



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

Accreditation - (Cycle - 1)

PEER TEAM REPORT ON

**INSTITUTIONAL ACCREDITATION OF
K. L. E. SOCIETY'S KLE COLLEGE OF LAW KALAMBOLI NAVI
MUMBAI
C-56087**

**Navi Mumbai
Maharashtra
401218**

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

Section I:GENERAL INFORMATION

1.Name & Address of the institution:	K. L. E. SOCIETY'S KLE COLLEGE OF LAW KALAMBOLI NAVI MUMBAI Navi Mumbai Maharashtra 401218	
2.Year of Establishment	2016	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:		
Departments/Centres:	0	
Programmes/Course offered:	2	
Permanent Faculty Members:	0	
Permanent Support Staff:	0	
Students:	362	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Private and un-aided college situated in semi urban area 2. Co-education college 3. Reasonable fee structure	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 21-03-2024 To : 22-03-2024	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. DALJIT SINGH	FormerVice Chancellor,Rayat Bahra University Mohali
Member Co-ordinator:	DR. P LAKSHMI	Dean,Karnavati University
Member:	DR. D GOPAL DANDU	Professor,THE TAMIL NADU DR. AMBEDKAR LAW UNIVERSITY
NAAC Co - ordinator:	Prof. Prashant P Parhad	

Section II: CRITERION WISE ANALYSIS

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

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

Qualitative analysis of Criterion 1

The KLE Society's KLE College of Law, located in Navi Mumbai, is affiliated with the University of Mumbai. The college offers two UG programs: 3-year LL.B and the 5-year LLB. The college also offers a two year LL.M program. The college has received affiliation from the University of Mumbai until the academic year 2023-24. However, it has obtained approval from the Bar Council of India (BCI) to run these courses, with a capacity of 60 students each year in each program, until the 2018-19 batches. For the subsequent admitted batches the college do not have any record of approval by Bar Council of India. From 2018 onwards the college has admitted more number of students reaching 337 in 2023 in 3 year LL.B.

Following the curriculum set by the University of Mumbai, the college tries to enhance the academic calendar by incorporating various events, conferences, and competitions at both inter and intra-college levels. Efforts are made to integrate practical learning experiences such as Moot Court activities, case studies, and visits to Courts and Lok Adalats. Classes are scheduled from 8:30 AM to 12:30 PM (only four hours per day), and the timetable is designed to accommodate this schedule. From the interaction with students it was observed that some of them are working in government, semi government, and private sectors.

Academic flexibility is limited, as the elective courses to be offered are decided by the University of Mumbai which are only very few in number and the students can choose their electives from those courses offered to them. The college hosts subject matter experts who share practical insights with the students, enriching their learning experience. There is limited evidence for remedial classes, bridge courses, for students based on their learning abilities.

The curriculum incorporates and integrates cross-cutting issues such as gender equality, environmental sustainability, and professional ethics to some extent. Few workshops/seminars, expert lectures has been conducted to promote gender equality, women empowerment and promotion of inclusive practices. Yoga classes, art of living classes, celebration of national festivals to strengthen human values have been organised. Inter-disciplinary approach and offering of certificate or value added courses in emerging areas are to be greatly improved. No MOOC courses are offered to students. There is a need for improving the feedback questionnaire from the stake holders, and proper analysis and implementation of the same for improvement of the quality of the education provided.

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

Qualitative analysis of Criterion 2

The institution, founded by the Karnataka Lingayat Education Society, initially served the minority Lingayat community. However, it has since surrendered its minority status and now admits students from all categories, adhering to government reservation policies. The majority of students admitted to the College, exceeding 80%, are local and gain admission through the common entrance test conducted by the state of Maharashtra, with allocations to various colleges overseen by the University of Mumbai.

The institution employs a bilingual teaching approach, utilizing both English and Marathi languages in the classroom. Students are afforded the option to take examinations in Marathi, and the library is adequately stocked with Marathi literature. However, there is a notable absence of specialized English language support.

To optimize the teaching-learning process, there is a recognized need for the enhancement of problem-solving methodologies and participative learning techniques. Additionally, there is a call for the integration of more innovative and creative teaching methods.

The institution currently employs ten Assistant Professors, with seven appointments made in 2023. All these appointments are on temporary basis. The service of each Assistant professor are terminated on 30th April each and appointed again on June 1 of the year. However, only two of these Assistant Professors hold PhDs, one in Law and the other in Political Science. It is worth noting that the institution has never appointed a fully qualified Principal since the inception of the college, relying solely on “In-charge Principals’. There are no

Associate or full Professors within the faculty.

The college employs a continuous evaluation system. Internal assessment accounts for 40 marks, while the end-term assessment contributes 60 marks. The methods for internal assessment are determined by the college principal. For the end-term exam, question papers are sourced from the University of Mumbai. However, it is pertinent to note that the answer sheets are printed by the college, answer sheets are evaluated by college faculty members, and results are announced by the college's exam department. The University of Mumbai conducts the end term exam only for the final year students. It is doubtful whether this practice in violation of UGC norms. Unfortunately, internal marks for different components are not disclosed to students until they receive their final mark sheet. Moreover, students do not have access to their exam answer sheets, which significantly lowers the transparency level in the examination process. Some semester students have reported not yet receiving mark sheets from the previous two semesters. Examinations are conducted according to the academic calendar provided by the University of Mumbai

Program outcomes, program-specific outcomes, and course outcomes for all programs offered by the college are available. However, even after several batches of students have passed through the college, there is no evaluation of the attainment of these outcomes.

The college lacks an effective internship and placement cell for students. Only final-year students are mandated to undertake internships, while others may do so at their discretion. Although there are various student committees, they appear to be ineffective or inactive. For instance, there is a Divyagnan committee of students, but there are no students with disabilities (divyang) in the college.

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

3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1 QIM	Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.
3.5	Collaboration

Qualitative analysis of Criterion 3

The college's research activities are lacking, with no recorded mobilization for research in any form. There is no system in place to provide seed money to encourage faculty and students to engage in research. The college also lacks an innovation ecosystem and initiatives for startups, with no innovation club or incubation center on campus. Efforts should be made to develop mechanisms for the creation and transfer of knowledge.

The number of papers presented and published by faculty members and students is minimal. Only one faculty member has received an award for presenting a paper, and the faculty's 20 publications in almost the same journals raise questions about the quality of the publications.

The college's extension activities in the surrounding community, aimed at sensitizing students to social issues, are conducted through the legal aid cell. Over the past five years, the college has organized two seminars, four

workshops, and numerous webinars on various legal and socio-legal topics. Additionally, the college holds an annual Law fest called 'SparKLE' and has organized events such as blood donation camps, elocution competitions, and debate competitions for students.

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

Qualitative analysis of Criterion 4	
<p>The college is situated in a building with a total of 6 floors hosting two colleges, KLE Law college and KLE college of Commerce. Currently The KLE law college occupies the 3rd floor. The 4th floor facilities are shared between the KLE College of Law and the KLE College of Commerce. On the 3rd floor, there are 7 classrooms, 4 of which are equipped with ICT facilities. The 4th floor houses 9 classrooms, which are shared between the two colleges. Both floors have adequate drinking water and restroom facilities. The building features an auditorium with a seating capacity of 200, as well as moderately equipped gym and indoor gaming facilities, which are shared by both colleges. However, there is a lack of separate common rooms for girls and boys. There is no medical room, nurse or qualified doctor available in the campus. A first aid kit is available for emergency use. Indoor and outdoor gaming facilities are shared between the colleges. Within the library, there are 16 computers available for faculty and student use, along with three laptops for faculty members to make presentations in class on a sharing basis. The library is automated with an OPAC system, utilizing Libman software. The library's wifi facility operates at 100 MBPS. Although the library does not house any rare books, manuscripts, or special reports, it offers a collection of Marathi language books. The college's IT facilities are considered moderate. Overall, the support infrastructure facilities are well-maintained.</p> <p>The KLE Society is currently planning and constructing a new building exclusively for the Law College, as mentioned by the authorities in their presentation.</p>	

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QIM	Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)
5.4	Alumni Engagement
5.4.1 QIM	<i>There is a registered Alumni Association that contributes significantly to the development of the institution through financial, teaching, mentoring and/or other support services</i>

Qualitative analysis of Criterion 5

The college has established various committees comprised of students, with members elected by the faculty. However, there is a need for a more formal structuring of these committees to ensure better functioning and support for students.

The anti-ragging committee, Internal complaint committee and disciplinary committee of the college has not received any complaint so far.

The mentor-mentee system for monitoring student progression is weak due to the limited number of teachers, many of whom are newly appointed.

The college has no scholarship schemes for the benefit of the students.

The alumni committee was registered in March 2024, but its contribution has been minimal thus far. While they have delivered a few guest lectures for the benefit of students and organized an alumni meet, more initiatives are needed to increase alumni involvement in the college's development.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	The governance of the institution is reflective of and in tune with the vision and mission of the institution
6.1.2 QIM	The effective leadership is visible in various institutional practices such as decentralization and participative management
6.2	Strategy Development and Deployment
6.2.1 QIM	The institutional Strategic / Perspective plan is effectively deployed
6.2.2 QIM	The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has effective welfare measures for teaching and non-teaching staff
6.3.5 QIM	Institutions Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institution conducts internal and external financial audits regularly
6.4.3 QIM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.5	Internal Quality Assurance System
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes
6.5.2 QIM	The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Qualitative analysis of Criterion 6

The vision and mission statement of the college are prominently displayed. However, the hierarchy of delegation of powers needs to be made more visible and effective to achieve the stated vision and mission statement.

The absence of a qualified principal since the inception of the college, along with recent appointments of teachers, that too on temporary basis, has affected participative governance.

Out of the 8 administrative staff members, 5 joined in 2023 through an outsourced agency. The university pays Rs. 12,500 per employee to the agency, while the agency pays Rs. 11,000 to each employee. Only one staff member has been working in the college since 2020 on temporary basis, while the rest are recent appointments again on temporary basis.

The appraisal system for both teaching and non-teaching staff could not be verified as most of them are new joiners. There is no system for Provident Fund contribution from the college to its employees. Effective welfare measures need to be devised urgently for both teaching and non-teaching staff.

Internal and external financial audits are conducted regularly. As a private college, the main source of funds mobilization is student fees.s

The Internal Quality Assurance Cell (IQAC) has tried to contribute to institutional quality assurance strategies and processes.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)

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

Qualitative analysis of Criterion 7

Gender sensitivity is promoted through guest lectures and events, but there is a lack of special qualified counselors to promote gender inclusiveness. The safety and security of students are maintained through security cameras on campus. However, there are no common rooms for both genders.

Although the college has conducted some environmental awareness programs, the implementation of environmental protection activities is minimal. There is no setup for handling solid waste, liquid waste, and e-waste management.

The rainwater harvesting and utilization infrastructure is well-established, but there are no notable green

practices followed by the college. Due to the college's location in the middle of the city, there is no green cover.

Despite the absence of students with disabilities, the campus provides facilities such as lifts and special bathrooms. The college integrates human values and professional ethics through its courses, special lectures, and events.

The college observes national festivals and the birth and death anniversaries of great Indian personalities.

There is a lack of transparency in the financial, academic, administrative, and auxiliary functions of the college.

Best practices

1. Slow learners are compelled to spend specified hours in the library and study

There is water scarcity in the area where the college is located. Meticulous implementation of rainwater harvesting and utilization infrastructure showcases the college's commitment to handle water scarcity.

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

Overall Analysis

Strength:

1. Strategically situated in a semi-urban area, providing convenient accessibility for both students and staff, enabling the college to organize a variety of activities.
2. The unique location of the college enhances its ability to attract distinguished guests, such as judges and other notable figures, for academic engagements.

Weaknesses:

1. Insufficient presence of qualified permanent faculty members.
2. Limited availability of funds allocated towards research initiatives.
3. Inadequate focus on research endeavors and publications.
4. Dependency on private funding sources due to the absence of government grants.
5. Underdeveloped alumni network, hindering potential support and connections.

Opportunities:

1. Proximity to essential institutions like jails, police stations, and session courts offers opportunities for experiential learning.
2. Potential for establishing a dedicated research center to bolster academic pursuits.
3. Identified opportunities awaiting further exploration.

Challenges:

1. Competition from nearby educational institutions, which may impact enrollment numbers and student

retention.

2. Difficulty in attracting and retaining high-quality faculty due to non implementation of UGC pay scales.
3. Inadequate infrastructure and facilities compared to larger, more established colleges, affecting the overall learning experience and campus appeal.
4. Availability of Law books in regional language

Section IV: Recommendations for Quality Enhancement of the Institution

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

- 1. The college ought to have an independent building with a separate entrance, aligning with the standards set by the Bar Council of India (BCI) and the University Grants Commission (UGC).
- 2. Faculty members should be recruited on a permanent basis, and their salaries should adhere to the norms established by the UGC.
- 3. Additional technical staff should be appointed to facilitate efficient office administration.
- 4. It is imperative to obtain periodic approvals from regulatory authorities.
- 5. Establishment of an Internship and Placement Cell to facilitate opportunities for students.
- 6. Strengthening the library by expanding its collection of books, journals, and periodicals.
- 7. Access to emergency medical facilities on campus should be provided for faculty, staff, and students.
- 8. Ensuring integrity and transparency in the conduct of examinations.

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

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. DALJIT SINGH	Chairperson	
2	DR. P LAKSHMI	Member Co-ordinator	
3	DR. D GOPAL DANDU	Member	
4	Prof. Prashant P Parhad	NAAC Co - ordinator	

Place

Date