



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**NATIONAL LAW UNIVERSITY AND JUDICIAL
ACADEMY**

**HAJO ROAD, AMINGAON, PO-AMINGAON
781031**

<https://nluassam.ac.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

National Law University and Judicial Academy (NLUJA), Assam stands as a pioneering institution, marking its significance as the first National Law University in the North-Eastern region of India. Established with a mission to disseminate advanced legal education, NLUJA, Assam embodies the long-standing aspiration of the Assamese people for a distinguished center of legal learning. Spearheaded by the Gauhati High Court in tandem with the Government of Assam, NLUJA's inception was facilitated by the enactment of the National Law School and Judicial Academy, Assam Act, 2009, subsequently amended in 2011 to confer university status.

As a member of the distinguished family of 26 National Law Universities across the country, NLUJA offers comprehensive academic programs including the B.A., LL.B. (Hons.) Five Year Integrated Course, LL.M. One Year Course, and a Ph.D. Programme. The institution operates under the esteemed Chancellorship of the Chief Justice of the Gauhati High Court.

NLUJA's 50-acre campus in Agyathuri, Amingaon, along the Brahmaputra River, features modern infrastructure including administrative, academic, and hostel facilities, with plans for further development like an auditorium and staff quarters.

NLUJA's infrastructure is equipped with state-of-the-art facilities, exemplified by the air-conditioned Academic Block featuring smart classrooms, meeting rooms, faculty lounges, and specialized Academic Centers. The Administrative Block houses essential offices and Conference Halls, including a Moot Court Hall designed to replicate a High Court bench.

The institution prioritizes student welfare with a Health Centre providing 24/7 medical assistance and transportation facilitating access to academic visits and co-curricular activities, alongside residential hostel amenities.

Academic excellence is ensured through rigorous admissions via the Common Law Admission Test (CLAT), with the university receiving grant-in-aid from the Government of Assam. Recognized by regulatory bodies like the Bar Council of India and University Grants Commission, NLUJA fosters international collaborations and memberships, enriching the educational experience.

Embracing an IT-enabled ecosystem, NLUJA adopts a holistic evaluation approach and promotes a vibrant co-curricular environment through moot court competitions, literary and cultural events, and sports activities. Upholding a commitment to holistic education, NLUJA, Assam emerges as a beacon of legal learning in the North-Eastern region, shaping the future of legal practitioners and scholars.

Vision

National Law University and Judicial Academy Assam is committed to inculcating academic excellence for preparing leaders of law who would shape the country by their acclivity for knowledge, wisdom, discovery, and creativity. The University is also committed to provide an inclusive environment where academic distinction is exalted, ideas are born and leaders are made. The endeavour is to nurture an academic culture that strives for

excellence and aims at honing its students as leaders who would potentially contribute to the nation's growth by dint of their knowledge, sagacity, ingenuity and spirit of inquiry. Further, the University is committed to cultivate an inclusive environment that celebrates plurality and leverages on the creative potential of diversity. The University strives for a distinctive niche in the academic firmament of the country as a forbearer of creative ideation.

Mission

The mission of the University includes:

- Maintaining a tradition of intellectual and professional excellence by way of providing excellent legal education to the students in order to cultivate their capacity as future leaders of the society.
- Combining innovative teaching practices with individual focus and attention to student, ensuring that students acquire knowledge, skills and values which are needed to hone their professional acumen.
- Striving continually to build a strong culture of service among faculty members, students and administrative staff who would be inspired to give back to the society and contribute towards the enhancement and strengthening of the legal system and rule of law at all levels.
- Remaining committed to institutional inclusiveness and cultivate an academic environment conducive to the diverse cultural heritage of the country where we welcome and respect the variegated essence of our community and each of its members.
- Striving Consistently to emerge as leader in the domain of legal education by way of creating forward thinking curriculum and producing significant research output to improve legal education and create internationally recognized leaders through research, innovation and practice of law.
- Making a path and practice of administrative excellence through acceptance of friendly administrative experience for all stake holders

Empowering scholars to promote and impact systematic and suitable reforms in law for the progress of realm.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- State of the Art infrastructural facilities
- Automated and state of the art library (Knowledge Resource Centre)
- Diverse students' population
- Multidisciplinary courses to enhance skills and instil values
- Decentralised, transparent and responsive administration
- Excellent extracurricular and co-curricular activities through pro-bono club and legal aid cell and SBC sub-committees etc.
- Quality publication of books and journals
- Strong association with leading legal institutions
- Environment conscious staff and students
- Highly qualified teaching and library staff
- World class teaching facilities
- Consultancy to agencies/departments/bodies of the state government
- Conduct of various training programmes for government/semi government servants and PSU officials

- Funded projects by government and other institutions
- World class E-learning facilities
- Active research centres
- Worldclass curriculum for UG and PG course
- Research DPIIT IPR chair granted by Cell for IPR Promotion and Management (CIPAM), Government of India

Institutional Weakness

- Locational disadvantage and poor air connectivity
- Non-availability of VC and Teachers' residential quarters
- Non-availability of corporate social responsibility fund owing to resource constraint
- No foreign student enrolment owing to infrastructural limitations
- Limited involvement of alumni
- Limited hostel accommodation facility for boys and girls at the moment

Institutional Opportunity

- Prospects for collaborative academic activities
- Prospects for funded projects from industry and government
- Facilitation centre for IPR registration (Under NLUJA DPIIT CHAIR)
- Introduction of PG diploma and certificate courses
- E-content development on various platforms
- Automation of all academic and administrative sections of university
- Student placement with industry
- Introduction of various online and distance mode course

Institutional Challenge

- Sustainability at current rural location
- Ropibg multinational companies/firm for students placement
- Responding to changing need of all stakeholders
- Limited grants by the government
- Artrition rate

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

NLUJAA designed its curriculum to attune the students to contemporary legal issues that have a direct bearing upon the society. The curriculum of B.A., LL.B.(Hons.) (FYIC) is based on guidelines of the BCI and that of LL.M One Year Degree Programme on the UGC prescript. The curriculum of the integrated UG programme entails *18 Compulsory Papers, 4 Clinical Papers, 6 Optional Papers, 8 Papers in a chosen Specialized Group (36 law papers) and 20 papers from the domain of Humanities and Social Sciences (HSS)* which introduce

the students to foundational principles of legal education, provide them with practical insights and facilitates their in-depth exploration of two areas of specialization. The curriculum of the PG programme entails **3 Core Papers and 6 other papers in a chosen Specialized Group**. Each course integrates national and international perspectives in a synergistic manner, in order to substantiate comprehensive knowledge base of the students and enable them to transact multilayered contexts seamlessly. The UG curriculum integrates multidisciplinary courses each semester

NLUJAA offers comprehensive courses in procedural laws. The University provides courses in ADR to instill the skills required in resolving conflicts amicably through peaceful resolutions.

NLUJAA provides students with holistic legal education that prepares them to navigate the complexities and interconnections of the legal landscape in a globalized world. Courses like Administration of Criminal Justice Systems, National Security Laws, Insurgency Movements and Terrorism, Socio-Economic Offences and Transnational Organized Crimes, and Comparative Constitutional Law instill in students an appreciation for human rights and constitutional principles.

Teaching-learning and Evaluation

NLUJAA created a holistic education system that caters to diverse strengths and abilities of students. The curriculum is an amalgam of theoretical and practical components intended to hone students' cognitive and pragmatic intelligences. Extramural activities are designed to nurture multifaceted intelligence of students. Students' active participation in teaching-learning process is facilitated through *Mentor-Mentee Programme*, *Learn to Teach Programme*, *Teaching Assistants*, *Peer Teaching Programme* etc. Through activities of the Centre for Career Counselling and Capacity Building NLUJAA stretches beyond core academics and endeavors for professional and career development of students. The teaching-learning process is further enriched by onboarding resource persons, both academicians as well legal professionals, from institutes/organizations (the University having signed MoU with many of whom) in order to inculcate broad spectrum perspectives into academic discourse. Duly elected Student Bar Council, through its committees conducts orientation session students to foster an atmosphere of collaborative learning. Teaching methodology and assessment of courses are aligned with stipulated learning outcome. The materialization of course objectives is reflected in the achievement of the students. Course design, teaching pedagogy and assessment criteria are tailored on the essence and objective of concerned programme.

NLUJA's curriculum and pedagogy is designed to facilitate active learning. Activities like, moot court, internship, court visits, prison visits, trial courts visit, promote experiential learning. Seminar papers hones active peer involvement through discussion circles.

Continuous Evaluation System, adopted by the University, ascertains comprehensive assessment of students. Assessment tools ranging from qualitative to quantitative, theoretical to practical ensure in-depth evaluation of students' competencies.

Research, Innovations and Extension

The University has established several Research Centres to explore socio-legal issues and challenges, with specific thrust on the North-East region. Further, the University has conceived incentives to promote research activities viz. *Publication Allowance*, *Seed Money for Research* etc. The University endeavours to forge ties

with organizations in order to promote research, including action research, e.g., with **UNICEF**, whereby collaborative enterprises were conducted in order to probe into issues related to child protection. The University also collaborates with Government departments in order to conduct research, culmination whereof is the research project on '**Accountability in Policing: Bridging the Gap Between the Principle Vis-à-vis the Practice**' commissioned by the **State Police Accountability Commission**. Publication of University journals and edited books also contribute to efforts of the University .

NLUJAA endeavors for creation of new knowledge through its publications. Innovative practices are reflected in the curriculum design (integration of multidisciplinary courses in the core curriculum) and the use of positive reinforcements to egg on students on academic performance (inclusion of badge of merit/academic excellence in Transcripts). The Centre for Gender Justice, in collaboration with National Commission for Women has reviewed important legislations like, Labour Laws, POSH Act, Family Court Act, Uniform Civil Code, Criminal Law etc. thereby generating knowledge that could potentially affect future laws of the country.

In order to create legal awareness among local people, The Pro Bono Legal Services Club, NSS and Legal Aid Clinic conducts legal awareness campaign at community level. DPIIT-IPR Chair also facilitates extension activities of the University.

Infrastructure and Learning Resources

NLUJA is a residential Campus with state-of-the-art infrastructure. NLUJA has 17 fully air-conditioned with fully equipped lecture galleries, 1 moot court hall and 2 conference rooms.

The Indoor Hall cum Sports Complex is equipped for various indoor sports and cultural programme. Moreover, cricket & football grounds and artificial grassed volleyball ground have been developed in the campus.

NLUJAA has state-of-the-art library equipped with individual study cubicles, screen reading software NVDA, ramps, elevators, 160 computers, 20,000+ printed collections, 50 periodicals and 13 digital databases. Library is a member of DELNET and INFLIBNET. Library has been automated by Koha, world's first open access ILMS.

The IT Section provides network and wireless services, web hosting, and email service to the whole University. Free Internet bandwidth of 1 Gbps is provided by the National Knowledge Network. Medical Centre with facilities for 24X7 treatment, physiotherapy equipment, and stock of medicines with doctor and a full-time nurse are available to students.

The Administrative Block consists of various offices including Seminar Hall, Conference Hall etc. The Boy's and Girl's hostels are equipped with power back-up system, RO filter, 24-hour Wi-fi connections, Common Room, Indoor Games facilities, Dining Halls and Gymnasiums etc.

The Campus has an ATM of SBI, utility shop, cafeteria. There is 33KV substation with dedicated power supply and 500KV Diesel generator set.

The University has rain water harvesting system, vermicomposting plant, separate bore well and Iron Removal Plant for potable water.

University campus is under CCTV surveillance with Home Guards engaged for its security.

Student Support and Progression

NLUJAA has striven to cultivate student friendly environs in order that students can optimally explore their potential and realize their goals.

Students are supported in their academic pursuits financially. The University has defined policy of reimbursing expenditure incurred by students owing to their participation in seminars, workshops, moot court competitions etc. The University also flags academic activities and moot court competitions, literary and professional development courses to support students' academic development. Scholarship programmes, concessions (especially during the pandemic) and other affirmative actions are facilitated for students.

Counselling, medical facilities, grievance redressal mechanisms are in place to address concerns of students. Mentors (faculty members) have been assigned to students in order to put in place a support system for the students.

The University has a dynamic student body which works in collaboration with the administration to promote student welfare. The Constitution of student body, provides for an elected Student Bar Council ('SBC') which represents the interests of students before the administration and faculty. The SBC Committees work closely with the administration in matters concerning academic planning and student welfare. NLUJAA has a range of student collectives who take lead in hosting a range of co-curricular events, festivals and social inclusion initiatives.

On-Campus Placement Facilitation Committee and Faculty Placement Advisors are in place to bolster students' recruitment.

Alumni Association University is on board with the University in furthering its academic progress. The Alumni Association Fund is a corpus that is being built by the University in view of its projected growth.

Governance, Leadership and Management

The core activities of the University have been designed keeping in view its vision. The University has adopted proactive measures towards designing the UG and PG curriculum, in sync with developments in the national and international geo-political space.

NLUJAA has established itself as a decentralized instrument in order to optimize the participation of its stakeholders. Faculty Members, administrative staff members, students, alumni, parents, members of the civil society and its statutory bodies are actively engaged in the University's growth thereby ensuring transparent management.

NLUJAA has designed Performance Based Appraisal System for the faculty and Annual Personal Appraisal Report for administrative staff. The same is duly evaluated and necessary action undertaken. NLUJAA has adopted Career Advancement Scheme (CAS) prescribed by UGC for timely promotion for faculty.

The University has adopted welfare measures like, 7th Pay Commission, 24x7 ambulance facility, personal loan, children education allowance, medical allowance, research incentive, study leave, sabbatical leave, lien, gratuity, LTC, EL, ML, DL Half Pay Leave/Commutated Leave, maternity Leave, child care leave, paternity

leave etc.

The University resource is mobilized through endowments and donations, establishment of chairs, collaborations etc.

NLUJAA conducts both Internal & Statutory Audit, and reports to the Statutory Authorities which ensures transparent resource management.

The NLUJAA IQAC has been established in 2017 to float quality enhancement initiatives for teaching and administrative staff. IQAC has organized programmes/activities on professional ethics, human values, advocacy, gender mainstreaming, constitutional values etc. University management practices are sensitive towards sustainable resource usage and austerity.

Institutional Values and Best Practices

NLUJAA is committed to sustainable practices, including effective bio-medical and e-waste management within its campus.

NLUJAA has taken a significant step towards sustainable environmental practices by establishing a vermicompost and rain water harvesting plant on its premises.

NLUJA plays a pivotal role in shaping the campus environment through integration of tree plantation in the agenda of important functions.

NLUJAA has taken a proactive stance in promoting environmental sustainability within its campus by imposing restrictions on the usage of plastic and motor vehicles.

A separate washroom and reading room specifically designed for differently abled students, Braille printed switches in most of its lifts, ramps and other supportive mechanisms are in place for persons with disabilities.

The University is dedicated to cultivating an educational environment by promoting the principles embedded in the Constitution of India through course curriculum, co-curricular activities and establishment of several committees.

To promote and foster rule of law and the objectives enshrined in the Constitution of India, NLUJAA has taken several initiatives viz. the celebration of events, Faculty and student participation in NSS, engaging in Pro Bono Activities and value based Multi-Disciplinary Courses, observing Constitution Day etc.

The University has introduced mandatory Multi-Disciplinary Courses of 2 credits in the UG curriculum to expand the horizon of students' learning experience by introducing fresh trajectories of academic exploration.

NLUJAA stands at the forefront of sustainable energy practices, exemplifying a commitment to environmental responsibility through its adoption of a 285-kilowatt solar energy system in the RESCO (Renewable Energy Service Company) model.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	NATIONAL LAW UNIVERSITY AND JUDICIAL ACADEMY
Address	Hajo Road, Amingaon, PO-Amingaon
City	Guwahati
State	Assam
Pin	781031
Website	https://nluassam.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	V. K. Ahuja	0361-12738891	9420706040	-	director-iqac@nluassam.ac.in
IQAC / CIQA coordinator	Amol Deo Chavhan	-	7635902417	-	adc@nluassam.ac.in

Nature of University	
Nature of University	State University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	15-09-2009
Status Prior to Establishment, If applicable	

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	05-06-2012	View Document
12B of UGC	06-12-2018	View Document

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	Hajo Road, Amingaon, PO-Amingaon	Urban	48.27	20000	B.A.,LL. B.(Hons.) Five Years Integrated Course, One Year LL.M. Degree Programme, Ph.D.		

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total
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Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	0
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	0
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes				
<table border="1"> <thead> <tr> <th>SRA program</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>BCI</td> <td>115917_13944_8_1702982270.pdf</td> </tr> </tbody> </table>	SRA program	Document	BCI	115917_13944_8_1702982270.pdf	
SRA program	Document				
BCI	115917_13944_8_1702982270.pdf				

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	3				6				14			
Recruited	1	1	0	2	2	0	0	2	6	7	0	13
Yet to Recruit	1				4				1			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				52
Recruited	28	8	0	36
Yet to Recruit				16
On Contract	5	2	0	7

Technical Staff				
	Male	Female	Others	Total
Sanctioned				0
Recruited	0	0	0	0
Yet to Recruit				0
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	1	0	2	0	0	4	3	0	11
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	4	0	6
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	3	3	0	6
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	5	5	0	10
UG	0	0	0	0	0	0	0	0	0	0

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

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	5	0	0	5

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Department for Promotion of Industry and Internal Trade	DPIIT IPR Chair	Ministry of Commerce and Industry. Government of India

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	10	12	0	0	22
	Female	23	10	0	0	33
	Others	0	0	0	0	0
PG	Male	10	6	0	0	16
	Female	11	6	0	0	17
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	4	1	0	0	5
	Female	3	0	0	0	3
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	No
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Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	Nil
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>NLUJA, Assam conducts B.A. LL. B (Hons.) Five Year Integrated Course which in its essence is a multidisciplinary course that explores the interface of law with myriad other disciplines. The integrated course explores the interaction of legal studies with Humanities and Social Sciences; further, in earnest pursuit of multidisciplinary curriculum, the University has introduced Multidisciplinary Courses (MDC) of 2 credits each in every semester. The MDCs are focused on skill and values and endeavour to provide students with practical exposure to issues that have social relevance. Importantly, MDCs are compulsory components of the curriculum which ensure that students explore a dynamic academic spectrum. The University has completed the registration under the ABC and 202 students of the University are already registered under the initiative of the University. In order to promote academic activities at an international level, the University has collaborated with fora such as SICI. Students and faculty members of the University have received scholarship for pursuing research under the said collaboration. The University entrusts its faculty members with academic liberty to design syllabi, prescribe readings and devise evaluation schemes for the courses assigned to the same with the view to promoting ideation and creativity among academic staff members.</p>
2. Academic bank of credits (ABC):	<p>The University has completed the registration under the ABC and 202 students of the University are already registered under the initiative of the University.</p>
3. Skill development:	<p>The B.A, LL. B (Hons.) FYIC is a professional course that seeks to hone skills of students while grounding theoretical foundation of the subject; accordingly, the courses incorporated in the curriculum aim to chisel requisite skills of the legal profession through courses on Legal Research, ADRS, PIL, DPC, mandatory Internship and Moot Court Exercises etc. As a best practice, the University seeks to hone skills of the University through real time practical exposure. For instance, students were involved in registration of authorised users for GI Muga Silk of Assam which equipped them with practical skills through hands-on training. Further,</p>

	<p>active learning components of the pedagogy accentuate skill building endeavours of the University. The MDS with thrust on skills and values have been duly incorporated with the view to promoting holistic education. Adjunct faculty members with practical work experience are roped in to enrich the academic perspectives provided to students. Courses on Constitutional Law, Jurisprudence, Law and Justice in Globalising World, Indian Jurisprudence etc. provide an exposition to universal values of truth, justice, global peace and harmonious coexistence, with thrust on the Indian ethos.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>The University has also endeavoured to create knowledge in Indian languages such as Hindi and Assamese on emerging areas as such GI products of NE India and Mediation. Further, through Research Centre on Customary Laws, IPR and MDC Courses on Indian Jurisprudence, indigenous knowledge and practices are explored. The MDCs have been introduced by the University with the vision to provide a platform where seemingly disparate disciplines, including art, culture, traditional knowledge and languages could be studied in relation to law or even as independent courses.</p>
5. Focus on Outcome based education (OBE):	<p>NLUJA, Assam is focused on articulating outcome based education through the following initiatives: 1. Curriculum Design clearly outlines the learning outcomes intune with each course and the overall program and aligns course content, assessments, and activities with the desired outcomes. 2. Learning Outcomes Assessment through feedback mechanism and students' performance and leveraging the same for continual review of course content and pedagogy 3. Faculty Development in order to provide professional development opportunities to enhance their teaching skills, methods and assessment strategies in line with outcome-based education. 4. Technology Integration to facilitate the assessment process and gather data on student performance.</p>
6. Distance education/online education:	Not Applicable

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Electoral Literacy Club is not in vogue in the University.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Not Applicable</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Not Applicable</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Not Applicable</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Not Applicable</p>

Extended Profile

1 Program

1.1

Number of programmes offered during the last five years. Please provide consolidated number of program offered across last five years (without repeat count, including the programmes that are dropped).

Response: 8

Other Upload Files	
1	View Document

1.2

Number of courses offered by the institution in all programs (without repeat count and include courses that are dropped).

Response: 240

File Description	Document
Institutional data in the prescribed format (dat	View Document

2 Students

2.1

Number of students year-wise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
328	335	328	328	336
File Description		Document		
Institutional data in the prescribed format (data		View Document		

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
103	84	89	96	88

File Description	Document
Institutional data in the prescribed format (data	View Document

3 Faculty Data

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	22	18	18	18

File Description	Document
Institutional data in the prescribed format (data	View Document

3.2

Total Number of full time teachers worked/working in the institution(without repeat count) during the last five years.

Response: 22

File Description	Document
Institutional data in the prescribed format (data	View Document

4 Administrative Data

4.1

Total expenditure excluding salary year-wise during last five years (INR in Lakhs).

2022-23	2021-22	2020-21	2019-20	2018-19
0.365	0.448	0.310	0.418	0.358

File Description	Document
Institutional data in the prescribed format (data	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

Curricula developed and implemented have relevance to the local, national, regional and global developmental needs, which is reflected in the Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the University.

Response:

The UG and PG courses endeavour at contextualizing the subject of study in the national as well as the international milieu in order that the students are able to transact both the contexts seamlessly. The courses are subjected to a continual process of syllabi revision to ensure that contemporary developments, nationally as well as internationally, are duly incorporated and inscribed in the CO. The UG curriculum integrates multidisciplinary courses in order to explore academic areas of local/regional/national relevance and study its interface with law. Through the said courses, the endeavour has been initiated to revive Indian Knowledge System such as Indian Jurisprudence as also to probe into domains of regional interest such the Tea Industry and Oil and Natural Gas. The Multi-Disciplinary Courses (MDCs) bring about not just an amalgamation of academic disciplines but also that of multi layered contexts, viz. the regional, national and international. Such MDS arch over domains such as gender, environment, ethics, child rights to customary legal system, practical aspects of Intellectual Property, art and culture etc..

It is pertinent to mention that IPR Chair of the University, granted by DPIIT, under the Ministry of Commerce and Industry, GoI offers some of the aforesaid MDCs in which patenting and indexing of regional cultural expressions and organic products is explored in order that regional natural and cultural heritage is preserved, sustained and commercially valued in the global context. This exemplifies how the curriculum amalgams regional, national and international developmental needs in order to provide students with holistic perspective on the subjects of study. Elective Courses such Planning for Development: India and the North East moot regional developmental issues within the overarching framework of national development. The University offers optional and specialization courses in International Law which attune students to the development of effective and accountable governance structures both nationally and internationally, international negotiations, dispute resolutions, and policy-making processes, advocacy for social justice and equity on both national and global platforms, contributing to policies and practices that promote international fair trade, economic growth, and sustainable development, engaging with legal frameworks that promote environmental sustainability and conservation efforts on a global scale etc..

With regard to the PG curriculum, courses such as the Comparative Public Law involve the study of legal systems, institutions, and principles across geographical spaces, whether local, national or international. Comparative Public Law allows students to learn from the experiences of diverse spaces and adopt legal strategies that address these shared challenges effectively. Another PG course, Law and Justice in a Globalizing World provides students with a comprehensive understanding of legal systems and principles that operate on different scales - regional, national, and international. By integrating these elements, the

said course provides students with a holistic understanding of how legal systems operate across regional, national, and international levels. Further indigenous and customary and laws are also discussed in varied contexts not only to affect comprehensive discourse on concerned subjects of study but also to revive the relevance of indigenous policies and practices in the globalized context.

File Description	Document
Upload Program Brochures reflecting details of Courses with POs, COs and PSOs	View Document

1.1.2

The courses of the programmes offered by the University focuses on Litigation/Judicial and legal service/ entrepreneurship/ skill development including Arbitration, mediation, Client counseling etc and are adequately revised to accommodate contemporary requirements.

Response:

To equip students with litigation skills, the curriculum aims at providing theoretical knowledge, practical training, and experiential learning opportunities.

Core Courses in Procedural Law

NLU Assam offers comprehensive courses in procedural laws, including Civil Procedure Code, Criminal Procedure Code, and Evidence Act in order to provide students with an understanding of procedures and processes involved in litigation.

Drafting and Pleading Courses

The curriculum includes courses that focus on drafting various legal documents, including pleadings, petitions, and legal opinions to hone students' skills for effective representation in court.

Alternative Dispute Resolution (ADR)

The University provides courses in ADR methods like mediation and arbitration to ensure students' well-rounded understanding of both litigation and alternative dispute resolution mechanisms.

Legal Research and Writing Skills

Strong research and writing skills are essential for effective litigation and the University develops such skills through coursework and practical exercises.

Criminal Law and Procedure

Courses on criminal law and procedure equip students with the knowledge and skills needed to represent clients in criminal litigation.

Specialized Litigation Courses

The curriculum includes specialized courses in areas like Constitutional Law, Business Law, Environmental Law, Human Rights Law, Intellectual Property Law, International Law to provide students with expertise in specific areas of litigation practice.

Moot Court Competitions

The University places a strong emphasis on participation in moot court competitions. These mock trials simulate real court proceedings and allow students to develop crucial litigation skills, such as legal research, drafting, oral advocacy, and critical analysis of legal issues. Importantly, the University provides financial assistance to students for participation in such activities. Further, the UG curriculum entails a core course on Moot Course Exercise and Internship, which mandates students' participation in moot court exercises and evaluates their mooting skill in order to ensure that such simulative exercises are earnestly pursued by students in honing their litigation skills. This course also ensures that students undergo 20 weeks of mandatory internships and maintain Internship Diary, which is evaluated in the culminating semester of the course. This initiative provides opportunity to students to work on real cases under the guidance of experienced practitioners and acquire requisite professional skills

Trial Advocacy

The University, through its core course on Moot Course Exercise and Internship, mandates that students shall observe at least two (02) cases, civil and criminal under the tutelage of Trial and Appellate Lawyers, wherein the same observe client counselling procedure at the lawyer's office, preparation of documents and court papers, procedure for filing of suit/petition. Such courses provide students with hands-on court experience.

Guest Lectures and Workshops by Practitioners

The University invites practicing lawyers and judges to conduct guest lectures and workshops, providing students with insights into the practical aspects of litigation and courtroom advocacy, thereby ascertaining a well-rounded education.

The University has established a Legal Aid Clinic which encourages students to participate in activities that extend legal aid/service to the community and exposes the same to client counselling. The courses floated under IPR Chair of the University focus on imparting entrepreneurial skills.

File Description	Document
Upload the identified courses that focus on the metric and initiatives of the university for course revision for accommodation of contemporary requirements	View Document

1.2 Academic Flexibility

1.2.1

Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years

Response: 90.83

1.2.1.1 How many new courses were introduced during the last five years.

Response: 218

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	View Document
Minutes of relevant Faculty Meeting/ BOS/Academic Review Committee meeting clearly highlighting the portions of the syllabus approval of new courses	View Document
Institutional data in the prescribed format (data template)	View Document

1.2.2

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

Response: 46

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Minutes of relevant Faculty Meeting/ BOS/Academic Review Committee meeting clearly highlighting the Elective components	View Document
Institutional data in the prescribed format (data template)	View Document

1.3 Curriculum Enrichment**1.3.1**

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, constitutional

and Human Values, Environment & Sustainability and other value framework enshrined in Sustainable Development goals and National Education Policy – 2020 into the Curriculum.

Response:

NLUJA, Assam ensures that students navigate the complexities and interconnections of the legal landscape through the following endeavours:

- The University adopts an interdisciplinary approach by incorporating elements from various fields of study which enriches the legal education provided to students, allowing them to contextualize legal issues within broader social, economic, and political frameworks. The inclusion of Multi-Disciplinary Courses has further systematized the exploration of cross-cutting areas in the mainstream curriculum. One such course delivered by University, is Emotional Intelligence and Professional Wellbeing, which transacts the domains of psychology, psychiatry and management.
- The University has instituted Research Centres to explore cross-cutting areas of academic interest. The Seminar Papers integrated in the curriculum also encourage research in interdisciplinary areas.
- The University encourages students' participation in moot court competitions and legal clinics, which enables them to explore the interface of legal issues with socio-economic and cultural dynamics.
- The University offers specialized and optional courses in emerging areas of law which cut across disciplinary boundaries and amalgam multiple perspectives for comprehensive understanding of the domain.
- The University organizes seminars, workshops, and guest lectures featuring experts from diverse fields to provide students with exposure to different perspectives and to the multi-dimensional nature of legal issues.

The University offers mandatory courses on Professional Ethics and Professional Accounting System, Environment Law, and Constitutional Law. Further, an array of elective courses deal with cross-cutting issues e.g. courses on Social Stratification and Inequality, Gender in Indian History; Gender and Crime; Women and Society; International, Humanitarian Law; Gender Justice and Feminist Jurisprudence; Affirmative Action and Discriminatory Justice; Sexual Minorities and the Law; Economics of Natural Resources; Medicine, Law and Ethics' Law Related to Women and Child etc. The University also ropes in Resources Persons from diverse fields in order to provide an exposition to a rich spectrum of thoughts that cut-across constricted realms of disciplines. For instance, the ghazal maestro, Pankaj Udas engaged with the students of the University in order highlight Intellectual Property related issues of the entertainment industry.

Individual courses of the curriculum integrate cross-cutting issues in order to deal holistically with a subject of study. For instance, the course on Law of Crimes: Penal Code which is largely concerned with the IPC also cultivates an understanding of the concepts of social discrimination. Women and Criminal Law an elective paper in the University is a course that acquaints students with Criminal Law, while expounding gender based discrimination across time and space. Family Law, Labour Law, Criminal Law are other courses where the discriminatory content of the law is explicitly highlighted by critiquing social attitudes, legislative provisions and judicial decisions.

Courses like Administration of Criminal Justice Systems, National Security Laws, Insurgency

Movements and Terrorism, Socio-Economic Offences and Transnational Organised Crimes, as well as Comparative Constitutional Law, instil in students a deep appreciation for human rights and constitutional principles. Furthermore, the Environment Law course and the optional module on Climate Change, Environmental Pollution, and Waste Management Laws, educate students on the importance of environmental consciousness and sustainable practices.

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

1.3.2

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

Response: 1

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format (data template)	View Document

1.3.3

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

Response: 38.41

1.3.3.1 Number of students undertaking Moot Courts, Court visits, Arbitration/Mediation/Client Counseling Exercises, and internship in law firms/NGOs/Judicial Clerkships/ field projects etc.,(for the

latest completed Academic year).

Response: 126

File Description	Document
Participation Certificate in Moot Courts, Court visit report submitted to the University, certificate endorsing the student participation in Arbitration/Mediation/Client Counseling, internship completion certificate provided by the host law firm, NGO. Certificate of clerkship assistances from judiciaries. Note: all documents should have clear dates of engagements and should be on official letterhead.	View Document
List of Programmes and number of students undertaking Moot Courts, Court visits, Arbitration/Mediation/Client Counseling Exercises, and internship in law firms/NGOs/Judicial Clerkships etc.,	View Document
Institutional data in the prescribed format (data template)	View Document

1.4 Feedback System

1.4.1

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

Response: C. Feedback collected and analysed

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Feedback analysis report submitted to appropriate committee/bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage (Average of last five years).

Response: 89.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
94	90	89	89	102

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
100	90	90	90	150

File Description

Document

Institutional data in the prescribed format (data template)

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

Admission extract signed by the competent authority (only fresh admissions to be considered)

[View Document](#)

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

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC, etc.) as per applicable reservation policy during the last five years (Excluding Supernumerary Seats).

Response: 82.63

2.1.2.1 Number of actual students admitted against earmarked seats for reserved categories year-wise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
45	42	37	16	17

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

2022-23	2021-22	2020-21	2019-20	2018-19
49	44	44	20	33

File Description	Document
Institutional data in the prescribed format (data template merged with 2.1.1)	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document

2.2 Catering to Student Diversity

2.2.1

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

Response:

The University is cognizant that recognition of multiple intelligences is pivotal in creating a holistic education system that caters to the diverse strengths and abilities of students. The curriculum is an amalgam of theoretical and practical components (projects, seminar papers, moot memorials, active learning exercises etc.) in order that students' cognitive as well as pragmatic intelligences are honed. Furthermore, extramural activities, such as seminars, research publication, mootings, literary activities, cultural and sporting activities, are well integrated in the overall academic experience provided to the students by the University with the view to nurturing multifaceted intelligence of students.

The University has adopted a continual evaluation process, that ensures comprehensive evaluation of students; based whereon, the University has initiated the following mechanisms to address varied competencies and intelligences of its students:

a. Mentor-Mentee Programme:

All the students of the University (UG and PG) are placed under individual mentors in the ratio 1: 17. The designated mentors engage with individual students so as to address their personal and academic requirements.

b. Learn to Teach Programme

The University has adopted Learn to Teach' Programme to inculcate teaching skills and academic interest among PG Students.

c. Teaching Assistants

The University has adopted the scheme whereby research scholars of the University are inducted as Teaching Assistants, who are attached to faculty members for routine guidance, and are assigned classes in order to hone their skills for academic career.

d. Peer Teaching Programme

The University has adopted the Peer Teaching Programme whereby advanced learners of a class (Vth Year) are engaged in peer teaching.

Additionally, the provision of tutorial and remedial classes is provided to the students in order that need, particularly that of students who require special assistance, is adequately addressed.

The University has established the Centre for Disability Studies and Health Laws to support students with disabilities. This Centre arranges for various initiatives and programs tailored to the specific requirements of these students, including initiatives for a barrier-free campus. The University's Admission Committee facilitates admissions, offers guidance, and raises awareness about the unique needs of disabled individuals, as well as other pertinent matters related to their inclusion in mainstream education. The Examination Section of the University ensures that special arrangements are in place for individuals with disabilities during examinations, providing necessary logistical support when required. Additionally, a dedicated room equipped with reading software on computers is allocated in the library to assist students with disabilities.

The Centre for Career Counselling and Capacity Building further endeavours to provide instructive sessions for professional and career development of students.

In addition to the aforementioned, the University collaborates with other academic institutions through Memorandum of Understanding (MoU) in order to host various programs through special lectures by esteemed judges of the High Court/Supreme Court/International Courts to provide first hand, professional insights to students, both on and off the dais.

File Description	Document
Upload Any additional information	View Document
Provide link for additional information	View Document

2.2.2

Student - Full time teacher ratio (Data for the latest completed academic year).

Response: 16.4

2.3 Teaching- Learning Process**2.3.1**

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

Response:

The University's curriculum and pedagogy support and facilitate an academic environment for active learning. The concerted focus is to steer away from didactic teaching methods to an interactive method that productively engages the students. The continual evaluation schema of the University entails project work, seminar papers, dissertation, presentations and viva-voce, active learning exercises, which ensure active participation of the students in the learning process. Further academic activities such as seminars, workshops, boot camps, under the aegis of various research centres, foster students participative learning. The University brings out annual student's journal, NLUA Law Review, which provides the students with an avenue to publish their research articles, thereby enabling their structured engagement in academic activities.

Further, activities such as moot court exercises, internship programmes (mandatory 20 weeks of internship is prescribed for UG students), court visits, prison visits, observation of trial courts, are well integrated components of the curriculum which promote experiential learning. The courses employ various assessment methods that foster peer learning.

Seminar papers require academic enquiry into the chosen topic and documentation of findings in the form of a research paper, an exercise that not only hones skills related to research and academic writing but also active peer involvement through discussion/reading circles. Participatory education is exemplified in clinical courses, like Public Interest Lawyering, Legal Aid, and Para Legal Services deal with topics such as prison reform, literacy within rural communities, redress of domestic violence, delivery system of public goods etc. These courses are wholly rooted in experiential learning.

Case Law Method is extensively used by the University in order to facilitate comprehensive examination of landmark cases. This method allows students to understand the significance of precedent in legal decision-making and how past judgments influence and shape the interpretation of law.

Problem-Solving methodologies are particularly explored in courses such as IPC, Property Law, Family Law, Labour and Industry Law, International Human Rights Law, International Law, Law related to Women and Child, Economics, whereby students are presented with hypothetical legal scenarios mirroring real-life situations.

The study material in forms of PPT and other digital format is given to the students after or before the lecture. Supreme Court and High Court, PILs, and professional ethics.

The teaching staff at the university are technologically adept. All faculty members make full use of the technological tools installed in the classrooms (classrooms of the University are smart classrooms accoutred with smart boards, projectors and other ICT tools etc.). During the Covid-19 pandemic, all classes were conducted through Google Meet, and examinations were held online. Teachers utilize tools like power point presentations and online materials for the teaching and learning process which helps students grasp concepts, creating an interactive environment that encourages engagement with the subject matter. Soft copies of study materials are uploaded on Google Classroom for students to refer to. The university boasts a well-equipped library and a robust Information Digital Access Mechanism. Digital databases can be accessed remotely through the Digital Access Portal at <http://opac.nluassam.ac.in>.

File Description	Document
Upload any additional information	View Document

2.3.2

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

Response:

The University endeavours to provide personalized guidance and support to students, helping them navigate academic challenges, career decisions, and personal growth, through the following programmes:

a. Mentor-Mentee Programme:

All the students of the University (UG and PG) are placed under individual mentors in the ratio 1: 17. The designated mentors engage with individual students so as to address their personal and academic requirements.

b. Learn to Teach Programme

The University has adopted Learn to Teach' Programme to inculcate teaching skills and academic interest among PG Students. The students of the PG course are attached with individual teachers who hand hold students and endeavour to groom the same as educators. This kind of an association between the teacher and the taught affords an opportunity for the latter to chisel their skills under acknowledged professionals of the field.

c. Teaching Assistants

The University has adopted the scheme whereby research scholars of the University are inducted as Teaching Assistants, who are attached to faculty mentors for routine guidance, and are assigned classes

in order to hone their skills for academic career.

d. Peer Teaching Programme

The University has adopted the Peer Teaching Programme whereby advanced learners of a class (Vth Year) are engaged in peer teaching as well teaching students of junior classes. This practice is highly beneficial for both the peer teachers and the learners. This mode of dynamic interaction promotes active participation and enhances retention of information. Further, peer teaching creates a supportive and collaborative learning environment. Both the peer teacher and the learner provide constructive insights, aiding each other's understanding and performance.

e. The Student Bar Council of the University, through its committees such as the **Academic Committee, Moot Court Committee, Literary and Debating Committee** conduct orientation session for their peers and juniors on activities pertaining to each of the said committees and foster an atmosphere of collaborative learning.

Psychological counselling at NLUJA, Assam is a crucial service provided by trained counselor to support the mental and emotional well-being of students.

- **Confidentiality and Trust:** The counselling sessions are conducted in a confidential and non-judgmental environment. This fosters trust between the counsellor and the student, creating a safe space for open discussion.
- **Accessibility:** Counselling services are easily accessible to all students.
- **Emotional Support and Validation:** Counsellors provide emotional support and validation to students who may be facing various challenges, like academic stress, personal issues, anxiety, and depression.
- **Culturally Sensitive Approach:** Counsellors at NLUJA, Assam are trained to be culturally sensitive, recognizing and respecting the diverse backgrounds and experiences of the student population.
- **Personal Growth and Development:** Counselling sessions also focus on personal growth and development of students.
- **Group counselling and workshops:** During counselling the common issues beneficial to the group are addressed.

File Description	Document
Upload any additional information	View Document
List of Active mentors	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 76.92

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

Response: 26

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	View Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 2.4.3)	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

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

Response: 68.18

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

Response: 15

File Description	Document
List of faculty having Ph.D./LLD along with particulars of the degree awarding university, subject and the year of award per academic year.	View Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	View Document
Copies of Ph.D./LLD degree awarded by UGC recognized universities	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.3

Average teaching experience of full time teachers (Data to be provided up to the latest completed academic year, in number of years).

Response: 9.55

2.4.3.1 Total experience of full-time teachers

Response: 191

File Description	Document
Institutional data in the prescribed format (data template merged with and 2.4.2)	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document

2.5 Evaluation Process and Reforms

2.5.1

Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years.

Response: 8.2

2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the last date of declaration of results year-wise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
7	6	6	8	14

File Description	Document
Result Sheet with date of publication	View Document
Institutional data in the prescribed format (data template)	View Document
Exam timetable released by the Controller of Examination	View Document

2.5.2

Percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years.

Response: 5.77

2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
21	21	11	12	30

2.5.2.2 Number of students appeared in the University examination yearwise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
329	327	328	335	327

File Description	Document
List the number of students who have applied for re-valuation/retotaling program wise and the total certified by the Controller of Examinations year-wise for the assessment period.	View Document
Institutional data in the prescribed format (data template)	View Document

2.5.3**Status of automation of Examination division along with approved Examination Manual****Response:** E. Only manual methodology

File Description	Document
The report on the present status of automation of examination division including screenshots of various modules of the software.	View Document

2.6 Student Performance and Learning Outcomes**2.6.1**

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

Response:

The primary mission of the University is to create legal professionals who are competent, abreast with evolving technology, attuned to social reality, equipped to address the imperatives of the new age and uphold constitutional values. The learning outcome of the programmes (UG, PG and Ph.D.) and that of individual courses is displayed in the University website for public reference. The syllabi of individual courses also outline the specific objectives and are uploaded in the University website.

The teaching methodology and assessment of courses are aligned with the stipulated learning outcome. The assessment of each course, which is a confluence of subjective, objective, practical and active learning based parameters, is synced with the nature of the course and its projected outcomes. The question papers, project topics, assignment topics and active learning modalities of a particular course are designed in accordance with the essence and object of the same. Assessment of courses could be affected through problem based questions, theoretical questions, case study based questions, objective questions/MCQs in order to achieve the projected objects of courses. The courses focus on problem solving skills and seamless foundational knowledge base of students. Further, objective assessment/MSQs are applicable in courses such as Law of Torts etc. where minutiae of the course ought to be grasped by students.

The materialization of course objectives is reflected in the achievement of the students of the University who, over the years, have left their imprint on national academia, judicial services, litigation and corporate lawyering. Further, the courses are continually updated after inviting suggestions from various stakeholders and placed before the Academic Planning Board and the Academic Council where course structure along with its objectives and purported outcomes are revisited and refurbished and approved.

The objective of the B.A. LL. B (Hons) FYIC is to provide a strong foundation in law, along with an understanding of the socio-political and economic reality in which such laws are to pan out, in order that the students are prepared for a career in lawyering, including corporate lawyering. The aim is to build the capacity of students in dealing with all practical aspects of law. This course also prepares the students for further academic pursuits.

The objective of LL.M One Year Degree Programme is to augment the base provided in the UG programme in order to reinforce the students' capacity for academic and research pursuits as well as to bolster the specialized knowledge domain of the same for better career opportunities.

The objective of Ph.D. Programme is to cultivate legal scholarship, spirit of enquiry, policy research etc. among research scholars.

Therefore, course design, teaching pedagogy and assessment criteria are tailored on the essence and objective of concerned programme and its constituent courses.

The students' feedback generated at the end of every academic semester and the endeavours of the recently constituted Curriculum Development Committee provide valuable insight into the synergy between course objectives and its practical outcome and duly inform the syllabus revision endeavours of the University.

File Description	Document
Provide links as Additional Information	View Document

2.6.2**Pass percentage of students.****Response:** 99

2.6.2.1 Number of final year students who passed the examination conducted by Institution year-wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
103	82	88	95	86

File Description	Document
Percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	View Document
Institutional data in the prescribed format (data template)	View Document
Certified report from the Controller of Examinations indicating the pass	View Document
Annual report of COE highlighting the pass percentage of students	View Document

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.49

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

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented.

Response:

The University has established several Research Centres with the view to exploring socio-legal issues and challenges, with specific thrust on the North-East region. The Centres are actively engaged in conducting activities and research work on areas pertinent to NE India.

The University promotes interdisciplinary learning through research centres and faculty initiatives. For instance, the **Centre for Disability Studies & Health Laws for Studies in Disability and Law** was established to advocate for disability rights and build partnerships across the board, and the **Centre for Environmental Law, Advocacy and Research (CELAR)** the first of its kind in North-East India, is devoted to strengthening and contributing to the jurisprudence on environmental law. **CELAR** endeavours to be a torchbearer of NLUJAA's mission to translate legal knowledge and skills into an instrument that addresses various environmental concerns of the country and especially the North-Eastern region of India. The **CELAR** organised international e-Conference on **Taking Stock of Stockholm (1972-2022)** in collaboration with Centre for Regulatory Studies, Governance and Policy, The West Bengal National University of Juridical Sciences, Kolkata to facilitate discourse on environmental issues. The **CELAR** has also worked on an UNDP project to draft rules on 'Inland Water' for the Government of Assam.

The **Centre for Research on Intellectual Property Rights Law for Advanced Research on Intellectual Property Laws** is, established with the objective of enhancing the intellectual property knowledge base and conduct research in the said field with specific focus on the North-Eastern states. The **IPR Chair** of the University also contributes to research in the said domain, notable research work includes:

- Research on the Traditional Bell Metal Craft of Sarthebari and the need to accord legal protection: Reapplying the GI tag
- An Insight to the Traditional 'Lakadong Turmeric' of Meghalaya: Exploring Prospective GI
- GI of North East India

Further, the University has conceived the following incentives to promote research activities among faculty members:

- **Publication Allowance:** The University grants INR. 3000/ and INR 5000/ to faculty members for every article published in the UGC CARE List and Scopus Indexed journals, respectively. This initiative aims at incentivising quality research and publication among faculty members.
- **Seed Money for Research:** The University's approval of various Research Centres and the allocation of a dedicated budget of 30,000/- for research projects is a step towards promoting academic research.

The University endeavours to forge ties with organizations in order to promote research, including action research. Notably, the University has had a long association with **UNICEF**, whereby collaborative enterprises were conducted in order to probe into issues related to child protection.

The University also collaborates with Government departments in order to conduct research, such as the research project on '**Accountability in Policing:**

Bridging the Gap Between the Principle Vis-à-vis the Practice' commissioned by the **State Police Accountability Commission**.

To further boost research activities of the University, MoUs have been signed with sister **NLUs** and other institute of repute such as **IIT-Guwahati**. The University also publishes journals regularly towards this end.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
Any additional information	View Document
URL of Policy document on promotion of research to be uploaded on website	View Document

3.1.2

The institution provides seed money to its teachers for research (Latest completed academic year; INR in Lakhs).

Response: 0.1

3.1.2.1 Amount of seed money provided by institution to its full time faculty (latest completed academic year) (INR in lakhs)

Response: 0.1

File Description	Document
Institutional data in the prescribed format (data template)	View Document

3.1.3

Percentage of teachers receiving national/ international fellowship/financial support by various agencies including the applicant university for advanced studies/ research during the last five years.

Response: 0

3.1.3.1 Number of teachers who received national/ international fellowship/financial support from various agencies including the applicant university, for advanced studies / research; during the last five years

File Description	Document
Institutional data in the prescribed format (data template)	View Document

3.1.4

Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellowships enrolled in the institution during the last five years..

Response: 4

File Description	Document
List of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows along with the details of the funding agency is to be provided.	View Document
Institutional data in the prescribed format (data template)	View Document
E copies of fellowship award letters (mandatory)	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.1.5

Number of recognitions received from different Ministries and Government bodies or National or International agencies by the institution during last five years..

Response: 8

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

3.2 Resource Mobilization for Research

3.2.1

Extramural funding for Research - Grants sponsored by government and non-government sources such as Government Research funding agencies, industries, corporate houses, international bodies for research projects), endowments, Chairs in the University, Law programs sponsored by law firms and other eminent institutions during the last five years (INR in Lakhs).

Response: 103.1

3.2.1.1 Grants for research projects sponsored by government and non-government sources such as industry, corporate houses, international bodies, endowments, Institution of Chairs in the institution, Law programs sponsored by law firms and other eminent institutions year-wise during the last five years (INR in Lakhs)..

2022-23	2021-22	2020-21	2019-20	2018-19
32.8	21.13	0	33.21	15.96

File Description	Document
List of Extramural funding received for research from government and non-government sources, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount.	View Document
Institutional data in the prescribed format (data template is merged with 3.2.2)	View Document
E-copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2.2

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

Response: 0.5

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

Response: 11

File Description	Document
Institutional data in the prescribed format (data template merged with 3.2.1 & 3.2.2)	View Document

3.2.3

Number of Bill, Ordinances, Rules and regulation drafted by the faculty of the University during the last five years..

Response: 1

File Description	Document
The letter of invitation from organisation to the faculty of university for drafting Bill, Ordinances, Rules and regulation	View Document
Institutional data in the prescribed format (data template)	View Document
Details of Bill, Ordinances, Rules and regulation drafted by the faculty of the University for organizations	View Document

3.3 Innovation Ecosystem

3.3.1

Institution has an ecosystem for Knowledge Creation, including Advanced Research Centre and other initiatives for the creation and transfer of knowledge including Indian Knowledge System and Jurisprudence.

Response:

The University endeavours for new creation through the activities of various research projects and centres established by it. The **Child Rights Centre** has brought out a book on ‘**The Role of Duty Bearers in Child Protection**’ to facilitate front line personnel dealing with child protection.

The ‘**Handbook on the Geographical Indications (with special focus on North-East Region)**’, published under the aegis of the **Department for Promotion of Industry and Internal Trade, Cell for IPR Promotion and Management (DPIIT- CIPAM), Ministry of Commerce and Industries, Government of India - Intellectual Property Rights (IPR) Chair of NLUJA, Assam** expounds the mechanism of GI registration of agricultural and horticultural yield of the region. The **IPR Chair** of the University also contributes towards knowledge development, notably through research work on local issues such as:

- Research on the Traditional Bell Metal Craft of Sarthebari and the need to accord legal protection: Reapplying the GI tag
- An Insight to the Traditional ‘Lakadong Turmeric’ of Meghalaya: Exploring Prospective GI

The University has endeavoured to develop educational material in regional languages. It includes:

1. Translation of *Handbook on the Geographical Indications (With Special Focus on North-East Region)*’ to Assamese.
2. Translation of ‘*Krishna and Mediation*’ (a book expounding ADR) to Hindi.

In its endeavour to revive Indian Knowledge System (IKS) the University has initiated courses such as ‘**Indian Jurisprudence**’ in the UG Curriculum. The book *Krishna and Mediation* is written with a view to highlight the efficient system of justice delivery in the ancient India. The book refers to the indigenous

justice delivery mechanism, which is gaining importance in contemporary times.

Centre for Advance Research and IPR Law: It was established with the objective of enhancing the intellectual property knowledge base and conduct research, with specific focus on the North- Eastern states.

The Centre for Gender Justice, through its collaboration with National Commission for Women has reviewed important legislations such as, **Labour Laws, POSH Act, Family Court Act, UCC**, criminal Law etc.

The journals, books and magazines published by the University and research projects like **'Accountability in Policing: Bridging the Gap Between the Principle Vis-à-vis the Practice'** commissioned by the **State Police Accountability Commission contributed to this end.**

Transfer of knowledge is facilitated through the training programme and consultancy activities such as:

1. Collaboration with Oil India Limited (OIL) for **'Three Day Training Programme for Executives of Oil India On Mines Related Laws'**
2. Collaboration with Dept. of Revenue and Disaster Management, Government of Assam **'Foundation Training Programme for the newly appointed Sub-Registrars'** and **'Basic Training on the Rules and Regulations related to Registration Department'**
3. Collaboration with the Competition Commission of India for **'Eastern Region Workshop on Competition Compliance in Public Procurement under Azadi Ka Amrit Mahotsav'**.

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

3.3.2

Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), Entrepreneurship, Skill development, Frontier/ contemporary areas researches in law / social justice and judicial trends during the last five years.

Response: 136

File Description	Document
Report of the event with relevant photos	View Document
Institutional data in the prescribed format (data template)	View Document

3.4 Research Publications and Awards

3.4.1

The institution has stated Code of Ethics for research and the implementation of which is ensured through the following:

1. Inclusion of research ethics in the research methodology course work
2. Legal and Social Sciences Research Integrity Committee
3. Plagiarism check
4. Research Advisory Committee

Response: B. Any 3 of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the syllabus of the research methodology course work to indicate if research ethics is included.	View Document
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	View Document
Bills of purchase of licensed plagiarism check software in the name of the HEI.	View Document

3.4.2

PhD thesis and LLM Dissertations adequately focus on emerging trends of researches in legal education fields like Intellectual Property Rights, Alternate Dispute Resolution.

Response:

The pursuit of knowledge and the advancement of legal scholarship are central to our academic ethos at NLUJA, Assam. Our PhD and LLM programs are designed to foster critical thinking, research skills, and scholarly inquiry among our students, enabling them to explore and contribute to emerging trends in the legal landscape.

In recent years, there has been a growing recognition of the importance of Intellectual Property Rights in a globalized economy. With rapid advancements in technology and innovation, the protection and enforcement of intellectual property have become critical concerns for individuals, businesses, and governments alike. As such, our PhD thesis and LLM dissertations place a significant emphasis on exploring various aspects of Intellectual Property Rights, including but not limited to copyright, patents, trademarks, and trade secrets.

Students undertaking research in this field are encouraged to delve into contemporary issues and

challenges related to IPR, such as the intersection of intellectual property and technology, the impact of globalization on intellectual property regimes, and the role of intellectual property in fostering innovation and economic development. Through rigorous research and analysis, our students contribute to the ongoing discourse on intellectual property law and policy, providing valuable insights and recommendations for legal practitioners, policymakers, and scholars.

Similarly, Alternate Dispute Resolution has emerged as a vital mechanism for resolving disputes outside the traditional courtroom setting. Recognizing the limitations of conventional litigation and the need for more efficient and accessible means of dispute resolution, our PhD and LLM programs focus on exploring the various forms of ADR, including mediation, arbitration, conciliation, and negotiation.

Students undertaking research in this field examine the theoretical underpinnings of ADR, comparative analysis of ADR mechanisms across different jurisdictions, and the practical implementation and effectiveness of ADR processes in resolving disputes in various contexts. Moreover, our students explore the role of ADR in promoting access to justice, enhancing party autonomy, and preserving relationships between disputing parties.

At NLUJA, Assam, we believe in nurturing interdisciplinary perspectives and encouraging innovative research methodologies. As such, our PhD thesis and LLM dissertations on Intellectual Property Rights and Alternate Dispute Resolution often draw upon insights from related fields such as technology, economics, psychology, and sociology. Through interdisciplinary research, our students contribute to a deeper understanding of complex legal issues and explore novel approaches to addressing contemporary challenges in these fields.

Furthermore, our faculty members, who are experts in their respective fields, provide mentorship and guidance to students throughout the research process. They offer valuable insights, critique, and support, enabling students to produce high-quality research that contributes to the advancement of knowledge in Intellectual Property Rights and Alternate Dispute Resolution.

In conclusion, the PhD thesis and LLM dissertations at NLUJA, Assam, adequately focus on emerging trends in legal education fields such as Intellectual Property Rights and Alternate Dispute Resolution. Through rigorous research, interdisciplinary perspectives, and expert guidance, our students contribute to the ongoing discourse and development of these critical areas of law, making meaningful contributions to academia, practice, and policymaking.

File Description	Document
Upload list of PhD thesis and LLM Dissertations along with title that relates to emerging trends of research in legal education	View Document

3.4.3

Number of Ph.Ds awarded per teacher during the last five years.

Response: 0.43

3.4.3.1 How many Ph.Ds were awarded during last 5 years.

Response: 3

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

Response: 7

File Description	Document
PhD Award letters to PhD students.	View Document
Letter from the university indicating name of the PhD student with title of the doctoral study and the name of the guide.	View Document
Institutional data in the prescribed format (data template)	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.4

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

Response: 1.41

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

Response: 31

File Description	Document
List and links of the papers published in journals listed in UGC CARE list and	View Document
Link re-directing to journal source-cite website in case of digital journals	View Document
Institutional data in the prescribed format (data template)	View Document

3.4.5

Number of books and chapters in edited volumes published per teacher during the last five years.**Response:** 1.55

3.4.5.1 Number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings during the last five years

Response: 34

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

3.4.6**E-content is developed by teachers :**

- 1. For e-PG-Pathshala**
- 2. For CEC (Undergraduate)**
- 3. For SWAYAM**
- 4. For other MOOCs platforms**
- 5. For other Government Initiatives**
- 6. For Institutional or consortium's LMS or other hosting platforms**

Response: E. Any 1 or none of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document

3.4.7**Bibliometrics of the publications during the last five years based on average Citation Index in Scopus/ Web of Science****Data to be provided for the last five years:****? Title of the paper****? Name of the author****? Title of the journal****? Year of publication****? Citation Index****Response:** 1.67

File Description	Document
Bibliometrics of the publications during the last five years	View Document
Any additional information	View Document

3.5 Consultancy**3.5.1****Revenue generated from consultancy and training programs during the last five years (INR in Lakhs).****Response:** 41

3.5.1.1 Revenue generated from consultancy and training programs year-wise during the last five years (INR in lakhs)..

2022-23	2021-22	2020-21	2019-20	2018-19
28	9	0	2	2

File Description	Document
Letter from the beneficiary of the consultancy along with details of the consultancy fee.	View Document
Letter from organization to whom training was imparted along with the fee paid.	View Document
Institutional data in the prescribed format (data template)	View Document
Audited statements of accounts indicating the revenue generated through and training/consultancy.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.6 Extension Activities

3.6.1

The institution impact of legal aid/community services and Outcomes of extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)

Response:

NLUJA, Assam facilitates engagement of students in extension activities in order to inculcate social sensitivity and responsiveness among them. Various fora within the University endeavour to create an interface between student community to broaden their spectrum of and attune the same towards social responsibility. The impact of such activities on students and the community is delineated through the following case studies:

Case Study 1: The **Centre for Gender Justice** had observed **Menstrual Hygiene Day on 31st May, 2023** whereby women workforce of the unorganized sector, deployed in the University campus under housekeeping service, security service and those engaged in the campus eateries, were oriented on menstrual hygiene by the students and sanitary napkins were distributed among the same in order to encourage hygienic practices. This exercise enabled the students to interact directly with the underprivileged women and gain first hand understanding of the health hazards the same are exposed to owing to resource shortage and lack of awareness. Further, the programme invested the students with the agency to orient and support the women in their transition from unsanitary and hazardous practices towards informed life-style choices. The community women also gained an understanding of the risks they exposed themselves to unbeknownst of the health hazards of unsanitary practices.

Case Study 2: The **Legal Aid Cell and Centre for Clinical Legal Education** on **19th October, 2022:** In order to create legal awareness among the local people, poster was designed and multiple copies thereof were printed. Our team visited the nearby localities like Kadamtal, Mariapatti, and other areas

near Amingaon Post Office and IIT Guwahati. We affixed the posters at shop, eateries, post-office and other prime places with due permission of the concerned persons. We also interacted with the local people and told them about the Legal Aid Clinic. Few of them shared their legal problems with us. Many people showed their willingness to come to the Legal Aid Clinic.

Case Study 3: The **DPIIT-IPR Chair and Centre for Research on Intellectual Property Rights (CERIP)** organised an **Educational Tour cum Awareness Programme on Geographical Indication (GI), Traditional Knowledge(TK) and other Intellectual Property Rights (IPR)** on **March 22nd 2023** at Sualkuchi in collaboration with Rural and Tribal Development Foundation (NGO), Sualkuchi and Mazbat College, Udalguri BTR Assam. Students were engaged in knowledge dissemination among rural artisans; thus, engaging them in grass root empowerment through knowledge.

Case Study 4: The **DPIIT-IPR Chair** in collaboration with **Office of the Assistant Director of Sericulture, Kamrup, Assam and North Eastern Development Finance Corporation Ltd. (NEDFi)** organised an **Awareness Program cum Facilitation Camp on Registration of Authorised Users' for GI Muga Silk of Assam at Muga Nursery, Turukpara, Boko, Assam on May 29, 2023**. Student volunteers were actively involved in the filing process of 107 Authorised Users Registration applications to the DPIIT-CIPAM, which provided the same with hands on experience as well as practical exposure in community empowerment. The rural curators of indigenous art and craft also benefitted in terms of protection of their ownership over their IPs.

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

3.6.2

Number of extension and outreach programs conducted by the institution including those through NSS/NCC/ Government and nongovernment bodies other clubs during the last five years.

Response: 58

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	15	18	02	9

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

3.6.3

Students participating in Lok adalat/Para Legal Volunteering/Probono, PIL etc and the outcomes are evident.

Response:

Students engagement with the community is largely facilitated through the Pro Bono Club (**commissioned by the Ministry of Law and Justice, GoI**), Legal Aid Clinic, NSS and the course on PIL, as indicated below:

Case Study 1: The Pro Bono Legal Services Club conducted legal awareness campaign from 6 February 2023 to 8 February 2023 in various colleges of Assam. The tour was planned across selected towns of the state and aimed at proliferating the ideas and application of law among the young generation. The legal awareness campaign was at Jogananda Deva Satradhikar Goswami (JDSG) College in Bokakhat; the second at Golaghat Commerce College in Golaghat; the third Dergaon Kamal Dowerah College in Golaghat; the fourth at Mariani College in Jorhat and the last organized at Bahona College in Jorhat. In the course of the campaign, the students oriented the audience on ***Criminal Justice System, Rights, and Obligations of the People, Right to Information and Domestic Violence and Legal Remedies, Cyber Security, Rights and Obligations of the Consumer, Sexual Violence at Work Place and Legal Remedies etc***

Case Study 2: On 12 November 2022, the volunteers of **Pro Bono Legal Services Club (PBLSC)** (NLUJAA), along with the IXth semester students of NLUJA, Assam, attended the National LokAdalat organized by the District Legal Services Authority, Kamrup (Rural), in collaboration with Kamrup (Rural) District Judiciary. The purpose of the visit was to provide the students a first-hand experience regarding the functioning of LokAdalats, as well as to educate the students and the members of the PBLSC on other related issues - the role of adjudicators, the role of advocates, the role of parties, the

nature of cases dealt with and the procedure followed in this regard as Alternative Dispute Resolutions mechanism.

Case Study 3: A Legal Literacy Camp was organised by the Legal Aid Clinic in North Guwahati College on November 23, 2019. The Camp aimed at fostering active interaction and involvement of students with the local community. It was aimed to empower common people with essential legal knowledge, creating awareness about their rights and responsibilities within the legal framework and to build the capacity of students as para-legal volunteers. The camp deliberated on:

- Fundamental Rights and Duties
- Cyber Laws
- Consumer Rights
- Prevention and Redressal of Sexual Harassment at Workplace (with focus on unorganised work sector)
- Domestic Violence

This approach has been helpful in creating a dynamic understanding of legal issues.

Case Study 4: The students of the course on PIL (Sem IX) organized a ‘Legal Aid and Awareness Camp’ at Kumar Bhaskar Varma Sanskrit and Ancient Studies University, Nalbari, Assam, under the mentorship of the course teacher. The students presented a skit in order to acquaint the audience with various social issues and corresponding legal redressal measures. Justice (Retired) B. K. Sharma, Former Judge, Gauhati High Court and Prof. (Dr.) R. C. Borpatragohain, Advocate General, Govt. of Assam graced the Camp as Chief Guest and Guest of Honour.

File Description	Document
Upload any additional information	View Document

3.7 Collaboration

3.7.1

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

Response: 8

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
Institutional data in the prescribed format (data template)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The institution has adequate infrastructure facilities for

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

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

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

Response:

The University is a residential Campus at Amingaon, Guwahati which has state-of-the-art infrastructure and facilities including an Academic and Administrative Block.

The Academic Block has six numbers of fully air-conditioned gallery smart classroom of 60 seating capacity, two numbers of fully Air-conditioned smart classroom of 60 seating capacity, two numbers of Classroom of 60 seating capacity with facilities of Wi-Fi access, White Board etc., two numbers of Fully Air-conditioned Gallery smart classroom of 30 seating capacity, two numbers of fully Air-conditioned Gallery smart classroom of 25 seating capacity, five numbers of fully Air-conditioned smart Classroom of 30 seating capacity and five numbers of fully air-conditioned Classroom of 30 seating capacity with facilities of Wi-Fi access, White Board etc.

There are two numbers of conference rooms in Administrative Block of the University with seating capacity of 40 and 30 numbers respectively with facilities of Soundproof, Wi-Fi access, Smart Board, Hi definition projector with motorized screen, Video Conferencing system etc.

In order to support mooting which is a very integral part of legal education the University has a Moot Court Hall in the Administrative Block with seating capacity of 60 numbers with facilities of Soundproof, Wi-Fi access, Smart Board, Hi definition projector with motorized screen, Video Conferencing system etc.

In alignment with the digital age, the university has embraced Google Classroom as a central platform for various academic activities. This includes the seamless distribution of study materials, submission of projects and assignments, and communication between faculty and students.

National Law University Assam takes pride in its state-of-the-art sports facilities, which play an integral role in fostering physical fitness, teamwork, and a holistic student experience. The Indoor Hall cum sports complex is a dome like structure of size 17500 sqft which is equipped for various indoor sports like two numbers synthetic badminton courts, four numbers table tennis boards, and carom boards providing students with ample opportunities to pursue their athletic interests. Moreover, the sprawling cricket ground, football ground and artificial grassed volleyball ground offer outdoor enthusiasts ample space to hone their skills and engage in competitive matches.

The university is dedicated to promoting the well-being and overall health of its students, and it demonstrates this commitment by providing excellent fitness facilities within the campus. The campus features two well-equipped gyms, one situated inside the boys' hostel and the other within the girls' hostel.

The meditation room within the university's library is a serene oasis of tranquillity amidst the bustling academic environment. Nestled within the heart of the library, this dedicated space offers students and faculty a sanctuary for mindfulness, reflection, and rejuvenation. Bathed in soft, natural light and adorned with calming decor, it provides the ideal atmosphere for meditation and yoga practice.

The indoor hall of the University serves as the Auditorium of the University as it has a concrete stage of size 30ftX24ft and 4ft height for seating of the dignitaries and for cultural performance.

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

4.1.2

Institution has the following facilities:

- o Incubation Centre**
- o Mediation Clinics**
- o Legal Aid**
- o Legal Literacy cell**
- o Research centres**
- o Legal Databases**
- o Computer labs**
- o Moot court**
- o Theatre**
- o Law Museum**

Response: A. Any 4 or more of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide the link of videos and geo-tagged photographs of facilities opted in the metric	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document

4.1.3

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

Response: 115.48

4.1.3.1 Expenditure for infrastructure augmentation excluding salary, during the last five years (INR in lakhs).

2022-23	2021-22	2020-21	2019-20	2018-19
0.16	0.134	0.81	0.339	0.75

File Description	Document
Institutional data in the prescribed format (data template merged with 4.2.2& 4.4.1)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

The independent Library building is located centrally in the heart of the Campus,. The state of the art library is a four storied air conditioned, wifi and CCTV enabled magnificent building spreading across a wide area of 50,000 sq.ft. approx. The library has individual study cubicles for faculties, separate reading rooms for UG, PG and Researchers, discussion room for Moot, Meeting room, Meditation Room, Binding and photocopying room, processing section, visitors' lounge and spacious reading rooms with comfortable seating in each section i.e. Law Text Book section, Social Science section, Reference section and Back Volume section. The library has a designated room and number of accessibility features for people with disabilities, such as specialized computers equipped with screen reading software NVDA, ramps, elevators and specific digital collections extended with personal assistance.

The library has an exclusive digital library section equipped with 160 computers housed in the second floor to access premium full text digital collection that the University subscribes to. The extensive range of Library Collection covers more than 20000 printed collections including treaties, commentaries, Academic Journals, Reports, Proceedings, Legislative and Constitutional material, treaties, dissertations and thesis, moot memorials, encyclopedia, manuals, handbooks and digests, 50 periodicals and 13 digital databases. NLUJAA Library blog is a gateway to thousands of open access digitized collection integrated with google custom search engine. Library is a member of DELNET and INFLIBNET.

Library has been automated by Koha, world' first open access Integrated Library Management System. Koha Web OPAC (<http://opac.nluassam.ac.in>), allows users to remotely search and find information about the library resources using any keyword across the globe and trace the circulation status of an item and whether lost, damaged or missing.

Library is accoutred with Radio Frequency Identity (RFID) based solutions and boasts a robust hardware infrastructure including RFID attendance machine, Security Gate, Digital Display, Sure Bind Systems, 2 Strip Binders, Kindle Paperwhite, Self -Issue Return Kiosk, Self-Book Drop Unit, OPAC Kiosk in each floor and such others.

Furthermore, the University developed NLUJA, Assam Digital Repository by signing terms of reference with National Digital Library of India (NDLI), a project of MHRD (<http://www.dlnluassam.ndl.iitkgp.ac.in/>). The Repository aims to facilitate an e-learning environment by providing access to the university's outputs e.g. thesis, dissertation, courseware, past years' question papers, newspaper clippings. NLUJAA repository also contains digital collection of photographs of NLUJAA history and legal history.

Library offers remote access services round-the-clock. By utilizing VPN connectivity. Individuals can browse e-resources and databases through the internet, regardless of their physical location or the type of browser they are using.

University Library offers a comprehensive online reference and information service to its teachers and students upon request through Whats app, email or Ask a Librarian service, which is conveniently integrated into OPAC and blog. The reference and information service encompasses assistance in searching literature, retrieving information, using library amenities.

Students and teachers are provided individual accounts for Drillbit and Turnitin plagiarism checking service remotely. External members can also register online to get membership in the Library.

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

4.2.2

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

Response: 95.72

4.2.2.1 Expenditure for purchase of books and journals and legal databases year- wise during the last five years (INR in lakhs)..

2022-23	2021-22	2020-21	2019-20	2018-19
0.2394	0.5819	0.3084	0.2907	0.3974

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.3 and 4.4.1)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.3 IT Infrastructure

4.3.1

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

Response:

The IT Section of the University provides IT support including network and wireless services, web hosting, and email service to the whole University. All legitimate users are authenticated by a centralized login mechanism and guided by the institute IT policy. Wireless access points have been added, the existing ones have been upgraded and all the buildings of the University have been brought under the seamless Wi-Fi connectivity including the hostels. All the Wi-Fi access points of the hostels were replaced with the high-end Wi-Fi devices in the year 2022. In the same year, Network Infrastructure was upgraded by adding a high end next-generation firewall with security features like Intrusion Detection System, Intrusion Prevention System, Zero-day Protection to mitigate cyber security threats. Further, VPN facility is also upgraded and more users have been enabled for VPN service to facilitate remote access to online resources.

High end servers, networking switches and various IT accessories for the infrastructure have been procured and upgraded from time to time.

CCTV Surveillance have also upgraded and expanded. In the year 2023, more than 60 new CCTV cameras are installed across the campus.

Many of the conventional telephone systems are upgraded to the IP phone systems for better quality of service and management.

High end 40 KVA redundant online UPS system has been procured to provide adequate power backup to the University servers, network and other critical devices.

The backbone network connectivity has been upgraded to 10 Gbps from various blocks including hostels and the core network switch. One Computer lab comprising 60 Desktop and another Digital lab comprising 60 desktop computers are set up exclusively for the students at the library building with a power backup system from a 40 KVA modular online UPS system.

University has on boarded on Samarth e Gov Suite in the year 2022 to operationalize the various academic and administrative works on the ICT platform. Modules like online leave management, online payroll system are successfully deployed on the Samarth and functioning of others modules like student module, examination module are under process.

To facilitate online teaching and learning, University has subscribed and renewed Google Workspace for Education (Teaching and Learning Upgrade License) on 11th October, 2023 that enables seamless online class facility over google meet and google classroom, the learning management system. Apart from these, University has upgraded the Tally accounting ERP software.

The Internet bandwidth of 1 Gbps is provided by the National Knowledge Network and therefore, University does not require to pay for the same.

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

4.3.2

Institution has the following Facilities for e-content development:

1. Media centre

2. Audio visual centre

3. Lecture Capturing System(LCS)

4. Mixing equipments and software for editing

Response: B. Any3 of the above

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

4.4 Maintenance of Campus Infrastructure**4.4.1**

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years.

Response: 161.56

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.149	0.159	0.96	0.88	0.92

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.3 and 4.2.2)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document

4.4.2

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

Response:

Facilities:

Physical Facilities: The University has an integrated residential Campus with infrastructure facilities including an Academic, Administrative Block, Academic Block has 22 air-conditioned class rooms, with facilities of wi-fi access, white board, Podium, and an installed overhead projector, the Office of the Vice Chancellor and the Registrar with their Secretariat, Meeting Rooms and Moot Court Hall with latest electronic equipment, Two High End Seminars/Conference Rooms including high quality audio-visual equipment. The internet Wi-Fi facility is available for video conferencing facilities, Faculty rooms are WIFI enabled and installed with a desktop, printer, intercom set.

Medical Facilities: The Medical Centre with basic facilities for treatment, physiotherapy equipment, and stock of medicines. A doctor and a full-time nurse are available for attending the emergency call 24X7. A Psychologist is available for counselling as and when required. The University has an Ambulance Vehicle to attend emergency 24X7. A Physiotherapist is available physio exercises of student, faculty and staffs.

Offices: The Administrative Block with University Offices viz., Vice-Chancellor's Office, Registrar's office, Finance Officer, Accounts Section, Administrative Office, Admissions Office, Examination Office, IQAC office, ICC, IT section, Engineering Section, Seminar hall with sitting capacity of 200 persons with Audio/Video equipment for presentation, Two nos. Conference Hall etc. The ground floor of the Administrative Block consists of reception area and vehicle parking area.

Hostel: The Hostel rooms are fully furnished with bed, table, chair & cupboards for each student. Both premises are fully equipped with power back up facility through high powered generators. Every floor and block has RO filter Systems attached with water cooler and solar energy fuelled geysers. Both premises have 24-hour Wi-fi connections and a Common Room with Television, Indoor Games facilities and Lounge seating arrangements. They also have spacious Dining Halls and well-equipped Gymnasiums. Both premises are maintained by House Keeping Staff coordinated with a Supervisor and guarded by Security Guards. The staff residence houses most of the staff with an adjoining Essential Housing Residences for the support staff of the University, The Vice-Chancellor and provost cum

proctor is also residing within the campus having a Separate arrangement. The campus is being shared with the Judicial Academy including its directors.

Bank ATM - The Campus has an ATM of SBI have been installed in the campus. Bank Officials visit the University whenever called for banking transactions.

Utility Shops: The utility shop is provided for students. Basic utilities are available in the shops

Cafeteria: The University has fully furnished cafeteria building for the students and faculty members and guests separately.

Electrical Sub Station: There is 33KV substation with dedicated power supply with 500KV Diesel generator for power back up ensures 24x7 power supply to the University campus. Assam Power Distribution Corporation Limited regularly visits the substation to ensure undisrupted power supply to the University. The University also engaged third party vendor to operation and maintenance of substation along with DG set.

Solar Energy: The University has installed 285KW capacity of rooftop solar energy system in RESCO model.

Lifts: The University have 10 nos. of Lifts, 02 nos. in each building viz. Administrative Block, Academic Block, Library Building, Boys' Hostel & Girls' Hostel. All the lifts are under Annual Maintenance Contract with the respective manufacturer of the lifts.

Air Conditioners: All the rooms in the Administrative Block, Academic Block and Library are air conditioned. All the ACs are under annual maintenance contract through vendors for maintenance.

Pest Control Services: The University has outsourced the pest control services which includes services like fly & insect control, mosquito control, snake repellent, termite and woodborer control etc. on regular basis.

Procurement of stationery and other items for maintenance work: The University have a system of procurement of stationery and other items through GeM. If any item not available in GeM, the University procure same items through empanelled vendors or open tendering systems only.

Rain water Harvesting: The University has one no. rain water harvesting system near the Academic Block for recharge of bore well.

Vermicomposting Plant: The University has its vermicomposting plant inside the campus where all organic waste, food waste is converted to organic manure.

Water Distribution and filtration: Each building of the University have separate bore well and Iron Removal Plant for potable water. Moreover, there are domestic RO plant in each floor of each building of the University for Safe drinking water. There are also few water coolers installed in both the hostels for chill water.

Security System: Entire campus of the University is under CCTV surveillance. Moreover, personnel from Assam Home Guard engaged for the security of the campus.

Maintenance Policy and Utilization:

All on-campus facilities are optimally and expeditiously utilized through the following:

1. check on resource consumption at each facility
2. timely maintenance and upkeep.

The maintenance of the campus is ensured through:

1. annual maintenance contract of facilities such as lift, AC’s, 33kv Substation, etc.
2. routine pest control of University campus
3. need based and time responsive servicing of other facilities such as RO’s, coolers, CCTV cameras, library equipment’s, etc.
4. annual allocation of fund towards campus repair and maintenance in the Annual Budget of the University.

Further, the University Administrative Section keeps a check on University’s procurement and issuance in order to ensure effective utilization of consumable items.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 11.42

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

2022-23	2021-22	2020-21	2019-20	2018-19
69	64	41	14	1

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (in English).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

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

[View Document](#)

5.1.2

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

Response:

NLUJA, Assam has consistently striven for excellence and innovation in legal education and skill

development. The institution's commitment to nurturing legal minds and preparing them for diverse professional challenges is reflected in a myriad of activities and initiatives undertaken from 2018 to 2023.

2018: Capacity Building Boot Camp in Collaboration with PACT

In 2018, NLUJA, organized a ground-breaking capacity-building boot camp. The event aimed to enhance the practical skills and knowledge of participants, fostering a dynamic learning environment. This initiative set the tone towards holistic legal education.

2019: Judiciary Preparation Orientation by Academic Committee

The year 2019 saw the Academic Committee spearheading a judiciary preparation orientation. This initiative provided students with valuable insights and guidance, equipping them with the tools necessary to excel in the competitive field of judiciary examinations.

2020: NSS-Organized UPSC Preparation Orientation with Mr. Amol Shrivastava (IAS)

The National Service Scheme (NSS) took the lead in 2020 by organizing a UPSC preparation orientation featuring Mr. Amol Shrivastava, an accomplished (IAS) Officer. This event not only provided aspirants with valuable insights to fostering a broader understanding of civil services and public administration.

Additionally, in 2020, another UPSC Preparation Orientation was organized, emphasizing the university's commitment to preparing its students for a range of professional opportunities.

2021: NSS Youth Leadership Skill Orientation and UPSC Preparation

NSS continued its impactful contributions in 2021 with the organization of a Youth Leadership Skill Orientation. This initiative aimed to install leadership qualities and soft skills in students, preparing them for the challenges of the legal profession. Simultaneously, UPSC Preparation Orientations were held, reinforcing the University's commitment to diverse career paths for its students.

In the year 2021, the **Centre for Gender Justice** organized capacity building programme for female students of the University which enabled the students to engage with legal professionals, psychologists and technical experts in order to acquaint themselves with varied factors that contribute to successful professional life.

2022: Diversification of Initiatives – Judiciary Exam Classes, Litigation Practice Sessions, and Corporate Litigation Workshops

The year 2022 marked a significant expansion of initiatives within NLUJA. Judiciary exam preparation classes were introduced within the university, ensuring comprehensive support for aspiring legal professionals. Sessions on litigation practice were organized, leveraging the expertise of alumni to provide practical insights into the legal profession.

The Internship Committee organized a session on corporate litigation and CV building featuring Ms. Ashna Jain. This initiative bridged the gap between academia and real-world legal practice, enhancing students' understanding of the corporate legal landscape.

2023: Centre for Capacity Building and Career Counselling Initiatives

In 2023, the Centre for Capacity Building and Career Counselling took the lead in launching various initiative focused on equipping students with the skills and knowledge necessary for successful legal careers.

Through various other activities the University endeavours to hone professional's skills of students which is indicated in the comprehensive list appended.

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

5.1.3

Following Capacity development and skills enhancement initiatives are undertaken by the institution

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

Response: B. Any 3 of the above

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

5.1.4

The Institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 17.39

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	15	7	23	11

File Description	Document
Institutional data in the prescribed format (data template)	View Document

5.2.2**Percentage of placement of outgoing students during the last five years.****Response:** 20.43**5.2.2.1** Number of outgoing students placed year wise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
15	9	15	17	38

File Description**Document**

Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order (the above list should be available in institutional website)

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)**5.2.3****Percentage of Students enrolled with State Bar council.****Response:** 6.8**5.2.3.1** Number of Students enrolled with State Bar council (data for last completed academic year).

Response: 7

File Description**Document**

Registration Certificate in State Bar Council

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)**5.2.4****Percentage of final year students who have progressed to higher education for last five years.**

Response: 11.74

5.2.4.1 Number of outgoing students progressing to higher education year-wise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
20	8	8	9	9

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

5.3 Student Participation and Activities

5.3.1

Number of awards/medals won by students for outstanding performance in sports/literary/cultural activities/and other competitions like Moot court/arbitration competition/ Client counseling competition/Mediation and negotiation competition/ Judgment writing competitions. at inter university/state/national/international events (award for a team event should be counted as one) during the last five years.

Response: 21

File Description	Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format (data template)	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2

Presence of Student Council and its activities for institutional development and student welfare.**Response:**

The University has a dynamic student body which works in collaboration with the administration to promote student welfare. The Constitution of student body, provides for an elected Student Bar Council ('SBC') which represents the interests of students before the administration and faculty. The student-body elect's members to SBC Executive Council which consists of the President, Vice President, Treasurer, General Secretaries, and Joint Secretaries. The students also elect members to a total of 10 SBC Committees viz., *Cultural Committee, Moot Court Committee, Hostel and Campus Welfare Committee, Literary and Debating Committee, Student Welfare Committee, Sports Committee, Mess and Hospitality Committee, Internship Coordination Committee, Recruitment Coordination Committee*. The SBC Executive Council has been invited on multiple occasions to draft policies for the welfare of the students. Preliminary drafts of the Hostel & Campus Welfare Rules, Moot Court and Placement Policies, for instance, were prepared by student representatives under the supervision of the Vice-Chancellor. The SBC Academic Committee works closely with the administration in matters concerning academic planning and execution in regular conduct of classes and tutorials and providing assistance to faculty members. Representatives of the Academic Committee were invited to the University's Special Academic Council meeting and consulted on the examination pattern to be adopted for semester, to ensure an academically rigorous but equitable evaluation pattern. The Moot Court Committee, the Literary and Debating Committee, and the Cultural Committee have worked with the University administration to not only sending teams representing NLUJAA to national and international competitions, but also help organize several such competitions in the University. In addition to these statutory committees NLUJAA has a range of student support who take the lead in hosting a range of co-curricular events, festivals and social inclusion conversations on campus.

The Academic Committee ensure the presence of quality, consultative and diverse academic resources for the students. The Academic Committee channelizes students' concerns to the administration, assists in conducting periodic feedback surveys of teaching methods and courses and in evaluation policies for each academic session in consultation with the Vice-Chancellor and the BCI/UGC guidelines.

For co-curricular support, the Moot Court Committee, inculcates a culture of public discourse and advocacy through training programs and by facilitating student participation in national and international competitions which are funded by the University.

The Cultural Committee provides opportunities to pursue extra-curricular interests on campus through art and drama workshops, cultural events, and fests. The Sports Committee conducts yoga, dance, and sport events, and helps procure equipment for in-house student gyms and competitive sports. It also facilitates student participation in external tournaments.

The Student Welfare Committee provides a platform for students to communicate their struggles regarding campus life, access to physical and mental health resources as well as additional institutional support program that connects students across batches for mentorship.

The student representatives of the mess committee ensure clean and safe living conditions on campus through collaborative planning of the mess menu, access

to water, facilitating the segregation and appropriate waste disposal, etc.

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

5.3.3

The institution conducts /organizes following activities:

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

Response: A. All four of the above

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

5.4 Alumni Engagement

5.4.1

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

Response:

The first election of the NLUJA Alumni Association was held in the Year 2021 and Executive Committee of the same was duly formed. The first Alumni Meet of the University was held on 2022 in a grand scale with the view to further academic collaboration between the existing students and the alumni.

Alumni Support in Curricular Activities - the University's alumni regularly come back to offer visiting elective courses to the existing students, contributing significantly to our robust Choice-Based Credit System. The courses taught by alumni in the reporting period are provided in the additional

information. They have been also being actively involved in training and outreach programmes conducted by the University.

Alumni Support for Co-Curricular Activities - the University's alumni guide the existing students for participating in various co-curricular activities. In addition, the alumni have adjudicated internal selections of teams for Moots, ADR Competitions and Client Counselling Competitions. The alumni have provided guidance to student teams representing the University in national and international competitions, conferences etc. In their individual capacity, some alumni have also funded the co-curricular events hosted by the University.

Alumni Support for Student Progression - the alumni often come back to the University to conduct career counselling and CV-building workshops for existing students. As many alumni have reached senior positions within law firms or commenced their own successful practices of law, they provide avenues for existing students to intern with them apart from facilitating recruitments. Further, sessions have been taken by alumni for the existing students on pursuing higher education / LLMS from foreign universities and scholarships avenues available in that regard.

Alumni Contribution towards Creation of a Corpus for the University- Alumni of every UG and PG batch contribute INR 10,000/ to the University prior to graduating from the same. Systematic contribution over the years has enabled the University to create a substantial corpus account for the University's prospective growth.

Alumni Support towards University's Social Responsibility - the University's Alumni Association Fund Management Policy clearly delineates the use of the said fund for responsible causes such as:

- A. Merit – cum -Means Scholarship for students
- B. Welfare and Developmental Activities for students
- C. Annual Eminent Alumnus/Alumni Award
- D. Alumni Lecture Series
- E. Annual Events of Alumni Association
- F. Campus Welfare and Development Activities scholarship

The alumni are also engaged in building a robust environment for promoting internships for the NLUJAA students in various fields ranging from public policy to hard core civil and criminal litigation. The informal mentoring by the alumni helps them in choosing and picking their professional career with open eyes in the initial days of their academics. Since the alumni of NLUJAA have been instrumental in inculcating legal and professional spirit amongst the NLUJAA students. The regular interaction of alumni with the students, contributes to a mutually beneficial equation and enriches the overall academic and co-curricular enterprises of the University.

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

5.4.2

Alumni contribution during the last five years to the University through registered Alumni Association.

Options:

Response: A. ? 10 Lakhs

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The functioning of the Institutional bodies are effective and efficient as visible from policies, administrative set-up, appointment, service rules, procedures etc..

Response:

The University has well documented Service Regulations, Financial Regulations, Academic Regulations, and other regulatory documents on an array of matters (enlisted in the appended document) to guide its functioning, duly approved by the Statutory Authorities of the University. While the fundamental regulatory documents were compiled early on, pursuant to the University's inception, more regulations, ordinances and rules have been added in response to the emerging needs of the institution with the endorsement of the Statutory Authorities. The appended document enumerates the volume of regulatory frameworks that have come up over time.

Meetings of the University's Statutory Authorities such as the General Council, Executive Council, Academic Council, Academic Planning Board and Finance Committee are convened annually as per schedules inscribed in the University Act in order to engage the same in the functioning and projected growth of the University. The details of such meetings is provided in the appended documents. Pertinent to note that the engagement of the Statutory Authorities was sustained, albeit in the online mode, even under the hamstrung circumstance of the COVID 19 period. During the said period, the Statutory Authorities were actively engaged in the smooth conduct of academic affairs and providing student support through fee concessions etc.

The Service Regulations enshrine provisions on recruitment and other relevant matters in consensus with UGC Regulations. The UGC (2018) Guidelines for Direct Recruitment and for CAS promotions were adopted with modifications by the University with the approbation of its Statutory Authorities.

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

6.1.2

Effective leadership is reflected in various institutional practices such as decentralization and participative management.

Response:

The University endeavours to establish itself as a decentralized instrument in order to optimize the

participation of its stakeholders. The University has been continuously striving to achieve the same through a mechanism whereby all major activities like admission, recruitment and convocation and others, academic as well as administrative are facilitated through committees comprising of faculty members, administrative officials, students and other stake holders. The students, parents and representatives of the local committee are on board in important committees such as IQAC, Anti-Ragging Committee. Major decisions of the University around academic reforms, pre-emptive disciplinary measures and the like encourage the participation of students through the designated committees of the Students Bar Council. The active participation of student committees is encouraged in order to decentralize the system.

The functional committees of the University are constituted by the Vice-Chancellor in a democratic manner pursuant seeking the opinions and preferences of its academic and administrative members. The student body elects the members to its committees through a participatory election process. Each committee is relatively autonomous in relation to its routine and everyday functioning. However, no change of policy can be effected without due consultation with relevant stakeholders. Thus, for example in academic reforms the SBC Academic Committee was taken into confidence. University policies, regulations etc. are all drafted through a consultative process engaging faculty members, admin officials, students and even parents, as and when so merited. The final draft is placed before the University statutory authorities for approval. Because of stake holders involvement during the pandemic where the University was faced with the challenge of holding classes, conducting exams without imposing undue hardship and without compromising standards. The University was able to undertake this exercise due to the continuous dialogue between administration, faculty and the students. Every glitch in the conduct of classes or exams or tutorials was acknowledged and solutions found immediately. The google meet platform to host class recordings, readings and lingering doubts was established and maintained by students with support from the IT team. It continues as a site for continuous student-faculty interaction after the pandemic. This consultative model of decision-making is in operation in myriad other aspects of the University. The preliminary drafts of the Hostel and Campus Welfare Rules; the CCTV Policy; the IT Policy; Recruitment Policy etc. are all prepared in consultation with the students. Student involvement is also to be found in all activities of the University. The Vice-Chancellor maintains close contact with the faculty and students respectively by holding regular faculty meetings and periodic meetings with all students.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed.

Response:

In order to enhance University Research Output, the University has chalked a strategic plan which is detailed hereunder-

- The goal for enhancing research output was pursued by providing for institutional anchors, incentive schemes, logistics and research support. In order to facilitate vibrant fora for promotion of research the University has instituted Research Centres on a plethora of areas including *Law, Public Policy and Governance, Disability Studies & Health Laws, Environmental Law, Child Rights, Gender Justice, Clinical Legal Education and Legal Aid, Advance research and Career Counselling, Tribal laws, Policy and Justice, Corporate Law, Intellectual Property Rights Law, Customary Laws etc.* These centres were created to nurture a hub of research activities within the University, spearheaded by faculty members and assisted by students.
- The University earmarks budget for the activities of all the Research Centres in the Annual Budget of the University in order to support its activities.
- Since quality research needs to be backed by library, the library resources have been digitalized and made available 24x7, even remotely. Over the last five years the University has made substantial investment towards library enrichment in terms of printed as well as e-databases.
- Since research requires collegial conversations, financial assistance was extended to the faculty members to attend conferences and seminars, and other academic exercises. Further, 'Duty Leave' has been provisioned in the Service Regulations in order to facilitate participation of faculty members in the said activities.
- In order to promote institutional collaboration for research, MOU's have been signed with other educational institutions and all MOU's are functional.
- Since the outcome of enhanced research was desired, monetary incentives have been instituted for faculty members publishing in high quality journals. Further, the University has developed a scheme to financially support institutional research projects in order to egg on faculty members in the pursuit of research.
- The outcome of the strategic efforts is visible in the research publications of the University.
- Centres are working on publishing research Journals on the theme by inviting quality papers from eminent experts from other parts of the country.
- The centres are organising many outreach activities in furtherance of their objectives out of the funds provided by the University.
- Centres in collaboration with the Government departments conduct awareness programmes for the benefit of local people and resolve their issues/ problems.

File Description	Document
Strategic Plan and deployment documents on the website	View Document

6.2.2

Institution Implements e-governance in its areas of operations are:

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

4. Examinations**Response:** B. Any3 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI.	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Institutional data in the prescribed format (data template)	View Document

6.3 Faculty Empowerment Strategies**6.3.1**

The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff.

Response:

The University has designed Performance Based Appraisal System (PBAS) based on UGC Regulations 2018, and its subsequent amendments, for the faculty members and Annual Personal Appraisal Report for the administrative staff members of the University. The same is duly evaluated every year, and action, as and when so merited, is undertaken. Performance of faculty members is also evaluated through students' feedback every academic semester.

The University has adopted the Career Advanced Scheme (CAS) prescribed by UGC Regulations, 2018 and comes out with career advancement notification to facilitate promotion of its existing regular faculty. The faculty members promoted under the CAS is detailed in the appended document. The University does not have any promotional scheme for administrative staff members; however, the same is expected to be in place imminently.

The University has adopted the following welfare measures for its faculty members and administrative staff members:

- Pay-scale as per 7th Pay Commission is implemented for faculty and administrative staff drawing regular pay scales.
- During COVID-19, all the University employees and even students were given free vaccines at its medical centre, including the booster dose.
- The University procured its own ambulance to take its staff and students to specialty hospitals in case of emergencies and major health issues.
- In order to meet personal exigencies, the University offers a personal loan facility (Rs. 75000:00) to its staff without interest on simple terms and conditions of repayment.
- The University also offers Children Education Allowance to its employees annually.

- Every year the University reimburses Rs. 15,000- towards of medical insurance premium or medical expenses of regular staff members.
- The University also has a faculty academic incentive (for research publication) scheme for teaching staff to promote research in quality journals and publications, publication of books and book chapters, participation in seminars, workshops and conferences.
- The University allows study leave for two years to younger faculty for pursuing their Ph.D. Sabbatical leave can be availed by senior faculty for pursuing research.
- The University provides the lien facility to its teaching staff based on their years of service.
- University provides gratuity to all its employees. Apart from the above the university provides LTC facilities to its staff to visit their home town thrice in four years.
- Earned leave, medical leave, Half Pay Leave/Commutated Leave (Medical Leave) are allowed as per rules and regulations of the University. Maternity Leave is sanctioned to the female employees as per the rules/regulations of the University/Govt. of India. Child Care Leave is sanctioned to the female employees as per the rules/regulations of the University/Govt. of India. Paternity leave up to 15 days is sanctioned to male employee to take care of their newly born baby.
- University has adopted Employee Provident Fund Scheme for its employees. 12 % of the pay (Basic Pay+ Dearness Allowance) is deducted from the salary of the employees. Equal matching contribution of the employer to EPF i.e. 12 % is deposited with the EPF Office along with employees share.

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

6.3.2

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

Response: 11.46

6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year-wise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	2	4	2

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

6.3.3

Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP), Management Development program (MDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 77.27

6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP) Management Development Programs (MDP) (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course)during the last five years..

Response: 17

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The University Finance Regulations prescribe the modalities for financial management and resource mobilization. Resource mobilization is largely done through the following:

1. Grant in Aid received from the Government of Assam (*details of grant received from government is apprehended herewith*)
2. Fund Received from fees
3. Grant received from Consortium of National Law Universities(CNLU)
4. Returns on Bank Savings

The amount received from the government and CNLU is optimally utilized by the University for the assigned purpose. The Utilization Certificate for the same submitted to the grant sanctioning authority every financial year. Utilization Certificates submitted in the last five years is summarized in the appended document.

The University has also devised strategies to build its corpus for the University and endeavours to augment the account through incremental savings. That apart, the University falls on the following measures for efficacious resource mobilization and management:

1. **Endowments and Donations:** The University has an Endowment Policy to generate funds. Some funds have been generated through the said endeavour
2. **Establishment of Chairs:** Presently the University has established an IPR chair with financial assistance from DPIIT-CIPAM. The fund generated from the said source in the last five years is summarized in the appended document.
3. **Collaboration** with government and non-governmental departments/agencies for academic activities such as training programmes and consultancy. Fund generated through such collaborations is summarized in the appended document.
4. **Collaboration of Research Centres with Sponsoring Agencies:** University Research Centres collaborate with government and non-government agencies for academic activities which also generate resources for the University and is detailed in the appended documents.
5. **Checks and Measure:** The financial policies and expenditure are done with the approbation of the Statutory Authorities in order to ensure that all financial transactions are adequately scrutinized. Further regular audit ensures the management on University resources is on track

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

6.4.2

Funds / Grants received from government and non-government bodies during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs)..

Response: 395

6.4.2.1 Funds/Grants received from government and non-government bodies year wise during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs)..

2022-23	2021-22	2020-21	2019-20	2018-19
70	93	92	140	0

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

6.4.3

Institution regularly conducts internal and external financial audits.

Response:

The University conducts two (02) types of audits:

Internal Audit: Chartered Accountants appointed by University's Executive Council conduct the audit every financial year. They audit all the accounts of the University.

Statutory Audit: This audit is done by Chartered Accountants appointed by University's Executive Council; however, the auditors are different from that engaged for Internal Auditor. They conduct audit on the documents audited by Internal Auditor, as a double check measure.

The audit reports, Internal Audit Report and Statutory Audit Report, along with the audit observation and reconciliation report are reported to the Statutory Authorities which ensures that all observations are appropriately reconciled.

The audit report along with the reconciliation report, submitted to Statutory Authorities in the last five years is detailed in the appended document.

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

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals.

Response:

The NLUJA IQAC has taken a number of quality enhancement initiatives in accordance with its mandate. IQAC has organized programmes and activities on professional ethics, human values, advocacy, jurisprudence, gender mainstreaming, constitutional values and constitutional obligations. Some programs include webinars on IPR, criminal law and multiple programmes organized by the University commemorating *Azadi ka Amrit Mahotsav*. Initiatives towards faculty capacity development has also been taken up. Effort is made to hold regular IQAC meetings and it has also made available minutes of its meeting on the University website. Some of the works undertaken with the initiative of IQAC include the following:

A. Syllabus Formatting and Feedback System

The University has had a template for compilation of course syllabus; however, the same had some deficiencies in terms of the delineation of programme and course objectives. The IQAC took it upon itself to redefine the template for compilation of course syllabi and enforced its uniform application. This exercise ensures that the syllabus design entails the synergistic connect between projected objectives and evaluation techniques. Further, IQAC has substantiated the feedback mechanism by including parents and alumni in the spectrum (semester wise feedback generation from students was already in place, the same). Comprehensive feedback thus generated informs the syllabus updating process. The IQAC has institutionalized not just a crisp and uniform template for syllabus compilation but has also ingrained the system of feedback analysis into syllabus review process. This stratagem would enable the University to ground its curriculum on the basis of clientele requirements and is projected as sustainable institutional practice.

B. Value Addition to the Institutional Teaching – Learning Process

In order to enrich the teaching learning process and to broaden the scope of the academic discourse IQAC hosts lectures on an array of academic interests. While such lectures have been held in a sporadic manner heretofore; the IQAC has streamlined the disparate exercises and has evolved as the central node of the University wherefrom academic lectures are coordinated to supplement and complement the academic curriculum in concerted and systematic manner. The IQAC, in cognition of the fact academic discourse needs to be reinforced with co-curricular insights, also hosts lectures and other events towards personal and professional development of students. Through the delineated mechanism the IQAC endeavours to institutionalize and consolidate the process of value addition to the institute's teaching-learning exercises by enhancing the volume of academic discourse in terms of quality and variety.

Furthermore, the IQAC Director is the ex-officio member of several important committees such as the Examination Committee, Library Committee, Curriculum Development Committee etc.; therefore, myriad aspects of the academia e.g. the quality of question papers, evaluation, methods, plagiarism strictures, faculty development initiatives are put through appropriate quality checks. The IQAC has also endeavoured towards seamless incorporation of IT into teaching and evaluation process.

The aforesaid details are evidenced in the appended document.

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

6.5.2

Institution has adopted the following for Quality assurance:

- 1. Academic and Administrative Audit (AAA) and follow up action taken**
- 2. Conferences, Seminars, Workshops on quality conducted**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Orientation programme on quality issues for teachers and students**
- 5. Participation in NIRF**
- 6. Any other quality audit recognized by state, national or international agencies (ISO Certification such others)**
- 7. Disability/gender/diversity audit**
- 8. Scholar in residence program**

Response: B. Any 4 of the above

File Description	Document
Supporting documents pertaining to NIRF (along with link to the HEI's ranking in the NIRF portal) / NBA / ISO as applicable and valid for the assessment period.	View Document
List of Orientation programmes conducted on quality issues for teachers and students along with geotagged photos and supporting documents.	View Document
List of Conferences / Seminars / Workshops on quality conducted along with brochures and geo-tagged photos with caption and date.	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.5.3

Incremental improvements made for the preceding five years with regard to quality (in case of first cycle NAAC A/A)

Post accreditation quality initiatives (second and subsequent cycles of NAAC A/A,, in case of first cycle establishment of IQAS and its functions).

Response:

With the view to enhancing the quality of education imparted at NLUJA, Assam several measure have been initiated as delineated hereunder:

1. **Establishment of IQAC:** The IQAC was established in the year 2017 with the view to promoting a culture of quality and continuous improvement, monitoring and evaluating various aspects of academic and administrative processes, promoting best practices, and suggesting measures for improvement. Subsequent to the establishment of the IQAC, sub-committees under the same were constituted with the following objectives-

- Ensuring that the academic and administrative processes meet established quality standards
- Facilitating continuous improvement in the overall performance of the institution
- Streamlining academic activities in sync with the requirements of accreditation bodies
- Ensuring proper documentation and record-keeping of various activities to demonstrate

compliance with quality standard

- Consolidating feedback from all stakeholders to understand their perspectives and expectations in institutional development
- Contributing to the development and implementation of the institution's strategic plans

1. **Academic Reforms:** To enhance the quality of education, the curriculum of the UG programme was overhauled in alignment with the requisites of a choice-based curriculum, as prescribed by UGC and BCI. The spectrum of courses, wherefrom students could choose their major/minor/optional/ specialization papers, has been considerably expanded as a plethora of courses have been introduced. The system of continual evaluation was beefed up and active learning components were effectively included in the teaching cum evaluation scheme. The scheme of evaluation was upgraded from 100 to 200 marks in order to ensure students' sustained engagement with academics through the tenure of each semester.
2. **Enrichment of Academic Discourse:** To enrich the experience of students and teachers through broad- spectrum inputs. Invited lecture in areas of academic interests and towards capacity building of faculty members and students have been initiated and streamlined under the IQAC.
3. **Introduction of Multi-Disciplinary Courses:** With the view to exploring the interface between the discipline of Law and other disciplines of study, **Multi-Disciplinary Courses (MDC)** have been introduced in order to enable students to seamlessly transact the space between theory and praxis.
4. **Concerted focus on Across the Board Engagement:** The University has endeavoured to enhance its academic engagement across the board, viz. government departments/agencies/bodies, public sector enterprises through consultative exercises/trainings/research projects etc. in order to build on its institutional resource repository and the share the same in public interest.
5. **Academic Collaborations:** With the view to strengthening the bonds of academic collaboration, in terms of collaborative research ventures/other academic events, student/faculty exchange programmes, knowledge transfer etc. the University has endeavoured to systematically formalized its ties with HEIs and acknowledged organizations, over the years, through MoUs.
6. **Research and Publication:** In order to augment institutional productivity in terms of research and publication, the University has not only set up Research Centres but also put in place incentives to promote research and quality publication among faculty members. The University has also persevered with the endeavour for in-house publications (journals and books) in order to encourage faculty members and students.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

The university promotes a gender-sensitive environment. The enrolment ratio of students for the last five years is approximately 46%.

NLUJA, Assam has endeavoured to foster and establish a gender sensitive environment. In curricular aspects, compulsory and specialization papers are offered which emphasizes upon the Laws relating to women, Constitutional provisions, international, regional and national laws, human rights, international humanitarian law, gender justice, gender and climate change, criminal justice system, gender and society, gender in Indian History, feministic jurisprudence, women's writing, woman and health. University has constituted the Internal Complaints Committee to deal with cases of sexual harassment against women and students in the University Campus.

Centre for Gender Justice (CGJ); NLUJAA on 8th March 2018 had honoured the services of 25 female workers. CGJ in collaboration with NCW, Delhi has organised four regional consultations on sexual harassment of women at workplace, female labour force participation in India, review of criminal law relating to women and laws related to women migrant workers. Workshop on Women and Disability was organised by the CGJ in collaboration with Brotherhood, Delhi which was attended by the students, administrative staff members and faculty members. Capacity Building and Personality Development Programme in collaboration with NCW, Delhi for the UG and PG female students.

Legal Aid Cell of the University had organized a street play on crimes against women for sensitization of all within the University campus. Legal luminaries and prominent activists are frequently invited to deliver lectures on issues related to gender to create awareness amongst the students and the faculty.

For safety and security, University has employed security guards including female security guards in the Girls' Hostel. CCTV cameras have been installed throughout the University campus to ensure internal safety, and security, the entry and exit of all persons are monitored. The University has constituted the Anti-Ragging Squad and within the Student Bar Council there is Student Welfare Committee and Hostel and Campus Welfare Committee. A team of officials led by the Provost, Hostel Warden (Male) cum Security Officer, Hostel Warden (Female) are in charge of matters pertaining to the security of the students. There are separate bathrooms for male and female persons within the University campus.

University has three Girls' Common room – one in Academic Block and two in Girls' Hostel equipped with chairs, television set, table-tennis table, iron rack for storage, wash basin with mirror. There is also a 200 capacity Seminar Hall and functional gymnasium exclusively in the Girls' Hostel.

To deal with health issues the University has doctors (including gynecologist) and a female Nurse Staff

in the Health Centre. Counselling services are provided to students by the Counsellor.

The University has also stipulated affirmative action in order to promote gender equity by initiating 'Merit cum Means Scholarship' award by the University. Out of the INR 10 Lakhs stipulated for 3 categories of beneficiaries, 40% of the scholarship amount is reserved for female students alone.

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

7.1.2

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

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

Response: A. Any 4 or more of the above

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

7.1.3

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

? Solid waste management

? Liquid waste management

? Biomedical waste management

? E-waste management

? Waste recycling system

? Hazardous chemicals and radioactive waste management

Response:

Biomedical Waste Management

In the University's medical center, an effective biomedical waste management system has been implemented, utilizing distinct red, blue, and yellow color-coded dustbins. These color-coded bins serve as a crucial component in maintaining a safe and environmentally responsible healthcare environment. The red bin is designated for hazardous biomedical waste, such as contaminated sharps and pathological waste, ensuring their secure disposal. The blue bin is allocated for non-hazardous but recyclable materials, promoting sustainability within the medical center. Finally, the yellow bin is reserved for general biomedical waste, providing a dedicated receptacle for items like soiled dressings and disposable gloves. This thoughtful and organized waste management approach not only ensures the safety of healthcare professionals and patients but also underscores the university's commitment to responsible biomedical waste disposal and sustainable practices. The University also takes effective measures in disposal of expired medicines in collaboration with the empaneled vendor who supplies medicines.

E-Waste Management

The National Law University and Judicial Academy in Assam is committed to sustainable practices, including effective e-waste management within its campus. The institution recognizes the importance of maximizing the lifespan of electronic gadgets, such as computers, printers, and other devices, to reduce the environmental impact of electronic waste. To achieve this, our dedicated team at IT Section meticulously repairs minor defects in these gadgets, ensuring their optimum utilization. This proactive approach not only extends the useful life of electronic equipment but also significantly reduces the generation of electronic waste. Additionally, the University promotes responsible disposal of e-waste by organizing awareness campaigns, recycling drives, and facilitating the proper disposal of electronic items when they have reached the end of their life cycle. Through these efforts, the National Law University and Judicial Academy in Assam contributes to a cleaner and more sustainable environment, in line with the principles of responsible e-waste management.

Vermicompost Plant

The National Law University and Judicial Academy, Assam, has taken a significant step towards sustainable environmental practices by establishing a vermicomposting plant on its premises. This initiative reflects the institution's commitment to environmental conservation and responsible waste management. Vermicomposting is a natural and nutrient-rich fertilizer produced through the decomposition of organic waste by earthworms. By implementing this vermicomposting plant, the university not only reduces the amount of organic waste sent to landfills but also creates a valuable resource for enhancing soil quality and promoting sustainable agriculture. This eco-friendly approach aligns with the university's broader mission of fostering responsible citizenship and promoting eco-conscious practices among its students and the surrounding community.

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

7.1.4

Water conservation facilities available in the Institution:

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

Response: B. Any 3 of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Geo-tagged photographs of the facilities.	View Document
Bills for the purchase of equipment's for the facilities created under this metric.	View Document

7.1.5

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

Response:

Landscaping with Trees

Landscaping with trees at the National Law University and Judicial Academy, Assam, plays a pivotal role in shaping the campus environment. The deliberate integration of trees not only enhances the visual appeal of the institution but also serves several important functions. The trees provide much-needed shade and tranquility, creating welcoming outdoor spaces for students to study and relax. In addition, they contribute to temperature regulation, helping to counter the sometimes sweltering heat of the region, and improve air quality, thus promoting a healthier and more comfortable campus atmosphere. Beyond their practical benefits, the trees also serve as living assets for academic study and research, allowing students to explore environmental law and ecological principles firsthand. This approach to landscaping reflects the university's dedication to creating a sustainable, enriching, and aesthetically pleasing environment that aligns with its mission of nurturing responsible and well-rounded legal professionals.

Further students are actively engaged in plantation drives in the campus as detailed in the appended documents.

Ban on Plastic Usage

National Law University Assam has taken a proactive stance in promoting environmental sustainability within its campus. By imposing restrictions on the usage of plastic, the university is leading the way in reducing its ecological footprint. In an effort to combat plastic pollution and encourage eco-friendly practices, the university has adopted alternatives such as paper bags, stainless steel utensils in the mess, and paper cups. This commitment to reducing plastic waste not only aligns with global efforts to protect the environment but also sets a positive example for the students and the community. National Law University Assam's dedication to sustainable practices reflects its commitment to not only legal education but also responsible citizenship and a greener future. On Gandhi Jayanti, 2019, the University pledged to make its campus free of single use plastic and has persevered with the endeavour ever since.

Ban on Vehicle

National Law University Assam has taken a forward-thinking step towards creating a more sustainable and environmentally friendly campus by implementing restrictions on motor vehicles within its premises. This commendable initiative not only helps reduce noise and air pollution but also enhances safety and creates a pedestrian-friendly environment. Recognizing the importance of modern transportation options, the university allows electric vehicles to enter, promoting clean and eco-friendly commuting solutions. By doing so, the university demonstrates its commitment to reducing its carbon footprint and encourages the adoption of electric vehicles as a practical and eco-conscious alternative. This progressive approach sets an inspiring example for both the academic community and society at large, showcasing the university's dedication to a greener, more sustainable future.

The University has developed all the roads in campus which are eco-friendly. It facilitates the pedestrians and are bicycle friendly. It absorbs water during rainy season and facilitates pedestrians and bicyclers to

use uninterruptedly.

File Description	Document
Geo-tagged photographs/videos of the facilities.	View Document

7.1.6

The institutional quality audits on environment and energy initiatives are confirmed through the following

1.Green audit /Environment audit

2. Energy audit

3.Clean and green campus initiatives

4. Beyond the campus environmental promotion and sustainability activities

Response: C. Any2 of the above

File Description	Document
Report on environmental promotional activities conducted beyond the campus with geo-tagged photographs with caption and date.	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.7

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

Response:

Ramps for Wheelchair

This proactive approach of the University ensures that individuals with mobility challenges can navigate the university's facilities with ease, regardless of their physical abilities. The University has wheelchair ramps in every building. This not only adheres to legal mandates but also exemplifies a genuine commitment to welcoming and accommodating all members of the community, regardless of their physical limitations.

Washrooms for Differently Abled

The National Law University Assam provides of separate washrooms specifically designed for differently abled students. Across every floor of every building on the campus, there is at least one of these accessible washrooms. These washrooms are equipped with features such as wider entrances, grab bars, and other accessibility aids, accommodating a diverse range of needs. This thoughtful and considerate infrastructure not only reflects the university's respect for the rights and needs of differently abled students but also fosters an atmosphere of true inclusion, where everyone has the opportunity to participate fully in the academic and social life of the institution.

Braille Printed Buttons in Lifts

National Law University Assam's dedication to accessibility and inclusivity extends to its thoughtful inclusion of Braille printed switches in most of its lifts. By incorporating Braille, the university not only complies with accessibility standards but also goes the extra mile to empower individuals with disabilities. It demonstrates a broader commitment to diversity, making National Law University Assam a place where the principles of equal opportunity and respect for all individuals, regardless of their abilities, are put into action.

Reading Room for Differently Abled

The University has a differently abled persons reading room within the library providing an inclusive and supportive learning environment for all such students. The provision of specialized computers equipped with screen reading software is a step in ensuring that visually impaired students have access to the wealth of knowledge and resources available in the digital age. It empowers visually impaired students to pursue their academic goals with independence and equality, emphasizing that every member of the university community deserves the tools and opportunities necessary to thrive.

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

7.1.8

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

Response:

The University is dedicated to cultivating an educational environment that upholds legal and ethical values while actively promoting the principles embedded in the Constitution of India. Our primary objective revolves around advancing political, social, and economic justice. A fundamental tenet of our mission is to instill a profound awareness of rights and entitlements, with the ultimate goal of eradicating oppression and exploitation faced by the weaker, marginalized, and economically disadvantaged segments of society. In pursuit of this vision, the university has undertaken a multitude of initiatives and implemented various measures to engage with and uplift these communities.

- Firstly, the course curriculum creates a discursive space for sensitization of students on aspects of social inclusion –a pre-emptive effort to inhibit prejudicial activities on campus.
- Secondly, through co-curricular activities students address the evils of social exclusion and form bonds with their peers, cutting across divisive lines
- Thirdly, the university has established several committees, among which are the Equal Opportunities Cell (EOC) and the SC/ST Cell to address issues related to social discrimination. These committees operate cohesively to transform the university into an inclusive space, extending a warm welcome to all. The EOC, functioning as a counselling-cum-guidance centre, offers information and support to students from marginalized sections, particularly addressing academic and financial concerns. By doing so, it aims to create a holistic and socially conducive atmosphere that nurtures healthy interpersonal relationships among students from diverse social backgrounds. This inclusive approach extends beyond academic realms, fostering positive interactions between students and faculty in both academic and extracurricular domains. The committee, comprising dedicated faculty and staff members, endeavors to assist marginalized students in overcoming challenges arising from discrimination at any level within its purview. Fortunately, no incident of social discrimination has been reported to the University authorities in the past few years, which is indicative of its inclusive, tolerant and accommodative culture.
- In compliance with UGC guidelines, the University has put in place online grievance redressal mechanisms dedicated to resolving issues faced by students, particularly SC/ST students and employees. It provides necessary support to address both academic and administrative concerns, ensuring a supportive environment for these individuals.
- The University has also framed regulations pertaining to efficacious resolution of students' grievances and has duly appointed an Ombudsman as the apex authority on the said matters.

These initiatives have played a pivotal role in addressing various areas of concern and have successfully raised awareness on pertinent issues. Recognizing the deep-seated prejudices and stereotypes ingrained in society, the University places a high priority on cultivating class and caste sensitivity among its community members. This commitment is underscored by the organization of sensitization workshops, talks, and discussions, aiming to dismantle preconceived notions and foster an inclusive and harmonious campus environment. Through these concerted efforts, the University is not only imparting knowledge but also actively shaping a socially responsible and sensitive community that values diversity and equality.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Any other relevant information.	View Document

7.1.9

Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens.

Response:

NLUJA being a premier institute for legal education in the country was established with the aim to promote and foster the rule of law and the objectives enshrined in the Constitution of India. The University has also taken several steps to achieve this statutory objective, a few of which are listed below:

1. **Inculcating constitutional values through curriculum:** One of the mandatory subjects for the students in their 2nd and 3rd semesters is Constitutional Law along with specialisation in constitutional group which is taught by eminent and reputed faculty having in-depth knowledge about the theoretical and practical aspects of the subject. The objective of this course is to train students to critically examine events from a Constitutional perspective and employ their skills in a way so as to further political, social, and economic justice.
2. **Inculcating constitutional values through the celebration of events**

The students are encouraged to embed the values of the constitution by instilling a sense of appreciation for the same through various events, such as the Celebration of Constitution Day. The University every year celebrates Constitution Day on 26th November when the eminent speakers are invited to deliver lecture on constitutional values, rule of law, constitutional morality etc.

1. **Faculty and student participation in NSS:** Participation in the National Service Scheme (NSS) among students serves as a powerful catalyst in fostering constitutional values and instilling a sense of responsibility among citizens. The NSS, with its emphasis on community service and social development, provides a platform for students to actively engage in activities that align with the core principles enshrined in the Constitution of India. Through voluntary initiatives such as cleanliness drives, awareness campaigns, and community outreach programs, students develop a first-hand understanding of the diverse needs of society. This hands-on experience cultivates values of empathy, social justice, and inclusivity, reinforcing the constitutional ideals of equality and fraternity. Moreover, by actively contributing to the betterment of their communities, students in NSS learn to shoulder civic responsibilities, promoting a spirit of active citizenship. In essence, the NSS becomes a transformative platform for students, shaping them into responsible and conscientious citizens who actively contribute to the well-being of society.
2. **Engaging in Pro Bono Activities:** Such engagement significantly contributes to fostering constitutional values and citizen responsibilities among students. By offering their skills and time for legal aid, community service, or social causes, students actively contribute to justice and

equality—core tenets of the constitution. Pro Bono involvement instills a sense of duty, emphasizing the importance of equal access to legal resources and social welfare. Through these actions, students embody the democratic spirit, promoting fairness, and reinforcing their commitment to societal well-being. This participation not only cultivates a deeper understanding of constitutional principles but also moulds students into responsible and socially aware citizens.

Further, value based Multi-Disciplinary Courses also foster grounded values among students.

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

7.1.10

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

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

Response: B. Any3 of the above

File Description	Document
Policy document on code of ethics	View Document
Institutional data in the prescribed format (data template)	View Document
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	View Document
Constitution and proceedings of the monitoring committee.	View Document

7.2 Best Practices

7.2.1**Two Best practices successfully implemented by the Institution (Institution to describe as per the NAAC format provided in the Manual in 1000 words).****Response:**

1. The University introduced mandatory Multi-Disciplinary Courses of two (2) credits in the UG curriculum in or to expand the horizon of students' learning experience by introducing fresh trajectories of academic exploration. Such an initiative is pioneering in as much as law schools of the country are concerned. The introduction of multidisciplinary intends to enrich the academic landscape and prepare students for the complexities of a dynamic legal profession. These courses seamlessly blend legal education with insights from diverse fields and disparate fields. This interdisciplinary approach equips students with a holistic understanding of legal issues, encouraging critical thinking and problem-solving skills. In an era where legal challenges often intersect with various disciplines, multidisciplinary courses enable students to navigate complex legal scenarios with a broader perspective. Exposure to academic diverse fosters adaptability, encouraging students to integrate legal knowledge with insights from other domains, thus enhancing their versatility in the professional realm. Moreover, these courses bridge the gap between theory and practice, offering practical insights into legal principles in real-world contexts. By embracing multidisciplinary education, the University endeavours not only to produce well-rounded legal professionals but also contribute to the evolution of the legal field by nurturing individuals who can address contemporary issues with a comprehensive and informed approach. This practice not only prepares students for the intricacies of modern legal practice but also aligns legal education with the multifaceted nature of society, ensuring graduates are better equipped to make meaningful contributions in an ever-evolving legal landscape.
2. National Law University and Judicial Academy, Assam, stands at the forefront of sustainable energy practices, exemplifying a commitment to environmental responsibility through its adoption of a 285-kilowatt solar energy system in the RESCO (Renewable Energy Service Company) model. The deployment of a 285-kilowatt solar energy infrastructure underscores the University's proactive approach to harnessing clean and renewable energy sources. The RESCO model allows the institution to benefit from solar power without the need for upfront investment in the solar infrastructure. The University has entered into an agreement with a M/S Suryam International Pvt. Limited, a Registered vendor of Solar Energy Corporation of India (SECI) and Assam Power Distribution Corporation Limited (APDCL), a Government of Assam Enterprise enabling them to utilize solar energy with the assurance of reliable power supply and reduced dependence on conventional energy grids. The Solar Energy Plant is well connected with the Grid network of APDCL, where excess solar power generated by the plant is supplied to the APDCL grid @ 3.78 per energy unit which adds revenue to the University's account. The University's savings on account of the same is delineated in the appended document. This strategic embrace of solar power not only aligns with global efforts to mitigate climate change but also positions the University as a trailblazer in sustainable energy adoption within the academic sector. By integrating solar energy into its operations, National Law University and Judicial Academy, Assam, not only reduces its carbon footprint but also sets a noteworthy precedent for other institutions to follow suit, contributing to the larger movement towards a greener and more sustainable future.

File Description	Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

NLUJA, Assam was the first NLU to have been established in the North Eastern Region of India with the view to promoting exemplar legal education that deconstructs the trends of provincialization and reaches out for global standards. In keeping with the stated vision, NLUJA, Assam since its inception, has endeavoured to provide cutting edge legal education which addresses both the theoretical as well as practical aspects of the discipline. The UG and PG curriculum designed by the University is a progressive approach to legal studies that not only consolidates the fundamentals but also stretches beyond to explore interdisciplinary and multidisciplinary trajectories. Further, the curriculum provides an array of optional and specialization papers in order that students can explore the varied facets of the discipline. The pedagogy is bolstered by inputs from invited resource persons, from variegated disciplines – national as well as international, thereby enriching the learning experience of students. The thrust on Seminar Papers, Project Works and Dissertations cultivates the students' acumen for legal writing grounded on their lived experiences and practical engagement with legal issues. The evaluation schema is also ground breaking, as far as NE India is concerned. Continual evaluation of 200 marks has been incorporated. Active learning strategies are duly incorporated and evaluated. Value/Skill based multidisciplinary courses, a unique feature, adds to the diversity and richness of the curriculum.

The University encourages ICT enabled pedagogy, which is supported by smart classrooms and other digital facilities such as online learning platforms, virtual classrooms, multimedia resources, and collaborative tools to engage students in a dynamic and interactive learning environment. The goal is to leverage technology to facilitate effective communication, streamline content delivery, and provide students with opportunities for interactive and personalized learning experiences.

As far as moot culture is concerned, NE India lagged behind; however, NLUJA, Assam has created a vibrant moot environment for the region. Three (03) Moot Court Exercises are conducted under the aegis of the University, one at the University level, one at the regional level and one at the national level thereby promulgating the spirit and practice of moot in the entire NE Region. Mooting hones and chisels the students' acumen for advocacy and litigation and to encourage students' participation in moot court exercises the University provides financial assistance to students participating in such activities. Moot Court Exercises are also integrated into the curriculum and duly evaluated.

NLUJA, Assam by dint of its academic activities has marked its presence in the region as a hub of legal knowledge and has effectively forged ties with government and non-government such as UNICEF, Department of Revenue and Disaster Management, Oil India Limited, National Commission for Women for the purpose of training, capacity building, consultation, action research etc. Further, collaboration with renowned universities and academic fora has added vibrancy and dynamism to NLUJA, Assam

academia. Through strategic partnerships with other Universities and organizations, NLUJA, Assam has gained access to diverse resources, expertise, and opportunities that enriches its academic programs. Collaborations with potential for joint research initiatives, exchange programs, faculty development, and shared resources have broadened the academic horizons for both students and faculty, exposing them to different perspectives, methodologies, and areas of expertise. Additionally, partnerships with organizations have facilitated real-world insights and practical applications of legal education. These collaborations have also culminated in joint conferences, seminars, and workshops, fostering a culture of continuous learning and intellectual exchange.

Hallmark of a vibrant academia is its publication; accordingly, the University engages in scholarly publications to contribute to legal research, promote academic discourse, and share knowledge within the legal community. These publications include journals, books, research papers, newsletter etc. The publications of the University showcase the intellectual contributions of its faculty, researchers, and students. These publications cover a wide range of legal topics, including but not limited to emerging areas in the field of law as well as multidisciplinary areas. Journals affiliated with NLUJA, Assam serve as platforms for legal scholars to publish their research, providing insights into contemporary legal issues and contributing to the academic growth of the institution. Additionally, the University encourages students to participate in the publication process, promoting a culture of research and academic excellence. My academic publications of the University are focused on NE India, thereby, enriching the canon of literature on the region.

While focusing on raising the standard of academics, NLUJA, Assam has endeavoured to spread the light of knowledge it has curated with the less privileged through outreach activities conducted under the auspices of its Legal Aid Cell, Pro Bono Club, NSS, IPR Chair etc. Further, the University has established its repute as a student friendly system by dint of the financial incentives the same provides for students' participation in academic activities such as moot court exercises, seminars/conferences/workshops as also through its Merit cum Means Scholarship, whereby it doles out INR 10,00,000/ per annum out of its humble resources.

NLUJA, Assam has thus striven to work steadily towards fulfilling its vision of delivering quality legal education embedded in social values; thereby, providing the aspirant of NE India with an exposure to leading-edge legal education while contributing towards building a robust citizenry for the nation.

File Description	Document
Appropriate webpage in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The establishment of the National Law University and Judicial Academy, Assam in North East India, serves as a trailblazer in heralding global standards of legal education while transcending the provincialization often associated with regional institutions. NLUJAA's presence in the North East is significant in breaking traditional barriers and promoting legal education that stands tall on the global stage. By delivering a curriculum that aligns with international benchmarks, while remaining sensitive to local context, the institution has positioned itself as a center of academic excellence, setting a precedent for other institutions to follow suit.

NLUJAA has been instrumental in dispelling regional stereotypes in educational institutions in the North East by upholding global standards in legal education. With rigorous academic programs, innovative research, and a diverse faculty, the university fosters a global legal education environment.

Furthermore, the inclusive approach of NLUJAA in attracting students from different parts of the country has fostered a rich and diverse learning community. This diversity not only enhances the academic experience for students but also prepares them for the multicultural and globalized legal landscape they will encounter in their professional careers.

NLUJAA's efforts in fostering linkages, collaborations, and partnership with renowned law schools, law firms, civil society groups, research for a further exemplify its commitment to offering a world-class education. These partnerships provide students with opportunities for broad spectrum exposure, exchange of ideas, and access to a professional network, ultimately preparing them to navigate the complexities of an interconnected world.

The establishment of NLUJAA in North East India serves as a beacon of global standards in legal education. By transcending provincialization and embracing a vision that aligns with superior benchmarks, the institution is not only shaping the future of legal education in the region but also contributing significantly to the national discourse on legal studies.

The impact of NLUJAA is evidenced by the fact that some states of the NE region namely *Meghalaya, Sikkim, Tripura*, have established NLUs in their respective states in order to simulate the role that NLUJAA has played for Assam in particular and the NE region in general.

Concluding Remarks :

NLUJAA started its journey in the year 2011, when its first batch of students were admitted. In the year 2017, the University started functioning from its permanent campus; heretofore, the University functioned out of a rented facility. Geographical disadvantages and resource management saddled the University in its fledgling years. Nevertheless, commendable progress has been made by NLUJAA despite facing certain limitations. The journey of the institution has been marked by resilience, adaptability, and a commitment to excellence, allowing it to overcome challenges and achieve significant milestones.

One of the noteworthy aspects of NLUJAA's progress is its dedication to academic excellence. Despite limitations in terms of infrastructure and resource constraints, the faculty and students have consistently demonstrated a strong work ethic and a passion for legal education. The institution has been successful in

creating an environment conducive to learning, fostering a culture of academic rigor, and producing graduates who excel in various legal fields.

NLUJAA has forged strong partnerships with industry and institutions, enabling valuable practical exposure for law students through internships, workshops, and guest lectures with academicians, legal practitioners, law firms, and corporate entities, enriching their learning experience.

In the face of financial constraints, NLUJAA has been innovative in seeking alternative sources of funding. The institution has actively pursued research grants, endowments/sponsorships, and alumni contributions to supplement its budget. This proactive approach has allowed NLUJAA to invest in key areas such as faculty development, research initiatives, student welfare and infrastructure upgrades.

Despite limitations in physical infrastructure, NLU Assam has embraced technology to bridge the gap and enhance the learning experience. The institution has implemented e-learning platforms, virtual classrooms, and online resources to ensure that students have access to quality education even in challenging circumstances. This adaptability reflects NLUJAA's commitment to staying abreast of technological advancements in education.

While the journey has not been without obstacles, NLUJAA 's progress serves as a testament to the resilience and determination of its stakeholders. The institution's ability to navigate challenges, leverage available resources efficiently, and maintain a focus on its core mission is commendable.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	<p><i>Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years</i></p> <p>1.2.1.1. How many new courses were introduced during the last five years. Answer before DVV Verification : 220 Answer after DVV Verification: 218</p> <p>Remark : DVV has made the changes as per shared data template document by HEI .</p>
3.2.2	<p><i>Number of research projects per teacher funded by government and non-government agencies during the last five years</i></p> <p>3.2.2.1. Number of research projects funded by government and non-government agencies during the last five years Answer before DVV Verification : 14 Answer after DVV Verification: 11</p> <p>Remark : DVV has made the changes as per shared data template document by HEI.</p>
3.3.2	<p>Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), Entrepreneurship, Skill development, Frontier/ contemporary areas researches in law / social justice and judicial trends during the last five years.</p> <p>Answer before DVV Verification : Answer After DVV Verification :136 Remark : DVV has made the changes as per shared data template document by HEI .</p>
3.4.3	<p>Number of Ph.Ds awarded per teacher during the last five years.</p> <p>3.4.3.1. How many Ph.Ds were awarded during last 5 years. Answer before DVV Verification : 11 Answer after DVV Verification: 3</p> <p>3.4.3.2. Number of teachers recognized as guides during the last five years Answer before DVV Verification : 7 Answer after DVV Verification: 7</p> <p>Remark : DVV has made the changes as per shared data template document excluding the duplicates .</p>
3.6.2	<p>Number of extension and outreach programs conducted by the institution including those through NSS/NCC/ Government and nongovernment bodies other clubs during the last five years.</p> <p>3.6.2.1. Number of extension and outreach programs conducted by the institution through NSS/NCC/ Government and non-government bodies other clubs year-wise during the last five years.</p>

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
17	17	26	02	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	15	18	02	9

Remark : DVV has made the changes as per shared data template not considered yoga days and youth days .

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

Answer before DVV Verification :

Answer After DVV Verification :8

Remark : DVV has made the changes as per shared data template document by HEI .

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

4.1.3.1. Expenditure for infrastructure augmentation excluding salary, during the last five years (INR in lakhs).

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	134	81	339	75

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.16	0.134	0.81	0.339	0.75

Remark : DVV has made the changes as per shared data template document by HEI .

4.2.2 Percentage of expenditure for purchase of books/ e-books, subscription to journals/e-journals and legal databases year-wise during the last five years (INR in Lakhs)..

4.2.2.1. Expenditure for purchase of books and journals and legal databases year- wise during the last five years (INR in lakhs)..

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
23.94	58.19	30.84	29.07	39.74

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.2394	0.5819	0.3084	0.2907	0.3974

Remark : DVV has made the changes as per shared data template document by HEI .

4.4.1 Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
149	159	96	88	92

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.149	0.159	0.96	0.88	0.92

Remark : DVV has made the changes as per shared data template document by HEI .

5.1.3 Following Capacity development and skills enhancement initiatives are undertaken by the institution

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : DVV has selected the B. Any 3 of the above as per shared supporting document by HEI .

5.2.3 Percentage of Students enrolled with State Bar council.

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

Answer before DVV Verification : 18

Answer after DVV Verification: 7

	Remark : DVV has made the changes as per shared data template document by HEI .
5.3.1	<p>Number of awards/medals won by students for outstanding performance in sports/literary/cultural activities/and other competitions like Moot court/arbitration competition/ Client counseling competition/Mediation and negotiation competition/ Judgment writing competitions. at inter university/state/national/international events (award for a team event should be counted as one) during the last five years.</p> <p>Answer before DVV Verification : Answer After DVV Verification :21</p> <p>Remark : DVV has made the changes as per shared data template document excluding the duplicates.</p>
6.5.2	<p>Institution has adopted the following for Quality assurance:</p> <ol style="list-style-type: none"> 1. Academic and Administrative Audit (AAA) and follow up action taken 2.Conferences, Seminars, Workshops on quality conducted 3. Collaborative quality initiatives with other institution(s) 4.Orientation programme on quality issues for teachers and students 5. Participation in NIRF 6. Any other quality audit recognized by state, national or international agencies (ISO Certification such others) 7. Disability/gender/diversity audit 8. Scholar in residence program <p>Answer before DVV Verification : A. Any 5 or all of the above Answer After DVV Verification: B. Any 4 of the above</p> <p>Remark : DVV has selected the B. Any 4 of the above as per shared supporting document by HEI.</p>
7.1.10	<p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <ol style="list-style-type: none"> 1. The institutional Code of Conduct principles are displayed on the website 2. There is a committee to monitor adherence to the institutional Code of Conduct principles 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized

Answer before DVV Verification : A. All of the above
 Answer After DVV Verification: B. Any3 of the above
 Remark : DVV has selected the B. Any3 of the above as per shared supporting document by HEI.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Total expenditure excluding salary year-wise during last five years (INR in Lakhs).</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>365</td> <td>448</td> <td>310</td> <td>418</td> <td>358</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0.365</td> <td>0.448</td> <td>0.310</td> <td>0.418</td> <td>0.358</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	365	448	310	418	358	2022-23	2021-22	2020-21	2019-20	2018-19	0.365	0.448	0.310	0.418	0.358
2022-23	2021-22	2020-21	2019-20	2018-19																	
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0.365	0.448	0.310	0.418	0.358																	