, staging Nukkad Nataks** etc. are the most common ways of spreading awareness about the environment and laws related to it.

**Human Rights Act** is another subjects which is taught in the syllabus. It teaches an individual about six types of rights which form the basis of a good life. Any individual who is devoid or is unable to avail any of the rights can go the Human Rights Commission, a statutory body, which looks into the matter and does the needful. Students take out rallies, distribute pamphlets, conduct “nukkad natak”, equality activities etc. to spread awareness and enlighten those who are not aware of their rights.

Similarly subjects like **Gender Justice, Offense against child and women** are other topics in the syllabus which are regularly dealt by the faculty members. With increase in case of crimes against child and women they are made aware of the “**bad touch and good touch**”, acts like juvenile justice act, offence against child, POCSO act etc is covered in this subject.

File Description	Document
Any Additional Information	<a href="#">View Document</a>

### 1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

**Response:** 0

#### 1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

File Description	Document
Details of the value-added courses imparting transferable and life skills	<a href="#">View Document</a>
Brochure or any other document relating to value added courses.	<a href="#">View Document</a>

### 1.3.3 Percentage of students undertaking field projects / internships

**Response:** 8.09

## 1.3.3.1 Number of students undertaking field projects or internships

Response: 158

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.4 Feedback System

## 1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: D. Any 1 of the above

File Description	Document
Any additional information	<a href="#">View Document</a>
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>

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

A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
Any additional information	<a href="#">View Document</a>
URL for feedback report	<a href="#">View Document</a>

NAAC

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average percentage of students from other States and Countries during the last five years

**Response:** 4.14

##### 2.1.1.1 Number of students from other states and countries year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
96	67	81	54	25

File Description	Document
List of students (other states and countries)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 2.1.2 Average Enrollment percentage (Average of last five years)

**Response:** 57.46

##### 2.1.2.1 Number of students admitted year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
645	772	700	482	384

##### 2.1.2.2 Number of sanctioned seats year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1170	1170	1050	870	870

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

#### 2.1.3 Average percentage of seats filled against seats reserved for various categories as per

**applicable reservation policy during the last five years****Response:** 42.9

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
274	323	263	190	159

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

**2.2 Catering to Student Diversity****2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners****Response:**

Slow Learner:

A student with slow learning ability or below average learning ability is termed as a slow learner. In these students the level of understanding when compared with the normal level is found to be a lot low. At Indore Institute of Law too there are such cases where students with learning abilities are admitted. This disability is either not visible or is undetected at the time of admission. Once the students are enrolled and go through the rigors of academics as well co-curricular activities then only this disability is identified. It begins with the evaluation process i.e. internal examination where a student is evaluated for academics. Once the student is identified on the basis of performance then the road ahead to develop him is decided. Such students after diagnosed with slow learning disability are provided special attention and care is taken to develop their learning facet.

The students with learning disability are given extra classes termed as remedial classes where they are taught to understand the things in a way which is easier to understand for them. Here the students are given confidence regarding their understanding process and are trained to learn the topic in an easy way. The remedial classes are conducted over a period of time and regular evaluation of the student with regard to understanding of the subject, conceptual framework of the subject, learning outcomes for the students etc. are analyzed.

This helps the student tremendously as not only he/she learns the subject in a better way than before but his

confidence too is boosted and gradually starts to feel being part of the system. The remedial classes are aimed at improving a student's understanding of the subject as well his learning skills.

**Advance Learner:** Advance On the basis of PUT/Mid Term test student are observed as fast learner to make more creative & enhancing learning capability these student have done very different and innovative work in the field of Law education they have have done very creative work like book publication, Online publication research Journal etc.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 2.2.2 Student - Full time teacher ratio

**Response:** 36.19

### 2.2.3 Percentage of differently abled students (Divyangjan) on rolls

**Response:** 0

#### 2.2.3.1 Number of differently abled students on rolls

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

**2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences**

**Response:**

### 2.3.1

IIL provides following student centric methods-

#### A.Experimental Learning:

**1.Moot Court :** Moot court is an extracurricular activity at Indore Institute of Law in which participants take part in simulated court or arbitration proceedings, usually involving drafting memorials or memoranda and participating in oral argument. In most countries, the phrase "moot court" may be shortened to simply "moot" or "mooting". Participants are either referred to as "mooters" or, less conventionally, "mooties". Moot court involves a simulated appellate court.

**2. MUN:Model United Nations**, also known as **Model UN** or **MUN**, is an educational simulation and academic activity in which students can learn about diplomacy, international relations, and the United

Nations. MUN involves and teaches participants speaking, debating, and writing skills, in addition to critical thinking, teamwork, and leadership abilities.

**3. Mediation:** Mediation is a dynamic, structured, interactive process where a neutral third party assists disputing parties in resolving conflict through the use of specialized communication and negotiation techniques. All participants in mediation are encouraged to actively participate in the process. Mediation is a "party-centered" process in that it is focused primarily upon the needs, rights, and interests of the parties. Mediation is very imp process

### **B.Participative Learning:-**

**1. Client-Counseling:** Client counseling is a vital skill in which the students of law should be trained. One of the significant functions of a lawyer is to advise the people who seek assistance in knowing the legal implications of their actions. The lawyer is looked upon to facilitate decision making in certain critical legal matters.

**2.Arbitration:** Arbitration is a procedure in which a dispute is submitted, by agreement of the parties, to one or more arbitrators who make a binding decision on the dispute. In choosing arbitration, the parties opt for a private dispute resolution procedure instead of going to court.

**3.Judgement Writing :** A judgment is the statement given by the Judge, on the grounds of a decree or order. It is the end product of the proceedings in the Court.

**4.Group Discussion:** Group of people participate on given topics and do the discussion.

**5.Online Essay:** In this activity student submit and write the current topics.

**6. Blogging:** Student write a blog and do participation and publish their write up online .

**7. Research Paper presentation :** This is a paper /article presentation by the student and scholar.

### **C.Problem Solving.**

**1. Case Study :** It develops skills in analytical thinking and reflective judgement by reading and discussing complex real life scenario the articles in this sections explain how to use Cases in teaching and provide and case studies for the Management Teaching and other disciplines .with the help of Case Study based learning student can learn real life problem.

**2.Lok Adalat:** Lok Adalat is basically based on Court Visit by the Law students and learn the live court procedure.

**3. Proono (Nyaya Sarthi):** This is a Law camp conducted by the law student to provide right direction to

rural people and farmers.

**4.Paid Internship:** In this internship student get remuneration of project work under the guidance of industry expert.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

**Response:** 100

#### 2.3.2.1 Number of teachers using ICT

Response: 54

File Description	Document
List of teachers (using ICT for teaching)	<a href="#">View Document</a>
Provide link for webpage describing the " LMS/ Academic management system"	<a href="#">View Document</a>

### 2.3.3 Ratio of students to mentor for academic and stress related issues

**Response:** 54.28

#### 2.3.3.1 Number of mentors

Response: 36

File Description	Document
Any additional information	<a href="#">View Document</a>

### 2.3.4 Innovation and creativity in teaching-learning

**Response:**

#### **Innovation creativity Teaching Learning :**

ICT has made many innovations in the field of teaching and also made a drastic change from the old



paradigm of teaching and learning. In the new example of learning, the role of student is more important than teachers. The concepts of paperless and pen less classroom are emerging as an alternative to the old teaching learning method. Documentry Movies: Documentaries and film can bring the world to students in very real ways. Why do we need stories? Stories are universal and create connections across time, place, and cultures. Now more than ever, we need stories to help us understand and connect to our fast-changing world. Impactful stories—a book, a film, or an oral story passed down from generations—have the power to bring us closer to something much greater than ourselves. Case Study Based Learning Teaching Method: With case-based teaching, students develop skills in analytical thinking and reflective judgment by reading and discussing complex, real-life scenarios. The articles in this section explain how to use cases in teaching and provide case studies for the Management, social sciences, Law and other disciplines.

### **Movies :**

Learning through aesthetics—in which cinema is included—stimulates learner reflection. As emotions play key roles in learning attitudes and changing behavior, teachers must impact learners affective domain. Since feelings exist before concepts, the affective path is a critical path to the rational process of learning. Cinema is the audiovisual version of storytelling. It enhances emotions and therefore sets up the foundation for conveying concepts. Movie experiences act like emotional memories for developing attitudes and keeping them as reflective reference in the daily activities and events. To foster reflection is the main goal in this cinematic teaching set. The purpose is not to show the audience how to incorporate a particular attitude, but rather to promote their reflection and to provide a forum for discussion. In this paper, the authors relate their experiences in cinematic teaching, particularly the effectiveness of the movie-clip methodology, in which multiple movie clips are shown in rapid sequence, along with facilitator comments while the clips are shown. The movie clip method can improve faculty teaching and stimulate their professional growth. Teachers seldom think about themselves and usually lack the time to disclose their feelings.

**Research Based Learning Studntes of Indore Institute of Law associated with:** Research Session/Moot Court Session/Placement Session/Literary Session / conducted for their overall development by the faculty for the innovative learning method for the students after implementation of Moot court Session after completion of these sessions students able to publish their research paper institution provide support to the students for research publication through

Like Richa Bagadi done internship work under the guidance of Medha Patkar

1.LVI(Legal Voice of India) ISSN No:ISSN No. 22778454      [www.legalvoiceofindiaail.org](http://www.legalvoiceofindiaail.org)

2.Udgam Vigyati      ISSN No:

2.Udgam Vigyati      ISSN No:2455-2488      [www.udgamvigyati.org](http://www.udgamvigyati.org)

3. NYAYA Disha      [www.nyayadishaail.org](http://www.nyayadishaail.org)

File Description	Document
Any additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

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

**Response:** 99.19

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	<a href="#">View Document</a>

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

**Response:** 24.06

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

2018-19	2017-18	2016-17	2015-16	2014-15
13	14	12	8	7

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 2.4.3 Teaching experience per full time teacher in number of years

**Response:** 4.84

#### 2.4.3.1 Total experience of full-time teachers

**Response:** 261.3

File Description	Document
Any additional information	<a href="#">View Document</a>

### 2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

**Response: 0**

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	00	0	00	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

**2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years**

**Response: 17.75**

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
14	10	09	05	03

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

**2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level**

**Response:**

**2.5.1 Reforms in Continuous Internal Evaluation (CIE) System at the Institutional Level**

? **Remedial Classes** are conducted for the slow learners, absentees and the students who participate in Sports, NSS activities and Placement Interviews. This practice helps struggling learners to update their subject knowledge and helps them to catch up with their peers.

? **Pre-University test** are conducted before final examinations in order to prepare the students from the point of view of the main examination.

? **Mid Terms** are carried out twice in a semester to complete the revision process by taking written tests.

? **Grand Viva** is to ensure that the student has prepared the whole syllabus by self-study and research. This viva is conducted by the internal faculties.

? **Result Analysis & Review Meeting:** Result Analysis is done by the class tutors after every mid-term test. Pass percentage of each course is calculated by dividing the total number of students appeared and passed in each course. The performance of the students is monitored by the Principal and the necessary feedback is given to the concerned faculty members. The Principal conducts Review Meetings department wise to give necessary feedback for the improvement of students' performance.

? **Progress Reports & Parents Meetings:** The Institute is keen on monitoring the performance of the students and reports to the Parents. Progress Reports are sent by the tutors to the parents after each of the test. Parents/ Guardians are advised to note the performance of their wards and take remedial measure if needed. Whenever necessary, the tutor shall recommend the visit of the parent to the college for a discussion about the student.

? **External examinations** will be conducted at the end of every semester for all the practical papers by the externals provided by the University. Students should satisfy the eligibility criteria of **75% attendance** in each semester to appear for University Examination. The students who have arrears are permitted to write their papers in both the semester examinations.

? **Crash Courses** are conducted, two weeks before examinations, to ensure ample revision for the student.

File Description	Document
Any additional information	<a href="#">View Document</a>

## 2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

### Response:

## 2.5.2 Mechanism of Internal Assessment is Transparent and Robust in Terms of Frequency and Variety

The Institute's indigenous internal assessment is transparent with due formative and summative evaluation. For effective implementation of Continuous Internal Evaluation (CIE) system at the

Institutional level, the Institute conducts **two mid-term tests, one grand viva, one paper presentation and one pre-university test per course per semester** and performance-based improvement test. The answer scripts are given back to the students after evaluation for their information, providing sufficient transparency and accountability. CIE marks are shown to students along with their answer scripts by the teacher concerned enabling them to have access to the evaluated answer scripts before the marks are forwarded to the examination section. The marks of these exams are also forwarded to the parents so as they are aware of their wards progress and development.

It also promotes the student to participate programming skill competitions, paper presentation, workshop, and seminars. CIE Components also includes Moot Court. The participation and performance of students in sports, NSS, and other extracurricular and cultural activities are also given weightage. Every year events are organized at Institute level as well as departmental level which covers all the competitions mentioned above.

Industry visits, Parliament visit and Court visits are arranged for the students and students are supposed to submit the visit reports which are also evaluated for term work marks. For each programme viz., UG, PG and Professional courses, suitable components are included in their CIE.

File Description	Document
Any additional information	<a href="#">View Document</a>

### **2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient**

#### **Response:**

### **2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient.**

There is complete transparency in the internal assessment. The criterion adopted is as directed by the university.

? At the beginning of the semester, faculty members inform the students about the various components in the assessment process during the semester.

? The internal assessment test schedules are prepared as per the university and communicated to the students well in advance.

? To ensure proper conduct of formative tests, two invigilators are assigned to each hall. Evaluation is done by the course handling faculty members within three days from the date of examination.

? The corrected answer scripts at random are verified by the HOD to ensure the standard evaluation process.

? The corrected answer papers of the students are distributed to them for the verification by the students and any grievance is redressed immediately. The marks obtained by the students in internal assessment tests are displayed on the department notice board.

? The marks obtained by the students in internal assessment tests are uploaded periodically on the institute's web portal along with their attendance, the link to which is **103.21.55.242/accsoft/**

? For moot courts, the marks/grade scored by the student for each moot court competition is indicated in the observation/record. The independent learning, practical approach to the real-time applications is tested by viva voce for moot court courses.

? For the quality of the research papers, the evaluation is done by the literary society of the college along with the faculty coordinators.

? To ensure the transparency and curb the mal practices the university has introduced jumbling system and theory end examinations are conducted at a centre other than the college.

#### **Redressal of grievances at Institute level:**

? **Departmental Level:** The continuous evaluation of students is carried out by faculty regarding theory lectures, moot court, assignments, mid-terms. The mid-term marks are allotted based on defined strategies and displayed on notice board. If there are any queries they are discussed with the concerned faculty and the Head of the Department.

? **College Level:** The Institute appoints University Coordinators for smooth conduction of examinations of DAVV. If students are facing any problems, they are solved by the Institution Chief Examination Officer appointed by the Institute itself. The grievances during the conduction of online/theory examinations are considered and discussed in consultation with the Principal and if necessary, are forwarded to the university by examination section.

? **Redressal of grievances at University level:** The queries related to results, corrections in mark sheets, other certificates issued by university are handled at DAVV examination section after forwarding such queries through the college examination section. Students are allowed to apply for revaluation, recounting and challenged evaluation by paying necessary processing fee to university if they are not satisfied with the university evaluation through college.

#### **1.DAVV Grievance Redressal Link-**

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 2.5.4 The institution adheres to the academic calendar for the conduct of CIE

##### Response:

#### 2.5.4 The Institution adheres to the academic calendar for the conduct of CIE

The academic calendar is prepared by Institute for undergraduate as well as postgraduate courses before commencement of every semester and consists of commencement of instructional activity, declaration of In Semester Examination (ISE) plans of department, mid-review of attendance and defaulter list, schedule of ISE examination and tentative schedule of End-semester examinations, review of performance of ISE, schedules of seminar, project work and PG dissertation work, end of instructional activity, declaration of ISE and test results. Academic calendar is the back bone of various teaching-learning plans prepared before start of every semester.

Every department in the Institute keeps an eye on the quality of the teaching learning by daily monitoring of teaching learning activities by the head of the department and respective class coordinator, continuous counselling through department meetings, students feedback on teaching-learning activity, brain storming in the meetings for different teaching strategies, In Semester Examinations having different modules, result analysis, The Institute refers the academic calendar to adhere the planned curriculum and other activities.

The Institute strongly trusts on transparency in its functioning. The Institute has a well-defined standard operating procedure to develop the academic teaching plans and it follows a well-defined academic calendar. The activity calendar shows the start and end of each semester stating various activities to be conducted, the internal evaluation schedule and the tentative schedule of external evaluation. The Academic Calendar helps as a source of information and planner for students, faculty, staff, and other stakeholders of the Institute. It encompasses all the processes of the Institute such as, the Student section, Administrative, Academic, co-curricular and extracurricular activities. The Institute prepares the Academic calendar by understanding the PO's and CO's so that the activities are planned accordingly.

Academic Calendar lays down a very strong foundation of the academic delivery. It further propagates the Institute's vision and mission. Preparation of the Academic Calendar begins well before the commencement of the academic year. The Academic calendar is designed in line with the affiliating DAVV's Academic calendar and takes into consideration the holidays and vacation. Academic Coordinator while preparing the academic calendar in consultation with IIL's Chairman and the Director takes into consideration feedback of previous year activities. Then it is placed before the Governing Body for approval. The academic calendar is communicated to the students by displaying it on the website, notice board, induction manual and Institute's prospectus. The Institute has built in mechanisms to ensure syllabus completion and conduct of CIE within the time frame and accordingly the various measures are taken. Remedial sessions are conducted on weekdays and on Sundays also. The Academic committee balances the trade-off between strict adherence to the Academic calendar and conduct of CIE. The Academic committee ensures the strict implementation of the Academic Calendar by monitoring activities.

Kindly see criteria 1.1.2 for the same.



File Description	Document
Any additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

**2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students**

**Response:**

### **B.A. LL. B (Hons.) (5 year integrated course) (Bachelor of Law)**

B.A. LL. B (Hons.) is five year integrated course for the students looking for a career in law along with the knowledge of arts at graduate level. This course is aimed at equipping the student with adequate knowledge of history, political science, economics and law.

### **B.B.A. LL. B. (5 year Integrated Course) (Bachelor of Law)**

BBA LL.B is a five year integrated course which offers bachelor's degree to students pursuing it. It is designed with a view to equip students with the knowledge, tools, methods and theories of law as well as management. During the course of the program students have to undergo internships where they learn various operational aspects of the profession.

### **Bachelor of Law (LL. B) Hons. –**

LL. B (Hons.) is a three year degree course in law. After graduation in any stream (Arts, Commerce and Science), the student can be admitted in this course to gain. It equips a student with the knowledge, skills and understanding along with attitude to effectively handle the requirements of legal profession.

### **Master of Law (LL. M.) 2years –**

**Introduction** – Master of Law is a 2 years masters degree course. A full time course comprises of three full semesters followed by compulsory dissertation for the fulfilment of the degree.

### **Bachelor of Social Works (BSW)**

Bachelor of social work is a graduate level program aimed at preparing them professionally at social work. It aims at delivering high quality professional learning to the students in interdisciplinary areas of Social Sciences. The purpose of the course is to create individuals to get knowledge of social work to provide services to the individuals, groups, families and also to various communities. The course enables the students to get a better understanding of social work.



## Master of Social Works (MSW)

Master of Social Work (MSW) is a post graduate program in the field of social sciences which is designed for the graduate students from any stream viz. science, arts, commerce etc. It relates to the macro and micro aspects of social work. Students at post graduate level degree program learn about human behaviour and lifespan, social welfare policy, cultural diversity and justice, social work case management practice, research methods, working methods involving individuals and groups.

## BBA (Plain) (3 years)

With various electives like Finance, Marketing & Human Resource provides functional knowledge in these areas. The institute provides global exposure for students to understand the cultural and professional etiquettes prevailing in the world. This offers wholesome growth and development of students enhancing critical thinking, managerial skills and potential ethical behavior.

## Bachelor of Commerce (3 years)

A degree course with specialization in Taxation, Computer Application and Foreign Trade enables a student to get an exposure in the field of accounting, taxation and other areas involving business transactions. The institute provides adequate teaching as well as practical exposure to student by providing them internships at various trade to learn the practical aspects of the subjects they are learning.

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

#### Response:

#### 2.6.2 Evaluation Process

Evaluation of teaching and learning is of great importance as it reveals whether the goals and targets are achieved or not at the end of the course. Every course once delivered has to be evaluated according to the set procedure for evaluation purpose so that it can be accessed whether the content delivered is useful or not and also the teaching pedagogy used is appropriate and effective or not.

At Indore Institute of Law the evaluation process is very elaborate and comprehensive. A student is evaluated on different parameters thus giving an insight to the understanding level of the student. The evaluation process is held at class level from time to time. Regular class room exercises, tests and discussions are the basic tools used.

**Periodic evaluation** of the students is done via internal examinations which are conducted twice during a semester. Along with it viva / presentation on a particular topic in each subject is also given to each student

who presents it in the class and answers the queries raised at the end of it by other faculty and other students.

**Grand viva** is also conducted during the second internal examination in which students prepare a research paper in each subject and presents it in front of a panel of faculty members who evaluate it on the set parameters. This research paper has to be published in a UGC authenticated research journal and certificate for the same is also required.

Toward the end of the semester and before the commencement of University exam a Pre University Test is conducted which is based on the pattern as per the university examination. It helps the student in preparing for the main examination. It also helps the faculty in knowing whether the course taught is understood or not.

### 2.6.3 Average pass percentage of Students

**Response:** 75.18

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

Response: 206

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 274

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

**2.7.1 Online student satisfaction survey regarding teaching learning process**

**Response:** 2.88

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

**3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)**

**Response:** 0

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

#### File Description

#### Document

List of project and grant details

[View Document](#)

**3.1.2 Percentage of teachers recognised as research guides at present**

**Response:** 3.7

3.1.2.1 Number of teachers recognised as research guides

Response: 2

#### File Description

#### Document

Any additional information

[View Document](#)

**3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year**

**Response:** 0

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

3.1.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 228

### 3.2 Innovation Ecosystem

### 3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

**Response:**

### 3.2.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

**Response:** The Institute has created an appropriate ecosystem for Research and Innovation by recruiting & developing desirable human resource, taking initiative for creation & dissemination of knowledge and establishing state of the art infrastructure.

The details are as under –

1. Human Resource Development: The Institute recruits dynamic & vibrant young faculty along with distinguished experts at senior level to mentor & channelize the young students and budding lawyers. The faculty members are constantly groomed through training programs and providing exposure & support by the Institution to upgrade their expertise and knowledge via conferences, seminars and guest lectures. Faculty members are granted leave and provided with financial support to attend similar activities outside the Institute.
  2. Excellent research infrastructure has been created, seed funding is provided to pursue specific research programs. The Institute provides open access to research portals to all the faculties and students.
  3. To facilitate networking and establish collaboration for undertaking multi-disciplinary and interdisciplinary research, Indore Institute of Law regularly invited eminent expert from the Legal fraternity for lectures.
  4. Indore Institute of Law endeavours to disseminate knowledge through innovating methodologies, for the same purpose the Institute has endeavoured to create various student societies facilitated by faculty coordinators, the societies function prominently as incubators of knowledge dissemination and innovative practices.
- 
1. The Moot Society – The moot court competition is an essential and indispensable part of the legal education; the society created herewith is for the purpose of facilitating the learning of practical lawyerly skills by the students and to provide the training and knowledge in an innovative manner. The society functions under the aegis of expert faculties and conduct several events throughout to establish positive learning atmosphere.
  2. The Literary Society – The Literary Society comprises of the event organization wing and the research & publication wing, while the event wing focuses on providing opportunities to the students to learn and function through innovative practical exposure, the research & publication wing is focused on improving the quality of research conducted and produced within the institution and outside, by providing training sessions and opportunities towards research and publication working.
  3. The Legal Aid Society – The legal aid society of the Institute works toward inculcating a sense of social and moral obligation in the students so as to be responsible citizens and lawyers in the future, the practices conducted by the Legal Aid Society aids in the learning and growth of the Institute and the members associated with it in an academic and humane manner.

File Description	Document
Link for Additional Information	<a href="#">View Document</a>

### 3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

**Response: 2**

3.2.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	01	0	00	01

File Description	Document
Report of the event	<a href="#">View Document</a>
List of workshops/seminars during the last 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.3 Research Publications and Awards

**3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research**

**Response: Yes**

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards**

**Response: No**

File Description	Document
Any additional information	<a href="#">View Document</a>

**3.3.3 Number of Ph.D.s awarded per teacher during the last five years**

**Response: 0**

3.3.3.1 How many Ph.Ds awarded within last five years

3.3.3.2 Number of teachers recognized as guides during the last five years

Response: 2

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	<a href="#">View Document</a>

**3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years****Response: 0**

3.3.4.1 Number of research papers in the Journals notified on UGC website during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
List of research papers by title, author, department, name and year of publication	<a href="#">View Document</a>

**3.3.5 Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years****Response: 0**

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
List books and chapters in edited volumes / books published	<a href="#">View Document</a>

### 3.4 Extension Activities

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

##### Response:

The Institute promotes regular engagement of faculty, students and staff with neighbourhood community for their holistic development and sustained community development through various activities. Every year the Institute delves in the development of moralistic, social and humane value in the students and all other members of the Institution.

1. In order to do so, the institute organizes yearly street plays, takes primary initiative to create awareness through marathons and educational seminars and lectures. Being a legal education institution, the college primarily focuses on the aspect of providing free legal aid to the neighbouring communities, having a fully functional legal aid clinic in the college the institute ensures that the students are sensitized to the changing needs of the society around and are empathic to the various sects in the society and their needs.

Various awareness programs, workshops, rallies and road shows with themes like cleanliness, green environment & tree plantation, gender sensitization, traffic rule awareness, demonetization and digital payment, and empowerment of girls and women; and help acid-attack survivors are organized.

1. Continuous voluntary activities by students to maintain cleanliness in and around the Campus, create awareness about the role of clean environment in human health and contribute to the National Swachh Bharat Abhiyan
2. Awareness of Legal Rights
3. Engagement with NGOs working in the area of elimination of discrimination and upliftment of the exploited sects of the society
4. Association with various initiatives for enhancement of humane value in the students and faculties of the institution.
5. Old Age Home Visits
6. Women empowered camps and activities, self defence trainings

##### Impact & Sensitization:

Exposure to extension and outreach activities sensitize the students towards social issues and also to legal and social remedies for matters like domestic violence, dowry, child abuse, beggars, female child, victims of violence, old and infirm, refugees and displaced persons etc. The activities conducted lead imbibing the values of social responsibility such as:

- 1.To help people in need and distress
- 2.To understand the woes of the exploited sects of the society
- 3.To understand and share the need of under privileged children
- 4.To promote cleanliness in all span of life and common places, slum areas.
- 5.To acquire social values and a deep interest in environmental related issues.

#### Learning outcomes of the activity:

1. Enlarge the knowledge of societal issues and problems and to search solution by getting involved with their lives.
2. Build up relation and tie up with organizations/NGO to carry forward humanitarian work in future. 3. Develop a passion and brotherhood towards community, affected people/animals and destitute. 4. Develop skill and aptitude for problem solving.
5. The skills developed include social skills communication skills, management skills, leadership skills, analytic skills, perceptual skills etc.

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

**Response:** 0

3.4.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	00	0	0

File Description	Document
Number of awards for extension activities in last 5 years	<a href="#">View Document</a>

#### 3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years



**Response: 4**

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	1	0

File Description	Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	<a href="#">View Document</a>

**3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years**

**Response: 2.88**

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
92	0	92	0	37

File Description	Document
Average percentage of students participating in extension activities with Govt or NGO etc	<a href="#">View Document</a>

**3.5 Collaboration**

**3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years**

**Response: 16**

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job

training, research, etc year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	4	6	2	4

File Description	Document
Number of Collaborative activities for research, faculty etc	<a href="#">View Document</a>

### 3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

**Response:** 0

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	0	00	0

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	<a href="#">View Document</a>
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

**Response:**

The following detail shows the infrastructure facilities available at our Institution

- ICT Enabled Classrooms
- ICT facilities
- Computer lab
- Moot Court Hall
- Library hall including Digital Library
- Conference hall
- Common rooms
- Gardens
- Canteen
- Hostels (separate for boys and girls)
- Toilet facilities
- Drinking water facilities

**ICT Enabled Classrooms**

- Institution has 21 (twenty one) well-furnished, well ventilated, fully air conditioned spacious classrooms for conducting theory classes with a seating capacity of 60 students. Each class room in our Institution is provided with ICT enabled equipment's like Computers, Projector, audio system and 24x7 Wi-Fi connectivity facilities.

**ICT facilities**

- Institution has ICT facilities including 24X7 Wi-Fi connectivity and Internet/ LAN in the entire campus including hostels.

**Computer lab**

- Institution has a separate computer lab for all the students. Total quanta of computers allotted are 50
  - 30 pc in Computer lab
  - 20 pc in E- Library

### **Moot Court Hall**

- Institution has a Moot Court Hall which is well equipped, well-furnished, fully air conditioned 24x7 Wi-Fi connectivity and well maintained not only for carrying out curriculum oriented practical's but also to carry out International Competitions. The MC Hall is established as per BCI and DAVV norms.

### **Library Hall including Digital Library**

- Institution has a very spacious, well equipped Library with references and text books, journals, e-journals, magazines, e-books, E-learning facility and newspapers etc.
- Institution has Book bank facility where students can borrow the books and use for the complete semester
- Institution also provides remote access facility to the students and faculties to access the Library out of the campus.

### **Conference Hall**

- Institution has a state of art, well maintained and luxurious hall to conduct conferences, seminars and workshops for students and faculty members with a capacity of 180 people.
- Conference hall is completely air conditioned. It is equipped with Computer, projector, white board, public addressing system with Wi-Fi connectivity.

### **Common Rooms**

- Institution has a separate common room for girls and boys respectively.

### **Gardens**

- Institution has three gardens. Institution allows faculties to conduct open classes in the gardens. Institution conducts special Yoga session once in a year on the birthday of Swami Vivekanand. Institution also allows sports and games activities in the gardens.

### **Canteen**

- Institution's canteen serves fresh, wholesome food & snacks. The quality is checked regularly by authorities responsible. Hostlers can use the canteen for breakfast, lunch, evening tea and dinner and other students are also authorizing for similar facilities.

### **Drinking water facilities**

- Institution has clean drinking water for all the students and staff which are well connected with RO.

#### **Hostel Facility – Accommodation available**

- Institution has one boys' and one girls' hostel
- Both the hostels have basic amenities like lift, bed, table, chair, tube light, fan, cupboard, 24x7 Supply of electricity, water, water heater, 24x7 etc.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

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

##### **Response:**

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

Details of the facilities available for;

##### **Sports:**

##### **Indoor games facility**

- Our Institution has sports facilities for Indoor games like Table-Tennis, Carrom, and Chess, Dart etc.

- **Carrom Board**

- **Table Tennis**

- **Chess**

- **Dart board**

### **Outdoor games facility**

• Our Institution has three playgrounds which are used by the college for outdoor sports. On an average 450-500 students use it daily for Football, Cricket, Volleyball, Basketball, Kabaddi, Tug of War, Surcuite Training, Street Foot Ball etc. we are provided Track suit and T- shirts with lower for practice.

• Institution has separate sports room for keeping the sports equipment.

We provided Separate uniforms for players who are participating in intercollegiate events.

• There is provision for providing TA/DA to players for participation in State and National events.

• There is a provision for Refreshment and Lunch to participants and staffs for various events.

• Winners are felicitated with mementos/ trophies/ cash awards.

• Dias, Mike arrangements, Podium, Banner for felicitation during annual meet are arranged by the institution.

• Our Institution provides its playground for organizing events to other colleges.

• Our Institution organized inter college sports event with other colleges.

• During annual sports meet there is provision for audience gallery for the spectators.

### **Our Institution has three Grounds**

**Ground no. 1 :** Volley Ball, Kabaddi. (350-400 students can participate.)

**Ground no. 2 :** Cricket, Football, Surcuite-training, Tug of war. (350-400 students can participate.)

**Ground no. 3 :** Jewelling throw, shot put, broad jump. (350-400 students can participate.)

### **Gymnasium**

- Our Institution has a very well equipped gymnasium. There is a gym instructor for students and staffs. There is a permanent caretaker of the gymnasium.

### Yoga Centre

- Our Institution has a separate yoga centre where Yoga teacher helps students in keeping them healthy.

### NSS

- The user rate of participants is approximately 60 during special events like NSS.
- Our Institution has two NSS units, Boy's unit- 35 and Girl's- 25
- The college has two separate officers for NSS, namely Mr. Pankaj Dwivedi and Mr. Digpal singh Chauhan are appointed to take care of boys and girls units respectively. The students get an exposure to show their courage, leadership, inter-personal skills and other talents in these two programs to enhance their overall personality.

### Facilities for Cultural Activities:

Our college conducts very cultural activity like Induction Exordium, Garba day for grooming of students and our students are participate in various drama, music and dance competitions and brings many prizes at inter-collegiate and state level competitions. Our Institution provides space; funds and administrative support to help students for participate in cultural activities. The auditorium, ladies rooms and sometimes even class rooms are used for rehearsals and practice. The College also provides funds for dresses, property for making sets and instruments like band set etc.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class,

LMS, etc

**Response:** 100

#### 4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 22

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	<a href="#">View Document</a>
any additional information	<a href="#">View Document</a>

#### 4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

**Response:** 0

##### 4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Details of budget allocation, excluding salary during the last five years	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1 Library is automated using Integrated Library Management System (ILMS)

**Response:**

*Library is automated using Integrated Library Management System (ILMS)*

In this head we are providing all library details regarding (ILMS)

- Name of the ILMS software -
- Nature of automation (fully or partially)
- Version



- Year of automation
- **4.2.1 details:-**

We use the latest version of **ERP ACC Soft 2.0** (System for Library and Information Management) which is an integrated package for cataloguing, circulation, serials control, OPAC, web OPAC and other house-keeping operations.

**Nature of Automation:-** Partially automation (first year is fully automated and working on full automation of senior semesters). Manual cards are kept as supporting documents for students and faculty. N-LIST Video Lectures Facilities provide for students & Staff.

- **Version 2.0**
- 
- Total number of computers for public access.
- Total number of printers for public access
- OPAC
- Electronic Resource Management package for e-journals
- Participation in Resource sharing
- Library Webpage.
- In-house Publications
- Library automation
- **Total number of computers for public access:** There are 20 computers in the library to be used exclusively by students.
- **Total number of printer for public access:** There is one scanner and one printer for public access in the library.
- **OPAC :** On-line Public Access to the library collection is available. This makes it possible to search not only a word at the beginning of the field (e.g. Author, Title, etc.) but occurring anywhere in the field. Library also has web OPAC which is available at Intranet level.
- **Electronic Resource Management** package for e-journals : is available through **INFLIBNET – NLIST** (e.g. access to **J-STOR**), **Lexis Nexis** and **Manupatra** and **SCC** Online databases .
- **Participation in Resource sharing networks / consortia** (like Inflibnet) : Member of INFLIBNET (N-LIST) program since 2018, which provides access to 6000 e-journals and 97,000 e-books, including well-known Law database J- STOR.
- **Library Webpage :** We have develop LAN based library webpage for access of all types of e-resources.
- **In house publication:- Law Journal:** The legal voice of India, **udgam vigyati** and **Nyay Disha newsletter**.
- **Library Automation:** Library is Partially Automated (circulation has started in first year students 2018-23 batch and in under process given this facility to all senior students). Library is partially computerized. It uses the latest version of ERP ACC Soft 2.0 (System for Library and Information Management) which is an integrated package for cataloguing, circulation, serials control, OPAC, web OPAC and other house-keeping operations.
- **Remote access to e-publications:** E-journals – Library subscribes to 4 national and international law databases. In addition, users have access to 6000 e-journals through N-LIST from INFLIBNET program and Lexis Nexis online databases.

- **Bar Coding of Library Books** started in 2017. Bar Coding of around 80% books has already been done.
- **Digital Library facility** is provided to free access (Such as e-books, e-journals, e-newspapers, handbooks, encyclopedia and dictionary etc.) to students and faculty members of Law is for skill development and to help your research work. To access online library please login this **IP Address 172.16.10.61** in your PC at IIL Campus only. For kinds assistance towards access to online library please contact **Librarian**.

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

##### Response:

#### 4.2.2 Collection of rare books, manuscripts,— Nill at present.

The Library and Information centre, IIL is one of the best Law college libraries in the state. It started its function with a vision to serve the information needs of its users and it mainly holds books related to **Law** and allied subjects. **Indore Institute of Law established its library in the year 2003.** The library collection is about **12,896** Volumes including **1782** reference books. The library amazingly rich collection contains Abstracts, Directories, Yearbooks, and Bibliographical sources, Textbooks, Project, Dissertations, **Hindi-English Literature and General books including Special Reports and novels.**

The library is also subscribing for **20+4** Law (National and International) Journals, 10 general magazines and library has subscribed 04 full text online databases like **Manupatra, SCC (Supreme court cases), Lexis Nexis** online legal databases and **N-LIST- INFLIBNET**. A Comprising of more than 6000 journals e-resources. Digital library with 20 systems to access the E-Journals, E-books, E-magazines, E-newspapers, CD/DVD's are available in library. Library & Information Centre provides uncompromising information and intellectual requirements to its students and faculty with an user-friendly approach. It offers a fully integrated and dynamic environment for conducting academic study. Multiple copies ensure that resources are easily available in Reference Section and Stock Section as well. Beside this, it provides Lending of books and journal back volumes, reservation of books, photocopying, CD/DVD and Internet services, etc.

##### Library summary:-

Total number of books	12896
Journals	20 National
	04 International
Databases	04

Reference books	1782
Titles	1330
<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**4.2.3 Does the institution have the following:**

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

**A. Any 4 of the above****B. Any 3 of the above****C. Any 2 of the above****D. Any 1 of the above****Response:** A. Any 4 of the above

<b>File Description</b>	<b>Document</b>
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)****Response:** 2.51**4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)**

2018-19	2017-18	2016-17	2015-16	2014-15
3.15	2.66	2.70	4.02	00

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

#### 4.2.5 Availability of remote access to e-resources of the library

**Response:** Yes

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 4.2.6 Percentage per day usage of library by teachers and students

**Response:** 2.74

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 55

File Description	Document
Any additional information	<a href="#">View Document</a>

### 4.3 IT Infrastructure

#### 4.3.1 Institution frequently updates its IT facilities including Wi-Fi

**Response:**

- The institute provides Wi-Fi/LAN connectivity across the campus to its students which runs on a 55mbps dedicated lease line which ensures faster connectivity. The internet facility via wifi is provided in both the hostels (boys and girls).
- Indore Institute of Law has an e-resource center since from 2015 which uses computers for providing various e-resources to its students. **Manupartra, SSC, Lexis Nexis and N-LIST** are the e-resources provided.
- The computer systems are connected via **LAN** facility. It also hosts ERP software which is accessed

by faculty as well as students equally.

- The classrooms are all ICT enabled and use the latest art of the technology. Teaching is mostly done using projectors. The software used is licensed and updates are also incorporated on regular intervals as per the availability.
- All the computer systems are guarded by a firewall called '*Fortinet*' which helps in thwarting the outside threats and safeguards the system.

Following table shows the upgrading of Internet speed

Year	Speed
10/05/2019	55 MBPS
10/02/2019	33 MBPS
10/04/2018	26 MBPS
10/08/2016	20 MBPS
10/06/2015	10 MBPS
10/06/2014	4 MBPS
10/04/2014	2 MBPS

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 4.3.2 Student - Computer ratio

**Response:** 6.81

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

**>=50 MBPS**

35-50 MBPS

20-35 MBPS

5-20 MBPS

**Response:** >=50 MBPS

File Description	Document
Any additional information	<a href="#">View Document</a>

**4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)****Response:** No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	<a href="#">View Document</a>

**4.4 Maintenance of Campus Infrastructure****4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years****Response:** 31.54

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

2018-19	2017-18	2016-17	2015-16	2014-15
7	130.7	70.6	68.5	80.8

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	<a href="#">View Document</a>
Audited statements of accounts.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 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:

**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

- The institute hosts a number of departments and has a huge infrastructure which needs maintenance from time to time. Mr. Kamal Vyas, Executive Director Administration is the one who look after the entire facility with regard to updating and maintenance of the entire infrastructure. The facility comprises of various class rooms, offices, staff rooms, auditorium, libraries, corridors, lawns, ground, washrooms, store rooms, hostels (boys and girls), canteen etc. All these are further divided into separate categories.
- Building infrastructure requires periodic maintenance due to wear and tear to interior and exterior structure of the building. Furniture in classroom does require maintenance with regard to damage caused to it. Painting of infrastructure, maintenance of wall papers, posters, quotes, air conditioners, etc. also requires maintenance.
- Equipments like projectors, computers, furniture, fans and lights, electrical components like switches, wires, switch boards, hardware components like nut bolts. Cartridges, toners are also changed from time to time due to wear and tear.
- All the computer systems are protected by antivirus software and the subscription is renewed every year for safe and sound functioning of computers and to safeguard against virus threats.
- Hostels are cleaned on a regular basis by a house keeping agency which looks after the entire premises for cleanliness and other sanitary works. Similarly to maintain the ground and lawns gardeners are appointed who are responsible for proper up keeping of the same.
- Transport in-charge looks after the maintenance of various college vehicles like buses, vans, cars etc. which are used to carry students, staff from and to the college. Running of vehicles on time is the responsibility of the transport in charge.
- Security at the campus is provided by an outside agency which is responsible for providing security inside the campus

File Description	Document
Any additional information	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

**Response:** 14.46

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
178	193	163	239	250

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	<a href="#">View Document</a>
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

**Response:** 0.61

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
16	10	13	10	00

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 5.1.3 Number of capability enhancement and development schemes –



1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

**Response:** E. 3 or less of the above

File Description	Document
Details of capability enhancement and development schemes	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>

#### 5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

**Response:** 8.15

5.1.4.1 Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
93	139	152	111	102

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years****Response:** 0**5.1.5.1 Number of students attending VET year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	00	00	0

File Description	Document
Details of the students benefited by VET	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases****Response:** Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View Document</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>

**5.2 Student Progression****5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 1.02**5.2.1.1 Number of outgoing students placed year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
6	6	0	0	0

File Description	Document
Details of student placement during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 5.2.2 Percentage of student progression to higher education (previous graduating batch)

**Response:** 8.03

#### 5.2.2.1 Number of outgoing students progressing to higher education

Response: 22

File Description	Document
Details of student progression to higher education	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

**Response:** 18

#### 5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	0	0	0

#### 5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
4	5	3	7	6

File Description	Document
Upload supporting data for the same	<a href="#">View Document</a>
Number of students qualifying in state/ national/ international level examinations during the last five years	<a href="#">View Document</a>

### 5.3 Student Participation and Activities

#### 5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national / international level (award for a team event should be counted as one) during the last five years.

**Response:** 0

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	00	00	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	<a href="#">View Document</a>
e-copies of award letters and certificates	<a href="#">View Document</a>

#### 5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

**Response:**

Indore IIL has always given excellent results in academics since its foundation year. The college has 8 Societies, an election commission and the Students Council.

The Student's Council is the highest student body at Indore IIL as it consists of the leaders and the chosen representatives of the Students. These representatives are elected by a system of voting. The Student council consists of The President, The Brand Ambassador, The Chief Election Commissioner, The Secretary, The Treasurer and The Chief managing editor. The Chief Election Commissioner is the head of The Election Commission is responsible for conducting elections, The Secretary is responsible for the paperwork of all society, The Treasurer is responsible for checking the accounts, The Chief Managing editor is in charge of all the publications. The first Student Council was elected in the year 2017 and

consisted of 8 acting members and one member invitee.

The societies are-

- **Moot Court Society-** The moot court society conducts Intra and inter college moot court competitions for the training of students and to teach the students about court mannerism and the art of mooting.
- **Literary society-** Works towards conducting literary events and competitions which helps the students to develop better oration skills. This society is responsible to take sessions for teaching the students about debating and other oration skills.
- **Legal Aid society-** The legal aid society works towards conducting of welfare programs like the NSS camps, charity drives etc.
- **Placement society-** the placement society works for the internships and placements of the students. This society also helps students in building their CV by the way of providing the students necessary sessions.
- **Alumni society-** This society is responsible for keeping in touch with the Alumni of the college and also making links between old IILi as to New IILians.
- **Online Society-** This Society Maintenance of Website, Bulletin Board and Notice Board. Maintenance of college page at social Networking sites. Drafting of E-mail invites for various level competitions held by IIL, Maintenance of computer lab and wi-fi access including library work.
- **Sports society-** The Sports society conducts various sports events, competitions which help the students to achieve overall growth. They **Disciplinary society-** This society consists of the class representatives of all the classes right from the first semester till the students of LLM and responsible for the discipline and to maintain the order and decorum of the institute.

#### Composition of the Societies:-

All the societies are lead by society Presidents, there are also posts for the Secretary and Treasurer within the societies. The societies are also guided by faculty coordinators under whose guidance the entire system works.

#### Club Culture at IIL

Indore IIL introduced the concept of clubs in management courses conducts management activities. The club composed of a faculty coordinator along with 2 student coordinators. Clubs are

- **Finance club**
- **Marketing club**
- **IT club**
- **HR club**
- **Entrepreneurship & Placement club**
- **Production club**
- **Scholarly club**
- **Cultural Club**
- **Sports club**

File Description	Document
Any additional information	<a href="#">View Document</a>

### 5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

**Response: 2.2**

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	01	04	03	03

File Description	Document
Report of the event	<a href="#">View Document</a>
Number of sports and cultural activities / competitions organised per year	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 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 non financial means during the last five years**

**Response:**

Indore institute of law organized four Alumni meets in last 5 years to bring together its alumni so that they can share their experience at IIL and its impact on their lives.

### 1. Alumni Meet – Year 2015

The Alumni Society of Indore Institute of Law organized the alumni Meet on 19th September, 2015 in the very famous Fortune Landmark Hotel of Indore. The main Agenda of the meet was to bring together all the graduates and post graduates and post graduates students. The alumni included many esteemed people of the Society like civil judges and well known lawyers practicing in District and High courts.

**Outcome of Alumni meet:-**

**Financial Contribution:-**

In this alumni meet 2,50,000/- Rs. collected towards alumni fund, and IILians decided they will deliver guest lectures voluntarily

### **1. Alumni Meet – Year 2016-**

Indore Institute of Law witnessed the success of the Alumni Meet on 26th June 2016. The meet was accompanied by the grand concert of the renowned singer Ms. Aditin Sigh Sharma.

**Outcome of Alumni meet:-** Formation of alumni board ,collection of 1,19000/- Rs. towards alumni fund, career counseling to juniors.

### **1. Alumni Meet – Year 2017**

Indore Institute of Law witnessed the success of its Alumni Meet i.e. the Alumni Fair in IILPUR on 15th January 2017.

**Outcome of Alumni meet:-** Financial Contribution 2,15000/- Rs. towards

alumni fund, guest lectures, free internship under their guidance

**1. Alumni Meet – Year 2018** - The Alumni Society of Indore Institute of Law organized the alumni Meet on 10th September, 2018 in the very famous Syaji Hotel of Indore. The main Agenda of the meet was to bring together all the graduates and post graduates and post graduates. The alumni included many esteemed people of the Society like civil judges and well known lawyers practicing in District and High courts.

**Outcome of Alumni meet:-** Financial Contribution of 2,15000/- Rs. towards alumni fund and guest lectures.

**1. Alumni Meet – Year 2019** - Indore Institute of Law, Indore organized “Shaam – E – Alumni” (Alumni Meet 2018) for the ex-students of Indore Institute of Law. The eve was organized to provide a platform to the Ex iilians to share their experiences related to not only Indore Institute of Law but also with their professional and personal life after graduating from Indore Institute of Law. **The institute also invited old faculty members along-with various business associates of the institute.** The talk show was preceded by fun filled games for the alumni who enjoyed enthusiastically.

**Outcome of Alumni meet:-** Financial Contribution of 2, 25000/- Rs.

towards alumni fund, internships to their juniors and also deliver guest

lectures and give career guidance from time to time.

File Description	Document
Any additional information	<a href="#">View Document</a>

**5.4.2 Alumni contribution during the last five years(INR in Lakhs)****? 5 Lakhs****4 Lakhs - 5 Lakhs****3 Lakhs - 4 Lakhs****1 Lakh - 3 Lakhs****Response: <1 Lakh**

File Description	Document
Any additional information	<a href="#">View Document</a>
Alumni association audited statements	<a href="#">View Document</a>

**5.4.3 Number of Alumni Association / Chapters meetings held during the last five years****Response: 8****5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	2	2	0

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>



## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

##### Response:

Indore Institute of Law under the aegis of ICON Education Society, Indore was established in the year 2003. It was the dream of the college management to provide qualitative education to students who want to pursue a dignified career in Law. Believing in imparting education of international standards and following academic ethics in pursuit of excellence, Indore Institute of Law, having an impressive world class and expansive infrastructure of state of the art architectural buildings for academics, library, hostels, cafeteria, auditorium, administrative buildings, play zones for the students who are pursuing a course in Law, Commerce and Management courses. Indore Institute of Law has been conferred Rank No. 1 amongst private Colleges of Madhya Pradesh, Chhatisgarh and Rajasthan.

##### Vision

To be a premier source for legal education, training and vision to generate-organize-promote-preserve academic milieu to educate a dedicated group of committed law students. Academic excellence, integrity, outstanding teaching service are the core values of Indore Institute of Law which have been visualized in this institution. The think tanks of this premier institution have upheld scholarly research, professional leadership, integration of teaching research as top priorities.

##### Mission

Indore Institute of Law has a mission to strengthen, cultures, values, ethos, fellowship, inheritance and spread of education to all as an inherited social commitment. The administration and teachers of Indore Institute of Law have undertaken a mission to provide an engaging teaching and learning environment for students of diverse origins, experience, needs, abilities and goals. The teaching staff ensures making the curriculum exciting, stimulating in creating and disseminating knowledge for the students, necessary to contribute as individuals and global citizens effectively and creatively.

Indore Institute of Law teaching fraternity guides students chart realistic career paths and develop skills necessary to achieve intellectual and personal growth. The students follow academic programmes and services which provide supplemental support to both teaching and learning. The college authorities ensure

promotion of activities which focus on the development of the students .

The management of Indore Institute of Law grooms leadership among the teaching faculties in accordance with their services in this institution. The management empowers, encourages and supports the involvement of the staff in the improvement of the effectiveness and efficiency of the institutional process .

Teachers are appointed as chairpersons of various committees who undertake co-curricular and extracurricular activities. A student council with the consent of the management and teachers, ensures all round development of the students The students are encouraged by the teachers to join clubs, for grooming them into thorough professionals .

Indore Institute of Law promotes various publications viz. The Legal Voice of India (Law Journal), Udgam Vigyati - (Journal of Management) and Nyaya Disha (Monthly News Letter).

### **6.1.2 The institution practices decentralization and participative management**

#### **Response:**

#### **Administration of the College**

The Executive Director (Administration) and Chief Administrative Officer head of the Administration of the college having a role in improving the teaching policy and policy making with a team of officers delegated to controlling the establishment, finance and transport. Its purpose is to make certain that everything is done in accordance with procedure. Educational administration is generally tradition based and tends to rely on rules procedures and techniques.

#### **Academic Coordinators**

The Indore Institute of Law, hierarchy has put in place “Academic Coordinators” for proper coordination, they are drawn from students council for proper coordination (Human Resource Coordinator, Event Coordinator, Placement Coordinator, University and Exam Coordinator, Publication Coordinator, Transport Coordinator, Campus Coordinator and Canteen Coordinator). The Coordinators are changed every year to bring in fresh talent.

#### **Students Societies**

There are societies formed from among the students, namely Literary society, disciplinary society, Placement Society, Online Society, Sport Society, Alumni Society, Election Commission Society and Legal Aid Society which engages and develops their mental attitudes and become humane in the core of their hearts. These societies host dazzling events from time to time, these activities inculcates participative management.

#### **Academic Activities**

The Principal of the college discusses with the heads of department for the assignment to be done. The Head of Department assigns the work to the faculty working in tandem. The faculty's point of view is also taken and the resultant team work accelerates the performance levels. The Head of Department plans the calendar of events, lesson plans, diary of write-ups and supervises the activities completed and ensures that the work is done in time.

### Case Study

The admission mechanism at Indore Institute of Law exemplifies decentralization and participative management. The Higher management has formed an admission cell, which conducts entrance test i.e. Indore Institute of Law entrance Test (IILET). We follow the rules of Madhya Pradesh Higher Education Department, Bhopal and Devi Ahilya Vishwavidhyalaya, Indore for giving admission to the students. The prospectus is first prepared and the various courses to be taught are outlined. Applications are segregated on the basis of merit. Counseling is conducted in three phases. Being a Minority unaided College the Admission Committee has complete rights to take decision over the matters related to the admission.

Accounting by an experienced Chartered Accountant is followed. Sanctioned money by the accountant is allocated by the convenors and necessary proof of expenses is handed over to the accountant. The Academic Coordinator and Student's Societies have been given the entire responsibility for conducting the activities within the budget allocated to them. The Head of Department keeps a track on every activity conducted and the expenses incurred, in coordination with the Head of Department and Accountant.

## 6.2 Strategy Development and Deployment

### 6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

#### Response:

Criteria	Perspective Plan
Infrastructure and Learning Resources	<ol style="list-style-type: none"> <li>1. Setup Infrastructure to suit differently abled students</li> <li>1. Tie-ups with sports complexes in the vicinity</li> <li>1. Provide for Digital Library facilities for students</li> <li>1. Annual Maintenance Contract (AMC) to be renewed for Infrastructural requirements</li> </ol>

Innovation, Research and Extension	<p>1. More specialization based Seminars to be</p> <p>1. Memorandum of Understanding (MoU) with Governmental Organization (NGO) to be Mutual benefits.</p> <p>1. Counseling and Motivating staff to take NET programmes.</p> <p>1. Arrangements for staff exchange program colleges and Universities.</p> <p>1. Convertor of Business Lab into Learning practical learnings.</p>	
Curriculum Aspects	<p>1. Addition of inter disciplinary courses.</p> <p>1. Introduction of Certification courses.</p> <p>1. Priority to develop study materials for all the college.</p>	

	1. Plan for complete digitalization of study	
Learning, Teaching and Evaluation	<p>1. Innovation in value added programmes v guidance.</p> <p>1. Teaching on different Information and c technology (ICT) tools which can be add teaching</p> <p>1. Sessions to be conducted by subject exp pedagogy.</p> <p>1. Faster resolution regarding examination</p> <p>1. Designing of Degree attributes.</p>	
Support and Progress for Students	<p>1. Encouragement of students to participate exams and arrangements to be made for through tie-ups with external agencies.</p> <p>1. Alumni to be approached for their contri activities.</p> <p>1. Increment of more programmes at Intern</p> <p>1. Encouragement of students for field lear respective subjects of study.</p>	
Leadership, Governance and Management	1. Conducting conferences/ Seminars/Work	

and International level in a common person

1. Strengthening of E-Governance in all sports activities.

1. Compliance committee to be set up with governance at the college level.

1. Staff rotation every year among different

1. Feedback mechanism regarding performance for peer to peer, staff to Principal and Academic

## 6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

### Response:

#### 1. Policy of Recruitment

Recruitment of the academics on the post of Assistant Professor, Associate Professor and Professors are done as per the guidelines of the UGC. A Selection Committee is constituted with two representative from Devi Ahilya Vishwavidyalaya, Madhya Pradesh Higher Education Department, Bhopal and the Governing Body members of the college.

The requirement of staff is forwarded by the Principal of the College to the Governing body. The interview dates are announced well advance in three leading newspapers. The interviews are conducted, the candidates selected and after approval from the Governing Body, appointment letters are issued.

#### 2. Policy for Promotions

At the entry level, the academic staff gets the designation as Assistant professor, followed by Associate Professor, Professor and Senior Professor. The promotion's are done as per the rules of University Grants Commission (UGC).

#### 3. Service Rules

Icon Education Society which governs Indore Institute of Law has enacted bye-laws in the form of compendium defining the service rules.

#### 4. Grievance Redressal Committee

There is a grievance redressal mechanism in the college which is handled by a committee. Suggestion Boxes and Complaint Boxes in different locations of the college campus contributes significantly in filing the grievance. The grievance of guardians or parents are addressed by the class counselors, attendance committee, along with the Principal. The grievances of the staff are redressed by the Principal in a face to face interaction.

#### 6.2.3 Implementation of e-governance in areas of operation

- 1.Planning and Development
- 2.Administration
- 3.Finance and Accounts
- 4.Student Admission and Support
- 5.Examination

- A. All 5 of the above
- B. Any 4 of the above
- C. Any 3 of the above
- D. Any 2 of the above

**Response:** D. Any 2 of the above

File Description	Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	<a href="#">View Document</a>

#### 6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

**Response:**

Keeping in mind the all round development of the students various committees have been formed in the institution. The members of these committees decide the activities for the academic year. All events are planned in advance, financial budgets are approved, programmes implemented without any hitch and the activity conducted is recorded. The committee members meet every month and discuss, plan and implement any programme scheduled.

**Case Study:- International Moot Court Competition**

The planning of this competition began 3 months in advance. A meeting was held with the Head of Department as Chairperson along with the Moot Court Society members.

The students and staff gave suggestions and after considering the suggestions, the date was fixed for the International Moot Court Competition. The Governing Body of the Society was informed and after seeking approval, the preparations started. The brochure of the competition was designed, approval of the Chief Guest was obtained. Letters of the invitation along with the brochure was sent to the leading 50 colleges of the country. After getting the affirmation from the colleges, stay and food arrangements in the hostels were planned in advance. Transportation facility and food menu were finalized. On this occasion 38 teams participated with over all 210 students. The competition was a great success and the students exhibited extraordinary performance. After the competition concluded, a proper documentation was followed and report with the photos of the competition was submitted, the minutes of the meeting were well documented.

**6.3 Faculty Empowerment Strategies****6.3.1 The institution has effective welfare measures for teaching and non-teaching staff****Response:**

The institution has effective welfare measures for non teaching staff and teaching staff as well. The college has numerous beneficial welfare facilities provided by the governing board to all the employees of the college. Following are the details of the welfare measures provided to the staff.

1. Provident Fund contribution to ministerial staff
2. Performance based incentive to staff
3. Annual get-together
4. Staff Outings
5. Fees concession for staff children in this college
6. Financial assistance for the teachers doing research work
7. Treating the staff on duty if they go to attend Seminars, Competitions
- etc.
8. Salary as per UGC scale

**6.3.2 Average percentage of teachers provided with financial support to attend**



**conferences/workshops and towards membership fee of professional bodies during the last five years****Response: 0**

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	<a href="#">View Document</a>

**6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years****Response: 0.8**

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	02	01

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years****Response: 0**

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	0	00	00

File Description	Document
Details of teachers attending professional development programs during the last five years	<a href="#">View Document</a>

### 6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

#### Response:

Faculty performance appraisal is done by the management at the end of each semester, subject wise result analysis and the participation and contribution made by the faculty in different spheres is reviewed. The appraisal feedback is taken from the Principal and Head of Department of the concerned departments and the result is discussed with the faculty member in order to make the appraisal process more effective. Appraisal feed -back is also taken from the students. The result obtained is discussed with the faculty members in order to make the appraisal procedure more effective. The Head of Department is in charge of the collection of the feed-back forms from the students of all classes. To maintain excellence in the culture of the campus, the management takes corrective measures and disciplinary actions are taken if required. Quality of education is not compromised at any cost. Performance appraisal is the yardstick resorted to by the management. Non-performance by the faculties may lead to severe action .

The infrastructure and office appraisal is not done individually but included in the teaching feed-back format. The feed-back form is collected from the outgoing batch students only. Threadbare analysis is done and the same is communicated to the management.

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

#### Response:

Yes, we have an institutional mechanism for internal and external audits.

Internal audit is being done regularly every month and the external audit was conducted by M/S A.B. Dosi and company chartered accountants on 15-June- 2018.

The audit was conducted in accordance with accounting standards generally expected in India, these standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material miss statement.

An audit also includes examining, on a test basis evidence supporting the amounts and disclosures in the financial statements.

The external audit includes assessing accounting principles used and significant estimates made by the management as well as evaluating the overall financial statement. The external audit provides a reasonable and considerable basis data.

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

**Response:** 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	<a href="#">View Document</a>

#### **6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources**

**Response:**

The amount of fees is collected either by Demand Draft/ Cheque/ NEFT/ Cash/ Online payments. The amount received by the Institute from the students is remitted to the college's account of (Indore Institute of Law) .

The Institute meets the expenditure from the budget allocation. The funds are allocated to the Head of Department for activities planned /participation in the college for the events/ functions.

The society convenors have to prepare budget in advance of their respective forum activities, which is to be authorized by the Principal. The planned budget expenses are sent to the society for their approval. The Governing Board of the society approves the budget if the proposals are found in order.

### **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:**

IQAC has been established at Indore Institute of Law, which frames the institutional policy and timely feedbacks are obtained from students and communicated to the departments concerned, following which the quality is assessed constantly.

IQAC regularly conducts activities which benefit both the students and faculty. In the last five years, IQAC team is responsible for conducting a national level Competitions, where a large number of teams from pan-India participated. The academic audit is being done regularly and positive actions are taken to improve the study level of the students, the reports of academic audit are sent to the parents of the students so that they may also monitor academic growth of their ward.

A national fest namely LexBonanza is organized every year by the institute, therein Honorable Judges of Supreme Court and High Courts are invited to deliver the speech. Renowned law stalwarts, social activist, constitutional experts and industrialists are also invited to share their knowledge and experience with students, faculties and managements.

### **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**

#### **Response:**

At the end of each semester, IQAC in association with the Principal, gather the student's feed-back on various issues like syllabus coverage, faculty teaching methodology, infrastructure and comments on the syllabus prescribed by the university.

For students who are weak in their studies, remedial classes for various subjects were conducted from the start of the semester along with mock tests to help the students understand and perform well in their final exams.

Slow learners are identified during the initial class room sessions and this support is continuously provided. The students who fare well in their exams are also identified, and a special cell is created to give them assistance, so that they may secure top ranks at the university level.

All remedial steps are taken to help the students who find too difficult to clear the subject.

Slow learners are also identified from all the streams and a full support is provided to these students so as to improve their learning level.

The institute emphasizes to invite suggestions from students, parents and other dignitaries regarding improvement in the quality of education. ICT enabled teaching and learning process in the larger interest

of the students.

### 6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

**Response:** 0

#### 6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	<a href="#">View Document</a>

### 6.5.4 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
- 2.Academic Administrative Audit (AAA) and initiation of follow up action
- 3.Participation in NIRF
- 4.ISO Certification
- 5.NBA or any other quality audit

**A. Any 4 of the above**

**B. Any 3 of the above**

**C. Any 2 of the above**

**D. Any 1 of the above**

**Response:** D. Any 1 of the above

File Description	Document
e-copies of the accreditations and certifications	<a href="#">View Document</a>
Details of Quality assurance initiatives of the institution	<a href="#">View Document</a>

**6.5.5 Incremental improvements made during the preceding five years (in case of first cycle) Post accreditation quality initiatives (second and subsequent cycles)****Response:**

S.No.	Academic Year	Recommendations	Action taken
1	2014-15	<ol style="list-style-type: none"> <li>1. To conduct remedial classes for the practical subjects for the students.</li> <li>1. To conduct pre-final examination at Institutional level</li> <li>1. To conduct employers meet at the institutional level</li> </ol>	Successfully Implemented
2	2015-16	<ol style="list-style-type: none"> <li>1. To conduct pre exams for all the streams of Law, Commerce and Management</li> <li>2. To conduct parents day to honor them and their participation</li> <li>3. To conduct self governance day by reversing the roll of the students and teacher on “ Teachers Day”</li> </ol>	Successfully Implemented
3	2016-17	<ol style="list-style-type: none"> <li>1. To conduct value added programs and placement focused programme</li> <li>2. Emphasis on paperless inter and intra office communications by email</li> <li>1. Focus on encouragement of the staff to present more research papers</li> </ol>	Successfully Implemented
4	2017-18	<ol style="list-style-type: none"> <li>1. To setup soft skills training center for the students, which will help them to get a good job.</li> <li>2. To form a cell to boost Parents Relationship Center, where Phone number's and addresses of the parents are recorded, who are regularly updated on the progress of their wards.</li> <li>3. To conduct certification courses</li> <li>4. To train the faculties and non teaching staff on NAAC prospectus</li> </ol>	Successfully Implemented

5	2018-19	<ol style="list-style-type: none"> <li>1. To conduct training session on the preparations of NAAC</li> <li>2. Preparation of SSR</li> <li>3. To conduct surveys on community related activities</li> </ol>	Successfully Implemented	
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NAAC

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

**Response:** 6

##### 7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	2	1

File Description	Document
Report of the event	<a href="#">View Document</a>
List of gender equity promotion programs organized by the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 7.1.2

##### 1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

**Response:**

Indore Institute of Law is extremely sensitive about the subject of Gender Sensitivity. To ensure this, we have arranged special and sophisticated facilities and provided them. A disciplinary committee has been established to safeguard all the students. This committee consists of faculty and student representatives.

Many initiatives are regularly taken by IIL in view of gender sensitivity. These initiatives include organization of awareness camps, sensitization seminars, information by experts, etc. During the last years, these camps, seminars and other programs organized by us have successfully generated awareness amongst students, particularly girls, about many critical matters related to their safety.

Indore Institute of Law not only organizes programs on awareness regarding gender sensitivity but also has taken important steps in the form of facilities in this regard. IIL has installed sophisticated mechanism and deputed specialized instructors to make sure that gender sensitivity is maintained in and around IIL.



As measures taken in this direction, we had conducted many awareness programmes to generate awareness among boys and girls about Sexual Harassment, which is one of the most sensitive subjects today. Our campus as well as buses and vans of the institute are fully secured by way of 24X7 surveillance of CCTV. Dedicated staff members keep a close watch on the bus movements through CCTV.

In addition to this, we also feel that female students need to be counseled from time to time for remaining aware about matters sensitive for their security and existence. For this, counseling of female students is done by female mentors. Trained female guards are also there for the girls' hostel and for taking care of their security.

Furthermore, additional measures also have been taken. Common rooms have been provided for both boys and girls in the premises. The Campus is fully equipped with proper lighting system in the day as well as at night. There are separate hostels with caring and responsive wardens with appropriate security arrangements for boys and girls. There are rest-room facilities as well for the boys and girls in all the campuses.

All new faculty members undergo an induction programme to understand the needs, concerns and characteristics of diversified people including women in the campus. An advanced level online counseling system facilitates quick response to queries and solutions of problems faced by any student or faculty.

All programmes offered by the University are common to all – irrespective of genders, without any bias or reservation. As a result, a common message goes to all and the need and importance of gender sensitivity is commonly spread among everyone.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 7.1.3 Alternate Energy initiatives such as:

#### 1. Percentage of annual power requirement of the Institution met by the renewable energy sources

**Response:** 15.81

##### 7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

**Response:** 2968

##### 7.1.3.2 Total annual power requirement (in KWH)

**Response:** 18773

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 7.1.4 Percentage of annual lighting power requirements met through LED bulbs

**Response:** 3.24

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 2.271

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 70

File Description	Document
Details of lighting power requirements met through LED bulbs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 7.1.5 Waste Management steps including:

- Solid waste management
- Liquid waste management
- E-waste management

**Response:**

Indore Institute of Law is sensitized towards the need for Waste Management in world today. On one hand where institute is achieving academic excellence, it is at the same time conscious about the environment and is also conscious about the procedure of all waste management.

As part of the procedure, the waste is segregated in three categories – Solid waste management, Liquid waste management, E-waste management. Specialized approach is provided to manage waste in all the three categories.

1. Solid Waste: The waste is generated by all sorts of routine activities carried out in the institute that includes paper, plastics, glass, metals, foods, etc. The waste from all the sources are first collected and then sorted out. There is a separate administrative department of housekeeping who are operating these activities under an administrative supervisor. The housekeeping staff collects, clean, segregate and compile the waste in the dustbins (Green and Blue) provided at each floor.

The entire segregated waste, which is useless, is then disposed to government waste collecting vehicles and remaining is sent to recycling plants.

1. Liquid Waste: Liquid Waste management is another essential and challenging aspect today. This is done by taking liquid waste from the points of its generation like canteen and toilet etc. It is then let out as effluent into a proper drainage facility and to avoid stagnation.

E-Waste: Management of Flip flops, memory chips, motherboard, and compact discs, cartridges etc come under this category. This type of waste is generated from electronic equipments such as Computers, Phones, Printers, and Photocopy machines are recycled properly. The e-waste generated from hardware which cannot be reused or recycled is disposed off as process of E-waste management.

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 7.1.6 Rain water harvesting structures and utilization in the campus

**Response:**

#### 7.1.6 Rain water harvesting structures and utilization in the campus

**Report:** “Rain Water Harvesting Plant and Design at main building and there are many pits on the guardian area.

Large green area of the college campus allows for percolation of water into the soil thereby facilitating recharging of underground water reserves. Rain water harvesting is being practiced in the new building. Water level is high and buildings need to be protected against rising. Most places and buildings of the college are protected from excessive water by plinth protection. There are two underground tanks to collect the rainwater and one master tank under the ground for collecting rainwater.

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 7.1.7 Green Practices

- Students, staff using
  - a) Bicycles
  - b) Public Transport

**c) Pedestrian friendly roads**

- Plastic-free campus
- Paperless office
- Green landscaping with trees and plants

**Response:****Report for 7.1.7 – Details of Green Practices at the Institute**

Indore Institute of Law has multiple Green Practices as its concern towards the environment and initiative towards green planet. In this regard, IIL has taken important measures to contribute for a greener and healthier environment around us.

**Transport facilities** -As part of our initiative in this respect, We have promoted the use of Public Transport. For this, IIL has provided transportation facility for the staff members and students for commuting between their homes to college.

We have also taken the initiative of Pedestrian Friendly Roads for provoking people to walk more than taking vehicles every time.

**Plastic-free campus** – Entire IIL campus has been made plastic-free. To ensure this, special paper cups are used in the institute for tea and coffee. Additionally, steel utensils are used in canteen instead of disposables so as to reduce waste. Also, the students are encouraged by way of various campaigns and posters from time to time to abstain from using the plastic in any form.

**Paperless office** – For promoting minimum use of papers, maximum information is circulated through emails and messages to the faculty members and students. For paperless office ERP system is in practice.

Adding more initiatives to the Green Practices, we have done green landscaping with trees and plants. Dense plantation has been done and managed in the campus.

A complete edition of our monthly newsletter Nyaya Disha is published on Environment Protection. Green Audit is also conducted from time to time, and garbage bins are placed at every major corner of the campus.

File Description	Document
Any additional information	<a href="#">View Document</a>

**7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years**

**Response:** 0.53

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
.097	5.5	1.27170	1.52826	0.61590

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	<a href="#">View Document</a>

#### 7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

**Response:** D. At least 2 of the above

File Description	Document
Resources available in the institution for Divyangjan	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

**Response:** 0

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	00

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)**

**Response: 2**

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	2	0	0	0

File Description	Document
Report of the event	<a href="#">View Document</a>

**7.1.12**

**Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal / Officials and support staff**

**Response: Yes**

File Description	Document
Any additional information	<a href="#">View Document</a>
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	<a href="#">View Document</a>

**7.1.13 Display of core values in the institution and on its website****Response:** Yes

File Description	Document
Provide URL of website that displays core values	<a href="#">View Document</a>

**7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations****Response:** Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.15 The institution offers a course on Human Values and professional ethics****Response:** No

File Description	Document
Any additional information	<a href="#">View Document</a>
Provide link to Courses on Human Values and professional ethics on Institutional website	<a href="#">View Document</a>

**7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions****Response:** Yes

File Description	Document
Any additional information	<a href="#">View Document</a>

**7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years****Response:** 9

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct,



Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2	1	3	1	2

File Description	Document
List of activities conducted for promotion of universal values	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

##### Response:

Yes, the College celebrates with great fervour the national festivals, birth anniversaries and memorials of great Indian personalities like Dr. Sarvapalli Rajasthan (Teachers Day), Dr. Bhimrao Ambedkar (Jayanti) and Swami Vivekananda (Yuva Day). Various national festivals like Independence Day, Republic Day, Christmas Celebration, Diwali and Ganesh Festival are also celebrated with great enthusiasm.

On 5th September, we celebrate Dr. Radhakrishnan's birthday as Teacher's Day with great fervour. The students organize a cultural programme for the teachers and the 'Teachers Day' is celebrated.

Institute engages with and contributes to local community during the last five. We as a family celebrated different programs and activities to increase consciousness about national identities and symbols.

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

##### Response:

Indore Institute of Law practices complete transparency in all its activities. Institute ensures crystal clear functioning at all levels, in all the areas of our operations, which include all financial, academic, administrative and auxiliary functions.

At Indore Institute of Law, there are set policies for every area of operation. All concerned members have



to adhere to the policies when performing any given task. With complete transparency is practiced in all the departments at Indore Institute of Law.

#### **Transparency in financial functions:**

Indore Institute of Law has a dedicated purchase policy wherein complete transparency is maintained. Before ordering anything, four quotations from relevant distributors or sellers are called upon. Thereafter, the distributor or seller is shortlisted based upon superiority in terms of service, quality and rate competitiveness.

Then we release a Purchase Order in the name of selected distributor or seller. On purchase, invoices inclusive of all applicable taxes are taken. Payments are also made through authentic modes of transactions.

#### **Transparency in academic functions:**

IIL's course modules, syllabus, fee structure, students' record and every information and details pertaining to academics are available in black and white. We have laid down clear guidelines and made transparent processes for every activity of academic nature at Indore Institute of Law.

Complete transparency is practiced in the students' evaluation on academic or other fronts. By maintaining such transparency, we intend to provide a fair and unbiased atmosphere to the students and a system on which they can trust.

#### **Transparency in administrative functions:**

Indore Institute of Law has administrative rules and regulations and discipline in all functions. We maintain transparency and uniformity in all the administrative conducts at IIL. There is an electronic recording system in place to mark the attendance of faculties. It is backed up by physical recording in the attendance register as well. Faculties and students have to wear uniform as prescribed by the institute.

Similar transparency is ensured in terms of other administrative practices as well, such as stipulated dress code for students on different days, model and ideal code of conduct for students and faculties, and various others.

## **7.2 Best Practices**

### **7.2.1 Describe at least two institutional best practices (as per NAAC Format)**

**Response:**

**Best Practices at Indore Institute of Law**

## **Best Practice - 1**

### **1. Title of the Practice**

LEX Bonanza

### **2. Objectives of the Practice**

Indore Institute of Law organizes LEX Bonanza every year. In the LEX Bonanza, various competitions around the law are organized. The objective of this program is that the students get an opportunity to interact with other students coming from different colleges, located in various corners of the country and enhance their knowledge. As part of the LEX Bonanza, various cultural activities get organized which are around law and the learning of law. Some of the programs in LEX include street plays, law quizzes, paper presentations and many more – all of which are conducive from the students' learning point of view.

### **3. The Context**

Lex is an International Law fest which is conducted at international level; this is 3 days fest where participants from different regions of the country as well as participants from outside the country are invited, which is a challenging task. After that alignment of all the fest in one go is itself a big task. Majorly we conduct 7 programmes are as follows; Moot Court, Parliamentary debate, Debate & Extempore, Street Play, Mediation, Law Quiz, Paper Presentation, Judgment Writing.

Other challenging task is to making of the Moot Problem in such level so that it will be understandable for Indian college teams as well as foreign college teams. Same with the International paper presentation we need to line up things in such way so that we segregate students and scholars paper for publication in the journals.

### **4. The Practice**

Lex Bonanza is a legacy of our college it has been conducted in our campus since last 7 years. This Practice is unique because under one fest we conducted several programs in one go, which will be helpful to students so that they can participate in various events/competitions in one time. For example any students team who wants to participate in Moot Court Competition can also be participate in Debate, Mediation, Law quiz, Paper Presentation, Judgment Writing etc. There were Constraints with regards to the team participation. Like in Moot court competition we limit teams' participation maximum 20 and which depends on the first come first serve basis. As its International fest we also limit participation from foreign Universities in the events like paper presentation, Law quiz, Judgment writing competition and Moot Court. Lodging and boarding charges are beard by IIL. Only small token amount as registration fees is charged.

### **5. Evidence of Success**

For Evidence, Feedback and Impact of the fest please see Criteria No. 7.2 Pdf File.

## 6. Problems Encountered and Resources Required

One major problem which we were dealing since many year of starting this practice is that it was very difficult to judge the best teams amongst so much proficient participants. Other problem which we faced was that to accommodate foreign teams, because they were not that familiar with the atmosphere of India.

### Resources required: Human Resources and material Resources.

**Human Resources:** We took help of every staff member, assistant professor and professors, librarian, and students as well.

**Material Resources:** We booked best hotels to accommodate National and International Teams so that they feel comfortable and can prepare for the competition throughout the event. We create such a good atmosphere in college campus so that participants feel positive, Comfortable and confident.

## Best Practice -2

### 1. Title of the Practice

Induction Exordium & Society Election

### 2. Objectives of the Practice

**Society Election;** By conducting Society Elections in our institution we are giving opportunity to students to closely monitor and understand how the system of republic works in our country. This is the main objective of this practice, to develop the leadership quality in students and their responsibilities towards the republic country.

**Induction Exordium;** In Induction Exordium, institution searches talented students by conducting a Talent Hunt program and organizing other cultural programs like Fashion Walk, etc. The main objective of this practice is to groom students holistically.

### 3. The Context

**Society Election:** The Indore Institute of Law conducts IIL Elections every year. The elections are carried out in a fair and transparent environment. From these elections, positions like the President of Student Union, Society Coordinators and the Class Representatives for every class get elected. The biggest challenge during this election process is to maintain the decorum of the election process without any violation of any norms which is set out by the institution.

**Induction Exordium:** The Exordium is an Induction program which involves numerous cultural activities and is understood to be the cultural festival of Indore Institute of law. This is also one of year's most

coveted events. The main purpose to conduct this program is to groom students culturally.

#### 4. The Practice

**Society Election:** This is very unique practice which we are following in our campus. In Society Elections, students get an opportunity to closely monitor and understand how the system of republic works in our country. They gain more insight and additional information on this important democratic practice and also understand why and how fair elections should get conducted. There are limitations in this programme we do not entertain election through the name of party like ABVP or NSUI. We restrict them to enter our college. We introduce election through individual participation of students on the basis of student supported them and first come first serve.

**Exordium Induction:** It is organized with amazing pomp and zeal. Energy and enthusiasm are on high tide in the Exordium Induction. Students participate in it with extraordinary excitement as they prepare themselves for many novel cultural activities and display the rare side of their personality. They involve in variety of activities of dance and music and even show some novel aspects if there are any.

#### 5. Evidence of Success

Evidence, Feedback and Impact of the fest please see Criteria No. 7.2 Pdf File.

#### 6. Problems Encountered and Resources Required

Society Election: Main problem which we encountered is to restrict number of students from contesting election. Resources we need is Valet paper, Counting process, human resources and material resources.

Induction exordium: Problem to judge the students because they all were talented to finalise list of students was one of the biggest problem we encountered.

#### Best Practice -3

##### 1. Title of the Practice

Criteria based internal Evaluation System

##### 2. Objectives of the Practice

Internal Evaluation system is also one of the best practices for the benefit of our students. All students

studying at the Indore Institute of Law get the benefit of 20 Marks as part of our internal evaluation system. The distribution of these marks is based on multiple criteria including the students' attendance, presence at events, project presentations, etc.

The outcome of the practice is that when they sit in the final exams they will be prepared enough to score well.

### 3. The Context

Through this internal evaluation system, students prepare for final exams and also clear their basics regarding the particular subject.

### 4. The Practice

This practice is unique in many respects. This includes teaching research paper methodology, Individual stress of every faculty, their assistance in making and finalizing it, mandatory attendance fulfilment, participation in different events like Moot Court, Judgment writing, Client Counselling, Trial advocacy etc.

Individual scores of every student's participation in each of the above, plays a vital role in the internal evaluation process at Indore Institute of Law.

### 5. Evidence of Success

For Evidence, Feedback and Impact of the fest please see Criteria No. 7.2 .pdf file.

### 6. Problems Encountered and Resources Required

No any problem encountered during conduct of this practice. Also there is no need of extra resources are required for this practice.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 7.3 Institutional Distinctiveness

**7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust**

**Response:**

**7.3.1 Describe/Explain the performance in one area distinctiveness to its vision, priority and thrust**

Indore Institute of Law committed to the mission of education for all. So as to promote the importance of education among economically weaker segments of the society and help students with monetary support for further education, our institution has initiated Smt. Nirmala Devi Bam Memorial Scholarship and every year students of different schools get monetary help for their further studies. In the year 2018-2019 our institution provide monetary help around 12 students of sum of rupees 1,03,400/-

Our Institution also believes on Holistic education and over all development is must of students. That is why with the academic excellence our institute strive to preserve humanity and maintain religious values. With this perspective, different saints visit the institute to guide the students and faculties render wisdom on maintaining human virtues in life. Through this overall development our institution envisions developing entrepreneurs through meticulously designed curriculum. We intend to grow exceptional professional proficiency in our students so that they can get academic excellence and enhance their quality of life. In other words, developing entrepreneurs of tomorrow is one of the important and distinctiveness of our institutions.

## 5. CONCLUSION

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### **Additional Information :**

Indore Institute of Law has achieved various laurels throughout its glorious journey during the last 16 years .The Institution has been awarded on numerous occasions for promoting academic excellence. Among its many notable recognitions, it has also received “Education Excellence Award” by Brands Academy India. The name of Indore Institute of Law has appeared in the Golden Book of World Records and has been awarded “Certificate of Excellence.”

### **Concluding Remarks :**

IIIL is believes in quality teaching and overall development of students and proved academic excellence in the field of law education.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>1.2.1.1. How many new courses are introduced within the last five years Answer before DVV Verification : 1 Answer after DVV Verification: 46</p> <p>Remark : As per the HEI statement in the response dialogue box and the data attached. By introducing a program in 2015-16 the HEI is inducting 46 courses of the program in the next 04 years (as per the attachment) and remaining 10 in the fifth year..</p>																				
1.2.3	<p>Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years Answer before DVV Verification:</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>62</td><td>0</td><td>96</td><td>0</td><td>0</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>00</td><td>0</td><td>00</td><td>0</td><td>0</td></tr></table>	2018-19	2017-18	2016-17	2015-16	2014-15	62	0	96	0	0	2018-19	2017-18	2016-17	2015-16	2014-15	00	0	00	0	0
2018-19	2017-18	2016-17	2015-16	2014-15																	
62	0	96	0	0																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
00	0	00	0	0																	
1.3.3	<p>Percentage of students undertaking field projects / internships</p> <p>1.3.3.1. Number of students undertaking field projects or internships Answer before DVV Verification : 225 Answer after DVV Verification: 158</p> <p>Remark : As per the HEI statement in the response dialogue box and the data attached.</p>																				
1.4.1	<p>Structured feedback received from</p> <p>1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus- Semester wise/ year-wise Answer before DVV Verification : A.Any 4 of the above Answer After DVV Verification: D. Any 1 of the above</p>																				
1.4.2	<p>Feedback processes of the institution may be classified as follows:</p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and</p>																				



feedback available on website

Answer After DVV Verification: B. Feedback collected, analysed and action has been taken  
Remark : As per the HEI statement in the response dialogue box and the data attached.

2.1.1

Average percentage of students from other States and Countries during the last five years

2.1.1.1. Number of students from other states and countries year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
96	67	81	53	25

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
96	67	81	54	25

2.3.3

Ratio of students to mentor for academic and stress related issues

2.3.3.1. Number of mentors

Answer before DVV Verification : 37

Answer after DVV Verification: 36

Remark : As per the HEI statement in the response dialogue box and the data attached.

2.4.2

Average percentage of full time teachers with Ph.D. during the last five years

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
13	14	13	8	7

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
13	14	12	8	7

2.4.3

Teaching experience per full time teacher in number of years

2.4.3.1. Total experience of full-time teachers

Answer before DVV Verification : 313.7 years

Answer after DVV Verification: 261.3 years

2.4.4

Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
0	1	0	1	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	00	0	00	0

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

2.4.5.1. Number of full time teachers from other states year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
09	09	09	04	03

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
14	10	09	05	03

2.6.3 Average pass percentage of Students

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

Answer before DVV Verification : 206

Answer after DVV Verification: 206

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

Answer before DVV Verification : 216

Answer after DVV Verification: 274

Remark : What is required is the Total number of final year students (cumulative number of students) who APPEARED in the examination conducted by the university in the final year as the first attempt AND the (cumulative) in the year 2018-19 and the Total number of final year students who PASSED in the examination conducted by the university in the final year as the first attempt (2018-19). However the HEI has not provided the required number. data of outgoing students in 2.3 is used to assess the Metric values.

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

3.2.2.1. Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and

## Industry-Academia Innovative practices year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
0	3	0	2	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	01	0	00	01

Remark : International seminar dated 04 June 2015, July 2017 (the HEI is claiming Career Avenues in Law seminar as Career avenues in IP Law) considered. The activity claimed for Dec 2017 is not supported by document/report/ photographs.

## 3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
5	6	1	1	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : ISSN 2348 9006 was searched and The following result was provided search for ISBN is "You searched for "2348 9006". Total Journals : 0" Similarly You searched for "2348 4969". Total Journals : 0 You searched for "2456 0146". Total Journals : 0 You searched for "2249 3867". Total Journals : 0 None of the journals referred in the attached data file were found on the UGC-CARE list.

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

## 3.3.5.1. Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
0	2	0	0	0

## Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : The search for the ISBN provided the following ISBN 9788194026327 Sorry, we could not find any information for this book. Please try a different book. The ISBN details are not matching.

### 3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

3.4.2.1. Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

## Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	2	0	0

## Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	00	0	0

Remark : The HEI had input numbers only and the attached document also included numbers. The HEI had claimed certificates/letters that did not qualify as awards and recognition received for extension activities from Government /recognised bodies at the national/international level. The HEI was requested to provide the names of the award and copies of the award signed by the principal. No additional document has been provided.

### 3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

3.4.3.1. Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

## Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2	1	1	1	0

## Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	1	0

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response.

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

3.4.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
304	309	75	118	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
92	0	92	0	37

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

3.5.1.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
5	18	18	43	5

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	4	6	2	4

Remark : The HEI was advised that Without a formal agreement the data did not constitute as a linkage. The HEI did not provide any details of the start date, scope and copy of the MOU's. These cannot be termed as a linkage. The HEI was advised to provide valid valuable two-way linkages on the LH of the other party specifying the date of commencement and completion of the linkage. The HEI was also requested to provide activities and gains from these linkages during 2018-19. In case the HEI maintained valid linkages with industry/ institutions of repute, e-copies of these linkages and related documents, indicating the start date and completion date of linkages was to be provided. The HEI has not provided copy of the Agreement Letter or the understanding.

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with

ongoing activities to be considered)

3.5.2.1. Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
4	2	0	1	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	0	00	0

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
35.5	60.5	20.5	20.5	80.5

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : The HEI was requested to reconcile and Provide a consolidated audited income/ expenditure UNDERLINING (not highlighting) specific expenditure for infrastructure augmentation, excluding salary component. The certificate was to be duly certified by the CA and counter signed by the principal. No certificate is provided. The HEI has provided generic faint version of the income with NO specific indication of Infrastructure. The HEI has included JCB hire charges and land development charges as Infrastructure Augmentation.

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

4.2.4.1. Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
629706	650790	404401	283048	293809

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
3.15	2.66	2.70	4.02	00

Remark : The HEI has provided only 04 years data. As per the HEI data attached with the Metric.

4.2.6 Percentage per day usage of library by teachers and students

4.2.6.1. Average number of teachers and students using library per day over last one year

Answer before DVV Verification : 93

Answer after DVV Verification: 55

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
317.1399 1	292.0233 4	286.2900 9	271.9917 6	133.1942 1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
7	130.7	70.6	68.5	80.8

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

5.1.1.1. Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
178	193	163	236	250

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
178	193	163	239	250

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution

besides government schemes during the last five years

5.1.2.1. Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
279	155	97	31	16

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
16	10	13	10	00

Remark : As per the HEI statement in the reply dialogue box and as per the data attached with the Metric ,

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

Answer before DVV Verification : B. Any 6 of the above

Answer After DVV Verification: E. 3 or less of the above

Remark : The HEI has time table of Crash Courses and NOT Remedial Classes. Course of 01/02/03 days are neither Bridge Courses not Remedial. Client Counseling is academic work which is not the same as HEI conducting Career counselling for the students. There is no supporting document of the HEI having conducted preparation for Competitive Examinations/ Soft Skill development.

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

5.1.5.1. Number of students attending VET year-wise during the last five years



Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	144	144	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	00	00	0

5.2.1

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
126	115	132	66	95

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
6	6	0	0	0

Remark : The HEI had input only the numbers and did not provide any supporting documents or names of the students as proof. The HEI was requested to provide year wise number of placements, as a Table verified and signed by the principal and to provide a certificate, signed by the principal, that all the students listed have been through campus placement. The HEI claim of 26 students in 2014 is for AY 2013-14 and not 2014-15

5.2.2

Percentage of student progression to higher education (previous graduating batch)

5.2.2.1. Number of outgoing students progressing to higher education

Answer before DVV Verification : 117

Answer after DVV Verification: 22

Remark : The HEI was advised that Data of only 2019 pass out students was required. The HEI had included all data except 2018-19 outgoing. In the revised attachment also the HEI has all year data but included 2018-19 data of 22 students.

5.2.3

Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1. Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2	3	1	4	3

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	0	0	0

5.2.3.2. Number of students who have appeared for the exams year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
4	5	3	7	6

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
4	5	3	7	6

Remark : The HEI did not attach any supporting documents. The HEI was requested to provide the name of the successful candidates and grades/ score of each examine with the result. The attached file contains employment of some students which is not proof of having qualified in the competitive exam. Only NET qualification(for which also there is no proof), considered. As per the HEI statement in the reply dialogue box and as per the data attached with the Metric

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national / international level (award for a team event should be counted as one) during the last five years.

5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
31	82	8	3	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	00	00	0

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
05	05	05	07	03

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	01	04	03	03

Remark : As per the HEI claim in the attached data, The Event Exordium 2014, 2015 and 2016 comprising of Cultural talent Hunt, Sports Day and Fashion/ Fun/other activities is considered. As per the attached report Dandya Ras 2016 and 2017 is considered. The Volley ball competition is Inter College Event and NOT eligible.

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

Answer before DVV Verification : ? 5 Lakhs

Answer After DVV Verification: <1 Lakh

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

5.4.3.1. Number of Alumni Association /Chapters meetings held year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	2	2	2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	2	2	0

6.2.3 Implementation of e-governance in areas of operation

1. Planning and Development
2. Administration
3. Finance and Accounts
4. Student Admission and Support
5. Examination

Answer before DVV Verification : B. Any 4 of the above

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

Remark : The HEI did not provide any data in support of its claim. The HEI was advised that the college website did not support the HEI claim. The HEI was requested to provide the Institutional budget statements, ERP Document OR e-copies of the invoice. The HEI was requested to provide invoice, a copy of the installation report of the ERP and copy of the maintenance contract. The HEI

was also requested to provide Screen shots of the user interfaces in respect of each module claimed, showing the name of the college on the log-in page must be attached. Annual e-governance report approved by Governing Council signed by the principal was requested to be attached. However, none of these have been provided in support of its claim. The admission is carried out by the Higher Education Deptt of MP and examination by the University.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
01	01	05	04	02

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	02	01

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
15	01	0	05	09

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	0	00	00

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF

## 4. ISO Certification

## 5. NBA or any other quality audit

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

Answer After DVV Verification: D. Any 1 of the above

Remark : The HEI had provided only copy of Expired ISO 9001 : 2008. Documents in support were requested. There are no support documents provided in clarification.

7.1.9

Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

Answer before DVV Verification : B. At least 6 of the above

Answer After DVV Verification: D. At least 2 of the above

Remark : The HEI was requested to provide photograph of the rest room (toilet) showing the special features (side bars), if any, proving its friendliness with Differently abled (Divyangjan). The photographs of the toilets as attached do not show any side bars. These are general ladies WC's. and scribe considered. The HEI has provided make shift metal ramp which is not Friendly Resource. The HEI was requested to provide university letter/ rule showing availability of a scribe and the rules for the same. What the HEI as attached is a letter (undated and with no reference or specified period of validity) of authority for entry to the campus. This is not a substitute of the university letter or policy on scribe. The HEI was requested to retake the photographs (must be geotagged) in the same view with college staff/ flex /students indicating the HEI location. The photograph of the lift is not geotagged but considered along with physical facilities.

7.1.10

Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
4	2	1	3	3

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	00

Remark : The HEI was informed that the entries were all generic and not Specific initiatives to address locational advantages and disadvantages. The HEI had provide certain key area that could be points for taking advantage. However, none of the attached activities had been aimed at exploiting the offered advantages. The HEI was requested to provide attested Copies of circular/brochure/ report of the initiative/photos of the initiatives/news report published. The HEI was informd that NSS and NCC activities could not to be considered. Historical buildings such as Rajwada Palace, Central Museum, Chhatri, MHOW base could have been locational. If HEI had Visited Ranbaxy rather than lecture by their team, it could have been considered. White Church or Shwetamber Jain Temple are tourist places.

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
4	2	1	3	3

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	2	0	0	0

7.1.15 The institution offers a course on Human Values and professional ethics

Answer before DVV Verification : Yes

Answer After DVV Verification: No

Remark : As per the HEI statement in the response dialogue box.

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

7.1.17.1. Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
4	2	4	1	7

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15

2	1	3	1	2
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## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of courses offered by the institution across all programs during the last five years</p> <p>Answer before DVV Verification : 11</p> <p>Answer after DVV Verification : 216</p>																				
1.2	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>8</td><td>11</td><td>11</td><td>11</td><td>10</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>8</td><td>11</td><td>11</td><td>11</td><td>10</td></tr></table>	2018-19	2017-18	2016-17	2015-16	2014-15	8	11	11	11	10	2018-19	2017-18	2016-17	2015-16	2014-15	8	11	11	11	10
2018-19	2017-18	2016-17	2015-16	2014-15																	
8	11	11	11	10																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
8	11	11	11	10																	
2.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>620</td><td>620</td><td>620</td><td>463</td><td>399</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>620</td><td>620</td><td>620</td><td>461</td><td>460</td></tr></table>	2018-19	2017-18	2016-17	2015-16	2014-15	620	620	620	463	399	2018-19	2017-18	2016-17	2015-16	2014-15	620	620	620	461	460
2018-19	2017-18	2016-17	2015-16	2014-15																	
620	620	620	463	399																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
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2.3	<p>Number of outgoing / final year students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>379</td><td>246</td><td>252</td><td>285</td><td>298</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>274</td><td>206</td><td>252</td><td>285</td><td>272</td></tr></table>	2018-19	2017-18	2016-17	2015-16	2014-15	379	246	252	285	298	2018-19	2017-18	2016-17	2015-16	2014-15	274	206	252	285	272
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379	246	252	285	298																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
274	206	252	285	272																	
3.1	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p>																				

2018-19	2017-18	2016-17	2015-16	2014-15
54	44	41	42	47

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
54	44	40	41	47

3.2 Number of sanctioned posts year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
50	40	40	40	40

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
55	45	40	41	47

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
369	376	348	327	180

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
152	556	461	379	84

4.3 Number of computers

Answer before DVV Verification : 287

Answer after DVV Verification : 280