SELF STUDY REPORT

Submitted to:
National Assessment and
Accreditation Council, Bangalore

By :

NALSAR University of Law
Justice City, Shameerpet,
Hyderabad - 500101,
Telangana

Preface

NALSAR University of Law was established by Act No. 34 of 1998 to provide comprehensive legal education and to promote quality researches in the discipline of law and allied subjects. From its inception, the University is committed to ensure highest quality in imparting legal education. University does not believe in producing mere amoral technicians in terms of their professional competence in law rather it aims at producing professionally competent, technically sound and socially relevant lawyers. Social justice through legal education has been the primary goal of the University.

University campus is an architectural accomplishment with aesthetic environment suited for peaceful living. Its dedicated faculty members, ICT facilities, vast library along with e-resources and peers provide the vibrant academic environment making it the best place for learning law.

Legal education was in shambles in 70's and 80's and therefore, the Bar Council of India and the legal fraternity conceived the idea of a full fledged Law University to meet the growing demand for quality legal education. Accordingly, the first Law University was set up in Bangalore in 1988 and the second Law University was set up at Hyderabad in 1998. The discipline specific University was a novel idea but the performance of first two Law Universities and the positive impact they created in terms of legal education was such that today we have as many as 18 Law Universities modelled on NLSIU, Bangalore and NALSAR University of Law, Hyderabad. We at NALSAR not only learnt from NLSIU, Bangalore but we went beyond them and made our own innovations to create a unique University of our own. As a result, NALSAR has been unequivocally acknowledged as the leader of legal education in the country with its academic standards comparable to best institution of legal education in the world. NALSAR was the first Law University to introduce full fledged 'Choice Based Credit System' consistent with international norms in terms of teaching hours. NALSAR's LL.M. Programme is unique in terms of student driven specialisation programmes. We also were the first and remain the only Law University which has introduced academic credits for teaching assistantship by senior students. We are the only Law University which has introduced the concept of 'Reasonable Accommodation' and 'Restorative Justice'. We have also introduced some highly specialised proximate and online courses.

Self-study provides an opportunity for introspection and gives insights for future action plan. HEI's find it difficult to make an honest assessment given the subjective nature of such assessment. Developing parameters to limit subjective assessments brings the dilemma of quantitative versus qualitative assessment. NAAC assessment considers these challenges and provides an opportunity to introspect whether the objectives of the institution are attained through its actions in a verifiable manner. The values and objectives that NAAC aims to look for in a HEI are essentially so integral to any HEI that they cannot be different from the objectives of the institution undergoing assessment.

Prof. Faizan Mustafa
Vice-Chancellor

CONTENTS

Executive Summary

NALSAR was established by Act 34 of 1998. After the bifurcation of the State in 2014, the University is now located in the State of Telangana. The University is recognised by the University Grants Commission under Section 2(f) (04/06/1999) and 12B (22/07/2004). University also has approval of the Bar Council of India (BCI).

The University was established with the objective of imparting comprehensive legal education which shall in particular promote cultural, legal and ethical values and foster the rule of law and the other egalitarian goals of our nation enshrined in the Constitution of India. The University also has the mandate to promote legal awareness in the community for achieving social and economic justice and to improve the ability of the public to objectively analyse contemporary issues of public concern and appreciate their legal implications. NALSAR's curricula has been designed keeping in view these lofty ideals. We have been taking positions on all issues of contemporary relevance and contribute in enriching the public discourse on legal issues of contemporary relevance. Our stated goal of producing socially relevant lawyers is consistent with the aforesaid objects of the University. Our emphasis on humanities is reflected in the impressive list of electives we offer and is also directed towards realisation of our goal to produce human beings with versatile personality who feel the pains of fellow human beings. NALSAR believes in the 'integration of knowledge' and has moved beyond the inter-disciplinarity. Accordingly, we have integrated our humanities and management subjects with law and look at law in the context of our social problems.

University receives minimal financial support for developing infrastructure from the State Government, it receives small grant from the UGC as per the plan allocation. Revenue expenditure is out of our own resources. University also receives endowments and grants for chairs which support University financially and academically.

University offers diploma, undergraduate, postgraduate and doctorate degree programs in law and allied areas. University offers programs both in regular as well as distant mode. University has introduced 'Choice Based Credit System' for all its undergraduate and post graduate programs offered in regular mode. University courses are designed in such a way that each course comprises of teaching and research. Research component has been in-built in all our courses. 'Academic Flexibility' is the major hallmark of our curriculum. University provides academic flexibility in curriculum by offering wide range of courses to choose from. University also offers flexibility in examination and evaluation pattern for students representing University at various national and international academic activities. University revises its course curriculum and course design periodically through systematic process considering the contemporary developments and needs.

University has entered into MoUs with 30 reputed foreign Universities which provide opportunity for exchange of students facilitating peer learning. Sicne the University was established with the intention of making it an institute of national excellence, hence it admits students from all States in India besides receiving foreign nationals. University provides reservation as prescribed by the Indian Constitution, besides proving horizontal reservation for girl students. It also provides domicile reservation. NALSAR values diversity which is promoted in a systematic way.

University has the ideal student teacher ratio of 13:1 which helps the University to mentor its student's progression properly. University has introduced many innovative practices such as tutorials, innovative research projects, seminar courses, teaching assistantship, remote access for e-resources of library etc. to help the students with differential learning abilities. University provides scholarships and facilitate bank loans for the needy students.

University has established 20 research centres for advanced learning. These centres conduct researches, publish journals and promote academic activities. University undertakes funded research projects from national and international agencies and the Central and State Governments. University is always known for its research and publications. University publishes eleven journals. University has developed clinical courses to impart practical training and has range of extension activities giving its students hands on experience besides helping the poor. These activities also help to inculcate values and requisite professional skills among students.

The comprehensive and socially relevant legal education which NALSAR offers has received all-round appreciation and accordingly, there is a huge demand for NALSAR students in the law firms, bar, corporates etc. Our Undergraduate students have consistently received 100% placements with pay packages comparable to the best campus recruitments in the country. We admit the best brains of the country due to our unique curriculum and assured placements. University students have received prestigious scholarships and fellowships such as Rhodes etc. Our students have won several international moot court competitions. Our students are also doing exceedingly well in the civil services and judicial services examinations. Several reputed universities have recruited our Postgraduate students as Assistant Professors.

University has a library building of 54,323 Sq. ft. with collection of books, journals, law reports besides e-resources. University provides best ICT facilities including 24x7 Wi-Fi and LAN connectivity on campus besides remote access of library. University has state of art physical infrastructure comprising academic block, administrative block, auditorium, hostels and faculty residence quarters besides convention centre for guest accommodation. It has lush green stadium for sports, basketball and tennis courts etc. University provides facilities like canteen, gymnasium, health centre, counselling centre, ambulance etc. to support the faculty members and students.

Subject discipline universities were established to give them full autonomy to take their own decisions. Accordingly, NALSAR has a governance structure which supports innovations in legal education. The General Council, headed by the Hon'ble Chief Justice of the High Court is the Apex Authority of the University. Our Executive Council and the Academic Council have Hon'ble Judges, Lawyers and Jurists as members who help us in improving our curricula and take all administrative and academic decisions of the University. The finances of the University are regulated by the Finance Committee with a Former Chief Justice and the Finance Secretary of the Government of Telangana as its members. University believes in democratic collegial self governance. Its administration is decentralized and adopts bottom up approach in decision making. Faculty, students and non-teaching staff are involved in various committees whose decisions are executed by the university functionaries.

University has introduced several best practices such as 'Reasonable Accommodation', 'Resotrative Justice', 'Project Bidding' etc. for smooth academic and administrative functioning of the University. University has consistently maintained highest academic standards with focus on value based education which has created a niche for itself.

STRENGTHS

- Curricula is consistent with intellectual and philosophical objects and the mandate of the University which promotes integration of knowledge and helps in imparting wholesome education to the students.
- University does not believe that researches are to be done only at Masters or Doctoral level. Accordingly, research is an integral part of even our undergraduate and diploma programmes. The University has integrated its teaching with research with the help of 20 research centres.
- 'Academic Flexibility' is our major strength and it helps smooth academic progression of our students. The 'Choice Based Credit System' was introduced from the year 2012-2013. We also have innovative practices such as 'bidding of the projects', writing of research papers, 'reasonable accommodation' and 'credits for teaching assistantships', tutorial system and moot mentoring etc.
- University has highly competent and dedicated faculty members with diverse specialisations. Some of our faculty members are the intellectual leaders in their chosen field of study. University has a fine balance of young and experienced faculty members. The In-house Faculty is further strengthened by the presence of international scholars and other experts who routinely offer elective courses of varying credits.
- Universities are primarily for the students and accordingly, NALSAR is a student centric University. The University regularly holds open houses with the students and keeping in view student feedback brings changes on a regular basis in its curricula and policies.
- The physical infrastructure is breath taking coupled with best library and ICT facilities. Hyderabad has best climate and is considered one of the best city to live in India
- University undergraduate students always secure campus placements. The placements are not just for the brighter students but for all the students (100%) with good pay package. This has helped the University to attract best minds in the country leading to greater vibrancy in academic discussions in the class.
- University administration always believed in bottom up approach rather than top down model. University appoints specific committees to guide the University such as Academic Committee, Student Exchange Committee, IT Committee, Research Committee etc. The administration executes the policy decisions of these committees after considering the established formal procedure for their execution.
- University has committed support staff; they are not only efficient but are also willing to work over time if required.
- University has MoUs with 30 institutions abroad. This has helped the university to learn from each other with exchange programs.
- University has established Legal Aid Clinics and has completely practical credit linked choice based clinical courses. University has made dedicated efforts to conduct outreach programs to get justice for the needy and poor.

WEAKNESSES

- University receives limited financial assistance from the State Government to support creation of infrastructure such as buildings etc. Similarly it receives small plan grants from the UGC. Basically the University is a self-finance University which raises its own resources. The financial constraints are the biggest hurdle in our expansion and growth.
- University is located in a rural area and is far away from the city. Accordingly we are not able to fully utilise the potential of human resource available in the other educational institutions and research centres in the city of Hyderabad.
- Distance from the city is also an impediment in our outreach programmes. Moreover since most of our students come from other States, local language acts as a barrier in providing efficient and timely legal aid.
- University is not able to achieve 100% campus placements for its Postgraduate Programme as campus recruitment for University teachers is still a distant dream in Indian universities.

OPPORTUNITIES

- University has emerged as the top destination of legal education in the South Asia. With the best students of the country getting admitted to NALSAR, there is an opportunity for us to take the next logical step of emerging as one of the leading institution of legal education in the world.
- University teachers and students have to come up with cutting edge researches in the emerging areas of law which help the country in solving contemporary socio economic problems. University is regularly consulted by the Government of India, State Governments, national and international organisations etc. This gives us an opportunity to improve not only drafting of laws but enactment of laws / formulation of policies which will have far reaching impact in the realisation of our stated goal of rule of law and social justice.
- University's legal aid clinics do give us an opportunity to help poor and needy people in terms of legal aid. The success of our Land Legal Aid Clinic at Warangal gives us an opportunity to set up similar clinics in other districts of State of Telangana and Andhra Pradesh.
- Due to limited infrastructure, University cannot offer too many courses in the regular mode but the huge success of our distance and online programmes do create a new opportunity of coming up with specialised courses in the proximate and online mode.
- Highly talented senior faculty members of the University with their chosen specialisations provide us a human resource which is to be used to train the faculty members in other Law Schools and Law Colleges. Accordingly, the University is planning to set up an Academic Staff College for the law teachers.

CHALLENGES

- Reaching top and emerging as the top Law University of the Country was easy but staying at the top is a big challenge. For NALSAR to retain its top position as a Law University is the biggest challenge particularly when new Law Universities with better governmental support and improved infrastructure are going to give us a stiff competition.

- NALSAR has created a brand in itself and Faculty members associated with NALSAR are in huge demand and therefore retaining NALSAR faculty members is quite a task as its senior faculty members do get coveted positions and junior faculty members are offered highly attractive pay packages by the new Law Schools and private law colleges.
- Since NALSAR has to promote integration of knowledge, we need to go beyond legal education and therefore there is a challenge to set up new departments to have a truly interdisciplinary approach in our teaching and research. As opportunities for the social science teachers are limited, recruiting and retaining social science teachers is also a challenge.
- Most of NALSAR's students get placements in leading corporate firms or get selected into civil and judicial services. How to convince our students to set up their practice in small towns and rural areas is therefore a challenge as University does want to contribute in terms of efficient legal services at the grass root level.

SECTION B

PREPARATION OF SELF-STUDY REPORT

1.   Profile of the University

Name	NALSAR University of Law
Address:	Post Box No. 1, Justice City, Shameerpet, R.R. District.
City: Hyderabad	**Pin: 500 101**
State: Telangana	**Website: www.nalsar.ac.in**

2.   For communication:

Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Prof. (Dr.) Faizan Mustafa	O: 040-23498102 R: 040-23498151	9848048195	040-23498385	vc@nalsar.ac.in
Pro Vice Chancellor (s)	-	-	-	-	-
Registrar	Prof. (Dr.) V.Balakista Reddy	O: 040-23498103 R: --	9948660916	040-23498386	registrar@nalsar.ac.in
Steering Committee /IQAC Co-ordinator	Prof. (Dr.) K. Vidyullatha Reddy	O: 040-23498216 --		040-23498386	

3.   Status of the University:

State University	√
State Private University	
Central University	
University under Section 3 of UGC (Deemed University)	
Institution of National Importance	
Any other (please specify)	

4.   Type of University:

Unitary	√
Affiliating	

5.   Source of funding:

Central Government	(UGC)	√
State Government	(Capital Grant)	√

Self-financing	√
Any other (please specify)	

6.   **a. Date of establishment of the university:** 15.06.1998

     b. Prior to the establishment of the University, was it a/an

      i.   PG Centre   Yes   No √

      ii.   Affiliated College   Yes   No √

      iii. Constituent College   Yes   No √

      iv. Autonomous College   Yes   No √

      v.   Any other (please specify)   **Society**

           (National Society for Promotion and Advancement of Legal Studies and Research)

     If yes, give the date of establishment …………………… (dd/mm/yyyy)

7.   **Date of recognition as a University by UGC or any other national agency:**

	Under Section	**dd**	**mm**	**yyyy**	**Remarks**
i.	2f of UGC*	04	06	1999	
ii.	12B of UGC *	22	07	2004	
iii.	3 of UGC #				
iv.	Any other ^ (specify)				

     * Enclose certificate of recognition

     # Enclose notification of MHRD and UGC for all courses / programmes / campus/ campuses

     ^ Enclose certificate of recognition by any other national agency/agencies, if any

8.   **Has the university been recognized**

     a. By UGC as a University with Potential for Excellence?

             Yes____   No √

     If yes, date of recognition : …………………… (dd/mm/yyyy)

     b. For its performance by any other governmental agency?

             Yes____   No √

     If yes, Name of the agency …………………… and

           date of recognition: …………………… (dd/mm/yyyy)

     Note: **However, the university has been ranked as No.1 Law University in India by India Today, Outlook and other survey agencies.**

9.   **Does the university have off-campus centres?**

            Yes____   No √

     If yes, date of establishment : …………………… (dd/mm/yyyy)

           date of recognition: …………………… (dd/mm/yyyy)

10. **Does the university have off-shore campuses?**

           Yes____   No √

If yes, date of establishment : …………………… (dd/mm/yyyy)

          date of recognition: …………………… (dd/mm/yyyy)

11. **Location of the campus and area:**

	Location	**Campus area in Acres**	**Plinth area in sq. feet**
i. Main campus area	Rural	50 acres	5,82,025.29 Sq.Ft. (Built) 24,762.90 Sq.Ft (Under Construction)
ii. Other campuses in the country	Not Applicable		
iii. Campuses abroad	Not Applicable		

(* Urban, Semi-Urban, Rural, Tribal, Hilly Area, Any other (please specify)

If the university has more than one campus, it may submit a consolidated self-study report reflecting the activities of all the campuses.

12. **Provide information on the following:**
    • **Auditorium/seminar complex with infrastructural facilities:**

- Auditorium with capacity of 804 persons fully centralized Air Conditioned and Fancy Push Back Sitting and Latest Audio visual fittings.
- Four class rooms of 80 capacity
- Eleven class rooms of 60 capacity
- One class room of 120 capacity
- Three numbers of Seminar Halls with seating capacity of 40 Nos. each with Air Conditioned and equipped with LED Projectors and fully digitalized classrooms
- Air Conditioned Moot Court Hall
- Air Conditioned Video Conference Hall of 250 Capacity
- Air Conditioned R.N. Jhunjhunwala Conference Hall of 200 capacity

Sports Facilities:

Play Grounds:

Sr. No.	Name of the Ground/field	No. of Ground/ field	Measurement	Remarks
1.	Basketball	02	As per Basketball Federation of India Norms 28*15 (L*W)	Flooring of the Basket Ball Court is Cement Concrete

2.	Tennis	02	As per All India Tennis Association norms 24*11 (L*W)	Flooring of the Tennis Court is Cement Concrete
3.	Football	01	80 metre Length x 70 metre Width	Grassy
4.	Volleyball	01	As per Volleyball Federation of India Norms	Clay
5.	Kabaddi	02	As per Armature Kabaddi federation of India norms 13*10 (L*W)	Sand
6.	Kho-kho	01	As per Kho-Kho Federation of India 29*16 (L*W)	Grassy
7.	Cricket	01	OVAL Medium field	Grassy
8.	Badminton	06		The flooring of the Badminton court is Cement Concrete
9.	300 metre Track	01	As Per Athletics Federation Of India Norms	Clay
10.	Gym	02	459 Sq. feet each	Separate for the Girls and Boys
11.	Indoor Sports • Table Tennis • Carrom • Chess • Snooker	02	Separate Rooms for Each	each set is separate for Girls and Boys

Swimming pool:
- It is in the plan and under consideration. Due to the acute paucity of water we are going slow in this project.

Gymnasium:
- Yes, separate for boys and girls.

Guest House and Convention Centre
- NALSAR has always kept in priority to provide the best hospitality to its Guests. Our Guest House is designed to provide comfort and relaxation to the guests.

Facilities provided at the Guest House:
Fully Air-Conditioned, Running Water 24 Hours, Internet Rooms, LCD T.V. with Latest Dish Connection, Wi-Fi Facility, Doctor on Call, 24 Hours Room Service, In house Laundry Service, Conference Room, In Room Tea Coffee Maker.

Hostels:

Boys Hostel:

1.	No. of Hostels	05 Blocks
2.	Number of inmates	286
3.	Facilities	- Single Occupancy Rooms - Double Occupancy Rooms - Reading Area - Cafeteria - Medical Facility 24X7 Internet Facility - Television with cable connection in common lounge 24x7 Solar Hot Water 24x7 House Keeping Services 24x7 Electrical Plumbing Services - Gym - Basket Ball Court - Telephone Facility - Saloon - Table Tennis

Girls Hostel:

1.	No. of Hostels	05 Blocks
2.	Number of inmates	251
3.	Facilities	- Single Occupancy - Double Occupancy - Reading Area - Cafeteria - Medical Facility 24X7 Internet Facility - Television with cable connection in common lounge 24x7 Solar Hot Water 24x7 House keeping services 24x7 Electrical Plumbing Services - Gym - Basket Ball Court - Table Tennis - Telephone Facility - Beauty Parlour

Working Women's Hostel:
- Not applicable but residential accommodation is available on campus both for the teaching as well as non-teaching staff.

Residential facilities for faculty member and non-teaching staff:
- 12 Nos. of Faculty Quarters, 12 Nos. of Staff Quarters, Two Care taker Quarters and One Vice-Chancellor Residence are available with centralized Piping supply of CNG Cooking Gas, 24x7 Solar Hot Water, Medical Facility, Television with Cable connection , entire campus covered with Wi-fi and 24x7 plumbing and electrical services.

Dining Hall (1000 seating capacity)
- Food is supplied according to the Menu given by the Student Bar Council – Mess Committee and prepared by highly skilled cooks in fully hygienic conditions. The University Dining Hall is open from 6:00 a.m. to 9:00 p.m.
- Another Dining Hall for 150 students is being constructed in the new Hostel.

Cafeteria
- Food Courts available near Shopping Complex in the campus with Hygienic food and are open from 11:00 a.m. to 1:00 a.m.

Health centre, Nature of facilities available inpatient, outpatient, ambulance, emergency care facility, etc
- University has Health Centre with basic medical facilities
- Well experienced Male Doctor and Female Doctor are available during peak hours in the day while Resident Nurse is available round the clock
- Dental Doctor is available on call.
- Qualified and well experienced Counsellor is available in the Counselling Centre.
- Ambulance is available round the clock
- In case of severe emergency government facility of 108 Ambulance is also available

Facilities like banking, post office, book shops, etc.
- ATM of Indian Bank is available within the campus
- Indian Bank, SBH, Canara Bank, IDBI Banks branches are available within 3 kms.
- Pickup and Drop facility from Indian Post and Courier facility within the campus.
- Post Box is available within the campus
- Provisional and Stationary Stores
- Laundry facility as well as washing machines are available
- Provision of Photo copy, printing, scanning and allied services
- Book Staff is available on campus and in addition Book Exhibitions are conducted regularly. Reference section of the library contains good collection of books and journals

Transport facilities to cater to the needs of the students and staff
- Bus facility for the staff regularly from city to campus and return
- Weekly bus service for shopping on advance registration is made available for students and staff

- University vehicles are provided as and when required for personal use and / or for official works.
- State Transport facility is available
- Taxi can be booked for dropping and pickup
- Autos are available outside the Main Gate

Facilities for persons with disabilities
- Disabled friendly Campus
- Ramps and railings are provided in all the buildings. Installation of Elevator is in process in the academic and administrative blocks
- The Library has JAWS (Job Access with Speech), Kurzweil 1000 and Index Braille softwares for use by the visually disabled
- Lift is being installed in the Academic Block.

Animal House
- Not applicable

Incinerator for laboratories
- The University has Computer Laboratory for the purpose of conducting IT related practical courses such as Advanced Excel, SPSS, SASS, e-Commerce Platform, Cyber Forensic Coureses etc. This lab does not require incinerator.

Power House
- 63 KVA, 200 KVA, 200 KVA, 200 KVA, 315 KVA DG Sets are installed and connected to all the buildings for 24 hours uninterrupted power supply
- Solar Water Heaters are installed for the Hostels, Guest House and the Convention Centre

Water Treatment Plant
- R O Plant which provides 2000 litres of purified water per hour is available and the purified drinking water is supplied to the entire campus

Waste management facility
- Sewerage Treatment Plant (STP) has been installed for recycling the waste water and the STP recycles around 150^3 Mtrs per day
- 100% of Treated Waste water is used for the gardening purposes.

13. **Number of institutions affiliated to the university**

Type of Colleges	Total	Permanent	Temporary
Arts, Science and Commerce			
Law			
Medicine			
Engineering	**Not Applicable**		
Education			
Management			
Others (specify and provide details)			

14. **Does the University Act provide for conferment of autonomy (as recognized by the UGC) to its affiliated institutions? If yes, give the number of autonomous colleges under the jurisdiction of the University**

Yes_____   No _____   Number_____

Not Applicable as University does not have any affiliated colleges.

15. **Furnish the following information:**

Particulars		Number	Number of Students (2014 – 2015)
a. University Departments Law		01	
Courses Offered	Undergraduate	B.A.,LL.B.(Hons.)	402
	Postgraduate	LL.M. MTBL MBA MALATM MSTL	59 247 83 134 16
Research Centres on the campus		20	--
b. Constituent Colleges		--	--
c. Affiliated Colleges		--	--
d. Colleges under 2 (f)		--	--
e. Colleges under 2 (f) and 12B		--	--
f. NAAC accredited colleges		--	--
g. Colleges with Potential for Excellence (UGC)		--	--
h. Autonomous colleges		--	--
i. Colleges with Postgraduate Departments		--	--
j. Colleges with Research Departments		--	--
k. University recognized Research Institutes/ Centres		--	--

16. **Does the university conform to the specification of Degrees as enlisted by the UGC?**

Yes √   No

If the university uses any other nomenclatures, please specify.

The university is offering Master's Degree in Aviation Law and Air Transport Management & Master's Degree in Space and Telecommunications Law and a communication was sent to UGC for approval. The approval from the UGC is awaited. These are innovative courses which do not fit the existing nomenclature of degrees.

17. **Academic programmes offered by the university departments at present, under the following categories: (Enclose the list of academic programmes offered)**

Programmes	Number
UG	01
PG	05
Integrated Masters	--
M.Phil.	01
Ph.D.	01
Integrated Ph.D.	--
Certificate	--
Diploma	--
PG Diploma	09
Any other (please specify)	--
Total	

List of Courses Offered

Sl. No.	Name of the course
1.	Ph.D.
2.	M.Phil.
3.	LL.M
4.	M.T.B.L.
5.	M.B.A.
6.	Masters Degree in Aviation Law and Air Transport Management
7.	Masters Degree in Space and Telecommunications Law
8.	B.A., LL.B. (Hons.)
9.	PG Diploma in Patents Law
10.	PG Diploma in Cyber Laws
11.	PG Diploma in Media Laws
12.	PG Diploma in International Humanitarian Laws
13	P.G. Diploma in ADR (Proximate Education)
14.	P.G. Diploma in FDR (Proximate Education)
15.	P.G. Diploma in ADR (Regular Course)
16.	P.G. Diploma in FDR (Regular Course)
17.	PG Diploma in Aviation Law and Air Transport Management

18. **Number of working days during the last academic year**
Academic Year 2014-15 : 287 Days

University attaches lot of importance to the practical training and linkages with the industry and therefore 12 weeks per year are spent on internship at courts, NGOs and law firms.

19. **Number of teaching days during the past four academic years**

    Academic Year 2014-15   :   191 Days
    Academic Year 2013-14   :   193 Days
    Academic Year 2012-13   :   187 Days
    Academic Year 2011-12   :   187 Days

('Teaching days' means days on which classes were engaged. Examination days are not to be included)

NALSAR promotes practice oriented teaching and therefore, internship are an integral part of teaching at NALSAR. In every semester students undergo six weeks internship with a judge or a lawyer or a corporate law firm or a NGO to get hands on experience as to implementation and enforcement of laws and their adjudication. Therefore, in terms of teaching days, 84 days of internship should also be counted where teaching takes place not in the University but in the field.

20. **Does the university have a department of Teacher Education?**

    Yes   No √

If Yes,

a. Year of establishment ……………… (dd/mm/yyyy)
b. NCTE recognition details (if applicable) Notification
    No.: ……………………………………
    Date: …………………………… (dd/mm/yyyy)
c. Is the department opting for assessment and accreditation separately?
    Yes   No

21. **Does the university have a teaching department of Physical Education ?**

    Yes   No √

If Yes,

a. Year of establishment ……………… (dd/mm/yyyy)
b. NCTE recognition details (if applicable) Notification
    No.: ……………………………………
    Date: …………………………… (dd/mm/yyyy)
c. Is the department opting for assessment and accreditation separately?
    Yes   No

22. **In the case of Private and Deemed Universities, please indicate whether professional programmes are being offered?** **-** Not Applicable -

    Yes   No

If yes, please enclose approval / recognition details issued by the statutory body governing the programme

23. **Has the university been reviewed by any regulatory authority? If so, furnish a copy of the report and action taken there upon.**

- Bar Council of India (BCI) inspected the University for the grant of affiliation and also for extension of affiliation. The BCI inspections took place on May 31, 1998; June 28, 2000; September 3, 2007 and October 13, 2014. Copy of the Reports of the Inspection Committee dated September 3, 2007 and October 13, 2014 are enclosed as **Annexure – I.**

- The various Committees appointed by the University Grants Commission (UGC) also visited the University and submitted their review report to the UGC for the grant of funds under Section 12B. The Committee for the X Plan visited the University on October 25-27, 2004 and for the XI Plan visited on July 30 - August 1, 2008. Copy of the XI Plan Visiting Committee Report is enclosed is **Annexure–II.**

The Bar Council of India approved increase of intake of the B.A., LL.B. (Hons.) with three sections of 60 each. The University has increased the intake to 120 with two sections of 60 each. The Council further suggested that the University should appoint regular teachers for Economics, History, Political Science and English and also to increase the permanent law faculty member. Accordingly, the University has created the positions for appointment of permanent Social Sciences teachers and also appointed some more permanent faculty members recently including an Assistant Professor in Sociology.

24. **Number of positions in the university**

Position	Teaching faculty			Non-teaching staff	Technical Staff
	Professor	**Associate Professor**	**Assistant Professor**		
Sanctioned	08	09	17	Nil	Nil
Recruited	05 + 02 (Two Associate Professors were promoted as Professors under CAS)	01	12	--	--
Yet to recruit	03	06 (Two Associate Professors were promoted as Professors under CAS)	05	--	--
Number of persons working on contract basis	03	03	14	65	04

25. **Qualifications of the teaching staff**

Highest Qualification	Professors		Associate Professors		Assistant Professors		Total
	Male	Female	Male	Female	Male	Female	
Permanent Teachers							
D.Sc. / D.Litt.	Not Applicable						
Ph.D.	04	03	00	01	04	02	14
M.Phil.	00	00	00	00	00	00	00
PG	00	00	00	00	05	01	06
Temporary Teachers (Contract but full-time)							
Ph.D.	03	00	02	00	00	01	06
M.Phil.							
PG			01	00	11	02	14
Part-time Teachers*							
Ph.D.							
M.Phil.							
PG							

*The University does not appoint Faculty on part-time basis. But experts are invited to offer elective courses for short durations. In addition, leading experts are also invited to deliver guest lectures on continuous basis keeping in view their expertise in the subject.

26. **Emeritus, Adjunct and Visiting Professors.**

- Mr. Gabor Gombos, Former Theoretical Physicist, Hungary
- Prof. Gerard Quinn, National University of Ireland, Galway
- Prof. Martin Price, Juris Doctor, U.S.A.
- Prof. Scott Martin, International Criminal Tribunal, Rwanda
- Prof. Wayen Jordash, Counsel, International Court of Justice and International Criminal Court, Rwanda
- Prof. ArchanaParashar, Macquarie University, Sydney, Australia
- Dr. Syed Sadiq, Officer-in-Charge, UN Women Multi-Country Office, Southern Africa, Johannesburg, South Africa
- Prof. (Dr.) G.S. Sachdeva, Former Legal Advisor FRG and Adjunct Professor of Air and Space Law, Jawaharlal Nehru University, New Delhi
- Amb. A.N. Ram, IFS (Retd.), Former Secretary, Ministry of External Affairs, Government of India, Hyderabad
- Prof. (Dr.) Saligram Bhatt, Honorary Professor of Air & Space Law, Jawaharlal Nehru University, New Delhi
- Hon'ble Shri Justice B. PrakashRao, Former Acting Chief Justice of A.P., Hyderabad
- Prof. G.V. Ajjappa, Former Professor, NLSIU, Bangalore
- Prof. Gabor Gombos, Member of the UN Committee on the Rights of Persons with Disabilities, Geneva
- ShriPadmanabhaiah, Former Home Secretary, Government of India
- Prof. N.L. Mitra, Chancellor, Kalinga Institute of Industrial Technology, Bhubaneswar and Former Vice-Chancellor, NLSIU, Bangalore and NLU, Jodhpur
- Prof. Zakaria Siddiqui, Former Professor, IIUM, Malaysia

• Mr. Naved Masood, Former Secretary, Ministry of Corporate Affairs, Government of India, New Delhi

In addition, on an average, 10-12 elective courses are offered by the experts from outside (International Scholar-in-Residence) and also 20-25 guest lectures are arranged by the University each semester.

27. Chairs instituted by the University:

• M.K. Nambyar SAARCLAW Chair in Comparative Constitutional Law Studies instituted by Shri K.K. Venugopal, Senior Advocate, Supreme Court of India, New Delhi.
• Intellectual Property Chair instituted by Ministry of Human Resources Development, Government of India
• Consumer Law Chair instituted by the Ministry of Consumer Affairs, Food & Public Distribution, Department of Consumer Affairs, Government of India

28. Students enrolled in the university departments during the current academic year, with the following details (2014 – 2015)

Students	UG	PG	Inte-grated Masters	M.Phil.	Ph.D.	Inte-grated Ph.D.	D.Litt / D.Sc.,	Certifi-cate	Diploma	PG Diploma
	*M *F	*M *F	*M *F	*M *F	*M *F	*M *F	*M *F	*M *F	*M *F	*M *F
From the State where the university is located	M-26 F-42	M-40 F-25			M-10 F-05					
From other states of India	M-158 F-127	M-29 F-47			M-23 F-20					
NRI students										
Foreign students	M-19 F-30	M-01 F-01			F-01					
Total	**M-203 F-199**	**M-70 F-73**			**M-33 F-26**					

* M-Male   *F-Female

Note : The data relates to the regular courses offered on campus.

29. 'Unit cost' of education
Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)
a) **including the salary component** = Rs. 2,68,294/-
b) **excluding the salary component** = Rs. 1,82,662/-

30. Academic Staff College
   Year of establishment
      Number of programmes conducted (with duration)
      ∗   **UGC Orientation**
      ∗   **UGC Refresher**
      ∗   **University's own programmes**
                     - Not Applicable –

   Even though the University does not have Academic Staff College, the University conducted the following programmes:

   - UGC Refresher Course for Law Teachers on ADR from November 9-29, 2002

   - UGC Refresher Course for Law Teachers on Constitutional Law and Jurisprudence from September 6-26, 2003

31. Does the university offer Distance Education Programmes (DEP)?

         Yes √   No
   If yes, indicate the number of programmes offered.

      Yes, NALSAR Offers the following programmes through Distance Mode:

1.	2-Year Master's Degree in Aviation Law and Air Transport Management
2.	2-Year Master's Degree in Space and Telecommunication Laws
3.	PG Diploma in Patents Law
4.	PG Diploma in Cyber Laws
5.	PG Diploma in Media Laws
6.	PG Diploma in International Humanitarian Laws
7.	P.G. Diploma in ADR
8.	P.G. Diploma in FDR
9.	PG Diploma in Aviation Law and Air Transport Management

      Are they recognized by the Distance Education Council?

      Yes, the Distance Education Council has granted institutional recognition for offering courses in Open Distance Learning Mode.

32. Does the university have a provision for external registration of students?
         Yes   No√
      If yes, how many students avail of this provision annually?

33.   Is the university applying for Accreditation or Re-Assessment? If Accreditation, name the cycle.

      Accreditation: **Cycle 1**√   Cycle2   Cycle3   Cycle 4

      Re-Assessment :

34. **Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)**

   Cycle 1: ………………… (dd/mm/yyyy), Accreditation outcome/Result ……
   Cycle 2: ………………… (dd/mm/yyyy), Accreditation outcome/Result ……
   Cycle 3: ………………… (dd/mm/yyyy), Accreditation outcome/Result ……
   Cycle 4: ………………… (dd/mm/yyyy), Accreditation outcome/Result ……

   * Kindly enclose copy of accreditation certificate(s) and peer team report(s)

   - Not applicable

35. **Does the university provide the list of accredited institutions under its jurisdiction on its website? Provide details of the number of accredited affiliated / constituent / autonomous colleges under the university.**

   - Not applicable as the University does not have affiliated / constituent / autonomous colleges under it.

36. **Date of establishment of Internal Quality Assurance Cell (IQAC) and dates of submission of Annual Quality Assurance Reports (AQAR).**

   IQAC   February 18, 2012 (dd/mm/yyyy)
   AQAR   i) ………………… (dd/mm/yyyy)
                     ii) ………………… (dd/mm/yyyy)
                     iii) ………………… (dd/mm/yyyy)
                     iv) ………………… (dd/mm/yyyy)

37. **Any other relevant data, the university would like to include (not exceeding one page).**

   NALSAR University of Law is committed to produce socially relevant lawyers. To attain this goal we have given lot of emphasis on human rights and other issues which are important to the poor and underprivileged sections of our population. At the same time, the University believes in attaining highest professional standards. The University has been doing a great service in terms of helping the Government in the enactment of various laws and policies etc.

   NALSAR has redefined legal education in the country. We are now moving beyond interdisciplinarity and promoting integration of knowledge and therefore have come up with several courses which are at the intersection of law, humanities and management etc.

   To give quality education to people who cannot be enrolled as our regular students we have come up with number of courses in the distance and onsite-online mode and thereby promoting dissemination of legal knowledge.

CRITERION I : CURRICULAR ASPECTS

1.1. CURRICULUM DESIGN AND DEVELOPMENT

1.1.1. How is the institutional vision and mission reflected in the academic programmes of the university?

According to its founding document the University was established to provide comprehensive legal education; to organize advance studies and promote research in all branches of law; strengthen values enshrined in the constitution and rule of law; to advance legal awareness in the community and to assist in the rigorous analysis of contemporary issues. Thus the founders of NALSAR envisioned it as a university which would impart legal education to all and research on all issues which were of significance to the community as well as the institutional legal system.

In order to undertake this task, the University firstly started with launching the undergraduate degree program. Insofar as social sciences and humanities are more closely aligned with the community, the process of imparting legal education was initiated with the BA LLB (Hons) program. The program was so designed as to integrate law, social sciences and humanities. Thus along with pure law and social science courses, several law and courses such as law and economics, sociology of law; law and literature and law and poverty were also on offer. Whilst courses in law were offered from the very first semester, effort was made to sequence the courses in such a manner that student's sensibilities were informed before they were lured by the technical intricacies of the discipline. Thus courses such as sociology of law, law and poverty were taught before the public law subjects. The University was intent in producing lawyers who possessed both social conscience and technical competence. The social justice consequences of the education and research choices continued to inform every curricular choice of the university.

The mission of comprehensive legal education was then fulfilled by firstly launching the masters and the doctoral program. Herein again the effort was to cultivate legal experts who were cognizant of their social responsibilities, the mandatory courses in legal theory and comparative constitutional law were geared to play that role and in the doctoral courses we encouraged inter-disciplinary research by allowing students from any discipline to pursue their research with us provided their topic had a legal angle accompanying it.

The comprehensive legal education drive then moved towards the community with the inauguration of the distance education programs. In its first crop of programs we offered diplomas in patent and cyber laws on one hand and media and humanitarian law on the other. Today, the University is looking at examining the legal angle of several technological developments in air, space and telecommunications by instituting post graduate programs around these fields. The process of centering the human has not been forgotten, as the university continues to run diploma programs around alternative dispute resolution and family dispute resolution.

Insofar as the production of order is common objective, there is a symbiotic relationship between law and management. How should concerns of efficiency and justice marry each other and can dispute resolution institutions gain from the knowledge of management? It is to seek answers to these vital questions the university started the post graduate program in management. The study of court and corporate management in a law university, we hope will yield insights on how to marry equity and efficiency.

The university has not forgotten its duty of imparting legal education to non-professionals and the community generally and to that end the university holds a range of training courses in specialized areas such as food security, banking and labour. Gender sensitizations programs are other vehicles through which the university fulfils its responsibility of strengthening the ethical, social and legal fibre of the polity.

Even as education is the center piece of our Academic program. This piece is continually reinforced by our research and publication program. In line with our commitment to use law to advance social justice, we have undertaken research programs around penal reforms; disability rights; land rights; the interplay between environment protection and livelihood.

The need to be abreast with latest technological developments and the challenges they throw up for law is the other major driver of research at NALSAR. This is shown by our work on DNA testing, internet governance, solid waste management, space and telecommunications.

Whilst research is both for itself and to enrich the teaching program, the publications program is primarily driven by the need to share our research findings and to disseminate information on the most recent legal developments. This is done through a number of university journals and other occasional publications. We have plans of strengthening the publication program of the University by launching the NALSAR University Press. We hope that this initiative would provide space for non-commercial, knowledge driven publication in the country.

1.1.2.   Does the university follow a systematic process in the design and development of the curriculum? If yes, give details of the process (need assessment, feedback, etc.).

Curriculum design has been a reflective exercise for us at all times. We have been ambitious in vision but practical in implementation. Thus even when the more ambitious seemed more attractive we only undertook to do that which we could achieve.

In the first instance, the University just adopted the Bar Council of India's design for the BA LLB (Hons) course. Around two years down the line, we only altered the sequence in which various courses would be taught but did not really change the core course requirements laid out by BCI. In its formative years, the University did experiment with tutorials as a site of learning, where

students could be provided more individual attention and junior teachers provided an opportunity to explore additional dimensions in the course. Primarily because of infrastructure inadequacies the program was abandoned as neither the administration nor the faculty were enthusiastic to undertake only face value activities. Since requisite infrastructural support was now available, the tutorial system has been started again with postgraduate and senior undergraduate students undertaking tutorship for credits.

For nearly fourteen years of its existence the undergraduate program functioned as a largely mandatory program. Only three optional seminar courses were offered to students in the final year. A large depository of courses was created driven by student and faculty interest. This was also the site of experimentation for the University and several courses on issues of contemporary interest were launched.

It was realised in due course that a one-size fit all kind of curriculum did not work, because often mandatory courses did not speak to the interests of individual students. The university therefore shifted to a choice based credit system in the undergraduate programme.

The University statute and regulations require all teaching programs to be approved by the Academic Council. Whilst this procedure is regularly observed and often valuable feedback is received, the real job of curriculum design is done in committees, faculty meetings and student open houses. It is through these non formal processes that the University made its switch to the choice based credit system. Thus student interest and feedback joining with faculty expertise and interest cause a faculty member to offer a course. Before the course is launched, the faculty member has to present and defend her course before the entire faculty. This peer review helps in filling gaps and prevents launching of overly ambitious programs. Subsequent to faculty approval the new course is added in the database of courses and final approval obtained from the Academic Council.

Since the taste of the pudding is in the eating, the university adopts a liberal approach when it comes to including a new course in the curriculum, the continuance of the course both formally and informally is largely dependent upon student interest and endorsement because every course needs to meet the numerical floor level of student interest before it can be offered.

It can thus be stated that in designing and running any course we are guided by peer review; contemporary developments; and recurrent evaluation, through student and faculty feedback

Post-Graduate Course

The design of the Post-Graduate Course was also firstly informed by the demand set by the regulator that is the University Grants Commission. In the first instance a range of specialized streams were put on offer and students were required to make their choice once and for all at the start of the second semester. It was subsequently realized that strangle-holding students into a

specialization before they had studied the courses was stifling choice. Consequently, students were provided a list of specialized papers and informed of the number of papers they would need to elect to obtain the masters degree in the chosen specialization but whether they wished to obtain a masters degree with or without a specialization was left to them.

In comparison to the undergraduate program, the floating of specializations and courses is driven by peer to peer interaction which is carried out under the general guidance of the Post Graduate Centre. All professors of the University are members of the Centre. The presence of in-house expertise; the contemporary relevance of the subject and general student interest are seen as relevant criteria to decide whether specialization should be introduced, or course floated.

Insofar as the students in the post-graduate courses are not our students who have pursued their under graduate education with us but drawn from other national law schools and universities in the country, we have attempted to forge connections between the undergraduate and the post-graduate program by offering some common courses. The postgraduate students are specially sought out for the teaching and research assistantship.

Doctoral Program

The deliberative process of designing has also been extended to the doctoral program. In the initial stages of the Ph.D program the university found itself being pulled into the doctoral race where people registered for the doctoral program either because it was a mandatory step in academic career advancement or because the degree accorded academic status. The mandate of creating original knowledge which is the raison d'etre of any doctoral program failed to obtain adequate purchase. Upon due evaluation, it was realized that the University was being overly liberal in its admission policy which caused a number of mediocre scholars to be registered in the doctoral program. A large number of the initial crop of Ph.Ds were at best analytical commentaries on existing research. Since the scholars were not selecting virgin fields of inquiry, the doctoral work was only making a meagre contribution to knowledge.

In order to remedy this inadequacy, the University introduced a rigorous admission process. Thus candidates were required to appear in an entrance exam which tested their reading, writing and research skills. Those candidates who passed the test, as well as those who were exempted from it, were next required to submit a 1000 word proposal which outlined the broad area and the specific problem on which the candidate wishes to research. These proposals are firstly put through a plagiarism test and then sent to all members of the University Research Board for evaluation. Candidates whose proposals obtain majority approval are invited to make a presentation before the Research Board. Only those candidates who obtain the approval of the Research Board are then registered for the doctoral program. The potential of a proposal to make original contribution to knowledge largely influences the approval accorded by the Board.

A rigorous course on research methodology, annual work in progress seminars; a pre-submission seminar and evaluation by subject experts of international repute are other measures which have been introduced to improve the quality of doctoral research emerging from the University.

1.1.3. How are the following aspects ensured through curriculum design and development?

- **Employability**

  Employability: Traditionally law as a course was meant to provide necessary knowledge and skill to enable students to practice law in the courts. Students of law with the enrolment at Bar Council are technically deemed as employed and as such there is no unemployment. However since the inception of the University, it has recorded a 100% placement. The students are employed through campus selections and pre placement offers from the reputed national and international law firms, corporate houses besides others.

The undergraduate program allows for credits to be acquired from the mandatory, elective, seminar and clinic courses. The University has relied upon the Bar Council list in designating courses as mandatory. Whilst faculty competence and student interest has driven the elective program.

Mandatories function as means of ensuring basic professional competence, while the elective system permits students to tailor their education to the specific employment opportunities they seek. Cutting-edge courses offered by noted national and international academics and practitioners, aid in this process. A range of seminar courses that are research and writing intensive form integral part of students' credit requirements, as do clinical education courses which ensure hands-on knowledge.

The unique feature of our curriculum is that the elective courses on offer are not drawn from a static list, but are part of an ever growing set of options made available through active networking by the university with professionals interested in teaching their specialisations and through innovation by in-house faculty. Since the University went for a choice based credit system, it has expanded the curriculum and thereby expanded the spaces for legal advocacy be it by bringing home the need for alternate lawyering or legal journalism or the varied sites from banking to film making which needs legal advice. The inter-disciplinary accent of the programs is allowing a number of students to join policy teams and address the multi-faceted needs from the law

The students have a mandatory internship program in the break between the semesters. Students choose to do the internships in the area they intend to work in future or explore the areas and see the possibility of working in future. Internships are popular with the students as this is their main way to stay connected with the industry. Internship programs also help them to gain pre placement offers.

As already mentioned the university has expanded choice for the post graduate students by offering general and specialized courses. Students are free to opt for a specialized or general degree. Due to this strategy the University has a post graduate program with the largest number of specializations, in addition to a general LLM, NALSAR graduates are being swiftly absorbed in law schools all over the country as the wide curriculum choice when intelligently used by students, equips them to teach all kinds of subjects. Further with a robust program of teaching assistance the NALSAR graduate is imparted valuable teaching skills which make them attractive candidates for teaching positions.

The MBA program has been created to demonstrate the advantages of legally equipped manager for corporate and court set ups. This joining together of law and management has evoked a good response from the market.

Innovation

The University has made place for innovation by providing faculty space to float new courses in each semester. This space allows faculty to make out of box connections with other disciplines and sectors. The space has been expanded by the fact that the University has not limited itself to in-house faculty but also proactively sought external expertise. Giving the superstructural nature of law, we have not limited our search to law alone. The list of elective and modular courses floated by the University bear testimony to the veracity of this claim. To nurture innovative thinking the University plans a course on Legal Imagination accompanied with a Magic Show to enable students to think of the livelihood and cultural rights of street performing artists.

Students have been provided the opportunity to decide what kind of research and writing they wish to do in different courses through a research auction where a students are required in order of preference to record bids for each of the five assignments they are meant to do in a semester. This procedure provides space for student innovation because students are not just permitted to bid for the kind of assignment they wish to pursue but also encouraged to suggest the kind of assignments teachers should allocate in a particular course. The mandatory clinical programs where students are meant to acquire hands on skills are being progressively constructed to bring students face to face with real life problems and have them use their technical knowledge and skills to devise solutions. At present the university is inviting practitioners in order to equip students with conveyancing skills, in future it plans to attach students with individual lawyers to close the gap between law in books and in action.

The teaching assistantship program whereby postgraduate and senior undergraduate students conduct tutorials for junior students is the other curricular task which pushes student towards to devise strategies for communicating and disseminating knowledge.

Unique courses: The following courses are unique courses which are not available in any other University in India and the University is the pioneer in introducing these courses, they are:

- MBA with specialization in Court Management,
- Masters in Aviation Laws and Air Transport Management (MALATM)
- Masters in Space and Telecommunication Laws (MSTL)
- P.G. Diploma in Aviation Laws and Air Transport Management (PGDALATM)

NALSAR's initiative of offering B.A., LL.B. (Hons.) in the semester system is today followed by all the National Law Universities except NLS Bangalore and NLIU, Bhopal who follow the trimester system.

Research

Every undergraduate course is evaluated not only on written examination but also on research assignment. The seminar courses and some of the visiting courses students are only evaluated on the basis of researched assignments. Thus research is in built into the teaching –learning methods of the B.A., LL.B.(Hons.) program.

In the masters programs fifty per cent courses are research courses. Research Methods course in the first semester equips the students with necessary research skills. Every student is required to submit a dissertation in partial fulfilment of the degree. The university has a robust academic misconduct policy which provides for rejection of plagiarised assignments and other additional penalties where appropriate.

Due to the applied nature of the course the MBA program has trained students to unearth problems faced by organizations and sectors in the field; research solutions and test their effectiveness.

In the Ph.D program the Research Board has devised a policy whereby only those topics are registered where there is a demonstrable potential to make an original contribution to knowledge.

1.1.4.   To what extent does the university use the guidelines of the regulatory bodies for developing and/or restructuring the curricula? Has the university been instrumental in leading any curricular reform which has created a national impact?

Bar Council of India prescribes mandatory courses applicable for all law degree programs. University has also made it mandatory for the students to complete these courses. The University has added two additional courses as mandatory: Intellectual Property Law and Law & Poverty. Similarly we offer many more electives and seminar courses over and above what BCI requires a law school to do. All other courses other than these mandatory courses are optional and the students will choose the courses to accomplish the requisite

credit requirement of the program. University has introduced choice based credit system from the academic year 2012-13 and the Ministry of HRD is considering implementing it across universities now. Thus NALSAR was the first law university to introduce Choice Based Credit System in the country without breaching the requirements laid by the regulator. The manner in which the system has been introduced by NALSAR is being studied by other law schools who have made some piecemeal changes in their course curriculum inspired by the NALSAR experiment.

UGC guidelines prescribe a course structure for Master's Course. The University follows the structure and all the mandatory papers prescribed by the UGC are compulsory. The UGC permits students to choose other courses and the specialization. Herein again in order to enhance student choice NALSAR instead of admitting students to a specialisation, allows students to decide depending on the courses they opt for whether or they wish to obtain a specialized or general LLM. The Public law and Legal Theory Specialization offered by the University has produced graduates who have been seen as highly desirable as teaching and research faculty by the sector.

The University adopted the UGC (Minimum Standards and Procedure for Award of M.Phil. / Ph.D. Degree Regulations, 2009 for its M.Phil. and Ph.D. Programmes. With imaginative implementation of the Regulations, the University has been able to search out doctoral candidates who are passionate to research on their selected topics. The absence of work in a field has largely guided the registration of doctoral candidates.

Some programs offered by the University are unique and are not available anywhere in India. These programs are in great demand.
- MBA with specialization in Court Management,
- Master's in Aviation Laws and Air Transport Management (MALATM)
- Master's in Space and Telecommunication Laws (MSTL)
- P.G. Diploma in Aviation Laws and Air Transport Management (PGDALATM)

After launching of our courses some IIMs have started offering P.G. diploma in Court Management. An Aviation University is coming up in Hyderabad.

Following programmes are making national impact:
- Choice Based Credit System has now been adopted by the UGC for the entire country.
- Reasonable Accommodation is widely appreciated.
- Reducing Academic Stress has been appreciated by the High Court which directed all State Universities to follow NALSAR model
- University introduced B.A., LL.B. (Hons.) in semester system for the first time in India among the national law schools. All the national law schools followed this model subsequently.

1.1.5. Does the university interact with industry, research bodies and the civil society in the curriculum revision process? If so, how has the university benefitted through interactions with the stakeholders?

Before offering a course, the curriculum developed by the Faculty is reviewed by the Expert Committee consisting of seven to nine external experts in the relevant field appointed by the Vice-Chancellor. One such Expert Committee appointed by the Vice-Chancellor for review of the Master's Degree in Aviation Law & Air Transport Management and Master's Degree in Space & Telecommunication Laws consist of the following members:

1. Hon'ble Shri Justice G. Raghuram, Chairman, The Customs, Excise and Service Tax Appellate Tribunal and Formerly Judge, A.P. High Court - Chairman
2. Dr. Swarna Subba Rao, Surveyor General of India, Survey of India
3. Dr. G. Satheesh Reddy, Outstanding Scientist & 12th Scientific Advisor to Raksha Mantri (Ministry of Defence), Government of India
4. Dr. Sridhar Murthy, Former Director, Antrix Corporation, ISRO and presently Vice-President, International Institute of Space Law, Paris
5. Prof. (Dr.) G.S. Sachdeva, Former Legal Advisor to Federal Republic of Germany
6. Prof. (Dr.) Arya Sri, Director, School of Management Studies, JNTU, Hyderabad
7. Wg. Cdr (Dr.) S.K. Sharma, Chief Operations Officer, Air Force Station, Hakimpet, Hyderabad
8. GPT. S. Shiv Kumar, Chief Instructor, ATC Officers Training Establishment, Air Force Academy, Dundigal, Hyderabad
9. Prof. V. Balakista Reddy, Professor of Law and Centre Head, Centre for Air & Space Law (CASL), NALSAR University of Law-Convenor

The curriculum recommended by the Expert Committee was placed before the Academic Council. The suggestions and the recommendations were placed before the Executive Council. The programme was offered with the approval of the Academic Council and the Executive Council. Similar procedure is followed for all the programmes offered by the University.

With the inputs from the external experts the University is able to offer the unique and innovative courses with unique combination of Law & Management; Aviation Law & Air Transport Management and Space Law & Telecommunications. These courses cater to the present day needs of the national in these specialised fields.

In both the undergraduate and post graduate programs a system of peer review is followed. The Academic Committee is in close communication with law firms and corporate houses in order to understand market expectations and with civil society and the institutional system to know of their needs. These inquiries have guided the expansion of the electives pool. The university also extends invitations to practitioners and civil society experts on the strength of these conversations.

1.1.6.   Give details of how the university facilitates the introduction of new programmes of studies in its affiliated colleges.

Not applicable

1.1.7.   Does the university encourage its colleges to provide additional skill-oriented programmes relevant to regional needs? Cite instances (not applicable for unitary universities?

Not applicable

1.2. ACADEMIC FLEXIBILITY

Academic Flexibility is there in terms of designing of courses as well as their evaluation. Students are allowed to learn at their own pace. Student choice determines all our academic decisions.

1.2.1.   Furnish the inventory for the following:*
- **Programmes taught on campus**
  - B.A., LL.B (Hons.)
  - Mater of Laws (LL.M)
  - Master's in Business Administration (MBA) (Court Management)
  - M.Phil.
  - Ph.D.

- **Overseas programmes offered on campus**
  Short term programs are offered by International Law Firms. The following programs were offered:

  International Finance and Corporate Course:
  ALLEN & OVERY LLP U.K. offered 'International Finance and Corporate Course' 2011 for the benefit   of IV and V year students of B.A., LL.B. (Hons.) in July, 2011 and in March, 2015

- **Programmes available for colleges to choose from**
  Not applicable

1.2.2.   Give details on the following provisions with reference to academic flexibility

a) Core / Elective options

The university in its initial years accorded credits to the courses offered in its undergraduate and postgraduate program. However all students were with very minimal choice required to opt for the same courses. The system had marginal flexibility. With the adoption of the choice based credit system from 2012, the University has maximized on academic flexibility by making an almost equitable distribution of credits between core and elective courses.

Students are required to earn 200 and 24 credits respectively to earn the undergraduate and post graduate degrees in law. Whilst 110 of these 200 credits have to be earned from mandatory courses, students have been given total freedom in choosing the courses from which they wish to earn the remaining credits. The LLM program requires students to mandatorily undertake three core courses and a dissertation. For the rest students have the freedom to choose from the elective and seminar courses on offer. The students have the freedom to make general or specialized choices. The MBA program like the LLM makes a division between core and specialized courses, however here students are expected to offer a stream and then take all papers offered in that stream. The following elective courses are being offered to students since January 2013:

- An Introduction to Aircraft Finance
- Ancient Greek Jurisprudence & its Relevance to Modern World
- Ancient Greek Jurisprudence and its Relevance to Modern Society
- Applied Jurisprudence
- Approaches to Public Argumentation
- Aspects of Licensing of Intellectual Property
- Aviation Law
- Banking and Finance
- Business Environment
- Business Ethics
- Capital Markets & Securities
- Communication and Conflict Resolution skills
- Company Administration, Mergers and Acquisitions
- Competition Law
- Conflict of Marriage Laws
- Consumer and Competition Laws
- Consumer Laws
- Corporate Crimes
- Corporate Finance
- Corporate Insolvency
- Criminal Law & Practice
- Criminology & Penology
- Criminology & Victimology
- Defence Procurement Contracts – Contemporary Challenges
- Digital Evidence Retrievals and Analysis Systems
- Diversity Management and Minority Rights in India
- Election Laws
- Electronic Contracts and Digital Signatures
- Energy Law
- Engendering Right to the City
- Evaluation of Legal Reform and Social Justice
- Facilitation Restorative Justice and Conflict Resolution Processes
- Feminist Constitutionalism

- Gender and Religion in Comparative Constitutional Law context
- Gendering Legal Education
- Health and Healthcare Policies
- Health Law
- Human Rights Law and the Technology
- Ideas of Freedom in India: Recovering the Self and Society
- International Contracts
- International Business and Commercial laws
- International Commercial Arbitration
- International Contracts
- International Cyber law
- International Economic & Trade Law
- International Environmental Law
- International Human Rights Law in Practice
- International humanitarian & Refugee Law
- International IP & Innovation Policy
- International law of the Sea
- International Taxation
- International Trade Law
- Internet Crimes
- Introduction to Business and Human Rights
- Introduction to International Criminal Justice
- Introduction to Qualitative Research
- IP Litigation Landscape in India
- Judicial Engagement with Socio-Economic Rights
- Judicial Process and Statutory Interpretation
- Justice for Communities: Contemporary Controversies
- Land Laws
- Law & Popular Culture
- Law and practice of Service Tax
- Law between Conflict and Resolution
- Law of Copyright
- Law of Inheritance and Succession
- Law of Marriage and Separation
- Law of Trademarks
- Law Publishing: Practice and Theory
- Law, Labour at the Cross-roads
- Legal Pluralism and Conflict of Laws
- Legislative Process and Interpretation
- Maritime Law
- Mergers and Acquisitions
- Modern Insurance Law
- ODR: Intersection of Dispute Resolution and Technology
- Patent Litigation
- Political Obligations
- Practical Aspects of Litigation Procedure in India
- Private Equity and Venture Capital Transactions in India

- Production Sharing Contracts
- Property, Ownership and Possession
- Recent Challenges to Individualism under Criminal Justice System
- Regional Trade in SAARC
- Religion, Violence & Indian Nationalism
- Restorative Justice
- Rights vs. Relations: Property, Law, State
- Rule in Law
- SEBI, Capital Issues and Listing
- Securities Laws
- Securities Markets in US
- Sham Transactions
- Sports Law
- Tax Logic Design
- Taxation of International performing artistes and sportsmen
- The Law of Patents
- The Laws of War
- The Tribal Question in World Constitutions
- The Various Strands of Labour Rights
- Theoretical Foundations of Contract Law
- Truth Love and Beauty: how to read and feel films
- Understanding the Law and Practice of M&A and Private Equity
- Understanding Violence Against Women
- Visible and Invisible Evidence

The following **Seminar Courses** are on offer to the students from January 2013:
- Agricultural Law & Farmer Suicide
- Artificial Intelligence and Law
- Bio Safety Laws
- Child & Rights
- Child Abuse and Neglect
- Child Rights and Protection
- Colonial Economy: India (1757—1947)
- Comparative Constitutional Law
- Comparative Strict Liability Law
- Copyright Law and User Rights
- Corporate Environment Law
- Corporate Governance
- Corporate Insolvency Law
- Corporate Social Responsibility
- Corporeality, Culture and the Law
- Critical Administrative Law
- Critical Theory/Jürgen Habermas
- Critical thinking towards an inclusive society
- Cyberspace Jurisdiction

- Dangerous Constitutional Moments - Law in Totalitarian States
- Democracy, Development and Decentralization
- Dynamics of Indian Democracy
- Economics of Competition
- Economics of Regulation
- Electronic Contracting in Emerging Technologies
- Emerging Trends in Space Law
- Energy Law
- Enquiries into the social and political movements in colonial India
- Entertainment Law
- Ethics and Society
- Feminization of Labor
- Feminist Constitutionalism
- Financial Aspects of Mergers and Acquisitions
- Food & Nutrition on India Scenario
- Freedom of Religion and the Future of Secularism
- Gender and Law
- Global Internet Governance, Policy and Regulation
- Government & Political Thought in Early India
- Government and Political Thought in Early India
- Health and Substance Abuse
- History of India's Legal Profession: An Introduction
- Ideology and Cultural Context in Colonial India
- ILO and Human Rights
- India's Maritime Laws
- India's Maritime Laws: Codification and Enforcement
- Indoor Air Pollution: Women Health and Energy
- Industrial Laws and Social Security Legislations
- Information Technology Law
- Infrastructure Laws
- Intellectual Property Rights, Bio-Genetic Resources and Traditional Knowledge
- Interdisciplinary Studies on the Indian Legal System
- International Dispute Settlement Laws
- International Investment Infrastructure Laws
- International Investment Law
- International Investment Law and Dispute Settlement
- International Law of Banking & Insurance
- International Law of Sea
- International organizations and the Law
- Internet Crimes-Law, Policy and Regulation
- Introduction to Post Colonial Studies
- Investments and Dispute Settlements
- Issues and Challenges: Sentencing
- Jurisprudence and Foundation of Intellectual Property Law
- Jurisprudence of IP and emerging IP Segments

- Justice Education and Pedagogy
- Law of Robots
- Laws of Infrastructure Development
- Liberal Equality
- Lived Bodes and Life Writings: Gender, Genre and Representation
- Madness, law and society:
- Marine Pollution Laws
- Media Law
- Mergers & Acquisitions
- Multi Culturalism and Law
- Pluralizing Inclusion: Equality and Non-Discrimination in a Globalizing World
- Political Legal Framework for Democratic Decentralization in India
- Public Private Partnership
- Questions of Method & Design in Comparative Law
- Reflexive Law Approach and Corporations
- Regulation of Financial Services
- Rethinking the sentencing in India
- SAARC and Legal Issues
- Securities Laws
- Sociology of Social Movements in India: An Introduction
- State Criminal Justice System & Individual Liberty
- Theory and Practice
- Theory and Practice: Interpretations on the Functioning of Law and the Articulations of Rights
- Traditional Knowledge Protection and IP
- Universalizing Legal Capacity
- Waste Management
- Water Disputes Law

b) **Enrichment Courses**

Moot Clinic is offered as a mandatory clinical course for one credit to the students interested in mooting in first year. Mooting is undertaken rigorously under the guidance of successful senior students. These students who have won national and international moots are designated as moot mentors for prospective students.

Provided there is no clash of schedule, the University does not place an upper limit on the number of courses opted in a semester. It also allows a student to be 8 credits short from the expected number in a semester. This **no ceiling and sub-floor norm** allows students to pace their own progress. Students have chosen to devote more or less time on curricular pursuits depending upon the demands of their co-curricular calendar. Thus students have chosen to take more credits in one semester in order to have more time to prepare for an international moot or learn a language in another semester. The

university scheduling system and credit policy allows students to undertake other enrichment courses and enriching activities. The number of students opting for additional summer/ winter courses and long term internships has increased in recent years.

c) Courses offered in Modular Form

The university has allocated credit on the basis of teaching hours. Thus a one credit course has been rated equal to 16 teaching hours. A number of these modular courses have been offered by visiting faculty. The guest elective courses are scheduled at different points in the semester and are largely conducted in the evening hours. These one to three credit courses also provide scheduling flexibility to students. A number of students in who come on exchange found the schedule conducive as it allowed them to combine class learning with learning about the country. The more nocturnal students have found the evening and night classes more in accord with their body clock.

A number of these modular courses are offered across batches and programs. Thus whilst there are no dual degree programs there is inter-sectionality of programs, which allows for a fair degree of inter-disciplinary learning in the class. This batch and program amalgamation enhances the heterogeneity of the class along with challenging batch hierarchy—a flexibility which contributes to a level playing field between senior and junior students as also between teacher and taught.

The following is a list of modular courses on offer from January 2013:
- Law & Practice of Service Tax
- Aspects of Licensing of Intellectual Property
- Gender and Religion in Comparative Constitutional Law context
- Law between Conflict and Resolution
- Mergers and Acquisitions
- Patent Litigation
- Practical Aspects of Litigation Procedure in India
- Private Equity and Venture Capital Transactions in India
- Religion, Violence & Indian Nationalism
- Tax Logic Design
- Rule in Law
- Business Environment
- Business Ethics
- Digital Evidence Retrievals and Analysis Systems
- Diversity Management and Minority Rights in India
- Human Rights Law and the Technology
- Introduction to Business and Human Rights
- Introduction to International Criminal Justice
- Engendering Right to the City
- Law, Labor at the Cross-roads
- Rights vs. Relations: Property, Law, State
- Truth Love and Beauty: how to read and feel films

- Visible and Invisible Evidence
- Corporate Insolvency
- Judicial Engagement with Socio-Economic Rights
- Justice for Communities: Contemporary Controversies
- Gendering Legal Education
- Law and practice of Service Tax
- An Introduction to Aircraft Finance
- IP Litigation Landscape in India
- Law Publishing: Practice and Theory
- The Various Strands of Labour Rights
- Understanding the Law and Practice of M&A and Private Equity
- Understanding Violence against Women
- Taxation of International performing artistes and sportsmen
- Introduction to Qualitative Research
- Abuse of Dominant Position under Competition Act, 2002
- Democracy, Religion and Identity
- Introductory Narrative Methods
- Investment laws and its tax aspects (FEMA Inbound & Outbound)

d) Credit Accumulation and Transfer Facility

Each student admitted to a program has to successfully attain a particular number of credits, for example students admitted to B.A., LL.B. (Hons.) have to complete 200 credits in ten semesters. The credits of the mandatory courses and the semester in which they are offered is fixed; the credits and scheduling of elective and seminar courses vary. The credit policy has been so formulated that it allows students a fair degree of flexibility in setting up their own pace for earning credits. They can earn more credits in a semester/year and encash the excess credits in a subsequent year. This flexibility allows students to plan other curricular/extra-curricular activities if they are so inclined. .

e) Lateral and Vertical Mobility within and across Programmes, Courses and Disciplines

University provides flexibility for students to choose courses from varying programs without compromising their course credit requirement, some of the examples can be:

- University students go on exchange for a semester to a foreign university with which University has an MoU. Every year around twenty five students go to different universities on exchange program. Students going on exchange program can convert their grades obtained at the Host University to equivalent grades in the University.

- Electives and seminars are offered to LLB, LLM and MBA students. Some of the courses are offered jointly to all programs.

Some of them are offered to LLB and LLM students and for different batches; while some of them are offered exclusively to a particular program or to a particular batch of students within the program. No other law university in India permits such joint offering of courses.

- In the Master of Laws (LL.M) program: Candidate admitted to One Year LL.M. Degree program can pursue specialized or general LL.M. Students admitted to the program have to complete three mandatory papers and six electives papers and a dissertation in order to complete the program. Students who opt for minimum four out of six elective in a particular specialization will secure an LL.M. in that specialization. Students who do not make such an option and /or opt for papers from diverse specializations or from the general pool will be awarded LL.M. (General). Students are not admitted to a specialization rather they arrive at a specialization after pursuing certain papers in a given area. This gives great flexibility to the students and helps the student to change the specialization by choosing more courses from the area they intend to do ultimately.

1.2.3. Does the university have an explicit policy and strategy for attracting international students?

University has MoUs with thirty (30) reputed foreign universities. The MoUs are entered to promote student/ faculty exchange and collaborative research. We do not charge any tuition fees for the students who come from these institutions and similarly our students do not pay any fee while studying there.

University has MoUs with following institutions abroad:

MEMORANDUM OF UNDERSTANDING WITH FOREIGN UNIVERSITIES

S. No.	Name of the University	Exchange Agreement
1.	Griffith University, Australia	Student and Staff
2.	The University of Western Ontario, Canada	Student
3.	The University of New South Wales, Australia	Student and Staff
4.	Kings College, London	Staff
5.	University of Warwick, UK	Staff
6.	The University of Oklahoma, USA	Staff
7.	Santa Clara University, USA	Student and Staff
8.	Southern Cross University, Australia	Student and Staff
9.	The Munich Intellectual Property Law Center, Munich	Student and Staff

10.	Max Planck Institute for IP Munich	Student and Staff
11.	The Radzyner School of Law, Israel	Student and Staff
12.	University of Illinois College of Law, USA	Student and Staff
13.	Freiburg University Law School, Germany	Student and Staff
14.	University of Lucerne, Switzerland	Student and Staff
15.	Queensland University of Technology, Australia	Student and Staff
16.	Maastricht University, The Netherlands	Student and Staff
17.	Singapore Management University, Singapore	Student and Staff
18.	Alignor of Minneapolis, U.S.A.	Joint programmes
19.	Lewis & Clark Law School, U.S.A.	Student and Staff
20.	Samford University, U.S.A.	Student and Staff
21.	Cardiff University, U.K.	Staff
22.	University of Victoria, Canada	Student and Staff
23.	University of East London, U.K.	Student and Staff
24.	University of Reading, U.K.	Student and Staff
25.	Macquarie University, Australia	Student and Staff
26.	Herbert Smith Free hills, London	HSF Bridge Project
27.	EBS University, Germany	Student and Staff
28.	University of Leeds, U.K.	Admission to Masters Programme with Scholarship
29.	School of Oriental & African Studies, University of London, U.K.	Student and Staff
30.	University of Kansas, U.S.A.	Student and Staff

NALSAR offers number of elective courses in emerging areas. The foreign students have more options to study the courses of their choice and interest. In view of the staggered schedule, the students can opt for more number of courses without clash in the schedule. Foreign students are allowed to take courses from both UG as well as PG Programmes.

NALSAR also offers short term courses which help the foreign students to complete the same within the stipulated period and return to the Home University with a higher number of credits.

Correlation of credits with the teaching hours enable them to convert the grades obtained at NALSAR to their Home University grade system.

NALSAR provides them accommodation on campus and also all logistic support during their stay.

University has reserved 10 seats for the foreign nationals in LLB and LLM degree programs. Within these seats 50% are reserved for students from SAARC nations who are further given 50% concession in the fee as well. This is intended to encourage our neighbouring countries to gain from us. The vacant seats of SAARC countries are offered to students from non SAARC countries. The following is the intake of foreign nationals in our law degree programs in the last four academic years:

Academic Year	B.A., LL.B. (Hons.)		LL.M.	
	SAARC	Non-SAARC	SAARC	Non-SAARC
2011-12	05	05	01	01
2012-13	05	05	--	01
2013-14	04	06	--	--
2014-15	03	07	01	01

1.2.4. Have any courses been developed targeting international students? If so, how successful have they been? If 'no', explain the impediments

It has been found that international students either like to opt for theoretical courses whose learnings can be used in varied contexts or courses which deepen their understanding of India. Our choice based credit system which provides both kind of courses, which along with scheduling flexibility has obtained endorsement from international students.

In addition to the students who visit us on exchange, the University has dedicated seats for foreign students and accords special preference to candidates from SAARC law countries. As a result of students from Bhutan and Nepal, the parameter of Gross National Happiness provided in the Bhutanese Constitution and the various travails of the Nepalese Constitution have been closely followed in the research papers pursued at NALSAR.
The first doctoral thesis analysing the basic features of the Constitution of Bhutan was also pursued at NALSAR.

The University has encouraged all foreign students to use the comparative method whilst pursuing their legal studies so that their study in India does not alienate them from legal developments at home.

1.2.5. Does the university facilitate dual degree and twinning programmes? If yes, give details.

University flagship course is the B.A., LL.B. (Hons) program which is an integrated dual degree program. Students are admitted to this course for a five year integrated program.

When the LLM was a two year degree program the University entered into a memorandum of Understanding with the University of Western Ontario whereby NALSAR students could do one year at NALSAR and one in Western Ontario and obtain degrees from both Universities. Only one batch of students obtained benefit of this program.

1.2.6. Does the university offer self-financing programmes? If yes, list them and indicate if policies regarding admission, fee structure, teacher qualification and salary are at par with the aided programmes?

All courses offered by the University are self-financing courses and the

University is primarily run out of the fee collected from the students. The admissions are on the basis of Common Law Admission Test and for some courses University conducts All India Admission Test. The qualifications of the teachers and the salary are in accordance with UGC norms.

1.2.7.   Does the university provide the flexibility of bringing together the conventional face-to-face mode and the distance mode of education and allow students to choose and combine the courses they are interested in? If 'yes', give operational details.

University offers regular and distance education programs. University allows its regular students to choose elective and seminar courses from range of courses offered to LLB, LLM and MBA students. There are courses offered to specific program students and there are courses offered jointly to two or more programs. University's Distance Education Courses can be taken by the students. But the rigor of our regular courses is such that student find it difficult to enrol for the distance mode courses. In some seminar courses, External Faculty Members / experts do send their reading materials online and give their inputs on the research papers through emails.

We allow students to take as electives any mandatory courses which they may have missed whilst on exchange. Also while we require students to be physically present for courses conducted in the University, assignment presentations and viva-voce can be held via video conference, as per the convenience of faculty and students.

The flexibility is not just limited to class composition and scheduling but also extends to exam scheduling and evaluation. Thus students undertaking co-curricular programs for the University are according some scheduling support vis a vis their exams.

1.2.8.   Has the university adopted the Choice Based Credit System (CBCS)? If yes, for how many programmes? What efforts have been made by the university to encourage the introduction of CBCS in its affiliated colleges?

Yes. All regular programs offered on campus adopted the Choice Based Credit System (CBCS) from the academic year 2012-13 itself, i.e., well in advance before the UGC introduced this system. The following regular programs have the choice based credit system:
- B.A., LL.B (Hons.)
- Master of Laws (LL.M)
- Master's in Business Administration (MBA) (Court Management)

The University does not have affiliated colleges.

1.2.9.   What percentage of programmes offered by the university follow:
- **Annual system**
- **Semester system**
- **Trimester system**

All regular Under-Graduate and Post-Graduate courses offered by the University follow semester system (100%).

Semester System is followed for the following programmes:
- B.A., LL.B (Hons.)
- Mater of Laws (LL.M)
- Master's in Business Administration (MBA) (Court Management)

The following system is followed for the Distance Programs:
Annual System:
Master's in Taxation and Business Laws (MTBL)
PG Diploma in Patents Law (Distance)
PG Diploma in Cyber Laws (Distance)
PG Diploma in Media Laws (Distance)
PG Diploma in International Humanitarian Law (Distance)
PG Diploma in Alternative Dispute Resolution (Regular)
PG Diploma in Alternative Dispute Resolution (Distance)
PG Diploma in Family Dispute Resolution (Regular)
PG Diploma in Family Dispute Resolution (Distance)

Semester System:
Master's in Aviation Laws and Air Transport Management (MALATM)
Master's in Space and Telecommunication Laws (MSTL)
PG Diploma in Aviation Laws and Air Transport Management (onsite-online)

1.2.10. How does the university promote inter- disciplinary programmes? Name a few programmes and comment on their outcome.

University not only believes in the inter-disciplinary approach but favours the integration of the knowledge. University aims to promote interdisciplinary approach; hence it encourages interdisciplinary programs to be offered. The following programs are interdisciplinary programs offered by the University:
- B.A., LL.B (Hons.)
- Master's in Business Administration (MBA) (Court Management)
- Master's in Taxation and Business Laws (MTBL)
- Ph.D. (Non-Law candidates are allowed for Ph.D. if the research they wish to pursue interfaces with the discipline of law with a special focus on public policy)
- PG Diploma in Patents Law (Distance)
- PG Diploma in Cyber Laws (Distance)
- PG Diploma in Media Laws (Distance)
- PG Diploma in International Humanitarian Law (Distance)
- Master's in Aviation Laws and Air Transport Management (MALATM)
- Master's in Space and Telecommunication Laws (MSTL)
- PG Diploma in Aviation Laws and Air Transport Management (onsite-online)

The following is the broad outcome of these programs:

<u>B.A., LL.B (Hons.):</u>
B.A., LL.B. (Hons.) has integrated Social Sciences with Law. This is the flagship program of the University. University introduced it in semester system for the first time in India among the national law schools. NALSAR encourages inter-disciplinarity and thus social sciences content of the undergraduate program is high. We offer courses like Law and Economics, , Sociology of Law and Law and Literature. In addition to two mandatory papers in History, Political Science, Economics and Sociology, students are required to opt for three social science seminars of three credits each. The University has drawn upon expertise available in other institutions in the City to ensure that students are provided a real choice. Thus courses as varied as the Law and Policy of Food and Nutrition; Anthropology of Disability; Ideology of Madness; Women Studies; Law and Economics and Ethical Dilemmas could be offered as choices to students.

Inter-disciplinary learning is not a one way process. A number of law courses also aim to deepen legal understanding by drawing on the social sciences This approach has resulted in courses like law and poverty Banking and Finance, Gender and Law, Child Rights to be floated. The interdisciplinary content of the program has made it attractive as foundational degree which expands life and career options. The attractiveness of the program can be judged by the fact that in May 2015, 31,231 students appeared in the common law admission test for admission to the 16 National Law Universities all over the country. The University is highly sought after destination amongst the high ranking students,. The students admitted to the course attain 100% placement as they are not only fit to join corporate houses and law firms but also excel in various fields including advocacy, judicial , and administrative services, academics, social Services etc.

<u>PG Diploma in Patents Law (Distance)</u>
University offers programs in distant mode. P.G. Diploma in Patent Law is the only programme among laws in the country. Admission to this program is open for any graduate and is not limited to law graduates. The program is designed as an interdisciplinary program where in experts in drafting patent applications from pharmacy sector, software industry etc. are invited to deliver lectures during contact classes. Students will be provided with printed modules of the material prepared by the University. Web support is also provided to the students. This programme has attracted science and technology professionals from all over the country and is recognised by recruiters as a flagship course.

<u>Master's Degree in Aviation Law and Air Transport Management</u>
The Master's in Aviation Law and Air Transportation Management (MALATM) & Post-Graduate Diploma in Aviation Law and Air Transport Management (PGDALAMT) blend Aviation Law and Aviation Management and thereby connect the legal and managerial aspects of the aviation sector.

Aviation Management and Aviation Law are taught here together in an inter-disciplinary manner so that those who deal with the aviation industry do not just have a holistic understanding of the management issues involved in aviation but also have a hands-on understanding of the laws governing aviation industry, which equips graduates to handle practical and contemporary aspects and challenges faced in the daily governance of the aviation industry.

1.3. Curriculum Enrichment

1.3.1. How often is the curriculum of the university reviewed and upgraded for making it socially relevant and / or job oriented / knowledge intensive and meeting the emerging needs of students and other stakeholders?

University reviews its courses prior to the commencement of every semester. Teachers proposing to offer a course in the coming semester have to update the course content and present it in the Faculty Meeeting. After the faculty member's feedback, the Academic Committee decides on the preparedness of the teacher to offer the course. The course outlines are then approved by the Academic Council and the Executive Council. After the course is offered Academic Committee takes the student feedback and inform the teacher of their feedback and their suggestions.

Apart from the mandatory papers, the University also offers number of elective courses of varying credits on various contemporary issues by internal and external experts which are not only knowledge intensive but also socially relevant and job oriented. In last three years number of courses in humanities and related to social issues were introduced.

University introduced International Scholar-in-Residence program wherein eminent academicians, professionals, industry experts, practicing alumni are invited to offer elective courses of varying credits. Following are the details of elective courses offered by the domestic / international experts during the calendar year 2013 and 2014:

S. No.	Course Title	Course Credit (s)	Offered by
1.	Law and Pop Culture	2 Credits	Mr. Danish Sheikh, Researcher, Alternative Law Forum, Bangalore
2.	Law and Practice of Service Tax	1Credit	Ms. Radha Arun, Former Additional Commissioner, Customs & Excise, Hyderabad
3.	Sports Law	1Credit	Mr. Sourabh Bhattacharjee, LL.M. (Michigan, U.S.A), Faculty NUJS Kolkatta
4.	Gender and Religion in Comparative constitutional Law	1Credit	Mr. Ajey Sangai, NALSAR Alumni, LL.M. (NYU)

5.	International IP & Innovation Policy	2 Credits	Mr. Swaraj Paul, NALSAR Alumni, LL.M. (UC Berkley)
6.	Law between Conflict and Resolution	1 Credit	Mr. Mohsin Alam, NALSAR Alumni, LL.M. (Yale Law School)
7.	Mergers and Acquisitions	1 Credit	Mr. Vaibhav Ganjiwale, Associate, Khaitan & Company, Mumbai
8.	Patent Litigation	1 Credit	Mr. Sandeep K. Rathod, IP Department, Matrix Laboratories Ltd., Hyderabad
9.	Practical Aspects of Litigation Procedure in India	1 Credit	Mr. Roshan Santhalia, NALSAR Alumni, LL.M.(Oxford)
10.	Securities Law	1 Credit	Ms. Deeksha Singh (NLSIU), Bangalore
11.	Private Equity and Venture Capital Transactions in India	1 Credit	Ms. Neela Badami, LL.M. (Michigan), Senior Associate, Samvad Partners
12.	Religion, Violence and Indian Nationalism	1 Credit	Mr. Ram Puniyani, eminent writer on communalism and formerly Professor, IIT, Mumbai
13.	Tax Logic Design	1 Credit	Ms. Shreya Rao, LL.M. (Harvard), Associate, Nishith Desai Associates
14.	Rule in Law	1 Credit	Ms. Sruthi Chaganti, NALSAR Alumni, John Hopkins University, U.S.A.
15.	Evaluation of Legal Reform and Social Justice	1 Credit	Ms. Mihira Sood, Advocate & Member, Legal Team Justice Verma Committee
16.	Aspects of Licensing of Intellectual Property	1 Credit	Ms. Yamuna K., LL.M. (George Washington Law School, U.S.A.) and Associate, Narasappa, Doraswamy and Raja
17.	International Human Rights Law and Practice	2 credits	Prof. Gabor Gombos, Former Theoritical Physicist, Hungary
18.	Introduction to Business and Human Rights	1 credit	Prof. David Martine Scott, Counsel, International Criminal Tribunal, Rwanda
19.	Introduction to International Criminal Justice	1 credit	Prof. Wayen Jordash, Counsel, International Court of Justice and International Criminal Court, Rwanda
20.	Corporate Insolvency	1	Hon'ble Shri Justice Rajiv Shakdher, Judge, Delhi High Court

21.	Judicial Engagement with Socio-Economic Rights	1	Hon'ble Shri Justice Dr.S.Muralidhar, Judge, Delhi High Court.
22.	Ideas of Freedom in India: Recovering the Self and Society	2	Mr. Rajeev Kadambi, NALSAR Alumni, LL.M. (Boston College Law School), Doctoral Candidate in Political Science (Brown University),
23.	Rights vs. Relations: Property, Law, State	1	Ms. Sruti Chaganti, NALSAR Alumni, Doctoral Candidate in Anthropology, John Hopkins University, USA
24.	Truth Love and Beauty: how to read and feel films	1	Ms. Paromita Vohra, Filmmaker and Writer
25.	Visible and Invisible Evidence	1	Ms. Deepa Dhanraj, Writer, Director and Producer
26.	Justice for Communities: Contemporary Controversies	1	Ms. Nandita Haksar, Noted human rights lawyer, activist and writer
27.	Gendering Legal Education	1	Dr. Archana Parashar, Associate Professor of Law, Macquarie University, Australia
28.	Law and practice of Service Tax	1	Ms. Radha Arun, IRS, Former Additional Commissioner, Customs & Excise, Hyderabad
29.	Communication and Conflict Resolution skills	2	Prof. Martin Price, Juris Doctor
30.	Facilitation Restorative Justice and Conflict Resolution Processes	2	Prof. Martin Price, Juris Doctor
31.	Human Rights Law and the Technology	1	Mr. Sitharamam Kakarala, Former Director of CSCS, Bangalore and Former Professor, NLSIU, Bangalore
32.	Introduction to Business and Human Rights	1	Prof. Wayen Jordash, Counsel, International Court of Justice and International Criminal Court, Rwanda / Prof. Scott Martin, International Criminal Tribunal, Rwanda
33.	Introduction to International Criminal Justice	1	Prof. Wayen Jordash, Counsel, International Court of Justice and International Criminal Court, Rwanda / Prof. Scott Martin, International Criminal Tribunal, Rwanda

34.	Engendering Right to the City	1	Mr. Anant Maringanti, Director, Hyderabad Urban Action Lab, Hyderabad.
35.	International Human Rights Law in Practice	2	Mr. Gabor Gombos, Former Theoretical Physicist, Hungary
36.	History of India's Legal Profession: An Introduction (Seminar Course)	2	Mr. Abhinav Chandrachud, SJD from Stanford Law School, USA

Review of the elective courses is taken by the Academic Committee and the feed back from the students is also taken at the end of the course. The courses are offered again subsequently in other semesters only when the Academic Committee thinks they are still relevant and useful for the students and also there is positive feedback and demand from the students.

Special lectures for re-enforced teaching:

In addition to the mandatory, elective and seminar courses, subject experts are invited to deliver special lectures in specific subjects to provide high level re-enforced teaching. The following guests have delivered lectures in the last two years:

- Mr. Michael Schlesinger, American Attorney and expert on IPR visited NALSAR and delivered lecture on "IP & International Trade" on January 9, 2014.
- Prof. James D. Harnsberger, Senior Consultant, Forensic Communication Associates and the Institute for Advanced Study of the Communication Processes (IASCP), University of Florida, USA, delivered a talk on "International Standards in the Admission of Expert Testimony in Forensic Speech Science" on January 10, 2014.
- Prof. Sarah Robinson, Environment Lawyer from Harvard University delivered lecture to the 4th year students on January 23, 2014.
- Mr. Abhinav Chandrachud (SJD candidate, Stanford Law School-USA) delivered a lecture on 'The informal criteria for judicial appointments' as part of the course on 'Legal Profession and Ethics' to the final year students of B.A., LL.B. (Hons.) on February 4, 2014.
- Mr. Sitharamam Kakarala (Former Director of CSCS, Bangalore and previously a faculty member at NLSIU Bangalore) addressed the faculty on strategies for improving research activities in the law schools as part of the regular faculty seminars on February 12, 2014.
- Mr. Nageswara Rao (In-House Counsel, Microsoft, Hyderabad) led a discussion on 'Careers as in-house lawyers' for the final year students of the B.A, LL.B. (Hons.) on March 18, 2014.
- Mr. Ramkumar Warrier, delivered a lecture on "the area of marketing and also explore the possibilities of internship at Aptech on March 26-27, 2014.
- Dr. Gerald N. Rosenberg, Professor, Department of Political Science, University of Chicago delivered a talk on 'Whether courts can bring about social change?' on July 8, 2014.

- Ms. Jan Leach, Associate Professor, School of Journalism and Mass Communication, Kent State University delivered a talk on 'Ethical considerations in the reporting of gender-based violence' on July 10, 2014.
- Mr. C. Gowri Sankar, delivered a lecture on "Placements" on July 28, 2014.
- Ambassador A.N. Ram, Former Indian Foreign Service officer delivered a talk on 'Recent Developments at the WTO concerning India' on August 5, 2014 for the LL.M. students.
- Mr. Rajeev Kadambi, Ph.D. candidate, Brown University presented on Gandhian ideas of work, both in respect of personal development and societal obligations as part of Faculty Seminars on August 20, 2014. The presentation and the ensuing discussion located these ideas as part of a larger intellectual inquiry into modern Indian socio-political thought.
- Mr. Srinivas Sarakadam delivered a lecture on "Digital Marketing" on September 7-8, 2014.
- Dr. Ved Kumari, Professor, Faculty of Law, Delhi University delivered a lecture for 4th year B.A., LL.B. (Hons.) students on 'The debate on the lowering of the age for criminal responsibility' on September 8, 2014. The discussion focused on the Union Cabinet's decision to amend the Juvenile Justice Act, 2000 so as to reduce the age of culpability for serious crimes such as murder and rape to 16 years.
- Mr. Ramaswamy Annam delivered a lecture on "Financial Analysis Planning Control" on September 13-14, 2014.
- Mr. Niroj Mohanty delivered a lecture on "the Business of Climate Change" on September 17, 2014.
- Ms. Nandita Haksar, a noted human rights lawyer, activist and writer interacted with the faculty members and led a discussion on how to improve the teaching of human rights law and practice in the law schools on September 17, 2014.
- Mr. Pallav Goswami delivered a lecture on "Retail Management" on September 20-21, 2014.
- Mr. Rajshekar Krishnan delivered a lecture on "Diversity& Cross Cultural Management" on September 28-29, 2014.
- Ms. Sunita R. Cherian delivered a lecture on "Employee Engagement" on September 29, 2014.
- Hon'ble Dr. Justice S. Muralidhar, Judge, High Court of Delhi addressed a gathering of faculty members and LL.M. students on 'How to make Law Schools socially relevant?' on October 7, 2014.
- Mr. Indrajit Gupta,delivered a lecture on "Strategic Management" on October 11-14, 2014.
- Hon'ble Shri Justice Helmut Tuerk, Judge of the International Tribunal for the Law of the Sea delivered lectures on "European Union – Legal Studies" and "International Tribunal – Law of the Sea" from April 15-16, 2013.
- Dr. Julai and Prof. Gavin from Queen Mary University of London visited NSLAR and delivered lecture for LL.M. students on February 20, 2013.
- Mr. Asim Rehman, President of Muslim Bar Association of New York visited NALSAR and delivered lecture to the students on March 13, 2013.

- Prof. Anna Han of Santa Clara Law School, USA delivered lectures on "Chinese Trade and Investment Law" from January 23 – 24, 2013.
- Dr. Syed Sadiq, Deputy Regional Program Director, Southern Africa and the Indian Ocean State, South Africa delivered a talk on Career Opportunities in United Nations on January 3, 2013.
- Prof. Axel Schumacher, EBS Business School, Germany.
- Prof. Jay Kesan, University of Illinois.
- Prof. Nirmala Rao, Pro Director (Learning and Teaching) SOAS, University of London.
- Mr. Michael Schlesinger, IPR Expert and American Attorney delivered lecture to the students.
- Mr. Lee Hukchun, Director of HRD Center of Dong-A University, Busan, South Korea.
- Dr. Sarah Robinson, Environment Lawyer from Harvard University.
- Dr.Palla Trinadha Rao an eminent advocate working on the rights of adivasis, delivered lecture on 'Decentralization in Practice the case of PESA in Andhra Pradesh'.
- Dr. M. Sivarama Krisna, a literary anthropologist and an activist and founder of SHAKTI which is continuously working for tribal land rights, delivered a lecture on 'Adivasis Democracy and Development'.
- Hon'ble Shri Justice B.Prakash Rao, delivered a lecture on Indian Evidence Act, 1872 on February 22, 2013.
- Dr. P.R.K.Murti, Faculty, University of Hyderabad delivered lectures on 'E-Commerce' on April 4 & 12, 2013.
- Shri U. Jawahar Lal, Chief Editor, IRDA, delivered a lecture on May 17, 2013.
- Mr. Jaya Surya, Regional Manager – Lubricants, Hindustan Petroleum Corporation delivered a lecture on "Campus to Corporate" on August 31, 2013.
- Dr. Vivekananda Suri, Director, E – Business Suite, Operations Oracle Software India Ltd. delivered a lecture on "Career Planning and Leadership Development" on September 21, 2013.
- Mr. Hory Sankar Mukerjee, Chief Consultant and Principal Education and Research, Infosys, delivered a lecture on 'Corporate Communication: Connecting at Work' on September 28, 2013.
- Dr. B.N. Ramesh, Inspector General, Hyderabad, delivered a lecture on 'Crisis Management' on October 4, 2013.
- Mr. Pawan Kumar Jain, IIM delivered lectures on 'Meaning of HR at the workplace, and the Role of HR in Business Development' on October 25, 2013.
- Prof. Sukhbir Singh, Former Professor (English), Department of English, Osmania University, Hyderabad delivered series of lectures on Business Communications.
- Shri A.N. Ram, IFS (Retd.) Former Ambassador & Former Secretary, Ministry of External Affairs, Government of India delivered series of lectures on Multilateral Trade Negotiations and SAARC Trade: Issues and Concerns.

1.3.2. **During the last four years, how many new programmes at UG and PG levels were introduced? Give details.**
- **Inter-disciplinary**
- **Programmes in emerging areas**

The University has introduced the following inter-disciplinary unique and innovative programmes at PG level from the academic year 2013 – 2014:
o MBA (Regular) program with unique specialisation in Court Management
o Master's Degree in Aviation Law and Air Transport Management (Onsite-Online Mode)
o Master's Degree in Space and Telecommunication Laws (Onsite-Online Mode)

In addition the University has introduced the One Year LL.M. in place of 2-Year LL.M. as per the UGC Guidelines from the academic year 2013 – 2014 with few additional innovations.

1.3.3. **What are the strategies adopted for the revision of the existing programmes? What percentage of courses underwent a syllabus revision?**

A comprehensive review is undertaken by the University for all the courses offered by it on a continuous basis. At the end of each semester students feed back is taken for all the regular courses and the suggestions made by the students are discussed in detail in the Faculty Meeting for the revision. In case of research programmes, the Research Committee reviews the programmes from time to time.

In case of programmes offered through distance mode, a review is undertaken by the Expert Committees appointed by the Vice-Chancellor. All the recommendations / suggestions made by the Faculty Member considering the suggestions of the students and need of the hour, the proposals are placed before the Academic council of the University for consideration. As per the recommendations of the Academic Council, the necessary changes are implemented with the approval of the Executive Council.

All the courses offered by the University routinely undergo revision as it is a continuous process.

To explain briefly about the process of revision, the procedure followed for revision of some of the programmes is given below:

University introduced 2-Year Master's Degree in Law of Financial Services & Capital Markets (ML-FS&CM) in collaboration with Institute of Insurance and Risk Management from the academic year 2009-10. This program was offered by the University in regular mode.

University introduced 2-Year Master's Degree in Business Laws and Administration (MBLA) from the academic year 2011-12. This program was offered by the University in regular mode.

The Vice-Chancellor constituted the following Expert Committee consisting of the following members to review the above two programs:

1. Prof. A. Vidyadhar Reddy, Former Dean and Head, Department of Business Management, Osmania University, Hyderabad
2. Prof. Dharmendra Singh Sengar, IIM, Prabandh Nagar, Off Sitapur Road, Lucknow
3. Prof. D.Raghunatha Reddy, Professor, Chairman, Board of Studies, School of Management Studies, Jawaharlal Nehru Technological University, Hyderabad
4. Prof. G.B. Reddy,Former Head & Principal,Chairman, Board of Studies,College of Law,Osmania University,Hyderabad
5. Prof. V.Sita,Dean, School of Management Studies,Central University, Hyderabad
6. Prof. Sobhesh Kumar Agarwalla, Assistant Professor, Indian Institute of Management, Vastrapur, Ahmedabad
7. Prof. K.V.S. Sarma, Professor of Law,NALSAR

The Committee after review of the curriculum recommended offering MBA program with divergent specializations instead of the above two programs i.e. (i) Master's Degree in Law of Financial Services & Capital Markets (ML-FS&CM) and (ii) Master's Degree in Business Laws and Administration (MBLA). The Academic Council and the Executive Council of the University accepting recommendation of the Expert Committee approved combining these programs and the University started offering MBA program from the academic year 2013-14 with the following specializations:

- Corporate Governance
- Court Management
- Financial Services and Capital Markets
- Innovation & Sustainability Management
- Marketing Management
- Human Resource Management
- Business Regulations

1.3.4. What are the value-added courses offered by the university and how does the university ensure that all students have access to them?

Within the existing B.A., LL.B. (Hons.) and LL.M. programmes, NALSAR offers number of value added courses which students can take over and above the prescribed minimum credits for the award of their degrees. B.A., LL.B. (Hons.) students can take LL.M. of M.B.A. courses and similarly M.B.A. & LL.M. students can take B.A., LL.B. (Hons.) courses.

Innovative and Unique value-added courses for working professionals

In addition to the value added courses offered for working professionals include P.G. Diploma programme in Patents Law, Cyber Law, Media Law and International Humanitarian laws, NALSAR is also offering unique Online-Onsite Courses from the academic year 2013 – 14 which include Master's Degree in Aviation Law and Air Transport Management, Master's Degree in Space and Telecommunication Laws, P.G. Diploma in Aviation Law and Air Transport Management, P.G. Diploma in GIS and Remote Sensing Laws. The University proposes to offer Master's Degree in Defence and Security Laws (MS DSL), PG Diploma in Advanced Maritime Laws, Courses on Investment, Infrastructure and Security Laws.

Any graduate can enrol for these programmes and all these programmes are offered through distance mode, hence, working professionals can enrol for these for empowerment of their knowledge in the area of specialisation.

The specialised subjects offered in these programmes are also offered as elective and seminar courses to all the existing students. The students have option to chose and study the same as per their interest.

1.3.5. Has the university introduced any higher order skill development programmes in consonance with the national requirements as outlined by the National Skills Development Corporation and other agencies?

The skill development programmes offered at NALSAR are
- Clinical Programmes
- Internships
- Teaching Assistantship
- Moot Court

- Clinical Programmes

Bar council of India mandates setting up of legal aid cells in all legal education institutions. University designed credit linked clinical courses in undergraduate law program to enhance legal skills such as advocacy, articulation, drafting, pleading, mooting etc.

The following methodology is adopted for implementing the skill based programs:

Students have to accumulate sixteen credits from clinical courses. Students shall be given an option to complete their sixteen credits from range of clinics they intend to work for. Not more than 20 students shall be allowed in any clinic at a time. If more students opt for a program the selection will be based on the criteria developed by the teacher offering the program and in the absence of such a criteria CGPA/SOP will be used to determine the selection as per the discretion of the administration. Preference will be given for the students from higher classes than for students from lower classes.

The programs for sixteen credits are divided as mandatory and elective clinics. Four credits out of sixteen shall be mandatory, however student may opt them any time during their ten semester period. Rest of twelve credits shall be from optional clinical courses, the mandatory and optional clinic courses are as follows:

Mandatory Clinical Programs:
1) Arbitration, Mediation and conciliation (2 credit)
2) Advocates Act and professional ethics (2 credit)

Elective Clinical Programs:
1) Legal aid and social Justice clinic (4 credits)
2) Subject specific clinic (4 credits) (labor law, child rights, criminal law, family law etc.)
3) Trial advocacy (2 credit)
4) Appellate advocacy (1 credit)
5) Drafting of commercial agreements (4 credit)
6) Tax law Clinic (4 credit)
7) Grievance Redress (1Credit)
8) Clinic Management (2 Credit)

The following provides a brief insight into the methodology adopted to conduct the clinical courses; however the methodology to conduct and evaluate the clinical program is the discretion of the teacher in charge of the clinic course who will conduct the program with the approval of the academic committee:

Subject Specific Clinic (2 credit)

Teacher shall develop modalities of work and evaluation of their subject specific clinics. If the number of students opting for the program is more than the required number then the students who have completed the course may be preferred to the student who has not completed the course. For example a teacher teaching environmental law will be eligible to float environmental law clinic. The teacher in an environmental law clinic may assign the students to work with Pollution Control Board/ Appellate authority constituted under Water (Prevention and Control of Pollution) Act, 1974/NGO working on environment issues depending upon the contacts the university has. The teacher may ask the group to conduct field study of the environment impact of a particular activity or the impact of a pro-environment judgment in a particular region etc. similarly a criminal law teacher may ask the students to visit prisons and conduct workshops for inmates etc. the teacher will then asses the work based on the assignment and mark the students for 100 marks. The University may yet time tie up with NGO's in any semester for conducting the practical assignment. Teacher can conduct trial and appellate advocacy in subject areas.

Legal Aid and Social Justice Clinic (4 credit)

Students who opt for the program will be asked to form a group of five from among the students who have opted for the program. Group will then be asked to select a government welfare program/scheme of their choice such as Sarva siksha Abhyaan, National Rural employment guarantee; Indiramma housing, integrated child development services (ICDS) etc. Teacher floating the program will inform the students about the modalities such as the location of empirical study, sample collection and survey etc. Once the data collection / survey / requisite information collection is completed the teacher will decide the mode of action such as developing a policy paper and sending to the concerned ministry or department/ filing a case for improper implementation/ to conduct further investigation/ submit a report on the work completed by the students. The University may yet time tie up with NGO's in any semester for conducting the practical assignment. The evaluation will be based on final output which will be marked for 100 marks.

Drafting of Commercial Agreements (4 credit)

Teacher floating the program will conduct classes to explain the essentials of drafting, key issues in commercial agreements, challenges faced by the parties etc. The teacher will then ask the student to draft agreements based on his/her understanding and knowledge. This can evaluated on the basis of a take home exam or as a scheduled examination held for 100 marks as per the teacher's convenience.

- **Internships**

    NALSAR believes that learning is not only done in classroom alone but also at work place. To give practical insight, the University has included internships as part of curriculum. The students are required to undergo six weeks internship each semester with government, non-governmental organisations, national and international legal corporates, senior advocates, Hon'ble Judges of High Courts / Supreme Court etc. These internships help students to prepare them for placement. After completion of the internship students have to submit a report on their work.

- **Teaching Assistantship**

    The final year students of B.A., LL.B. (Hons.) and LL.M. are selected as Teaching Assistants for which three credits are given to them. The Teaching Assistants work as tutors for the students and conduct tutorials and also provide guidance for the projects in addition to helping the concerned Faculty members in preparation of reading materials and the teaching plan.

- **Moot Court**

Mooting has been made part of the curriculum. Moot Clinic is offered as a mandatory clinic course for one credit to the students interested in mooting in the first year. Mooting is undertaken rigorously under the guidance of successful

senior students. A group of 5-10 students are given a Moot Mentor and Moot Mentor is selected by the Academic Committee on the basis of their past experience in mooting and Statement of Purpose. Academic Credit is given to the Moot Mentors. In addition, Moot memorials are considered as projects. Re-examination is conducted for the students who miss the examination for participation in the moot court competitions.

1.4. Feedback System

1.4.1. Does the university have a formal mechanism to obtain feedback from students regarding the curriculum and how is it made use of?

University obtains student feedback every semester. University Academic Committee and the administration minutely studies the feedback and take appropriate remedial actions in terms of revision and improvement of the course, teaching and examination and University administration does keep in student feedback in mind while deciding continuance / appointment and promotion of teachers. Feedback is obtained regularly every semester. Teachers are informed about their student feedback. Teacher is expected to improve after receiving the feedback.

1.4.2. Does the university elicit feedback on the curriculum from national and international faculty? If yes, specify a few methods such as conducing webinars, workshops, online discussions, etc. and its impact.

International and National Conferences / Seminars / Workshops on pertinent aspects are a great medium to get in touch with scholars, academicians and stakeholders across the world. These create a common platform for academic dialogues, help deliberations on existing policies and trends in contemporary areas as recognized by experts who are fully aware with the latest developments in their domain fields. NALSAR organizes regularly conferences and seminars on various pertinent aspects of contemporary legal studies. In addition, the University continuously conducts training programmes for the managers, administrative officers, executives, advocates and other professionals on various legal aspects which help them in mutual learning. Similarly every year number of scholars visit NALSAR with whom discussions on curriculum are always on the agenda. Moreover NALSAR regularly brings International Scholar-in-Residence who helps us in improving our curricula.

Prof. Axel Schumacher, EBS Business School, Germany for instance visited us in 2013 and we had half a day faculty meeting with him to discuss our Corporate Law courses. Based on inputs from him we brought in some changes in our courses and decided to invite an expert from Europe to offer specialized course on European Law.

Similarly Prof. Jay Kesan of University of Illinois, United States of America visited us and we had discussions with him on our Intellectual Property Law course. He gave us few suggestions which were subsequently incorporated in the IPR course of B.A.LL.B. and LL.M.

We also use workshops and conferences to improve our curriculum. Number of courses at NALSAR were designed keeping in view the deliberations which were held during subject specific workshops and conferences at NALSAR. For instance we organized a Word Language Symposium in collaboration with Centre for English and Foreign Languages on 'Language of Law' in 2001. Based on intense discussions which we had with the experts during this symposium we designed our Law and Language course.

Similarly prior to adding Intellectual Property Management in our curricula we hosted a one-day seminar in 2007 in collaboration with Japan Patent office, Japan Institute of Invention and Innovation, Indian Patent Office and Indian Intellectual Property Alumni Association. Interactions at the seminar enriched our understanding of the subject and helped us in including contemporary issues of I.P. Management in our courses.

Likewise prior to introducing International Humanitarian Law course the university in collaboration with International Committee of Red Cross organized a South Asian Teaching Session on Humanitarian Law. The session helped us in developing both course content as well as teaching material on International Humanitarian Law. It also helped us in developing contacts with leading experts of Humanitarian Law who have now been associated with Diploma programmes on Humanitarian Law which was launched by us in proximate mode.

1.4.3. Specify the mechanism through which affiliated institutions give feedback on curriculum enrichment and the ensuring to which it is made use of.

Not Applicable

1.4.4. What are the quality sustenance and quality enhancement measures undertaken by the university in ensuring the effective development of the curricula?

- University believes that teacher's *research feeds into his / her teaching*, *teaching gives new ideas for research. Both compliment each other,* hence promoting research culture is essential for quality sustenance for all its programs and courses.

  To create support structures for advanced learning and creative scholarship, NALSAR has set up dedicated research centres whose activities are co-ordinated by senior faculty members. These include the Centre for Disability Studies, M.K. Nambyar SAARC LAW Centre, Centre for Air and Space Law, Centre for Environmental Laws, Centre for Tribal and Land Rights, Centre for Corporate Laws and Governance, Centre for Management Studies, Centre for Legal Philosophy and Justice Education, Intellectual Property Rights (IPR) Centre and the Centre for Family Laws. The broad mandate of these centres is to produce scholarly publications, policy recommendations and newsletters in these areas apart from organizing guest lectures and discussions to build awareness about them. There are several on-going research projects that are anchored by faculty members. For instance, in 2013, NALSAR was chosen by

the Ford Foundation to conduct a three-year study for 'Knowledge based interventions to strengthen the realization of Socio-Economic Rights'. The Ministry of Law and Justice, Government of India has requested the University to conduct a Study on Court Management, Techniques Improving Efficiency of Sub-ordinate Courts. The University is also part of the Global Internet Governance and Advocacy (GIGA) project under the aegis of the Department of Information Technology, Government of India. In addition, NALSAR has been assigned the task of managing and operating the Legal Information Institute (LII) of India (since March 2011) which is among the largest open access portals for disseminating legal information in India.

NALSAR has always emphasized the relevance of research in legal education and in an attempt to inculcate research skills and abilities, the students are required to undertake research projects in each subject. We have made research an integral component of each and every subject. Similarly, it is mandatory for the post-graduate students, as a part of their course to conduct an in-depth research and submit a dissertation towards partial fulfilment of their degree. The research scholars enrolled in M.Phil. and Ph.D. do undertake researches in new and upcoming areas.

- **Tutorial system:** Tutorials are conducted for all the students and are not need based. Each class is divided into five tutorial groups to make them into small groups. These tutorials in particular help the students who cannot otherwise cope with the rigor of the course but they are not intended for just that purpose. Tutorials are conducted by senior students on the basis of a selection for Teaching Assistantship in a particular course in lieu of an elective course. Senior students gain teaching apprenticeship while accomplishing requisite credits and juniors learn in the process as peer learning is the best method of learning. Topics which could not be dealt deeply in the class, contemporary issues, latest decisions etc. are dealt in through small group discussions in tutorials.

- **Review Meetings:** University conducts at the end of each semester review meetings with the faculty member wherein faculty members review the course content of all the courses. The outcome achieved and impediments faced in achieving the course objects are thoroughly debated.
- University organizes seminars/conferences/workshops periodically for curriculum development.
- University invites experts for guest lectures.
- University organizes endowment lectures inviting persons of eminence to deliver the lecture

CRITERION II : TEACHING-LEARNING AND EVALUATION

2.1. Student Enrolment and Profile

2.1.1. How does the University ensure publicity and transparency in the admission process?

The admissions to the 5-Year B.A., LL.B. (Hons.) and One Year LL.M. are based on merit at the Common Law Admission Test (CLAT). The admission notification is notified twice in the dailies all over the country and also uploaded on the websites of all the participating Universities for public information. The status of the application form, hall ticket, exam centre, result, allotment to individual Universities is notified on the CLAT website and the information can be accessed through the individual login I'ds provided to the students.

In case of all other courses, the University releases the admission notification on its own in the dailies all over the country and also notifies the same on the University website. The result of the admission tests and / or group discussions / interviews is notified on the University website and also individual communication is sent to the candidate by email.

2.1.2. Explain in detail the process of admission put in place by the University. List the criteria for admission (e.g.: (i) merit, (ii) merit with entrance test, (iii) merit, entrance test and interview, (iv) common entrance test conducted by state agencies and national agencies (v) other criteria followed by the university (please specify)

The admission to the **B.A., LL.B. (Hons.) and LL.M.** are made on the basis of merit at the Common Law Admission Test (CLAT). The CLAT is an All India Entrance Test conducted by the National Law Universities on rotation basis. To be eligible for CLAT for the B.A., LL.B. (Hons.) a candidate should have passed the 10+2 or its equivalent examination from a recognised Board with not less than 45% marks in aggregate (40% in case of SC and ST candidates). To be eligible for taking the CLAT for admission to LL.M., a candidate should have obtained LL.B. / B.L. or equivalent Degree from any recognised University with not less than 55% marks in aggregate (50% marks in case of SC / ST).

The following is the admission process for the other courses offered by NALSAR:

Course	Duration	Qualification	Admission Process
Ph.D.	Two years – Full time Three years – part time	LL.M. / Master's Degree with 55% marks (50% marks for SC / ST / Persons with Disability)	NALSAR Admission Test and / or Presentation of Research Proposal on the proposed topic of research

M.Phil.	One year	LL.M. with 55% marks (50% marks for SC / ST / Persons with Disability)	NALSAR Admission Test and / or Presentation of Research Proposal on the proposed topic of research
Master's Degree in Taxation and Business Laws	Two years	IRS Trainee Officers, NADT, Nagpur	Direct
Master's in Business Administration	Two years	Graduate with 50% marks	Merit at NALSAR Admission Test / CMAT / CAT / XAT / GMAT and Group Discussion & Interview
Master's Degree in Aviation Law and Air Transport Management	Two years (onsite–online)	Graduate	Statement of Purpose, Group Discussion and Interview
Master's Degree in Space and Telecommunication Laws	Two years (onsite–online)	Graduate	Statement of Purpose, Group Discussion and Interview
Postgraduate Diplomas in • Patents Law • Cyber Laws • Media Laws • International Humanitarian Laws	One year (Distance)	Graduate	Direct
Postgraduate Diplomas in • Alternate Dispute Resolution • Family Dispute Resolution	One year (Regular)	Graduate	Interview
Postgraduate Diplomas in • Alternate Dispute Resolution • Family Dispute Resolution	One year (Distance)	Graduate	Direct

Postgraduate Diploma in Aviation Law and Air Transport Management	One year (onsite–online)	Graduate	Statement of Purpose, Group Discussion and Interview

2.1.3. Provide details of admission process in the affiliated colleges and the university's role in monitoring the same.

Not applicable as the University has no affiliated colleges.

2.1.4. Does the university have a mechanism to review its admission process and student profile annually? If yes, what is the outcome of such an analysis and how has it contributed to the improvement of the process?

The admissions for undergraduate and postgraduate programs of all the participating Naional Law Universities is based on Common Law Admission Test (CLAT). The Core Committee of CLAT consists of the Vice-Chancellors of all the participating Universities. The core committee every year reviews the admission process and decide on the eligibility and also pattern of the admission test. They have introduced many changes to ensure confidentiality and fairness in admission process. Many changes were introduced in the exam pattern to ensure smooth conduct of the test using technology. Last year, admission test was made online. Prior to that subjective elements were added on NALSAR's suggestion to the LL.M. Test. Every year NALSAR examines the number of the students who give NALSAR as their top option. We admit students in the first 250 in the CLAT merit list of around 35,000 candidates.

University informs its governing body's the intake and student profile every year. University follows reservations in its admissions. University has constituted a committee comprising the members of the General Council to develop proper procedure for admitting the students under the State reservation. This has helped the resident students to gain admission to the programs offered by the University

In case of M.Phil.and Ph.D., the Research Committee reviews the admission process and also the pattern of the test periodically. Recently we changed the pattern of our test.

2.1.5. What are the strategies adopted to increase / improve access for students belonging to the following categories:
- **SC / ST**
- **OBC**
- **Women**
- **Persons with varied disabilities**
- **Economically weaker sections**
- **Outstanding achievers in sports and other extracurricular activites**

<u>**Reservations in admissions:**</u>
To increase access to different sections of the society, the University is providing the following **reservations** in admission to various programs offered by the University:
- Scheduled Caste : 15%

- Scheduled Tribe : 7.5%
- Resident Students of Telangana : 20%
- Persons with Disability : 3% (Horizontal)
- Women : 30% (Horizontal)

Financial Support

The University has a provision for fee concessions / scholarships / loan support which is sanctioned both on the basis of means-cum-merit as well as merit-cum-means. Every year an amount of Rs. 20 lakhs is allocated in the annual budget of the University for providing financial support to the students.

In addition, the University liaisons with various State Government Departments and also the Ministries of the Central Government for the sanction of scholarships to the students.

NALSAR has a policy that no student should be deprived of the education on financial grounds.

Disabled Friendly Infrastructure

All the buildings and facilities are accessible to the persons with varied disabilities. Ramps and railings are provided in all the buildings. The University has Braille Printer for use of the visually disabled persons in addition to Job Access with Speech (JAWS) and Kurzweil 1000 software. A lift in academic block is being installed.

2.1.6. Number of students admitted in university departments in the last four academic years:

The following statement indicates the details of the students admitted to various courses under different categories for the last four years:

Categories	2011-2012		2012-2013		2013-2014		2014-2015	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	28	36	32	34	34	32	32	30
ST	18	12	16	14	16	14	16	11
Persons with Disability	08	03	10	03	09	04	09	03
Foreign Nationals	21	25	18	26	16	30	20	31
General	176	177	186	178	189	172	150	159

Note : The details are pertaining to 2-Year LL.M.and5-Year B.A., LL.B. (Hons.) programmes. From the academic year 2013 – 2014, One Year LL.M. is offered in place of 2-Year LL.M.

2.1.7. Has the university conducted any analysis of demand ratio for the various programmes of the university departments and affiliated colleges? If so, highlight the significant trends explaining the reasons for increase / decrease.

Programmes	2014-15			2013-14			2012-13		
	Number of applications	Number of students admitted	Demand Ratio	Number of applications	Number of students admitted	Demand Ratio	Number of applications	Number of students admitted	Demand Ratio
Ph.D.	52	15	1 : 3.47	52	14	1 : 3.71	62	09	1 : 6.88
M.Phil.	03	--	--	03	--	--	06	--	--
P.G. - LL.M.*	2,260	60	1 : 37.66	1242	60	1 : 20.7	923	59	1 : 15.64
P.G. - Masters in Taxation and Business Laws	134	134	1 : 1 (Direct Admission)	105	105	1 : 1	116	116	1 : 1
P.G. - Masters in Business Administration	125	25	1: 5	211	58	1 : 3.63	--	--	--
P.G. - Masters in Aviation Laws and Air Transport Management (Onsite-Online mode)	88	75	1 : 1.17	71	53	1 : 1.33	--	--	--
P.G. - Masters in Space and Telecommunication Laws (Onsite-Online mode)	10	08	1 : 1.25	21	06	1 : 3.5	--	--	--
U.G. - B.A., LL.B. (Hons.)*	31,231	80	1 : 390.39	27627	80	1 : 340.83	23885	80	1 : 298.56
P.G. Diploma in									
Patents Law (Distance)	271	271	1 : 1 (Direct admission)	266	266	1 : 1	427	427	1 : 1
Cyber Laws (Distance)	131	131	1 : 1 (Direct admission)	108	108	1 : 1	103	103	1 : 1

Media Laws (Distance)	59	59	1 : 1 (Direct admission)	54	54	1 : 1	65	65	1 : 1
International Humanitarian Law (Distance)	76	76	1 : 1 (Direct admission)	55	55	1 : 1	75	75	1 : 1
Alternative Dispute Resolution (Regular)	85	57	1 : 1.49	75	64	1 : 1.17	72	55	1 : 1.31
Alternative Dispute Resolution (Distance)	171	171	1 : 1 (Direct admission)	126	126	1 : 1	118	118	1 : 1
Family Dispute Resolution (Regular)	36	18	1 : 2	54	50	1 : 1.08	34	24	1 : 1.42
Family Dispute Resolution (Distance)	49	49	1 : 1 (Direct admission)	54	54	1 : 1	31	31	1 : 1
Aviation Law and Air Transport Management (Onsite – Online)	19	13	1 : 1.46	50	31	1 : 1.61	--	--	--

*The admissions are based on CLAT on the basis of which the admissions are made to 16 National Law Universities all over the country.

The demand for all our regular programs has increased drastically as in 1998 only about 800 students had taken our test but today some 35,000 students appear for CLAT with NALSAR as their first or second option. The demand for LLM program has doubled due to the introduction of one year LLM instead of two year LLM. The demand for distance courses has also increased over these years.

2.1.8. Were any programmes discontinued / staggered by the university in the last four years? If yes, please specify the reasons.

The following programmes were offered by the University during the years indicated against each:
  1. 2-Year Master's Degree in Law of Financial Services & Capital Markets (ML FS&CM) from the academic year 2009 – 2010 to 2011-2012 in collaboration with Institute of Insurance and Risk Management.
  2. 2-Year Master's Degree in Business Laws and Administration (MBLA) during the academic year 2011- 2012.

3. Graduate Diploma in Building & Infrastructure Contracts and Real Estate Management in collaboration with Contractors Development Institute, National Academy of Construction, Hyderabad during the academic year 2011 – 2012

4. One year Post-Graduate Diploma in Aviation Law and Air Transport Management in collaboration with IAAM, Calicut from the academic year 2009 – 2010 to 2011-2012.

University regularly reviews all its programmes. On the basis of our review, University decided to close above mentioned courses and took the decision to either offer these courses on our own or improve and re-offer them in a new format. M.B.A. was thus an improved version of 1 & 2 mentioned above.

2.2.   Catering to Student Diversity

2.2.1. Does the university organize orientation / induction programme for freshers? If yes, give details such as the duration, issues covered, experts involved and mechanism for using the feedback in subsequent years.

The University organises an orientation programme at the beginning of each academic year, where students are taken through the academic system they would be required to navigate.

It has been our constant finding over the course of these years that the primary disadvantage that students from deprived backgrounds are faced up with is fluency in English, since all courses are transacted in English. Thus the University hires experts in English language training to run courses open to all students who required help, which was organised in students' free hours, but the programme did not yield expected results. On the other hand, personal mentorship between senior and junior students for specific subjects has been of immense help to students struggling with academic requirements. Noting, however, that students prefer language training from faculty members and not their peers, the University will be experimenting with a rigorous in-house language training programme, for credits, from the coming semester.

NALSAR is the only Law University which has created a Standing committee on Diversity as part of our SBC (Student Union). We also offer a course on Diversity Management.

The University organize orientation programme for the newly admitted students after their admission but before the commencement of classes. On the first day of the Orientation Programme which is conducted both for the students and the parents, the Vice-Chancellor, Registrar, Proctor, Chief Wardens and all the Faculty Members remain present and provide information about the Faculty members, academic programmes, examination system, facilities available on campus, Campus & Hostel Disciplinary Rules etc. We also educate our students in respect of the rights of women, Persons with Disability etc. Prof. Madhava Menon, Prof. G.V. Ajjappa and similar other leading experts are invited for the Orientation Programme.

After the Orientation Programme, an informal interaction is scheduled with the Faculty Member and officials of the University with the students and their parents. The feedback from the parents and students is taken and the required information is provided to them and also the same is included in the future Orientation Programmes.

On the second day, the students are briefed about the detailed curriculum, tutorial system, requirement of projects, choosing of elective courses and seminar courses, the minimum requirement of credits, choosing of clinical courses, brief about the mooting, examination and evaluation system, requirement of attendance etc. to enable them to fully understand the available course options and the University systems. In addition, the students are briefed about the existence of the Student Bar Council and its various Committees to enable them to participate and develop leadership qualities. We intend to prepare responsible citizens and therefore they are given some inputs on Fundamental Duties of the citizens.

On the third day, the Library Orientation Programme is organised wherein the students are trained on how to search books by author, title, subject etc. using the OPAC systems. They are also be informed about the available e-databases, periodicals in the library and how to use the same. Prof. G.V. Ajjappa conduct practical classes in the Library in smaller groups on How to use Law Library.

2.2.2. **Does the university have a mechanism through which the "differential requirements of the student population" are analysed after admission and before the commencement of classes? If so, how are the key issues identified and addressed?**

Some of the difficulties generally faced by students prior to the commencement of the classes are related to course selections, room allotment in the hostel, catching up with student community, utilizing the facilities available etc.

NALSAR believes in heterogeneity and therefore we do divide students into groups keeping in mind their different requirements in terms of language proficiency, intellectual attainment, disability and interests. The purpose is to help them overcome their inhibitions so that they quickly catch up with others. These students are given mentors, keeping in view their special differential requirements.

The Academic Committee and PG Committee conducts special orientation sessions for them in the course selections and advise them on credit system and how to reach to a specialization. They also handover the course outlines, reading materials to them at the time of orientation. Students are registered to the class group mail id immediately after their admission. All the notices, circulars, course outlines, reading materials are mailed to their group mail id for their benefit. The team of wardens will consider the student needs and allot the rooms accordingly. University Accounts officer and bankers help them with necessary requirements such as opening bank account, ATM card issues, informing them of the fee details etc. Senior students orient them to the facilities such as medical, transport, sports etc. On the basis of the profiles of the students and also the interaction during the orientation programmes, other requirement of the students are analysed and addressed.

2.2.3. **Does the university offer bridge / remedial / add-on courses? If yes, how are they structured into the time table? Give details of the courses offered, department-wise / faculty-wise?**

University is not a multi-faculty University and therefore bridge courses are not required to be offered. But University give students opportunity to take courses at their own pace. Tutorials have been of great help for the students with special needs in catching up with others as they give them personalised attention. Teachers also give their consultations and at times hold special classes for them. Remedial classes have been held for English and other difficult courses such as Taxation and Corporate Laws.

2.2.4. **Has the university conducted any study on the academic growth of students from disadvantaged sections of society, economically disadvantaged, physically handicapped, slow learners, etc.? If yes, what are the main findings?**

University attaches huge importance to disadvantaged sections of our population and therefore at times gives students from the poorer background additional remedial classes, gives them additional attempts to pass the examination. In some cases such students are girst given additional personalized classes prior to their re-examination. Since NALSAR admits the very best, thus the problem of slow learners is almost negligible here.

In addition to the Tutorials, the Academic Committee of the Student Bar Council conduct classes on regular basis to clarify the doubts on the subjects, to help the students to prepare the projects and to meet the deadlines without fail etc. Mentors from the final year are assigned to individual students to help the slow learners, if there are any.

The Academic Committee also conducts remedial classes for the students in addition to the tutorials conducted by the Teaching Assistants.

2.2.5. **How does the university identify and respond to the learning needs of advanced learners?**

Most of our students are advanced learners and therefore we generally teach them at very high level. In fact keeping the bright NALSAR students engaged is our greatest challenge. Brightest students are selected every semester to undergo one semester study at foreign universities under the student exchange programme. Every semester around 10 – 12 students are nominated to different Universities. Students are also made part of the research teams for the research projects undertaken by the Faculty members. They are also made part the Editorial Board for the Journals published by the University. To encourage mooting, mooting has been made part of the curriculum and the best memorials prepared by them are considered as their research projects. To encourage advanced learners they are selected as Teaching Assistants who conduct the tutorials for the junior students.

2.3. Teaching-Learning Process

2.3.1. How does the university plan and organise the teaching, learning and evaluation schedules (academic calendar, teaching plan, evaluation blue print, etc.)?

The Academic committee after consulting with students and faculty prepares the semester schedule indicating the dates of the examinations, project deadlines and other academic timelines. Students are encouraged to send scheduling suggestions as also provide information of student organized events to allow for the harmonious operation of curricular and co-curricular activities. Student requests are accorded due consideration and where the request cannot be acceded, students are informed of the same.

The Academic Calendar is emailed to each student as well as posted on the university website

2.3.2. Does the university provide course outlines and course schedules prior to the commencement of the academic session? If yes, how is the effectiveness of the process ensured?

The system of scheduling centres the choice of both students and faculty. The process is two-limbed; first a course list with descriptions of instructors, outlines and evaluation requirements is sent to students, who are then asked to fill in a preliminary survey indicating their choices. The data from the preliminary survey is used to create a schedule that results in the least possible number of clashes, such that the maximum number of students can attend course-combinations of their preference. After the schedule is created in this fashion, students are required to make their final course choices on the basis of the schedule. The first week of every course is a window period, where students can audit classes and make changes to their course lists as per their preferences.

Faculty cannot float the electives without the course outline and evaluation scheme etc. as the format for faculty option mandate the faculty members to give these details. This ensures proper implementation of the scheme.

2.3.3. Does the university face any challenges in completing the curriculum within the stipulated time frame and calendar? If yes, elaborate on the challenges encountered and the institutional measures to overcome these.

NALSAR's academic calendar is prepared after taking the holidays into account in order to ensure that every course obtains its credit hours. Consequently, the University has not faced the problem of not completing the curriculum within the stipulated time frame. Course credits are linked to course intensity and credits are linked to teaching/contact hours, hence there is no possibility of not completing the curriculum. As the course outlines and schedules are prepared in advance and the same are discussed in the faculty meetings, the necessary modifications, if any, suggested by other colleagues are implemented before the commencement of the classes, the faculty are able to complete the curriculum every semester within the stipulated time frame.

2.3.4. How is learning made student-centric? Give a list of participatory learning activities adopted by the faculty that contributes to holistic development and improved student learning, besides facilitating life-long learning and knowledge management.

NALSAR is a student centric professional University. Not only is student involvement integral to the academic programmes as such, where their feedback is regularly solicited, but the University actively supports student initiative towards interdisciplinary and practical learning. Ranging from film festivals to parliamentary debates, moot court competitions to literary festivals, students organise several path-breaking events which feed into the learning process. Recently, the University saw an on-ground lesson in democracy being enacted, as the student body sought to review and redraft its constitution, a semester long process that resulted in exposure to the reality of working in democratic ways while being efficient. The constitution was drafted by an elected drafting committee and opened for questions and suggestions, following which it was discussed in public meetings in the presence of the Vice-Chancellor and several other faculty members over the course of three nights. Students also organise public policy lectures, screenings and discussions, with several notable figures having visited the University over the past few years.

2.3.5. What is the university's policy on inviting experts / people of eminence to deliver lectures and / or organize seminars for students?

The University invites eminent academicians and experts from industry for delivering guest lectures and also for offering courses for shorter durations. At the end of each semester, the Faculty Members are requested to send the names of the external experts along with the details of the courses which the expert(s) wish to offer during the next semester to the Academic & Examination Committee. The students can also submit their request for invited lectures / courses in the areas of their interest The Committee further invites NALSAR Alumni for offering courses in their areas of specialisation. The Academic & Examination Committee reviews all the references given by the In-House Faculty, Students and Alumni along with the course outlines and recommends to the Vice-Chancellor the courses to be offered by the External Experts during the next semester. With the approval of the Vice-Chancellor, the External Experts are invited to offer the courses. Accordingly, the experts are also invited to deliver guest lectures and are also invited to present papers or chair the sessions in the seminars / conferences organised by the University. University also brings eminent International Professors as Scholars-in-Residence.

2.3.6. Does the university formally encourage blended learning by using e-learning resources?

Our students are tech-savy and each one of them does have a laptop. NALSAR has been frontrunner in blending IT related tools, both hardware and software for making teaching-learning more efficient along with accurate managing of time. Considering the space and human resource, the following tools were implemented.

Hardware wise:
   a. Digital Podiums
   b. Interactive smart boards
   c. E-learning studios with classroom recording and reproducing facility.
   d. Portable projectors for open house presentation's and discussions
   e. Wi-Fi campus for more mobility to the students.

Software wise:
   a. Customised and Integrated Moodle, Content Management system for establishing seamless collaboration between teachers and students with more absolute course management scenarios.
   b. Virtual Private Networks for remote accessing of E- resources. (University Library is complemented with e-resources such as JSTOR, West Law, Manupatra etc. along with hard copies)
   c. For some courses, we have integrated Open ACS / dot LRN as part of for diversification of Content management utilisation plan for better management of downtimes of different courses.

2.3.7. What are the technologies and facilities such as virtual laboratories, e-learning, open educational resources and mobile education used by the faculty for effective teaching?
   a. For Virtual Learning Environment (VLE) we use Moodle and Open ACS / dot LRN,
   b. For Lecture Capture/Podcasting we use Opencast,
   c. For Online Lectures/Webinars/Remote Participation, we use open meetings and Big Blue Button,
   d. For Video Streaming, we use Plumi suite.
   e. For E-book management, Calibre

2.3.8. Is there any designated group among the faculty to monitor the trends and issues regarding developments in Open Source Community and integrate its benefits in the university's educational processes?

University IT committee looks into all the aspects of IT infrastructure, development strategies and helps the administration in execution of plans. IT Committee recommends implementing the IT plan with open source application (Foss), if not partial proprietary ones.

A senior faculty member of the University was the founder Director of the Legal Information Institute of India (LII of India). LII of India has its technical & administrative hub at AustLII in Sydney. The Legal Information Institute of India (LII of India) is an institute established to provide free online access of legal resources of Indian Legislations of the Central, State and Union Territories with cases, Treaties and academic legal resources. LII of India has received initial funding from AusAID and technical support from Australasian Legal Information Institute (AustLII). LII of INDIA has been admitted as the 34th member of the free Access to Law Movement (FALM).

The University has set up the The Institute of Global Internet Governance Advocacy (GIGA) on-going research project funded by Ministry of Information Technology and faculty member who heads the Institute served as an elected member of the Asia-Pacific region in the At-Large Committee of the ICANN and in the NomCom (Nomination Committee) of the ICANN Board. The faculty member also serves in the expert committee on Internet Projects of the Ministry of Information Technology.

2.3.9. What steps has the university taken to orient traditional classrooms into 24x7 learning places?

We have utilised the fact that we are residential university as a means of making education a round-the-clock process, with lectures and classes being scheduled in the evening or post-dinner, in order for all students to have access to them. All lecture halls and classrooms are equipped with the latest technology, and different media play an integral role in the transaction of classes. Courses in information technology or e-commerce, for instance, are done through participative methods using online resources within the classroom. Much of the administrative inputs into courses is done through an in-house course management system, while several faculty members use options like Turnitin (which the university has acquired access to) to share notes and comment on assignments. Every faculty member has access to state of art technology, backed by a competent information technology department, to facilitate the integration of technology in teaching practices.

- Furthermore in order to create learning spaces sans boundaries, NALSAR has adopted the following technologies:
    - Virtual Learning Environment (VLE) using Moodle and Open ACS / dot LRN,
    - Capture/Podcasting using Opencast
    - Online Lectures/Webinars/Remote Participation, Using Open meetings and Big Blue Button
    - Video Streaming, using Plumi suite.
    - E-book management, using Calibre
- University introduced CBCS which provides flexible time table; this helps in multiple uses of same classrooms

2.3.10. Is there a provision for the services of counsellors / mentors / advisors for each class or group of students for academic, personal and psycho-social guidance? If yes, give details of the process and the number of students who have benefitted.

We view the personal and the professional as an integrated whole, and our support systems are constructed accordingly. The university provides a round-the-clock counselling service, with a dynamic and accomplished counsellor available in person, on the phone and via email. All students are assigned mentors as they enter the university, to help them through the initial adjustment phases. The academic committee regularly scrutinises student performance and proactively reaches out to students whose performances are seen to be falling, and if help is sought, personal mentors for specific subjects are allotted to them. In an effort to keep students from falling, by the wayside, the Committee puts in place customised academic recovery programmes. The University also uses techniques of restorative justice such as circles of support and accountability to enable student recovery and rehabilitation.

2.3.11. Were any innovative teaching approaches / methods / practices adopted / put to use by the faculty during the last four years? If yes, did they improve learning? What were the methods used to evaluate the impact of such practices? What are the efforts made by the institution in giving the faculty due recognition for innovation in teaching?

- In the past four years, the University has experimented with the sorts of courses it offers, the method by which they are taught, and the ways in which students are evaluated. With the elective system in place, varied critical courses taught by both academics and practitioners drawn from myriad fields have introduced an element of innovation in the curricula on offer itself: for instance cutting edge courses in understanding evidence through cinema, applied jurisprudence, law publishing, sports law and ideas of freedom in India have been made available to students.

- Faculty have full freedom to determine the methods they wish to adopt in teaching their courses; teaching through contemporary examples, where students can feed into the teaching process, is encouraged. The use of film and other media and student presentations and discussions are also commonplace. The openness of the system permits students to engage with pedagogic methods and suggest alternatives where they see fit.

- Furthermore, a system of tutorials, taught by teaching assistants (selected after a rigorous screening process, from a pool of masters students and final year undergraduate students) individualises learning and introduces peer-to-peer learning into each mandatory course. No tutorial group is larger than sixteen students, allowing for hands-on work, expanding the scope of possible pedagogic methodologies, and offsets the disadvantages of a large classroom.

- Evaluation is viewed as a continuation of the process of learning, not its culmination. Creative and fulfilling assignments are offered in several courses. For example, a course on law publishing requires a student to submit a book proposal as an assignment; students have, on occasion, been required to draft movie scripts, judgements, General Assembly resolutions, peoples' petitions, etc. In this too, students and faculty often arrive at evaluation requirements in conversation with each other.

  We do believe that students vote with their feet. Courses and tutorials obtaining more than minimum attendance are seen to indicate student approval. Students opting for courses even when they are not high scoring has been viewed as another indicator of approval. These action choices are then matched with student feedback to judge the authenticity of the feedback. For example student actions and written feedback are accorded greater credibility when they are in harmony with each other. If they do not match then it is presumed that students are being instrumental and their opinions are processed with requisite caution.

2.3.12. How does the university create a culture of instilling and nurturing creativity and scientific temper among the learners?

University is committed to the fundamental duty of developing scientific temper and therefore discourages superstition and promotes rational thinking. The new project system encourages creativity as students are allowed to write highly creative pieces, i.e., film review, book review, dialogue writing etc. Out of box and creative arguments are given highest marks.

Mooting is introduced in the very first year of their undergraduate course. Moot mentors (senior students) guide the students which eventually help them to participate in the selection moots. Mooting help the students to develop research and articulation skills besides encouraging extensive reading culture among the mooters.

Clinical courses help the students to gain insight into the practical realities of the application of law. This helps them to develop application skills, suggest legislative changes, and learn to negotiate in tougher situations.

University involves its students in the editorial board of journal publications and research projects there by providing opportunity for advanced learning.

2.3.13. Does the university consider student projects mandatory in the learning programme? If yes, for how many programmes have they been (percentage of total) made mandatory?
   - **Number of projects executed within the university**
   - **Name of external institutions associated with the university for student project work**
   - **Role of faculty in facilitating such projects**

Research is an integral part of each subject at NALSAR. Projects are mandatory in all the subjects for all the students. The project system has been made more interesting and absorbing to encourage creativity. Each student has to do a Newspaper Discovery, an Interview, a Film Review, a Book or Article Review, a Case Comment and a Research Paper. In addition, the students have to do Seminar Papers which are evaluated through submission of research paper alone.

Students may opt to take help from external experts/organizations to complete their project work. They seek help from advocates, human rights fora, NGO's, police officers etc. depending on their project need. Faculty member provide guidance and contacts for successfully completion of the project assignments. Several projects are based on field studies like interview with Polic Officer, Jail inmates, workers in the industries.

The students are also taken as Research Assistants for the minor / major research projects undertaken by the faculty member to improve their research skills and also practical knowledge on various contemporary issues.

2.3.14. Does the university have a well-qualified pool of human resource to meet the requirements of the curriculum? If there is a shortfall, how is it supplemented?

Yes. The University has adopted the UGC Regulations on Minimum Qualifications for appointment of Faculty. All the regular faculty appointments are made strictly as per the UGC guidelines. Appointments are made based on the performance at the written test, mock classes and interview. At present the University has 24 law faculty members, 12 non-law faculty members and three Research Associates. All Faculty Members are very well qualified and meets the requirement for teaching the courses offered Both junior and senior faculty are encouraged to avail of opportunities that deepen their subject and pedagogic expertise.

In addition, the University has the concept of International Scholar-in-Residence, wherein, eminent academicians, professionals, Hon'ble Judges are invited to offer courses of varying credits. The University also invites Hon'ble Judges, Senior Advocates and Industry Professionals for delivering guest lectures / short-term courses. Also given the fact that Hyderabad houses several central and state universities, we actively network to leverage expertise in the city.

2.3.15. How are the faculty enabled to prepare computer-aided teaching / learning materials? What are the facilities available in the university for such efforts?

All the class rooms have computers with LCD projectors. Teaching is made through power point presentations by all the teachers. The reading materials along with the latest case laws and articles on the relevant subject are shared to the batch through emails. The campus including hostels has Wi-Fi and also LAN connectivity. All students have their own laptops. As research projects are part of curriculum, the students have to do research on their own with the guidance of the faculty member, the internet facilities are made available 24x7. All the Faculty Members are provided with desktops in their individual rooms. The students and the Faculty Members have remote access to the e-resources of the library.

2.3.16. Does the university have a mechanism for the evaluation of teachers by the students / alumni? If yes, how is the evaluation feedback used to improve the quality of the teaching-learning process?

In the early years the University obtained student feedback on a selective and ad hoc basis. There were also some informal student initiatives to obtain feedback on courses and faculty. A systematic and structured system of obtaining student feedback was started in 2012. In this first effort the result of the feedback along with the comments of students was shared with the faculty. Several faculty members felt hurt and offended by the comments made by students. The resultant depression in no way helped the teaching program but queered student –faculty relations.

- It was thereupon decided that student evaluation of faculty performance should be continued to be undertaken through anonymous surveys. Whilst the scores obtained by each faculty member should be shared with them the comments should be processed separately and shared in a more supportive fashion with the faculty.
- Now the scores and comments of the feedback forms are tabulated separately and submitted to the Vice-Chancellor. The Vice-Chancellor discusses the inputs of the

students about the courses with the concerned Faculty Members. The common suggestions are also discussed in the Faculty Meetings for overall improvement of the academic programmes of the University, where required to improve the teaching learning program. When required, external expertise is brought on board to aid in-house faculty towards this end.

However if despite all efforts the desired improvement was not reflected in the student feedback, then the contracts of temporary faculty were not renewed and tenured faculty were not awarded courses in which they failed to perform.

In addition to structured written feedback, Open houses are regularly held to address student grievances. Even so individual students have been encouraged to freely communicate their suggestions or complaints, by mail and in person with the Academic Committee and the Vice-Chancellor even outside the structured feedback system.

2.4. Teacher Quality

2.4.1. How does the university plan and manage its human resources to meet the changing requirements of the curriculum?

At the end of each semester, a list of subjects to be offered during the next semester is circulated to all the faculty members seeking their teaching options for the next semester. They are also requested to provide the elective / seminar courses proposed to be offered during the next semester. In the faculty meeting after detailed discussions, the subjects are allotted to the individual faculty members. The faculty members are requested to prepare the course materials, teaching plans, project topics which are discussed in detail in the faculty meetings before the commencement of the semester. The suggestions by other faculty members are incorporated before the course outlines are circulated to the students for information. If there is a need for inviting experts from outside, experts are invited to teach the relevant curriculum in addition to the in-house faculty member.

Along with the teaching options by the individual faculty member, the faculty members are requested to suggest the names of experts for offering of elective courses for the next semester. The Academic Committee after review prepares the list of courses to be offered during the next semester and request the experts submission of courses contents. The course content is circulated to the students and depending on the number of students opting for the said course the course is put on offer.

2.4.2. Furnish details of the faculty

Highest Qualification	Professors		Associate Professors		Assistant Professors		Total
	Male	Female	Male	Female	Male	Female	
Permanent Teachers							
D.Sc. / D.Litt.	Not applicable						
Ph.D.	04	03	00	01	04	02	14
M.Phil.	00	00	00	00	00	00	00
PG	00	00	00	00	05	01	06
Temporary Teachers (Contract but full-time)							
Ph.D.	03	00	02	00	00	01	06

M.Phil.							
PG			01	00	11	02	14
Part-time Teachers*							
Ph.D.							
M.Phil.							
PG							

*The University does not appoint Faculty on part-time basis. But experts are invited to offer elective courses for short durations. In addition, leading experts are also invited to deliver guest lectures on continuous basis.

2.4.3. Does the university encourage diversity in its faculty recruitment? Provide the following details (department / school-wise).

Yes. The appointments are made based on the advertisement issued in the national dailies. The recruitment notification is placed on the University website for the information of the public on rolling basis. The faculty members consist of experts from all over the country. The University is also appointing experts from foreign countries on contract basis. Experts from all over the world are invited for offering elective courses of varying credits.

Department / School	% of faculty from the same university	% of faculty from other universities within the State	% of faculty from universities outside the State	% of faculty from other countries
University (Law)	15.38	20.52	46.15	17.95

Our emphasis on diversity is also reflected in the number of female Professors at NALSAR. Around 50% of Professors are women.

2.4.4. How does the university ensure that qualified faculty are appointed for new programmes / emerging areas of study (Bio-technology, Bio-informatics, Material Science, Nanotechnology, Comparative Media Studies, Diaspora Studies, Forensic Computing, Educational Leadership etc.)? How many faculty members were appointed to teach new programmes during the last four years?

Subject mentioned above are not relevant for a law school but NALSAR every year offers new and innovative courses. Teachers educated in foreign universities are preferred in recruitment.

All the recruitments including Faculty for new emerging courses are made through an advertisement issued in the dailies all over the country. All appointments are made as per the qualifications prescribed by the UGC and / or NALSAR in the Service Regulations. All the recruitments, regular / contract are made on the recommendations of the duly constituted Selection Committees as per the Regulations. Even in contract appointments, the appointments are made on the basis of mock classes and interview. The University not only ensures that qualified teachers are appointed but also assesses their teaching skills on regular basis.

2.4.5. How many Emeritus / Adjunct Faculty / Visiting Professors are on the rolls of the university?

Adjunct Professors

- Mr. Gabor Gombos, Former Theoretical Physicist, Hungary
- Prof. Gerard Quinn, National University of Ireland, Galway
- Prof. Martin Price, Juris Doctor, U.S.A.
- Prof. Scott Martin, International Criminal Tribunal, Rwanda
- Prof. Wayen Jordash, Counsel, International Court of Justice and International Criminal Court, Rwanda
- Prof. ArchanaParashar, Macquarie University, Sydney, Australia
- Dr. Syed Sadiq, Officer-in-Charge, UN Women Multi-Country Office, Southern Africa, Johannesburg, South Africa
- Prof. (Dr.) G.S. Sachdeva, Former Legal Advisor FRG and Adjunct Professor of Air and Space Law, Jawaharlal Nehru University, New Delhi
- Amb. A.N. Ram, IFS (Retd.), Former Secretary, Ministry of External Affairs, Government of India, Hyderabad
- Prof. (Dr.) Saligram Bhatt, Honorary Professor of Air & Space Law, Jawaharlal Nehru University, New Delhi
- Hon'ble Shri Justice B. PrakashRao, Former Acting Chief Justice of A.P., Hyderabad
- Prof. G.V. Ajjappa, Former Professor, NLSIU, Bangalore
- Prof. Gabor Gombos, Member of the UN Committee on the Rights of Persons with Disabilities, Geneva
- ShriPadmanabhaiah, Former Home Secretary, Government of India
- Prof. N.L. Mitra, Chancellor, Kalinga Institute of Industrial Technology, Bhubaneswar and Former Vice-Chancellor, NLSIU, Bangalore and NLU, Jodhpur
- Prof. Zakaria Siddiqui, Former Professor, IIUM, Malaysia
- Mr. Naved Masood, Former Secretary, Ministry of Corporate Affairs, Government of India, New Delhi

In addition, on an average, 10-12 elective courses are offered by the experts from outside (International Scholar-in-Residence) and also 20-25 guest lectures are arranged by the University each semester.

2.4.6. What policies / systems are in place to academically recharge and rejuvenate teachers (e.g. providing research grants, study leave, nomination to national / international conferences / seminars, in-service training, organising national / international conferences etc.)?

The University believes that the faculty members should update their knowledge on continuous basis, through interaction with different stakeholders so that the teaching and research can be strengthened. Therefore, the faculty members are encouraged to participate in national / international conferences / seminars, to attend training programmes / refresher courses etc. Under the Faculty Exchange Programme, the faculty members are nominated to the Foreign Universities for teaching for term periods. Faculty Seminars are conducted on monthly basis.

Faculty Members are encouraged to undertake research projects. The University has established 20 advanced research centres and faculty members are appointed as Centre Heads keeping in view their research interests for undertaking research in the specialised areas of their study.

2.4.7. How many faculty received awards / recognitions for excellence in teaching at the state, national and international level during the last four years?

The following awards are received by the faculty:
- Prof. Faizan Mustafa received the Best SAARC Law Teacher Award, 2014
- Prof. Faizan Mustafa − Mohd. Ali Johar Award for contribution to legal studies
- Prof. Faizan Mustafa nominated to NALSA and several other Authorities of various Universities - 2015
- Prof. Veer Singh was appointed as the Director of the Chandigarh Judicial Academy
- Prof. Amita Dhanda invited to teach a course at University of Westren Ontario, Canada in 2013.
- Prof. Amita Dhanda was selected as senior scholar under Indo-Hungarian Education Exchange Program in 2012.
- Prof. M. Sridhar received the Best Teacher of Andhra Pradesh Award and was also appointed as Information Commissioner of CIC
- Prof. V.C. Vivekanandan awarded the Global Researcher Invitation Programme Fellowship of Institute of Intellectual Property–Japan for 2015-2016
- Prof. V.C. Vivekanandan: Indian delegate to the 30th session of WIPO SCCR meeting on Broadcasting and Exceptions Libraries Archives/Educational Institutions in 2014 and again in 2015 at Geneva.
- Prof. V.C. Vivekanandan: IP consultant to 'Stanford-India Bio design Program' –DBT, Government of India.
- Prof. V.C. Vivekanandan: Nominated by Ministry of HRD as the official negotiator of the Government of India at the 28th Standing Committee on Copyright and Related Rights (SCCR) at WIPO, Geneva from June 30 to July 4, 2014.
- Prof. Vijender Kumar was appointed as Vice-Chancellor of NLUJAA, Assam
- Prof. N. Vasanthi was appointed as RBI Chair Professor

2.4.8. How many faculty underwent staff development programmes during the last four years (add any other programme if necessary)?

Academic Staff Development Programmes	Number of Faculty
Refresher courses	04
HRD programmes	02
Orientation Programmes	03
Staff training conducted by the university	36
Staff training conducted by other institutions	03
Summer / Winter schools, workshops, etc.	36

2.4.9. **What percentage of the faculty have**

- **been invited as resource persons in Workshops / Seminars** – 85%
- **participated in external Workshops / Seminars / Conferences recognized by national / international professional bodies?** - 100%
- **Presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies?** - 100%
- **Teaching experience in other universities / national institutions and other institutions?** - 77.77%
- **Industrial engagement?** - 81%
- **International experience in teaching?** - 22%

2.4.10. **How often does the university organize academic development programmes (e.g.: curriculum development, teaching-learning methods, examination reforms, content / knowledge management, etc.) for its faculty aimed at enriching the teaching-learning process?**

At the end of each semester and also before the commencement of the next semester, faculty meetings are conducted to discuss about the curriculum, the courses to be offered, examination reforms to be undertaken etc. In addition, Open House meetings are conducted with all the students to take the feedback about the curriculum, specialised courses offered, evaluation system etc. The course content, teaching methodology and teaching plans are discussed in detail in the faculty meetings. The faculty seminars are organised on monthly basis. In addition, the University organises number of workshops / seminars / conferences on continuous basis.

2.4.11. **Does the university have a mechanism to encourage**

- **Mobility of faculty between universities for teaching?**
- **Faculty exchange programmes with national and international bodies?**

If yes, how have these schemes helped in enriching the quality of the faculty?

The University has MoU with 30 foreign universities for exchange of students, faculty members and collaborative research. Faculty members are nominated to foreign universities for teaching during summer / winter break. Faculty members are also nominated to attend faculty training programmes at national / international institutions. These training and exchange programmes help the teachers to observe the teaching methodology, evaluation systems adopted at other international universities and access to their library resources which helps us in improving the academic programmes at NALSAR.

Faculty members from foreign universities are also invited to offer elective courses of varying credits. Similarly International Scholar-in-Residence are regularly invited. The students get an opportunity to study courses offered at foreign universities at NALSAR itself.

2.5. **Evaluation Process and Reforms**

2.5.1. **How does the university ensure that all the stakeholders are aware of the evaluation processes that are in place?**

- The evaluation process is part of the Examination Regulations approved by the University's Academic Council and Executive Council. The Regulations are made available to the students for their information.

- The Academic Programmes and Examination and Evaluation Processes are aslo brought to the knowledge of the parents and the students at the time of the Orientation Programme at the time of admission itself.
- A special Orientation Programme is conducted for the students by the Academic and Examination Committee, wherein the students are provided with the information on curriculum, credit requirement, mandatory, elective and seminar courses, attendance requirement, projects and project deadlines, evaluation process, grading system etc.
- The evaluation process of each elective / seminar course is indicated in the course outline and the same is circulated to the students before they chose to study that particular course. In case of mandatory courses, the evaluation process is provided in the course material along with the course outline for their information.
- To reach the students individually and also faster, all the circulars, messages and other information which have to be shared with the students are communicated through e-mails and / or group emails.
- Recruiters when they come for placement interviews are also informed of our evaluation process and methods.
- In addition, while bringing reforms in the academic programme, evaluation and all other issues relating to the students, Open House Meetings are conducted with the students and due weightage is given to their suggestions and views while finalising the same.

2.5.2. What are the important examination reforms initiated by the university and to what extent have they been implemented in the university departments and affiliated colleges? Cite a few examples which have positively impacted the examination management system.

- **Abolition of marks for attendance:** Earlier, five marks were assigned for attendance in the class. The University abolished the marks for attendance but retained the minimum attendance requirement of 75% to permit them for taking the examination.
- **Removal of Surprise Tests:** The University was conducting the Surprise Tests for 10 marks during the first month of the semester and Mid-term examination for 10 marks during the second month of the semester. Now, the Surprise Tests have been removed and the Mid-term examination is conducted for 25 marks. Surprise Tests were leading to lot of stress amongst the students. Moreover mid-term examination was having very low weightage.
- **Moot Memorials considered as Projects:** To encourage students to participate in the mooting activity, the moot memorials prepared by them for the Moot Court Competitions are considered as Projects for the subject(s) in that particular semester.
- **Re-examination:** If any student with prior permission attends moot court competitions or absents himself during the examination due to medical reasons, re-examination is conducted for them and the same will be considered as their first sitting and ® (repeat) is not indicated for the grade obtained.
- **Teaching Assistantship for the final year students and LL.M. students:** Academic credits are given to the students for conducting tutorials for the juniors as Teaching Assistants for the concerned Faculty members. The Faculty Members will observe and assess the teaching skills and same is evaluated for the award of grade.

- **Use of technology for tabulation of results:** In place of manual preparation of results, the University is using software and maintaining the database of all the students and their academic records. The individual records of the students containing the data about the credits completed, the number of electives, number of seminars completed and the grades and GPA obtained till date is accessible to the individual student.
- **Examination Reforms:** NALSAR does not believe in testing either information or memorisation abilities of its students. Accordingly, re-examination system is designed to test the analytical skills of our students. We have introduced new methods of examination such as open book or take home exmainations. Most of the questions in our papers are in the form of problems and we ask students to apply their understanding of law to those problems.

2.5.3. What is the average time taken by the university for declaration of examination results? In case of delay, what measures have been taken to address them? Indicate the mode / media adopted by the university for the publication of examination results.

- **Declaration of Results :**
  o The schedule of the examinations along with the date of the results is notified to the students in the Academic Schedule before the beginning of the semester. Generally, the results are declared on the 15th day (working day) after completion of the last examination. The University strictly adheres to the dates as notified in the Academic Calendar.
  o Under the unavoidable circumstances, if the result of any one subject is not declared, the issue is discussed in detail by the Academic & Examination Committee and the result of that subject are declared at the earliest. Students are informed of reasons of non-declaration of the result.

- **Publication of Examination Results:**
  o The results are uploaded on the University website. All the students are given a separate login and password to access the website. After login to the server the student can view their individual result. For each subject, in addition to the grade obtained, the detailed break up of marks is also provided for their information.
  o Students can also view their previous semester results on the website under "cumulative results" head.
  o The access for the results of individual students is totally personalized and secured.

2.5.4. How does the university ensure transparency in the evaluation process? What are the rigorous features introduced by the university to ensure confidentiality?

- **Coding and Decoding System for evaluation of Answer Scripts:** All the answer scripts including the Mid-Term Examination and the End-Semester Examination are sent for evaluation to the Faculty Members only after removal of the roll nos. The scripts are provided with coding numbers which are decoded by the staff after receiving the same from the faculty members after evaluation for entry of result.

- **Distribution of the answer scripts to the students in the class:** After declaration of results the answer scripts are distributed to the students in the class by the concerned faculty member and the students are given an opportunity to verify the answers and the marks awarded and discuss in detail with the teacher concerned.

- **Revaluation of End-Semester Answer Scripts:** The students have the option to request for revaluation of their answer scripts. The revaluation is done by three experts, appointed by the Vice-Chancellor, other than the teacher, who evaluated the paper. The average marks awarded by the three experts are taken as the final marks only when the difference is more than five marks compared to the original marks.

- **Two sets of question papers:** faculty members are required to submit two sets of question papers, which set will be used is decided by the Examination Committee just a day before the examination to ensure complete confidentiality.

- **Moderation Committee:** The Committee is headed by the Vice-Chancellor himself. The question paper prepared by the teacher is given to other experts and after discussion between the moderators and the paper setter, papers are finalised.

2.5.5. **Does the university have an integrated examination platform for the following processes?**
- **Pre-examination processes – Time table generation, OMR, student list generation, invigilators, squads, attendance sheet, online payment gateway etc.**
- **Examination process – Examination material management, logistics, etc.**
- **Post-examination process – Attendance capture, OMR-based exam result, auto processing, generic result processing, certification, etc.**

- The Academic and Examination Committee comprising of the faculty members supervises and guides all the activities of the examination office. The examination office handles all the works relating to pre-examination, examination and also post-examination processes of the University. The University has Open Book Examination, Closed Book Examination, Take Home Examination systems in place. Depending on the subject, the concerned Faculty Member decides about the pattern of the examination. The concerned teacher is at liberty to decide his evaluation method.

- **Pre examination**: The examination office prepares exam time table, hall ticket, numbering in exam halls, attendance sheets, invigilation schedule, attender duties, question paper printing and sealing, printing bare acts and other material required for open book exams etc. before the exams. The data of students along with their photographs are maintained in electronic form. The attendance sheets, hall tickets etc. are generated automatically using software. All the examination processes have been automized in the software. Generation of various lists like nominal rolls, absent lists, failed students lists, detained students lists, search a student, etc. are inbuilt in the software and with the individual user logins students can access the required data from the Server.

- **Examination:** The examination office handovers question papers to the invigilators, collects answer scripts, codes the answer scripts, receives unused answer books etc. during the days of examination.

- **Post examination:** The examination office receives result from the faculty members. It decodes the answer scripts and enters marks. It collects marks from different assignments of a subject and collates them to make a consolidated result. The result is then verified and results are analysed. The detailed analysis is presented to the Vice-Chancellor. The moderation committee considers the results analysis for the purpose of moderation. The result is generated through the software and the same is updated in the individual records which is accessible to the students through their individual login I'ds. The grade cards are also issued to the students by the examination office by logging into the office login id.

2.5.6. Has the university introduced any reforms in its Ph.D. evaluation process?

Before the final submission, the research scholar has to submit a draft thesis and make a Pre-Ph.D. presentation which is open to all the faculty members and research scholars for comments and the same may be suitably incorporated into the draft thesis on the advice of the supervisor. The Scholars have to publish atleast one research paper in a refereed journal before the submission of the thesis.

The thesis submitted by the Scholars shall be evaluated by three external examiners of whom one shall be from outside the State. Sometimes thesis is sent abroad for evaluation. This year one thesis was sent to two foreign examiners. The examiners assess and recommend as to whether the degree may or may not be awarded. Examiners are encouraged to write detailed descriptive reports as to the thesis.

The viva-voce examination shall be conducted in the presence of one of the three external examiners only when all the three examiners unanimously recommend the award of the degree.

2.5.7. Has the university created any provision for including the name of the college in the degree certificate?

Not applicable, as the University is not having any colleges affiliated to it.

2.5.8. What is the mechanism for redressal of grievances with reference to examinations?
University governing bodies approve examination regulations for each program offered by the University. Detailed information about them is given at orientation besides uploading them on the university website for the use as and when required. These regulations provide students an information as to how to apply for revaluation, appeal against the decision of unfair means committee. Students can approach the Academic and Examination Committee / PG committee and make application regarding any issue relating to the examination. Their applications are given due consideration by the committee.

The University has appointed an Ombudsman as per the UGC (Grievance Redressal) Regulations, 2012 for redressal of grievances of students at NALSAR.

2.5.9. **What efforts have been made by the university to streamline the operations at the Office of the Controller of Examinations? Mention any significant efforts which have improved the process and functioning of the examination division / section.**

The University is using the software for maintaining the data of the students including the results. Being a small University, NALSAR does not have Controller of Examination. The Academic and Examination Committee appointed by the Vice-Chancellor supervises and controls all the operations of the Examination Department. In addition, the P.G. Committee supervises the activities relating to the LL.M. Programmes and the Research Committee supervises the M.Phil. and Ph.D. Programmes.

Use of software has reduced the manual checking and manual preparation of the same data number of times for the results, grade cards etc. Once the result is entered in the software the student's individual records are generated with details like the subjects, marks obtained, grade, the GPA and the number of credits completed etc. are generated automatically reducing the manual work of the department.

Open book exams have been encouraged and now many exams are conducted in open book form. Take home exams are also encouraged besides take home research assignments. Examination office equipment is upgraded with a new heavy duty printer, shredder, multiple desktops and printers for better management.

2.6. **Student Performance and Learning Outcomes**

2.6.1. **Has the university articulated its Graduate Attributes? If so, how does it facilitate and monitor its implementation and outcome?**

NALSAR aims to develop its graduates as professionally competent, socially relevant and technically sound. Moot Courts, Clinical Programmes, Legal Aid, Teaching, Research and internships have been made part of curriculum to make them professionally competent. As part of their social responsibility, the students on continuous basis conduct Legal Awareness Programmes, help the needy in filing cases, extend their support for social causes and actively participate in other social service activities. To make them familiar with the use of latest technology, some courses on Electronic Contracts and Digital Signatures, Cyberspace Jurisdiction, Law of Robots, Digital Evidence Retrievals and Analysis Systems, International Cyber Law etc. are offered. In addition, the University has a student body, Student Bar Council (SBC) which govern various facets of student life in the University through its various Committees. The students through SBC organise number of programmes which help them to improve their administrative and leadership skills.

The issues relating to curriculum and other academic activities are monitored by the Academic and Examination Committee and for each Committee of the SBC, there is one Faculty Advisor who monitors the activities of individual Committees.

As a result, NALSAR graduates are excelling in their career in various fields. The graduates have been awarded number of prestigious scholarships, made partners in law firms; some of them topped the Judicial Services Examination, Civil Services and

Police Services Examination, many are practicing in courts at different levels and some are heading the NGOs etc.

2.6.2. Does the university have clearly stated learning outcomes for its academic programmes? If yes, give details on how the students and staff are made aware of these?

In the Orientation Programme, the overall aims and objectives of the program are clearly stated to the students and the parents. For each courses, the concerned faculty members indicate the course objectives and outcomes. Faculty meetings are conducted on weekly basis to discuss about the developments and the needs. Staff meetings are conducted periodically to create awareness among them about the requirements and also the processes to be adopted for effective implementation of the same.

2.6.3. How are the university's teaching, learning and assessment strategies structured to facilitate the achievement of the intended learning outcomes?

As stated above, research, internships, mooting, clinical programmes have been made mandatory in the curriculum. In addition to class room teaching students are required to undertake research in each subject for the submission of their project. To facilitate their research, library remain open from 9:00 a.m. to 1:00 a.m. and remote access to e-resources is provided through VPN. The entire campus is Wi-Fi enabled and LAN Network is also available. Field work is part of clinical programmes. During internships, the students are made to work with NGOs, Advocates, Trial Courts, District Courts, High Courts, Supreme Court of India, UN Organisations, Law Firms etc. where they get practical exposure in implementation of the theory taught in the classrooms. The assessment of the course includes Mid-Term Examination, Project Work and End Semester Examination. The University has continuous assessment. The assessment of the elective courses, clinical courses and seminar courses is decided by the teacher concerned and the students are informed well in advance.

2.6.4. How does the university collect and analyse data on student learning outcomes and use it to overcome the barriers to learning?

At the end of each semester, feedback from the students is taken by way of course evaluation wherein they need to mark about the course outcome for individual courses taught during the semester. In the feedback form there is a provision for giving open comments on any other requirements for the improvement and strengthening of the academics and other issues. Open House Meetings are conducted with all the students periodically through which the University attempts to take the feedback from the student on all aspects relevant to them. The issues and concerns raised are discussed in the faculty meetings and staff meetings and necessary corrective steps are taken to address the same effectively.

2.6.5. What are the new technologies deployed by the university in enhancing student learning and evaluation and how does it seek to meet fresh / future challenges?

The new technologies deployed by the University for better students learning and overall development:

- 24x7 power supply with Wi-Fi and LAN connectivity
- Availability of library resources from 9:00 a.m. to 1:00 a.m. and 24x7 remote access to e-resources all over the world

- Hardware wise:
  Digital Podiums
  Interactive smart boards
  E-learning studios with classroom recording and reproducing facility
  Portable projectors for open house presentation's and discussions
  Entire Campus is Wi-Fi enabled

- Software wise:
  Customised and Integrated Moodle, Content Management System for establishing seamless collaboration between teachers and students with more absolute course management scenarios
  Virtual Private networks for remote accessing of E- resources (University library has e-resources such as JSTOR, West Law, Manupatra etc. along with hard copies)
  For some courses, we have integrated OpenACS/dotLRN as part of for diversification of Content management utilisation plan for better management of downtimes of different courses.

- Examination office has started using the software for the results, grade cards etc. Once the result is entered in the software the student's individual records are generated with details like the subjects, marks obtained, grade, the GPA and the number of credits completed etc. are generated automatically.

CRITERION III: RESEARCH, COSULTANCY AND EXTENSION

3.1. Promotion of Research

3.1.1. Does the university have a Research Committee to monitor and address issues related to research? If yes, what is its composition? Mention a few recommendations which have been implemented and their impact.

Yes. University has a research committee. The committee is reconstituted after the expiry of the term of the existing committee. University research committee comprises of senior Professors of the University and external experts. Some of the important recommendations of the committee which have been implemented in the recent past are as follows:

- The Committee decided adoption of UGC guidelines on Minimum Standards and Procedure for the award of M.Phil., Ph.D., Degree Regulations, 2009.

  To implement the decision University M.Phil and Ph.D Regulations were amended. Entrance test for admission, pre submission presentation, paper publication in research area etc. were introduced as per the new Regulations of the University.

- The committee in order to encourage interdisciplinary research has allowed scholars from non-law degree to register for M.Phil and Ph.D. programs. Their admission is subject to the condition that the research they wish to pursue interfaces with the discipline of law.

  To ensure implementation of this decision the pattern of the Ph.d. admission test was modified to accommodate candidates from all the disciplines. The present exam tests the scholar's ability in language and research skills. The following scholars were admitted for Ph.D. without Matser's Degree in Law during the last four years:

  1) 2011-07 - Shah Hemanth Shantilal (Investment outside India: International Laws, Compliances and Regulatory Challenges
  2) 2011-08 – Vasmatkar Mandar Mohaniraj (Evaluation of Triangular Merger in Indian Legal Framework)
  3) 2013-13 - Surya Prakash Misra (Evolution of Longevity of Market Structures and Strategic behaviour)

- Research committee suggested that the scholars should be asked to submit progress report at regular intervals.
  To ensure implementation of this decision each scholar is required to submit progress report to the research committee forwarded by the supervisor every six months.

3.1.2. What is the policy of the university to promote research in its affiliated / constituent colleges

- Not applicable -

3.1.3. What are the proactive mechanisms adopted by the university to facilitate the smooth implementation of research schemes / projects

- To give a boost to meaningful researches at NALSAR, University has established as many as 20 advanced research centres. Each centre's activities are supervised by senior faculty who is an expert in the subject. Following is the list of centres:

    - Centre for Disability Studies
    - Centre for Legal Philosophy and Justice Education
    - Centre for Air & Space Law
    - Centre for Constitutional Law, Policy and Good Governance
    - M.K. Nambyar SAARCLAW Centre
    - Centre for Corporate Law & Governance
    - Centre for Media Law & Public Policy
    - Centre for Criminal Justice Administration and Human Rights
    - Centre for Tribal and Land Rights
    - Centre for Proximate and Continuing Education
    - Centre for Intellectual Property Rights
    - Centre for Alternative Disputes Resolution
    - Centre for Family Law
    - Centre for Environmental Law
    - Centre for Humanitarian Law and Refugee Law
    - Centre for Culture, Law and Society
    - Centre for Tax Laws
    - Centre for Human Resources
    - Centre for Disaster Management and Law
    - Centre for Management Studies

    Faculty members submit proposals for research projects to various organisations and agencies through their research centres. They also give projects to the students in the research areas of their centres.

- **Providing seed money**
  University provides two lakhs rupees as seed money for each centre to ensure smooth functioning of the centre activities. This money is sanctioned subject to the condition that an equivalent amount will be raised by the centre for its activities.

- **Research Assistance**
  Depending on the activities of the Centres, Research Assistance is provided to the Heads of the Centres.

- **Separate Bank Account for the Centres**
  To give a free hand to the centres, Centre Heads are permitted to open a separate accounts for the Centres and operate it with the support of the concerned officials as per the University Rules as centralised control of funds acts as an impediment in the research activities of the centres.

- **Release of Advance for conducting programmes**
  University releases advances to the Project Co-ordinators for starting the research work for the research projects sanctioned by the agencies, even before the actual funds are received. Similarly delay in the receiving of funds during the course of the projects is not allowed to hamper the research projects, University releases funds to sustain the progress of research activities.

- **Simplification of procedures related to sanctions / purchases to be made by the investigators**
  Project proposals and project implementation remains the discretion of the Principal Investigator and his/her research team for the project. The University extends its full support to the project team for organising the programmes, field visits and in providing the necessary infrastructural facilities.

- **Timely release of grants**
  University informs the Principal Investigator of the amount sanctioned and received under each project from time to time. The funds are released on their request under various heads without delay. Necessary procedure for release of grants by the funding agencies are fulfilled as per their time schedule.

- **Sharing of Revenue**
  Executive Council of the University has approved the following guidelines for sharing project surplus between the University and the Principal Investigator:

Activity	University Share	Share of Faculty and other Personnel
Research Projects	40%	60%
Training Programmes	40%	60%
Consultancy		
a) Institutional	40%	60%
b) Individual	30%	70%

- **Timely auditing**

  University has three types of Auditing. These are:
  1) Statutory Audit: Chartered Accountants appointed by the University Executive Council conducts audit every financial year. They audit all the accounts of the University.
  2) Accountant General Audit: This audit is done by the Government of India auditors. They conduct audit periodically. They audit accounts from the date of previous audit ensuring continuity of audit. They also audit all the accounts of the University.
  3) State Government Audit: This audit is done by the State Government and this audit is limited to the funds sanctioned by the State Government. They conduct audit as per the directions of the State Government at any point of time for the period specified in the direction.

- **Submission of utilization certificate to the funding authorities**
  Minor Projects: University submits utilization certificates to the funding agency after the completion of the project for minor projects; however if the funding agency seeks utilization certificate during the execution of the project such a certificate is issued for them on demand for the funds utilised till date.
  Major Projects: University submits utilization certificates to the funding agency after each financial year for all the on-going major projects. Upon completion of the major project a utilization certificate is issued to the funding agency.

3.1.4. How is interdisciplinary research promoted?

- **Between / among different departments / schools of the university and**

  NALSAR is not a multi-faculty traditional University yet the very nomenclature of our prize course is B.A., LL.B. (Hons.) which indicates our interdisciplinary approach in terms of integration of humanities with law. All our Social Science courses have a close interface with law and similarly in law courses we heavily rely on the philosophy and the researches in the field of Social Sciences. Most of the subjects have accordingly be designed to give an interdisciplinary look such as Law & Poverty, Law & Sociology, Diversity Management, Gender & Law etc. Three new Seminar Courses in Humanities have been added to the law curriculum.

- **Collaboration with National / International Institutes / Industries.**
  University has MOU with 30 foreign universities for student and faculty exchange and for collaborative research. It has collaborations with national institutes for conducting research, training, extension activities, offering courses, seminars/conferences etc. University follows interdisciplinary approach in all its programs, courses, research and publications. University believes that inter disciplinary approach alone shall enable a law university to develop holistic perspective on legal education.

3.1.5. Give details of workshops/ training programmes/sensitization programmes conducted by the university to promote a research culture on campus.

S. No	Details of workshops/ training/ sensitization programmes
1	World Language Symposium (January3-4, 2001)
2	Seminar on Consultation Papers of the National Commission to Review the Working of the Constitution (August, 25-26, 2001)
3	Seminar on e-Governance - Redefining Governance through Technology (September 28, 2002)
4	Seminar on Constituting Student Governance (October 5, 2002)
5	Seminar on Environment Law and Policy - A 21st Century Perspective (December 2-3, 2002)

6	Human Rights Education - Law and Society (December 9-10, 2002)
7	Seminar on Human Rights - 21st Century Challenges (January 11, 2003)
8	Seminar on Environment - Law & Policy Perspectives (February 21-22, 2003)
9	Consultation on 'Personal Laws and Gender Justice (July 12, 2003)
10	Intellectual Property Rights Education, Research and Public Outreach
11	Workshop on Disability (October 29-31, 2004)
12	Sensitisation Programme on Abatement of Pollution
13	Protection of Human Rights – Judicial Officers
14	Coaching for Junior Civil Judges Examination (September 25 - October 21, 2005)
15	Teachers' Sensitisation and Training Programme (October 25-28, 2005)
16	Training Programme for District Co-ordinators (LAPL) (July 22-28, 2006)
17	State Dialogue on HIV / AIDS and Trafficking (September 10, 2006)
18	Sensitisation workshop on "Patent Pre-grant Opposition (September 22, 2006)
19	International Seminar on Intellectual Property Education and Research (November 16-17, 2006)
20	Workshop on Human Rights and Tribal Justice (February 27-28, 2007)
21	Law Teaching and Legal Research Skills Programme (March 9-11, 2007)
22	Workshop on Capacity Building of Women Managers in Higher Education (March 21-25, 2007)
23	South Asian Teaching Session on International Humanitarian Law (April 11-18, 2007)
24	Workshop on Coastal Regulation Zone (April 20-22, 2007)
25	Three day workshop for the lawyers (May 2007)
26	Seminar on Protecting IPR of the Motion Picture Industry against Internet Piracy (July 26, 2007)
27	CENTAD - Workshop on Trade & Barriers to access to Medicines (October 9-12, 2007)
28	Work shop on TOT (October 25-27, 2007)
29	Regional Teacher Training Programme (on November 1-2, 2007)
30	Seminar on IP Management & IPR Enforcement (December 10, 2007)
	2008
31	International Seminar on Developments in Public Law : Various Jurisdictions (January 4, 2008)
32	Workshop on Capacity Building of Women Managers in Higher Education (January 20 – 25, 2008)
33	Lecture on Human Rights and Globalization : Issues and Challenges in India and Canada (January 25, 2008).
34	Workshop for Judiciary on Emerging Issues of Biotechnology, IPR & PPV & FRA (March 15, 2008)
35	12th South Asia Teaching Session on International Humanitarian Law (April 16-23, 2008)

36	Workshop on Growing Crimes – Deterrent Punishment : Search for appropriate Theory of Punishment (June 25, 2008)
37	A Multi-Sectoral International Consultation on Child Rights and Social Duties (July 25-26, 2008)
39	Advanced Teacher Training Programme on International Humanitarian Law and International Criminal Law (March 20–22, 2009).
40	Workshop on Legal and Regulatory Framework in the Banking Sector: Emerging Challenges in the Era of Globalisation (March 27 – 29, 2009)
41	Preparatory Course for Advocates and Law Graduates for the Competitive Judicial Examination (March 22, 2009)
42	The Aerospace Law Meet – 2009 (March 28–29, 2009)
43	Fourteenth South Asia Teaching Session on International Humanitarian Law (April 22-29, 2009)
44	National Seminar on Transactional Issues in IPR (May 2-3, 2009)
45	Capacity Building of Women Managers in Higher Education – Refresher Programme (August 10ˉ12, 2009)
46	National Workshop on SAARC Trade (February 20, 2010)
47	Expert Consultation on the Draft Amendment Act (March 20, 2010)
48	Workshop on Campaigning on Disability Rights (July 10-11, 2010)
49	Consultation Workshop on Development and Regulation of Nano-Technology (March 21, 2010)
50	National Seminar on Legal Dimensions ofGenetically Modified Organisms (17-18, 2010).
51	Conducted Training for the Pharma Post Graduate students on Patents Law (September 22, 2010)
52	Conducted IPR training course for Centre For Entrepreneurship Development (CED), Hyderabad (November 7-11, 2010)
53	Legal Awareness on Land Rights for the Rural Agriculturists in Andhra Pradesh
54	Interactive Workshop for Senior Advocates (August 20-21, 2011).
55	Programme on Module writing for Human Rights Education (November 27-29, 2011)
56	Training Programme for Non-Legal Officers of Food Corporation of India (December 5-16, 2011)
57	National Seminar on "Internet Law and Governance – An Insight for Judiciary" (March 10, 2012)
58	Training Programme for the Officers of Food Corporation of India
59	National Seminar on Child Abuse and Neglect (October 5-6, 2012)
60	Workshop on "The Land related Legal Needs of the Poor and the Need for Legal Aid" (September 8, 2012)
61	National Workshop on Non-Resident Indian (NRI) Marriages (February 2, 2013)
62	National Workshop on Secularism, Minority Rights and Constitution (February 23-24, 2013)
63	Rajiv Gandhi Advocates Training Programme (March 16, 2013)
64	National Workshop on "Minorities, Multiculturalism & Law" (March 30-31, 2013)

65	National Workshop on Enhancing Science and Technology inputs in Legal Education (February 28 & March 1-2, 2013)
66	Training Programme to Revenue Officers on Legal Drafting and Judgment Writing (March 9-10, 2013)
67	International Conference on "India & Ireland Policy Encounter: Respecting Voice and Choice for People with Disabilities in India & Ireland
68	Workshop on Land Rights and Legal Aid (March 16, 2013)
69	National Workshop on Liberalization and Privatization of Space Activities in India: Emerging Legal Issues (April 12-13, 2013)
70	Training Program to all Station House Officers (May 25, 2013)
71	Orientation Program to Andhra Pradesh Gramina Vikas Bank Officers (June 5, 2013)
72	Training Program to all Station House Officers (June 7, 2013)
73	Workshop on Land Legal Literacy (November 8, 2013)
74	'Train-the-Trainer' Training Programme on Animal Welfare Law (November 27-December 1, 2013) .
75	Consultation Meeting of Paralegals (December 9-10, 2013)
76	One day National Consultation on 'Right to Work' (August 16, 2014)
77	One day National Workshop on 'Right to Housing' (August 18, 2014)
78	Two day National Seminar on 'Hate Speech and Social Media' (January 4-5, 2014)
79	1st HR Conclave on Gender Sensitization at Workplace: Redefining Corporate HR Culture (February 15-16, 2014).
80	Second Edition of the NALSAR Film Festival, 2014 (March 22-23, 2014)
81	National Consultation on Juvenile Justice (Care and Protection of Children) Bill, 2014 (November 29, 2014)

3.1.6. How does the university facilitate researchers of eminence to visit the campus as adjunct professors? What is the impact of such efforts on the research activities of the university?

- University over the years has earned such an image for itself that we routinely get experts in various fields. Experts both from India and abroad every year visit us.
- University introduced Scholars-in-Residence program wherein eminent academicians, professionals, industry experts, practicing alumni are invited to offer elective courses of varying credits. University also appoints experts as Adjunct Professors.
- University invites experts in various subjects to deliver guest lectures on specified topics in the subject.
- University conducts workshop for research scholars inviting researchers of eminence to train the scholars on research skills. The workshop is conducted at the commencement of each academic year.
- University students are made to learn how to publish research papers, help University journals, prepare for moots and complete their course research assignments without much difficulty.

3.1.7. What percentage of the total budget is earmarked for research? Give details of heads of expenditure, financial allocation and actual utilization.

NALSAR does not believe in bifurcating teaching and research activities separately. The research is to be done by the faculty members and therefore NALSAR allocates less teaching work to its teachers so that they can concentrate on their research. Research has been integrated with teaching at NALSAR and is an integral part of each and every course. NALSAR allocates 31.12% of the total budget towards academic activities.

More over most of the researches done by NALSAR faculty members are funded researches for which we receive funding from external sources. To meet the shortfall in funding, additionally, NALSAR allocates Rs. 2 lakhs to each Centre which comes to 1.62% of the total budget of the University.

3.1.8. In its budget, does the university earmark fund for promoting research in its affiliated colleges? If yes, provide details.

Not Applicable

3.1.9. Does the university encourage research by awarding Post-Doctoral Fellowships/Research Associate ships? If yes, provide details like number of students registered, funding by the university and other sources.

University appoints Research Associates, Research Fellows and Research Assistants. They are appointed either for projects or for other research purposes, i.e., to provide research support to the teacher, help in Research Centres' activities etc. The following is the list of Research Associates/fellows/assistants appointed by the University:

Research Fellow

S.No.	Name	Appointed on	Purpose
1	Ms. Malti Suri	09-09-2011	For GIGA project

Research Associate

S.No.	Name	Appointed on	Purpose
1	Mr. Pyla Narayana Rao	01-07-2009 to 03-06-2013	M.K. Nambyar SAARCLAW Centre
2	Ms. Kusum Dhanania	4-07-2011 to 31-10-2011	To assist senior faculty in teaching Legal Methods an Family Law II

3	Mr. Habib Zafar	10-10-2014 to 29-04-2015	For Centre for Air & Space Law
4	Mr. B.K.Manish	12-06-2014 to 31-08-2014	For assistance in the project on Sixth Schedule study (Centre for Tribal & Land Rights)
5	Ms. Anita Singh	10-06-2014	For Centre for Air & Space Law
6	Ms. Jyoti	01-07-2015	MK Nambyar Saarclaw Centre
7	Mr. Shiva Charan	20-07-2015	For Centre for Air & Space Law

Research Assistant

S.No.	Name	Period	Purpose
1	Ms. Swethaa Ballakrishnen	19-02-2007 to 15-05-2007	To assist in research in Banking & Finance

3.1.10. What percentage of faculty has utilized the sabbatical leave for pursuit of higher research in premier institutions within the country and abroad? How does the university monitor the output of these scholars?

Even though University is a self-financing institution and thus has small number of faculty members and constant resource crunch yet it has not so far turned down any application for sabbatical leave from any eligible faculty so far. 25% of its permanent faculty members have availed sabbatical leave. Faculty members who have availed sabbatical have come out with scholarly publications in the form of books besides other research publications. The Faculty Members are required to submit a report after their return. Prof. Amita Dhanda who availed Sabbatical Leave in 2007 had edited a book titled 'Redefining Family Law in India; and had written more than seven articles in addition to other academic work. Prof. K.V.S. Sarma who availed Sabbatical Leave recently had revised 'Modern Law of Insurance (4th ed.)'; edited 'Business Law' text book both Telugu & English Medium and also written a book on 'Law of Contract Administration and Law of Tenders'.

University is planning to give one semester off to all its teachers after every three semesters so that they get good six months for research every one and half years.

3.1.11.   **Provide details of national and international conferences organized by the university highlighting the names of eminent scientists/scholars who participated in these events.**

International

S. No.	Details of Conferences
	2001
1.	**International Conference on Law and Economic Change - Ushering in an era of Liberalisation** An International Conference on 'Law and Economic Change- Ushering in an era of Liberalisation' was organised by the University on November 24-25, 2001 in collaboration with the Griffith University, Queensland, Australia. The inaugural address was delivered by His Excellency, the Governor of Andhra Pradesh Dr.C.Rangarajan. A total of about 300 persons including registered delegates, student delegates and other dignitaries participated on both the days. Hon'ble Mr.Justice S.P.Bharucha, Hon'ble Sri Nara Chandrababu Naidu, Hon'ble Mr. Justice U.C.Banerjee, Mr.Soli J. Sorabjee, Hon'ble Mr.Justice Satyabrata Sinha addressed the gathering. Hon'ble Dr.Justice AR.Lakshmanan, Chief Justice of A.P.High Court Chaired the valedictory session. Mr.Harish Salve, Solicitor General of India delivered the Valedictory Address. From the Griffith Law School Prof.John Dewar, Dean, Law School, Prof. Drew Nesdal, Pro Vice Chancellor Griffith University actively participated in the Conference proceedings.
	2006
2.	**International Conference on Impact of TRIPS INDO-US Exchange** NALSAR in collaboration with The University of Oklahoma, U.S.A. and Michigan State University, U.S.A. organised the International Conference on Impact of TRIPS INDO-US Exchange during December 15-16, 2006. Mr. G.V. Prasad, Executive Vice-Chairman and CEO, Dr. Reddy's Laboratories was the Chief Guest and Mr. Dominic Keating, Attache for Intellectual Property, U.S. Embassy, New Delhi was the Guest of Honour at the inauguration of the Conference. Representatives of various reputed Universities in U.S.A. and Canada were among the Resource Persons. As many as 45 candidates participated in the conference.
	2009
3.	**12th International Conference on Consumer Law** NALSAR in association with International Association of Consumer Law organized the 12th International Conference on Consumer Law from February 25-27, 2009 at Justice City, Shameerpet. The Conference was inaugurated by Hon'ble Mr. Justice Anil R. Dave, Chief Justice of A.P. High Court and Chancellor, NALSAR. Prof. Geraint Howells, School of Law, Manchester University, U.K. and Hon'ble Mr. Justice Y. Bhaskar Rao, Former Chief Justice of Karnataka High Court were the Chief Guests at the Valedictory. 55 Foreign Delegates participated representing countries like Australia, U.K., Finland, Italy, Spain, Malaysia, South Africa, Germany, Romania, U.S.A., Indonesia, Japan, Poland, Belgium and Taiwan. Around

	150 participants including students from National Law Universities from all over India also participated at the Conference.

The plenary speakers include Hon'ble Mr. Justice M.Jagannatha Rao, Hon'ble Mr. Justice S. Parvatha Rao, Hon'ble Mr. Justice Shri D. Appa Rao, Mr. Sanjaya Jaju, Commissioner Consumer Affairs. The conference was attended by Hon'ble Mr. Justice P.S. Narayana, Hon'ble Mr. Justice G. Chandraiah, Hon'ble Mr. Justice A. Gopal Reddy, Hon'ble Mr. Justice B. Subash Reddy, Hon'ble Mr. Justice Nooty Ramamohana Rao, and Hon'ble Mr. Justice C.V. Nagarjuna Reddy. |
| | **2011** |
| 4. | **Two Day International Conference on Promoting Intra-regional Trade in South Asia - Role of SAARC**

Two Day International Conference on Promoting Intra-regional Trade in South Asia - Role of SAARC organized under the auspices of M.K. Nambyar SAARCLAW Centre on March 26-27, 2011. Hon'ble Shri Justice U.C. Banerjee, Former Judge, Supreme Court of India was the Chief Guest at the Inaugural Function. Shri K.K. Venugopal, Senior Advocate, Supreme Court of India and Patron of the Centre delivered the keynote address. Special Addresses were made by Shri Hemant K Batra, Secretary General, SAARCLAW and Advocate, Supreme Court of India and Hon'ble Shri Justice Norbu Tshering, Royal Court of Justice, High Court, Bhutan. Around 150 papers were received for presentation. In total there were 25 keynote speakers and 45 participants were accommodated. The sessions were chaired by Shri Hemant K Batra, Prof. Y. Yagama Reddy, Prof. Sudhir Jacob, Dr. Som P Pudasaini, Prof. Shaligram Bhatt, Prof. Subramanyam Raju, Justice Norbu Tshering, Dr. Muthukuda Arachchige Dona, Dr. Prashant P Deshpande, Dr. Padmaja Murthy, Prof. Amber Prasad Pant, Prof. M. Sridhar and Hon'ble Shri Justice Jagannadha Rao. Hon'ble Shri Justice Jagannadha Rao, Former Judge, Supreme Court of India delivered the Valedictory Address. |
| 5. | **International Conference on Paralegal Models to Resolve Land Problems of the Poor and Tribals in India**

Centre for Land Rights, NALSAR University of Law, in collaboration with the Rural Development Institute (RDI), organised a two-day International Conference on Paralegal Models to Resolve Land Problems of the Poor and Tribals in India on October 29-30, 2011 to discuss options for scaling-up the paralegal model in the country. The conference brought together more than 100 legal experts, government officials, political leaders, social activists, NGOs, international speakers, grassroot workers and government institutions. Dr. Jairam Ramesh, the Union Minister for Rural Development, Drinking, Water and Sanitation, Government of India delivered the inaugural address. Shri N Kiran Kumar Reddy, Chief Minister, Andhra Pradesh, Dr. Raghuveera Reddy, Minister for Revenue, Relief, Rehabilitation & ULC, Government of Andhra Pradesh, Mr. Gregory Rake, India Country Director, RDI; Prof. Ranbir Singh, Founder and ex- Vice-Chancellor of NALSAR were Guests of Honour. |

	2012
6.	**International Conference on Law & Business - Comparing Indian and US Corporate Governance, Financial Regulation and Intellectual Property Rights** MHRD IP Chair, NALSAR was the Knowledge Partner for the "International Conference on Law & Business- Comparing Indian and US Corporate Governance, Financial Regulation and Intellectual Property Rights", held on May 30-31, 2012 at Indian School of Business, Hyderabad. The Conference was jointly organized by Indian School of Business, Vanderbilt Law School, Bharthi Institute of Public Policy and NALSAR. Shri M.Veeraapa Moily, Minister for Corporate Affairs, Government of India was the Chief Guest.
7.	**IPEX 2012- International Conference on IP** MHRD IP Chair, NALSAR was the Knowledge Partner for the "IPEX 2012 International Conference and Exposition – Monetizing and Managing IP Assets for Business Excellence" held on July 27 – 28, 2012. The Conference was organized by Confederation of Indian Industry, APTDC in partnership with United States Patent & Trademark Office – Global Intellectual Property Academy and NALSAR. His Excellency Shri E. S. L. Narasimhan, Governor of Andhra Pradesh and Mr. N.N. Prasad, IAS, Executive Director & Chief of Staff, Office of the Director General, World Intellectual Property Organization(WIPO) were the Chief Guests.
8.	**Revisiting Internet Governance- Lessons Learnt and Road Ahead** A Two- Day International Conference on 'Revisiting Internet Governance-Lessons Learnt and Road Ahead' was jointly organized by The Institute of Global Internet Governance and Advocacy (GIGA) and Department of Electronics and Information Technology (DEIT) of Government of India on April 5 – 6, 2012. Mr. J. Satyanarayana, Secretary, DEIT Govt. of India and Shri N. Ravi Shanker, Additional Secretary of Department of Telecommunications were the Chief Guests. The Conference had invited eight foreign speakers based on the subject experience and global diversity with special preference to Asian Speakers & 27 Indian Speakers from varied background – Legal Academics, Government Sector, Legal practitioners, Civil Society & Industry. 158 participants include students and research scholars of NALSAR, Law teachers, IT professionals and Industry Associations.
9.	**International Conference on Contemporary Issues in Space Law: Asia-Pacific perspective** Organized a one-day International Conference on Contemporary issues and challenges in the field of Space Law with a special focus on the role and relevance of countries in Asia-Pacific Region, in collaboration with the International Institute of Space Law (IISL), Paris and the Indian space Research Organization (ISRO). The theme of the conference had been space technology and its myriad applications for the Asia-Pacific Region. This event witnessed huge participation and discussions on current legal issues by experts in the field of space law and space technology.

	Eminent scholars, dignitaries , legal experts such as Prof. Saligram Bhatt, Prof. V.S. Mani , Ms. Tanja Masson- Zwaan , Ms. Matha Mejia- Kaiser, Prof. Dr. Doo Hwan Kim, Dr. Toshio Kosuge, Dr. LI Juquian or Dr. Wang Guoyu, Dr. Sethu Nandakumar Menon, Dr. G. S. Sachdeva, Prof. Nipant Chitasombat, Dr. MYS. Prasad, Dr.Ch Banerjee. The Key note address was given by Dr. V.K. Dadhwal and special address by Dr. Martha on behalf of Dr. Tanja, President, IISL.
	2013
10.	**A Two-Day International Conference on Regional Economic Co-operation SAARC: Problems and Prospects for Investments** The M.K. Nambyar SAARC Law Centre, NALSAR organized a Two-Day international conference on "Regional Economic Cooperation in SAARC : Problems and Prospects for Investments" on April 5-6, 2013. The Conference provided a platform for researchers and professionals to share their expertise. It generated a debate on the major problems faced by the SAARC countries in promoting intra-regional economic integration to facilitate investments- both intra SAARC and from outside. Several leading academicians, prominent industry professionals, experts, regulators, government officials, students and other stakeholders from India and abroad participated and presented papers in the conference.
	2014
11.	**Two Day International Conference on India & Ireland Policy Encounter: Respecting Voice and Choice for People with Disabilities in India & Ireland** Organized a two day International Conference on 'India & Ireland Policy Encounter: Respecting Voice and Choice for People with Disabilities in India & Ireland' in collaboration with Centre on Disability Law & Policy, Galway, Ireland, sponsored by Open Society Foundation on January 18 – 19, 2014 at NALSAR. The main objective of the conference was to give people space to reflect deeper and with their peers – on the legacy value of autonomy in the legal order, on the political processes of change underway in both jurisdictions, on the challenges facing the draftsman in capturing a new paradigm, on the experience of civil society in process. The participants comprised of those who are directly involved in the processes of change. Hon'bel Shri Jusitce Dipak Misra, Judge, Supreme Court of India; Hon'ble Shri Justice Rajiv Shakdher, Judge, High Court Delhi; Hon'ble Mr. Madhu Goud Yaskhi, Member of Parliament, Loksabha; Dr. Sudha Kaul, Chair, Disability Law Reform Committee; Ms. Poonam Natrajan, Chairperson, National Trust were among the key speakers from India. Hon'ble Shri Justice McMenamin, Judge, Supreme Court of Ireland; Mr. David Stanton, T.D., Chair, Joint Committee on Justice, Irish Parliament; Prof. Gerard Quinn, National University of Ireland, Galway; Ms. Carol Baxter, Assistant Secretary, Department of Justice, Ireland; Dr. Eilionoir Flynn, Senior Lecturer, Centre for Disability Law & Policy, NUI, Galway, Ireland were among the key speakers from Ireland.

| 12. | **Two day National Conference on 'Access to Justice: with special reference to labour rights issues' on September 19-20, 2014**
A two day National Conference on 'Access to Justice: with special reference to labour rights issues' was organised at NALSAR on September 19-20, 2014 to deliberate on various legal and institutional problems that on the one hand discourage workers from approaching the justice delivery mechanisms and on the other hand cause workers and the labour movement to develop a strong distrust towards the legal system. Hon'ble Shri Justice A.K. Patnaik, Former Judge, Supreme Court of India was the Chief Guest and Hon'ble Shri Justice Hrishikesh Roy, Judge, Gauhati High Court and Hon'ble Shri Justice Sudhanshu Dhulia, Judge, Uttarakhand High Court were Guests of Honour at the Inaugural. Hon'ble Shri Justice Kalyan Jyoti Sen Gupta, Chief Justice of High Court of Judicature at Hyderabad presided over the inaugural session. Hon'ble Shri Justice V. Gopala Gowda, Judge, Supreme Court of India chaired the session on Access to Justice. Hon'ble Shri Justice Hrishikesh Roy also chaired the session on Institutional Regimes & Access to Justice. Hon'ble Shri Justice Biswanath Somadder, Judge, Kolkata High Court chaired the session on Procedural norms and Access to Justice. Hon'ble Shri Justice Sudhanshu Dhulia chaired the session on Right to Work and Access to Justice. |

National

Sl. No.	Details of Conferences
	2000
1.	The 9th National Conference on Women's Studies was held from January 8-11, 2000. The focus of the conference was "Women's perspectives on Public Policy" and consisted of plenaries and subthemes on Tribal Policy, censorship. Health, Reservations. Armed Conflict and National Resource Management among, others.
	2001
2.	**National Conference on Emergency of Cyber Laws** A two day National Conference on Emergence of Cyber Laws was organised on Decemeber 22-23, 2001 with the financial support by the Association of Indian Universities. In conjunction with the above conference a National Conference on "Legal Education" in association with All India Law Teachers Congress was organised at which more than about 200 Law Teachers from allover the country participated.
	2003
3.	**Conference on "Impact of New Biology on Justice Delivery System: Issues relating to DNA Finger Printing, Intellectual Property Rights and Ethical, Legal, Social Implications"** Conference on "Impact of New Biology on Justice Delivery System" was organised by NALSAR in collaboration with CDFD October 3-5, 2003. The conference was inaugurated by His Excellency Dr.A.P.J.Abdul Kalam, the President of India. Hon'ble Judges of the Supreme Court and other dignitaries from all over the country have participated in the conference.

	2005	
4.	**Emerging Trends in Air and Space Law** Two day National Conference on Emerging Trends in Air and Space Law was organized on October 8-9, 2005. Prof. S. Bhatt, the Honorary Professor, Jawaharlal Nehru University and Hamdard University, Mr. R.K. Maheswari, Director (Regulations) Directorate General of Civil Aviation, Mr. T. Nandakumar, General Manager (Legal), Air India, Capt. S.N. Reddy, Mr. P.V.K. Reddy, I.G. and Director, Central Industrial Security Force, Mr. Tulsi Kesharwani, Asian Institute of Transport Development, Capt. G. Pattabiram, Dr. T. Vijayachandra, Dr. D.P. Rao and Mr. Rajeev Lochan were among Principal Speakers who also chaired some sessions.	
	2006	
5.	**Critical Legal Conference** The Critical Legal Conference, 2006 hosted by NALSAR University of Law, Hyderabad from September 1 – 3, 2006 was instrumental in addressing concerns pertaining to the "Law of the Law in an Age of Empire". The multifarious nature of the post-colonial world was aptly represented by the vast contingents of delegates from all corners of the globe. The Conference brought together a diverse range of issues from the broad spectrum of law, politics, culture, gender etc. A total of sixteen sessions were organized over three days by scholars from different countries on a range of concerns – human rights, disability studies, environment, labour, legal theory, sexual orientation, legal education, colonialism, to name a few. Approximately hundred well researched papers were presented and critically debated both in and outside the formal sessions. All in all, the event, an important thought-canvas in voicing the opinion of the Third World, was an unprecedented and ebullient success.	
	2007	
6.	**Regional Conference for the Formulation of a Uniform Curriculum for the PG Degree in Human Rights** In collaboration with National Human Rights Commission, New Delhi, NALSAR has organised a Regional Conference for the Formulation of a Uniform Curriculum for the PG Degree in Human Rights on January 12, 2007. The programme was inaugurated by Hon'ble Mr. Justice Y. Bhaskar Rao, Member, National Human Rights Commission, New Delhi. Law Teachers totaling 60 have participated representing various National Law Schools and Law Faculty of different Universities including North Eastern States.	
	2010	
7.	**National Conference on Legal Aid to Secure Land Rights to Rural Poor: Role of Government LSAs, NGOs and Paralegals** Organised one day National Conference on Legal Aid to Secure Land Rights to Rural Poor: Role of Government LSAs, NGOs and Paralegals in collaboration with Rural Development Institute, Hyderabad on April 10 -11, 2010.	

	2011			
8.	**Two-Day National Conference on Sustainable Use of Energy – Issues and Challenges** Two Day National Conference on Sustainable Use of Energy – Issues and Challenges was organized from April 9-10, 2011. The Conference was inaugurated by Hon'ble Shri Justice V. Eshwaraiah, Judge Andhra Pradesh High Court. There were around seventy five participants for the conference. Thirty five papers were presented by various scholars in the conference. The conference ended with the valedictory address by Hon'ble Shri Justice L. Narasimha Reddy, Judge, Andhra Pradesh High Court.			

3.2. Resource Mobilization for Research

3.2.1. What are the financial provisions made in the university budget for supporting students' research projects?

The University encourages research activities and every year financial provision is created in the budget. During the financial year 2015-2016, an amount of Rs.20,00,000/- was allocated as Research Budget. Most of the researches in the University are funded by the external agencies.

3.2.2. Has the university taken any special efforts to encourage its faculty to file for patents? If so, how many have been registered and accepted?

University does not have science & technology department and therefore patentable innovations are not made at law universities. We have recently started management course and we are confident in future we would be able to come up with some patents in Business Methods.

3.2.3. Provide the following details of on-going research projects of faculty.

University has the following on-going research projects of faculty:

Type of Project	Year wise	Name of the project	Name of the funding agency	Total grant received
Major Project	2006	Interstate Council Project-Part-I – Study on Sub-National Governance under 5th Schedule of Constitution of India	Ministry of Home Affairs, Government of India	Rs. 8,06,000/-
Major Project	2006	Interstate Council Project-Part-II – Study on Sub-National Governance under 6th Schedule of Constitution of India	Ministry of Home Affairs, Government of India	Rs. 8,23,200/-
Major project	2010	Development of E-content on Law Subjects	Ministry of HRD	Rs.7,00,000/-
Major Project	2010	Global Internet Governance and Advocacy Institute (GIGA)	Ministry of Information Technology	Rs.1,40,09,000/-

Major Project	2010	First Country Report for India under Article 35 of the UNCRPD	Ministry of Social Justice and Empowerment – Government of India	Rs.10,50,000/-
Major Project	2013	Knowledge based intervention to strengthen realization of socio economic rights	Ford Foundation	Rs. 1,16,69,488/-
Major Project	2013	India & Ireland Policy Encounter: Respecting Voice and Choice for People with Disabilities in India & Ireland	Foundation Open Society Institute – India & Ireland Project	Rs.24,72,979/-
Major Project	2014	A Study on Court Management Techniques for improving the efficiency of Courts	Department of Justice, Government of India	Rs.4,40,706/-
Major Project	2015	New Land Acquisition Act for the State of Andhra Pradesh	Government of Andhra Pradesh	Rs. 9,15,000/- (sanctioned)
Major Project	2015	Review of Land Laws in Telangana State	Government of Telangana	Rs. 17,75,000/- (sanctioned)
Major Project	2015	Training for Revenue Officials of State of Andhra Pradesh	Government of Andhra Pradesh	Rs. 45,52,500/- (sanctioned)
Major Project	2015	Sensitization / Training Programme for Forest Officials of the State of Telangana	Government of Telangana	Rs. 43,50,000/- (sanctioned)
Major Project	2016	Vertical Interaction Course (VIC) on "Law & Justice" for IPS/Senior Police Officers	Bureau of Police Research & Development (BPR&D), New Delhi	Rs. 3,17,625/- (sanctioned)

3.2.4. Does the university have any projects sponsored by the industry / corporate houses? If yes, give details such as the name of the project, funding agency and grants received.

Yes, NALSAR had the following projects sponsored by the industry / corporate houses:

Type of Project	Year wise	Number	Name of the project	Name of the funding agency	Total grant received
Major Project	2003	1	International Labour Organisation Project	ILO	Rs.4,00,000/-

Major Project	2006	1	Ford Foundation Project	Ford Foundation	Rs.93,00,577/-
Major Project	2008	1	Strengthening Environmental Law Capacity in the SAARC	World Bank	Rs.1,04,53,038/-
Major Project	2009	1	Study of Nanotechnology	Shastri Indo-Canadian Institute	Rs.6,00,000/-
Major Project	2014	1	SICI- NRI Marriages Need for a New Legal Regime	Shastri Indo-Canadian Institute	Rs.6,00,000/-

3.2.5. **How many departments of the university have been recognized for their research activities by national / international agencies (UGC-SAP, CAS; Department with potential for Excellence; DST-FIST; DBT, ICSSR, ICHR, ICPR, etc.) and what is the quantum of assistance received? Mention any two significant outcomes or breakthroughs achieved by this recognition.**

Not applicable

3.2.6. List details of

(a) Research projects completed and grants received during the last four years (funded by National/International agencies).

The list of details of research projects completed and grants received during the last four years are as under :

S.No.	Name of the Project	Grant Amount received	Year
1.	A study of Criminal Law and Practice, Ministry of Home Affairs	Rs.4,35,000/-	2011
2.	National Trust Amendment	Rs.8,00,000/-	2011
3.	Humanities and Social Sciences, UGC	Rs.5,82,600/-	2012
4.	Regulatory Impact Assessment Legislation on Domestic Workers in India, Indian Council of Social Science Research, Ministry of HRD,	Rs.1,50,099/-	2012
5.	SICI- NRI Marriages Need for a New Legal Regime	Rs.6,00,000/-	2014
6.	LANDESA, USA - Two-day International Conference on "Para Legal Models to Resolve the Land Problems of the Poor and Tribals in India	Rs.6,18,834/-	2011
7.	LANDESA, USA – Two-day Training Programme for Revenue Officers on "Legal Drafting and Judgement Writing"	Rs.2,32,480/-	2013

8.	LANDESA, USA – One-day Workshop on "Land Rights and Legal Aid"	Rs.1,50,000/-	2013
9.	LANDESA, USA – One-day Workshop on "The Land related Legal Needs of the Poor and the Need for Legal Aid"	Rs.3,93,171/-	2012

(b) Inter-institutional collaborative projects and grants received

       i)   **All India collaboration**
       ii)   **International**

International Collaborations

Strengthening Criminal Justice and Human Rights in India – sponsored by Ford Foundation, Hyderabad (2004-2007)	Rs.1,38,60,000/-
Ford foundation – Knowledge Based Intervention to Strengthen Realization of Socio Economic Rights (2013-2016)	Rs.2,17,80,000/-
Foundation Open Society Institute -India & Ireland Project-2013-2014	Rs.24,72,979/-
Ford -International debate on "Voices from the South Stregnthening the participation of academic and activists of the global South"	Rs. 8,22,964/-
A Study of Law and Nanotechnology: Exploring the Dimensions for Tackling the Nanotechnology Revolution with Special Relevance to Human Rights and Environment" funded by Shastri Indo Canadian Institute	Rs. 6,00,000/-
A Non-Resident Indians (NRI) Marriages: Need for a New Legal Regime-Shastri Indo Canadian Institute	Rs. 6,00,000/-
Manfred lach Moot and International Conference	Rs. 8,72,901/-
World Bank – Workshop on 'Unlocking Land for Urban Growth'	Rs. 5,86,542/-
LANDESA, USA - Two-day International Conference on "Para Legal Models to Resolve the Land Problems of the Poor and Tribals in India (2011-2012)	Rs. 6,18,834/-
LANDESA, USA - Establishment of Legal Aid Clinic at Warangal for Training Programmes in 2013	Rs. 2,00,000/-
LANDESA, USA - Establishment and maintenance of Legal aid clinic	Rs. 2,00,000/-
LANDESA, USA – Two-day Training Programme for Revenue Officers on "Legal Drafting and Judgement Writing" (2013-2014)	Rs. 2,32,480/-
LANDESA, USA – One-day Workshop on "Land Rights and Legal Aid" (2013-2014)	Rs. 1,50,000/-
LANDESA, USA – One-day Workshop on "The Land related Legal Needs of the Poor and the Need for Legal Aid" (2012-2013)	Rs.3,93,171/-
LANDESA, USA - training programme	Rs. 2,00,000/-
LANDESA, USA - training programme	Rs. 12,03,000/-
LANDESA, USA - National Conference on Community based Legal Assistance models to facilitate the resolution	Rs. 5,00,000/-
LANDESA, USA – Training Programme	Rs. 5,00,000/-

National Collaborations

Ministry of Environmental and infrastructure facilities	Rs. 37,79,000/-
The Andhra Pradesh Child Labour Abolition and Compulsory Education Bill, 2003 – Co-sponsored by International Labour Organisation (ILO)	Rs. 4,00,000/-
Sensitization Programmes for Abatement of Pollution – sponsored by Ministry of Environment & Forests	Rs. 11,80,000/-
Judicial Process Review Project sponsored by Centre for Good Governance, Hyderabad (2003)	Rs. 7,61,976/-
Intellectual Property Rights Education, Research and Public Outreach – sponsored by Ministry of HRD	Rs. 5,78,000/-
Coparcenary Rights of Women in Andhra Pradesh – sponsored by National Commission for Women, New Delhi.	Rs. 2,01,628/-
Citizens Guide on Access to Justice, sponsored by Centre for Good Governance, Hyderabad (2004)	Rs. 4,50,000/- (sanctioned)
Enabling Legislation for Good Governance, sponsored by Centre for Good Governance, Hyderabad (2004)	Rs. 4,70,000/- (sanctioned)
Handbook on Service Laws, sponsored by Centre for Good Governance, Hyderabad (2004)	Rs. 4,60,000/- (sanctioned)
Human Rights Literacy and awareness Project– sponsored by National Human Rights Commission, New Delhi	Rs. 10,88695/-
Interstate Council Project-Part-I – Study on Sub-National Governance under 5th Schedule of Constitution of India, sponsored by Ministry of Home Affairs, Government of India (2006)	Rs. 8,06,000/-
Interstate Council Project-Part-II – Study on Sub-National Governance under 6th Schedule of Constitution of India, sponsored by Ministry of Home Affairs, Government of India (2006)	Rs. 8,23,200/-
Society for Eliminaton and Rural Poverty - Selection, training and orientation of Para-Legals and District Legal Co-ordinators under the LAPL Programme	Rs. 49,38,500/-
Legal Frame work for Good Governance - Sponsored by Centre for Good Governance, Hyderabad.	Rs. 64,870/-
Indian National Trust for Art and Cultural Heritage	Rs. 1,50,000/-
Centre for Good Governance - Legal Frame work for effective redressal	Rs. 7,17,600/-
Strengthening Environmental Law Capacity in the Saarc-World Bank	Rs.1,04,53,038/-
A study of Criminal Law and Practice (Ministry of Home affairs, BPRD)	Rs. 4,35,000/-
Amendment of National Trust Act, 1999 in accordance with UN Convention on the Rights of Persons with Disabilities. -Ministry of Social Justice and Empowerment , Government of India	Rs. 8,00,000/-
Drafting of New Rent Control Legislation for the State of Andhra Pradesh, sponsored by Municipal Administration & Urban Development Department, Government of Andhra Pradesh	Rs. 3,57,200/-

Humanities and Social Sciences - University Grants Commission	Rs. 5,82,600/-
Developing E-Content for Law Subjects - Ministry of HRD, Government of India	Rs. 7,00,000/-
Global Internet Governance and Advocacy - Ministry of InformationTechnology	Rs.1,40,09,000/-
Ministry of Social Justice and Empowerment Govt of India-Country Report	Rs. 10,50,000/-
Indian Council of Social Science Research, Ministry of Human Resoruce Development-Regulatory Impact Assessment Legislation on Domestic Workers in India	Rs. 1,50,099/-
Rajiv Gandhi Advocates Training Programme, sponsored by Ministry of Law and Justice, Govt. of India	Rs. 20,00,000/-
A Study on Court Management Techniques for improving the efficiency of courts –Department of Justice, Government of India	Rs. 4,40,706/-
Workshop on Coastal Regulation Zone	Rs. 1,09,947/-
Cented-Trade and Barriers to Access Medicines	Rs. 4,05,999/-
UGC ToT workshop on Capacity Building women managers on Higher Education 20-25 January 2008	Rs. 4,00,000/-
ICRC 10th South Asian Teaching Session on International Humanitarian Law	Rs. 8,00,000/-
Air Law Conference	Rs. 1,54,433/-
12th South Asian Teaching Session on International Humanitarian Law	Rs. 4,05,950/-
Child Rights and Social Duties : A Multi-Sectoral International Consultation	Rs. 2,78,214/-
ICRC International Criminal Law	Rs. 1,00,000/-
3-day Workshop on Legal & Regulatory Framework in the Banking Sector: Emerging Challenges in the Era of Globalisation for the Law Officers of Reserve Bank of India	Rs. 3,91,085/-
UGC -ToT workshop on Capacity Building of women managers in Higher Education, TOTs refresher programme on Women's Studies Perspectives from 10-12 Aug 2009	Rs. 7,49,705/-
National Seminar on 'WTO – TRIPS with Special Reference to Transactional IP Issues for Judicial & Enforcement Officers	Rs. 2,97,910/-
International Conference on "Promoting Intra-regional Trade in South Asia - Role of SAARC	Rs. 4,00,000/-
National Conference on Sustainable Use of Energy – Issues and Challenges	Rs. 1,49,500/-
11-day training programme for Non-Legal Officers of Food Corporation of India	Rs. 10,24,900/-
National Commission for Child Rights Programme	Rs. 2,30,625/-
Conference on Secularism Minorities	Rs. 2,87,685/-
International conference on Regional Economic cooperation in SAARC	Rs. 2,94,000/-
Food Corporation of India Training Programme-I	Rs. 10,11,457/-
Food Corporation of India Training Programme-II	Rs. 10,50,459/-
Food Corporation of India Training Programme-III	Rs. 9,04,603/-

National Academy of Customs Excise and Narotic-Training Programme	Rs. 2,50,000/-
British Council-workshop on Hate speech and Social Media	Rs. 4,27,000/-
Vertical Interaction Course (VIC) on "Law and Justice" for IPS/ Senior Police Officers, sponsored by Bureau of Police Research & Development (BPR&D), New Delhi (2013)	Rs. 2,27,500/-
National Academy of Customs Excise and Narotic-Training Programme	Rs. 2,50,000/-
National Academy of Customs Excise and Narotic-Training Programme	Rs. 5,25,000/-
IRDA Executives Training Programme on Legal Skills, sponsored by Insurance Regulatory Development Authority of India (2015)	Rs. 18,97,500/-
Vertical Interaction Course (VIC) on "Management of Crime" for IPS/Senior Police Officers, sponsored by Bureau of Police Research & Development (BPR&D), New Delhi (2015)	Rs. 3,17,625/- (sanctioned)

3.3. Research Facilities

3.3.1. What efforts have been made by the university to improve its infrastructure requirements to facilitate research? What strategies have been evolved to meet the needs of researchers in emerging disciplines?

To create support structures for advanced learning and creative scholarship, NALSAR has set up dedicated research centres whose activities are co-ordinated by senior faculty members. These include the M.K. Nambyar SAARC LAW Centre, Centre for Air and Space Law, Centre for Environmental Laws, Centre for Tribal and Land Rights, Centre for Corporate Laws and Governance, Centre for Disability Studies, Centre for Management Studies, Centre for Legal Philosophy and Justice Education, Intellectual Property Rights (IPR) Centre and the Centre for Family Laws. The broad mandate of these centres is to produce scholarly publications, policy recommendations and newsletters connected to these areas apart from organizing guest lectures and discussions to build awareness about them. There are several on-going research projects that are anchored by faculty members. For instance, in 2013, NALSAR was chosen by the Ford Foundation to conduct a three-year study for 'Knowledge based interventions to strengthen the realization of Socio-Economic Rights'. The University is also part of the Global Internet Governance and Advocacy (GIGA) project under the aegis of the Department of Information Technology, Government of India. In addition, NALSAR has been assigned the task of managing and operating the Legal Information Institute (LII) of India (since March 2011) which is among the largest open access portals for disseminating legal information in India.

The Research Centres were provided office space with the required furniture and computer & internet facilities. Depending on the activities and the need Research Assistants are appointed for the Centres. The required books and online databases are procured for use by the researchers. Remote access to key legal databases is provided to the researchers which help them to access the e-databases anytime anywhere. Necessary financial support and human resources are provided for organising various programmes.

3.3.2. **Does the university have an Information Resource Centre to cater to the needs of researchers? If yes, provide details of the facility.**

Yes, NALSAR provides the following facilities to cater to the needs of the researchers:

Facilities of E-Library
Information and communication technologies have brought significant changes in all-round development of the society through transmission of information. Information is the fulcrum for power and wealth and very crucial for economic and social development of the society. In India, a number of digital library initiatives and digitization programmes have been initiated across the country. NALSAR provides its faculty members, Researchers and students with digital access to key legal databases which help them in conducting researches.

Remote Access of E-library Resources
Research is a round the clock work and cannot be confined to office hours. A researcher often needs adequate tools and access to proper and reliable sources of information in order to bring authenticity to its work and produce a well-analysed research. In pursuance of this the researcher needs remote access to the legal and other databases round the clock. Keeping this in mind the university provides remote access for researchers enrolled or employed with NALSAR.

High Speed Internet Facilities
The internet facilities are a medium for dissemination of information and as a vehicle for collaborative interaction between the individuals without having any regards for the geographic limitation of the space. The campus including the hostels are Wi-Fi enabled. NALSAR provides 24 hours round the clock continuous and uninterrupted internet services for its students and researchers.

3.3.3. **Does the university have a University Science Instrumentation Centre (USIC)? If yes, have the facilities been made available to research scholars? What is the funding allotted to USIC?**

No Applicable

3.3.4. **Does the university provide residential facilities (with computer and internet facilities.) for research scholars, post-doctoral fellows, research associates, summer fellows of various academies and visiting scientists (national/international)?**

Yes. Being a residential University, NALSAR provides state-of-art hostel facilities. The University has separate buildings for boys and girls hostel. The entire University is Wi-Fi enabled. In addition, there is a full-fledged computer lab, opened for faculty members and students during lab hours to carry out teaching and research activities successfully. There are state-of-art residential facilities for Research Scholars, and Research Associates.

3.3.5. **Does the university have a specialized research centre/ workstation on-campus and off-campus to address the special challenges of research programmes?**

NALSAR has set up 20 dedicated research centres whose activities are co-ordinated by senior faculty members. The broad mandate of these centres is to produce scholarly publications, policy recommendations and newsletters connected to these areas. Currently, NALSAR does not have any off-campus research centre.

3.3.6. **Does the university have centres of national and international recognition/repute? Give a brief description of how these facilities are made use of by researchers from laboratories.**

- **Centre for Disability Studies**

The Centre is amongst the only Centres in the country exploring the inter-face between law and disability rights. The services of the Centre were utilized by the National Trust, India to suggest amendments to the National Trust Act in order to harmonize it with the United Nations Convention on the Rights of Persons with Disabilities. The Centre was also selected to be the legal consultant to the Committee chaired by Dr. Sudha Kaul to draft the new law on the Rights of Persons with Disabilities. The Centre was selected by the Union Ministry of Social Justice and Empowerment to formulate the draft country report to be submitted to the UN Treaty Body on Disability. These engagements show that the Centre has been on the forefront of all cutting edge work surrounding disability law and policy in the country.

This work has made the Centre the preferred destination of law students wishing to learn on Disability Rights. The Centre has an impressive list of interns.

The Centre is also in collaborative relationships with other Disability Centers in other parts of the world. Thus CDS along with Centre for Disability, National University of Ireland, Galway had undertaken an Indo-Irish Dialogue on Legal Capacity in 2014. A further comparative follow up is scheduled in December 2015. The Centre is also part of an International Consortium of Centres which includes Centres in Australia, Germany, and Ireland engaged in setting up a Disability Rights Clinics and advancing a comparative understanding of disability rights.

- **Centre for Legal Philosophy and Justice Education**

This Centre has primarily been engaged in asking hard theoretical questions on legal philosophy and education. The Centre has primarily provided a platform for holding cutting edge debates and raising provocative questions. The various events organized by the Centre were to achieve this objective. In the same spirit of pushing boundaries the Centre started organizing an Annual Film Festival of Documentary Films. The filmmakers invited to these festivals

subsequently came to teach courses using films as texts and how they spoke to primeval legal questions.

The Centre has been awarded a three year long project on " Knowledge based interventions to strengthen enforcement of Socio-Economic Rights". The project studies the right to land, work, housing and education in order to devise new strategies to realize these rights and to generate fresh learning materials which would revitalize the transaction of legal education.

- **Centre for Air & Space Law**

  NALSAR University of Law established the Center for Air and Space law (CASL) in 2005 keeping in view the growing market for aerospace industry and to cater to the needs of stakeholders in India and abroad. The CASL has taken several initiatives to spread awareness about Aviation Law among the students, employees, executives and working professionals by organizing the national and international conferences, workshops and publication of newsletters, Journals, books and articles in the field of aerospace law. NALSAR also undertakes collaborative research activities in areas of common concern with the State governments, NGO's and other international organizations.

  Due to the contribution of NALSAR's Air & Space Law, the Centre has been recognised by the Committee on the Peaceful Uses of Outer Space and United Nations as the only Centre from India offering opportunities for education and research in Space Law. The Centre has also been recognised by the Indian Space Research Organisations (ISRO).

- **M.K. Nambyar SAARCLAW Centre**

  The M.K. Nambyar SAARC LAW Centre, founded and patronized by Shri K.K. Venugopal, Senior Advocate, Supreme Court of India is actively engaged in promoting the objectives for which it has been established at the NALSAR University of Law, Hyderabad . Over the years, it has sponsored several academic and research programmes including conferences, seminars, newsletters, lectures and workshops. The Centre had the privilege of its monthly seminars being addressed by eminent personalities like Padma Bhushan Shri K. Padmanabaiah, IAS (former Home Secretary, Government of India), Amb. A.N.Ram, IFS (former Ambassador, Government of India), Prof B.S.Chimni (JNU) and Dr. P.S. Rao (former Additional Secretary and Legal Advisor to the Ministry of External Affairs, Government of India.) to name a few.

  Through these regular activities mentioned above the Centre is making a positive contribution to the process of resolving bilateral disputes in the SAARC region through peaceful means. The SAARCLaw Centre through its Journal and conferences has created a platform for exchange of dialogue between the SAARC scholars.

3.4. Research Publications and Awards

3.4.1. Does the university publish any research journal (s)? If yes, indicate the composition of the editorial board, editorial policies and state whether it/they is/are listed in any international database.

University encourages its faculty members and students to publish journals with scholarly research papers. University publishes these journals in hard and soft version. University rejects plagiarised publications at the outset. The journals undergo double review. Peer Review and Editorial Review. Editorial Board conducts three layers of editing i.e. Content Editing, Language Editing and Format Editing. University encourages free thoughts and expression.

The following are the list of the journals and their Editorial Board with their listing number in the database:

S.No.	Name of the Journal	Editorial Board	ISSN Number
1.	NALSAR Law Review (Vol.7)	**Editor:** Prof. Vijender Kumar **Co-editors :** Prof. K.Vidyullatha Reddy Dr. Aruna B Venkat Prof. N. Vasanthi	2319-1988
2.	The Indian Journal of Intellectual Property Law (Vol.6)	**Editor-in-Chief:** Prof.V.C.Vivekanandan **Editorial Board :** Sanya Samtani Deberpan Ghosh Yashashree Mahajan	2278-862X
3.	Environmental Law & Practice Review (Vol.3)	**Editor-in-Chief** Prof. K.Vidyullatha Reddy **Executive Editor** Prof.Vijender Kumar **Content Editors:** Abhijeet Saxena Aparna. N Arshiya Sharada Mukesh Kumar Kori	2319-1856
4.	Media Law Review (Vol.3)	**Editor-in-Chief:** Prof. Madabhushi Sridhar **Editors:** Rohit K.Pothukuchi **Editors** Aditya Vikram	2319-1848

		Ajatshatru Pandey Kritika Sethi Shalini Ranjan Utkarsh	
5.	Journal of Corporate Affairs and Corporate Crimes (Vol.3)	**Editor-in-Chief** Prof. K.V.S.Sarma **Editorial Board** Trishala Kaviti Karthik Suresh Abhijeet Saxena Vasavi Kaparathi Ranjini Gogoi	2278-8611
6.	NALSAR Student Law Review (Vol.8)	**Editor-in-Chief** Charitha Shashiraj **Editors** Astha Pandey Divya Suwasini Shivankar Sharma Nidhu Srivastava Sapna Reheem Meghal Mehta	0975-0216
7.	The Indian Journal of Constitutional Law (Vol.6)	**Board of Editors** Harsha V Rao Rishabh Shah Karishma Dodeja Sachet Singh Kaustubh Mishra Gaurav Mukherjee **Faculty Advisor** Prof. N.Vasanthi	0975-0134
8.	The Indian Journal of Law and Economics (Vol.1)	**Editor-in-Chief:** Prasad Krishna Murthy **Executive Editor :** Arani Chakrabarty **Editors :** Emiko Singh Sanjhi Jain Raadhika Gupta	2319-1864
9.	NALSAR ADR Review (Vol.1)	**Editor-in-Chief** Prof. M.Sridhar Acharyulu **Managing Editors** S.Bhushan Rohit K.Pothukuchi	2348-7690

10.	M.K.Nambyar SAARC Law Journal (Vol.1)	**Editor-in-Chief** Prof. (Dr.) P.V. Rao **Editor** Prof. (Dr.) V.Balakista Reddy **Associate Editor** Ms.Anita Singh	2348-8646
11.	Indian Journal of Air and Space Law (Vol.1)	**Editor-in-Chief** Prof. (Dr.) V.Balakista Reddy **Associate Editors** Ms.Anita Singh Ms.Jyothi	2394-6091

3.4.2. Give details of publications by the faculty:

- **Number of papers published in peer reviewed journals (national / international)** : **426**

- **Monographs/Project reports** : **30**

- **Chapters in books** : **48**

- **Books edited** : **30**

- **Books with ISBN with details of publishers**

    Prof. Faizan Mustafa:
    - Ajjappa G.V. & Mustafa, F. (2015), Trade Union Law
    - Mustafa, F (2001), Constitution & Article 356.
    - Mustafa, F. (2003), Constitutional Issues in Freedom of Information – International & National Perspectives.
    - Mustafa, F & Sharma, Anurag (2003), Conversion – Constitutional & Legal Implications.
    - Mustafa, F. (1997), Copyright Law – A Comparative Study.
    - Maheshwari, A. & Mustafa, F. (1997), Right to Information – No Win Situation.
    - Mustafa, F. Sufiyan, A. & (1998), AIDS, Law and Human Rights
    - Mustafa, F. (1992), Strict Liability in Criminal Law.

    Prof. Amita Dhanda
    - N.S. Bindra's Interpretation of Statutes(New Delhi: Lexis Nexis Butterworths, 11th edition 2014)
    - Gabor Gombos, Catalyzing Self Advocacy: An Experiment in India (Pune: Bapu Trust, 2009)

- Moot Courts for Interactive Education (Hyderabad: Gogia and Company, 2000)
- Legal Order and Mental Disorder(New Delhi: Sage Publications, 2000)
- O.P. Shukla, Referencer to Statutory Rules and Orders 1983 (New Delhi: Indian Law Institute 1987) Referencer to Statutory Rules and Orders 1982(New Delhi: Indian Law Institute 1986)

Prof. A. Lakshminath:
- *Authored* book 'Precedent in Indian Law (Second Edition)' (2005)
- With Prof. Ranbir Singh *authored* book "Fiscal Federalism – Constitutional Conspectus" (2005)
- With Prof. Ranbir Singh *authored* book "Constitutional Law" (2005)
- Prof. A. Lakshminath published a book "Basic Structure and Constitutional Amendments" (2003)

Prof. V. Ramakrishna
- A*uthored* the second edition of book (Telugu) "Andhradesamlo Samskaranodyamalu", by the Hyderabad Book Trust was released in December, 2003.

Prof. K.V.S. Sarma
- Authored book "Law Relating to Contract Administration and Tenders published by Asia Law House (2015), ISBN No.: 9789384310950.
- With K.S.N. Murthy authored book "Modern Law of Insurance in India" published by Lexis Nexis (2014) ISBN No. 9789351430285
- With Prof.K.S.N.Murthy authored book on "Modern Criminal Law" published by S.Gogia& Co., Hyderabad (1999)

Prof. M. Sridhar Acharyulu
- Authored book "State Violence, Anti-constitutional: SalwaJudum" book in Telugu on the Judgement of Supreme Court Judge B Sudarshan Reddy, Malupu, Hyderabad" (2012)
- Authored book Reforms in Higher Education: A critical analysis: Published by All India Lawyers Union, Hyderabad. (2012)
- Authored book 'Ayodhya Teerpu", Analysis of Judgment in Ayodhya, Published by Emesco, AP, Hyderabad 2011
- Authored book "Mahilalu Chattalu: Women and Law, 2nd Edition" S Gogia & Co, Hyderabad, 2012
- Authored book "FIR, Arrest & Bail, 2nd Edition", Book in English, Asia Law House, Hyderabad, 2011
- Authored book "The Other side of Nuclear Liability, All India Lawyers Union AP Committee"
- Authored book "Alternative Dispute Resolutions; Negotiation and Mediation", Butterworth's, January 2006
- Authored book "*Patrikarachana -Paruvu Nastam - Court dhikkaram*" (Writing for the press, Defamation and Contempt of Court in *Telugu*) publication by A.P.Press Academy, Hyderabad, December, 2004

- Authored book "Negotiation and Conciliation" published by ICADR, Hyderabad, 2004
- Authored book "Environmental Federalism" the National Green Corps. 2004
- Authored book "Environmental problems and ADR methods" for the National Green Corps, 2004
- Authored book in Telugu *Nyayavyavastha* (Judicial System), published by Telugu Academy, Government of Andhra Pradesh, Hyderabad, 2004
- Authored book "Human Rights, Society and Law" (in print) Masterminds, Hyderabad
- Authored book "Right to Information" (in press) Wadhwa & Co., 2004-05
- Authored book "Introduction to Insurance Law" (in Press) Wadhwa & Co., 2004-05
- Authored book "*Vilekari Chattalu* (News reporter and the law)" for journalists has been published by Andhra Pradesh Press Academy Hyderabad (2000)
- Co-authored book with Prof. A.Lakshminath "Ramaswamy Iyer's Law of Torts, published by Butterworths, New Delhi (2003)
- Authored book in Telugu "*Paryavarana Parijnanam*, Environmental Law" published by NALSAR under Environment Capacity building programme. (2003)

Prof. Vepa P Sarathi
- Authored book "Interpretation of Statutes" Fifth edition (2008)
- Prof. Vepa P Sarathi authored book "Introduction to Law of Contracts" (2008)
- Authored book "Introduction to Law of Contracts, including Partnership Act, Sale of Goods Act and Specific Relief Act" (2006)
- Authored book "Introduction to Environmental Law" (2006)

Prof. Vijender Kumar
- "Law Relating To Domestic Violence" 1st edition 2007, published by S. Gogia & Company, Hyderabad.
- "Hindu Law Of Adoption: *Principles And Precedents"* 1st edition 2004, (1st reprint 2009), published by S. Gogia & Company, Hyderabad.

Prof. K. Vidyullatha Reddy
- Authored a book "Municipal Solid Waste – Law and Practice" published by S. Gogia & Co., May, 2006

Prof. N. Vasanthi
- Authored a book "Constitutional Policy and Environmental Jurisprudence in India" released in February 2006

Dr. Aruna B Venkat
- Authored a book 'Environmental Law and Policy', Publisher: PHI Pvt Ltd, New Delhi, ISBN: 978-81-203-4436-5 (2011)

Dr. Shaik Nazim Ahmed Shafi
- Authored a book" *Airports Privatisation in India: Law and Policy Issues"* (1stedn.2013, Asia Law House, Hyderabad) (ISBN 978-93-82705-67-3)

Prof. P.V. Rao
- India and ASEAN: Partners at Summit (Singapore: ISEAS 2ed. 2011)
- Directory of UGC Area Studies (Hyderabad: Centre for Indian Ocean Studies, Osmania University, 2010)
- India and ASEAN: Partners at Summit (New Delhi: Knowledge World, 1st ed. 2008)

Dr. Pinaki Nandan Pattnaik
- Technology Commercialization: A Case Study of Japan, published by LAP LAMBERT Academic Publishing. ISBN-10: 3838392329, ISBN-13: 978-3838392325

Mr. Harathi Vageeshan
- Authored a Book "Telengana: Viphal Andhra Pradesh (Telangana: Failed Andhra Pradesh)" published by: Sakala Publications, January, 2011.
- (trans. to Telugu) Jyothi Rao Phule,Shet Karyancha Asud (Hyderabad: Hyderabad Book Trust, 2005)
- (trans. to Telugu) B.R. Ambedkar,State and Minorities (Hyderabad: Hyderabad Book Trust, 2005)
- (trans. to Telugu) Jyoti Rao Phule,Minor works of Jyothiba Phule (Hyderabad: Hyderabad Book Trust, 2005)

3.4.3. Give details of

- **faculty serving on the editorial boards of national and international journals**
- **faculty serving as members of steering committee of international conferences recognized by reputed organizations / societies**

Prof. Faizan Mustafa

- Member, Advisory Board of the Journal of Banking & Insurance Laws of National Law University Orissa, Centre for Bankign and Insurance Laws
- Member, Advisory Board of NLUA Law Review, National Law University, Assam
- Member, Editorial Board of the National Journal of Comparative Law, RMLNLU, Lucknow

- Member, Editorial Board of the National Journal of Comparative Law, Ghaziabad
- Member, National Advisory Board, "UNIVERSITAS", Journal of BHU, Varanasi
- Member, Editorial Board of HNLU Journal of Law & Social Sciences, HNLU, Raipur

Prof. Amita Dhanda:
- Editor, NALSAR Law Review

Prof. K.V.S. Sarma
- Editor-in-Chief, Journal of Corporate Affairs and Corporate Crimes
- Editor, NALSAR Law Review

Prof. M. Sridhar
- Senior Associate Editor: "International Journal of Legal Translation and Court Interpreting", City University of Hong Kong, Hong Kong
- Co-Editor: GSTF Journal on Law and Social Sciences (JLSS - Print ISSN: 2251-2853, E-periodical: 2251-2861), Global Science and Technology Forum, +65 6327 0166, 10 Anson Road, International Plaza, #14-04, Singapore- 079903, Chief *Editor: Elizar Sto Domingo*
- Editor-in-Chief, Media Law eview
- Editor-in-Chief, NALSAR ADR Review

Prof. V.C. Vivekanandan
- Editor-in-Chief, The Indian Journal of Intellectual Property Law

Prof. Vijender Kumar:
- Editor-in-Chief, Journal of Corporate Affairs and Corporate Crimes
- Executive Editor, Environmental Law & Practice Review
- Co-Editor, NALSAR Law Review

Prof. V. Balakista Reddy:
- Member, the International Institute of Space Law (IISL), Paris.
- Member, Cologne Commentary on Space Law (COCOSL), Cologne, Germany.
- Associate Member, Indian Society of International Law (ISIL), New Delhi.
- Life Member, Aeronautical Society of India (AeSI), New Delhi.
- Established AP chapter of JNU Alumni at Hyderabad and Coordinator for the same.
- Editorial Board Member, GSTF Journal on Law and Social Sciences (JLSS), University of Wollongong, Australia.
- Member of the Honorary Editorial Advisory Council for the Wealth of India for the Monthly Magazine.
- Editor-in-Chief, Indian Journal of Air and Space Law
- Editor, M.K. Nambyar SAARCLAW Journal
- Associate Editor, NALSAR Law Review

Prof. K. Vidyullatha Reddy:
- Editor-in-Chief, Environmental Law & Practice Review
- Co-Editor, NALSAR Law Review

Prof. N. Vasanthi
- Co-Editor, NALSAR Law Review

Dr. Aruna B. Venkat
- Co-Editor, NALSAR Law Review

Prof. P.V. Rao
- Editor-in-Chief, M.K. Nambyar SAARCLAW Journal

Dr. Shaik Nazim Ahmed Shafi
- Member, Editorial Board, RGNUL Student Law Review, Rajiv Gandhi National University of Law, Punjab.

3.4.4. Provide details of

- **research awards received by the faculty and students**
- **national and international recognition received by the faculty from reputed professional bodies and agencies**

Prof. Faizan Mustafa,
- Awarded the SAARC's Best Law Teacher Award, 2014
- Awarded the Mohd. Ali Johar Award- 2015 for contribution in Law and Jurisprudence
- Awarded Shah Waliullah Young Scholar Award 2009
- Nominated as President of India's nominee to several Central Universities Selection Committees.
- Nominated by the Chief Justice of India to the Central Authority of the National Legal Services Authority (NALSA), New Delhi.
- Nominated by the Chief Justice of India to the Governing Council and Executive Committee of the Indian Law Institute, New Delhi.
- Elected to the Academic Council by the Governing Council of Indian Law Institute, New Delhi.
- Nominated by the Chief Justice of India to the Research and Monitoring Committee of the Indian Law Institute, New Delhi.
- Nominated as Member of the Academic Council, Rajiv Gandhi National Law University, Patiala by the Chief Justice of Punjab and Haryana High Court.
- Nominated as Member of the Academic Council, Hidayatullah national Law University, Raipur by the Visitor.
- Nominated as Member of the Executive Council, National Law University, Orissa by the Visitor.
- Invited as Speaker at Oxford University
- Invited as Speaker at Harvard Law School
- Nominated as President of India's nominee to several Central Universities Selection Committees.

- Nominated as Member of the Institute Body, Jawaharlal Institute of Postgraduate Medical Education and Research (JIPMER), Puducherry by Ministry of Health & Family Welfare, Government of India.
- Nominated as Member in Advisory Committee of the Maharashtra National Law University, (MNLU), Mumbai by the Hon'ble Chancellor.
- Nominated as Member in the Executive Council of the Maharashtra National Law University, (MNLU), Mumbai by the Hon'ble Chancellor.
- Nominated as a Member of the Sardar Vallabhbhai Patel National Police Academy Board.
- Nominated by the Government of Telangana as one of the Directors for the Technology Incubation Centre called as T-Hub.

Prof. Amita Dhanda
- Prof. Amita Dhanda was Invited to teach a course on Pluralizing Inclusion: Equality and Non-discrimination in a Globalizing world at University of Western Ontario, Canada in January, 2013
- Prof. Amita Dhanda Visited Hungary as a Senior Scholar under Indo-Hungarian Educational Exchange Programme, to deepen comparative understandings of disability rights and law sponsored by UGC and Hungarian Scholarship Board, (November 8 to 30, 2012).
- Prof. Amita Dhanda Undertook research and prepared Drafts of the Country Report on the Implementation of the Convention on the Rights of Persons with Disabilities to the Ministry of Social Justice and Empowerment, Government of India, July 2011; September 2011 and February 2012)
- Prof. Amita Dhanda Undertook background research on Advocacy Efforts on Disability Rights in Zambia. (September 12-14, 2011)Lusaka, Zambia
- Prof. Amita Dhanda Prepared the National Trust for Legal Capacity and Support Amendment Bill 2011 for the National Trust (July, 2011)
- Prof. Amita Dhanda Prepared Rights of Persons with Disabilities Bill for the New Law Committee, Ministry of Social Justice and Empowerment, Government of India (June, 2011)
- Prof. Amita Dhanda Headed the Legal Consultancy to the Ministry of Social Justice and Empowerment Committee for the drafting of the New Disability Rights Law in August 2010
- Prof. Amita Dhanda Prepared the draft National Trust Amendment Act for the National Trust to bring the Act in harmony with the UN CRPD (2009).
- Prof. Amita Dhanda Member – UGC high powered committee on Disability in Higher Education(2009)
- Dr.Dhanda was nominated as a member of the mental health mission team by the Government of Gujarat. She was involved in producing the Mission Report entitled "Priorities for Mental Health Sector Development in Gujarat" (2003)
- Prof. Amita Dhanda has assisted the World Health Organisation in preparing a manual on Mental Health Legislation (2000)

Prof. K.V.S.Sarma
- Appointed as member (legal expert) in Ethics Committee-Nizams Institute of Medical Sciences for the year 2014-15.

- Appointed as Chief Editor by the State of Andhra Pradesh for Mercantile Law text book (in Telugu and English medium). The book is prescribed as a text book for B.Com. students in State of Telangana and Andhra Pradesh (2014)
- Nominated as a Presiding Arbitrator to decide a dispute between NTPC and Singareni Company for a dispute which involves Rs.38 Crores. (2014)
- Appointed as Arbitrator by Water Health India Limited a multinational company for a dispute between the Company and different Panchayats in India. (2014)
- Nominated as an expert member (legal) in Ethics Committee-Nizams Institute of Medical Sciences for two years (August 2013 to August 2015).
- Nominated as a member of Selection Committee for selection of a candidate for the post of 'Assistant Professor in Business Law' for The Tamil Nadu Dr.Ambedkar Law University, Chennai. (2012)
- Nominated as a member of P.G.Board of Studies, The Tamil Nadu Dr.Ambedkar Law University, Chennai. (2012)
- Nominated as a Subject Expert for recruitment of University Teachers (Law) of TelanganaUniversity, Nizamabad. (2012)
- Nominated as a Member, NIMS Institutional Ethics Committee, Nizam's Institute of Medical Sciences, Hyderabad. (2012)
- Nominated as a member, Advisory Committee, Dr.Aram Learning Centre, a constituent of National Council of Rural Institutes (MHRD), Hyderabad. (2012
- Nominated as a member of 'Board of Studies', ICFAI University,Hyderabad. (2011)
- Nominated as a member of Governing Council, Dr. ARM Learning Centre, National Council of Rural Institute. (MHRD) (2011)
- Nominated as a member in 'Ethics Committee' of Nizam Institute of Medical Sciences, Hyderabad (2011).
- Nominated as an expert member in the interview Board of Andhra Bank for recruitment of Law Officers in MMGS-II Scale and the interviews were held on 3-9-11 at Head Office, Andhra Bank, Hyderabad (2011).
- Nominated as an expert member in the interview Board of Madhya Pradesh Electricity Board (GENCO) for recruitment of General Manager (Law) and other Senior Law Officers of Law and the interviews were held in March, 2011 at Bhopal (2011)
- Nominated as a 'Member' Academic Council, Tamil Nadu Ambedker Law University, Chennai (2011)
- Member of the Interview Board for recruiting Faculty of ICFAI Foundation for Higher Education, Hyderabad. (2010)
- Expert Committee Member to examine the feasibility of Research Centre in Law, Sri Vijayanagar College of Law and P.G. Courses, Anantapur for the academic year 2010-2011.
- Expert Member of the Selection Committee Meeting for selecting Professor, Associate Professor and Assistant Professor of Gujarat National Law University, Gandhinagar on 26th March, 2009.
- Subject Expert for selecting Professors/ Associate Professor/ Assistant Professor of SambalpurUniversity, Burla during May, 2009.
- Expert Member of the Selection Committee Meeting for selecting Associate Professor/ Assistant Professor of Gujarat National Law University, Gandhinagaron 14th December, 2009.

- Appointed as Expert for selection of teaching Faculty in Law of Sambalpur University, Orissa (2008)
- Appointed as Subject Expert for selecting Professors of Law of The Tamil Nadu Dr.Ambedkar Law University, Chennai (2008)
- Appointed as Member of P.G.Board of Studies, The Tamil Nadu Dr.Ambedkar Law University, Chennai (2008)
- Appointed as Member of Advisory Committee of Contractors Development Institute, Hyderabad (2008)
- Appointed as Subject Expert for selecting Professors of Law of MaharshiDayanand University, Rohtak (2008).
- Appointed as an 'External Member' by the Vice Chancellor of the Central University for the Post Graduate Diploma in Cyber Laws and Intellectual Property Rights for the period 31.10.2003 to 31.10.2005
- Nominated as a member of the Doctoral Advisory Committee in the ICFAI University, Hyderabad (2004)

Prof. Ghanshyam Singh
- Awarded the prestigious "Shiksha Rattan Puraskar" in a Seminar on "Role of Education in Modern India", organised by the Indian International Friendship Society, New Delhi (2007)
- Member Program Advisory Committee, Centre for Distance Education, University of Hyderabad, Hyderabad (2007)
- Expert for the Advisory Committee of Centre for Gandhian Philosophy and Human Development, Visakhapatnam (2007)
- Member of Board of the School for Legal Studies, Babasaheb Bhimrao Ambedkar University, Lucknow. (2007)
- UGC Nominee for Search-Cum-Selection Committee for the post of Director in UGC-ASC, Bharathiar University, Coimbatore. (2007)

Prof. M. Sridhar Acharyulu
- Awarded the Best Teacher Award by the State of Andhra Pradesh
- Selected for Commonwealth Academic Scholarship program by UGC to research in Media Law at University of Oxford, UK from October, 2012 to December, 2012.

Prof. V.C. Vivekanandan
- Awarded the Global Researcher Invitation Programme Fellowship of Institute of Intellectual Property –Japan for 2015-2016
- Indian delegate to the 30th session of WIPO SCCR meeting on Broadcasting and Exceptions Libraries Archives/Educational Institutions held between 29 June to 3rd July 2015 at Geneva.
- Appointed as the Jury of the Innovations Award of CII for 2015
- Nominated as the Academic Council Member of the National University of Legal Studies at Cochin (2015)
- IP consultant to 'Stanford-India BiodesignProgramme' –DBT, Government of India.
- Advisory member of the 'Law Department' of VELS University, Chennai (2015)

- Nominated by Ministry of HRD as the official negotiator at the 27th Standing Committee on Copyright and Related Rights (SCCR) at WIPO, Geneva from April 28 to May 2, 2014 and Signing of Marrakesh Treaty.
- Nominated by Ministry of HRD as the official negotiator at the 28th Standing Committee on Copyright and Related Rights (SCCR) at WIPO, Geneva from June 30 to July 4, 2014.
- Nominated by Ministry of HRD as the official negotiator at the 29th Standing Committee on Copyright and Related Rights (SCCR) at WIPO, Geneva from December 8-12, 2014 to deliberate on the Treaty of Broadcast and Treaty on Limitations and Exceptions of Copyright for Educational Institutions and Libraries and Archives.
- Appointed as member of the Working Group on Internet Governance (WGIG) of Government of India from December 2013- December 2016
- Served as an External Expert on ISRO Interviews for Senior Scientists held on November 26, 2014
- Key Note speaker at the Orientation of the Law Programme of Christ University, Bangalore June 12, 2014
- Prof. V.C.Vivekanandan, MHRD IP Chair Professor was nominated by Ministry of HRD as the official negotiator at the 26th Standing Committee on Copyright and Related Rights (SCCR) at WIPO, Geneva from December 16-20, 2013to deliberate on the Treaty of Broadcast and Treaty on Limitations and Exceptions of Copyright for Educational Institutions and Libraries and Archives.
- Appointed as member of the Working Group on Internet Governance (WGIG) of Government of India for December 2013- December 2016.
- Appointed to the Executive Board of the Indian Banks Technology Consortium (IBTC) of Reserve Bank of India as an Academic Advisory member on E-Commerce and Cyber Security legal issues. (2012)
- Nominated as an Advisor to the Indian Patent Office (2011)
- Nominated as advisor to the IP Cell of IIT Bhubaneswar. (2011)
- Nominated as the Ethics Committee member of Administrative Staff College (2011)
- Speaker at the 'Patron Chief Justices Meeting organized by the Commonwealth Judicial Education Institute (CJEI) to speak on 'The Impact of Technological Development on the Law and Court Processes' to the Visiting Chief Justices on February 5th 2011 at the Commonwealth Law Conference (CLC) at Hyderabad.
- NWO-ICSSR Research fellow - Maastricht University, Netherlands-2010
- Elected as the first Indian Representative in the Nomination Committee of ICANN- Internet Corporation of Assigned Names and Numbers- which will elect the Board of Directors for the apex internet governance body of the world in 2010
- Nominated as the member of the Patent Examination Board of the Indian Patent Office. (2010)
- Re-appointed as the Adjunct Visiting Professor of the Business School of Buffalo University for 2010 to 2012.
- Member-Copyright Enforcement Advisory Council- Govt. of India (2010)
- Professor Vivekanandan was designated as the IP Chair Professor in Feb 2008 instituted by the Ministry of Human Resources and Development, Govt. of India.

- Expert Committee Member of the "Access to Foreign Law Pilot Project" of Permanent Bureau of the Hague Conference on Private International Law since 2008.
- Elected advisory member from Asia Pacific Region for Internet Corporation of Assigned Names and Numbers (ICANN)- 2008-2011
- Member of the Academic Studies Board- Dr.Ambedkar University, School of Excellence (2008)
- He was appointed as the Adjunct Visiting Professor of University of Buffallo, New York. (2007)
- Designated as a member of the Andhra Pradesh Biodiversity Board as IPR expert. (2007)
- Member- Joint Coordination Committee for Academic Studies– National Academy of Direct Taxes, Nagpur (2006)
- Designated as The Coordinator, NALSAR Proximate Education, the Distance education wing of NALSAR University of Law, Hyderabad (2001)

Prof. V. Balakista Reddy
- Member, the International Institute of Space Law (IISL), Paris.
- Member, Cologne Commentary on Space Law (COCOSL), Cologne, Germany.
- Associate Member, Indian Society of International Law (ISIL), New Delhi.
- Life Member, Aeronautical Society of India (AeSI), New Delhi.
- Established AP chapter of JNU Alumni at Hyderabad and Coordinator for the same.
- Editorial Board Member, GSTF Journal on Law and Social Sciences (JLSS), University of Wollongong, Australia.
- Member of the Honorary Editorial Advisory Council for the Wealth of India for the Monthly Magazine.
- Visiting Faculty at Missippi University School of Law, Mississippi University, USA.
- Visiting Faculty at International Institutes of Air and Space Law, Leiden University, the Netherlands.
- Visiting Faculty at Institute of Air and Space Law, McGill University, Canada.
- Visiting Faculty at Institute of Air and Space Law, University of Cologne, Germany.
- Visiting Faculty at Centre Alexandre Koyré (CAK), Paris, France.
- Visiting Faculty at Department of Civil Aviation, Government of Sharjah, UAE.

Prof. Vijender Kumar
- Prof. Vijender Kumar was Awarded Academic Staff Commonwealth Fellowship 2009-2010 tenable at King's College, London, UK for 6 months.
- Prof. Vijender Kumar was Appointed as Visiting Professor at King's College, London for one year (2009).
- Nominated by U.G.C. for Academic Staff Commonwealth Fellowship 2009-2010
- Appointed as the Vice-Chancellor of NLUJAA, Assam

Prof. K. Vidyullatha Reddy
- Member of the Environment Panel, Andhra Pradesh State Council of the Confederation of Indian Industry for the year (2012-2016).

- Nominated as a member of the Expert Committee for setting paper to conduct Andhra Pradesh State Eligibility Test for Law Lectures (SET) (May 2012)

Prof. N. Vasanthi
- Appointed as a member of the expert committee for the TSPSC (Telangana State Public Service Commission) (2014)
- Member, Andhra Pradesh State Unorganised Workers Social Security Board (2012-2015) as a representative of civil society
- Andhra Pradesh State technical advisory board on drafting legislation on ground water in collaboration in Wassan A.P.(2010)
- Member of the Technical Advisory Group for the Project "Unpacking TraffickingBill & Melinda Gates Foundation, ICRW Research Project "Unpacking Trafficking" (2010)
- DWRC (Domestic Workers Rights Campaign) Draft Legislation on Domestic Workers (2010)

Dr. T. Raghavendra Rao
- Awarded First Prize in Country Wide Presentations, 8th South Asian Teaching Session on International Humanitarian Law and Refugee Laws NLSIU, Bangalore (May 2006).
- Awarded University First Prize and Gold Medals in Master of Laws (LL.M), Andhra University Vishakhapatnam (1993)

Dr. K.V.K. Santhy
- Selected for commonwealth scholarship to do research on Internet law and governance at Kings College London, (October 1to December 30, 2012).

Dr. V.K. Unni
- Max Planck India Fellowship (2008-11) awarded by the Max Planck Society, Germany (2008).

Dr. Neha Pathakji
- Awarded the Van Calker Scholarship by Swiss Institute of Comparative Law, Lausanne, Switzerland (2014)

Dr. Shaik Nazim Ahmed Shafi
- Member, Editorial Board, RGNUL Student Law Review, Rajiv Gandhi National University of Law, Punjab.
- Member, Board of Studies, Bhavan's Vivekananda College (Autonomous), Hyderabad.

Mr. Mahendra Kumar Shukla
- Consortium Fellow in 2nd AIM-AMA Sheth Foundation Doctoral Consortium 2014, hosted by IIM Ahmedabad.

3.4.5. Indicate the average number of successful M.Phil. and Ph.D. scholars guided per faculty during the last four years. Does the university participate in Shodhganga by depositing the Ph.D. these with INFLIBNET for electronic dissemination through open access?

The following are the details of the successful Ph.D. candidates per Faculty during the last four years:

Name of the Faculty	No. of candidates completed Ph.D.	Year of completion
Prof. Faizan Mustafa	04	2013, 2014
Prof. Amita Dhanda	03	2013, 2014, 2015
Prof. K.V.S. Sarma	01	2014
Prof. V.C. Vivekanandan	02	2015
Prof. Ghanshyam Singh	01	2011
Prof. V. Balakista Reddy	05	2012, 2013
Prof. Vidyadhar Reddy	18	2012, 2013, 2014, 2015
Prof. Vepa P. Sarathi	01	2013
Prof. P.V. Rao	01	2015
Prof. K. Vidyullatha Reddy	01	2015
Prof. N. Vasanthi	01	2015

The candidates registered for Ph.D. under the new Regulations were awarded the Degree at the Convocation, 2015. The soft copy is being submitted to the UGC for INFLIBNET in due course.

3.4.6. What is the official policy of the university to check malpractices and plagiarism in research? Mention the number of plagiarism cases reported and action taken.

Yes University has a policy of checking plagiarism in all researches even at the undergraduate level. To this end a software namely 'turn-it-in' was subscribed. All research submissions are verified with the help of this software. University has developed Regulations to check plagiarism. University Executive Council and Academic Council approved the University Academic Mis-Conduct Regulations. As per the Regulations academic misconduct is defined as follows:

Academic Misconduct: 'Academic Misconduct' includes, but is not limited to plagiarism; cheating or use of unfair means; misrepresenting work prepared by another as one's own; facilitation of academic misconduct; collusion/inappropriate collaboration; multiple submission and use of inappropriate methods; falsification of work product; tampering with materials; and deception

The Regulations prescribes three categories (Category A, B and C) of academic misconduct.

Forms of Academic Misconduct punishable under Category A are:

Cheating or use of unfair means, Collusion/ Inappropriate collaboration, Multiple Submission and use of inappropriate methods, Misrepresenting work prepared by Another, Falsification of Work Product, Tampering with Materials, Deception, and Plagiarism (15% or more of total work plagiarized, OR 10% or more of total work plagiarized from a single source).

Prescribed punishment for Academic Misconduct punishable under Category A would be:
   (a) Automatic failure in the examination for the subject under question for the first offence;
   (b) Repetition of the year along with a note in the student's marks sheet indicating that he/ she was found guilty of using unfair means for the second offence;
   (c) Rustication for three years for the third offence.

Forms of Academic Misconduct punishable under Category B are:
Plagiarism (less than 15% of the total work plagiarised or less than 10% of total work plagiarized from a single source)

Prescribed punishment for Academic Misconduct punishable under Category B would be punishable by:

   (a) Re-doing the assignment under question for the first offence;
   (b) The table of punishments under Category A would apply from the second offence, as though the second offence was the first offence.

Forms of Academic Misconduct punishable under Category C are:
Facilitation of Academic Misconduct

Prescribed punishment for Academic Misconduct punishable under Category C would be punishable by:
   (a) Community Work and or a fine up to Rs. 25,000;
   (b) The table of punishments under Category A would apply from the second offence, as though the second offence was the first offence.

The following are the plagiarism cases reported and the action taken so far:
In the June-October, 2014 semester three students' seminar submissions were found to be plagiarized and they were declared failed in the course. No Ph.D. thesis / LL.M. Dissertation / Seminar Paper / Project is accepted if the similarity level is more than 14%.

3.4.7. Does the university promote interdisciplinary research? If yes, how many interdepartmental / interdisciplinary research projects have been undertaken and mention the number of departments involved in such endeavours?

Yes. Most researches in the University are in interdisciplinary areas. All empirical researches too deal with law and Social Sciences. Most students'

research project assignments are interdisciplinary in nature. University adopts interdisciplinary approach in its curriculum design, research and in its teaching methodology. University publishes a journal titled, The Indian Journal of Law and Economics. We propose International Journal of Advanced Research in Law and Management from Centre for Management Studies.

3.4.8. Has the university instituted any research awards? If yes, list the awards

NIL

3.4.9. What are the incentives given to the faculty for receiving state, national and international recognition for research contributions?

This recognition is taken into account at the time of the promotion and increase in the salary, advance increments. Service Regulations provide for the performance linked increments.

3.5. Consultancy

3.5.1. What is the official policy of the University for Structured Consultancy? List a few important consultancies undertaken by the university during the last four years.

University provides flexibility to the faculty members to undertake consultancy work in the area of their expertise. The following list indicates the kind of consultancy work undertaken by the faculty members in the recent past:

- Prof. Faizan Mustafa was the Principal Investigator for the project of Department of Justice, Government of India for a Study on Court Management Techniques for Improving the Efficiency of Courts
- Nominated by the Government of Telangana as one of the Directors for the Technology Incubation Centre called as T-Hub
- Prof. Amita Dhanda was asked to draft Disability & Mental Health Bills by the Government of India.
- Prof. Amita Dhanda is the Director for the Ford Foundation project on Knowledge Based Intervention to Strengthen Realization of Socio Economic Rights.
- Prof. K.V.S. Sarma nominated as a Presiding Arbitrator to decide a dispute between NTPC and Singareni Company and appointed as Arbitrator by Water Health India Limited for a dispute between the Compnay and different Panchayats in India
- Prof. V.C. Vivekanandan was nominated by Ministry of HRD, Government of India as the official negotiator at the 26th Standing Committee on Copyright and Related Rights (SCCR) at WIPO, Geneva from December 16-20, 2013to deliberate on the Treaty of Broadcast and Treaty on Limitations and Exceptions of Copyright for Educational Institutions and Libraries and Archives.
- Prof. V.C. Vivekanandan was appointed as the Director of the Legal Information Institute of India- an Institute to promote free access of law to

the stakeholders. University shall be the technical hub with other partner law schools in India.

- Prof. V.C. Vivekanandan was appointed as the Director & Chief Investigator of the Institute of Global Internet Governance & Advocacy (GIGA) established under NALSAR, project sponsored by the Department of Information Technology, Ministry of Information Technology & Telecommunications, Government of India.
- Prof. V.C. Vivekanandan was appointed as member of the Working Group on Internet Governance (WGIG) of Government of India for December 2013- December 2016.
- Prof. V. Balakista Reddy has been asked to draft Land Acquisition Bill for the State of Andhra Pradesh.

3.5.2. Does the university have a university-industry cell? If yes, what is its scope and range of activities?

For the discipline of law, industry refers to court, lawyers and corporate law firms. The Academic Committee invites industry experts for addressing the students on various practical aspects and also to offer short term courses. The University organises number of workshops / seminars / conferences in collaboration with the industry. The University also conducts training programmes for the executives of different industries to improve their legal skills.

There is RCC (Recruitment Coordination Committee) managed by the students in the self-governance model. The committee invites industry/law firms for recruitment purposes and pre placement talks. This helps the students to gain an understanding of the industry's requirements. During the initial years of University's establishment, this work was managed by the faculty now it is managed professionally by the students.

On the basis of inputs from the Judges, lawyers, corporate law firms, our curriculum, course outlines etc. are reviewed and improved on a regular basis.

University faculty members are on the panels of various bodies as advisors, members of governing bodies, executive members, organizing members etc. This helps in creating vibrant network of industry linkage.

3.5.3. What is the mode of publicizing the expertise of the University for Consultancy Services? Which are the departments from whom consultancy has been sought?

University website displays each faculty member's profile including their publications and the areas of expertise and other details regarding their accomplishments. This gives insight about the human resources available with us. University routinely receives requests for consultancy on the nomination basis.

3.5.4. How does the university utilize the expertise of its faculty with regard to consultancy services?

Faculty Members who give consultancy in terms of drafting of laws, policy recommendations or arbitrations, etc. are asked by the University to incorporate their experiences in their courses and reading material. They are encouraged to involve students in their consultancy services such as drafting of laws and policies.

3.5.5. List the broad areas of consultancy services provided by the university and the revenue generated during the last four years.

University doesn't look at the consultancy services as a source of its revenue. We permit our teachers to do consultancy so that they contribute to the nation in terms of drafting of polices and laws. Thus we either do not charge anything and give our services pro bono or accept just small amounts as consultancy service charges.

Following are the details of consultancy services provided and the revenue generated by the University (40% of the surplus):

Name of the Consultancy Service	University Share
Society for Elimination and Rural Poverty	11,86,512/-
Legal Frame Work for Good Governance	25,948/-
Indian National Trust for Art and Cultural Heritage	44,800/-
Legal Frame Work for Effective Redressal	32,921/-
Preperation of New Rent Control Act	30,400/-
Study of Nanotechnology – Shastri Indo-Canadian Institute	31,419/-

3.6. Extension Activities and Institutional Social Responsibility (ISR)

3.6.1. How does the University sensitize its faculty and students on its Institutional Social Responsibilities? List the social outreach programmes which have created an impact on students' campus experience during the last four years

University has an institutionalized Legal Aid program. The Legal Aid Cell of the University was set up to undertake various Legal Aid Programs. The University with the intention of expanding its activities created the Legal Aid Cell website which is intended to generate awareness to the people about the kind of programs and the mandate of the legal aid cell.

The NALSAR Legal Aid Cell is guided by a senior faculty member and comprises of students of the fourth and fifth year of the B.A. L.L.B (Hons.). The legal aid activities of the students are designed as a course and they are graded on their Legal Aid Work. It is designed to sensitise students with the problems faced by the indigent and inculcate in them a sense of social responsibility.

Furthermore, the course is meant to act as a platform for introducing the students to the practicalities of the legal system.

The Legal Aid Initiative at NALSAR has been fashioned not as a mere means of aiding litigation, but as an outreach program directed to community welfare. Thus, in addition to the litigation aid it comprises of a number of initiatives such as Teach India, the Rehabilitation and Conciliation Centre, Health and Sanitation and so forth.

NALSAR in collaboration with Rural Development Institute (RDI), Hyderabad established Legal Aid Clinic (Land Rights) at District Legal Service Authority (DLSA Office), Warangal on March 3, 2013. The Legal Aid Clinic conducts number of sensitization programme for different stakeholders and also conducts training programmes for the para-legals to support the needy on land related problems.

The following social out-reach programs were conducted by the students under faculty guidance during the last four years:

1. Legal Aid Clinics work
2. Prison and Juvenile homes reforms (workshops, plea bargaining help, visits and interviews)
3. Implementation of Government welfare schemes in neighbouring villages
4. Teach India (Teaching in neighbouring schools/ underprivileged children)
5. Working with SERP (Society for Elimination of Rural Poverty), Government of A.P.
6. Litigation Aid (counselling, suggesting advocates, research support to pending cases etc.)
7. Working with NGO's (Landesa, CGR, The Right to Walk Foundation, SOUL etc.)
8. Working for Lok-Adalats/State Legal Services Authority

3.6.2. How does the university promote university-neighbourhood network and student engagement, contributing to the holistic development of students and sustained community development?

Some clinical courses have been designed to undertake Legal Aid activities as course work. The following are indicative of some of the activities undertaken by them under the guidance of the faculty:

- University students took the responsibility of documenting the social realities resulting from the operations of the Micro Finance Institutions (MFI's) as well as an inquiry into the legitimacy of the current business practices adopted by the MFIs. This was done to help Society for Elimination of Rural Poverty (SERP) make a case against the practices of MFIs. Because of these practices it is argued by the group that MFIs are causing a huge burden on the poor, leading to a vicious cycle of debt, poverty and even deaths / farmers suicides. The group has documented the events which led to the promulgation of the Andhra Pradesh Micro Finance Institutions (Regulation of Money Lending)

Ordinance, 2010 with a view to curb the unethical loan recovery practices adopted by MFIs. The Ordinance subsequently became a Statute. The group in their report compiled the cases that show how MFIs violate human rights laws, criminal laws, constitutional rights, contractual rights, banking and finance laws etc. and they listed down the major observations after extensively studying the case laws and data provided to them by SERP.

- University students undertook the task of helping out the neighbouring villagers with 'Aarogyasri' scheme. This is a health insurance scheme applicable to citizens of the Sate who are below the poverty line. This scheme helps them to avail cash less treatment up to two lakh rupees for ailments listed in the scheme. People can utilize services of corporate hospitals also provided they are recognized under the scheme by the government. University students helped in organizing a medical camp in the village and before the camp they created awareness about the camp with pamphlets, word of mouth and conducting survey of people with health issues. This camp helped the identified people to get them treated at the best of the hospitals without any expenditure.

- Mamidipudi Venkatarangaiya Foundation (MVF), Hyderabad- a prominent Child Rights NGO that has been working in Ranga Reddy District since 1991. This NGO has withdrawn thousands of children from work and admitted them in schools. Our students undertook the task of making a film that documented the problem of child labour and showcases MVF's attempts in wiping out the same to the MVF's Socio-Legal Awareness Program. This film has been submitted to MVF for further use in its awareness programs and has been acknowledged and commended. The film was titled "Voiceless Whispers".

- Students worked with an NGO namely Council for Green Revolution (CGR) [www.cgrindia.org]. The NGO approached us seeking legal help. NGO was working on tree plantation across the State. Students prepared a manual on aspects of law relating to tree plantation. The manual covered issues of land laws, felling tree, forest laws, environment laws, local municipal laws, criminal law and penalties, tort law, case law on the subject in detail. It was submitted to them and the NGO team was also trained for four days on the legal aspects.

- University students undertook the task of helping out the neighbouring villagers with Indiramma Housing Scheme. Under the scheme all people who are living in hut are eligible for a pucca house the scheme is intended to make the State hut-free state. Students took up the concern of villagers whose house construction got delayed.

- University students undertake Teach India program. Under the program they teach in neighbouring schools and conduct tuitions for children of labourers and other poor people. Students embarked upon a "Right to Education Awareness Campaign" with the aim of disseminating information with respect to the provisions of the Right to Education Act, 2009 and the Andhra Pradesh Rules, 2010 in this regard. The objective of the campaign was to sensitize

school authorities and the Mandal Education Officers with respect to the key provisions of the Act and the Rules and their duties in this regard. The team prepared a seven page handbook which was circulated in Shameerpet. This Handbook contained all the important duties and responsibilities of the schools and prescribed by the Act and the Rules.

The above stated activities are on-going and the above list is simply indicative of the kind of tasks students have undertaken under faculty guidance in the last four years.

3.6.3. How does the university promote the participation of the students and faculty in extension activities including participation in NSS, NCC, YRC and other National/International programmes?

University promotes extension activities through the legal aid and clinical activities; however it does not have formal NSS/NCC/YRC Unit.

3.6.4. Give details of social surveys, research or extension work, if any, undertaken by the university to ensure social justice and empower the underprivileged and the most vulnerable sections of society?

- As social justice is the vision which University has decided to pursue, our students have been actively involved in several social surveys research and extension work to empower underprivileged and most vulnerable sections of our population. Some of the social activities undertaken by our students include
    - o Students undertook the task of helping out the neighbouring villages with Aarogyasri Scheme. This is Health Insurance Scheme for the below poverty line residents of the State. Our students organised number of medical camps in the villages to create awareness about this scheme and identified people who should receive free treatment at the best hospitals.
    - o Similarly, the students undertook the task of helping residents of our neighbouring villages with Indiramma Housing Scheme. Under this scheme, people who are living in Kacha Hut are eligible for a Pucca House at the cost of the State. The students took up the cause of the villagers in case where the construction was delayed on extraneous reasons and got their Pucca Houses constructed.
    - o We also undertook a campaign on Right to Education where by the purpose was to sensitize school authorities and Mandal Education Officers about the key provisions of the new Law in respect of their duties. Our students prepared a seven page hand book which contained important duties and responsibilities of schools in the simple language.

- University completed research project on 'Regulatory Impact Assessment Legislation on Domestic Workers in India' sanctioned by Indian Council of Social Science Research, Ministry of HRD, Government of India
- University is conducting a major research on Knowledge based intervention to strengthen realization of socio economic rights sanctioned by Ford Foundation

- University is conducting research on India & Ireland Policy Encounter: Respecting Voice and Choice for People with Disabilities in India & Ireland sanctioned by Foundation Open Society Institute
- University conducted research for First Country Report for India under Article 35 of the UNCRPD, sanctioned by Ministry of Social Justice and Empowerment, Government of India.

3.6.5. Does the university have a mechanism to track the students, involvement in various social movements / activates which promote citizenship roles?

Students keep faculty members informed of their participation in the social movements. Their findings based on such participation are at times treated as projects. Number of these activities are undertaken under the supervision of the teachers.

3.6.6. Bearing in mind the objectives and expected outcomes of the extension activities organized by the university, how did they complement students' academic learning experience? Specify the values inculcated and skills learnt.

The following is an illustrative list of the kind of activities usually undertaken by the students under clinical courses which complement academic learning:

- They learn the practical implications of legal procedures through clinical courses which are designed as *'learn while doing' courses*. Thus the Land Law Clinic at Warangal helps them to understand the nuances of land records and land problems. They can verify encumbrance certificate, patta pass book etc. This helps them learn the intricacies of document writing. This also helps them appreciate the difficulties faced by poor people due to lack of records even though they are in possession of the land title etc.

- Summer internships with Delhi Legal Services Authority have enabled students in providing legal aid to jail inmates and conducting legal literacy programs. They have learnt to draft bail petitions for under trial prisoners, and appreciated the difference between norm and reality by observing the differences between a real prison and the prison as constructed in the UN Model prison Rules.

- By assisting civil society organizations in their pending proceedings before the Lokayukta and the State Human Rights Commission students have learned the value of record keeping and the importance of strategy in legal advocacy.

The various extension activities aim at imparting the following skills:

- **Drafting**: Drafting a notice, reply, petition, plaint, written statement, writ etc.
- **Articulation**: Structuring an argument, proper presentation, reasoned argument etc.

- **Documenting**: Presenting in proper format, creating record etc.
- **Analytical**: Difficulty in implementation of schemes/ laws, Legislative intent and the need for reforms, etc.
- **Representation**: Developing holistic perspective, social cause and justification, nation building perspective etc.

These programs strive to inculcate the following values:

- **Team Spirit** (All activities are team assignments and are evaluated on team basis)
- **Empathy by appreciating social disparity and social welfare**
- **Responsibility towards the nation**

3.6.7. How does the university ensure the involvement of the community in its outreach activities and contribute to community development? Give details of the initiatives of the university which have encouraged community participation in its activities.

- The University has trained district coordinators and paralegals in the State. The State Government required one person from each mandal to be trained as a paralegal. These paralegals then assist the villagers of that mandal in approaching all government departments for any legal help. The State Government is also requiring us to train one person as district coordinator to coordinate the activities of all the paralegals. As the trainers of these para-legals, who will be paid by the Government the University is contributing towards creating accessible legal expertise for the people.

- In addition to the aforesaid training activity, the University has established two legal aid clinics. One of these clinic's was established in Shameerpet Grampanchayat office of the village as per the orders of the Ranga Reddy District Judge, in 2011. This clinic is managed by the NALSAR students and they submit report to the District Judge periodically. This clinic records all the complaints of the villagers and gets them resolved with the help of government officers and our legal aid panel advocates.

  Second Clinic was established in collaboration with Landesa and with support from Legal Services Authority at Nyaya Seva Sadan in the District Court premises in Warangal, in 2013. This is a Land Law Clinic and accepts grievances of poor people pertaining to land issues. This clinic has so far received 482 applications on different types of land related problems such as; white paper transaction (alienation), getting Patta for inherited land or Inam land or purchased land and rectifying mistakes in Pattadar Pass Books, etc. 32 out of 482 applications were sorted by University students and paralegals working in the clinic.

- The University is engaged in a research project to devise knowledge based interventions to strengthen enforcement of socio-economic rights. Since we do believe that the bearers of the rights have the best knowledge of the impediments to realize them we have been in consultation with trade union activists, labour lawyers, civil society players and leading academics to understand the barriers faced in the realization of the right to work and housing. We conducted workshops surrounding the Right to Work and

Housing in May and August 2014 in order to formally document these grassroot understandings. These workshops have helped us to establish channels of communication with these bearers of knowledge in the community and we expect to draw upon this knowledge as we concretize our interventions.

- That the University sees itself as an organization, which is in service of the community has also been recognized by members of civil society. Thus the University has been approached to lend its expertise for building arguments to advance the claims of juveniles charged with serious crimes; persons with psychosocial disabilities; children from 0-6 with their needs of early childhood care and education. The US Embassy also sought the university's assistance to have discussion around Hate Speech on the Internet. Most recently, the University has been approached to devise arguments for the livelihood and cultural rights of street performing artists.

  We have committed ourselves to the cause of the marginalized and excluded and have planned our community initiatives accordingly. Our commitment is being progressively recognized by the community who are now progressively seeking our support.

3.6.8. Give details of awards received by the institution for extension activities and/contributions to social/community development during the last four years.

University has not got any award so far for its extension activities but its efforts have been widely appreciated. We have been requested to set up Land Clinics in other districts.

3.7. Collaboration

3.7.1. How has the University's collaboration with other agencies impacted the visibility, identity and diversity of activities on campus? To what extent has the university benefitted academically and financially because of collaborations?

University collaborates with other Universities/Institutions, NGO's, Government agencies, Industry etc. The collaboration has helped the University in multiple ways. Some of the prominent ways of University collaborations include the following:
- Collaboration with foreign Universities are done for the exchange of students and faculty:
  Every year around 20 – 25 students undergo one semester study in foreign universities which is considered equivalent of a semester course at the University. This not only benefits University students academically but also financially as they are not required to pay the higher fees in foreign Universities because of the collaboration. These exchanges help the University to know best practices of the other Universities and give them exposure in the best institutions of the world. On return, based on students feedback, we try to implement their best practices.

- Collaboration is done for conducting outreach programs for example:
  University established Legal Aid Clinic in collaboration with an NGO namely Landesa, USA and with support from Legal Services Authority at Nyaya Seva Sadan in the District Court premises in Warangal, in 2013. This is a Land Law Clinic and it accepts grievances of poor people pertaining to land issues. This clinic helps poor people to solve their land related problems. The expenses for managing the clinic are funded by the NGO. The Clinic has enriched our Property Law and Land Law subjects.

- Collaboration is done for research projects for example:
  University in collaboration with Centre for Good Governance conducted research project on Legal Framework for effective Redress of grievances during the academic year 2007-2008. This was funded by the Centre for Good governance.

- Collaboration is done for offering courses for example:
  University in collaboration with ICADR offers the following courses:
    o PG Diploma in Alternative Dispute Resolution (Regular)
    o PG Diploma in Alternative Dispute Resolution (Distance)
    o PG Diploma in Family Dispute Resolution (Regular)
    o PG Diploma in Family Dispute Resolution (Distance)
  University earns revenue in the form of fees from the students.

- Collaboration was done for conducting training programs for example:
  NALSAR in collaboration with ICRC jointly organised the 14th South Asian Teaching Session on International Humanitarian Law from 22-29 April 2009. The eight day session was attended by 36 delegates from 10 countries namely Afghanistan, Bangaldesh, Bhutan, India, Iran, Maldives, Myanmar, Nepal, Pakistan and Sri Lanka. This was a funded program which helped us in improving our humanitarian law subject.

- Collaboration was done for organizing a seminar/conference some times for example:
    o A two-day national seminar was organized by NALSAR on May 2-3, 2009 with the financial support by Ministry of HRD (Government of India) on WTO – TRIPS with Special Reference to Transactional IP Issues.
    o University in collaboration with CII (Confederation of Indian Industry) organized conference on solid waste management on December 2, 2014; University is the knowledge partner.
    o University was one of the sponsoring institution for the G-20, Summit, 2014 Conference in Australia and also in Turkey in 2015 on Freedom of Religion.

All these collaborations help the University to expand and diversify its activities. The visibility is dependent on the activities and programs of the University; hence the University gains in multiple ways due to these collaborations.

3.7.2. Mention specific examples of how these linkages promote

- **Curriculum development**

  University in collaboration with ICADR offers the following courses:

  PG Diploma in Alternative Dispute Resolution (Regular)

  PG Diploma in Alternative Dispute Resolution (Distance)

  PG Diploma in Family Dispute Resolution (Regular)

  PG Diploma in Family Dispute Resolution (Distance)

- **Internship**

  University students undertake mandatory placements twice a year between the semesters. These internships help them to gain an insight into practical realities and expose them to multifarious opportunities available to the students. This helps them to make career choices and get pre placement offers. The following is the usual internship schedule which University students undergo:

  I Year Students - NGO/Library

  II Year Students – International NGO/Human Rights forums/UNHCR

  III Year Students – Trial court lawyers/Government pleader/public prosecutors etc.

  IV Year students - Law firms / High Court Lawyers

  V Year students – Judicial clerkship/Supreme Court lawyers/law firms / Corporates

  University collaborations help the students to gain these internships.

- **On-the-job Training**

  Clinical courses are required to be practical courses, hence it helps the students to gain hands on experience. Land Law Clinic in Warangal gave them insight as to land problems.

- **Faculty Exchange and Development**

  Faculty members are invited to teach a course in foreign universities. For example, Prof. Amita Dhanda was invited to teaching a course on Law Poverty and Justice in a Globalizing World in January 2011; Pluralizing Inclusion: Equality and Non-discrimination in a Globalizing world at University of Western Ontario, Canada in January, 2012 and 2013.

  She has been invited to teach a course on "Reconstructing Legal Capacity" by Telviv University, Israel.

  Prof. Dhanda is an acknowledged international expert in the field of Disability Rights and has been invited to deliver keynote addresses on various aspects of Disability Rights at the United Nations and at international conferences in Australia, Ireland, Canada, Croatia, Georgia, Serbia, Moldova, Israel, Spain, Phillipines, France and South Africa.

- **Research**

  The research undertaken and the programmes organised in collaboration with national and international institutions include

  - India and Ireland Policy Encounter : Respecting Voice and Choice for People with Disabilities in India and Ireland in collaboration

with Foundation Open Society Institute – India & Ireland Project

- o Research Project on 'Strengthening Criminal Justice and Human Rights in India' with the support of Ford Foundation, USA
- o Research Project on 'Knowledge Based Intervention to Strengthen Realisation of Socio Economic Rights' with the support of Ford Foundation, USA
- o Intellectural Property Rights Education, Research and Public Outreach – Ministry of HRD, Government of India
- o Conducting A Study on Court Management Techniques for Improving the Efficiency of Courts - Department of Justice, Government of India
- o With Centre for Good Governance undertaken research project on Legal Framework for Effective Redressal of Grievances

- **Publication**
  University in collaboration with IACL (International Association of Consumer Law) organized the 12th IACL Consumer Law Conference. University faculty published an edited book on 'Global Perspectives on Consumer Law'

- **Consultancy**
  University organized Aerospace Law Meet-2009 on March 28 – 29, 2009in association with Indian Space Research Organization, Bangalore and Institute of Applied Aviation Management, Calicut. The objective of the meet was to have multidimensional deliberations on the future of Air & Space Laws in India. Our Air & Space Law Centre is recognized by the U.N as the only place for the study of Space Law in India.

  NALSAR organized a 3-day Workshop on Legal & Regulatory Framework in the Banking Sector: Emerging Challenges in the Era of Globalisation for the Law Officers of Reserve Bank of India from March 27 – 29, 2009

- **Extension**
  University established Legal Aid Clinic in collaboration with an NGO namely (Rural Development Institute) Landesa, USA and support from Legal Services Authority at Nyaya Seva Sadan in the District Court premises in Warangal, in 2013.

- **Student placement**
  The collaborations help the students to gain placements. ALLEN & OVERY collaboration to offer international finance course helped the students to gain international law firm placement with the ALLEN & OVERY firm

3.7.3. Has the university signed any MoUs with institutions of national /international importance/other universities/industries/corporate house etc.? If yes, how have they enhanced the research and development activities of the university?

University has signed MoU with 30 Universities abroad for student and faculty exchange. These exchanges help the University to inculcate and develop best

practices from other Universities. They help in developing course materials, hand outs, curriculum design, soliciting research papers for journals, developing mooting skills etc.

NALSAR in collaboration with Samford University, USA organized the Child Rights and Social Duties: A Multi-Sector International Consultation on July 25-26, 2008. University has a MoU with Samford University. These collaborations help the university to solicit publications for its journals, invite the faculty for offering an elective /seminar etc. University improved its Child Law Course as a result of deliberation.

3.7.4. Have the university-industry interactions resulted in the establishment / creation of highly specialized laboratories / facilities?

Government of India has created Consumer Law Chair and MHRD Chair on Intellectual Property Rights. SAARCLAW Centre was established with the grant from Shri K.K. Venugopal, Senior Advocate, Supreme Court of India. We also got our lecture theatre constructed from the grant from Shri R.N. Jhunjhunwala, Khaitan & Co., Advocates and Notaries, Kolkata.

IBA-CLE CHAIR, NLSIU and MILAT (Menon Institute of Legal Advocacy & Training) in association with NALSAR organized a Three-Day Workshop on Professional Development Training for Mid-Level Law Teachers on "Enhancing Science, Technology & Legal Education for the future" on February 28 & March 1st - 2nd 2013 at NALSAR Campus, Hyderabad.

CRITERION IV: INFRASTRCUTURE AND LEARNING RESOURCES

4.1. Physical Facilities

4.1.1. How does the university plan and ensure adequate availability of physical infrastructure and ensure its optimal utilization?

The University periodically assesses the infrastructure requirement for the proposed expansions and the same are discussed in detail in the Purchase Committee / IT Committee / Building Committee / Executive Council of the University. The University does not start any new course and / or increase the intake without creating necessary infrastructure. The University has state of art infrastructure. The University at present has the following infrastructural facilities on campus:

- Academic Block
  - Four classrooms of 80 capacity with A/V equipment and LCD Projectors
  - Air Conditioned Conference Hall (R.N.Jhunjhunwala Conference Hall) with A/V equipment and LCD Projectors (250 capacity)
  - Air Conditioned Main Examination Hall (250 capacity)
  - Faculty Rooms with furniture, desktop, internet connectivity (Wi-Fi and LAN), phone connection – 28 Nos.
  - Fully furnished Faculty Common Room
- Huge Library Building spread over 54,323 Sq.ft. in three floors with a seating capacity of 300 members
- Administration Block
  - Office of the Vice-Chancellor and Registrar
  - Air Conditioned Meeting Hall (30 capacity)
  - Mini Examination Hall
  - Offices of Administration, Examination, Accounts and Engineering Departments
  - Health Centre
  - Counselling Centre
- SAARCLaw Building
  - Class room (120 capacity) and Six Class Rooms (60 capacity) with A/V Equipment and LDC Projectors
  - Air Conditioned Three Seminar Halls (One 60 capacity and two 40 capacity each)
  - Video-Conference Hall (140 capacity)
  - Six Faculty Rooms
  - Moot Court Hall (120 capacity)
- Centre for Management Studies
  - Five Class rooms with A/V equipment and LCD Projector
  - Board Room
  - IT Department
  - Nine Faculty Rooms with furniture, desktop, internet connectivity (Wi-Fi and LAN), phone connection
  - MBA Administration Office

- N.C. Banerjee Centre for IPR Studies
  - Class room with A/V equipment and LCD Projector (65 capacity)
  - NALSAR Proximate Administration Office
  - Office of the Co-ordinator

- Convention Centre (All Air Conditioned Rooms)
  - Conference Room (40 capacity)
  - VVIP Rooms (04 Nos.)
  - Guest Rooms (20 Nos.)
  - Dining Hall-cum-Kitchen
  - Office Room

- Auditorium (800 capacity) (Centralised Air Condition, High Class Commercial AV System 36U Closed Rack with output of 3 Nos. ID Panels, Highly dimmable fancy type stage lighting with different colour combinations (1000 W), Stage Fire Resistance Curtain of two layers with 2.5 mm thick each layer, Large Screen (17m x 7m) and integrated control system for all the equipments)
- Dining Hall-cum-Kitchen (350 capacity) and one more is being constructed for 150 capacity
- Five Boys' Hostels with overhead Solar Heaters, Washing Facilities, Gym, Water Coolers with supply of treated water around the clock, Tennis Courts, Common rooms with telephone and television (71 single occupancy and 156 double occupancy rooms)
- Five Girls' Hostels with overhead Solar Heaters, Washing Facilities, Gym, Water Coolers, Tennis Courts, Common rooms with telephone and television (71 single occupancy and 165 double occupancy rooms)
- Vice-Chancellor's Residence
- Main Guest House
- Faculty Quarters – 12 Nos.
- Non-teaching Staff Quarters – 12 Nos.

In addition, the University has Stadium, Cafeterias, Two Tennis Courts, Two Basket Ball Courts, Play Ground etc. for use by the students and staff.

We are conscious of the fact that University infrastructure is the public property and therefore is to be optimally used. Keeping in view the size of the University we are certainly having more than adequate infrastructure. To optimally use this state of art infrastructure, University has staggered its academic activities from 8:00 a.m. to 11:00 p.m. with a huge number of electives being offered by the Visiting Faculties and experts who prefer to conduct classes late in the evening. We regularly hold conferences, workshops and seminars to use our Convention Centre and other facilities. Sports facilities of the University are used by the students on a daily basis. We also conduct several training programmes during vacations so that our infrastructure is used through out the year.

4.1.2. Does the university have a policy for the creation and enhancement of infrastructure in order to promote a good teaching-learning environment? If yes, mention a few recent initiatives.

The University Bodies have taken a policy decision that no course is to be started without first putting in place adequate infrastructure because we are convinced that meaningful learning takes place only in an environment which is conducive to teaching and research. Accordingly, lot of planning is done before offering a new course. We had decided to open a 3-Year LL.B. Programme but since the necessary infrastructure had not yet been created, inspite of the decision of the University Bodies to offer this course we have not yet put this course on offer. Even for the addition of 40 seats to B.A., LL.B. (Hons.) Programme we took almost two years in implementing this decision and we did it only after constructing additional classrooms and hostels.

Enhancement of academic and research activities are the main objectives of the University. Therefore, the infrastructure has to be created for the proposed expansions. University proposed for increase of the intake for its flagship 5-Year B.A., LL.B. (Hons.) programme from 80 to 120 from the academic year 2015 – 2016, one block with six class rooms was constructed and equipped with digital classrooms. In addition, Hostel Blocks with 22 rooms capacity and a Common Room were constructed each for the Boys and Girls to accommodate the proposed increase. Only after the infrastructure was in place, the intake was increased from 80 to 120.

The University proposes to offer 3-Year LL.B. as a regular programme and is also planning to offer new courses in the distance mode. The University proposes to conduct training programmes for various stakeholder on continuous basis. The research activities of various Research Centres of the University are expanding day by day. Hence, the University is planning construction of one more Academic Block and one more block of hostel (200 capacity).

On the technology front, the University has upgraded the following facilities:
o Upgraded the network architecture with Wifizones(wireless network for entire campus) sot that all our students can use their laptops anywhere in the campus.
o VPN configuration for Remote Accesses of E- Library resources.
o Up gradation of traditional classrooms with digital classrooms
o Installed Monochrome high duty printer for printing study materials and other printing requirements of the university and has saved nearly 60% of spending on regular printing expenditure.
o Upgraded Moot Court Hall with new AV set-up.
o Procured and installed 50KVA UPS for creating power backup facility for all the classrooms and faculty rooms.

To create an eco-friendly and beautiful environment, number of lawns were developed in the open areas and also in the hostel blocks. The University already has more than 5000 plants / trees and in addition recently undertaken to plant around 800 more plants.

4.1.3. How does the university create a conducive physical ambience for the faculty in terms of adequate research laboratories, computing facilities and allied services?

Being a Law University, Law Library is our laboratory. The University spends huge amount on its Library to create a conducive physical ambience for research both by the Faculty Members as well as students. In addition to books, journals and e-resources available in the Library, all Faculty Members have been provided individual office rooms with desktops, printers, internet facility (Wi-Fi and LAN), telephone and other required furniture. Remote Access to e-library resources is also available 24x7 all over the world. 24 hours uninterrupted power supply and UPS for all the computers is available. Library Resources are procured on the recommendation of the Faculty Members after discussion in the Library Committee.

4.1.4. Has the university provided all departments with facilities like office room, common room and separate rest rooms for women students and staff?

Yes, all departments have separate office rooms, rest rooms separate for men and women. All buildings have separate rest rooms both for men as well as women.

4.1.5. How does the university ensure that the infrastructure facilities are disabled-friendly?

NALSAR is widely known for its researches in the area of Disability law. In fact on the request of Government of India, NALSAR has drafted the New Disability Bill. Accordingly, NALSAR's infrastructure is fully disabled friendly.

All the buildings have ramps for access to the differently abled persons. The University Library has the following software and hardware to facilitate access for the visually impaired:

- Job Access with Speech (Jaws) – read aloud information on the screen
- Kurzweil 1000 – used in conjunction with a standard scanner which displays, highlights, reads aloud scanned material on-screen.
- Index Braille – converts documents to Braille and provides a printed copy
- A lift is being installed in the Academic Block

4.1.6. How does the university cater to the requirements of residential students? Give details of
- **Capacity of the hostels and occupancy (to be given separately for man and woman)**
- **Recreational facilities in hostel/s like gymnasium, yoga centre, etc.**
- **Broadband connectivity / wi-fi facility in hostels.**

	GIRLS HOSTEL	BOYS HOSTEL	TOTAL
Single Occupancy Rooms	71	71	142
Actual occupancy	70	71	141

Double Occupancy Rooms (Accommodation Capacity)	165 (330)	156 (312)	321 (642)
Actual Occupancy	181	215	396

The following recreational and other facilities are available in the hostels separately for boys and girls:

- Gym
- Common Rooms with television and telephone
- Cafeteria
- Table Tennis Courts
- Basket Ball Courts
- Solar Water Heaters (supply of Hot water round the clock)
- Washing Machines
- Water Coolers with supply of treated drinking water
- Printing and photocopying facilities
- 24 hours power supply (power back up through generators)
- Wi-Fi and LAN Internet Connectivity

4.1.7. Does the university offer medical facilities for its students and teaching and non-teaching staff living on campus?

The University has Health Centre and Counselling Centre on campus. Very well qualified and experienced, Male Doctor and Female Doctor are available in the Health Centre. In addition, Dental Doctor is available on call. A resident Nurse is available on campus for the students and staff 24x7. The Counselling Centre has a Counsellor who has a Ph.D. in Counselling and has vast experience in the field.

In case of need and also for serious ailments, the University has Ambulance with Driver which is available round the clock.

4.1.8. What special facilities are available on campus to promote students' interest in sports and cultural events / activities?

Out of the eight Committees of the Student Bar Council, there are dedicated Sports Committee and Cultural Committee which have the responsibility to promote sports and diverse cultures of the country. The Sports Committee supports and encourages students to participate in the Sports Competitions all over the country. In addition, to the facilities such as Gym, Table Tennis, Basket Ball which are available in the Hostels, a Stadium, a play ground, Tennis Courts are also available on campus for the sports events organised by the Sports Committee. The University has procured number of sports equipments on the request of the students for their use.

The Cultural Committee organises the Regional Fests (Awadh-Magadh, South Indian Fest, Lohri, Telugu Fest, Onam etc.) to create awareness among the students about the culture of different regions of the country. The student

community includes students from different States and also from foreign countries. The University provides the musical instruments, audio system etc. for all the events organised by the students. A very well equipped Auditorium with a seating capacity of 800 is also available for hosting the cultural events.

In addition, the students organise 'Carpedium' and 'Summons' annually which hosts various student participation from the whole country for sports and other cultural competitions. NALSAR teams also participate in the events hosted by other Universities.

4.2. Library as a Learning Resource

4.2.1. Does the library have an Advisory Committee? Specify the composition of the committee. What significant initiatives have been taken by the committee to render the library student/ user friendly?

Yes, the Library has an Advisory Committee. The Committee comprises of Faculty Members and staff. Library Committee meets on regular basis to discuss on various library related issues. The Committee recommends several measures to make the library user friendly. Some of the recommendations which have been implemented includes:

- Implementation of new technologies like RFID
- Library Automation Software
- Disability access, the Library has Software and hardware like Jaws (Job Access with Speech), Kurzweil 1000 and Index Braille
- Addition of new e-resources and print resources
- Extending the working hours of the library.
- Procurement of books recommended by the Faculty Members
- Improvement in infrastructural facilities

4.2.2. Provide details of the following:

- **Total area of the library (in Sq.mts) :** 54,323 Sq.ft. (5046.7718 Sq. Mts)

- **Total seating capacity :** 300

- **Working hours** (on working days, on holidays, before examination days, during examination days, during vacation)

On working days and during Exams	:	09.00 AM to 1.00 AM
Saturdays	:	09.00 AM to 8.00 PM
During Holidays	:	10.00 AM to 5.00 PM

- **Layout of the library** (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)

The entire library comprises of three floors and is divided into different sections as follows:
- o Ground floor comprises of Acquisition and Technical Section, Circulation, OPAC, Search Tools, Special References Section, References Section, Loan Section, Reading Space, Reprography Section.
- o The first floor comprises of Periodical Section, SAARC Library, Thesis section, MBA section on one side and there is a separate enclosure with carrels for students and faculty members, Reading Space, Orientation Room, a Discussion Room and a Moot Court Room.
- o The third floor consists of UN Depository Library, Bound old Newspapers, Old study material etc.

- Clear and prominent display of floor plan; adequate sign boards; fire alarm; access to differently-abled users and mode of access to collection.

  - o The Library building has three floors. In each floor sign boards and guiding symbols are displayed. Statutory fire protection and fire alarm measures are taken as required. Every effort is made to help the differently-abled users' access library resources without any difficulty.

  - o Information about various sections, resources, services and facilities is available at the Library Portal: **www.nalsar.ac.in/elibrary/nalsar_final/ index.html**

4.2.3. Give details of the library holding:

a)	Print (Books, Back Volumes and Theses)	36000
b)	Average number of books added during the last three years	5817
c)	Non Print (AV, CD-Roms)	305
d)	Electronic (e-books, e-journals)	10373
e)	Special Collections (eg. Text books, reference books, standards, patents)	12000
f)	Book Banks	No
g)	Questions Banks	Yes
h)	Printed Current Journals	72

4.2.4. What tools does the library deploy to provide access to the collection?

- **OPAC**
- o Yes, there are six Network Terminals available in the Library to facilitate browsing of online catalogue, electronic databases and CD-ROM databases

- **Electronic Resource Management package for e-journals**
- o Yes, our Primary Domain Controller (PDC) server, University Website and Library Software "VIRTUA" support for ERM services.

- **Federated searching tools to search articles in multiple databases**
  o University does not have such system or tool as it is not working perfectly for the law libraries.

- **Library Website :** http://nalsar.ac.in/library

- **In-house / remote access to e-publications**
  o Yes, all resources are accessible in-house anywhere within the campus including hostels and also from outside campus through remote authentication software VPN.

4.2.5. To what extent is ICT deployed in the library? Give details with regard to

- **Library automation**
  o Library automation is done using "VIRTUA" Library software on RFID/EM platform

- **Total number of computers for public access**
  o Six terminals are kept in OPAC for public access apart from student's laptops.

- **Total number of printers for public access**
  o One printer along with Scanning and Photocopying facility which is provided through service providers.

- **Internet band width / speed – 2mbps – 10mbps – 1gb(GB)**
  o 1GB +

- **Institutional Repository**
  o Under process

- **Content management system for e-learning**
  o No

- **Participation in Resource sharing networks/ consortia (Like Inflibnet)**
  o Yes, through consortia with INFLIBNET we access Manupatra, Heinonline, JSTOR and Westlaw databases. Apart from these we are subscribing to Lexis Nexis, Kluwer Arbitration Law, U. N. Publications, Taxmann

4.2.6. Provide details (per month) with regards to

Average number of walk-ins	6000 per month
Average number of books issued / returned	Average 4500 books per month
Ratio of library books to students enrolled	84:1
Average number of login to OPAC (OPAC)	31,680 per month
Average number of login to e-resources	1,20,000 per month

Average number of e-resources downloaded / printed	8.7 GB (approx.) per day (most of the books are in PDF & each is not less than 2.5 MB)
Number of information literacy trainings organized	In the beginning of the semester, orientation program is organized for new users.

4.2.7. Give details of specialized services provided by the library with regard to

Manuscripts	No
Reference	Yes
Reprography	Yes
ILL (Inter Library Loan Service)	Yes, British Library on Membership.
Information deployment and notification	New arrivals are displayed in a separate section. Library software has a special feature for New arrivals.
OPAC	Yes
Internet Access	Yes, the entire campus is Wi-Fi enabled.
Downloads	As per the policy of E content providers students can download content from E-Database, E-journals and E-Books
Printer	Library has its own printing service apart from the external service provider.
Reading list / Bibliography compilation	Reading list/Bibliography compilation is available and given on demand through email, print.
In-house / remote access to e-resources	All e-resources are accessible anywhere from campus and remotely also through remote authentication software.
User Orientation and awareness	In the beginning of the semester, orientation program is organized for the new users. Few classes are held in the Library on how to use Library.
Assistance in Searching Databases	Library professionals from circulation desk and reference section provide assistance in database searching. Also westlaw has appointed one student representative. LexisNexis conducts online orientation programme for the students and staff.
INFLIBNET / IUC facilities	Yes, and we access Manupatra, Heinonline, JSTOR and Westlaw database etc. under INFLIBNET consortium participation.

4.2.8. Provide details of the annual library budget and the amount spent for purchasing new books and journals.

Rs. 30,00,000 (Approx)

4.2.9. What initiatives has the university taken to make the library a happening place on campus?

- Well designed, structured building
- Open for students till 1:00 AM
- Hub of legal literature from the whole world
- Latest ICT application for library services and system
- Organize extension activities like Book Exhibitions, user awareness programme, UN Day programme, Library Day celebrations etc.

4.2.10. What are the strategies used by the library to collect feedback from its users? How is the feedback analysed and used for the improvement of the library services?

- Library maintains a visitor's book and suggestions are invited. This feedback is used to improve the functioning of the library.
- Our circulation desk is in continuous touch with the students/users and gets feedback from them while providing reference services, bibliographic services.
- Library user's survey is being done by the student Research Associate.
- Student either send their suggestions to the Vice-Chancellor or raise them with him in the Open Houses.

4.2.11. List the efforts made towards the infrastructural development of the library in the last four years.

- Library is located in three floor building
- Developed sufficient reading room infrastructure with group discussion, orientation and Moot court room facilities.
- Installed six computers for students for OPAC and E-resources access
- Wi-Fi campus
- Installed world's best software "VIRTUA" with RFID/EM technology.

4.3. IT Infrastructure

4.3.1. Does the university have a comprehensive IT policy with regard to

- **IT Service Management**
  Yes, the University has IT service management policy, where, as and when, any IT Equipment is procured the following aspects are looked into
  - Knowledge Transfer of the equipment maintenance and scalability through periodic hands on trainings from the Original Equipment Manufacturer.
  - IT Equipment maintenance through warranty clauses where recovery and restoration time is less than 24 Hrs.
  - Procurement policies are through open and for big procurement e-tender processes as per the Financial Regulations of the University.

- **Information Security**

  For web resource management like websites, portals, web applications the university has procured SSL certificates which have following technicalities.
  - 2048-bit SSL Secure Sockets Layer with TLS Encryption
  - Compatible with all major browsers
  - Solid vetting to ensure strong Authentication
  - Secure Site Seal
  - Compatible with Apache, IIS, Tomcat, Exchange Server, and other servers
  - Compatible with Linux, Windows, and other operating systems

- **Network Security**

  For Network Security of internet, Intranet and other Client –Server Architectures established in different offices, firewall: Netasq NG 1000 with the following configuration is installed
  - ASQ protection engine
  - Application detection, monitoring and traffic evaluation.
  - Web 2.0 advance protection
  - URL filtering
  - SSL Inspection
  - Authentication transparency

- **Risk Management**

  Basically, the IT resources are managed either availing or extending the warranty period of a given IT equipment from the OEM itself, and also undertaking the Risk Management by indulging in periodic hand-on training from the authorized training partner of the Equipment OEM.

- **Software Asset Management**

  IT infrastructure audit is undertaken periodically, so as to plan for renewal of licensing, software loyalties etc. so as to manage and adhere with software proprietary issues more legally.

- **Open Source Resources**

  Considering the interoperability challenges arising from the proprietary applications, a policy is devised for procuring IT equipment which has OPEN GPL License's as a top priority, if not available then the University goes for propriety applications with limited dependency.

- **Green Computing**

  The University has the following policies:
  - Power-down the CPU and other peripherals during periods of inactivity.

- Do computer related work during intensive blocks of time, leaving hardware off at other times.
- Power-up and power-down energy intensive peripherals such as laser printers according to need.
- Use of LCD display monitors instead of CRTs.
- Use notebook computers rather than desktop computers whenever possible.
- Use power-management features to turn off hard drives and displays after several minutes of inactivity.
- Use blade servers which take up less space.
- Minimize use of paper and recycle used paper.
- Dispose of old computers through recycling.
- Design alternative energy sources for computing workstations and servers and networks and data centers.

4.3.2. Give details of the university's computing facilities i.e., hardware and software

- **Number of systems with individual configurations**
    - 120 working systems for Admin and faculty usage, which are with i3 processor, 500 Gb of Hard disk, With 2-4 GB RAM, alongwith eight laptops of different makes assigned to faculties for their off office usage.
    - For students usage, Internet Centre with 12 computers which works as lab for their course learning's like SPSS,. R systems, DEFT, Advance Excel Etc

- **Computer-student ratio**

    As all our students carry their own laptops for their academic usage, the university has provided six computers in OPAC and 12 computers in Internet Centre for students' usage.

- **Dedicated computing facilities**

    Twelve systems in Internet center-CC and six for OPAC purpose

- **LAN facility**

    Different LAN facilities are provided to connect 21 buildings with 700 node points with 2500 meters of OFC both multi-mode and single mode cables, one core switch cisco catalyst 3750 12 SFP, Three cisco catalyst 2960x 24Port 4SFP, Ten Cisco SBM 24 Port 2 SFP, Twenty two Linksys SLM 220/240, Etc. along with 15,000 meters of UTP laying across the campus.

- **Proprietary software** License has expired, mostly going with Open Source softwares

- **Number of nodes/ computers with internet facility :** 700 Nodes with internet

4.3.3. What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

The following are the plans of the University for making learning places technically more flexible and Disability friendly

- Upgrading of old classroom Audio Video structure's with smart classrooms by integrating interactive smart boards and digital podiums.
- Converting exiting AV equipment or any future AV procurement with wireless enabled.
- Establishing E-learning studios for multicasting and broadcasting of guest lectures and conferences through online mode.
- Upgrading Video Conferencing facility with Polycom systems (latest)

4.3.4. Give details on access to on-line teaching and learning resources and other knowledge and information database/packages provided to the staff and students for quality teaching, learning and research.

University is completely Wi-Fi enabled besides LAN connectivity to access internet. Faculty Members provide reading materials in their concerned subjects to the class through the class group mail id. Students are required to submit soft copy of their projects which will be checked for plagiarism thorugh a soft ware (turn-it-in). University also provide remote access to e-databases thereby students can access libraray resources from any where they stay.

University through consortia with INFLIBNET can access Manupatra, Heinonline, JSTOR and Westlaw databases. Apart from these University subscribes to e-resources such as Lexis Nexis, Kluwer Arbitration Law, U. N. Publications, etc.

4.3.5. What are the new technologies deployed by the university in enhancing student learning and evaluation during the last four years and how do they meet new / future challenges?

The new technologies deployed by the University for IT Infrastructure upgradations include

- Upgraded the network architecture with Wifizones(wireless network for entire campus)
- VPN configuration for Remote Accesses of E- Library resources.
- Upgradation of traditional classrooms with digital classrooms (6 Nos)
- Procured and installed Monochrome high duty printer for printing study materials and other printing requirements of the university and has saved nearly 60% of spending on regular printing expenditure.
- Upgraded moot court hall with new AV set-up.
- Established Internet Centre in CC for lab purpose.
- Procured and installed 50KVA UPS for creating power backup facility for all the classrooms and faculty rooms.
- Dedicated domain name(nalsar.ac.in) email services from Gmail for our official email communication.

- Website with ten sub-domains and 10 data bases where all authorized communication from university to its stakeholder happens.

4.3.6. What are the IT facilities available to individual teachers for effective teaching and quality research?

The following IT facilities are available to individual teachers for supporting effective teaching and quality research.
- Remote Accesses of E- library resources from anywhere, anytime.
- Upgraded existing classrooms with digital AV setup so that a teacher can have more mobility and accessibility of web resources' in the class.
- Created wireless environment for internet accessibility across the campus.

4.3.7. Give details of ICT-enabled classroom/learning spaces available within the university? How are they utilized for enhancing the quality of teaching and learning?

- 18 classrooms with LCD/DLP projectors.
- 12 classrooms with LCD/DLP Projectors and AV setup.
- Two classrooms as E-learning studios where class recording and dissemination is possible.
- Three meeting halls with Projectors and AV setup and with web-conferencing facility

4.3.8. How are the faculty assisted in preparing computer-aided teaching-learning materials? What are the facilities available in the university for such initiatives?

There are various initiatives taken up by the University for making teaching –learning processes automated:
- Procured and installed Monochrome high duty printer for printing study materials and other printing requirements of the University as part of in-house printing provision.
- Remote accesses facility of E-library resources subscribed by the University.
- Laptops are provided on request for research purpose.
- Class lectures are delivered using LCD Projectors

4.3.9. How are the computers and their accessories maintained?

The University has a well-established IT department which has three IT professionals who undertake the aspects of managing IT infrastructure like regular maintenance troubleshooting, technical evaluation of existing IT hardware.

4.3.10. Does the university avail if the National Knowledge Network connectivity? It so, what are the services availed of?
University avails of the National Knowledge Network Connectivity. University has 1 Gbps NME connectivity.

4.3.11. Does the university avail of web resources such asWikipedia, dictionary and other education enhancing resources? What are its policies in this regard?

Yes we do avail moste online resources particularly Manupatra, JSTOR, HEIN ONLINE, UNDP Repository, WEST LAW, liiofindia.org etc.

4.3.12. Provide details on the provision made in the annual budget for the update, deployment and maintenance of computers in the university.

The following are the details of the provision made in the budget of the University for update, deployment and maintenance of computers in the university:

(Rs. in lakhs)

Budgeted head	2013-2014	2014-2015	2015-2016
Computers	1.50	5.50	5.50
Computers maintanance	5.00	6.50	6.50
Internet charges	10.00	18.00	20.00
laptops	1.44	1.20	1.20
tablets	1.32	0.30	0.30
Printers	2.91	1.50	2.50
Networking	0.00	0.00	24.00
Software	0.00	0.00	4.00
Xerox Machines	0.00	13.00	0.00
Audio, Video Equipment	0.00	6.00	4.80
LCD Projectors	0.00	0.50	12.50
Servers	0.00	4.00	8.00
UPS 10 KVA	0.00	11.25	0.00
Total	**22.17**	**67.75**	**89.30**

4.3.13. What plans have been envisioned for the gradual transfer of teaching and learning from closed university information network to open environment?

Being a pioneer in conceptualising modern legal education system, NALSAR has quite effectively implemented its innovative Programs by integrating the contemporary IT infrastrure with a futuric approach. To this end, University has upgraded its physical spaces by implementing high-end, Techno-centric, user-friendly learning enviroments with the sole objective of creating highly transparent and competly interative learning platforms.

Some of the envisoned plans which are implemented at physical spaces (Closed Unievrsity) are as follows.

1. Wifi campus enabled within the university.
2. Created digital classrooms which can be converted into Learning Studios, Home Theaters and soci-legal research paltforms with two clicks.

3. Converted Video confereing facility into Multi Purpose Digital Environment where, Film festivals , Littuarey feasts, open House Debates, corporate interviews etc are undertaken with facility of remote administration and participation provision,

4. Has implemented 24/7 power back up and Wi fi connectivity to the physical learning spaces where class rooms activities shall be conducted with out time and space complexicty.

5. Established Advacne Cyber Learning Laboratoty for offereing courses like Cyber Forensic Tools, Patinformatics Tools (Patent Analysis), SPSS platform (Economic and statstic's), E-Commerce tools like magento and prestoshop.

6. Established and upgraded normal research centers with advance IT equipment for better collaboration and implantation of projects through facilities like WEBNAIR, VPN accessibility Etc.

At Virtual Space (Open environment) Front:

Various possibilities of Student Interaction with the University has been consolidated by creating virtual spaces in parallel with physical spaces, some of the virtual spaces under utalisation as follows

1. Automated Academic and Examination system.

   As part of this project, we have created a sub domin based web portal which handles the following activites virtually

   1.1 Credit Based Elective System, where lodically portal handles student requests for opting electives based on his/her academic status and previous course enrolment, this CBES Can handle infinite number of courses for infinite number of students from different years of studies and successfully generates time table with zero collision of batch, teacher and classrooms.

   1.2 Handles bidding of seminars , clinics and generating reports based on high priority preference availed and strategically catogorising based on their academic status

2. Remote Acessibilty of E-resourses

   We have configuired VPN tunnelling for our students, who can avail all the resourses subscribed by NALSAR from any where virtually.

3. Course Management System.

All the study materials, worksheets, slides(chapter wise), Quizzes, Assigements of the academic program are made available on intranet and internet for round the clock.

Some of the envisioned plans for future implementation are

1. Cteating learning studioes multiple presentation possibilities at the same time.
2. Replacing normal boards with interactive smart boards, with internet connectivity.
3. Implementing language translation system within Audio Video setup.
4. Replacing manual operations with automated control panel based systems with in the classrooms
5. Converting Moot court into E-Moot court infracture where virtually advocacy is implemented from across the globe.
6. Establishing Stratgeic Alliance Lab, for implementing Techno-Social Enginnering tools and implementing Virtualisation strategy where students can avail the services both physically and virtually.

4.4. Maintenance of campus Facilities

4.4.1. Does the university have an estate office / designated officer for overseeing the maintenance of buildings, class-rooms and laboratories? If yes, mention a few campus specific initiatives undertaken to improve the physical ambience.

The University has an Assistant Engineer who act as Estate Officer and takes care of the maintenance of the infrastructural facilities on campus with assistance from the staff of the Engineering Department. In addition, the University has a System Administrator with two Technical Staff for taking care of the maintenance of the software and hardware equipments.

For the improvement of the physical ambience of the University, lawns are developed and white washing is done for all the buildings periodically. Recently, 5000 Sq. M. green carpet was developed for the foot ball stadium. Sewage cleaning and Overhead Tank cleaning is undertaken periodically. As the University is conscious about environment, it has decided to plant a minimum of 800 plants on campus and has already planted around 400 plants during the last three months. The remaining plantation is in process. Specially designed Water Fountains are seen besides the roads and also inside the buildings.

4.4.2. How are the infrastructure facilities, services and equipment's maintained? Give details.

The maintenance of the Sewerage Treatment Plant (STP), Solar Lighting, Solar Heaters, R O Plant, Air Conditioners, Photocopying Machines, LCD Projectors, Audio Visual Equipments are given to the Authorised Dealers / Agents under the Annual Maintenance Contract.

The maintenance of the buildings, horticulture, D G Sets, electrical, plumbing etc. are undertaken by the staff of the Engineering Department.

Inspite of the resource crunch, every year the University allocates approximately Rs. 2.00 crores for maintenance which is fully utilised.

CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1. Student Mentoring and Support

5.1.1. Does the university have a system support and mentoring? If yes, what are its structural and functional characteristics?

NALSAR is a student centric University. Students play a central role in the running of the University. They are encouraged to take decisions in respect of all student related matters. The Student Bar Council which is the Student Union of NALSAR is given handsome grant to manage student events. NALSAR believes peer learning is best learning.

The Student Welfare Committee of the Student Bar Council run the Mentor-Mentee programme where every student from the first year is assigned a Mentor from the senior batches. The Mentors are expected to guide their Mentees in matters involving Academics, Mooting, Debating, Internships and other co-curricular and extra-curricular activities. Besides, the mentors also help the fresher adjust to the law school environment and its rigours.

Each group of 5-10 first year students are assigned one Moot Mentor, who are generally from the fourth and fifth years. Moot Mentors are selected by the Academic and Examination Committee on the basis of their past experience in Mooting and Statements of Purpose. The mentors train the students in the exercise of mooting over the period of first semester by conducting classes and exercises. This finally culminates into the Introductory Moot where the first year students moot for the first time. The mentors earn three credits for their exercise which is reflected in their final transcripts.

5.1.2. Apart from classroom interaction, what are the provisions available for academic mentoring?

The new Academic Policy has adopted the tutorial system wherein students from the fifth year are chosen as Tutors for the courses taught in the first three years. Two Tutors are assigned for each course. The Tutors act as Teaching Assistants for the Faculty and seek to bridge the gap between teachers and students. They conduct regular classes for groups of 16 students in the 11:30-12:30 hour, help students with projects, provide support to students who are unable to perform well. The Tutors also add a practical dimension to the courses by bringing in exercises from practice areas such as contract and deed drafting etc. Further, tutorials are discussion intensive, which help even the introrent students to freely participate. We encourage conducting of open classes in an informal way so that full advantage of peer learning is taken.

In each subject students are required to do projects, a Newspaper Discovery, a Film Review, a Book or Article Review, a Statute Review, a Case Comment or an Interview and one Research Paper. Project Consultations with the Faculty Members are scheduled beyond class hours. In addition, students are guided by the Faculty for preparation of moot memorials, writing research articles, preparation of conference papers and other academic matters for developing their research and other academic skills.

5.1.3. Does the university have any personal enhancement and development schemes such as career counselling, soft skill development, career-path-identification, and orientation to well-being for its students? Give details of such schemes.

The University organises special classes for language development, i.e., for improving the speaking and writing skills. The Recruitment Co-ordination Committee (RCC) organises the pre-placement talks by national and international experts to enable the students to choose their career. The Internship Co-ordination Committee (ICC) also helps the students to make a right choice for doing their internship, which is useful for the students to decide their career. We also conduct coaching classes for the Civil Services and Judicial Services Examinations.

5.1.4. Does the university provide assistance to students for obtaining educational loans from banks and other financial institutions?

All the required documents are prepared and issued to the students for applying for the bank loans and / or for financial assistance from other institutions. Bankers are invited on the day of the admissions to give on spot loans.

5.1.5. Does the university publish its updated prospectus and handbook annually? It yes, what are the main issues / activities / information included / provided to students through these documents? Is there a provision for online access?

All the information relating to eligibility, admission procedure, fee structure, facilities available on campus, curriculum etc. is published in the form of posters, brochures etc. separately for all the courses. In addition, all the information about the courses, academic activities and the activities undertaken at the university is provided on the university website. Information relating to the students is sent to them through email from time to time. Since CLAT is a joint admission test of 16 National Law Universities, a common prospectus with necessary details about each University is published by the University which conducts CLAT in a particular year.

5.1.6. Specify the type and number of university scholarships / freeships given to the students during the last four years. Was financial aid given to them on time? Give details (in a tabular form) for the following categories UG/PG/M.Phil./Ph.D./ Diploma others (please specify)

The university provides timely financial assistance to the students, on Merit-cum-Means basis and Means-cum-Merit basis. Scholarships / Fee Concessions / Loan Support is provided to the students on the basis of their merit and also the income of their parents. An amount of Rs. 20 lakhs is provided in the budget for the scholarships / fee concessions / loan support. The university has Regulations approved by the University's Executive Council specifying the criteria for the award of scholarships / fee concessions / loan support.

The following number of scholarships / fee concessions / loan support is extended to the students for the last four years:

Year	No. of students awarded Scholarships / Fee Concessions / Loan Support			Amount (inRs.)
	B.A., LL.B. (Hons.)	LL.M.	M.B.A.	
2011-2012	05	05	Not applicable	3,45,000/-
2012-2013	08	19	Not applicable	2,87,500/-
2013-2014	09	13	03	15,07,000/-
2014-2015	15	03	06	19,43,750/-

5.1.7. What percentage of students receives financial assistance from state government central government and other national agencies (Kishore VaigyanikProtsahanYojana (KVPY), SN Bose Fellow, etc.)?

NALSAR students receive financial assistance from the State Government, Central Government, Aditya Birla Scholarship, Sir Ratan Tata Scholarship, Temasek Scholarship from Singapore Management University. The percentage of students getting the scholarships are

- Central Sector Scholarship for Top Class Education for SC students:2.75%
- Central Sector Scholarship for Top Class Education for ST students: 1.25%

Other Scholarships include

- Aditya Birla Scholarship: 01%
- Sir Ratan Tata Scholarship: 0.5%
- Temasek Scholarship from Singapore Management University: 0.5%

5.1.8. Does the university have an International Student Cell to attract foreign students and cater to their needs?

The University has earmarked 10 seats for foreign nationals out of which five seats for candidates from SAARC Countries and five seats for candidates from Non-SAARC countries both for B.A., LL.B. (Hons.) and LL.M. programmes. Every year we are able to fill all our B.A., LL.B. (Hons.) seats under the Foreign Student Category. Similarly every year we send about 20-25 students abroad.

The University has MoU with 30 foreign universities for the exchange of students, faculty and collaborative research. For selection of students from NALSAR to other universities for the student exchange programme, to recommend the various steps to attract students from foreign countries. To take necessary steps to explore the possibilities for collaborative research and faculty exchange, the University has a dedicated Faculty – Student Exchange Committee. In each semester 10 – 12 students are selected for undergoing one semester study at foreign universities. These students spread the information

about the courses offered at NALSAR and also the facilities available for encouraging the foreign students to choose NALSAR for one semester study under the student exchange programme.

The University offers highest number of elective courses, credits are correlated with the teaching hours and the classes are scheduled to accommodate the students' choices for various courses which facilitate the foreign students to make best use of their stay at the University and study the courses of their interest.

5.1.9. Does the university provide assistance to students for obtaining educational loans from banks and other financial institutions?

All the required documents are prepared and issued to the students for applying for the bank loans and / or for financial assistance from other institutions.

5.1.10. What types of support services are available for
- **Overseas students**
- **Physically challenged / differently-abled students**
- **SC/ST,OBC and economically weaker sections**
- **Students participating in various competitions / conferences in India and abroad**
- **Health centre, health insurance etc.**
- **Skill development (spoken English, computer literacy, etc.)**
- **Performance enhancement for slow learners**
- **Exposure of students to other institutions of higher learning/ corporates / business houses. Etc.**
- **Publication of student magazines**

  - For the overseas students who join us under the student exchange programme, separate accommodation is provided and the food is also provided as per their needs. The University also supports the foreign students to liaison with the government for their registration and facilitates issuance of necessary permits for their stay in India.
  - All the buildings have ramps to provide access to the differently-abled persons. In addition, the Library has Job Access with Speech, Kurzweil 1000 and Index Braille for use by the visually disabled persons.
  - The University has SC / ST Cell which provides information to the students on the scholarships available and also organises special classes on various subjects to improve their skills. The University co-ordinates with the students in collection of the necessary documents and prepares and submits proposals to the State and Central Governments for sanction of scholarships. The University also provides financial assistance to the students both Means-cum-Merit and Merit-cum-Means scholarships.

  - The University provides financial assistance for mooting activities, International Academic Competitions like ICC Mediation Competition, International Client Counselling Competition and for National

Academic Competitions like Moot Courts, Negotiation, Mediation, ADR, International Law Summit: Judgement Deliberation and Treaty Appreciation and Law Reform Competitions etc. The funding provided in the budget for student activities for the year 2015 – 2016 are

- o Mooting Activities : Rs. 22 lakhs
- o Academic Competitions : Rs. 3.25 lakhs
- o Cultural Activities : Rs. 3.31 lakhs
- o Hostel & Campus Welfare : Rs. 2.41 lakhs
- o Literary & Debating : Rs. 2.97 lakhs
- o Mess : Rs. 1.26 lakhs
- o Sports Activities : Rs. 2.33 lakhs
- o Student Welfare Activities : Rs. 2.46 lakhs

In addition to providing funding, to encourage students to participate in co-curricular and extra-curricular activities, the moot memorials and / or essays are considered as projects and also academic leave is granted for participation in these activities. Even special examinations are conducted separately for those who miss the same for participation in any of the above activities.

- The University has Health Centre on campus. Resident Nurse is available round the clock. The Health Centre has one Male Doctor and one Female Doctor and also one Dentist visits on call. The University also has a Counselling Centre on campus. Ambulance is also available with one Driver for 24 hours for the students to take them to nearby hospitals in case of emergencies and major ailments.

- NALSAR is a leader in terms of accommodating slow learners and students from SC/ST and PWD categories. The University implements the policy of "Reasonable Accommodation" to ensure that the students from the under priveleged sections of our population and slow learners are given extra opportunity of writing the exam. The University also adopts a liberal promotion policy wherever necessary to ensure that these students do not lose their academic year. Sometimes individual teachers are assigned to these students so that they get undivided attention and perform well in the examation conducted subsequently.

- The University has Tutorial System and also Mentor-Mentee System in place to help the slow learners. One to one interaction helps the Teaching Assistants and also the Mentors to understand the difficulties faced by the students and help them to overcome the same.

- Each Semester 10 – 12 students are nominated to undergo one semester study at different foreign universities under the Student Exchange Programme. To give exposure and to implement the theory learnt in the class rooms in practice, Internship has been made compulsory for all the students. Students are required to do six week's internship with NGOs, Law Firms, Hon'ble Judges, Trial Courts, High Courts, Supreme Court and UN Organisations etc.

- The University encourages students to contribute and to co-ordinate publication of the University Research Journals by making them an integral part of the Editorial Boards. The following are the student managed journals

  o NALSAR Student Law Review
  o The Indian Journal of Constitutional Law
  o The Indian Journal of Law and Economics
  o Environmental Law and Practice Review
  o The Indian Journal of Intellectual Property Law
  o Journal of Corporate Affairs and Corporate Crimes
  o NALSAR ADR Review

5.1.11. Does the university provide guidance and/or conduct coaching classes for students appearing for Civil Services, Defence Services, NET/SET and any other competitive examinations? If yes, what is the outcome?

The University provides guidance to the students for appearing for Civil Services, Judicial Services and other competitive examinations. Number of our students cleared NET and also topped and cleared the judicial services examinations and also civil services examinations.

5.1.12. Mention the policies of the university for enhancing student participation in sports and extracurricular activities through strategies / schemes such as
- **Additional academic support and academic flexibility in examinations**
- **Special dietary requirement sports uniform and materials * any other (please specify)**

University supplies its students with all the necessary sports equipments. In addition, University has a football field, two basketball courts, table tennis tables, badminton court in hostels and a tennis court. In addition, university has separate gym for boys and girls with all the modern facilities.

University provides all the players participating in inter-college sporting competitions with fully subsidised sports jerseys. The university also subsides expenditure of the students, including registration and railway ticket, going to other college/universities for sports competitions twice a year.

The University encourages its students to participate in co-curricular, extra-curricular activities by giving them academic leave. The moot memorials and essays are considered as projects. In addition, the University also conducts special exams for those who miss the examinations due to participation in any of the above events.

5.1.13. Does the university have an institutionalized mechanism for student's placement? What are the services provided to help students identify job opportunities, prepare themselves for interview, and develop entrepreneurship skills?

NALSAR has 100% placement record which signifies success of its placement cell. The Recruitment Co-ordination Committee (RCC) is a student run body constituted from amongst the students of the batch. It is managed by the students and logistic support is provided by the University. The role of the RCC is to provide for the smoothest possible interaction between students and prospective employers. The RCC organises pre-placement talks by the Prospective Recruiters and provides the details of the students (C.V.s) to the Recruiters after a rigorous vetting of all the claims made by the student to ensure fairness and transparency.

5.1.14. Give the number of students selected during campus interviews by different employers (list the employers and the number of companies who visited the campus during the last four years).

Name of the entity	No. of Students selected 2012	No. of Students selected 2013	No. of Students selected 2014	No. of Students selected 2015
Linklaters	1	3	3	
Herbert Smith		2		1
Allen &Overy	1	1	1	2
Ashurst				
AmarchandMangaldas	13	9	6	10
AZB & Partners	3	6	5	1
Khaitan& Co	2	2	4	7
J Sagar& Associates	1	2	2	2
Luthra	3		4	4
Trilegal	1	1	4	2
LKS			3	3
TalwarThakore& Associates		1		
S&R Associates	1	1		
Pathak& Associates		2	1	
Nishith Desai & Associates		2		
PXV Partners			2	
Zehn Law				1
Samvad Partners		1		
Argus Partners				1
Poovayya Associates		1		
Dave &Girish		1		
HSB Partners		1		
Credence Law Associates		1		

Crest Law Partners		1		
PLR Law Chambers				1
CKR Associates		1		
Zeus Law Associates	1			
Desai &Diwanji	1			
Tatwa Legal	2			
Bharucha& Partners	2			
Majumdar& Co	3			
Finsec Law Advisors	2			
Securities Exchange Board of India		2		
TRAI			1	
RashtriyaIspat Nigam Limited		1		
Powergrid Corporation		2		
AP Metropolitan Cities Water Board		1		
BPCL	1		5	
ICICI Bank		3	4	2
ITC		3	1	1
Hero Motor Corp		1	2	
Hinduja Group		1		
Hindustan Zinc		1		
Wipro		2		
MECON Ltd		1		
Lexis Nexis		1		
Prithvi Asset Reconstruction and Securitisation			3	
Cipla			3	
Alexandria Real Estate Equities			1	
Daimler India Commercial Vehicles			1	
Gati			1	
Vodafone			1	
Tata Advanced Systems			1	
Ernst & Young	5		1	2
Infosys				4
National Stock Exchange Limited				2
Vedanta Limited (SESA Sterlite)				1
Hetero Drugs				1
CL Educate Ltd				2
Partners for Law in Development				1
Teach for India		1		

Centre for Good Governance		2	
NGO	2		
Quislex			2
Construction Corporation	1		
Hawlett Packard	2		
KSK Energy Ventures	2		
GMR	2		
IFFCO-TOKIO General Insurance	2		

5.1.15. Does the university have a registered Alumni Association? If yes, what are its activities and contributions to the development of the university

Yes, the University has a registered Alumni Association. A meeting of the Alumni is organized on annual basis. NALSAR Alumni always extend their support to the students and also the University in securing internships / recruitments in prestigious reputed firms / organizations. The Alumni also help the University in organizing the seminars / conferences / moot court competitions etc. They also extend financial support to the student teams for participation in various academic programmes including moots and also support the economically poor students whenever necessary. The Alumni offer elective courses for short durations, conduct lectures, workshops and guide students in many ways.

5.1.16. Does the university have a student grievance redressal cell? Give details of the nature of grievances reported. How were they redressed?

The University has Grievance Redressal Committee to look into the grievance of the students / staff of the University. The University has also established SC/ST Cell for the welfare of the Scheduled Castes and Scheduled Tribes in the University. In addition, the University has appointed Ombudsman in pursuance of Section 4 of the UGC (Grievance Redressal) Regulations, 2012 for redressal of grievances of students at NALSAR.

The following are the nature of greivances reported so far:
- Medical leave and exemption from attendance requirement
- Library timing
- Mess menu
- Project deadline extensions
- Medical facilities

The following are the remedial / redressal measures taken by the University:
- Students have to mainatain 75% attendance in each course, however students who have medical reasons will be exempted for those days of attendance when they were sick or admitted in hospitals and attendance is caluculated accordingly by the examination committee, subject to proof of ailment.
- Library closure time was extended on students' request to 1:00 a.m. from 10:00 p.m. This was a long pending demand of the students.

- Marks for the attendance were abandoned on the demand of the students.
- Surprise Tests which were creating academic stress were also abolished on the student remarks.
- Elective System too was introduced at the request of the students.
- Elected student representatives of the Mess Committee decide the menu which has to be cooked by the contractor. SBC President is involved in the bidding and tender process.
- Project deadline exemptions are granted for medical or other academic reasons by individual teachers subject to the genuineness of the reason cited.
- Medical facilities are upgraded by providing the service of two doctors, one full time nurse and an ambulance on campus.

5.1.17. Does the university promote a gender-sensitive environment by (i) conducting gender related programmes (ii) establishing a cell and mechanism to deal with issues related to sexual harassment? Give details.

The University every year organises HR Conclaves on Gender Sensitization at Workplace: Redefining Corporate HR Culture in addition to other seminars, workshops and conferences on gender related issues.

The University has framed the Regulations for the Internal Complaints Committee against Sexual Harassment (ICC). The ICC consists of both men and women with representation from teaching staff, students and non-teaching staff and a woman Professor of the University is the Chairperson of the ICC. NALSAR's Regulations are 'gender neutral' and gives much wider definition to the term 'sexual harassment'.

5.1.18. Is there an anti-ragging committee? How many instances, if any, have been reported during the last four years and what action has been taken in these cases?

Yes, the University has Anti-Ragging Squad with the Proctor, Chief Wardens, Wardens and Assistant Wardens. Senior Students are also part of the Anti-Ragging Squad. This consists of 15 members.

The University takes all precautionary steps to curb ragging on campus. The Student Body, Student Bar Council, supports the Authorities to maintain good relations between the senior students and juniors. The student support group and also the wardens continuously keep vigilance on the movement of the students. Extra Security Guards are posted for the Hostel Blocks where the juniors are accommodated. In view of the precautionary steps, the cases of ragging are negligible. During the last four years, only one case was reported and an immediate serious action was taken by the Authorities by expelling the students from the hostels and the scholarship / fellowship and other benefits were withheld.

5.1.19. How does the university elicit the cooperation of all its stakeholders to ensure the overall development of its students?

At the time of admission, Orientation Programme is conducted for the students and parents by the Vice-Chancellor, Registrar, Faculty, Proctor, Chief Wardens and other Stakeholders. All the concerned staff members are introduced to the students with the nature of work they are handling to enable them to approach for any help and assistance.

All the programmes of the University including the Convocation is organised by forming various Committees consisting of the Faculty, Staff and Students as members. This not only helps the University to organise its programmes smoothly but also develops close and healthy relation among all stakeholders.

In addition, the University has Student Bar Council consisting of the Office Bearers (President, Vice-President, General Secretary (Male), General Secretary (Female), Joint Secretary (Male), Joint Secretary (Female) and Treasurer) and assisted by the following Committees:

1. The Academic Committee
2. The Cultural Committee
3. The Hostel and Campus Welfare Committee
4. The Literary and debating Committee
5. The Mess and Hospitality Committee
6. The Moot Court Committee
7. The Sports Committee
8. The Student Welfare Committee
9. Diversity Committee

There is a Faculty Advisor for each Committee. Separate budget is allocated for each Committee which is used by the Committees for their activities and also for sponsoring the student's participations in national and international events. Students organise number of events and conduct competitions on co-curricular and extra-curricular activities and manages their funds which help them to develop leadership and administrative qualities.

The University arranges internships with various professionals, Hon'ble Judges, corporate houses, law firms, UN organisations, etc. to enable them to understand the work culture and also to provide practical experience. Field visits are also arranged to various courts, revenue offices, jails and other governmental organisations to make them aware of the ground realities. Internshipis an integral part of learning at NALSAR.

NALSAR Alumni are invited to deliver lectures, to offer elective courses, to share their experiences, to give career guidance and to help the students in their overall growth.

5.1.20. How does the university ensure the participation of woman students in intra- and inter-institutional sports competitions and cultural activities? Provide details of sports and cultural activities where such efforts were made.

NALSAR has a very high number of female students. At NALSAR both boys and girls play together all the games. The University hosts various sporting activities for women throughout the year. There are intra-college basketball inter-batches where the women play together with men. The University also has friendly matches on a daily basis in tennis, table tennis, badminton and chess for women. Women also play friendly football matches together with men.

In addition to this, in intra-college sports fest, women participate in all the sporting activities that take place. Details of the sporting activities in intra-college sports fest is given in 5.3.1.

The University also sends its women's team in inter-college sports events and provides subsidy for the same in the following games:
- Basketball
- Athletics
- Badminton
- Tennis
- Table Tennis

It had been observed in our university that women students have no qualms in participating in cultural activities. In fact, most times the female participation is more than the male participation. Female students shine in cultural activities and are always leaders in this field. In fact, the last five convenors of the cultural committee have been female.

5.2. Student Progression

5.2.1. What is the student strength of the university for the current academic year? Analyse the Programme-wise data and provide the trends for the last four years.

STUDENT STRENGTH FOR THE ACADEMIC YEAR 2014 – 2015

5-Year B.A., LL.B. (Hons.)

	Total		All India								Resident Students of Andhra Pradesh						Foreign Nationals	
			General		S.C.		S.T.		P.W.D.		General		S.C.		S.T.			
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
I Year	45	35	23	18	06	03	03	01	01	01	07	04	00	02	00	01	05	05
II Year	35	45	22	19	04	05	03	01	01	01	03	08	00	02	00	01	02	08
III Year	40	40	23	18	06	03	02	02	02	00	03	08	00	02	00	01	04	06
IV Year	46	40	23	21	05	05	04	00	02	00	04	07	03	00	01	00	04	07
V Year	37	39	21	23	05	03	01	02	01	01	05	05	00	01	00	00	04	04
Total	203	199	112	99	26	19	13	06	07	03	22	32	03	07	01	03	19	30

NALSAR has been consistently ranked as top National Law University of the Country with best placement opportunities. As a result out of 45,000 students who write CLAT examination, NLSIU, Bangalore and NALSAR take top 150 students only. These are the best legal brains of the country in terms of their intellingence, language and understanding. We admit almost an equal number of female students every year and therefore the 30% women reservation is virtually redundant at NALSAR. 20% seats have been reserved for the students domiciled in the State from the academic year 2010 – 2011.

One Year LL.M.

		All India								Resident Students of Andhra Pradesh							
	Total	General		S.C.		S.T.		P.W.D.		General		S.C.		S.T.		Foreign Nationals	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Total	24	35	11	27	02	04	01	02	02	00	05	01	01	00	01	00	01	01

University introduced one year LLM program in place of two year program from the academic year 2013-14. Just like B.A., LL.B. (Hons.), for LL.M. also the University admits the top 120 students from the CLAT merit. University is admitting students who have graduated from other national law schools. This is a very positive trend, earlier these students were going abroad for higher studies. With the introduction of one year LLM and Choice based Credit system, many students prefer to study here. The course is also more rigorous now. NALSAR in furtherance of academic flexibility admits students to LL.M. and thereafter they make their own specialisations keeping in view their interest in a subject of their choice.

2-Year M.B.A.

			All India								
	Total		General		S.C.		S.T.		P.W.D.		Foreign Nationals
	M	F	M	F	M	F	M	F	M	F	M	F
I Year	15	10	14	08	01	01	00	01	00	00	00	00
II Year	31	27	24	25	05	01	02	01	00	00	00	00
Total	46	37	38	33	06	02	02	02	00	00	00	00

The 13th Finance Commission had made a huge allocation for Court Management. Accordingly, 2,500 Court Managers were appointed in various High Courts. Since these Managers were having ordinary MBAs and did not know Indian Legal System and Judicial Process. It was suggested to us that NALSAR should take the responsibility of introducing a dedicated course for the Court Management. Accordingly, M.B.A. Programme was launched at NALSAR. The 14th Finance Commission has not allocated any money for the Court Management and therefore the specialisation of the Court Management is no more attractive. In view of this changed scenario, the University has reduced the intake of M.B.A. to 25. We are in the process of reviewing our M.B.A. programme. The feed back we are getting from the industry is that there is a need to have a management course with specialisation in Corporate Governance and Business Regulations.

Ph.D.

	Total	
	M	**F**
2014 – 2015	08	07
2013 – 2014	08	06

The admission process for Ph.D has been made for more rigorous. We are rejecting many applications even after scholar qualifying the pre-Ph.D admission test at the interview level if the proposal is not up to the mark. This has enhanced the academic quality of the scholars we admit to our program now.

Student Progression	%
UG to PG*	10
PG to M.Phil.*	--
PG to Ph.D.	10
Ph.D. to Post-Doctoral	--

Employed
    Campus selection
    Other than campus recruitment
	B.A., LL.B. (Hons.) : 100% Campus selection
	LL.M. : 60 – 70% Campus Selection & 30 – 40% other campus recruitment

Note : The details given are based on the information available at the time of their leaving the course but some of the students who have gone for higher education might have taken up employment and some of them who have opted for employment might have opted for higher studies after gaining some experience. Hence, the above data is not the exact information on student progression.

5.2.2. What is the programme-wise completion rate during the time span stipulated by the university?

Course	Minimum Time Duration for completion	Completion rate
B.A., LL.B. (Hons.)	Five years	98%
LL.M.	Two years	98%
LL.M.	One year (from the academic year 2013 – 2014)	98%
M.B.A.	Two years	100%
Ph.D.	Three years	40-50%

Note: In case of Ph.D. the maximum period is five years and the completion rate within the maximum period is more than 80%.

5.2.3. What is the number and percentage of students who appeared/ qualified in examinations like UGC-CSIR-NET, UGC-NET, SLET, ATE / CAT / TOEFL / GMAT / Central / state services, Defence, Civil Services, etc.?

- UGC NET : 10%
- TOEFL : 25%
- Judicial Services : 09%
- Civil Services : 05%

5.2.4. Provide category-wise details regarding the number of Ph.D./ D.Litt. / D.Sc. theses submitted/ accepted/ resubmitted/ rejected in the last four years

Number of Ph.D. thesis submitted in last four years (from the year 2010)	:	19
Number of Ph.D. thesis accepted	:	19
Number of Ph.D. Degrees awarded	:	19

5.3. Students Participation and Activities

5.3.1. List the range of sports, cultural and extracurricular activities available to students. Furnish the programme calendar and provide details of students' participation.

NALSAR provides adequate state of art sporting facilities to its students. A number of sporting activities take place throughout the year. Inter-batch football competition is an annual feature, which takes place between the various batches of LLB, LLM and MBA in the first week of September. The University also holds the inter-batch matches for the basketballs where both girls and boys play in one team. This takes place in the last week of September. NALSAR also organises tennis ball cricket league, taking place in January for many years where students are divided into team of six and competitive matches are held in a league format. There is also four-a-side football league happening in March.

We have intra-college sports fest known as carpe-diem where each team from a batch participates in the following sports competitions:
- Cricket
- Football
- Tennis
- Basketball
- Tug of war
- Kabaddi
- Table Tennis
- Badminton
- Chess
- Dodge Ball

In addition, NALSAR has a Chess Club where students meet up and play chess on a regular basis. Also, the various friendly matches of badminton, tennis, table tennis, cricket, football and basketball are played on a daily basis.

The Cultural Committee of the Student Bar Council organise many cultural events for the students. These include: karaoke nights, movie nights, acoustic nights, open mic nights, music nights, bonfire nights, dance nights, DJ nights, theatre performances, picnic evenings, band nights, etc.

Further more workshops for theatre, dance, drums, guitar and pottery are offered to the students. Dance and photography competitions are also conducted.

Through out the year, the important festivals are celebrated in a grand style; Holi, Diwali, Sankranthi and Dussera are eagerly looked forward to by the students.

There are various regional fests (eg. South Indian fest, Telugu fest, Rajasthani fest, Lohri fest, Awadh Maghadh, Eastern Fest, etc) organised on campus with the students of the particular region celebrating their culture and food by putting up performances and serving their regional food to all the students and staff members.

A four day intra college fest called Carpediem is held in the month of April; this is one of the biggest events in the NALSAR calendar and all the students from all the courses take activie part. Music, dance, laughter, intense competition and lots of fun is what Carpediem is all about.

Students participate in inter-college fests such as Outlawed (Cultural fest of NUJS- Kolkata) and Admit one (Theatre fest of NLSIU Bangalore).

The MTV Maruti Suzuki Colours of the Youth contest (Hyderabad rounds) was hosted in NALSAR where students from various colleges across Hyderabad came to participate in large numbers. Celebrities like Nikhil Chinnappa and Mugda Godse came to judge this event.

The University aslo hosted the Hyderabad edition of the IYF World Camp organised by a South Korean NGO called International Youth Fellowship forthe students of Hyderabad based colleges this year. The students were taught mind education, as well as other fun activities such as taekwondo, Korean language, arts and craft, games, etc. Number of cultural performances were organised by the students from various Indian and South East Asian countries.

In recognition of the need to create meaningful dialogue between social committee artists, intellectuals and the student community in order to fully comprehend India's complex socio-political reality, NALSAR organizes Film Festival annually. The NALSAR Film Festival is the first and only film festival organised by any Law University in India. The NALSAR Film Festival was conceptualized in 2012 by a group of enthusiastic students, guided by members of NALSAR faculty. It was for the first time a venture that aimed at fostering an interdisciplinary spirit of questioning traditional legal notions of justice was held by taking recourse to the social sciences. Independent directors from across the country were invited to screen their work at the NALSAR Film Festival, following which engagement with the student community on the themes and issues arising out of these films took place in the form of open discussion.

5.3.2. Give details of the achievements of students in co-curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. during the last four years.

MOOTING ACHIEVEMENTS

International Moots

- Runner's Up at the national rounds of Oxford Price Monroe International Media Law Moot Court Competition, 2015 (Team: Akshita Amit, Pranav Agarwal and Noel Johs).
- Semi-Finalists (Qualified for International Florida Rounds) at the national rounds of the Stetson International Environmental Moot Court Competition, 2015, (Team: Nastassia Khurana, Lakshmi Venkataraman, Srishti Khare and Balaji Subramanian).
- Runner's Up (Qualified for Washington D.C. Rounds) at the national rounds of the 56th Philip C. Jessup Moot Court Competition, 2015 and Mr. Varun was awarded "Best Speaker Citation" award. (Team: Varun Baliga, Sanya Samtani, Preeti Kolluri and Raji Gururaj)
- Quarter Finalists at national rounds of 5th Indian Vis Pre-Moot 2015. (Team for Vis East: Utkarsh Mishra, Soumitra Bose, Pranav Awasthi and Arpita Chanana) (Team for Vis Vienna: Kartik D Monga, Harshit Neotia, Aditya Vikram and Kshitij Goyal)
- Octo-finalists at the 55th Philip C. Jessup International Law Moot Court Competition held at Washington, U.S. from April 6-12, 2014 (Team: Chinmayi Sharma, Ravishankar Krishnan, Debarpan Ghosh, and Srimukundan Narayanaswamy).
- Second place – South rounds in Henry Dunant Memorial Moot Court Competition, 2014. Mr. Rohan Dewan was awarded the Best Speaker award. (Team: Pradyuman Kaistha, Rohan Dewan and Avaneendra Khare).
- Semi - Finalists at the Sixth International Air Law Moot Court Competition held at Bucharest, Romania in March, 2014 (Team: Utkarsh Mishra, Dipankar Das and Ajey Karthik)
- Won the Fali S Nariman Award for the Best Respondent Memorial at the Eleventh Annual Willem C. Vis (East) International Commercial Arbitration Moot held at Hongkong from March 31 - April 6, 2014 (Team: Harshit Neotia, Kartik D Monga and Anupam Mishra)
- Won the 19th Willem C. Vis Moot Court Competition, (2012) in Vienna, Austria (Team – Mr. JagdishMenezes, Ms.Ishita Bhardwaj & Ms.Ridhi Kabra).
- Won the 5th Monroe E. Price – Oxford Media Law Moot Court Competition, 2012 held at Oxford, United Kingdom. (Team – Mr. Sourav Roy, Mr.Kunal Singh & Mr.Dhruv Bhattacharya)
- Best Memorial and Best Respondent Award at the National Rounds of the Commonwealth International Moot Court Competition, (2012). (Team – Mr. Utkarsh Mishra, Mr.Dipankar Krishna Das and Mr. Soumitra Bose)
- Won Best Claimant Memorial Award in the 2012 Foreign Direct Investment International Arbitration Moot organized by SkaddenArps in Boston, USA.

[International Moot] (Team – Mr. Kaustubh Mishra, Ms.Ramya Mahidhara and Mr.Utsav Prashar).

- Runners Up at Phillip C Jessup International Law Moot Court Competition (South India Rounds) – during January 28 -30, 2011, (Team: Mr. Aditya Singh, Mr.Rohan Saha, Mr.Malak Bhatt).

- Won the Bar Council of India International Law Moot, 2011 held at KIIT, Bhubhaneshwar, Orissa in February 9-12, 2011 (Team: Mr. Mirza Saaib Beg, Mr. A.S. Vishwajith and Mr.Shrishail Navalgund). Mr. MirzaSaaib Beg is Best Advocate in the finals. Mr. Mirza Saaib Beg has also been awarded scholarship of Rs. 1,000/- p.m. for one year by the BCI

- Runners Up at International Moot Court Competition – during February 9-13, 2011, organised by Gujarat National Law University, Gandhinagar (Team: Chitra Rentala, Mandavi Singh and Anusha Simha. Ms. Chitra Rentala was the Best Speaker.

- Runners up and Best Team at 4th ICLN International Criminal Court Trial Moot Court Competition 2011 held in the Hague, Netherlands during April 10 – 15, 2011. (Team- Anjaney Das, Chand Chopra, Sarvani Desiraju and Neharika Malik). Anjaney Das won Best Defense Counsel and Best Overall Speaker.

- Placed on Top 16 in 18th Annual WILLEM C. VIS International Commercial Arbitration Moot Court Competition held in Vienna, Austria during April 15-21, 2011. (Team- Puneeth Nagaraj, S. Bhushan and Poorvi Satija.). Ms. Poorvi Satija was awarded an honourable mention in the category "Martin Domke Award for Best Individual Oralist in the General Rounds.

- Winners and Best Memorial in the National Round Henry Dunant Memorial Moot Court Competition, 2011 during February 22-25, 2011. (Team- Arushi Garg, Swati Singh and ShuchitaThapar).

- Best Memorial at the South Asia Rounds Henry Dunant Memorial Moot held in Nepal during October 20-22, 2011. (Team- Arushi Garg, Swati Singh and Shuchita Thapar). Arushi Garg won the Best Speaker.

- Runners up in the Manfred Lachs Space Law Moot Court Competition, 2011 (ISRO National Funding Rounds). (Team- Jagdish John Menezes, Ridhi Kabra and Priyanka Vora). Jagdish John Menezes won Best speaker.

- Second Runners up and Second Best Memorial in the Manfred Lachs Space Law Moot Court Competition, 2011 (Asia- Pacific Rounds (Jakarta)): (Team- Jagdish John Menezes, Ridhi Kabra and Priyanka Vora). Jagdish John Menezes won Best speaker.

National Moots

- Won the 4th Amity International Moot Court Competition, 2014 held at Amity Law School, Noida from October 9-11, 2014. (Team: Ayush Ranka, Akshay Puri and Ajatshatru Pandey)

- Runners up at the 30th Bar Council of India Moot Court Competition, 2014 and Anjali Rawat was awarded the "Best Female Advocate Citation" (Team: Rohan Muralidharan, Anjali Rawat and Mohammad Asadulla Shareef).

- Semi - Finalists at the 6th GNLU International Moot Court Competition, 2014 held at GNLU, Gandhinagar from February 5 - 9, 2014 (Team: Paaras Pandey, Aishwaria Ramanan and Lakshmi Dwivedi).

- Semi - Finalists at the 6th NUJS - Herbert Smith Corporate Law Moot Court Competition, 2014 held at NUJS, Kolkata from March 21 - 23, 2014 (Team: Megha Krishnamurthi, B. Varun Reddy and Ajatshatru Pandey).
- Quarter finalist at the 5th School of Law Christ, National Moot Court Competition 2014 (Team :Sameera Balani, Rahul Mohanty and Ayush Mallik).
- Runners up at the 1st National Odisha Maritime Law Moot Court Competition, Odisha held in March 2014 (Team: Aishwarya Narayanan and Arpita Chanana)
- Mr. Shantanu Dey represented the University in the top-8 stage and won the Best Respondent Memorial in the South Asia Rounds of the 6[th]Skadden Foreign Direct Investment Arbitration Moot in August, 2014
- Quarter Finalists in the 6th RLC SaquibRizvi Memorial National Moot Court Competition, 2014. Pallavi Srivastava was awarded the "Best Speaker Citation". (Team: Ayush Vijayvargiya, Karan Gupta and Pallavi Srivastava).
- Won the 'Best Defence Counsel' award at the 5th SVKM's National Trial Advocacy Moot Court Competition, 2014 Lakshana R was awarded the 'Best Judgement Citation' (Team: Lakshana R, Lavish Paliwal, Nilav Banerjee and Manjushree RM)
- Runners up at 6th Justice Hidyatullah Memorial Moot Court Competition (October 18-20, 2013) organized by Hidayatullah National Law University, Raipur.(Team comprised of Mr. Ajatshatru Pandey,Mr.Pranav Agarwal &Ms.Tanya Choudhary). The Memorial of the team was adjudged as the Best Memorial; Mr. Pranav Agarwal was adjudged as the Best Speaker; Mr. Ajatshatru Pandey was adjudged as Second Best Speaker and Ms. Tanya Choudhary was awarded the Koutilya Kaushik Memorial Award as the Best Researcher.
- Semifinalist at 10th Nani Palkhivala Tax Moot Court Competition, 2013(October 3-5, 2013) (Team comprised of Mr. Yugal Jain, Mr.Pranav Verma & Mr.Pranav Awasthi).
- Mr. Pranav Menon was awarded Hon'ble mention for claimant memo at 20th Willem C Vis International Commercial Arbitration Moot, 2013.
- Won 27th Bar Council of India Moot Court Competition held at Nirma University, Gujarat (Team– Ms. Malavika Prasad, Ms.Charitha Shashiraj and Mr.Devdeep Ghosh). Ms. Malavika Prasad was adjudged as Best Advocate of the Competition and Ms. Charitha Shashiraj was adjudged as the Best Speaker in the Final Round.
- Semi-finalist in the 13th D. M. Harish Memorial International Moot Court Competition, 2012 held at Government Law College, Mumbai (February 9 – 12, 2012) (Team: Mr. Pranav Menon, Ms.Sanya Samtani and Ms.Apoorva Yadav).
- Won the 10[th]Justa-Causa National Moot Court Competition held at Nagpur (February 23 – 26, 2012).
- Runners up and Best Memorial at the NLUJ Anti-Trust Moot Court Competition held at NLU, Jodhpur (March 2- 4, 2012).
- Semi-finalists and Second Best Speaker Award at the 28th All India Bar Council of India Trust Moot Court Competition held at NLU, Delhi (March 12 – 14, 2012) (Team : Mr. Goutham R.V., Ms.Megha Kataria and Mr.Ketan Karyakate)

- Runners up in the 5th NLS International Arbitration Moot Court Competition (April 5-8, 2012). (Team – Ms. Rupali Francesca Samuel and Ms. Bidya Bijayeta Mohanty and Ms. Preethi Maria Correa).
- Won the 2nd Dr. Paras Diwan Memorial "Energy Law" National Moot Court Competition, 2012 held at University of Petroleum & Energy Studies, Dehradun (April 6-8, 2012) (Team – Mr. Ashok Kumar, Mr. Sagar Devgan and Mr.Yuvraj Vyas).
- Won the 4th RLC SaquibRizvi Memorial National Moot Court Competition held at Rizvi Law College, Mumbai. (September 28-30, 2012) (Team: Mr. Jaideep Kodali, Mr. Mohammed Omer Farooq and Ms.Bhavna Patnaik).
- Won the National Rounds of 15th Annual Stetson International National Environmental Law Moot Court Competition. Mr. Tarun Gopalakrishnan won the Best Oralist.
- Won the 2nd Best Memorial award in the 9th Nani Palkhivala National Tax Law Moot Court Competition, 2012 (October 11-13, 2012). (Team – Mr. Archit Bhatnagar, Ms.Trishala Kaviti and Mr.Shashank Yeleswarupu).
- Won Best Memorial and Best Respondent Award at the National Rounds of the Commonwealth International Moot Court Competition, 2012 (Mr. Utkarsh Mishra, Mr.Dipankar Krishna Das and Mr. Soumitra Bose).
- Runners-up at Hidayatullah National Moot Court Competition, 2012 (October 19 – 21, 2012) (Team : Mr. Divyang Trivedi, Ms.Swarnarekha Gopikrishna and Mr.Pradeep T.).
- Won the Second Best Memorial Surana & Surana National Trial Advocacy Moot Court Competition 2012 (Team – Mr. Shailesh Singh, Mr.Anupam Mishra & Ms.Akshara Shukla).
- Mr. Shailesh Singh was adjudged as the Best Speaker in NLIU - Juris Corp National Corporate Law Moot Court Competition, 2012.
- Runners up at the HNMCC Moot Court Competition 2012 (October 19-20, 2012) (Team – Mr. Divyang Trivedi, Ms.Swarnarekha Gopikrishna and Mr.Pradeep Thanakodi).
- Won the 1st Amity International Moot Court Competition (November 18-20, 2011). (Team _ Ms. Rupali Francesca Samuel and Ms. Preethi Maria Correa and Ms. Bidya Bijayeta Mohanty).
- Won the Kerala Law Academy Moot held at Kerala Law Academy, Cochin from February 10–12, 2011. (Team- Kritika Bairavan, Anushree Gupta and Prianca Ravichandran).
- Winners and Best Memorial Anti Trust Moot Court Competition, 2011 held at NLU, Jodhpur from February 17-20, 2011. (Team- Siddhant Buxi, Varun Agarwal and Labanyendu Das).Best Advocate, Mr.Varun Agarwal, Best Student Advocate in the final rounds – Mr. Siddhant Buxi.
- Winners and 2nd Best Memorial in the 5th S.P. Sathe Moot Court Competition during February 26-28, 2011. (Team- Charitha K.S, Prarthana Kashinath and Shuchita Thapar). Best Student Advocate of the Competition – Ms. Prarthana Kashinath. Best Speaker in the Finals, Ms. Charitha Shashiraj.
- Won the 5th S.P. Sathe Memorial Moot Court Competition held at ILS Law College, Pune in February 26-28, 2011 (Team: Ms. Prarthana Kashinath, Ms.Charitha K.S. and Ms.Suchita Thapar). Ms. Prarthana Kashinath won the

Best Advocate award at Prelims and Ms. Charitha K.S. won the Best Speaker award at finals.

- Semi Finalists and Best Memorial at the Amity National Moot Court Competition held at Amity Law School, New Delhi from March 11-13, 2011. (Team- Neha Chaudhari, Shruti Chandrashekar and Samira Varanasi)
- Runners up at National Law School International Arbitration Moot Court Competition during April 8-10, 2011. (Team- Prateek Andharia, Shivankar Sharma and Tarun Kovvali).
- Won the 1st Amity International Moot Court Competition held at Amity Law School, New Delhi from November 18-20, 2011. (Team- Preethi Correa, Rupali Samuel and Bidya Mohanty).
- Winners in National Rounds at 15th Annual Stetson International National Environmental Law Moot Court Competition. (Team- Tarun Gopalakrishnan, Malavika Prasad and Gautam Swarup). Mr. Tarun Gopalakrishnan won the Best Oralist.

LITERARY & DEBATING ACHIEVEMENTS

- Best College Team, Landmark General Quiz, Hyderabad (October 6, 2013).
- Mr. K.V.S. Lokesh and Mr.Balaji Subramanian got 1st place in the BITS Enigma Science Quiz at BITS Pilani-Hyderabad (October 11-13, 2013).
- Mr. K.V.S. Lokesh and Mr.Balaji Subramanian got 4th place at National Finals, BITS Enigma General Quiz 2013.
- Mr. K.V.S. Lokesh, Mr.Balaji Subramanian and Mr.Debarpan Ghosh got 2nd place in General Quiz, Christ University Quiz Championship, Bangalore (December 7-8, 2013).
- Mr. K.V.S. Lokesh, Mr.Balaji Subramanian and Mr. Vishnu Sumanth got 3rd place in India Quiz, Christ University Quiz Championship, Bangalore (December 7-8, 2013).
- Team comprising Ms. Sanya Samtani and Mr.Varun Baliga of the IV and III Year respectively were the first NALSAR team to break to the quarter finals of the IIT Bombay British Parliamentary Debate.
- Mr. Varun Baliga became the first NALSAR adjudicator to break to the finals of the MSR British Parliamentary Debate. He was placed third best adjudicator overall.
- NALSAR sent two teams comprising of Mr. Varun Baliga and Mr.Ketan Karyakarte as NALSAR A and Ms. Adrija Jayanthy and Mr.Rishabh Shah as NALSAR B for the first time to the 2014 Worlds University Debating Championship in Chennai.
- Participated in the NUJS International Parliamentary Debate Tournament in February 2012;
- Second Best Adjudicator (Ms. Shruthi Chandrasekaran), and Semi-Finalist Adjudicator (Ms. Juhi Bansal) at the RV Debating Tournament in September, 2012;
- Participated in the World Universities Debating Championship 2012 (Mr. Mirza Saaib Beg, Mr.Priyank Kapadia and Ms.Juhi Bansal) in Berlin, Germany;

- Best delegate at NUJS MUN 2012, RMLNLU MUN 2012, and JGUMUN 2012 (Mr. Himanil Raina).
- Participated in NUJS Parliamentary Debate, 2011organised by NUJS, Kolkata
- Participated in 8[th]Premchand Memorial Debate, 2011
- Participated in RV Debating Tournament, 2011 organised by R.V. Law College, Bangalore
- Participated in 3rd IIT Bombay Parliamentary Debate, 2011organised by IIT, Bombay
- Participated in 2nd United Asians Debating Championship, 2011 at Macau, Hongkong.

ESSAY WRITING COMPETITION

- Ms. Tanya Choudhary won the First Prize in Satya Hegde Essay Competition 2014 organized by Nani Palkhivala Centre of Arbitration, Chennai
- Ms. Tanya Choudhary won the First Prize in Arb Excel - all India essay competition on arbitration, organized by Kachwaha & Partners, New Delhi
- Ms. Tanya Choudhary won the gold medal in Reema Ray Gold Medal Essay Competition in Business Law 2014 organized by National University of Juridical Sciences (NUJS) on the topic "arbitrating competition law issues."
- Mr. AnuragPandey got Third Rank in Essay competition on : Humans Pride organization: Topic: Wrongful Portrayal of Women by Advertisement Sector is derogatory to their dignity.
- Mr. Mayank Samuel &Mr.Oshoneesh Waghmare won the First Jagriti National Essay Writing Competition (September 30, 2013).
- Mr. Kartik Chawla presented a paper on "Anonymity and Regulations: A Bitcoins Perspective" to the Rostrum Essay Competition, which has been selected for publication on the Rostrum Blog, and the paper has been shortlisted for the competition.

SPORTS ACHIEVEMENTS

NALSAR students have excelled in sport competitions at various levels, national, state and zonal. Following are the achievements of the NALSAR students in sporting activities:

Vishal Vishwas

Shooting
- Gold medal at district level in Chittorgarh (Johar fest.) (2011)
- Silver medal (Individuals) in 7th Maharaja Karni Singh Shooting memorial competition, Jaipur. 2012
- Gold medal (Team event) in 7th Maharaja Karni Singh Shooting memorial competition, Jaipur. 2012
- Bronze medal (team event) in I.P.S.C. shooting competition held at Daly college, Indore (2011)

Hockey
- Gold medal in inter sainik school hockey tournament. (ZONALS) 2012-2013
- Represented Rajasthan in 3rd sub-jr. Hockey national at Mumbai as Vice-Capt. Of the team. (2013)

- Represented Rajasthan in the 4th junior men's nationals at Chennai as Captain of the team.(2014)

Pallavi Dehari

- Inter-DPS National Swim Meet-3rd position in Freestyle and Backstroke and Relay (freestyle)
- State Level Sports Meet-Swimming 2nd position
- Zonal Level Sports Meet-Swimming 1st position
- In addition to this she has also won some prizes for swimming in various sports club.

Lakshana Radhakrishnan

Top 50 finisher in

- Pinkathon 2014(10k Marathon)
- World Aids Day Marathon 2014(10k Marathon)
- Anti-tobacco day 2014 marathon (10k Marathon)
  Bronze medal in 800m race. (Invicta 2015, Inter-Law College Sports meet, NUJS Kolkata)

Other achievements in sports include

- Stuti Shah represented Karnataka state that won Basketball nationals in 2011 and 2012.
- NALSAR students Vishal Vishwas, Radhika Agarwal, Mukbang Pertin and Harsh Mahaseth were in top 10 in Airtel Hyderabad Womenathon in 2015.
- Dawa Gyeltshan won Bronze in 3000 meter race in Invicta (Inter-Law College Sports meet, NUJS Kolkata) in 2014.
- Mukbang Pertin also won silver medal in 3000 meter race in Invicta (Inter-Law College Sports meet, NUJS Kolkata) in 2015.
- NALSAR Basketball team won silver medal in men's category in Invicta (Inter-Law College Sports meet, NUJS Kolkata) in 2012.
- Full Marathon (42 km) - Ms. Radhika Agarwal ran the Airtel Hyderabad full Marathon on August 25, 2013 which took 6 hours 16 minutes 11 seconds.
- Runners up in the Quadrangular Cricket Series between NLS-NALSAR-NUJS-Christ College of Law
- Mr. Mahesh (LLM II year) and Mr. Mayank Kapila (LLM II year) were awarded the Best bowler of the tournament Man of the tournament respectively in the Quadrangular cricket series in January
- The college cricket team is still the reigning champions in the NLS-NALSAR annual cricket Bi-series.
- The college football team were the Winners of the NALSAR-NLS-BITS Tri series
- The college basketball team were the Runners up in the NALSAR-NIFT-BITS Tri series

Airtel Hyderabad Marathon (August 2012)

- Half Marathon (21 km) - Ms. Shweta Vishwanathan and Mr.Aatmin Shah ran the Airtel Hyderabad Marathon in August 2012
- Relay Marathon (4*10.5 km) - The team comprising of Ms. Radhika Agarwal, Mr.Varun Vaish, Ms.Swathi Bhojraj and Ms.Ishani Kundu ran the Hyderabad 4x10.5 relay marathon

Hyderabad Heritage Marathon (September 23, 2012)

- Mr. Mustafa Haji, Mr.Varun Vaish, Mr.Nishant Prasad, Ms.Ishani Kundu and Ms.Radhika Agarwal ran the Hyderabad Heritage Half Marathon in September.
- Ms. Ishani Kundu and Ms.Radhika Agarwal finished 5th and 3rd in the Female Open Category.

Mountaineering

- Ms. Sapna Raheem (Vth year) trekked the arduous DraupadiKaDanda peak in May 2012.
- Mr. Arvind (LLM Ist year) summated the virgin peaks of Rongdo-I and Rongdo-II in the Himalayas in May 2012

Ultimate Frisbee:

- Mr.Jaideep Bachher, NALSAR Alumnus 2009 introduced 'Ultimate' (The fastest growing team sport in the world) for the students here in January 2013. A two day workshop of 3 hours each was conducted which witnessed over 35 enthusiastic participants.

CULTURAL AND OTHERS

- Mr. Ishan Seth and Mr. Omer Farooq participated in the Annual Oxford University India Research Paper Competition 2013-14 and stood as Second Runner up Team and the team was also invited to present the paper at the Annual Oxford India summit 2014.
- Ms. Radhika Agarwal participated in the Samahaara Theatre Workshop which was conducted by Mr. Ratna Sekhar Reddy (an eminent theatre personality and Telugu actor) at Lamakaan, Hyderabad from January to April 2014.
- Ms. Navomi Koshy won Hyderabad Rounds-MTV Maruti Suzuki Colors of the Youth All India Talent Hunt, 2014.
- Mr. Pranav Menon & Mr.Shivankar Sharma won the Treaty Appreciation Competition organized by GLC Mumbai in January, 2013.
- Mr. Vishal Binod&Mr.Devangshu Nath won National rounds of Louis M Brown &Forrests Mosten International Client Consultation Competition held in February 2013. They then represented India at the world finals.
- Ms. Shreya Bose Campus Volunteer and Editor for Human Rights Law Network, (2013).
- Mr. Revanth K participated in the SAARC Regional Training Programme on Children Safety including Children with Special Needs in South Asia at University of Kashmir, J&K (November 6-12, 2013).
- Mr. Vishal Binod & Mr.Devangshu Nath won National rounds of Louis M Brown & Forrests Mosten International Client Consultation Competition held in February 2013. They then represented India at the world finals.
- Ms. Shreya Bose Campus Volunteer and Editor for Human Rights Law Network, (2013).
- Mr. Revanth K participated in the SAARC Regional Training Programme on Children Safety including Children with Special Needs in South Asia at University of Kashmir, J&K (November 6-12, 2013).

- 2014 Outlawed Cultural fest:

   Aditi Ramesh - 1st prize for western solo, 1st place for eastern solo

   Pooja Shankar- 2nd place for western solo

   Aarant Sarangi- 3rd place for western solo

- 2014 MTV Maruti Suzuki Colors of the Youth All India Talent Hunt:

   Navomi Koshy- Winner of the Hyderabad Rounds

- Prateik Surisetti published his book on photography titled 'Good Morning Ms. Hobby'.

- Aayush Mallik designed artwork (majorly Madhubani paintings) for a conference hall of the Southwest Airlines, in Dallas (Texas, USA) in July 2014 and has presently been commissioned to create artworks for Loyalty Methods' Hyderabad office.

   The list is not exhaustive but is only an indicative.

5.3.3. Does the university conduct special drives / campaigns for students to promote heritage consciousness?

The students are admitted from all over India and also from abroad. To promote culture of different States, the students organise various Regional Festivals like Telugu Fest, South India Fest, Awadh-Mugadh, Lohri, Onam, Rajasthani Fest etc. In addition, Indian Heritage is taught as part of History and the University also organizes debates on Constituent Assembly and other related topics for promoting heritage consciousness. University also offers a course on Diversity Management where composite Indian Heritage is taught in great detail.

5.3.4. How does the university involve and encourage its students to publish materials like catalogues, wall magazines, college magazine, and other material? List the major publications/ materials brought out by the students during the last four academic sessions.

NALSAR encourages research in a big way. Students are encouraged to publish their projects as research papers. At the end of five years, most of our students have three to five papers to their credit. Our students publish articles not only in India but in reputed International Law Journals.

The Editorial Boards of various journals published by the University consist of students from the II to V years. Additionally, Associate Editors are also selected from the two junior-most batches if the Editorial Board deems it necessary. The Board of Editors is selected after rigorous Editorial Board tests which may involve a combination of a writing test, a copy editing piece, a content editing piece and a critical summary. The students are responsible for sending calls for articles, performing preliminary, secondary and final review, copy editing, and designing of the journals. The following student managed journals are currently in publication:

- NALSAR Student Law Review
- The Indian Journal of Constitutional Law
- The Indian Journal of Law and Economics
- Environmental Law and Practice Review
- The Indian Journal of Intellectual Property Law
- Journal of Corporate Affairs and Corporate Crimes
- NALSAR ADR Review

5.3.5. Does the university have a Students Council or any other similar body? Give details on its constitution, activities and funding.

The University has Student Bar Council (Students Union) to foster and promote:
1. Cordial and harmonious relations between the faculty on the one hand and the student Body on the other hand;
2. The intellectual, physical and moral faculties of the Student Community;
3. A sense of camaraderie and fellow feeling on the part of students, transcending all barriers;
4. A mature, responsible and cooperative outlook in the student body so that the staff, students and administration of the University do not experience any insuperable difficulties;

The SBC consist of a General Body comprising of all the students. The affairs of SBC are managed by an Executive Council consisting of the office bearers namely President, Vice-President, General Secretary (Male), General Secretary (Female), Joint Secretary (Male), Joint Secretary (Female), Treasurer and Convenors of the functional Student Committees.

The following fully functional Student Committees assist the Executive Council of the SBC in the discharge of its functions:

1. The Academic Committee
2. The Cultural Committee
3. The Hostel and Campus Welfare Committee
4. The Literary and debating Committee
5. The Mess and Hospitality Committee
6. The Moot Court Committee
7. The Sports Committee
8. The Student Welfare Committee
9. The Diversity Committee

The President and one representative from each class for each of the Committees are directly elected by the students. The directly elected representatives of the Committees elect the members of the SBC Executive. The Convenors are elected by the members of the respective Committee.

The activities of the Executive Council and various Committees include

Executive Council:
- Assisting the university authorities in maintaining discipline on the campus
- Coordinating and facilitating the activities of the SBC and its committees.
- Representing the views of the SBC to the University.
- Managing the finances of the SBC.
- Mediating any differences which may arise between the student committees.
- Convening all meetings of the SBC Executive Council and various Committees.
- Coordinating with the authorities and the students for providing financial assistance for participation in various co-curricular and extra-curricular activities at national and international level.

Committees:

Academic Committee:
- Assisting the Library Committee with library affairs such as procuring of books necessary for the courses offered in the university.
- Assisting the students for internships.
- Conducting special classes for the slow-learners

Cultural Committee:
- Facilitating and promoting all cultural activities in the University.
- Organizing cultural activities on behalf of the university.

Hostel Welfare Committee:
- Maintaining general cleanliness of the hostels, ensuring basic amenities, and maintenance of hostels.

Literary and Debating Committee:
- Organising Literary and Debating activities in the University.
- Selecting the Debating Teams
- Organizing orientation progammes in debating.

Hospitality Committee:
- Ensuring hygiene and quality of food served in the Mess.
- Ensuring price efficiency with relation to the Mess.
- Redressal of student grievances relating to the Mess.

Moot Court Committee:
- Promoting awareness and education about Moot Courts throughout the University.
- Organising all mooting activities in the University.
- Organising annual selection moots to select the university teams and any other moot on behalf of the university.
- Conducting moot orientation programmes.
- Conducting regular inter-class and intra-class Moot Court Competitions.

Sports Committee:
- Facilitating all sports activities.
- Constituting university teams for participation in various competitions
- Acquisition and maintenance of sports equipment.

Student Welfare Committee:
- Conducting orientation programmes for students.
- Conducting tutorials and special courses to help students to cope with academics.
- Organizing economic aid programme to help the students facing financial difficulties.
- Conducting a counseling programme to help students deal with their problems in the university.

Diversity Committee:

NALSAR is committed to promotion and celebration of diversities of all kinds. Accordingly, a Standing Committee on Student Diversity has been constituted as part of SBC to ensure that the University gives an ambience of an academic institution with equal opportunities to people of different orientations and protection of their rights in an equal measure.

The SBC prepares its proposed activities and students' participations in various activities and prepares their annual budget. After detailed discussions, provision is made in the University Budget for the student activities. Every year an amount of Rs. 40,00,000/- is provided in the Budget.

5.3.6. Give details of various academic and administrative bodies that have student representative on them. Also provide details of their activities.

The various Committees of the Student Bar Council work closely with the Faculty and other administrative offices for various activities of the students and also the University. Students are also members of the IT Committee, Anti-Ragging Committee and also Internal Complaints Committee. The University on continuous basis conducts open house meetings with students to discuss the proposed academic reforms and also other administrative issues relating to the students. At the end of each semester, student feed back is taken on the courses and the performance of the teacher concerned. This feed back is used in subsequent decisions to bring further improvements. Students are also members of the Editorial Board for various journals published by the University.

CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional vision and leadership

6.1.1. State the vision and the mission of the university.

Vision: As a University of law to bridge the divide between law and justice and to support the most marginalized and excluded in their quest for their just due.

Mission: To undertake the core university activities of education, training, research and publication in such manner as to advance social justice. This mission has informed the manner in which the university has undertaken its core activities. Every point at which the University had to choose between alternative courses of action, we have chosen that path which would advance the cause of the deprived. This mission is supported by the legislation which has established the University.

The main objects of the University as laid down in the Act

- to evolve and impart comprehensive legal education at all levels to achieve excellence;
- to organize advanced studies and promote research in all branches of law;
- to disseminate legal knowledge by organizing lectures, seminars, symposia, workshops and conferences;
- to promote cultural, legal and ethical values with a view to promote and foster the rule of law and the objectives enshrined in the Constitution of India;
- to improve the ability to analyse and present for the benefit of the public contemporary issues of public concern and their legal implications;
- to liase with institutions of higher learning and research in India and abroad;
- to publish periodicals, treatises, study books, reports, journals and other literature on all subjects relating to law;
- to hold examinations and confer degrees and other academic distinctions;
- to promote legal awareness in the community for achieving social and economic justice;
- to undertake study and training projects relating to law, legislation and judicial institutions; and
- to do all such things as are incidental, necessary or conducive to the attainment of all or any of the objectives of the University.

All policies and programmes adopted by the University are in advancement of this mission.

6.1.2. Does the mission statement define the institution's distinctive characteristic in terms of addressing the needs of the society, the students it seeks to serve, the institution's tradition and value orientations, its vision for the future, etc.?

Even a cursory glance at the teaching, research, advocacy and publication activities of the University shows that we have at each point strived to fulfil our mission and realize our vision. The University has the strongest cohort of human rights and social justice courses as we do believe that legal representation and cause lawyering is most desperately needed by those who cannot speak for themselves.

We have undertaken cutting edge research in the field of prison reforms, disability rights, gender justice and child rights. Every one of these research inquiries has provided voice to the voiceless. This enterprise of examing the justice costs of each law and policy has signally influenced the career and life choices made by many of them.

It is important to note that NALSARITES have amongst the largest presence in both the bar and the Academy. They naturally gravitate towards taking up the causes of the excluded be it death row inmates, victims of sexual offences or those dispossessed of land.

Our University has provided a platform for social causes and the legal argumentation for advancing those causes be it the rights of persons with disabilities; non -criminal rehabilitation of juveniles; the early childhood care and education; or the livelihood and cultural rights of street performers.

We do believe that our status and stature within the realm of legal education places upon us the responsibility to support the disadvantaged in the fight for their own rights and to extend solidarity to their struggle. At a very minimum to ensure that inadvertently or otherwise we do not cause harm.

6.1.3. How is the leadership involved
- **In ensuring the organization's management system development, implementation and continuous improvement?**
- **In interacting with its stakeholders?**
- **In reinforcing a culture of excellence?**
- **In identifying organizational needs and striving to fulfil them?**

NALSAR does not believe in a top down models of governance consequently principles of subsidiarity and guided delegation inform the management of university affairs. Consequently, leadership on varied matters resides with different authorities and stakeholders of the University. Thus the meta- policy of the University is settled by the Governing Council but questions of everyday management are deliberated upon and settled by the functionary closest to the situation.

- **In ensuring the organization's management system development, implementation and continuous improvement?**

  The statute of the University has constituted the following authorities to settle the meta-policy of NALSAR. These are the:

  1. General Council
  2. Executive Council
  3. Academic Council
  4. Finance Committee
  5. Planning Board

General Council: General Council is the plenary authority of the University and formulates and review from time to time the broad policies and programmes of the University and devise measures for the improvement and development of the University. The General Council consist of the following persons:

(a) Chancellor (Chief Justice of the High Court);
(b) Former Presidents or Chancellors on invitation of the Chancellor;
(c) Vice- Chancellor;
(d) Attorney General of India;
(e) A nominee of the Chairman of the Bar Council of India from amongst the members of the Bar Council of India;
(f) Advocate General of Telangana;
(g) Chairman, Bar Council of Andhra Pradesh;
(h) Two pre-eminent persons in the disciplines of Social Sciences and Humanities nominated by the Chancellor;
(i) two persons from amongst
    (a) sitting or retired judges of High Court of Judicature for the State of Telangana and the State of Andhra Pradesh, nominated by the Chancellor;
    (b) retired Judges of the High Court Andhra Pradesh nominated by the Chancellor;
(j) two persons from amongst the Board of Governors of the society nominated by the Chancellor;
(k) two pre-eminent persons in legal or educational field, nominated by the Chancellor;
(l) five members nominated by the Government of Telangana among whom, one shall be the Chief Secretary, one shall be the Principal Secretary of the Finance and Planning (Fin.Wing) Department and one shall be the Law Secretary and remaining two from amongst distinguished academicians or administrators connected with law and allied disciplines;
(m) the Registrar; and
(n) all the Professors who are the Heads of Departments in the University.

Executive Council: The Executive Council is the Chief Executive Authority of the University and as such shall have all powers necessary to administer the University subject to the provisions of the Act and the Statutes made there under

and may make Regulations for that purpose. The Executive Council consists of the following persons:

a) the Vice-Chancellor of the University;
b) A nominee of the Chairman of the Bar Council of India, from amongst its members;
c) The Chairman, Bar Council of the State of Andhra Pradesh;
d) one member of the Board of Governors of the Society nominated by the Chancellor;
e) Principal Secretary, Finance and Planning (Finance Wing) Department, Government of Telangana;
f) Secretary, Law Department, Government of Telangana, to be nominated by the Government of Telangana;
g) Secretary, Higher Education, Education Department Government of Telangana;
h) The Registrar of the University; and
i) Three teachers to be nominated by the Vice-Chancellor of whom, one shall be amongst Heads of the Departments, one from Professors and one from Associate Professors by rotation for a period of one year.

Academic Council: The Academic Council manages the academic affairs and matters in the University. The Academic Council consists of the following persons:

(a) the Vice-Chancellor who shall be the Chairman thereof;
(b) one judge from the –
    (i) High Court of Judicature for the State of Telangana and the State of Andhra Pradesh either sitting or retired nominated by the Chancellor;
    (ii) High Court Andhra Pradesh, retired, nominated by the Chancellor;
(c) the Registrar;
(d) three persons from amongst educationists of repute or men of letters or members of the learned professions or eminent public men, who are not in the service of the University, nominated by the Chancellor;
(e) an eminent educationist nominated by the Government of Telangana;
(f) a nominee of the Bar Council of India;
(g) a nominee of the Bar Council of Andhra Pradesh;
(h) all the Heads of the Departments;
(i) all professors other than the Heads of the Departments; and
(j) two members of the teaching staff, one each respectively representing the associate and assistant professors of the University nominated by the Vice-Chancellor for the term specified;

Provided that an employee of the University shall not be eligible for nomination under category (d).

Finance Committee: The Finance Committee examines and scrutinizes the annual budget, consider periodical statement of accounts and give its views to the Executive Council on financial matters. The Finance Committee consists of the following persons:
(a)   the Vice-Chancellor;
(b)   the Registrar; and

(c)   three members nominated by the Executive Council from amongst its members out of whom at least one shall be from those nominated by the Chancellor and one from among them nominated by the Government of Telangana.

Planning Board: The Planning Board comprises of the following persons:

(1)   The Chancellor;
(2)   The Vice-Chancellor;
(3)   The founder President or in his absence a nominee of the Chancellor;
(4)   The founder Director or in his absence a nominee of the Chancellor;
(5)   The Registrar or in his absence the Deputy Registrar;
(6)   The senior most Male Teacher; and
(7)   The senior most Female Teacher.

The meta-policy settled by these University bodies is executed by the Vice-Chancellor through various committees of faculty members, administration and students.

The Vice-Chancellor as the principal Executive Officer of the University is required to obtain requisite guidance from the University Bodies; communicate it to the actors required to implement it on the ground; and ensure that there is open communication and healthy cooperation between the faculty, administration and students of the University. Both by rule and by practice the Vice-Chancellor operates as the crucial link between the University Authorities and the University community. The operational difficulties faced by these executive committees are communicated in action taken reports during the periodic reports of the University bodies. These reports either bring forth additional advice from the Bodies or a modification of the offending rule, regulation direction.

The imagination, empathy, firmness and transparency demonstrated by this principal functionary has signally influenced the smooth functioning of the University. The effectiveness of the Vice-Chancellor is significantly influenced by the Support team. It has been found that Vice-Chancellors who delegate and trust have been able to obtain greater contribution from the University community than centralizing and controlling Vice-Chancellors. In the early phases the rules of delegation and principles of subsidiarity were unevenly followed in the University. In the last four years however the University has firmed up its normative architecture by adopting Regulations for all significant areas of university functioning. These Regulations have clearly marked out the duties and entitlements of all stakeholders. The adoption of the regulations by the University Bodies has clearly marked out the space of rule and discretion. Further, every exercise of discretionary power is recorded in writing on note sheets which form part of the administrative record. These written records have put paid to ad hoc decision-making and reinforced perceptions of fairness.

In interacting with its stakeholders?

The governance of the University is conducted in such manner that every stakeholder of the University has a sense of ownership. This feeling of ownership is recognized and strengthened by the following strategies. The involvement of the faculty in University administration has been ensured by according representation to the senior faculty in the General Council and Executive Committee. The Academic Council accords majority presence to the faculty. It is expected that the Vice Chancellor and the faculty would give voice to student concerns at the meetings of University Bodies. The Chancellor and the members have always been accessible to the students which ensures that the views of the students are not side lined or suppressed.

Even as all stakeholders do not have membership in the University bodies, all of them have a say in governance through the Committees constituted by the Vice-Chancellor. The students have a Student Bar Council under a Constitution which has been drafted to ensure gender equity and representation to the diverse groups in the student body.

In addition, the Faculty members meets every Wednesday. The regularity of the meeting has been ensured by permanently scheduling it in the timetable. No major policy decision or practice modification is undertaken without it being discussed threadbare in the Faculty meetings. Even if decisions by majority are sometimes reached, the general effort is to arrive at consensus in the Faculty before any path breaking change is implemented.

The Vice-Chancellor and the Academic Convenor hold regular open houses with students to ensure that the University administration is dialogically conducted. Such student- faculty interactions are also regularly held by the Convenors of the other internal committees.

- **In reinforcing a culture of excellence?**

  A culture of excellence requires all stakeholders to be involved in the enterprise of striving for the best. By opting for a system of cooperative governance, we recognize that every member of the University team places a role in the growth and development of the University. The website of the University makes a public acknowledgement of this fact by introducing the world at large to every member of the University team.

  By the introduction of the performance based assessment system for all our employees, we have fired all of them with ambition and asked each one to work for their own advancement. An objective system of recording performance has caused each member of the university community to recognize that there is no substitute for hard work. If records of recalcitrance are maintained; then acknowledgements of improvement are also documented.

The University has a robust Academic Misconduct policy, which adopts a zero tolerance view on plagiarism, cheating and academic shortcuts. We believe that we can get our students to strive and work hard only if we do not let cheaters prosper. With our system of moderation of both exam papers and results we ensure streamlining of standards. In a choice based elective system, it is important to ensure that simple exam papers and liberal marking opens up a gap through which mediocrity steals a march on excellence.

We celebrate excellence but we also provide opportunity to all to be a part of the enterprise. We try not to label people but only evaluate performance. Thus at whichever point a non-performer decides to mend ways, we provide opportunity and make it a point to acknowledge the change to incentivize the individual to continue with their individual quest for excellence.

- **In identifying organizational needs and striving to fulfil them?**

We are an institution where we talk with each other. We have institutionalized our dialoguing spaces be they Committees, Faculty Meetings or Open Houses. These spaces of deliberation provide us with the opportunity to identify organizational needs and the cooperative system of governance enables us to strive to realize them.

6.1.4. Were any of the top leadership positions of the university vacant for more than a year? If so, state the reasons.

No.

6.1.5. Does the university ensure that all positions in its various statutory bodies are filled and meetings conducted regularly?

Yes. The University initiates the process for obtaining the nominations for various University bodies three months before the term expires. Hence, all the positions in various University bodies are filled on time. The meetings of various bodies are conducted regularly as per the Act.

6.1.6. Does the university promote a culture of participative management? If yes, indicate the levels of participative management.

All the decisions are taken in consultation with various stakeholders. The matters relating to the students like academic issues, modification in the fee structure, evaluation scheme,electives, sequence of courses, infrastructural facilities etc. are initially discussed with the students in the Open House Meetings. All the academic matters, research issues and other related issues are also discussed in the Faculty Meetings, which are conducted on weekly basis. All the Regulations or policy proposals are placed before the relevant University Bodies after detailed deliberations in the Faculty Meetings. Other decisions of the University Bodies are also discussed in the Faculty Meetings for proper implementation and adoptability. To quote that the University Bodies after detailed deliberations approved starting of 3-Year LL.B. and also increase of intake for 5-Year B.A., LL.B. (Hons.) from 80 – 120. The University after detailed discussions with the

Faculty and analysis of the available infrastructure and resources implemented increase of intake for the 5-Year B.A., LL.B. (Hons.) and decided to keep pending offering of 3-Year LL.B. till the University has sufficient faculty resources and also the infrastructural facilities. Students are also consulted before offering these courses. After the Open House, written suggestions are taken from them.

6.1.7. Give details of the academic and administrative leadership provided by the university to its affiliated colleges and the support and encouragement given to them to become autonomous.

Not applicable, as the University has not affiliated colleges.

6.1.8. Hove any provisions been incorporated / introduced in the university Act and Statutes to provide for conferment of degrees by autonomous colleges?

Not applicable, as the University has not affiliated colleges.

6.1.9. How does the university groom leadership at various levels?

The Vice-Chancellor constitutes various Faculty Committees from time to time for undertaking various activities of the University. The Faculty Committees and their tasks are

S.No.	Committee	Role / Functions
1	Academic and Examination Committee	• To suggest curriculum reform for the undergraduate and post graduate program • To undertake capacity building workshops for teachers and tutors • To streamline the examination system; institutionalize moderation of papers and exams. • To oversee the standardization of course outlines; reading materials and teaching plans
2	Faculty – Student Exchange Committee	• Review and finalize exchange regulations for students and create for teachers • Initiatives to encourage foreign scholars to visit NALSAR • Organize a meeting of exchange scholars on their return • Organize social events around scholars who exchange at NALSAR • Interconnections between exchange program and credit courses • Raise funds to invite scholars and support in-house faculty • Send a report of NALSAR Exchange Program for publication in NALSAR Newsletter / Annual Reports

3	Library Committee	• Audit of Courses offered and books available • Seek requisition requests as well as create suggested lists of books to be procured depending upon courses offered. • Get in touch with leading lawyers to create an archive of case records and get donation of books for the Library from India and abroad. • Create proposal for obtaining access to case records at District/ High Court and Supreme Court level • Start an oral archive of testimonies surrounding landmark legal developments be the cases; legislations; or law reform initiatives • Start building up a popular fiction library
4	Publications Committee	• Review all existing publications and evaluate their academic and financial feasibility; consider the possibility of merging existing publications to create flagship journals • Creating a Calendar of publications • Also to consider the feasibility of making some publications as only online journals • Standardizing the house style of the Journals • Policy on Publication of Endowment lectures • Policy for Publishing Working Papers; Theme Papers; Occasional Papers
5	Extra Mural Lectures	• Faculty / Visiting Scholars/ invited Scholars Lectures every Wednesday • Lectures during tea-time/ dinnertime/ weekends • Suggest the Publishing of some of the lectures to Publications Committee • Collaborate with Academic Committee to invite people who wish to offer credit courses to first deliver lectures to students and teachers • Oversee the delivery of the Endowment lectures and plan the guest list • Suggest names of people who can be invited for Endowment Lectures
6	Good Relations Committee	• To create a public relations policy for the University • To oversee the media projection of all activities of the University • To have proactive strategies for showcasing the various activities of the University • To explore possibilities of a Legal Education Column in some city newspapers

7	Moot Court Committee	- To organize Moot Competitions so as to maximize the attendance of in-house students - To enable the participation of the maximum number of students in to Moot Court Competitions - To create different level teams and categorize various moot competitions accordingly. - To create a policy of university financing of student participation of moot court competitions - To forge a link between moot organization and the clinic program by running some moot related training in the program - To collaborate with Seminar Committee and Academic Committee to maximally utilize persons invited to judge selection and other moots - To consider launching a Moot Reporting Program.
8	Student Welfare Committee	- To suggest schemes and programs for the welfare of students - To take up programs for the protection, support and inclusion of SC/ST and students with disabilities - To recommend award of university scholarship - To facilitate the process of other scholarships for the students

In addition, the Vice-Chancellor also constitutes Committees like Purchase Committee, Internal Complaints Committee, Moderation Committee, Gold Medals Committee, Student Exchange Committee, etc. depending on the need from time to time.

The non-teaching staff members are also part of various Committees like Library Committee, Purchase Committee, IT Committee, Complaints Committee etc.

The students have Student Bar Council with nine functional Committees. The SBC has separate budget allocated for their activities. The SBC Officer Bearers, Convenors of various Committees undertake various activities and also manages their activities within the budget provided for the specific heads. Student Committees assists the Faculty Committees in the academic and other activities of the University.

In addition to the above, the Vice-Chancellor constitutes various Committees for organising various programmes of the University and also the Convocation of the University.

6.1.10. Has the university evolved a knowledge management strategy? If yes, give details.

Yes, the university does have a very vibrant knowledge management strategy. It is developed keeping in mind the requirements of modern day university system. Our knowledge management strategy is evolving as per our requirements. It is as follows:

1. The university has implemented an Online Library Management System for faculty and students
2. We have also implemented a Remote E-Resources Management system using virtual private network to enable access to available resources worldwide. Through this system, our faculty and students can access our subscribed e-library resources
3. Our digital Students' feedback system is robust where in students can give faculty feedback online.
4. We have also established an Online Career Advance Scheme for faculty wherein faculty achievements are stored in a digital format
5. We have effected MOODLE wherein students can submit assignments and projects online which can be saved and stored as repository for use of future students.
6. We have also actualized virtualization of class and lab sessions through VM ware wherein physical lab sessions are conducted virtually and stored for future use.

6.1.11. How are the following values are reflected the functioning of the university?
- **Contributing to national development**
- **Fostering global competencies among students**
- **Inculcating a sound value system among students promoting use of technology**
- **Quest for excellence**

- **Contributing to National Development**

Human Resource Development

Universities contribution to the national development is primarily through the human resource development. We are producing future citizens of the country. NALSAR has been doing this national service by imparting legal education at the highest level and being conscious of poverty and injustices in our society has taken a resolve that the lawyers produced by NALSAR would not be mere technicians in law. Our students are keen to remove injustices from our society. This is relfelcted in our mission where we have explicitly stated that we want to produce socially relevant lawyers. In furtherance of this goal our students have been joining litigation in a big way. Lately, even those students who were initially compelled to join corporate firms in order to pay off their educational loans have now joined the bar.

Knowledge creation is another national goal to which NALSAR has been contributing through its research centres and has been taking positions on pertinent national issues. University helps the government in drafting number of legislations and policies. The University is also routinely given the task of preparing the country reports for various United Nations Organisations and Committees. The University similarly opposes government whenever it finds that the societal interests are going to be affected by the proposed legislation. In furtherance of this goal, the University opposed imposition of death penalty for rape, new Juvenile Justice Bill and the new Disability Law. The University tries to create awareness on legal issues. The present Vice-Chancellor himself leads this campaign through his writings in national news papers, press conferences, bringing all Vice-Chancellors of National Law Universities on one platform.

The country needs new courses to deal with emerging problems of our time. Here again NALSAR has not been lagging behind. In view of 2G scam when it was realised that the country needs experts in telecommunication laws, NALSAR introduced an innovative Master's Programme in Telecommunication Laws. Similarly when Indian Judiciary needed Court Managers who were well versed with our legal system and the judicial process, the University introduced a specialised M.B.A. Programme in Court Management. Lately, it has been relaised that in view of opportunities in the corporate sector, human rights and humanities courses are no more given the importance they deserve. Realising significance of humanities and human rights courses, NALSAR has taken the initiative of introducing number of electives in the area of human rights and adding three new seminar courses in the field of humanities. India is a vast country. The state of art infrastructure available in the institutions of excellence like NALSAR is limited and cannot cater to the needs of vast majority of our people. Accordingly, to disseminate legal knowledge, NALSAR has opened its door in the distance mode and offers number of courses so that people can take full advantage of NALSAR's brand name and are educated in an online and onsite mode.

Through its extension activities the University conducts training programmes on legal skills to IPS Officers, Senior Executives of various sectors like Food Corporation of India, Insurance Regulatory Development Authority of India etc. In addition, the University under a project trained hundred of persons as para-legals. The University through Legal Aid Cell is also organising sensitisation programmes on land rights to various stakeholders including journalists, police officers, teachers, revenue officers etc.

The University is publishing eleven journals. Through its journals the latest developments in various areas are spread in the interest of the public.

To strengthen the legal industry linkages. University on a regular basis interacts with the lawyers and judges and based on inputs from them revises its courses. The University on regular basis also organises number of workshops, seminars, conferences and training programmes where lawyers, judges, corporate leaders etc. are invited to have interaction with our faculty and students.

Drafting of Laws

The University has been helping the Government(s) in drafting of legislations. Some of them are

- Mental Health Bill
- New Bill on the Rights of the Persons with Disabilities
- The Andhra Pradesh Child Labour Abolition and Compulsory Education Bill, 2003
- Enabling Legislation for Good Governance
- Amendment of National Trust Act, 1999 in accordance with UN Convention on the Rights of Persons with Disabilities
- New Rent Control Legislation for the State of Andhra Pradesh
- Regulatory Impact Assessment Legislation on Domestic Workers in India
- Drafting of New Land Acquisition Act for the State of Andhra Pradesh
- Review of Laws in Telangana State

Social Justice

Some clinical courses have been designed to undertake Legal Aid activities as course work. The following are indicative of some of the activities undertaken by them under the guidance of the faculty:

- University students took the responsibility of documenting the social realities resulting from the operations of the Micro Finance Institutions (MFI's) as well as an inquiry into the legitimacy of the current business practices adopted by the MFIs. This was done to help Society for Elimination of Rural Poverty (SERP) make a case against the practices of MFIs. Because of these practices it is argued by the group that MFIs are causing a huge burden on the poor, leading to a vicious cycle of debt, poverty and even deaths / farmers suicides. The group has documented the events which led to the promulgation of the Andhra Pradesh Micro Finance Institutions (Regulation of Money Lending) Ordinance, 2010 with a view to curb the unethical loan recovery practices adopted by MFIs. The Ordinance subsequently became a Statute. The group in their report compiled the cases that show how MFIs violate human rights laws, criminal laws, constitutional rights, contractual rights, banking and finance laws etc. and they listed down the major observations after extensively studying the case laws and data provided to them by SERP.

- University students undertook the task of helping out the neighbouring villagers with 'Aarogyasri' scheme. This is a health insurance scheme applicable to citizens of the Sate who are below the poverty line. This scheme helps them to avail cash less treatment up to two lakh rupees for ailments listed in the scheme. People can utilize services of corporate hospitals also provided they are recognized under the scheme by the government. University students helped in organizing a medical camp in

the village and before the camp they created awareness about the camp with pamphlets, word of mouth and conducting survey of people with health issues. This camp helped the identified people to get them treated at the best of the hospitals without any expenditure.

- Mamidipudi Venkatarangaiya Foundation (MVF), Hyderabad- a prominent Child Rights NGO that has been working in Ranga Reddy District since 1991. This NGO has withdrawn thousands of children from work and admitted them in schools. Our students undertook the task of making a film that documented the problem of child labour and showcases MVF's attempts in wiping out the same to the MVF's Socio-Legal Awareness Program. This film has been submitted to MVF for further use in its awareness programs and has been acknowledged and commended. The film was titled "Voiceless Whispers".

- Students worked with an NGO namely Council for Green Revolution (CGR) [www.cgrindia.org]. The NGO approached us seeking legal help. NGO was working on tree plantation across the State. Students prepared a manual on aspects of law relating to tree plantation. The manual covered issues of land laws, felling tree, forest laws, environment laws, local municipal laws, criminal law and penalties, tort law, case law on the subject in detail. It was submitted to them and the NGO team was also trained for four days on the legal aspects.

- University students undertook the task of helping out the neighbouring villagers with Indiramma Housing Scheme. Under the scheme all people who are living in hut are eligible for a pucca house the scheme is intended to make the State hut-free state. Students took up the concern of villagers whose house construction got delayed.

- University students undertake Teach India program. Under the program they teach in neighbouring schools and conduct tuitions for children of labourers and other poor people. Students embarked upon a "Right to Education Awareness Campaign" with the aim of disseminating information with respect to the provisions of the Right to Education Act, 2009 and the Andhra Pradesh Rules, 2010 in this regard. The objective of the campaign was to sensitize school authorities and the Mandal Education Officers with respect to the key provisions of the Act and the Rules and their duties in this regard. The team prepared a seven page handbook which was circulated in Shameerpet. This Handbook contained all the important duties and responsibilities of the schools and prescribed by the Act and the Rules.

- University Students have helped an NGO (The Right to Walk Foundation) file a writ in the form of Public Interest Litigation (PIL). They have helped the NGO in the pending proceedings before the Human Rights Commission also. The work is done under the supervision of the concerned faculty member.

The above stated activities are on-going and the above list is simply indicative of the kind of tasks students have undertaken under faculty guidance in the last four years.

- **Fostering global competencies among students**

  The University has MoU with 30 reputed Foreign Universities for the exchange of the students, faculty members and collaborative research. In a year around 20 – 25 students undergo one semester study at these foreign Universities.

  The University introduced the system of International Scholar-in-Residence, wherein experts in different fields are invited from across the globe to offer courses for short durations. They generally spend a semester here.

  In addition, students are encouraged, by providing financial support and academic flexibility, to participate in national and international moot court competitions, to present papers in the international conferences, to publish research papers etc. Students are also encouraged to attend the Summer Programmes offered by foreign universities.

  NALSAR students are professionally as competent as the best law students. Every year some of our students who go to United States qualify for enrolment as lawyers in United States by passing New York Bar Examination.

- **Inculcating a sound value system among students promoting use of technology**

  NALSAR curriculum is so designed that we inculcate constitutional values in our students. Today we make full use of technology in achieving this goal.

  To make the students familiar with the use of latest technology, some courses on Electronic Contracts and Digital Signatures, Cyberspace Jurisdiction, Law of Robots, Digital Evidence Retrievals and Analysis Systems, International Cyber Law etc. are on offer. All the class rooms have LCD / DLP projectors and AV setup. Some classrooms are made as E-learning Studios where the lecture can be recorded and disseminated among the students.

  Library automation has been done using 'VIRTUA' Library Software on RFID/EM platform. Remote access to e-Library Resources is provided through VPN configuration.

  In addition to Wi-Fi for the entire campus, different LAN facilities are provided to connect 21 buildings with 700 node points with 2500 meters of OFC both multi-mode and single mode cables, one core switch cisco catalyst 3750 12 SFP, Three cisco catalyst 2960x 24Port 4SFP, Ten Cisco SBM 24 Port 2 SFP, Twenty two Linksys SLM 220/240, Etc. along with 15,000 meters of UTP laying across the campus.

In addition, the University is planning to upgrade the Audio Video structure's with smart classrooms with interactive smart boards and digital podiums, by converting the AV equipment as wireless enabled, by establishing e-learning studios for multicasting and broadcasting of guest lectures and conferences through online.

- **Quest for excellence**

The curriculum is reviewed and modified on continuous basis. Faculty Meetings are conducted to discuss various issues on weekly basis and Faculty Seminars are conducted on various contemporary issues on monthly basis. For updating their knowledge, Faculty members are encouraged to attend refresher courses, training programmes etc. At the beginning of each semester the curriculum, teaching plan, evaluation methodology are discussed by all the teachers in the Faculty meetings and the suggestions are incorporated after detailed discussions. Leading Professors from foreign universities are invited to offer courses to give exposure to the students on the courses offered internationally. Student Feedback helps the Faculty members to improve and adopt new teaching methodology. The University has established 20 research centres for undertaking research on different areas.

The University has performance appraisal system for all the staff members. This helps the University to assess the abilities and the weaknesses of the individuals and to plan for training programmes for improvement of their skills.

6.2. Strategy Development and Deployment

6.2.1. Does the university have a perspective plan for development? If yes, what aspects are considered in the development of policies and strategies?
- **Vision and mission**
- **Teaching and learning**
- **Research and development**
- **Community engagement**
- **Human resource planning and development**
- **Industry interaction**
- **Internationalisation**

Vision and mission: University has already proved its leadership in the country. We now intend to compete globally while contributing to national development. Our students' performance in the International Moot Court Competitions is one indication of our educational standards which is at par with the best foreign unviersities. We intend to apply for the global accreditation and ranking. In comparison to other leading law universities, our students have joined litigation in a big number and are involved in social justice lawyering. Some of them have become Judges and Civil servants. Our efforts is to further increase this interest in litigation and government services.

Teaching and Learning: Choices should be better enhanced otherwise choice based credit system would lose its attractiveness. Every year new courses are to be introduced. We need to bring in more foreign experts to do these courses. As courses are offered in credit form reputed faculty from national and international institutions need to be robbed in for less credit courses and encourage better learning.

Research and development: Faculty members are to be given a research semester after every three teaching semesters so that they conduct research activities in one whole semester. This will bring a major boost to the research activities of the University.

Community engagement: The founders of the University envisioned strengthening Bar and the Bench, hence encouraging advocacy clerkships/internships, strenthening practical component in courses, promoting extension activities,maintaining social justice and institutional balance will remain university's priority.
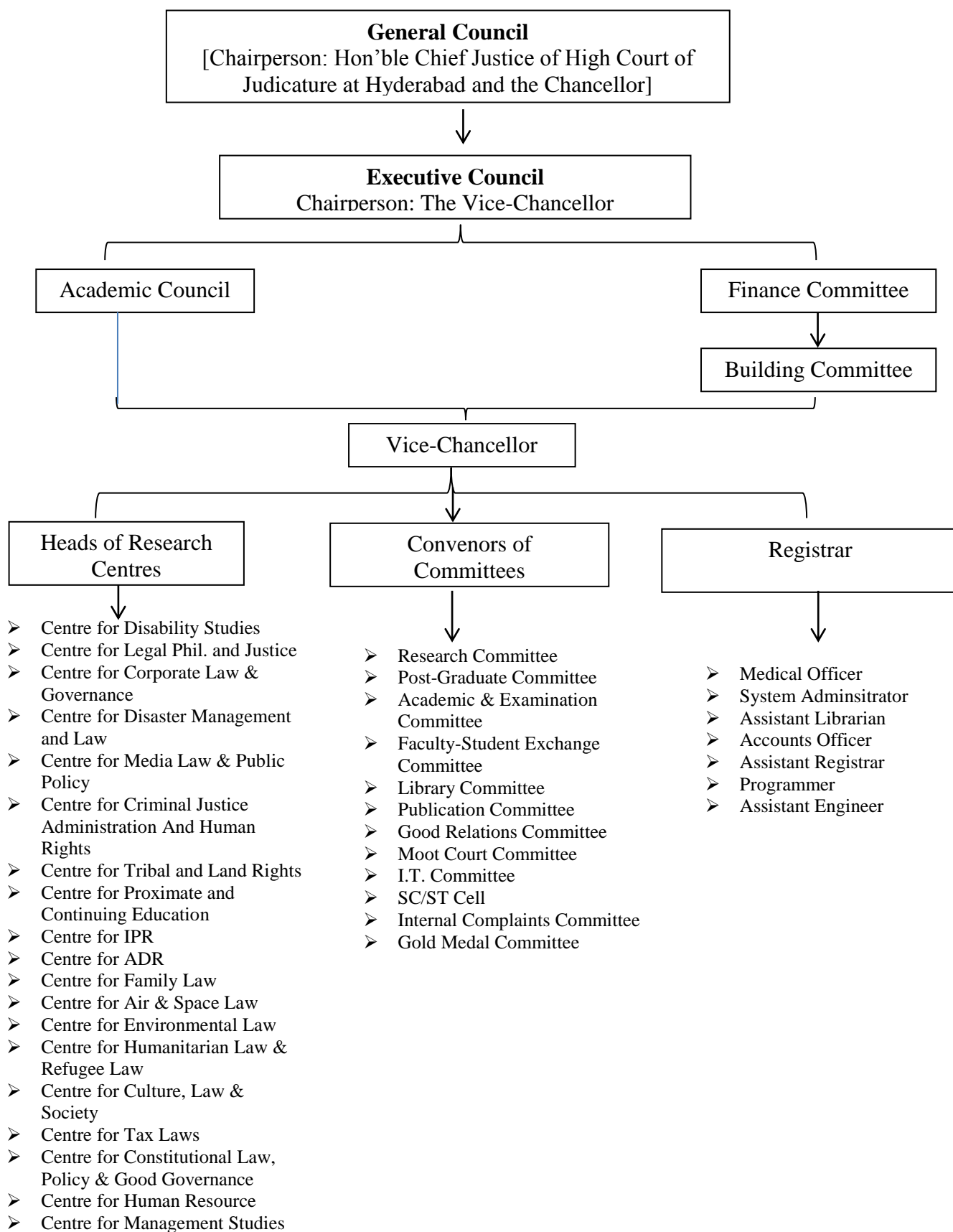
Human Resource Planning and Development: Creating department structure and operating centres through department domain would bring in more focussed administration and opportunity to offer more programs and develop expertise of the faculty.

Industry Interaction: Student RCC and faculty maintain healthy University-industry interaction; however a more formal structured linkage is being considered wherein Corporate Law Firm would be asked to suggest courses to be taught and jointly teach these courses.

Internationalisation: University already has vibrant exchange program. It can now consider offering joint courses with the foreign universities for creating opportunities to our students. Some universities like University of Leeds have expressed their interest in the joint degree programme. The University of Western Ontario, Canada and NALSAR offered dual LL.M. Degree. University is considering setting up foreign relations office.

6.2.2. Describe the university's internal organizational structure and decision making processes and their effectiveness.

The following chart depicts the University's administrative set up, reporting officer and executing authorities.

General Council
[Chairperson: Hon'ble Chief Justice of High Court of Judicature at Hyderabad and the Chancellor]

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Executive Council
Chairperson: The Vice-Chancellor

Academic Council

Finance Committee

Building Committee

Vice-Chancellor

Heads of Research Centres

Convenors of Committees

Registrar

Heads of Research Centres
- Centre for Disability Studies
- Centre for Legal Phil. and Justice
- Centre for Corporate Law & Governance
- Centre for Disaster Management and Law
- Centre for Media Law & Public Policy
- Centre for Criminal Justice Administration And Human Rights
- Centre for Tribal and Land Rights
- Centre for Proximate and Continuing Education
- Centre for IPR
- Centre for ADR
- Centre for Family Law
- Centre for Air & Space Law
- Centre for Environmental Law
- Centre for Humanitarian Law & Refugee Law
- Centre for Culture, Law & Society
- Centre for Tax Laws
- Centre for Constitutional Law, Policy & Good Governance
- Centre for Human Resource
- Centre for Management Studies

Convenors of Committees
- Research Committee
- Post-Graduate Committee
- Academic & Examination Committee
- Faculty-Student Exchange Committee
- Library Committee
- Publication Committee
- Good Relations Committee
- Moot Court Committee
- I.T. Committee
- SC/ST Cell
- Internal Complaints Committee
- Gold Medal Committee

Registrar
- Medical Officer
- System Adminsitrator
- Assistant Librarian
- Accounts Officer
- Assistant Registrar
- Programmer
- Assistant Engineer

6.2.3. Does the university have a formal policy to ensure quality? How is it designed, driven, deployed and reviewed?

University is conscious of its preeminent status as the top institution of legal education and thus it ensures quality in all its activities. No course is offered without first fully ensuring quality in terms of delivery and output. All the decisions are taken in consultation with all the stakeholders. The University before offering any course conducts meetings with various departments to assess the feasibility, available infrastructural facilities, required human resources etc. The curriculum is not only reviewed by the Faculty Members but also by the Expert Committees with external experts in the specialised areas, are constituted for review of the curriculum before offering of any course. For the courses which are on offer, a continuous review takes place through student beed back, at the Faculty meetings and also in the Open House Meetings with the students. After detailed discussions and considering all the suggestions given by all the stakeholders, the proposals are placed before the University Bodies for approval. Faculty members and Students do participate in the workshops, seminars, conferences and other programmes organised by the University. This enables them to identify the present day needs and to incorporate the same in the curriculum. The University strives for the holistic development of the students, hence, involves them in the co-curricular, extra-curricular, cultural, sports, research, publications etc.

6.2.4. Does the university encourage its academic departments to function independently and autonomously and how does it ensure accountability?

NALSAR is not a traditional multifaculty Vice-Chancellor Centric University. In our functioning we implement ideals of federalism and give full autonomy to departments to take decisions. Delegation of power and decentralised decision making are our mantra in governance. For instance last year when one student wanted Mx. Prefix for her name in the Degree instead of Ms., the Academic Committee approved her request independently without consultation with the Vice-Chancellor. The matter was subsequently ratified by the University Authorities. Various Committees, like, Academic & Examination Committee, P.G. Committee and Research Committee are constituted which suggest the curriculum reforms, conduct training for the tutors, to invite the experts for offering of courses, conducting the examinations etc. The Committee has Faculty as members and are headed by senior Professors. The Research Committee has external experts along with all the internal Professors. These Committees function independently implementing the Regulations framed by the University Bodies. In the day to day activities, if any major decision is to be taken, the Committee after detailed deliberations submits its recommendations to the Vice-Chancellor, who will take a decision depending on the circumstances and the facts.

6.2.5. During the last four years, have there been any instances of court cases filed by and against the institute? What were the critical issues and verdicts of the courts on these issues?

Yes, some cases were filed against the University during the last four years. They were mainly relating to admissions on the basis of CLAT. Most of the cases were dismissed by the Court(s) and in two / three cases the Court has directed the University to admit the candidates to its courses. Accordingly, the candidates were admitted to the courses.

6.2.6. How does the university ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyse the nature of grievances for promoting better stakeholder-relationship?

The University has appointed various Committees to deal with various activities. The stakeholders can approach the Convenors of these Committees for any kind of grievances, which is resolved at their level. If they still have any grievance, they can approach the Registrar / the Vice-Chancellor who promptly take appropriate action. In addition, for the overall campus discipline, the Proctoral Board deals with the complaints and the Internal Complaints Committee deals with the case on sexual harassment. Necessary action is taken on the suggestions, comments and other issues raised by the students, faculty, staff members in the Open House Meetings, Faculty Meetings, Staff Meetings and also in the feedback forms. The University has appointed an Ombudsman as per the UGC (Grievance Redressal) Regulations, 2012 for redressal of grievances of students at NALSAR.

6.2.7. Does the university have a mechanism for analysing student feedback on institutional performance? If yes, what was the institutional response?

Course Evaluation is taken from all the students at the end of each semester in a prescribed format where students give their feedback on the teaching, evaluation, course structure, course content etc. Students are provided with blank paper along with the proforma for writing their suggestions / comments on any issue including the infrastructural facilities and also the performance of the other staff members etc. Open House Meetings are conducted with the students on regular basis wherein students inform the authorities about the problems faced by them and also their requirements and suggest the measures to be taken by the authorities for the institutional growth. The issues raised and the suggestions made by the students are analysed and necessary measures are taken by the University to enhance the performance of the University as a whole. Based on student feedback, contracts of some teachers were not renewed and few were terminated. Several decisions about attendance, courses, examinations were reviewed keeping in view student feedback.

6.2.8. Does the university conduct performance audit of the various departments?

Yes. Each Department Head has to submit the Performance Appraisal Reports of all the staff members of concerned Department to the Registrar and these assessment reports of the Department Heads are reviewed by the Registrar.

6.2.9. What mechanisms have been evolved by the university to identify the development needs of its affiliated institutions?

Not applicable.

6.2.10. Does the university have a vibrant College Development Council (CDC) / Board of College and University Development (BCUD)? If yes, detail its structure, functions and achievements

No, the University does not have colleges hence, does not have a separate Board of College and University Development Council. However, the various University Bodies, Faculty and Students Committees helps the University to plan various programmes for the development of the University.

6.3. Faculty Empowerment Strategies

6.3.1. What efforts have been made to enhance the professional development of teaching and non-teaching staff?

NALSAR encourages its teachers to offer courses in the areas of their interest. They can design and offer any course. Similarly research centres were set up after keeping in view research interests of the Faculty members. Every year number of faculty members go abroad and offer courses in other universities.

Faculty Seminars are conducted on weekly basis. Faculty members are encouraged to participate in training programmes, refresher courses, seminars, conferences, workshops and other Faculty Improvement Programmes organised by the University and other institutions. The University has established 20 Advanced Research Centres and the Faculty members are made In-Charge of these centres. Through the Centres assigned to them, they undertake research projects, offer courses, bring out publications, organise conferences, seminars, workshops, panel discussions, guest lectures etc.

University provide on-job training for the non-teaching staff. They are deployed and moved between sections based on their academic qualifications, experience, interest and University administrative requirements.

6.3.2. What is the outcome of the review of various appraisal methods used by the university? List the important decisions.

The University has in place the course evaluation by the students at the end of each semester and Performance Appraisal by the Superiors for the non-teaching staff on half-yearly basis. The feedback and the suggestions / comments from the students are tabulated and the scores of individual teachers for a particular subject taught by them during that semester is prepared and submitted to the Vice-Chancellor along with the comments of the students. These scores along with the comments are sent to the individual faculty members for their self-assessment and improvement. The feedback is taken as the basis for renewal of the contract in case of teachers appointed on contract basis and also for allotment

of subjects for teaching in the next semester. University has policy of performance linked increment. On the basis of student feedback, surprise test and marks for attendance were abolished, choice based credit policy was introduced etc.

The Performance Appraisal scores of the non-teaching staff are reviewed by the Registrar and the scores are considered for sanction of adhoc increase, for sanction of pay scale and also for the extension of the terms of the contract.

6.3.3. What are the welfare schemes available for teaching and non-teaching staff? What percentage of staff have benefitted from these schemes in the last four years? Give details.

The University has a provision for re-imbursement of medical expenses and / or re-imbursement of the premium paid for taking medical insurance policy to the extent of Rs. 15,000/- p.a. All the Faculty and Non-Teaching Staff avail this facility.

Interest free advance is given to the non-teaching staff as Festival Advance and around 50 staff members out of 70 have availed the same.

Loans are given to the staff members with nominal interest for personal expenses, educational expenses, medical expenses etc. The staff members who are in need of financial assistance avail this facility and around 16 – 20 staff members have availed the same during the financial year 2014 – 2015.

6.3.4. What are the measures taken by the University for attracting and retaining eminent faculty?

The University adopted the UGC Regulations on Minimum Qualification for Appointment of Faculty and also the UGC Pay Scales for regular Faculty Members. The University has flexibility for fixing the pay for the eminent Faculty considering their experience. University has rolling advertisement policy. Interview at times conducted on Skype. Advance increments are given to the talented Faculty Members. University is planning to implement IIT / IIM pay scales. We try to persuade good academicians to apply for teaching positions at NALSAR. The Experts who offer the Elective Courses are also considered for appointment as Full-Time Faculty; Faculty Members appointed on contract basis are also considered for regular appointments and the regular Faculty Members are considered for promotions under Career Advancement Schemes. Number of Faculty Improvement Programmes through Seminars, Workshops, Training Programmes are conducted by the University for improvement of their professional skills. Faculty members are involved in research and publications through various advanced research centres of the University.

6.3.5. Has the university conducted a gender audit during the last four years? If yes, mention a few salient findings.

The University has provided 30% (Horizontal) reservation for girls in admission to its flag-ship programme, B.A., LL.B. (Hons.). However, around 45 - 50% girl

students are admitted to all the courses offered by the University. In addition, 25% in Faculty and 30% in non-teaching staff are women employees. About 50% Professors of the University are females. The first Professor appointed by the University was a female and she continues to be the senior-most Professor of the Univeristy. While constituting various Committees, the representation of women and men is kept in mind. University's Sexual Harassment Policy is the most liberal policy in India.

6.3.6. Does the university conduct any gender sensitization programmes for its faculty?

Yes, the University organises number of gender sensitization programmes which include seminars, workshops, training programmes. Newly admitted students are sensitized about gender issues at the orientation itself. Number of courses are on offer on women rights, women health and on the laws relating to women. Some of the important among them are

- A consultation on **Personal Laws and Gender Justice** on July 12, 2003.
- With the support of the University Grants Commission, a workshop on **Capacity Building of Women Managers in Higher Education** during March21 – 25, 2007.
- The UGC sponsored Training of Trainers (TOT) Residential Workshop on **Capacity Building of Women Managers in Higher Education** from 20th – 25th January, 2008.
- A three day Refresher Programme for Trainers on **Capacity Building of Women Managers in Higher Education** from August 10 – 12, 2009.
- A HR Conclave on Gender Sensitization at Workplace: Redefining Corporate HR Culture on February 15-16, 2014.

The courses offered include

- Understanding Violence Against Women
- Feminist Constitutionalism
- Gender and Religion in Comparative Constitutional Law context
- Gendering Legal Education
- Feminisation of Labour
- Gender and Law
- Indoor Air Pollution: Women Health and Energy

The support team and also the members of the Internal Complaints Committee Against Sexual Harassment organises sensitisation and awareness programmes on a regular basis. For instance this semester a consultation was held with the Chairperson of Complaints Committee of all Universities of the city of Hyderabad.

6.3.7. What is the impact of the University's Academic Staff College Programmes in enhancing the competencies of the university faculty?

Not applicable as the University does not have Academic Staff College. But University is planning to have one.

6.4. Financial Management and Resource Mobilization

6.4.1. What is the institutional mechanism available to monitor the effective and efficient use of financial resources?

a) Planning and Budgeting

The Financial Health and Plan development of an institution is best reflected through its Budget.

The sources from where the University receives its finances as well as the heads on which it spends on priority basis have been kept in view in drawing of the Budget estimates.

In the month of December the Accounts and Finance Department will request all the Heads of the departments to submit their needs and also financial estimates to meet these needs.

All the estimates received from the HOD's are compiled and the same are presented to the Vice-Chancellor for his consideration.

The whole budget is divided in Academic and Administrative income and expenditure and is divided in to Revenue, Academic and Capital expenditure. There are separate budget heads for income and expenditure.

The budget once prepared is placed before the Finance Committee, Executive Council and General Council for their review and approval.

b) Operating, Monitoring and safeguarding

The funds are utilised as per the norms and standards prescribed in the Financial Regulations of the University.

c) Evaluation and reporting

All the expenses are accounted as per the Double entry system of Accounting.
Quarter wise financial statements are prepared and reviewed. Annual Audit report is prepared and placed before the University Bodies for their approval. Any deviation in the expenditures from the Budget is also done with the approval of the University Bodies.

6.4.2. Does the university have a mechanism for internal and external audit? Give details.

Yes, the annual Statutory Audit is conducted by the Auditors appointed by the Executive Council of the University and the external Audit is conducted by the CAG.

6.4.3. Are the institution's accounts audited regularly? Have there been any major audit objections, if so, how were they addressed?

The University has come into existence in the year 1998 and the CAG has conducted regular Audit. The last audit was conducted for the financial year 2011-2012 in the year November 2013. There are some major and minor audit objections. Replies were furnished to all the audit objections and requested to drop the audit objections. Most of the audit objections were dropped. Since the University is not on the budget of the State Government, there has been some expenditure on heads other than the one approved in the Budget. In the initial years of the University sometime there were compelling reason to change head of expenditure.

6.4.4. Provide the audited income and expenditure statement of academic and administrative activities of the last four years.

S.No.	Year 2011-12	Year 2012-13	Year 2013-14	Year 2014-15
Income	111827623	135771761	183597383	234737637
Expenditure	112804675	126371644	156354690	162049590
Excess of Income over Expenditure	- 977052	9400117	27242694	72688047

6.4.5. Narrate the efforts taken by the University for Resource Mobilization.

The University has a mechanism for mobilizing resources. The main source of income to University is Annual Fees, State Government grants and UGC. It also makes efforts to secure additional funds from various government agencies,local bodies and other institutions by undertaking research activities and conducting training programmes for various stakeholders.

The University has endowment scheme and collects donations for organizing Endowment Lectures, for instituting gold medals for the meritorious students, for award of scholarships and for instituting the Chairs.

The University and the Faculty members submit the research proposals, proposals for endowment of Chairs, proposals for offering consultation, proposals for conducting training etc. to various agencies through which the infrastructural facilities are utilised to the maximum extent and the University can generate revenue for expansion of its activities. In addition to generating the revenue the University has a social responsibility in spreading the knowledge to various stakeholders and in helping the Government for framing various policies in the interest of the public.

6.4.6. Is there any provision for the university to create a corpus fund? If yes, give details.

Yes. NALSAR has a provision for Corpus Fund.

A Corpus fund is created to enable the University to eventually become financially self-supporting to atleast meet its recurring expenses.Such Fund is created out of the savings made by the University and the contributions/ donations etc. received by the University.

The corpus fund is invested in fixed deposit in the scheduled bank(s) so as to earn optimum interest. The sanctity of the amount put in corpus fund is preserved and such money is not spent ordinarily except in extra-ordinary situations with the prior approval of the Finance Committee and the Executive Council.

The interest earned on corpus fund is used for capital or maintenance expenditure. The surplus amount, if any, is reinvested in the Corpus Fund.

Separate cash book is maintained for the corpus fund account, which is duly audited. Statement of accounts of every financial year is placed before the Finance Committee, the Executive Council and the General Council along with the Budget Proposals. The Corpus fund was recently used for the payment of Gratuity and leave encashment of the employees as the University had no money for these two heads.

6.5. Internal Quality Assurance System
6.5.1. Does the university conduct an academic audit, of its departments? If yes, details

Yes. Various Committees are constituted to audit and suggest improvements in the curriculum, evaluation process, and examination system of various courses. The details of the Committees for various courses are

- Academic & Examination Committee – B.A., LL.B. (Hons.)
- P.G. Committee – LL.M.
- Research Committee – M.Phil. and Ph.D.

These Committees continuously evaluate the curriculum, the subjects offered and review whether the same is in consonance with the current day needs for the said programme. The Committees after review suggests modifications in the curriculum, evaluation process etc. The suggestions are also influenced by the students feedback. The suggestions made by various Committee are discussed in details in the Faculty meetings and necessary modifications are made and placed before the University Bodies for their consideration and approval.

During the year 2012, the University has internally conducted academic audit and has decided to bring major academic reforms. The academic reforms include correlation of credits with the teaching hours, new project system, offering of elective courses by external experts, inviting international experts as International Scholar-in-Residence, offering of One Year LL.M., strengthening the research programmes etc.

6.5.2. Based on the recommendations of the academic audit what specific measures have been taken by the university to improve teaching, learning and evaluation?

New Academic and Examination Regulations were drafted and approved by the University Bodies. Number of elective courses were offered and the students are given choice to study the courses of their interest. The teaching plan, course outlines, evaluation process are discussed in detail in the Faculty meetings for improvement before the commencement of the semester. The feedback from the students is taken at the end of each semester. The One Year LL.M. has been made more research oriented programme. Continuous assessment is made for the progress of the research work undertaken by the Ph.D. Scholars. The student feed back system has been institutionalised, the course credits for the B.A., LL.B. (Hons.) was increased from 180 to 200 and three additional social sciences seminar subjects were also introduced.

6.5.3. Is there a central body within the university to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

The University has Academic Council to review the teaching learning processes. As indicated above, various Committees constituted review the courses internally and improves the quality of the curriculum of the said courses. The Academic Council manages the academic affairs of the University. The Vice-Chancellor is the Chairperson of the Academic Council. Hon'ble Judges of the High Court along with the nominees of the Bar Council of India and Bar Council of the State, three educationists of repute or men of letters or members of the learned professions, all the Heads of the Departments, Associate Professor and Assistant Professor of the University are among the members of the Academic Council.

The main functions of the Academic Council include recommending arrangement for the instruction and examination, promote research, considering proposals of various centres, suggesting policies for admission, recommending offering of various courses by the University.

6.5.4. How has IQAC contributed to institutionalizing quality assurance strategies and processes?

The Internal Quality Assurance Cell (IQAC) was constituted by the University in February, 2012. However, the various Committees constituted by the Vice-Chancellor for various courses review and make suggestions for improvement of the quality of the courses.

The University has a policy for review of the curriculum of various courses by the Expert Committees. Seven to nine External Experts are nominated by the Vice-Chancellor to review and modify the curriculum of various courses before the commencement of the same.

6.5.5. How many decisions of the IQAC have been placed before the statutory authorities of the University for Implementation?

All the suggestions made by various Committees for particular courses are discussed in detail in the Open House Meetings with the students and also in the Faculty Meetings. After obtaining the consensus the proposals / policies / regulations are placed before the Universities bodies for their consideration and approval for implementation.

6.5.6. Does the IQAC have external members on its committee? If so, mention any significant contribution made by such members.

The IQAC of the University has three external experts. One from local community connected with profession of Law; one from Industry and one from academic institutions of high repute. It is difficult to mention specific contribution of the external members as all decisions are unanimously taken.

6.5.7. Has the IQAC conducted any study on the incremental academic growth of students from disadvantaged sections of society?

The various Committees constituted for various courses identify the needs of the students from disadvantaged sections through the lectures by the Faculty and also through the Tutors and Mentors. Special classes are conducted for those students not only by the Faculty but also by the Student Representatives for their academic growth.

6.5.8. What policies are in place for the periodic review of administrative and academic departments, subject areas, research centres, etc.?

At the end of each semester, Feedback from the students is collected for the review of the curriculum. Faculty Meetings are organised and the Faculty Members are requested to present the activities undertaken by them individually and also through the Research Centres assigned to them. In case of non-teaching staff, performance appraisal is done on half-yearly basis and the same is reviewed and discussed with the staff in the staff meetings.

7.1. Environment Consciousness

7.1.1. Does the University conduct a green Audit of its campus?

NALSAR is a green campus with only 25.57% of constructed area and remaing 74.43% is green. The construction work is still in progress; hence, the Green Audit would be conducted only when the construction activity is over.

7.1.2. What are the initiatives taken by the university to make the campus eco-friendly?

- **Energy conservation**
- **Use of renewable energy**
- **Water harvesting**
- **Check dam construction**
- **Efforts for carbon neutrality**
- **Plantation**
- **Hazardous waste management**
- **E-waste management**
- **Any other (please specify)**

- **Energy conservation:** All the buildings are structured in such a way that sufficient natural lighting and ventilation is available in all the rooms without using much lights and fans.

- **Use of renewable energy:** Solar lights have been fixed at various places on campus and solar water heaters have been installed in the hostels, guest house and convention centre.

- **Water harvesting:** Maximum utilization of rain water for harvesting by the percolation wells has been made in the campus.

- **Check dam construction:** The structure was crated to divert the rain water in to the rain water harvesting pets. Check dam construction is not possible as per the condition of the site. There are under rocks all around.

- **Efforts for carbon neutrality:** New vehicles are used and old vehivles are replaced periodically. We make limited use of air conditioners as the campus is cool and climate is very pleasant generally, all class rooms are non AC. Campus has an adjoining lake which is a land mark and it acts like a carbon sink. The campus plants also act like sinks and reservioirs of carbon.

- **Plantation:** Continuous and consistent efforts are being made by the staff of the University for planting trees within the campus every semester; and as of now, approximately 5000 trees have been planted and campus has green lawn of area 2000 sq.m.

- **E-waste management:** Old computers are donoted to nearby schools. University encourages use of pendrives in place of CD roms.

- **Any other (please specify):** In addition to the above efforts, the University has undertaken the following steps towards maintaining eco-friendly campus:

i. **Air Pollution / Noise Control (measures) Aspects:** The University has applied the best engineering controls for dust control purposes, barricading the site during the construction period.

   A dust control plan was implemented and regular maintenance of vehicles and equipment is carried out. Dust emission from crusher and dumping was controlled by water spraying or other approved means. During the operation phase there was no source of air / noise pollution.

ii. **Use of DG sets:** University has DG Sets which are connected to all the buildings. The DG sets are used only in case of power failure to provide uninterrupted power supply.

iii. **Plan to curb noise likely to be generated from the use of construction equipments, like mixers, vibrators etc. and from the use of D.G. Sets:**
   Well maintained and sophisticated machines are used to reduce air and sound pollution and also to complete the projects within the time frame. Sophisticated drilling, automatic batch plant and ear plug are used to save time, resourcs and also to protct environment. Trees are planted around the buildings which will help to reduce the noise.

iv. **Water Conservation Measures including provision of low water consuming devices:**
   - Sewerage Treatment Plant is installed for recycling the water and the recycled water is used for gardening purpose.
   - Sufficient percolation wells are constructed for recharge of ground water.

v. **Energy Conservation measures to comply with the ECBC norms/other international norms proposed for energy conservation. Adoption of modes of alternative eco-friendly source of energy, solar street lighting etc.:**
   - CFL were installed outside the buildings for energy conservation
   - Roof was constructed by using appropriate thermal insulation material as per Energy Conservation Building Code.
   - Solar energy is used for lighting and hot water

vi. **Top soil management Plan:**
   The top soil removed during construction stage was reused for backfilling, horticuluture, landscaping, greening the dump yard etc. The soil and water samples were tested and found that there are no metals and other toxic contaminants.

vii. **Excavated earth and construction debris management plan:**
Necessary precautions were taken for disposal of muck. The muck was disposed off only in approved sites with the approval of the competent authority.

viii. **Use of Eco-friendly building construction materials including fly ash bricks, fly ash paving blocks, RMC, lead free paints, use of PPC in concrete etc.:**
- Fly ash bricks were used for foot paths.
- OPC were used in concrete.
- Natural Tandoor stone was used in flooring
- Paints used were lead free.

ix. **Storm Water Management Plan:**
Ground beneath outlet pipes were protected using rubble, stone and geofabric to reduce the effects of scouring. Particular attention was given to erosion management of the soil cover to prevent exposure to the waste fill and entrainment of waste into the storm water system. The following measures were taken for control of erosion:

- Soil cover slopes were battered at one in three or terraced to prevent soil erosion;

- On slopes where there was potential for erosion, rock treatment or dense vegetation was used to stabilise slopes; and

- The waste was covered with soil that was of lower permeability than the waste itself. Heavier soils were directed towards the base of the cover. Excess rainfall would tend to collect on top of this subsoil or under more intense events, shed off the surface. Any seepage at the toe of the embankment was allowed to simply evaporate or infiltrate into adjoining ground.

x. **Green Belt Development Plan:**

The green belt is developed in the whole campus around all the buildings, electric sub-stations and also ouside the campus.

The general considerations involved while developing the green belt are following:
- Generally local/native fast growing trees are planted;
- Planting of trees is undertaken in appropriate encircling rows around the project site;
- The trees are protected by plantation of non-palatable shrub species to avoid browsing by animals; and
- The plantation is developed at a spacing of 2.5 x 2.5 m and about a minimum 100 trees per hectare are planted.

7.2. Innovation

7.2.1. Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the university.

On the academic front, the University tried to transform theoretical teaching-learning of different domains into practical driven learning possibilities.In this regard, different practical portions were added for most of the theoretical subjects and integrated practical learning into evaluation criteria have been implemented by establishing the following labs:

1. **Strategic Alliance Lab**

   Strategic Alliance Lab is multipurpose lab facility established to cater to the laboratory requirement and is made available to students both physically and virtually. The different tools used for providing hands-on trainings on domain specific are given below:

   Political science: STATA, Qualtrics, Excel Statistics R, SPSS, SAS, Minitab
   Sociology: R, SPSS, SAS, STATA, Excel, spatial statistics, SocialExplorer
   Economics: STATA, Excel, R, Matlab, Netlogo
   Management Studies: SAS, SPSS, SAP, Advance Excel, PeopleSoft etc.

2. **Cyber-forensic Lab**

   Considering the rise in the influence of digital domain for accessing the evidence available in different digital formats and patterns, a law enforcement officer should understand these evidences scientifically, which can be produced before the court of law across the globe with same technical definition. For this purpose both physical and virtual labs are created for use by the students to extradite the required techno-legal skills.

   Under cyber forensic lab, device, network, mobile database forensic concepts using DEFT 7.2 sleuth toolkit, Knoopix, Kali Linux. etc. are taught to the students.

   For physical lab establishment, the existing systems were upgraded into workstations and for virtual lab, virtualization environment was adopted which are open source specific.

   These two facilities enable NALSAR to conduct academic and research activities along with consultancy to industry and government agencies in legal education and its interdisciplinary allies.

3. **Restorative Justice**

Since the University is driven by the mission of contributing to an inclusive polity, we keep looking for areas of study, which would aid in the realization of this objective of the University. To that end a leading international practitioner from United States in techniques of Restorative Justice was invited as Scholar in Residence for a semester. We mention this fact in this section because the study of restorative justice was not limited to the classroom. The principles and procedures taught in the classroom were brought alive outside to resolve situations of conflict within and outside the university.

A young student was caught in compromising circumstances in the examination hall. The philosophy of restorative justice was applied and this episode was viewed as a cry for help and a circle of accountability and support was created for this student which helped both the student and the university to understand where had the student lost his way and how traditional disciplinary responses were only quickening his exit from the University without earning his degree. The support circle helped in the recovery of the student and this live redemption got many others to come forward and the University introduced recovery layers in its disciplinary process.

We shared our learning with the Andhra Pradesh High Court by intervening in a public interest action on student suicides in institutions of higher learning in the city of Hyderabad. The Court took note of the University's suggestion and a high powered committee chaired by Prof Faizan Mustafa, Vice Chancellor NALSAR was set up on the orders of the High Court. We shared our learning with other institutions of higher learning and some training workshops were held in HCU and EFLU but the approach did not obtain the same degree of traction in the other universities. This may be because the other places of learning wished to keep restorative initiatives distinct and different from the academic programs of the university; whereas we at NALSAR saw the personal and the professional as one integral whole. The anxiety and the cause of the anxiety are both addressed. The primary objective of a university is to prepare students for life and not just confer degrees.

4. **Policy of Reasonable Accommodation**

In recognition of the diversity of disability, and in order to ensure equality of outcome for all persons with disabilities, the principle of reasonable accommodation whereby general rules are tweaked to accommodate the individual needs of a person with disability. This principle is applied to address the concerns of our students with disabilities but in acknowledgement of the universality of the human rights discourse we have extended the benefit of this principle to all students. We have continually asserted that be it the curriculum design, the academic regulations or the evaluation system one size does not fit all. In order to draw out the best in our students we try, as far as be, to

ensure that no student falls by the wayside. Consequently, individual learning plans, strategies of social support and financial adjustments are made. We operate on the understanding that no one human is the same as the other. As a university where a number of students are admitted before they reach majority. Whilst some easily rise to the challenges of life and the responsibilities of adulthood others struggle and need support. The policy of reasonable accommodation is our effort to look at the outer edges of every rule and regulation to see what interpretative and discretionary spaces can be created so that the system continues to engage with all students. The benefit of this policy has been extended to innumerable number of students. The policy has a substantially contributed to building an empathetic administrative regime.

5. **Role in Public Legal Education**

We are a university of law however this engagement with a single discipline has not been uni-polar, instead we have worked at forging connections with other disciplines in pursuing both education and research. Since we are a university in a democratic rule of law country, we do not see our educational role limited to the students of the university alone. We do believe that it is our public duty to educate the larger public on legal issues; provide the benefit of our research and expertise to all legal institutions and to take public positions on contentious legal issues so that just and equitable solutions may be reached. To this end we have in the recent past have submitted memorandums to the Verma Committee on Sexual Offences; the Parliamentary Standing Committees on Health and Social Justice. The University has lobbied for changes in the Juvenile Justice and Rights of Persons with Disabilities Bill and is examining the rights of street performers; and the entitlements of early childhood care and education. With these interventions we have been attempting to fulfil our larger public responsibility of helping people to advocate for a just legal system.

6. **Offering of Unique and Innovative Courses**

The University is offering the following unique and innovative courses from the academic year 2013 – 2014:

- **M.B.A.** with specialisation in 'Corporate Governance'; 'Financial Services & Capital Markets'; 'Court Management'; 'Innovation & Sustainability Management'; 'Business Regulations'. Some of the papers offered under these specialisations include
    - Court Management - 'Justice Theories'; 'Introduction to Justice Management'; 'Judicial Process and Court Structure'; 'Leadership and Justice Delivery System'; 'Judicial Responsiveness Management'; 'e-Court Management'; 'Case Flow management';

- o Corporate Governance – 'Corporate Taxation'; 'Corporate Governance and Business Ethics'; 'Environmental Law and Corporate Management'; 'IPR and Corporate Management';
- o Financial Services & Capital Markets – 'Financial Derivatives'; 'Security Analysis and Portifolio Management'; 'Business Analysis and Valuation'; 'International Financial Management'; 'Mergers, Acquisitions and Corporate Re-structuring'; 'Behavioural Finance and Financial Planning';
- o 'Innovation & Sustainability Management' - 'Innovation, Creativity and Technology Management'; 'Sustainable Entrepreneurship and Leadership'; Business Models and Intellectual Property'; 'Technology Venture Management'
- o 'Business Regulations' –'Human Rights and Corporate Social Responsibility'; 'Family Business and Settlements'; 'Production Sharing Contracts and Infrastructure Contracts'; 'Law of Insolvency';

- **2-Year Master's Degree in Aviation Law & Air Transport Management**
- **2-Year Master's Degree in Space & Telecommunication Laws**
- **One Year Post-Graduate Diploma in Aviation Law & Air Transport Management**

To cater to the needs of unprecedented aviation growth and the commercialization of space and telecom industries, which call for thousands of skilled manpower to meet the managerial requirements of the rapidly growing airports, airlines, aerospace and telecommunication sectors, the University is offering the aforementioned programmes through onsite-online mode. NALSAR's initiative aims to institutionalize an academy-industry partnership in the domain of Aerospace Technology and Laws which make it first of its kind not only in India but in the entire Asia-Pacific Region.

The curriculum of these courses is innovative and is a unique combination of Aviation Laws & Air Transport Management and Space Laws& Technology. The curriculum includes Domestic & International Air Laws, Aviation Corporate Laws, Aviation Contracts & Tenders along with Airline & Airport Management, Aviation Marketing, Air Transport Economics & Statistics etc. In case of Master's Degree in Space and Telecommunication Laws, the curriculum includes Space & Telecommunication Laws, Trade Laws relating to Space & Telecommunications, Cyber Laws, Cyberspace and Security Issues, and also courses on Information Technology, Space Technology, Law of Remote Sensing and Geospatial Data etc.

7. **One year LL.M. – Award of specialisation on the basis of papers opted**

   The University started offering One year LL.M. from the academic year 2013 – 2014. The admission to the LL.M. is not made to the

specialisations as is done by all other universities in India. All the students are given option to chose and study the subjects which are on offer as per their interest and at the end of the course, if they opt a minimum of four subjects in any one of the specialisations, the LL.M. is awarded in that particular specialisation. If the students opt to study different subjects, a general LL.M. is awarded to them. With this flexibility the students are given a choice to choose and study the subjects of their interest instead of forcibly studying the papers which are not of their interest under the specialisation opted by them, at the time of admission. At NALSAR, the course outlines and the teaching plans are supplied to the students in advance and they can have detailed discussion with the concerned Faculty Member before they exercise their option.

8. **Correlation of the Credits with teaching hours**

A connection has been built between course credits and class hours. In accordance with the established international practice every 16 hours of class teaching is allocated one credit and depending on the intensity in which a course would be taught, course credits ranging from three to five credits are allocated.

9. **New Project System**

Teaching at NALSAR is also complemented by a variety of research projects. The project system was completely changed and made more interesting and absorbing to encourage creativity. Each student now has to do a Newspaper Discovery, a Film Review, a Book or Article Review, a Case Comment or an Interview and a research paper every semester. Thus NALSAR students write 10 research papers in five years.

10. **International Scholar-in-Residence**

In addition, the University has introduced the system of International Scholar-in-Residence, wherein, eminent academicians and professionals are invited to offer courses for shorter durations. The University also invites Hon'ble Judges, Senior Advocates and Industry Professionals for delivering guest lectures.

11. **Teaching Assistantship for the final year students and LL.M. students**
Academic credit is given to the students for conducting tutorials for the juniors as Teaching Assistants for the concerned Faculty members. The Faculty Members observe and assess the teaching skills and same is evaluated for the award of a grade based on a detailed report every Teaching Assistant has to write. Academic credit is given for the Teaching Assistantship.

12. **Mentor-Mentee Programme**

Every student of first year is provided with one Mentor from the senior batches to provide guidance on all academic matters, mooting, debating, internships and other curricular, co-curricular and extra-curricular activities.

In addition to the individual Mentors, a group of 5-10 students are given a Moot Mentor and Moot Mentor is selected by the Academic Committee on the basis of their past experience in mooting and Statement of Purpose. Academic Credit is given to the Moot Mentors.

7.3. Best Practices

7.3.1. Give details of any two best practices which have contributed to better academic and administrative functioning of the university.

FIRST BEST PRACTICE

1. **Title of the practice:** Teaching & Research Assistantship

2. **Objectives of the practice:** The main objective of the programme is to encourage and attract the students to take up their career in academics and also to develop their research skills. Through this practice, the University aims to contribute to the national development by producing qualitative human resources to meet the requirement of the higher educational institutions in the country. To enhance the research skills of the students and to encourage them to bring out publications by way of articles, book reviews and also to assist the University in the publication of journals.

3. **The Context**

India has acute paucity of good law teachers. Our best students do not join LL.M. and therefore are not even eligible to become Assistant Professors. It is important for leading National Law University like NALSAR to take the initiative in launching a programme for producing competent law teachers who may be able to cater to the need of the day. The general LL.M. does provide them the minimum competence for teaching. It has now become a challenge for teaching or research particularly in the context of a challenging inter-disciplinary curriculum and a well ground and talented student body.NALSAR, being a premier institution in the field of legal education, as part of social responsibility, realising the fact that National Law Schools were not established for producing corporate lawyers but to produce competent lawyers for the Bar & Bench and also to produce quality teachers and also to promote research on contemporary issues, has introduced the Teaching Assistantshipand the Research Assistantship to encourage and attract the graduating students to take up their career in academics and research.

4. The Practice

The final year students of 5-Year B.A., LL.B. (Hons.) and the students of LL.M. Programme are selected as Teaching Assistants for the Faculty to assist the Faculty in preparing the reading materials, providing consultation for the projects etc. The Teaching Assistants are required to conduct tutorial classes of the students of first three years. Regular tutorials are scheduled and the students are divided in groups of 16 each. Tutorials help the students for intensive discussion and they are conducted to add practical dimension to the courses by bringing practical exercises. As this programme is designed to develop the teaching skills of the final year and LL.M. students and also to provide additional support for the junior students in academics, a rigorous selection criterion is adopted for selection of Teaching Assistants. The Teaching Assistants are selected on the basis of the criteria set by the concerned Faculty Members which may be a Demo Class on the subject, on the basis of Statement of Purpose, academic performance in the said subject, on the basis of interview etc. Two students are selected as Teaching Assistants for each subject for each section. At present a total of 35-40 students are selected as Teaching Assistants per semester. Three Academic Credits are given to the Teaching Assistantship. Teaching Assistantship is awarded three credits and the evaluation criteria includes feedback from the students for the tutorials, assessment by the concerned Faculty Member and also the assessment by the Faculty In-Charge of the tutorial on the basis of the detailed report and personal monitoring by the concerned teacher.

In addition, students are selected as Research Assistants for assisting the Faculty for the research projects undertaken by them. Students including Ph.D. Scholars are taken as Research Assistants for the research projects undertaken by the University. Students are made part of the Editorial Boards of the journals published by the University. The students are selected to Editorial Boards after rigorous tests which include written test, copy editing piece, a content editing piece and a critical summary. The research projects and seminars are part of the curriculum and give the students an opportunity to improve their research and writing skills and to develop the projects reports and the seminars into scholarly publications.

5. Evidence of Success

Academic Credit is given for the Teaching Assistantship and around 35 to 40 students from the B.A., LL.B. (Hons.) and LL.M. are taken as Teaching Assistants every semester. These Teaching Assistants are trained in preparation of reading materials, teaching plan, use of teaching aids etc. With this experience the students are able to realise their capabilities for taking up their career in academics and are attracted to enter into academics. More than 20% of NALSAR's LL.M. graduates are teaching at various academic institutions and more than 10% of the B.A., LL.B. (Hons.) students are going for higher education and after completion of their Master's Degree, they are opting to teach in the national law schools and other academic institutions. Five of NALSAR Alumni are teaching at NALSAR as full-time Faculty members and two of them have joined as Research Associates. Each Semester 2-4 Alumni come back to the University and offer elective courses for short durations.

The research and writing skills of the students are improved because of the projects and seminar papers which are part of the curriculum. The best projects and seminar papers are selected by the Faculty members and the students are guided to convert them into publications. Around 120 – 150 papers of the students are published in journals and / or presented in national and international conferences every year.

6. Problems Encountered and Resources Required

The concerned subject Faculty Member has to guide the Teaching Assistants and train them for taking the tutorials and also preparation of the material, providing project consultation to the students. Number of class rooms were required as the students were made into groups of 16 each and the same is applicable for three batches. The University's infrastructural facilities were utilised to the maximum extent possible and all the tutorial classes were accommodated in different rooms. As the final year students and LL.M. students have to take the tutorial classes, the class schedule was staggered beyond class hours so that they do not miss any class and were also not deprived of any option of chosing a course of their choice. Research cannot be limited to specific hours, hence, remote access to library resources is provided to the students round the clock anywhere in the world.

To encourage and recognise the best talent, the University proposes to institute an Award or issuance of Commendation Certificate for the best Teaching Assistant in each semester.

SECOND BEST PRACTICE

1. Title of the practice: E-Student Service - ESS
(Developed and Maintained as www.ess.nalsar.ac.in web portal domain)

2. Objectives
   a. Integrating Technology with Academic activities of the University.
   b. Automation of student records
   c. Generating Results online
   d. Online course selection for Choice Based Elective System
   e. Online feedback of Teacher activities
   f. E-bidding of Elective Courses
   g. VPN integration with ESS
   h. Online attendance system for Quality assurance of learning deliveries

3. The Context
The University aimed to involve all the stakeholders (students, faculty and administration) actively into the system with a view to:

a)   Create Master Databases with Dynamic Evolution Procedures
The University's New Academic Policy provides nearly 50 electives, a number of clinics, seminars, assignments with bidding option. In order to accommodate multiple entries at various levels, we have designed master databases which can handle complex entries and generate subject specific as well as generic reports.

b) Migration of Data from Previous Records using Control File Systems

As the University has been using different automation tools for processing academic records for last 16 years and the raw data has been in different formats for generating unified formatted records, we are using control file systems for data migration of multiple formats in to present existing structural data models.

c) Upgradation of Interfaces and Data Schemes for Different Stakeholders

Different Content Management System (CMS) like joomla, Drupal were used for developing GUI interfaces for different stakeholders not only for standard procedures but also for dynamic requirements.

d) Data Security and Integration

Implementation of this system is not only for complete automation of the academic and examination procedures but also integrating user level authentication as filtering mechanism where data security is maintained by mixture of MD5 and PASSWORD algorithms.

e) Establishing of Cyber Environment suitable for ESS Associability

Handling huge databases of Academic and Examination department is implemented in two stages. The first stage is undertaken on the Intranet wherein data capturing, processing and result sheets are generated. In the second stage, on the internet, the required information in the authorized formats is automatically provided through user authentication. For implementing this mechanism at the INTRANET level, we have installed an IBM X3300 M3 with Cent OS server machine, which is connected with 5 lan machines for data uploading.

4. **The Practice**

ESS is the nextgen version of Choice Based Elective System which most of the universities are contemplating to implement, the practice in the ESS system is as follows:

a) Student admission into the Academic and Examination system is managed by generating unique student identification number which is his/her authentication parameter till they graduate.

b) Class scheduling with space and time complexity modulation in an optimized manner is carried out by the system job processing.

c) Attendance Module enables generation of subject based attendance report which is integrated with class scheduling module.

d) Results Module generates semester wise, year wise and transcript wise reports of each student and also enables to generate class-wise, mandatory-wise, elective-wise, clinic –wise, Assignment –wise results sheets. Along with these reports, the results module accommodates repeat results in to the transcript with appropriate annotation.

e) Consolidation module helps in generating reports which helps selecting gold medallists, subject matter experts, tutorship filtering etc.

f) Feedback module of the system captures student feedback on classes they have attended, teachers taught, library services accessed so that all the components of teacher learning mechanism are upgraded appropriately.

g)   Career Advancement Scheme Module helps to track the faculty's academic and research activities and helps the administration in evaluating them for their promotions as per the rules of the University.

5.   Evidence of Success

Every system development processes has its own short term and long term objectives, achieving these objectives with in the speculated time frame would be considered as evidence of success, some of the evidence of successes are

a) Successful creation of timetable with optimized resources allocation.
b) Online accessibility of consolidated students reports for both academic and administrative purposes.
c) Drastic reduction of human errors while generating confidential reports.
d) Automatic generation of grades cards, marks memos, provision certificates etc.

6.   Problems Encountered and Resources Required

As the previous system was semi-automated and distributed, some problems were encountered in understanding the existing systems status leading to confusion in undertaking requirement analysis of the system. To overcome this, the data schemes were normalised to most optimized format so that the basic database was simple in form and convenient for further database scalability.

Another problem encountered in integrating the system on existing infrastructure was when we procured the latest open source server system. While creating security privileges around the user profiles for privileged accessibility, some operational challenges in implementing the system at end-user level were encountered. To overcome this challenge we conducted hand-on technology awareness and periodic end-user training programs for both user and developers.

Considering the steady increase in records of databases on intranet and internet, procuring Secure Socket Layering (SSL) certificates and adding one more firewall along with data filtering mechanism at locally hosted servers would be ideal to enhance high density data storage and retrieval.