



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

ST. SOLDIER LAW COLLEGE, JALANDHAR

NH-44, VILLAGE LIDHRAN, JALANDHAR

144011

<https://stsoldierlawcollege.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

St. Soldier Law College, Jalandhar, established in 2004 is the first-ranking college in St. Soldier Group of Institutions, run by the St. Soldier Educational Society (Regd.). The first sapling of St. Soldier Group, presently having 57 institutions (22 Colleges and 35 Schools in the State of Punjab, Chandigarh and Delhi), was planted way back in the year 1958 with the opening of a local school.

St. Soldier Law College is housed in a campus of the group in Village *Lidhran* on the outskirts of Jalandhar City near the G.T. Road going to Amritsar. The campus has other institutions like Engineering, Polytechnic, Pharmacy and Hotel Management with a land area of 53 Acres with all modern facilities, lush-green, pollution-free surroundings and infrastructure for national level indoor and outdoor sports.

The College is a single-department HEI with four programs viz., LL.B. (3 years), B.A; LL.B. (5 yrs integrated), B.Com; LL.B. (5 yrs integrated) and B.B.A; LL.B (5 yrs integrated). It is a Co-Ed College providing comfortable and friendly environment to girl students and all students belonging to different religious denominations and castes-creeds. College provides Free Bus Service to all the students coming from the surrounding areas situated in Jalandhar, Kapurthala, Amritsar, Hoshiarpur and Ludhiana Districts.

Vision

Our vision is that providing meaningful education to those who do not afford or ill-afford quality education by charging nominal fees, offering liberal scholarships to the needy and meritorious students and helping them to come to the classrooms with interesting teaching methodologies and Free Transport Service we can achieve our target of putting some might in the accomplishment of our National Goal i.e. becoming the best developed society and Nation of the world.

Believing in the philosophic words of Dr. Ambedkar that the low and the lost in Indian society can only rise with suitable education, our vision is to translate our education in a way which produces the generation of sensitive, competent and patriotic people.

Mission

1) Catering to the educational, social and cultural needs of humble and ordinary students to prepare them compete with those belonging to higher socio-economic strata of society and the product of elite institutions.

2) Producing the stuff which is not only good in academics but is also able to have practical knowledge and skills paving the way for their satisfying employments, along with being sensitive to the ails and ills of society with an in-built urge to work for their eradication as patriotic soldiers of Indian Nation..

3) To adopt the Gandhian approach of education which is capable of producing physically and mentally strong people by overall development of body and mind of the students.

4) To inculcate secular approach in the students.

5) Producing not the bookworms but men of action who can contribute to the cause of the Nation and Indian society, not sheer by their single act but on its continuous basis, believing in the sustainable development of our society.

In nutshell, the mission of the College is to prepare a successful staff capable of achieving excellence in their careers, harmonic social life with an urge to help others join their march towards building a strong and developed India as a Nation that attracts attention of the world: rapidly progressing with communal harmony, unity in diversity and epitome of knowledge, as India used to be in the ancient past.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The following are some important strengths of the College:

(1) It is a unit of the group of educational institutions, leaving a vast scope of sharing facilities and information with each other at no extra-cost.

(2) The management of St. Soldier is secular in approach, sensitive to social problems and has a mission to help weaker sections through the medium of quality education.

(3). Free Bus Service provided by the management is strength of the College that helps in attracting students to the College and its classes.

(4). Moral Education is an integral part of our College education that is followed on daily basis.

Institutional Weakness

The important weaknesses of our College are:

(1) It is a self-financed, unaided College and has to solely depend upon the student Fee (that is again average on its lower side).

(2) The College is situated on outskirts of the city in a rural setting, whereby many good students and faculty do not make a choice for us.

(3) The College lacks funds to recruit more competent faculty and staff.

Institutional Opportunity

We possess the keen desire and capability to convert weaknesses into opportunities for us. Therefore, the following can be named as the opportunities for us:

1. Over 30% of our students belong to SC and BC categories. We have the opportunity of having a good number of students whom we can provide good education and help them to come out of their poverty and backwardness.
2. In the rural setting, we have an opportunity to contribute to the social cause in our neighborhood, like spreading literacy, legal aid services and some development of localities.
3. The rural people and from humble backgrounds are relatively more receptive to actions for their betterment. This co-operation helps us to seek support and participation of our students and surrounding community in our actions.

Institutional Challenge

We have many challenges to face, important amongst them may be cited as under:

1. To come out to the level of acclaimed educational institutions with our humble means and resources.
2. To convince our students that they can match with the products of elite institutions, admitting students from good backgrounds.
3. To prepare students of vernacular mediums and considerably belonging to lower academic levels attain higher levels of academics, communication and professional skills.
4. Controlling the drop-outs largely resulting from mad craze for going abroad

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curriculum Planning develops academic discipline and its sincere implementation generates efficiency. For designing such planning we are guided by the academic calendar of our affiliating University. The Schedule of the semester takes its shape with the meetings of faculty, academic council and the NAAC Committee during the university examinations of the semester previous to the one for which the schedule is being designed. In such meetings, not only all-activity schedule of the forthcoming semester is democratically decided but the subject-allotment is also done. The calendar includes time frame for completing curriculum, syllabus for professional practice classes, celebration of days and festivals, cultural and sports activities, seminars, conferences and moot competitions, time for revision, mid-semester tests etc.

The faculty of the College gets negligible representation on the university Board of Studies, they do contribute to development of curriculum and all eligible teachers evaluate the answer-books of the university examinations. The College gives all available options prescribed by the University, and also a good number of Value Added Courses (presently 25) to choose from. More than 60% students of the College take benefit of such Value Added courses. Conscious efforts are made by the College for enriching the course curriculums by adding practical aspects of the course curriculum. The students, teachers, senior Advocates and alumni are

associated in the exercise of curriculum enrichment and feedback process.

Teaching-learning and Evaluation

Admission of the students is through the State-level on-line counseling controlled by one of the State Universities annually authorized by the State Government. The essential requirements of minimum qualifications and reservation policy of the State are adhered to. In all the four programs, the admission remains over 80% of the sanctioned 360 seats but due to mad craze of going abroad added with common reasons of drop out, the overall enrolment in all classes from first to the final year reduces to 55 to 60% of the total 1560 seats with over 30% proportion of reserved seats in it.

Diversity of Students joining the same course is express. It needs more efforts in first semester of the course although it remains essential in the following semesters of the programs. In the beginning, classification of students is done with the involvement of an expert and then one-week bridge course is organized before formally starting with the curriculum. Individual needs of students are taken care of through the system of satisfactory number of teacher and student Mentors (1:30 teacher mentors and 1:10 student mentors). Meeting the socio-cultural diversity is not a problem because as a group we have sufficient number of students from each background and the care and share management approach helps us to make all students largely equal to one another.

Our Teaching-Learning Processes are learner-centric and all possible methods of effective and satisfying teaching are made use by the teachers. ICT facilities (about 75% class rooms with ICT facility) and suitable/interesting teaching methods with an in-built system of periodical assessment of teachers and student performance through class tests, class participation and assessment through problem-solving and group discussion help us to achieve almost 100% pass percentage in the final year and very good university results in the form of top university positions and medals. Almost full and senior (average of over 10 years experience) devoted faculty is another asset of the College.

Research, Innovations and Extension

Being an undergraduate un-aided affiliated College, it lacks in research guidance and publications. Only the Principal was a recognized research guide as Professor of a State University. The Professor of the College has also been research guide as State University Professor. In the area of publications also 5 books have been published by the faculty and a score of research articles in books and UGC care list journals have been published in the past 5 years. The College does have a research centre (Centre for Policy and Research) as a registered society having collaboration with some reputed NGOs and industrial organizations for the past 2 years. During this period, the Centre has conducted research on pollution in Leather industry, drinking habits and health effects on workers of Jagatjit Distillery, problems of Bonded Labour and their rescue process, helping rape victims in POCSA, prosecutions and rehabilitation, suggestions for industrial development to Punjab Government and very recently, we conducted study and sent recommendations to the Law Commission of India on Uniform Civil Code. St Soldier management and collaborating organizations undertake the financial expenditure and other support.

The College has a Free Legal Aid Clinic which provides free consultancy and assistance on a regular basis. On an average two appreciations/awards per year are won by the College for its extension services. Our NSS unit has adopted Nussi village in the neighbor-hood and undertakes regular activities in collaboration with District

Legal Services Authority (with Para Legal volunteers) and District/ University administration. Our regular interaction with the parents, alumni and relevant professional groups provide satisfactory opportunities for extension activities as per our Vision. The College promotes Self-help, running to assist those in need, working with a smile, serving those in want and the community at large is the '*Mool Mantra*' of this HEI. We have an average of 3.5 collaborations per year during the past five years leading to regular activities with the professional people and bodies for Extension Lectures, common projects and resource-sharing with our group-institutions.

Infrastructure and Learning Resources

Infrastructure wise, our College is well equipped to meet all essential and desirable norms. Physical Facilities in the form of Class Rooms, Seminar Room, Court Room, Computer and smart class, Auditorium and other supportive facilities for administrative, curricular and extra-curricular activities including Sports (both Indoor and Outdoor), Yoga and Cultural activities exist in the College. And the same is used in an optimum way. The result is: very good results in academics, sports and youth festivals of the University. Good proportion of the budget is used on upgrading and adding to the infrastructure as well as to maintain and upkeep the campus and infrastructure on it.

College library has a stock of over 13 thousand books for students and the faculty. These include reference books and also rare books. Library expenditure has always been above 2 Lac rupees per year. The average use of library by teachers and faculty is above 20% of the total strength. So far as Automation of Library is concerned, it is partially computerized. The size of library is 3 thousand square feet with seating capacity for 17.5% of the total strength. It is handled by a qualified Librarian. Over 75% Class rooms and seminar rooms are fitted with Projectors and related facilities for effective teaching and making ICT use possible with over 60 MBPS Bandwidth and computer facility of 1:14 for students and staff.

The College campus is lush green, maintained and upgraded on a regular basis.

Student Support and Progression

Student Progression is the central point of our concern. Regular system of assessments and evaluations adopted by the College acts satisfactorily to achieve student progression of relatively weak and humble stuff we receive in the College but aiming at preparing them to compete with those coming from elite institutions. But it is a fact that IDEALS are the ultimate goals motivating to do better and still better. It accelerates your pace and sharpens your strategies. Same is the case with us. We are doing our best, achieving good results but the limitations of student capabilities and resources of an un-aided institution charging moderate fees make us to plan and act, then reassess and revise it on a regular and long term basis. Apt to mention, over 25% students of the HEI are benefitted by scholarships, all four kinds of skills are developed, time bound and transparent grievance settlement mechanism is in place, about 90% pass-outs are satisfactorily placed, 60% of them pass Bar examination and about 10% join higher studies. Annually 10 plus awards/medals are won by our students in different competitions. College organizes an average of one event per working month and resultantly, it has produced national level players, judges, singers, actors and good professionals who make us feel proud.

Coordinated efforts with our stake-holders viz., students, alumni, parents and professional associations are our nourishment. In all activities and planning, such co-operative actions are assured and joyfully translated in

action. As per the constitution of a registered society named 'St Soldier Students' Society for Professional Pursuits', students have a leading role in all activities of the college - administrative, academic, co-curricular and extra-curricular. Alumni Association of the College is a registered body which invariably has its Annual General Body Meeting and periodic meetings of the Executive Committee. The Alumni engagement in internship programs, practical teaching, curriculum up-gradation and pedagogy adoption is direct and meaningful.

Governance, Leadership and Management

College believes in co-operative working to achieve its goal: making the weak to achieve higher positions in socio-economic and professional life. Participative management is the hallmark of the college administration. Involvement of the stakeholders, staff and students can be found in our policy documents and actual practice. It is so not for the purpose of management but for actually doing the things of every kind. Use of e-governance is in administration, finance and student admissions cum support. The College organizes 3-5 training programs per year for professional development of faculty and staff.

Policy and practice of participation and transparency, learnt from our top management trickles down to the College, councils, clubs, committees and activities as active role of our students, staff and alumni. College Principal formulates policy emerging from free and participative discussions. Thereafter it is limited to vigilant overseeing. Results of such approach are visible in our incremental achievements in all spheres of academics, University youth-festivals, NSS, NCC and sports reaching to national levels.

Recruitment of faculty is through our University, and of other staff by selection committees involving management, experts and Principal. Appraisal System is in place and it starts with Self-Appraisal of employees, analysis by NAAC team and discussion for improvement in staff meetings. Our tool of improvement is positive in the form of motivation and persuasion, guided by Mentors. Faculty Development Programs, Orientation and Refresher Courses, Seminars, Workshops etc. play a catalyzing role for better results.

Financial Management is regulated at College and Group levels. Budgets result from participative exercise; transactions are generally on-line and transparent with regular audit system and annual assessment at management level.

College has a strong and well-built Internal Quality Assurance System (IQAC since 2015) playing a leading and active role in monitoring and analyzing college performances at all levels. And it has undoubtedly paid the dividend by way of guiding for new courses removing obstacles on our way to steady progress.

Institutional Values and Best Practices

Vision and mission of the College *inter alia* provides for making our students capable of achieving professional competence to meet challenges of our national and international society imbibing the social, cultural and national values as patriotic citizens. Keeping the College a pollution-free green unit, we have adopted environment-friendly practices like solar energy conservation, rain water harvesting, waste management and other green practices like restricted entry of automobiles, pedestrian friendly pathways, ban on plastic use and appreciative landscaping. College provides enabling facilities to differently able students and staff. We

inculcate human and ethical values and willingness for community services in NSS and NCC (girls wing). Regular initiatives are undertaken to inculcate constitutional and moral values amongst students by organizing all important functions and celebrating festivals and days of cultural harmony and togetherness. The Best College Practices are: celebrating birth days of all staff members and preparing students for professional practices as an integral part of their curriculums. Truly democratic and participative administrative mechanism through committees and clubs established under the constitution of a registered society is perhaps our distinctive feature.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST. SOLDIER LAW COLLEGE, JALANDHAR
Address	NH-44, Village Lidhran, Jalandhar
City	JALANDHAR
State	Punjab
Pin	144011
Website	https://stsoldierlawcollege.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Dr. Vimal Joshi	0181-2690088	9815158269	-	stsoldierlawcollege@rediffmail.com
Professor	Dr. S.C. Sharma	-	9877654955	-	drsubhashgndu@yahoo.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Punjab	Guru Nanak Dev University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
BCI	View Document	17-12-2022	12	

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	NH-44, Village Lidhran,Jalandhar	Rural	5	8000

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No. of Students Admitted
UG	LLB, Law,	36	Graduation	English	120	120
UG	BCom LLB, Law,	60	Senior Secondary	English	60	37
UG	BBA LLB, Law,	60	Senior Secondary	English	60	47
UG	BA LLB, Law,	60	Senior Secondary	English	120	120

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				0				28			
Recruited	1	0	0	1	0	0	0	0	4	24	0	28
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	1				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	1				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				13
Recruited	7	6	0	13
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				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/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	1	2	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	18	0	20
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.	1	0	0	0	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	3	0	5
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.	1	0	0	0	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	1	0	1
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
		13	1	0	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	464	17	0	0	481
	Female	381	2	0	0	383
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	115	139	134	146
	Female	172	170	135	143
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	24	17	17	17
	Female	31	33	27	20
	Others	0	0	0	0
General	Male	320	342	331	332
	Female	210	217	218	211
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		872	918	862	869

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Our college has deliberated on this requirement of NEP that is required most for the students of law, for the plain reason that it (law) deals with all types of social relations in different settings of life, and it is to provide solutions to the problems arising in such variety of situations. This HEI has decided to adopt the following approach for making it an institution as truly holistic/ multidisciplinary: 1. FACULTY SELECTION 2. INCENTIVES FOR DOUBLE PG- College management has decided to give some additional increment to those possessing such additional qualifications. 3. ALLOTING INTERDISCIPLINARY PAPERs 4. DEVELOPING INTERDISCIPLINARY TEACHING MATERIAL-</p>
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College has decided to develop the inter-disciplinary teaching material by joint faculty exercise under the guidance of Academic Council and IQAC of the College. 5. JOINT GUEST LECTURES FOR FACULTY & STUDENTS 6. LEARNING MORE METHODS on a continuous basis. LIMITATION- We being an affiliated College has following limitations in this regard: (i) Interdisciplinary degrees cannot be awarded. (ii) Interdisciplinary curriculums can be designed by the University. However, we may adopt in our additional unit added to prescribed curriculums and in Value Added Courses. A. EXISTING ADOPTION- Problem-solving method of teaching is being adopted by our faculty. B. PROPOSED ADOPTION- College proposes to integrate the following STEM approach in future: 1. Integrating Economic Principles in courses on Labour Laws, Torts, Contract and Compensation Laws in all courses of all programs. 2. Scientific principles in Drug Laws, Environmental Law 3. Mathematical principles in victimology and imposition of fines 4. Engineering terms for better understanding provisions of the Factories Act 5. Technology in adopting ICT in teaching learning of all programs. 6. Problem solving method in teaching of all courses 7. Experiential method in teaching of all courses. 8. Exploring possibilities of STEM integration HEI DOES OFFER- 1. We add one unit to the existing four units of the curriculum of each course where we insert some practical part related to the course and from this year we have added community service/engagement in some of the courses in social science courses viz., sociology, political science, commerce. 2. Value Added Courses included community service, community engagement and multi-disciplinary approach. Presently we offer 28 Value Added Courses. 3. The real adoption of such sensitizing approach in education lies in the College activities. St Soldier Law College, being an affiliated College of Guru Nanak Dev University, cannot provide such entry and exit points . Our approach is multidisciplinary and our future plans are to conduct research in the following pressing issues of our society: 1. Causes and Remedies for increasing Divorces. 2. Drug Addiction in Punjab: State Efforts & Achievements 3. Menace of Bonded Labor & Remedies 4. Farmer Issues & Remedies 5. Making Punjab an Industrial State: The Challenges 6. How to

	<p>Match with Legal Education of Developed World 7. Status of Managing Grassroots of Democracy 8. Enforcing NEP and Ground Level Preparedness. And other emerging issues decided by the Executive Council of the Centre for Policy & Research.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The College is affiliated to Guru Nanak Dev University, Amritsar. And it is to be done as per guidelines of the Bar Council of India. For the current session, there is no decision as yet. However, we have learnt that BCI is in the process of taking a decision in this regard. Such registration cannot be done by the College for the reason of its status of an affiliated College. Therefore, such registration can be done by our affiliating university i.e, GNDU and that too as per guidelines of the BCI as the SRA. We have learnt (in an address of the Chairman BCI in the international conference on 23 September, 2023 viewed online by students and faculties across the country) that Bar Council of India, SRA for law programs is in the process of collaborations. After it is done and our affiliating university adopts it, the College will enthusiastically go for it even if it is optional to do so. St Soldier Law College believes to be a leader amongst law colleges. Therefore, we encourage and implement such initiatives as under: 1. OWN CURRICULAR ADDITIONS- College Academic Council and IQAC have adopted to add one more Unit/ Section to the prescribed four sections by the University. And it is the concerned faculty that designs such curriculum. 2. DESIGNING & PROPOSING TO UNIVERSITY- Before the start of Academic Session, the College Academic Council reviews the curriculums of the approaching session. All the faculty members are asked to have a look at their respective curriculums and suggest if any improvement is needed. In case any change is suggested, the Academic Council, after deliberation, recommends to the Principal and such proposal is forwarded to the Chairperson of Board of Studies in Law, Guru Nanak Dev University, Amritsar. 3. PEDAGOGY- Decision regarding the pedagogy i.e. teaching material, books and methodology to be adopted for a particular course and for different portions of a course is of the concerned faculty. What the Academic Council, IQAC and the college management (in staff meetings) suggest is only using ICT, making appropriate choice from different</p>

	<p>methods of teaching (lecture, PPT uses, group discussions, problem solving, quiz, case law, experience sharing etc.) and adopting the change for making class lively, learning and participating. In the area of textbook choice, Principal always invites recommendation from the faculty for new authors and latest editions. Invariably all such recommendations are accepted and implemented without any loss of time. So far as assessment is concerned, the College motivates for not only sticking to evaluation (in the class) by the faculty who is teaching but such assessment by another faculty and also by the students themselves (when assessment is of group discussion or presentation by the students). Since it has not been adopted by the affiliating University, this HEI is helpless to adopt any practice of implementation.</p>
<p>3. Skill development:</p>	<p>Bar Council of India, statutory regulatory authority for legal education and GNDU, our affiliating university, have not so far outlined any NSQF but St Soldier Law College does feel its utmost need because legal education is professional and skill-oriented. At its rudimentary stage, we have taken the following initiatives: 1. Establishment of a Computer Lab for soft skills of the students. 2. Library Period (preferably one each day) has been prescribed. 3. Professional Practice Class of one hour duration is integral part of our Time Table. 4. Presentation of prescribed cases by the students in the class. 5. Three Moot Court Examinations in each semester of all law programs in the College have been prescribed. 6. Internship after examinations of every semester are compulsory for all students 7. Debates/Declamations, Client Counselling, Legal Drafting, Moot Court competitions are a regular feature of our College. 8. College is looking for more skill developing techniques that we can acquire for the students. This HEI is providing legal education. Therefore, vocational education for our purpose is Clinical Legal Education. College does not and cannot prescribe any special program of clinical education but it has integrated in the curriculums prescribed by our affiliating university as additions in all the law courses of existing programs. The institution makes conscious and programmed efforts to inculcate humanistic, religious/ethical values amongst the students to make them socially-concerned and</p>

	<p>positive thinking, responsible and patriotic citizens. i. Design a credit structure to ensure that all students take at least one vocational course before graduating. ii. Engaging the services of Industry veterans and Master Crafts persons to provide vocational skills and overcome gaps vis-à-vis trained faculty provisions. iii. To offer vocational education in ODL/ blended/ on-campus modular modes to Learners. iv. NSDC association to facilitate all this by creating a unified platform to manage learner enrolment (students and workers), skill mapping, and certification. v. Skilling courses are planned to be offered to students through online and/or distance mode. Since the curriculum and examination pattern is decided by our affiliating University (GNDU Amritsar) and as yet it is in the process of deliberation at the levels of University and our statutory regulating authority (SRA) i.e. Bar Council of India, HEI has not adopted the credit structure and its associated practices.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>(a) Delineate the strategy and details regarding the integration of the Indian Knowledge system (teaching in Indian Language, culture etc.) into the curriculum using both offline and online courses. (b) What are the institutions plans to train its faculties to provide the classroom delivery in bilingual mode (English and vernacular) ? Provide the details. (c) Provide the details of the degree courses taught in Indian languages and bilingually in the institution. (d) Describe the efforts of the institution to preserve and promote the following: i. Indian languages (Sanskrit, Pali, Prakrit and classical, tribal and endangered etc.) ii. Indian ancient traditional knowledge iii. Indian Arts iv. Indian Culture and traditions. Presently the medium of instruction for all the Four law programs in the institution viz; LL.B; BA; LL.B; B.Com; LL.B; and BBA; LL.B. is English as per decision of our affiliating university. However, the State Government of the day is considering for getting the study material (including textbooks) written in vernacular language and offer legal education in Punjabi language as well. The Central Government of the day is also promoting legal education in Hindi and regional languages. The efforts are on for making use of our ancient knowledge in blending it with English laws to indianize our literature as per our cultural and traditional values/needs. As and when, the Bar Council and Guru Nanak Dev University</p>

	<p>decide in this regard, this HEI will not waste even a day in implementing it in its letter and spirit. (e) Describe any good practice/s of the institution pertaining to the appropriate integration of Indian Knowledge system (teaching in Indian language, culture, using online course) in vie of NEP 2020. Online course is not permissible as per BCI and University policy, however, this HEI entertains queries and questions of students to be answered by teachers by this mode on holidays and days when they are preparing for semester examinations. In our classrooms, English, Punjabi and Hindi are used by the teachers while dealing and describing the concepts, provisions and principles of the course of their teaching. The examples and problems are also taken from the surroundings in the background of our cultural values and traditions like family traditions, festivals, properties and rights connected therewith etc.</p>
5. Focus on Outcome based education (OBE):	<p>i. Describe the institutional initiatives to transform its curriculum towards Outcome based Education (OBE)? The curriculum for this HEI, as an affiliated college of a State University (GNDU), is designed and prescribed by the University and as on today, it is not Outcome based in its real sense. It only evaluates the students by written examinations of the semester in its old tradition. There is only one paper in the final year where the institution has some choice to evaluate the outcome of the student i.e. moot court examinations and internship programs. ii. Explain the efforts made by the institution to capture the Outcome based education in teaching and learning practices. The problem solving method of education, court practice by moot courts and drafting of documents as the methods of teaching are some of the self-designed efforts of the HEI to make out the outcomes of the course by the teachers. iii. Describe any good practice/s of the institution pertaining to the Outcome based education (OBE) in view of NEP 2020. The concept and practices of such outcome based education in view of NEP is yet to be adopted by our affiliating university and professional regulatory authority (PRA) i.e. BCI.</p>
6. Distance education/online education:	<p>For the law courses, this institution suggests the following: 1. Introducing ODL mode of education as an option. 2. Conducting on line classes in the evening or early morning hours of days (daily or even</p>

3 days in a week). U Tube lectures can be helpful to the students in ODL mode. 3. Having physical classes on Saturdays/Sundays in the institution to clear doubts of the candidates and for providing practical/professional part of the law programs. It may be communication and drafting parts of the curriculums. Even course work may be prescribed for such programs. Working with the Advocates may be in the office in the evening hours as a regular feature of the programs. 4. Assignment giving may be adopted as a weekly feature. The candidates may submit online and the same may be discussed in v c mode. 5. Regular assessment by way of assignment evaluation and performance in physical classes may be adopted for recording course outcomes. 6. Bar Council of India and the affiliating universities should be asked to recognize legal education through ODL mode. St Soldier Law College has adopted teaching by providing Projectors in practically all class rooms. Teachers prepare PPTs for teaching in addition to use of white boards for giving certain explanations. Problem-solving has been a successful and loved method of teaching-learning. Problem remains written on the Screen and the students, normally in groups, discuss and prepare the case to present in the class. The ambiguous areas of the course are further clarified by way of mock court room exercise. Recording of such an exercise a short documentary has been loved and enjoyed by the students with much better success of learning. U Tube lectures prepared by the teachers are another asset developed by the institution. Quiz developed by computer programs in a very short time helps the teachers to make its use even in the class itself, as and when required. Since Distance/online education has not been recognized by the BCI and the University, this institution has not adopted any such practice. It was in the Covid 19 period that online classes were held making use of technology. For some time it was by the teachers and students both staying at home. But after a short interval, teachers started delivering from the class rooms and students continued receiving from their homes was the practice. The later experience was found more efficient. Use of technology helps a lot in online teaching, it has been proved during the Covid experiences, but the same must be supplemented with physical classes.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, St Soldier Law College has established the Electoral Literacy Club for causing awareness and coordinating with the District Administration for the cause. The Club was established in March 2019.
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?	Yes, the students and faculty coordinators are appointed. The Club is headed by Asstt. Professor Rinka Rani, Dean Students Council, Asstt. Professor Komal Kalra, NSS Officer is its Co- Coordinator. Three student members, one Co-ordinator (Mr. Gagandeep Singh) and 2 members are represented in the Club.
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.	For 2019 Lok Sabha elections, the Club held Voter Awareness Rallies and meetings. The College organized a function on 5/04/2019 to cause general awareness to voters, enrolment of all attaining 18 years and motivating Disabled to cast votes under special facilities arranged by the District Administration. Deputy Commissioner, Jalandhar and NGOs of disabled persons also addressed the function. During 2022 Assembly elections in the State, Club actively worked for awareness and voter enrolment. For bye-election of Jalandhar Lok Sabha, our club members joined hands with Systematic Voters' Education Electoral Participation (SVEEP) constituted by District Administration and participated in Voters' Awareness Walkathon on 9/4/2023 and won positions in Geet, debate competitions and Rally by SVEEP from 29/3/2023 to 31/3/2023. The College was given Appreciation Certificate by District Administration. The institution observes 25th January as the Voters' Day every year for voter awareness. On 27/10/23, Our students participated in the Voter awareness campaign launched by the Deputy Commissioner Jalandhar. The institute was Given certificate of appreciation.
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.	It is only awareness camps and participation in Rallies. In future, the institution plans to undertake research surveys to understand reasons of lesser participation of voters in election process. We will be more active for 2024 election awareness.
5. Extent of students above 18 years who are yet to be	All students of the College, who have attained 18

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.

years of age, are registered voters and the College Electoral Club helps all those attaining this age to become voters. It is not confined to our college alone but club members help other St Soldier Colleges on the campus and also in our neighbourhoods, particularly village Nussi which has been adopted by this College and residents near our houses.

Extended Profile

1 Program

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
143	146	146	146	146
File Description		Document		
Data Template		View Document		

1.2

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

Response: 146

2 Students

2.1

Number of students year-wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
869	862	918	872	881
File Description		Document		
Data Template		View Document		

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
92	92	92	92	92

File Description	Document
Data Template	View Document

2.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
186	209	189	160	150

3 Teachers

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	30	28	27	28

File Description	Document
Data Template	View Document

3.2

Number of sanctioned posts year-wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
30	28	28	27	26

File Description	Document
Data Template	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 27

4.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
114.40	86.65	70.48	121.87	96.37

4.3**Number of Computers/ laptops****Response: 62**

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum delivery through a well planned and documented process

Response:

St Soldier Law College has an assured effective delivery system for the curriculum in terms of its content and delivery method. It is because of the proper planning, suitable practices, dedication of the faculty, involvement of students at all stages, and infrastructural facilities for the purpose. It can be briefly explained as under:

PLANNING PROCESS OF CURRICULUM DELIVERY- It is the main concern of the College management and supporting committees that curriculum of all courses is delivered effectively, as per the schedule planned, and it achieves the desirable outcomes of each course and the program of study.

The Planning Process contains two parts:

1. Completion of Curriculum; and
2. Effective Delivery of the curriculum.

Timely Completing the Syllabus- The schedule for completing the course curriculums is mentioned in the Academic Calendar, democratically prepared before every semester of the session. The dates for completing the curriculum are mentioned in the Academic Calendar which is notified to the students, faculty and the top management. In-between assessments are made to find solutions for any lag, by way of extra classes.

Effective Delivery- Effective Delivery of the curriculum to students is of more importance for the College management than its timely completion. To ensure this, a full scale discussion of possible teaching methods to be adopted for all courses in general and for a particular course curriculum (if differently needed like in teaching English, Punjabi, Commerce, Political Science and Management papers) are discussed in the faculty meeting and Academic Council while preparing the Academic Schedule. It is required to be mentioned by each faculty in his/her weekly/monthly planning and daily performance report registered in the Daily Diary Report and Daily Performance Report.

HEALTHY PRACTICES- Healthy Practices of the College like involvement of faculty and students in preparing the academic schedule and implementation, giving an amount of freedom to faculty in choosing the teaching curriculums and its methodology, and the participation of stake holders in administrative matters of the college help us to achieve an ensured and effective curriculum delivery in a documented form.

INFRASTRUCURAL SUPPORT- It is also a contributing factor to effective curriculum delivery. College provides Projectors, Computers and Laptops (to faculty not having their own) and other infrastructural facilities like white boards, markers, language lab etc. for effective curriculum delivery. Moreover, student involvement in the process of planning achieves their interest in class and in case of any problem their easy access to the faculty and the Principal catalyses an effective and ensured curriculum delivery.

DOCUMENTATION OF PLANNING & PRACTICES- Documentation of planning and execution of curriculum being timely and effectively completed are:

1. The Academic Calendar of the Semester on the notice board, in faculty room and on the college website.
2. Advance curriculum planning (weekly & monthly) by the faculty in his daily diary, periodically checked by Principal.
3. Recording of daily topic coverage and methodology used by the faculty in his/her daily diary, and its submission to the office.
4. Periodic Review meetings and its recording in minutes register.
5. Student feedback after every semester.

File Description	Document
Upload Additional information	View Document

1.1.2

The institution adheres to the academic calendar including for the conduct of CIE

Response:

St Soldier Law College prepares the academic calendar (that includes the academic planning, days/events to be celebrated etc.) for each semester and makes it a point to adhere to it. A minor variation sometimes occurs due to sudden announcement of a holiday and for compelling reasons. Even in such cases, the variation is of a day or so as far as celebrations are concerned. But so far as the academic schedule is concerned, the College religiously adheres to it. The process of preparing and implementation of the academic calendar in brief is as under:

1. PREPARATION OF ACADEMIC CALENDAR-The Academic Calendar for every semester of the session is prepared and displayed on the Notice Board and Website at least a fortnight before the commencement of the session/semester. It contains the dates of starting classes, Mid Semester Tests, allotment of Moot Problems and their examination dates, date by which the curriculum will be completed, period of revising the syllabus, dates for preparatory holidays and commencement of semester examinations as per Academic Schedule of the University. In addition, the Calendar mentions

the days to be celebrated along with its format (like Guest Lecture, Debate Competition, Seminar, Conference, Awareness Rally, Painting Competition etc.) and organizing committee of each function. It provides advance information to the organizing team and participants of a competition to get prepared.

The Academic Calendar is democratically prepared starting with the faculty meeting, thorough discussion in Academic Council and IQAC, and its notification with copies to all concerned and the top management of our Education Group.

ASSURED ADHERENCE TO THE CALENDAR- Calendar thus prepared is strictly followed unless there is any compelling reason for the particular day of the event. In such cases, its post/ pre ponement is of a day or so. Before the fixed day of every part of it, the faculty/committee is reminded of its next happening, asking them to be prepared. In case of holding MSTs, the examination rooms are prepared, Centre Superintendent appointed and supervisory staff put on duty as is the case with university examinations. The days and functions are similarly held as per advance reminder, proper preparation and by sticking to the schedule.

REGULAR INTERNAL EVALUATION- The secret of achieving nearly cent percent adherence to the Academic Schedule of the College is periodic evaluation of the achievement. In the normal meetings of the faculty and those specially called for the purpose, an assessment of curriculum covered is assessed. In case of a lag, special classes of the paper are arranged. The Principal/Dean Academics periodically goes to the classes to enquire about the syllabus coverage, its effective delivery by all teachers and problems/difficulties they have in satisfying coverage/delivery of the syllabus of prescribed courses (with another practical unit added). The faculty also maintains daily diary of their curriculum delivery. Its periodic checking by the Principal also helps in keeping our calendar- adherence satisfying and proper.

File Description	Document
Upload Additional information	View Document

1.1.3

Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and other colleges and/are represented on the following academic bodies during the last five years

- 1. Academic council/BoS of Affiliating university*
- 2. Setting of question papers for UG/PG programs*
- 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses*
- 4. Assessment /evaluation process of the affiliating University*

Response: 2. Any 3 of the above

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document

1.2 Academic Flexibility

1.2.1

Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 100

1.2.1.1 Number of Programmes in which CBCS / Elective course system implemented.

Response: 4

1.2.1.2 Total number of Programs offered by the institution for last five years

Response: 4

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	View Document
Institutional data in prescribed format	View Document

1.2.2

Number of Add on or value added courses /Certificate programs offered during the last five years

Response: 25

File Description	Document
List of Add on /Certificate programs (Data Template)	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document

1.2.3

Average percentage of students enrolled in Add on or value added courses /Certificate programs as against the total number of students during the last five years

Response: 43.56

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

2022-23	2021-22	2020-21	2019-20	2018-19
454	438	362	341	319

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	View Document

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Constitutional and Human Values, Environment and Sustainability etc. into the Curriculum

Response:

Cross-cutting issues, as integral part of course curriculums of all programs and its levels, provide not only added nourishment to courses and students but also it contributes towards the accelerated and continuous development of the country.

St. Soldier Law College integrates such significant issues in the course curriculums in its formal and informal ways as under:

PROFESSIONAL ETHICS- It is a compulsory paper with prescribed curriculum for all law programs. It is entitled as 'Professional Etiquettes and Ethics'. In addition to covering syllabus, College arranges Guest Lectures by senior Advocates on this professionally relevant topic.

GENDER JUSTICE- Gender Justice and general gender issues are of vital significance in Indian polity wedded *inter alia* to the preambular objective of Social Democracy. College prescribes optional paper (accepted by vast majority or as only option) entitled 'Women and Law'. As students of Political Science and Sociology (for 5-year BA; LL.B. program), the issue is included in the curriculum. Every year, the College organizes a seminar on 'Social Justice' where gender issues and issues pertaining to Scheduled Castes/OBCs are prominently discussed. College invariably celebrates 'Girl Child Day' and

'International Women Day' by organizing Guest Lectures, debate and declamation contests. In actions also, this HEI adopts gender neutral policy.

CONSTITUTIONAL VALUES- Constitution of India is legally called the 'grundnorm' or the basic principle and source of every other law. Therefore, constitutional provisions and its values remain an essential part of every legal discussion in the class, seminars and functions. In addition, every year we organize Guest Lecture on Constitutional Values to be attended by all students. NSS Unit of the College celebrates Voters' Day as conscious-raising event. Not only in theory but college inculcates spirit of adopting constitutional values in conduct and actions amongst students and staff.

HUMAN VALUES- St. Soldier Law College aims at not only producing competent professionals but also responsible, humane and patriotic citizens. All law students are taught Human Rights as part of the course curriculum and as Value Added Course.

HEALTHY ENVIRONMENT- Environmental Law is a prescribed course for all programs, therein dealing with need for healthy environment, legal provisions and social responsibility to maintain it. Students also participate in cleanliness drive, tree plantation, plastic and pollution-free college.

SUSTAINABLE DEVELOPMENT- It is prescribed in course curriculums of 5-year programs (in course Economics). For 3-year LL.B. program, students (even when majority of them have already studied) are asked to opt as Value Added Course.

POVERTY & IGNORANCE- It is another issue of our national interest. College includes in curriculum in courses on Economics, Sociology and as Value Added Course. College functions and activities also deal with this cross-cutting issue.

DRUG ABUSE- Presently, it is a major social, economic and law order problem in Punjab that is eating economic, social and human vitalities. Therefore, College makes conscious efforts to include this problem in curriculum, awareness programs undertaken and research activities of HEI.

SOCIAL HELP- Subscribing to ideology of Shri Guru Gobind Singh Ji, spirit of helping every person in need is integral part of our vision, mission and actions transmitted to the students. Our NSS/NCC volunteers go for free legal aid camps, blood donation, flood relief, traffic management and other activities.

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

1.3.2

Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 10.05

1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
16	15	15	14	13

File Description	Document
Minutes of Faculty Meeting/ BOS/Academic Review Committee meeting and subsequent Academic Council Meeting	View Document
List of Programmes and courses within it related to Moot Courts, Court visits, Arbitration/Mediation/Client Counseling Exercises, and internship in law firms/NGOs/Judicial Clerkships etc.,	View Document
Institutional data in prescribed format	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 etc.,(Data to be given for the latest completed academic year)

Response: 24.17

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: 210

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 prescribed format (Data Template)	View Document

1.4 Feedback System

1.4.1

Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders

- 1. Students*
- 2. Teachers*
- 3. Law-firms/Judges/Sr. Counsels and employers*
- 4. Alumni*

Response: C. Any 2 of the above

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Five filled in forms of each category opted by the institution	View Document

1.4.2

Feedback process of the institution may be classified as follows: (Opt one)

Response: C. Feedback collected and analysed

File Description	Document
Institutional data in prescribed format (Data Template)	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Average Enrolment percentage (Average of last five years)

Response: 75.39

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

2022-23	2021-22	2020-21	2019-20	2018-19
302	250	279	251	275

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
360	360	360	360	360

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2

Average percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 92.83

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

2022-23	2021-22	2020-21	2019-20	2018-19
92	80	92	71	92

File Description	Document
Average percentage of seats filled against seats reserved	View Document
Any additional information	View Document

2.2 Catering to Student Diversity

2.2.1

The institution assesses the learning levels of the students and organises special Programmes/ have policies in place for different levels of learners

Response:

Effective teaching includes its equal communication and reception by all students irrespective of their different learning capacities. But it is not a simple task because there is divergence. Therefore, it is essentially required that learning levels of students are assessed in a scientific way to deal with such different levels. Equally important is devising methodology for such different-level teaching. St Soldier Law College does this exercise every year and regularly.

ASSESSMENT OF DIFFERENT LEARNING LEVELS- College adopts following methodology:

A. FOR FRESH STUDENTS- New students in all programs are assessed by:

1. PSYCHOLOGY TEST- Without disclosing to students, in the induction program, in addition to the address of Principal and prominent men of profession, another Psychology expert is invited. In his/her session expert makes a brief address and gives some activities to identify slow-learners and few fast learners.

2. ASSESSMENT IN BRIDGE COURSE- For freshers, College provides one-week Bridge Course to provide basic information about course outcomes and program outcomes, and explain terms of law. Although, the primary objective is to equalize students from different school backgrounds and boards, but this is also used by teachers to identify slow learners. Actually, this is the second test to Psychologist observations.

3. KEEN OBSERVATION BY CLASS TEACHERS- In beginning of semester, teachers are asked to identify slow and fast learners while teaching.

B. FOR SENIOR STUDENTS- Senior students are also assessed as average, slow and fast learners by:

(i) Participation in the class.

(ii) Position in class tests, MSTs and semester examinations.

(iii) Participation and achievements in co-curricular activities.

SPECIAL POLICY AND PROGRAMMES- College management policy provides for special dealing to slow and fast learners as:

SLOW LEARNERS- College feel more concerned about slow learners. They are specially dealt:

1. Individual Dealing- Every teacher gives special time to each one of such slow learners for knowing what he/she has picked up and what remained his/her lack or lag. Note book is seen to help student complete it, orally made to understand and social relation developed for unhesitating personal guidance. Principal also periodically calls such students for socialization.

2. Student Mentor Guidance- Such slow learners are given more-caring student mentors for regular know and solving their learning and other problems.

3. Appreciation/Motivation in Class- To build their self-confidence, they are asked simple questions and appreciated on answering.

4. Participation in some activities- Slow learners are encouraged to participate in cultural/sport activities (even in organizing committees) to give them recognition.

ENCOURAGING RESULTS- Our efforts do generate satisfying results. Many times, in the following year of the program itself the slow learners become average learners.

THE FAST LEARNERS-They are given special dealing by the teachers and Principal in class-wise group meetings as under:

(i) Motivation for doing something extra to get university positions and prepare for competitions like PCS (Judicial) or Civil Service.

(ii) Given extra guidance for adding to the content given in the class.

(iii) Help of getting more books issued and for longer periods from the library, even Reporters or Reference books.

(iv) Encouraged to participate in debates and moot court competitions.

(v) Their achievements are recognized with Prizes and merit scholarships.

Success- Our special dealing and motivation bring results of getting more university positions in every semester examination.

File Description	Document
Upload any additional information	View Document

2.2.2

Student- Full time teacher ratio (Data for the latest completed academic year)**Response:** 28.97**File Description****Document**

Any additional information

[View Document](#)**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 experiences

Response:

Teaching is essentially required to be student-centric, if it is to carry any meaning. The ultimate objective of education is to develop the mind and body of the student with appropriate skills to stand with respect in the society as a contributing unit, enjoying the status of a responsible and patriotic citizen. India was the world leader of such education (Guru-Shishya system of Gurukulas). It diluted considerably in the name of western education, and has again surfaced with an added emphasis under the New Education Policy of the Union Government with its pan-India application. The one-word meaning of such education is 'student in the centre' of planning, receiving and delivery.

St Soldier fully realizes its utter need and has adopted such methods to its possible extents as under:

1. EXPERIENTIAL LEARNING- Law is defined (in simple words) as the 'standard of approved conduct in a social situation'. It is violation if one does not act as per standard of approval, and authority holding him guilty is also expected to weigh his wrong in the scale of such approved standard. With such a background of law, its education is required to be illustrated by living examples. And such living examples are nothing more than experiences. Faculty of St Soldier Law College has adopted method Experiential Learning to illustrate the provisions of law and principles of social sciences by sharing experiences. Such experiences are of the teacher, his known relations and more so, of students. Illustration generally starts with asking from the students. It is catalyst of making class participative and lively. Internships after every semester are effective method of such learning.

2. PARTICIPATIVE LEARNING- Participative learning is class-participation but our College goes beyond it. Our students participate in curriculum designing, its teaching methodology and even deciding mode of assessment.

3. PEER LEARNING- College has adopted practice of Student Mentors (in addition to teacher mentors). Our experience has shown that student mentors are more active and useful than teacher mentors, who not only listen to the day-to-day problems of their juniors and help them in their solution, but also in the form of peer learning. Group discussions in problem solving method of teaching can also be named as learning from classmates.

4. TEAM TEACHING- By team teaching, we understand learning in a group. In our College, Problem solving method is regularly followed, moot preparations are in groups, and Legal Aid Club works in smaller groups to act as a team. In all such situations, teacher gives broad guidelines to team and it performs, thereafter sharing such learning with class.

5. CASE LAW METHOD- It is integral part of legal education in St. Soldier. University has prescribed important judgments in course curriculums, and our methodology is to make students present cases in the class. College also adds some more recent judgments of importance.

6. PROBLEM-SOLVING METHOD- College motivates teachers to make regular use of Problem-Solving Method and it is required to be mentioned in the daily diary, also keeping record of such problems discussed in the class. After discussion of a topic, generally teachers give problem. This has proved to be an effective method for productive teaching-learning.

File Description	Document
Upload any additional information	View Document

2.3.2

Teachers use ICT enabled tools for effective teaching-learning process.

Response:

Use of Information and Communication Technology (ICT) is an essential feature of modern education at all its levels. Its use in higher education and more so, in professional education like law is increasingly more. It is so for the reasons: ICT use makes teaching-learning more effective and interesting, reception by students is much large, it saves class time in using white board, management supervision becomes easier and efficient, transmitting updated information becomes possible, professional development of both teacher and taught is increased with it and many more. Understanding role of ICT tools in legal education, College makes available the following ICT Tools:

ICT TOOLS MADE AVAILABLE-

1. Computers and Laptops;
2. Projectors;
3. Software;
4. Printers and Scanners;
5. Interacting Teaching Box;
6. Smart class

TEACHERS MAKING USE FOR EFFECTIVE TEACHING-LEARNING-

Teachers of St Soldier Law College make use of ICT tools for effective delivery of teaching-learning process. The general use is as under:

1. **Computers & Laptops** are used for online search, use of software, data search and preparing/presenting PPTs in the class. The classrooms have white boards which are also used as screens for teaching purposes.

2. **PROJECTORS** fitted in classrooms, library, computer lab and seminar room, are very useful tools for effective delivery in the class. It helps for showing PPTs, Problems for discussion in the class, Quiz prepared by teacher and even data relevant to the lecture. Sometimes, an expert lecture available on the topic of discussion is also shown to the students. Online guest lectures by experts (Retd. Judges and Senior Advocates) also become possible with use of technology/projectors.

3. **SOFTWARES**- Available software like ++C are used by teachers (particularly of B.Com; LL. B. for commercial presentations and calculations to make the lecture more effective and of practical usefulness.

4. **PRINTERS & SCANNERS**- As ICT tools, these are of aid to teachers for getting information in printed form from different sources and transmit the same to the group of students making use of technology.

5. **INTERACTIVE TEACHING BOX**- It is used for connecting students and teacher devices wirelessly. It is in fact a cost saving device for use of technology in teaching-learning.

6. **Smart class**- College has provided the language lab in the Computer Lab. It is more used for 1st year students of 5-year integrated programs, and in the Professional Practice class of communication group. The purpose is to improve English skills and more so, the pronunciation of the students, who generally come from rural areas and having had their education in Punjabi medium. It also helps in updated education.

OUTCOME OF ICT TOOLS- Use of ICT tools, suggested by NAAC Committee of the institution, has definitely made a large scale improvement in:

(i) Better delivery of the content;

(ii) Making possible use of teaching methods other than lecture:

(iii) Making class comfortable and lively;

(iv) Larger participation of students;

(v) Transmission of latest information in the class; and

(vi) Procuring effective link of teacher with students and the management.

(vii) Nonetheless, it has upgraded skill of teachers and made lecture preparation less burdensome.

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View Document

2.3.3

Ratio of faculty mentor to students for academic and other related issues (Data for the latest completed academic year)

Response: 28.97

2.3.3.1 Number of faculty mentors assigned to students for academic and other related issues:

Response: 30

File Description	Document
Mentor diary and progress made	View Document
Institutional data in prescribed format (Data Template)	View Document

2.3.4

Percentage of Students identified as mentors for mentoring other students for academic and other related issues (Data to be provided only for the latest completed academic year)

Response: 4.14

2.3.4.1 Number of Student mentors/teaching assistant identified for student to student mentoring (Latest completed academic year)

Response: 36

File Description	Document
Official Proceeding of Student Council selecting the student mentors or Minutes of the relevant Faculty Meeting/ BOS/Academic Review Committee meeting and subsequent Academic Council Meeting identifying the student mentors or teaching assistants for mentoring students	View Document
Institutional data in prescribed format (Data Template)	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 102.97

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document

2.4.2

Average percentage of full time teachers with Ph. D. / LL.D during the last five years (consider only highest degree for count)

Response: 14.48

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	5	5	2	2

File Description	Document
Phd/LLD Degree certificates of the faculty	View Document
List of full time teachers with Ph.D./LL.D. and number of full time teachers for 5 years (Data Template)	View Document

2.4.3

Average teaching experience of full time teachers (Data for the latest completed academic year in number of years)

Response: 10.93

2.4.3.1 Total experience of full-time teachers

Response: 328

File Description	Document
Teaching experience as certified by the head of the institution	View Document
Institutional data in prescribed format (Data Template)	View Document

2.4.4

Measures taken by the institution for faculty retention

Response:

Experienced faculty is an asset and it grows bigger if they gain experience in the institution itself. With the grace of God the institution has faculty which started even with its opening in 2004. Average faculty experience of 11 years (with College life being less than 20 years) expresses out satisfied stay of faculty.

Some helpful measures in faculty retention are:

- 1. RESPECT-** from the management, colleagues and the students gets satisfied in St Soldier Law College that works in a family environment.
- 2. FREEDOM TO WORK-** College provides it in choice of courses to be taught, arranging scheme of curriculum delivery, choice of methodology, internal assessment scheme etc.
- 3. BETTER INFRASTRUCTURE-** Provision of Wi- Fi and Projectors in practically all class rooms, in addition to easy access to PCs and smart boards are some satisfying facilities.
- 4. MOTIVATION FOR GROWTH-** In staff meetings, it often repeated: “College is not your ultimate destination. Rather it is a learning lab for sharpening your skills and acquiring knowledge for better career options.”
- 5. COACHING FOR JUDICIARY-** College provides free coaching for PCS (Judicial) to its students and faculty. An added advantage is that faculty is associated in providing coaching to the junior students. The selection of 9 faculty members in PCS (Judicial) in the past generates such interest in faculty.
- 6. RECOGNITION TO SUGGESTIONS-** Every faculty is associated in the Councils, Committees and Clubs of the College, where all decisions are taken. Every suggestion is respected, given due consideration in the open house and adopted with appreciation.
- 7. EXTRA-CURRICULAR & CO-CURRICULAR ACTIVITIES-** Every faculty member has something to contribute to the activities of the College other than teaching. Such opening to the faculty definitely attracts them and motivates for continuing with it.
- 8. BETTER TEACHING METHODOLOGY-** Teaching Methodology adopted in the College is

relatively better than other similar institutions of the region and every teacher wants to adopt modern tools.

9. SENSE OF BELONGINGNESS- All members of faculty, staff and students feel that College belongs to them. For such feeling, we do make some conscious and many unconscious efforts.

10. INCENTIVES FOR EXTRA WORK- May be it is paltry sums, compensation in teaching workload and appreciations in college functions etc.

11. LIBERAL APPROACH IN REQUIRED BREAKS- Management policy is liberal in accommodating faculty in times of need. We make time adjustments, leave for taking care of kids and family members, long leave for academic growth and research.

12. OTHER SMALL REASONS- like celebrating birth days, participating in family events of joy and sadness and believing every member as a member of family.

File Description	Document
Policy measure taken by the institution to combat faculty attrition and to retain experienced and quality faculty.	View Document

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal assessment is transparent and robust in terms of frequency , mode and innovation introduced in the internal evaluation

Response:

Internal evaluation is important for two prominent reasons:

1. It is the indicator of institutional success in teaching-learning practices, thereby helping in making improvements; and
2. Students get to know placement positions generating confidence of achievement, motivating for further hard work.

This College understands that to achieve successful results, internal assessment needs to be frequent, satisfying, transparent with arrangement for objections and procuring satisfying remedies, innovative as not-being burdensome to students, and strongly founded on institution's well-defined healthy policy framework. Any lack from such desirable parameters, internal assessment mechanism may prove to be counter- productive.

Apt to mention, our internal assessments do not carry any marks in semester examinations except one

practical paper in final year of programs. Such evaluation is based on marks sent by Advocates with whom final year students are attached for internships (twice in year) and moot court examinations, which again the College prefers to be assessed by Advocates.

College Policy on internal assessment of students prescribes:

1. PERIODICITY- Internal Assessment by teacher after completing each topic. Sometimes it is immediately after completing a part of topic i.e. in-between lecture or towards its close as seeking answers to the questions with hand-raising (sometimes these are Prize-winning tests). Towards close of semester, there are Mid Semester Tests, notified in Academic Calendar.

2. MODE OF ASSESSMENT- It may be any of the following but teacher is to decide with consent of class taken randomly or before test depending upon the mode thereof:

(i) In the written form as QUESTION;

(ii) QUIZ shown on screen;

(iii) PROBLEM given to groups, combining fast learner, average and weak learners in each group.

(iv) An ORAL PRESENTATION by students;

(v) Filling the Blanks of an important legal provision;

(vi) Giving names and citations of important cases; and

(vii) Formal presentation of prescribed judgments or moot prepositions;

(viii) Assessment by students themselves method adopted dividing into groups. Each group appoints its leader to make assessment of others in the group. Group leaders give feedback to teacher concerned.

(ix) Assessment by Practicing Advocates i.e. Alumni make internal assessment of Moot Court examinations of final year students (two semesters).

3. INNOVATION- Our methods of internal assessment may not be very different from other institutions but we can find innovation in following elements:

(i) Large variety of assessment modes;

(ii) Modes which are non-taxing for students;

(iii) Assessment by students themselves;

(iv) Aimed at imparting practical knowledge, guiding how to perform better;

(v) Objective is motivating students for doing better.

4. TRANSPARENCY- Our internal assessment processes are completely transparent in following terms:

(i) No hush-up of evaluation. Not only the score is made public but also students are asked to compare their answer sheets with others so as to understand the difference.

(ii) Any grievance against assessment is discussed in open class by teacher and even if the grievance persists, concerned student is free to approach the Grievance Committee for time-bound solution.

File Description	Document
Any additional information	View Document

2.5.2

Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

Response:

Transparency and fairness in internal evaluations promotes faith of students in their teachers and the institution. It also helps in improvement of student performances and ultimately better achieving COs and POs. Such transparency and fairness helps institution in incremental growth and development. St Soldier Law College subscribes to this '*mantra*' and has adopted it in letter and spirit. Most important requirement for this reliable credential of HEI in this regard is reliable and fool proof system of dealing with student grievances. Following is brief of our mechanism for dealing with student grievances in relation to internal examinations:

1. PREVENTIVE MEASURES- We believe in popular saying: "Prevention is better than cure". It applies in all situations and equally so in redressing the grievances related to internal examinations. Towards this end, College has adopted system that leaves scope for very limited grievances:

(i) There exists **permanent cell** (annually revised) to deal with internal examination related grievances. It is displayed on College notice board and on College web site. Before start of Mid Semester Tests, it is informed to students that they are free to raise an objection before the Grievances Committee, if any, in regard to evaluation of internal examinations. However, such evaluation does not carry any marks to be considered in semester examination.

(ii) It is in final semester of all Programs that **one paper of practical nature** (based on practical work in two semesters of final year) carries 100 marks. Its evaluation is based on two Court Visits of the students and Six moot court examinations (3 in each semester of final year). Dates of Court Visits and those of Moot Court Problem display (on notice board and put on Student Group) and examinations of each such examination are mentioned in the Academic Schedule of semester, which remains displayed on the notice board and also shared in the student group. **Moot Court examination** is conducted by two senior teachers/all and an Advocate. The score is displayed on the notice board. **Court Visit** marks are given by the Advocates, with whom the student is attached (different in two semesters). Even these marks are **displayed** on the notice board with a mention that any student not satisfied may approach the Grievances Committee of the College in this regard.

2. REMEDIAL MEASURES-

(i) Every complaint of a student in regard to internal examination is decided by the committee within 7 days as mentioned in the code and report submitted to the Principal by the Coordinator of the Committee. The remedial measure includes:

(a) Taking opinion of teacher who evaluated internal examination;

(b) Confidential re-evaluation from another teacher. In case margin of such re-evaluation and original evaluation is more than 20%, re-evaluation is got done from another teacher. Score of re-evaluation is accepted as the final score.

(ii) Principal invites the student and teacher to share result of internal examination with an effort of removing any grudge in the minds of both teacher and student.

(iii) The revised score is displayed on the notice board for information of all.

a past system of time bound, transparent efficient and satisfying system of dealing with internal examination grievances has resulted in having practically no such grievances in College.

2.6 Student Performance and Learning Outcomes

2.6.1

Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

Response:

College has Four programs having common course content and COs and part of content is specific to each program.

COURSE OUTCOMES (COs):

Curriculum prescribes 5 papers in each of 5 semesters and 6 papers in 6th semester of LL.B. and 6 papers per semester of 5 year programs. Some subjects like Family Law are in two semesters. As such, COs are many but there exists generality of standards adopted by institution as benchmark for all COs.

A. GENERAL COs-COMMON FOR ALL FOUR PROGRAMMES:

1. To acquire basic knowledge of program.
2. To understand objective of the law and provisions.
3. Having, in an illustrative way, knowledge of course in background of judicial interpretations.

4. Ability to express for successful achievement in examinations.
5. Developing skill involved in course.
6. Acquiring competence to apply knowledge to problem situations.

B. PROGRAM SPECIFIC GENERAL COs-

1. LL.B. (3yrs program):

- (i) Having sound knowledge of all courses.
- (ii) Understanding objective of every statutory law, and connecting legal provisions.
- (iii) Knowing fundamental and latest case law.
- (iv) Acquiring skill of applying law.
- (v) Confidently prepare cases and argue before courts.
- (vi) Confidently clearing university and competitive examinations.

2. BA; LL.B. (5yrs) Program:

- (i) Understand political, social and economic system.
- (ii) Capability of identifying moral values.
- (iii) Capable of marking differences of Indian institutions from those of other important countries.
- (iv) Able to write and speak good English, Punjabi and Hindi.
- (v) Sound knowledge of all law courses.
- (vi) Ability to interpret all legal terms.
- (vii) Apply provisions of law for solution of legal problems.
- (viii) Acquire legal drafting skills and court procedures.
- (ix) Ability to work in law firms, companies or as Advocates without training.

3. BCom; LL.B. Program:

- (i). Learning commercial terms and practices.

- (ii) Acquiring good communication skills.
- (iii) Having mastery of business drafting.
- (iv) Knowledge and experience of drafting all company documents.
- (v) Having sound knowledge of industrial and business laws to put them in practice.
- (vi) Acquiring human and professional qualities and etiquettes.
- (vii) Having sound knowledge and experience of practical working.

4. BBA; LL.B. Program-

- (i) Having sound knowledge of Business management principles.
- (ii) Acquiring personality traits required for law manager.
- (iii) Being prepared stuff for selection in company and legal practice.
- (iv) Having sound knowledge of business and commercial laws.
- (v) Acquiring good communication skills.
- (vi) Learning good drafting skills.
- (vii) Developing habit of hard work with devotion and sincerity.
- (ix) Inculcating traits of appeasing personality.

MECHANISM OF COMMUNICATION:

- 1. PROMINENTLY DISPLAYING in Library.**
- 2. TEACHERS ORIENTATION** at beginning of each session.
- 3. STUDENT INDUCTION PROGRAMME.**
- 4. PERIODIC ASSESSMENT AND REINFORCEMENT.**

In short, St Soldier Law College is making all possible efforts to make teachers and students aware of Program and Course Outcomes.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	View Document
Past link for Additional information	View Document

2.6.2

Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

St Soldier Law College has a system of evaluating the POs, PSOs and COs. Evaluation by institution is not only done after completion of program but also after each semester and even during semester classes. Such evaluation is general for all the four law programs. It is also program specific, particularly for specialized courses viz., B.Com; LL.B., and BBA; LL.B.

Following is brief description of methodology adopted for such evaluations:

A. GENERAL EVALUATION FOR ALL PROGRAMMES/COURSES:

1. BAR COUNCIL TEST- Pass-outs generally enroll themselves as Advocates with Punjab State Bar Council and in an interval of one year, they are expected to clear the examination conducted by Bar Council of India (BCI) to assess the legal and professional knowledge of candidates. Results of such examinations in respect of our pass-outs fairly indicate achievement of POs and COs.

2. UNIVERSITY RESULTS- Results of semester examinations held by Guru Nanak Dev University are indicator of COs and final results of the Programs are taken as evaluation of POs and PSOs.

3. CLASS TESTS AND MID SEMESTER TESTS (MSTs)- College has adopted system of class tests by every teacher after completing every important topic. Analysis of these results point out reception level of students and also progress of students for better achieving of COs. Likewise, mid semester tests before concluding a semester also lead to evaluation of our COs, leaving a scope for improvement.

4. PROBLEM SOLVING METHOD OF TEACHING- HEI has *inter alia* adopted problem solving method of teaching, whereby students contribute to solution of a legal problem to understand knowledge and interpretation of law. It is a device for making class lively, participative and resulting in better communication by teachers. It also helps teachers to make fair assessment of COs on regular basis.

5. DRAFTING EXAMINATIONS & COMPETITIONS- Drafting of legal documents is core of law program. To make an evaluation of our delivery system, college periodically holds competitions. And results thereof prove to be good indicator of evaluating COs and POs.

6. PRESENTATION OF PRESCRIBED JUDGMENTS- In all law courses, curriculum contains some important judgments. College teaching methodology prescribes preparing and presenting the judgment assigned to a group. This is another exercise of making assessment of our CO/PO.

7. MOOT COURT TESTS AND COMPETITIONS- Assessment is made on criteria of facts analysis, reliance on relevant law and its interpretation, appropriate case law and above all, the skill of professional communication. It is in fact evaluation of POs.

8. INTERNSHIP PROGRAMME REPORTS- After every semester examination, students are put on internship with practicing Advocates/CAs/Law Firms/Commissions etc. Reports received are analyzed by the HEI committee to understand level of our POs and PSOs.

B. PROGRAMME SPECIFIC EVALUATION-

The following is evaluation criteria:

1. **Feedback from Alumni** in Meetings of Alumni Association, St Soldier Law College (Regd.) and committees.
2. Results of Bar Council examinations.
3. University examination results in comparison to other institutions.
4. Selections in PCS (Judicial) and other competitive examinations.
5. Success rate as practicing lawyers.

File Description	Document
Upload any additional information	View Document
Paste link for Additional information	View Document

2.6.3

Average pass percentage of Students during last five years

Response: 100

2.6.3.1 Number of final year students who passed the university examination year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
193	209	189	160	150

2.6.3.2 Number of final year students who appeared for the university examination year-wise

during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
193	209	189	160	150

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View Document
Paste link for the annual report	View Document

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

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

Response: 0

3.1.1.1 Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

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

File Description	Document
List of endowments / projects with details of grants	View Document

3.1.2

Total Number of Seminars/conferences/workshops conducted by the institution during the last five years

Response: 32

3.1.2.1 Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
5	7	13	5	2

File Description	Document
Report of the event	View Document
List of workshops/seminars during last 5 years (Data Template)	View Document

3.1.3

Funded Seminars/ Conferences /workshops**Response:** 0

3.1.3.1 Amount received through funding from Government and Non-Government agencies for Seminars/Conferences and workshops during the last five years(Amount in lakhs)

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

File Description**Document**

Institutional data in prescribed format (Data Template)

[View Document](#)**3.2 Research Publications and Awards****3.2.1*****Percentage of teachers recognized as research guides*****Response:** 0

3.2.1.1 Number of teachers recognized as research guides

File Description**Document**

Institutional data in prescribed format

[View Document](#)**3.2.2****Number of research papers per teachers in the Journals notified on UGC website during the last five years****Response:** 0.73

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	3	10	2	2

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

3.2.3

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

Response: 0.7

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	10	1	0	1

File Description	Document
Institutional data in prescribed format	View Document
Content page and first page of the article/research paper	View Document

3.3 Extension Activities

3.3.1

Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

Youth is the future of India. Its energy if properly utilized and their minds given a proper direction, can achieve anything on earth. St Soldier Law College, striving for the holistic development of our students, is wedded to the cause of social well-being and nationalism. We strongly believe in sensitization of its students for a social contribution after entering into their careers, the nursery for which is essential to be sown during their studentship.

The College undertakes extension activities in the neighbourhood community in the form of Legal Aid Camps by Legal Aid Committee, Cleanliness Drive by NSS Volunteers, Buddy Program against Drug Abuse, Service to Flood-affected people and Clean Environment Drive. The HEI has also adopted Nussi

village in the neighbourhood to deal with all its problems and needs which are possible to be handled by the institution.

During the past five years, following services were provided:

A. LEGAL AID CAMPS

Year	No. of Camps Organized	No. of Students Involved	Impact on Students & Community
2022-23	18	142	(i) Practical knowledge of legal problems, (ii) Art of social dealing and relevant law. (iii) Community help.
2021-22	15	147	-Do-
2020-21	06 (Covid)	34	-Do-
2019- 20	13	112	-Do-
2018-19	14	96	-Do-

B. CLEANLINESS DRIVE BY NSS VOLUNTEERS-

Year	No. of Camps Organized	No. of Students Involved	Impact on Students & Community
2022-23	11	164	Discipline & Safe Environment
2021-22	07	81	- Do -& Habit of cleanliness
2020-21	04 (Covid)	52	-Do-
2019-20	8	74	-Do-
2018-19	6	55	-Do-

C. BUDDY PROGRAMME- Visit to schools of the District causing awareness against drug abuse in collaboration with District Administration.

D. SERVICE TO FLOOD-AFFECTED-

Year	No of Activities	Students Involved	Impact on Students& Community
2022-23	Two (villages)	94	Social Service
E. CLEAN ENVIRONMENT DRIVE			
Year	No of activities	Students Involved	Impact on Students & Community
2022-23	04	45	Self effort for environment protection
2021-22	02	32	Contribution to clean environment
2020-21	02	28	-Do-
2019-20	01	19	-Do-
2018-19	Nil	Nil	Nil

E. NUSSI VILLAGE- The adopted village has been helped by following means:

(i) Celebrating all festivals and national days like Independence Day, Republic Day with the residents. Sweets and National Flags are distributed every year.

(ii) Celebrating Amrit Utsav, Kals Yatra was undertaken in the village.

(iii) Regularly legal aid camps are organized in the village.

(iv) Survey was conducted to know the problems of the residents in public offices like old age pensions, wheel chairs/hearing aids to specially-abled, ration cards, aadhar cards etc. And the College helps in solution of their problems.

(v) Periodically cleanliness and plantation drive is launched in the village.

RESULTED NET ACHIEVEMENTS- Are:

1. St Soldier Campus of 53 acres is lush green and clean.
2. The adjoining canal within our tract is totally clean and well-maintained.
3. St. Soldier entire campus and Nussi village are free from drug abuse, which is otherwise the most prominent problem of the State.
4. Nussi village road is an ideal with trees on both sides.
5. Our paralegal students are active partners in District Legal Services Authority.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

3.3.2

Total Number of awards / recognitions /letters of appreciations/commendation for research, legal aid and legal extension activities by the institution/teachers/research scholars/students during the last five years

Response: 11

3.3.2.1 *Number of awards / recognitions /letters of appreciations/commendation for research, legal aid and legal extension activities by institution/teachers/research scholars/students year wise during the last five years*

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

File Description	Document
List of innovation and award details (Data Template)	View Document
e- copies of award letters	View Document

3.3.3

Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 61

3.3.3.1 **Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
31	20	0	6	4

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years (Data Template)	View Document

3.3.4

Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 58.47

3.3.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1544	524	0	345	126

File Description	Document
Report of the event	View Document
Institutional data in prescribed format (Data Template)	View Document

3.4 Collaboration

3.4.1

The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years

Response: 10

3.4.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
6	0	1	2	1

File Description	Document
e-copies of related Document	View Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	View Document
Any additional information	View Document

3.4.2

Total Number of functional MoUs with national and international institutions, universities, industries, corporate houses law-firms etc. during the last five years

Response: 5

3.4.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	1	1	0

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
e-Copies of the MoUs with institution./ industry/ corporate houses	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

St Soldier Law College has sufficient infrastructure and physical facilities to meet all the requirements of the regulatory bodies, namely Guru Nanak Dev University, Amritsar, Bar Council of India and the UGC. As a result, the institution is in a position to provide adequate facilities to the students for a satisfactory teaching-learning environment and performance. Hereunder, we submit a few details:

STUDENT STRENGTH AND COURSES-

Our institution is a single department law college. Presently, we are running FOUR law programs, viz. LL.B. (3 years), B.A;LL.B. (5 yrs), B.Com; LL.B. (5yrs) and BB.A;LL.B. (5yrs). Total student strength of the college is 869(2022-23). Bar Council of India and GNDU sanctions the courses with units (like one or two units in a course). Each unit is of 60 students. We have two units each in LL.B. and B.A; LL.B. and one unit each for B.Com; LL.B. and B.B.A; LL.B. The infrastructural requirements are expected to match with the norms of the course and student strength per class of 60 students.

The facilities available in the College are:

1. CLASS ROOMS - College has 26 classrooms of 60 students capacity each on three floors of the building. It meets our requirements as per norms. All the classrooms are 40ft x 30ft =1200 sq ft size, and are well-ventilated, with a teacher pedestal, white board, fans and lights etc. In addition, we have five special classrooms for small group- optional classes.
2. PROJECTORS - In 18 classrooms, the facility of permanently fitted projectors to make use of IT-facilitated teaching-learning aids and methodologies is available.
3. COMPUTER EQUIPMENTS- College has a computer lab sized 30x 50 ft. There are 60 computers in the lab with other connected facilities. The computer lab is also used as the Smart class of the students.
4. COURT ROOM- St. Soldier Law College is having a well-maintained Court Room with seating capacity of 80 students. All law classes avail the facility of studying case law (prescribed judgments) in the court room, like arguing the cases from both sides. The moot court practices and competitions are also organized in this room. It is the workshop for law students.
5. SEMINAR ROOM- The institution has a properly equipped air-conditioned seminar room with seating capacity of 60. For the purpose of class discussions, seminars of students and staff on any current and/or legal topic, the seminar room is used by students and teachers. The meetings of clubs and committees are

also held in this room.

6. AUDITORIUM- For organizing college functions and to hold guest lectures, the Auditorium is used which has the student seating capacity of 350 chairs. In addition, the full-size stage with AC facility and a side room is available. It has arrangements for audio-visual communications in an effective way.

7. LIBRARY- A well-maintained, semi-automated rich library with all relevant journals and reporters, books, reference and rare books, case law, CDs, internet, Photostat facility is sized 3000 sq.ft (100x30'). It has the seating capacity of 145 students.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.2

The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

Response:

St Soldier Law College is housed on a campus of 53 Acres that accommodates seven other colleges. As such, physical facilities are commonly accessible to all the colleges on the campus. Therefore, activities and functions are both individual of each institution and some others are common/joint with some or all other institutions of the campus.

College has its own facilities or access to common facilities of campus for all kinds of activities, and such facilities are more than adequate. A brief of the facilities is given hereunder:

CULTURAL ACTIVITIES- College cultural activities and their preparations/rehearsals are held in college auditorium (3000 Sq ft) with a connected room, full-size stage and other facilities of audio-visual presentations. College has a cultural club with senior faculty members and student representatives. All national, social and religious days of importance are celebrated. College teams regularly participate in Annual Youth Festival of University and win positions. In 2021 our college bagged overall THIRD position (2nd Runner Up trophy) and in 2022 and 2023 we won 1st runner up zonal trophies. College also participates in other cultural competitions of esteem in the area and win positions.

Use of auditorium and other cultural equipments is frequent and on regular basis. By a rough estimate, over one hundred days in year is use of Auditorium for cultural activities. It was built along with the college building in 2004, enlarged/upgraded in 2012. The facility of Projectors and Screen was added in 2015 and two ACs were installed in 2022.

SPORTS AND GAMES- Like cultural, sports is also a regular activity of St Soldier Law College. We hold 2-day Annual Sports Meet, and also participate in GNDU inter-college annual competitions, and

win positions in certain games. As regards infrastructure, we have adequate outdoor and indoor sports facilities. We have play grounds for cricket, volley ball, foot ball, basket ball, hockey, badminton, kho-kho and athletics etc. For indoor games like chess, table tennis, kabaddi, shooting, wrestling, weight lifting, taek wondo etc. we have a common sports complex with gym and swimming pool. We have tie-up with the Yuvraj Cricket Academy on our campus.

GYMNASIUM- The facility of Gym is available in the Hostels and also in the Sports Complex under a qualified sports Director and trainers. The size and standard of facilities in the Gym are as per the standard specifications and norms.

YOGA CENTRE- College organizes weekly yoga classes separately for girls and boys. Management has built a modern and full-fledged yoga and meditation centre on the campus in indoor sports complex.

NCC UNIT- Since 2021, St Soldier Law College has girls unit of NCC under the trained ANO, Lt. Neha Chhina. NCC classes are held in a separate room and parades in grounds.

NSS UNIT- College also has NSS Unit, sanctioned by the State Government and Guru Nanak Dev University. The students regularly undertake NSS activities and organize camps with trained NSS officer Ms Komal kalra.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.3

Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 66.67

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 18

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.4

Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 13.32

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
13.94	12.82	9.70	14.69	13.30

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	View Document
Upload any additional information	View Document

4.2 Library as a Learning Resource

4.2.1

Library is automated using Integrated Library Management System (ILMS)

Response:

The Library of St Soldier Law College is reasonably well equipped, maintained and managed using computer systems.

The Library has been computerized for issue and receipt of books. As regards its automation, ILMS software, the library is only partially automated. The year-wise details of ILMS system are as under:

Year automation	Name of ILMS Software	Fully/Partially automated	Version	Year of
2022-23	E- Granthalaya	Partially automated	3.0	2017
2021-22	- D0-	-D0-	3.0	2017
2020-21	-Do-	-Do-	3.0	2017
2019-20	-Do-	- Do-	3.0	2017

2018-19 -D0-

-Do-

3.0

2017

The College Library used to be open-system housed in a classroom. In 2010, it was shifted to a relatively bigger hall presently converted to Auditorium after 30 ft extension in length. In 2015, it was moved to the first floor in a non-straight hall. And it was in 2017 that the present library hall was built (3000 sq ft i.e. 100'x30' in size). The open system was converted to a close system. process of computerization was initiated. During the past 5 years some up-gradation has been achieved and as per decision of the group management, the library may be fully automated within next 3-4 years. The basic reason for a relatively slow pace of our progress in this regard is meager resources of this small un-aided college. But definitely, there is a felt-need of a fully automated library on the priority list of the college policy. All the same, use of library by the students and faculty is quite satisfactory.

In Library, facilities of Wi Fi, printer and Projector with screen are also available for use of students and the faculty. On-line access to resources like e-books/journals and resources like Manupatra is provided.

File Description**Document**

Paste link for Additional Information

[View Document](#)**4.2.2**

The institution has subscription for the following e-resources

- 1.e-journals**
- 2.e-ShodhSindhu**
- 3.Shodhganga Membership**
- 4.e-books**
- 5.Databases**
- 6.Remote access to e-resources**

Response: E. None of the above

File Description**Document**

Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)

[View Document](#)

4.2.3

Average annual expenditure for purchase of books/e-books and subscription to journals/e- journals and legal databases during the last five years (INR in Lakhs)

Response: 2.2

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
2.31	2.35	1.83	2.34	2.18

File Description	Document
• Details of annual expenditure for purchase of books and journals during the last five years (Data Template)	View Document
Audited statements of income expenditure highlighting the expenditure towards purchase of books, journals and databases	View Document

4.2.4

Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 19.02

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 171

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Details of library usage by teachers and students (Library accession register, online accession details to be provided as supporting documents)	View Document

4.3 IT Infrastructure

4.3.1**Institution frequently updates its IT facilities including Wi-Fi****Response:**

St Soldier Law College has up to the mark IT facilities for students, faculty and staff. It includes Projectors, Computers and Wi-Fi facilities. In the era of fast changing technology, it is obvious that up-gradation of such facilities is done. Inadequacy or shortcoming of IT infrastructure undermines the work efficiency in all areas of education. This is the vision of St Soldier management and accordingly, its IT policy provides:

The Projectors and computers are under the direct control of the college staff and the Principal. Whenever any up-gradation/change in computer systems and projectors is required, the concerned employee approaches the Principal, who asks the agency engaged by St Soldier Group, M/S Ganpati Computers, Adarsh Nagar, Jalandhar for inspection and required up-gradation. The agency sends its expert the same day or the next day, and up-grades the systems.

As regards the Wi-Fi facilities, there are two categories of arrangements; one, the exclusive facility for the college, and second, the facility for all 8 colleges on the campus. Presently, the college subscribes to 3 connections viz; BSNL Unlimited, Net plus and Correl IT services. The purpose of multi-connections is to ensure an uninterrupted supply for all its activities of the office and academics in the institution.

The up-gradation of Wi-Fi facilities are as under:

Name of up-gradation**Date of up-gradation****A. At College Level**

From BSNL Unlimited plan to 20 MHPS unlimited plan more than 12 years ago

Correl Technologies 20 MHPS in November, 2020

B. At Campus Level

Leaseline Company- Net plus- upgradation from 20mhps to 100 mhps in July 2021

(Law College share is 20 MHPS in it, which was increased from 5 mhps in July, 2021.)

Up-gradation of Computers:

Anti Vires (every year),

SSD Drive (every year)

Other IT Facilities;

Projectors- After 2015, addition up- gradation is as per needs

Softwares- For Fee Collection (KSE), TALLY (maintaining Account Banks), C++, Oracle and Photoshop For the past 4 years.

File Description	Document
Upload any additional information	View Document

4.3.2

Student - Computer/laptop ratio (Data for the latest completed academic year)

Response: 14.02

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format (Data Template)	View Document

4.3.3

Bandwidth of internet connection in the Institution

Response: A. 750 MBPS

File Description	Document
Upload any additional Information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 28.13

4.4.1.1 Expenditure incurred on maintenance of infrastructure (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
12.55	8.40	7.80	120.72	9.50

File Description	Document
Upload any additional information	View Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View Document

4.4.2

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

Response:

St Soldier Law College has very good infrastructure as sports complex, computer lab, auditorium, seminar room, court room and projector-fitted 18 classrooms. All these facilities are meant for the students. The students are informed the procedure/time allotments for availing these facilities. Generally, it is as per the Time Table and periodically as per special orders of the Principal on the demand of concerned teachers and the students. For any complaints or guidance, the following is the concerned teachers/staff:

Classrooms- Prof. Monica Khanna, Time Table I/C mobile- 9041515121

Computer Lab- Prof. Nidhi Sharma mobile- 7707921809

Seminar Room- Prof Amritpal Kaur mobile- 9417108727

Sports Complex/Grounds- Dr. R.K. Pushkarna, Director Sport mobile- 8558093141

- Mr. Rakesh Kumar (for boys) mobile- 9877597202

- Prof. Ramanpreet (for Girls) mobile- 7009092588

Auditorium- Prof. Rinka Rani mobile- 9988365430

Library- Mr. Rakesh Kumar Librarian mobile- 9877597202

Wash Rooms etc- Ms. Reena Verma, Office Supdt. mobile- 7508054112

For any complaint, suggestion or requirement, the Principal is always easily accessible to any student or staff member for instant solution of the demand/problem.

The routine maintenance of all facilities is done on the call of the respective committees and for any up-gradation, the concerned committee recommends to the Principal and it is done without delay. All such committees have representatives of students and faculty.

POLICY & PROCEDURES- The Policy of the management is:

- (i) To provide infrastructure and facilities for academic, sport and cultural activities.
- (ii) To upgrade the infrastructure as per changing and growing needs.
- (iii) Provide funds for providing, upgrading and maintaining the infrastructure, facilities and staff on a regular basis.
- (iv) To take special care that all facilities and services are made use of by the students and staff.
- (v) To take extra care that distribution of facilities and services is evenly and fairly distributed amongst the students and staff.
- (vi) That poverty of the student does not become a handicap in availing the facility and effort of the student to make achievements by using the infrastructure and facilities of the college/campus.
- (vii) That the infrastructure and facilities result in over all development of the mind and body of the students in the HEI.
- (viii) That the facilities and infrastructure results in building a healthy culture and helps in keeping students from drugs and other evils.
- (ix) That proper discipline is maintained while use of such facilities in the College and there is no chance of any sexual harassment of students and staff.
- (x) That gender justice and feminist dignity is maintained in the sports centre and in cultural activities.
- (xi) To provide committees and clubs with student representation for use of infrastructure and facilities of the college.
- (xii) To provide easy access to students for availing the facilities and services.
- (xiv) To provide for efficient grievance redressal mechanism to the students in regard to complaints regarding use and availability of infrastructure, services and facilities.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 16.29

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

2022-23	2021-22	2020-21	2019-20	2018-19
161	164	172	81	140

File Description

Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

[View Document](#)

5.1.2

Capacity building and skills enhancement initiatives taken by the institution include the following

- 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: E. none of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.3

Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 33.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
408	431	0	307	293

File Description	Document
Number of students benefitted by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.4

The Institution has a transparent mechanism for timely 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: B. 3 of the above

File Description	Document
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Institutional data in prescribed format (Data Template)	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1

Average percentage of placement of outgoing students during the last five years

Response: 0.78

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	2	4

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years (Data Template)	View Document

5.2.2

Percentage of Students enrolled with State Bar council

Response: 33.87

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

Response: 63

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any Additional Information	View Document

5.2.3**Average percentage of students progressing to higher education during the last five years****Response:** 3.64**5.2.3.1 Number of outgoing students progressing to higher education**

2022-23	2021-22	2020-21	2019-20	2018-19
6	9	8	5	5

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education (Data Template)	View Document

5.2.4

Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations)

Response: 6.9

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	8	0	0	3

5.2.4.2 Number of students appearing in state/ national/ international level examinations (eg:

JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/ State government examinations) year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
40	50	10	10	50

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

5.3.1

Total Number of awards/medals won by students for outstanding performance in sports/literary/cultural activities/Moot court/arbitration competition/ Client counseling competition/Trail advocacy/Mediation and negotiation competition/ Judgment writing competitions/Legislative drafting Competition

Response: 43

5.3.1.1 Number of awards/medals for outstanding performance in sports/ literary/cultural activities/Moot court/arbitration competition/Trial advocacy Client counseling competition/Mediation and negotiation competition/ Judgment writing competitions/ Legislative drafting Competition at university/state/ national / international level (award for a team event should be counted as one) year wise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
18	9	9	2	5

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level during the last five year (Data Template)	View Document
e-copies of award letters and certificates	View Document

5.3.2

Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

Response:

St Soldier Law College believes in giving representation to students in all affairs of its working under the policy and belief that the institution is meant for students. Therefore, they must have a say in all its affairs and activities. Accordingly, a society was got registered in 2018 in the name and style of "St Soldier Law Students Society for Professional Pursuits (SLSPP)". One of the objectives of this society (no. 3 in Objective Clause) reads: "To bring together students who have a common interest in law and provide them assistance and an avenue to express their concerns, goals, and interests in the pursuit of a career or education in the legal field". Although aimed at promoting professional pursuits of the students but actually the society provides for all kinds of Councils, Clubs and Committees of the HEI in terms of their structure and functions. Even the administrative set-up is also provided in it. In all such functional organs of the HEI, the students have been given a prominent place. Brief reference can be made as under:

1. St Soldier Law Students Society for Professional Pursuits-Out of 7 office bearers, 2 i.e. Secretary and Vice President are student representatives. And from the 6 executive members, members, 4 positions are given to students.

2. Eight Activity Councils of the College- These are named as Board of Management (having 3 student representatives), Student Council (3 students in 5 member council), Staff Council (of staff only), Academic Council (3 students and 3 teachers), Professional Guidance and Grooming Council (3 students and 3 teachers), Cultural Council (with 3 students and 3 teachers), Sports Council (3 students and 3 teachers) and Social Outreach Council (3 students and 3 teachers).

3. Committees and Clubs under each Society- There are over 40 committees and clubs in the institution. The student representation in all such clubs/committees is nearly equal to the staff. Out of about 200 members in these clubs/committees, 150 (app.) are student representatives. Even in the Management Board of the College, three out of eight members are students.

4. Student dominating committees/clubs- College has some committees/clubs of the students itself, like Students Council where only Dean and Deputy Dean are faculty but all other office bearers and members are students representatives, annually elected by them. The Discipline Committee, Task Force is also of the students' elected body.

5. Institution facilitates student representation on all bodies- As per vision and policy of St. Soldier Law College there exist an ensured student representation on all its committees, clubs and societies. This HEI not only facilitates such representation to students but guarantees under the registered society and largely depends upon the contribution of students in all affairs and activities.

The college organization and functioning is student- centric, student-representative and student-focused.

File Description	Document
Paste link for additional information	View Document

5.3.3

Average number of sports and cultural events/competitions youth parliaments organised by the institution in which students of the Institution participated during last five years

Response: 5.8

5.3.3.1 Number of sports and cultural events/competitions youth parliaments organised by the institution in which students of the Institution participated year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
9	4	3	5	08

File Description	Document
Upload any additional information	View Document
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	View Document

5.4 Alumni Engagement**5.4.1**

There is a registered Alumni Association that contributes significantly to the development of the institution through financial, teaching, mentoring and/or other support services

Response:

Yes, St Soldier Law College has an Alumni Association that is registered under the Societies Act (Regd. No. DIC-Jal 115 dated 25-09-2018) under the name and style of “Alumni Association, St. Soldier Law College, Jalandhar”.

The Association holds the General Body meeting every year and executive committee meetings periodically (with 3-4 months interval) to have an assessment of implementation of decisions, and decide the future course of action. Its contribution to development of College is significant with a sense of involvement and concern. The following briefs thereof may be mentioned:

COLLEGE MANAGEMENT: Alumni representative is on the management committee of College as

per Constitution of 'St. Soldier Law Students Society for Professional Pursuits (SLSP)' , a registered society providing for the organizational structure of the College, where all student-centered decisions are taken in consultation with the Alumni representative.

FINANCIAL SUPPORT: Direct financial support of Alumni Association to institution is not very large but indirectly, by way of free services to college like internships twice a year, moot court classes and examinations, guest lectures and professional practice guidance/training etc. are priceless. In addition, some Alumni sponsor some poor students for paying full/part fees. During the last five years such amount was 5 lakh rupees

TEACHING SUPPORT: Alumni of the college provide free services as guest teachers to deliver lectures on practical and procedural subjects. Advocacy Class is benefitted with services of our alumni. For all these qualitative and sincere services, they do not charge any remuneration, TA/DA etc.

AS MENTORS: The representatives of Alumni Association are our best mentors. In the college committees/councils they provide services and guidance as members as under:

(i) **SYLLABUS COMMITTEE-** In each law paper, we add a portion of practical or added value to the curriculum prescribed by the University, and these additions come from the alumni members.

(ii) **VALUE ADDED COURSES-** College offers 28 value added courses to the students so as to equip them become competent lawyers/professionals. The selection of such courses and their curriculums are designed with active guidance from our Alumni.

(iii) **TEACHING METHODOLOGY-** Alumni are the best guide to suggest improvements in our teaching methods, tools and techniques on a regular basis. Even IQAC of the college seeks guidance from the Advocate-alumni of the college.

OTHER SUPPORT AREAS- These include-

1. Acting as Judges in our Annual National Moot Court Competition (RC Chopra Memorial, we have hosted 12 competitions so far), and in the intra-college competitions/examinations.
2. Training/Guidance to college students for participating in competitions.
3. Internships and placements of college students.
4. Co-ordination with the District Courts for the purpose of internships, Lok Adalat visits, High Court visits, free legal aid programs and any other support/co-ordination required with District and High Court Bars.

File Description	Document
Upload any additional information	View Document

5.4.2**Alumni contribution during the last five years (INR in lakhs)****Response:** A. ? 5 Lakhs

File Description	Document
Upload any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The governance of the institution is reflective of and in tune with the vision and mission of the institution

Response:

The vision and mission of our institution centers around achieving higher academic levels, acquiring excellence in education standards and methodologies, attaining reputation of producing law professionals of great quality, inculcating spirit of nationalism and social service, and ensuring all-round development of students in a disciplined environment of the family. By family environment, we mean an assured, active and harmonious participation of all – teachers, students, management and even the social stakeholders. Governance of St. Soldier Law College is in tune with this vision as is described hereunder:

PLANNING- The Planning Process of the HEI in its hierarchical sense is democratic. The proposals start from below and move to the level where it can be finally decided (as per the nature of proposal and the power vested). But all stages of decision-making bodies are represented by the primary stakeholders i.e. management, staff and students as per the Constitution of St. Soldier Law Students Society for Professional Pursuits (SLSP) – a registered society providing for different committees/clubs and councils for various activities. Planning Board of the College has Chairman, teachers, students and an expert member. Even at Group Management level, institution remains represented.

DEMOCRATIC DECISIONS- Every decision in College is taken by a committee wherein staff, students and stakeholders represent with Principal and with Chairman's nominee (where represented). College being small in strength and size (of faculty and with single-department), there are little formalities in taking decisions and their implementation. These are consensual and co-operative. Even at the level of top management, the Chairman of the Group does not take a decision without consulting the Principal and without his/her agreement. All decisions are like those in the family, showing all courtesies towards all and by agreeing with wills and wishes of other representatives i.e. faculty, staff and students. No decision is ever put to vote but always it is unanimous and after free and frank deliberations, respecting views of every stakeholder.

STUDENT-CENTRIC & CONSULTATIVE- As per the vision of the College, all such democratically taken decisions and policy perspectives are aimed at achieving high standards of professional education and inculcating values of nationalism, fraternity, responsible citizens, and social well-being. Therefore, policy proposals are student centric. These are decided in consultation with student representatives for all kinds of activities (academic, sports, cultural and even discipline). The teachers, Principal and management are only facilitators and guides as seniors in the family. The same is the case for decisions in regard to the staff and faculty. Seldom any decision of the College is taken and/or implemented single-handedly by the Principal or even by the Managing Director/Chairman of St Soldier Group. It is always democratic, consultative, mutual, and for achieving something better in the family environment. Even in implementation of decisions, student representatives are active players.

The vision and mission of this HEI is soaring high with democratic means and our practices are the

same in its form and spirit.

File Description	Document
Paste link for additional information	View Document

6.1.2

The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

St Soldier Law College, a tiny institution of less than nine hundred students, undertaking undergraduate courses in Law, is situated in the rural belt of Jalandhar. It has satisfactory infrastructure, and is an un-aided college with humble means, providing an effective leadership that is visible within its own practices as well as those outside its campus. Not boasting of scaling new heights, we are recognized as good institution that is better than others of the region.

To share information on this tricky point, we divide the point into:

- (a) Within Campus Practices;
- (b) At the level of our affiliating university;
- (c) Amongst fellow institutions.

(a) Within our Campus Practices- As we have given reasonably detailed information under the criterion- Institutional Distinctiveness (7.3.1), College has democratic way of practices in all areas of our working. Entire administrative set-up is divided into councils, with committees/clubs under each council, with an Apex Body as a registered society: St Soldier Law Students' Society for Professional Pursuits (SLSP). All levels of structural organization extend representation to all stakeholders. Therefore, in all areas of working, institution affords opportunities for leadership training and gaining experience to faculty and students in college administration and in all practices.

(b) At University Level- Our institution is affiliated to Guru Nanak Dev University, Amritsar enjoying A++ accredited grade and status of 'the university with potential for excellence'. In background of such a prestigious status and institutional arrangement of university and high-ranking big colleges affiliated with it, this College stands quite dwarf and just a miniature as an affiliated college. But amongst law colleges of the university, we have a leadership role in certain areas. We hereunder refer to the *New Courses and Development of Syllabus*.

Traditional law courses are LL.B. (3 yrs) and B.A, LL.B. (5 yrs). It was in 2015-16 when St Soldier Law College started B.Com, LL.B. (5 yrs) for the first time in University. Even University Law Departments do not have this course. Being pioneers, we were instrumental in designing syllabus for this course.

Again in 2019-20, we started BBA, LL.B. (5 yrs) course, which is not available in any other college/department of University. As was with B.Com, LL.B, the institution plays leading role in designing syllabus of this course to be adopted by university.

Even for two traditional law courses, College (without any representation on Board of Studies) proposes amendments and points out inconsistencies/shortcomings in syllabus, playing leadership role.

(c) Amongst Fellow Institutions- Institution enjoys leadership role amongst 22 higher education institutions of St Soldier Group that is visible in hosting group functions (cultural and academic), national level competitions, adopting innovative practices like coaching for competitive examinations, professional practice class etc.

NCC unit for Girls is only with our College of St. Soldier (and only Law College of GNDU) and gets recognition like big colleges. NSS unit of this institution has been recognized by State Government for State pre-Republic Day preparations. Youth Festival awards of our institution match with big degree colleges and are tallest than all law colleges of GNDU.

Democratization and participative management of this HEI are worth emulating.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic / Perspective plan is effectively deployed

Response:

St Soldier Law College is a single-department small college with a limited student strength and staff. Therefore, not much of hierarchical structure is required to deploy the strategy and perspective of the institution effectively and in action. But even then, as per the fundamental policy of democratic functioning adopted by the institution by way of a registered society, named 'St Soldier Law Students' Society for Professional Pursuits' (SLSPP), the formulation of plans and strategies passes through the committees/clubs and councils to reach to the Management of the College or the top management of St Soldier Group (where required); and after its adoption, the same is executed through the concerned Council, Committee or Club. As these committees/Councils and even the Management Committee of the College is democratic in its structure and functioning (by way of effective representation to all concerned stake holders like students, staff, alumni, and profession/industry along with the management), implementation of all perspective plans and strategies becomes easier, effective and efficient to achieve the desirable results.

To make the point further clear, we may refer to a plan decided and deployed in an effective way:

ISSUE ILLUSTRATED- The issue was to manage the classes during Covid-19. The matter was raised by the Dean Academics. After discussing with the Principal, Dean Academics called the meeting of the Academic Council, having 3 students and 3 senior teachers on 6/4/2020. The Council decided that on-line classes should be arranged. The matter was then taken up by the Principal to the College Society i.e. SLSPP for detailed discussion and policy formulation. The Managing Director of the St Soldier Group represents the Chairman in this Society and it has representation of senior teachers, students as office bearers and the Principal/Director as the President. The Society discussed in its meeting on 13/4/2020 in all details to meet all eventualities when faculty can come to the college and when they have to manage from home. The strategy included supervision of lecture delivery, student consent and involvement etc. Up-gradation of class rooms involving expenditure was decided. The detailed proposal was sent to the Chairman of the Group on 15/4/2020 and was approved. Then it was discussed in the Student Council on 16/4/2020 and Staff Association on 20/4/2020. The proposal came back in the Academic Council for implementation on 20/4/2020. The result was: co-operation of all and execution of strategy in its letter and spirit.

Likewise, the plans flow out of proposals mooted at the level of committees/clubs, go upwards through respective Councils and after formulation and adoption, come back to the concerned committees for implementation. Democratization of such committees and councils makes possible an effective deployment of all plans and strategies.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.2.2

The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

St Soldier Law College is an institution in the group of colleges and schools under the umbrella of a registered society i.e. St Soldier Educational Society (Regd.) with present strength of 57 institutions (22 Colleges and 35 schools). Main functionaries are Mr. Anil Chopra, Chairman and his wife Mrs. Sangeeta Chopra, Vice Chairperson. General Secretary (Dr. Veena Dada) is an educationist and other office bearers are persons of repute in social life. Chairman/ Vice Chairperson occasionally visit the campus for holding joint meetings of Principals/Directors of campus colleges, and whenever required the individual colleges as well. Plans are sanctioned by Chairman as per the norms of Registered Society. Meetings of the College society are attended generally by Managing Director (on campus) representing Chairman.

At College level, administration is managed by the Principal with support, help and guidance of the

Councils/ Committees provided under Constitution of the College Society (SLSPP). Other functionaries like Deans Academic Affairs, Students Council, Staff Council, Students Council and Registrar share responsibilities.

So far as institutional strategies and policies are concerned, these originate at College level by way of proposal of an official/council or committee and then deliberated in College Management Committee. Matters not of much significance and involving a reasonable expenditure are finalized and implemented passing on information to M.D., but major decisions are taken by Chairman in consultation with Group Society associating the Principal as special invitee. Starting of new courses, buildings and improvement of infrastructure etc in the college are such major decisions.

Regarding appointments of faculty, these are done by strictly following procedure of our affiliating University (GNDU), whereby the post is advertised in newspapers, applications scrutinized by College Screening Committee (consisting of Principal and 3 senior teachers) and Dean Colleges in University along with the College Screening Committee. Interviews are held in College by GNDU committee. There is absolutely no interference of management in selection procedure, it is purely on merit. Appointment letters are signed by Chairman (as per GNDU requirements), mentioning therein that the selected employee shall be governed by the Rules of the St Soldier Society and of University.

College is unaided and depend largely on students' fees. Budget is prepared at Head Office level with active involvement of College. Financial sanctions for major expenditure are given by Chairman but routine expenses sanctioned by Principal. Accounts are maintained On-line, salaries are deposited in Bank Accounts of staff. College operates a Joint Account in the name of Chairman/ Vice Chairperson and Principal/Director, signatures of both are required on cheques used for all payments exceeding Rs. 10,000/-. Audit of accounts is monthly conducted by Audit Team of Society headed by Chartered Accountant.

Plans and strategies are finalized in Head Office after discussions, involving Principal/Director in a democratic way in care and share approach of Group. Implementation of such policies/ programs is at college level, where the Committees/ Councils, involving students, staff and stakeholders undertake their responsibilities.

As such, functioning of institutional bodies is efficient and effective both in formulation and implementation of policies. Appointments are made purely on merit. Service Rules of St Soldier Educational Society and GNDU regulate conditions of service.

File Description	Document
Upload any additional information	View Document

6.2.3

Implementation of e-governance in areas of operation

1. Administration

2. Finance and Accounts

3.Student Admission and Support**4.Examination****Response:** E. None of the above

File Description	Document
Screen shots of user interfaces	View Document
Details of implementation of e-governance in areas of operation, Administration etc	View Document

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

Satisfaction of staff is *sine qua non* for quality work. And such a satisfaction largely flows out of congenial work-environment, work incentives and an amount of social security. The term “welfare” is general and all-inclusive. It includes working hours, holidays, rest intervals, increments, special incentives for extra and extra-ordinary achievements, opportunities for academic growth as well as social security measures.

St Soldier Law College, being an un-aided self-financed institution, does not have much financial resources for liberal welfare schemes of the staff. Therefore, in terms of non-financial welfare policy is largely available to the staff, and the measures involving affordable financial implications are followed because the management does believe in extending welfare benefits to staff in the interest of harmonious relations and resultant, congenial work-environment causing productive results.

Making a specific mention of welfare schemes, we may refer to:

A. For all categories of staff- The management provides:

(i) FREE BUS SERVICE for coming and going from the College. It is not only limited to local transportation but covers all destinations of studentship- going even up to 50 Kms.

(ii) WORKING HOURS and rest intervals are quite suitable and in tune with the norms of UGC/BCI/GNDU. College functions from 9am to 4 pm with 45 minutes lunch break.

(iii) COMMUNITY LUNCH - During lunch-break, staff dine together with required service by the supporting staff.

(iv) PROVISION OF COLD/LUKEWARM WATER is made available as per the season and demand of the employees.

(v) ADEQUATE SEATING arrangement for staff with proper ventilation and facility of fans/coolers/AC is provided.

(vi) CAFETERIA AND POST- LUNCH WALK- There is arrangement of a good cafeteria and other shops for staff and students, making special and separate arrangements for staff. After lunch, the staff has liberty to have a walk in lush green open campus of the group.

(vii) The teaching and non-teaching staff which has to work overtime is given compensatory leave.

(viii) EXTRA DUTIES COMPENSATED- Staff having additional assignments like NCC, NSS, sports, cultural or administrative, are compensated in workload as well as with financial benefits.

(ix) ANNUAL INCREMENTS- All employees (including those on ad-hoc basis) are given annual increments.

(x) SPECIAL INCREMENTS FOR HIGHER QULAIIFICATIONS- are given to the staff.

(xi) CASUAL LEAVE AND SPECIAL LEAVE- All staff members are given 12 days per year paid casual leave in addition to festival/national/state/local holidays, summer and winter break etc. Ad-hoc employees are not relieved during vacations/off sessions. For social/ medical and academic reasons, management is liberal to grant long leaves as per request of the employee. For attending seminars/conferences, the academic leave and fee reimbursement is provided.

(xii) Long academic leave for Ph. D. given to teaching staff.

(xiii) Both teaching and non-teaching staff is encouraged to improve their educational qualifications. For the purpose, they are accommodated in duty hours/leave etc.

(xiv) FEE CONCESSIONS- Staff and their children are given fee concessions in all schools/colleges of the group. Such concession is a minimum of 25% fee.

B. SOCIAL SECURITY SCHEMES FOR NON-TEACHING STAFF-

Staff is covered under Employees Provident Fund and Employees State Insurance statutory schemes. Management shares its contribution in both schemes.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.3.2

Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies publication and other academic incentives during the

last five years

Response: 25.03

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
3	1	3	2	1

File Description

Document

Institutional data in prescribed format (Data Template)

[View Document](#)

6.3.3

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

Response: 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	2	2	2

File Description

Document

Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff

[View Document](#)

6.3.4

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

Response: 2.2

6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	1	2	0

File Description	Document
IQAC report summary	View Document
Details of teachers attending professional development programmes during the last five years	View Document

6.3.5

Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

Performance Appraisal is the *sine qua non* for bringing about an improvement in working of every activity, and education is no exception to it.

Our system may be described as:

A. FOR NON-TEACHING STAFF- Non-teaching staff of college consists of supporting staff, clerk, accountant and superintendent. Library staff is another category.

(i) **Supporting Staff-** Office Superintendent is i/c and she maintains direct supervision. In case of any complaint, Superintendent or the other employee with whom a member of supporting staff works makes a complaint to Registrar or Principal, who calls both the complainant and the complained against, listens both of them and resolves problem with necessary directions for improving the work, while maintaining the harmony of relationship. Principal during routine rounds also comes across cleanliness condition in corridors, class rooms, labs/library, bathrooms etc. Shortcomings, if any, are pointed out to concerned employee, office superintendent and even supporting staff concerned. Their suggestions for any change/improvement or requirements are taken and mutually decided without waiting for any formal occasion/meeting.

(ii) **Office Staff-** Office Superintendent directly supervises activities and her work comes under scrutiny while dealing with the Registrar/Principal on many occasions during the day. There are a few cases of complaints by the students and staff. In all such cases, Principal himself intervenes to get problem/grievance resolved in an amicable way and to satisfaction of complainant. In case of desirable change in working, Principal involves Registrar and office staff. Decisions are always unanimous and all-satisfying.

Work appraisal of office staff is through Registrar and it is always direct and daily-based, not adopting

any formal format and time-interval.

(iii) **Library Staff-** has Librarian and his assisting staff. But for guidance, a Library Committee with a senior teacher and 3 students is in place. Principal and committee members (at least teacher i/c) visit daily. For purchase, teachers and students give demands to Librarian and it is discussed in Library Committee before forwarding to Principal. No formal method of appraisal is there and like office staff, library staff is also monitored and appraised.

B. TEACHING FACULTY- St Soldier Law College does have a formal appraisal system for faculty. College annually prepares/revises a Self-Appraisal Performa with association of Academic Council and IQAC. Every teacher gives daily report of work done and teaching methodology followed to Principal. After every session, each faculty member is asked to fill-up performa, giving required information relating to papers taught, teaching methodology, difficulties faced, examination result, feed-back about students taught and suggestions for improvement.

To cross-check, 10% of the students randomly selected are asked to fill-up a performa of their assessment of teachers and teaching after every session. Syllabus coverage, revision, class tests, teaching methodology of each teacher and grade of their assessment are sought along with suggestions for improvement.

IQAC (Coordinator with other members), examine and analyze both categories of performas, prepare a brief report and submit to Principal, who discusses points highlighted in the Staff Council and thereafter in the Society (SLSP). Necessary decisions are taken for future improvement on a regular basis.

Appraisal system of HEI has definitely contributed to incremental improvement of work and need to be adopted/fine-tuned on regular basis.

File Description	Document
Upload any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal and external financial audits regularly

Response:

St. Soldier Law College is a private un-aided institution affiliated to Guru Nanak Dev University, Amritsar. Being a single-department institution, it has a limited strength of less than 900 students, where tuition fee is principal source of income. Being an un-aided HEI and no grants being received from any other agency, the audit of accounts is practically internal but very regular, covering cent percent accounts.

HEI is one institution of St. Soldier Educational Society having 57 colleges and schools (22 colleges and

35 schools). Group has its well-established Accounts and Audit Department at its Head Office (680-L, Model Town, Jalandhar). The audit department is headed by a Senior Chartered Accountant with a large team of auditors. The audit team has its exclusive duty of conducting audits of all the institutions of the society including Law College. Auditors audit income and expenditure accounts of this institution every month on a regular basis. Since accounts are maintained on-line, the audit accounts team and even the Group management have daily information of entries and bank details. Moreover, all payments (except those of minor and routine nature) are made by cheque/ bank-transactions, for which signatures of Principal/Director and that of the Chairman or Vice Chairperson are mandatory. This system keeps all accounts under lense of the society. The chartered accountant herself conducts test audit of the institutions. In case of suspicious discrepancy (that has not so far been observed in our college), a special and more detailed audit is ordered by the Chairman. The accounts are further scrutinized and systematized for the purpose of Balance Sheet and to submit the Income Tax Returns of St. Soldier Educational Society.

In the case of St Soldier Law College, our affiliating university included it in the select HEIs for academic cum financial audit by a team of Auditor General Punjab. It was conducted in April, 2021 and it was found satisfactory.

Settlement of Objections- So far as the internal audit is concerned, all objections are brought to the notice of college Principal and also submitted to Chairman of the Educational Society. The entries/accounts are corrected, again audited and in case of any procedural variation, correct adoption is ensured for future. In this process, there is generally little in writing but more by oral guidance and directions of the audit team and group Chairman. But definitely there is no wasteful expenditure, assured proper maintenance of accounts with regular audit in a professional and business way.

As regards the audit by the AG/ finance department team, it is less of accounts because there is no government/public money except the Post-Matric Scholarships (PMS) to reimburse the fees to college. The team thoroughly checks these accounts, and it is thoroughly audited by Social Welfare Department of State Government before releasing amounts. Audit Teams of Punjab Government (O/O The Deputy Controller IAO (R) audited PMS accounts of the College in October, 2017 (24-25 October) and 29 April, 2023 and found satisfactory.

File Description	Document
Upload any additional information	View Document

6.4.2

Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)

Response: 0

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

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

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	View Document

6.4.3

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

Response:

St Soldier Law College is an un-aided (self financing) institution of St Soldier Group of Institutions (having 22 colleges and 35 schools).

Institution has devised and applied some other initiatives for adding to funds but proportion of such amounts is quite negligible. These are as under:

1. COACHING CLASSES FOR PCS (J) - College provides FREE COACHING to its students. Few students from other institutions join and are charged nominal fees.
2. LEGAL AID SERVICE- It is another feature of the college. These services are provided in legal aid clinic of college, and also in the camps organized outdoor. A token fee of Rs.50/- is taken from person coming for legal advice, and Rs. 100/- per drafting of a document.
3. LETTERS OF RECOMMENDATION ETC.- Pass-out students, interested to go abroad, come for letter of recommendation and Back Log Certificates. As per decision of the Group management, College charges Rs.700/- for letter of recommendation and Rs. 1,000/- for back log certificate.
4. CENTRE FOR POLICY AND RESEARCH (CPR)- College houses a Centre for Policy & Research, a Registered Society for undertaking training programs and conducting research in collaboration/ association with organizations/individuals having social mission. Short-term courses, as per the needs of such associating social organizations, do generate some meager left-out (after meeting expenditure).
5. HOSTEL FEE-
6. ALUMNI CONTRIBUTION- Alumni Association has introduced some scholarships for meritorious students. Alumni also contribute fee of some financially weak students.
7. PARTICIPATION FEE FROM TEAMS IN RC CHOPRA MEMORIAL MOOT COURT COMPETITION- Every year, the College hosts RC Chopra National Moot Court Competition (12 competitions organized so far).

Optimal Utilization- Since the resources of the college are meager, it being un-aided with the business-oriented management, there is in place the practice of wise-spending of funds. In brief, it is as under:

1. SALARIES- The salaries of the staff are the first expense in its priority.
2. LIBRARY EXPENDITURE- It also falls in the category of essential expenses.
3. MAINTENANCE of the building and services is done through the group management. The expenses are paid from the college funds.
4. PAYMENT OF BCI/UNIVERSITY FEES-
5. PARTICIPATION IN COMPETITIONS- College students participate in Annual Youth festival and Annual Sports Meet of the University, and also other competitions of academic, curricular nature. The participation fees, expenditure on rehearsals/preparations and travelling etc. are met from the College funds.
6. ORGANISING RC CHOPRA MEMORIAL MOOT COURT COMPETITION.
7. COLLEGE FUNCTIONS- College regularly organizes various functions related to academics, cultural and national celebrations.
8. NCC AND NSS- NCC and NSS units of our College are those of Un-aided, Self-Financed category. All such expenditure on these activities/ participations (over and above borne by volunteers) is met by the college.
9. ROUTINE EXPENSES- Like refreshments for guests and fees/TA-DA to University officials, participation fee in seminars/conferences, and other office expenses etc.

Since management, with a full-fledged department of Audit and Accounts in the Head Office of the Group, is having control over the college accounts, it ensures that an optimum use of every rupee is made. All wasteful expenditures are avoided. The audit team further ensures productive use of every penny of the funds.

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

Establishment of IQAC in St Soldier Law College (January, 2015) has brought about a sea change in the process of planning and implementation. It is a paradigm shift.

Following **two practices** demonstrate institutionalized planning and implementation processes:

PRACTICE-I : Institution of Feedback from Students and Teachers.

Before IQAC, College Principal used to make an assessment of results of semester examinations. The papers with more failures were marked and Principal discussed in the staff meeting. The remedy was rebuke and ridicule of concerned teachers without much listening to them. In case of Ad-hoc teachers, it could be non-renewal of employment for the next semester/session.

Concept and processes of NAAC with IQAC as the pivot has broadened our outlook and made decisions rational. One of the outcomes thereof has been practice of getting FEEDBACK from students and teachers; and then discussing examination results in its light in Academic Committee (having representation of teachers, students and alumni). Result is a broader and more intense assessment along many factors viz. results of other colleges, teaching methodology used by the teacher, his/her experience, number of lectures delivered for the course, student–teacher relationship, over-all performance of class, involvement of students in other activities, and all other relevant factors. All this helps in proper diagnosis of the problem, and result is improvement in performance by retaining faculty for longer periods. In addition, practice has helped not only in achieving better harmony amongst teachers and students, but it has caused an added zeal and devotion of teachers in better-performing.

PRACTICE-II: Including Advocacy as Professional Practice.

Another important weakness identified by the College was little success of many alumni in their practice. Institution of IQAC with representation of the alumni helped us to identify that our students lacked in practical knowledge and skills.

Solution was found in adding one lecture of 1 hour in the Time Table, named Professional Practice with a segment Advocacy (for those interested in court practice, likewise other options of Judicial Service, Civil Services, Higher Studies etc.). In the Advocacy Class, emphasis is on Legal Drafting, Court Practices, Client-Counselling, Finding Relevant Case Law, and art of argumentation skills. This experiment has considerably improved the outcomes – not only making our students a ready-stuff for legal practice but also it has helped them in understanding law in a better way. Classes are taken by our Alumni, Senior Advocate appointed as Guest Faculty, and our own teachers. A study conducted to measure the effect of this practice has shown encouraging results with a direction of further improvements.

IQAC Contribution Sum-up:

1. Working in the College has institutionalized in its planning and implementation.
2. It has evolved a system of management and operations.
3. The system of democratic deliberations and decisions has evolved.
4. Student, staff, alumni and social stake- holders have been made integral part of institutional planning, implementation and improvement.

5. System of Activity Councils and Committees has been adopted under registered societies viz; SLSPP and Alumni Association.

6. System of documentation and distribution of work have evolved. And many more institutional systems and practices have come up.

File Description	Document
Upload any additional information	View Document

6.5.2

The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

(For first cycle - Incremental improvements made for the preceding five years with regard to quality

For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

Teaching-learning system of the institution and burning desire to achieve its higher levels on a continuous basis is core of HEIs; and IQAC is an organ therein that helps in bringing about this growth.

Following TWO examples reveal our journey:

Example-I: In IPC there is one very important but confusing question, equally for teachers and taught. It is difference between ‘Murder’ and ‘Culpable Homicide not amounting to Murder’. After establishment of IQAC, teacher of criminal law placed on agenda for finding satisfactory solution. IQAC suggested understanding level of difficulty from both teachers and students. Teacher was asked process and methodology of teaching the topic. Five serious students of the class were identified for asking as to what they have grasped on point of this difference.

IQAC with contribution of said teacher suggested for teaching concept by referring to two decided cases where trial court had convicted for murder but appellate court changed to culpable homicide not amounting to murder. Teacher did it and Feed-back from students was: “understood a little more”. IQAC recorded response and decided to improve further.

IQAC suggestion came: “In addition to reading and explaining two provisions of law and case law supplementation, some students should be taken to court when murder case is being argued”. It was done and response of students was: ‘Any of the exceptions (of Section 300) when satisfactorily proved and pressed in arguments, it becomes culpable homicide not amounting to murder, and when it is not done, result is conviction for murder’. It was recorded. IQAC decided to make further efforts because it could

not achieve optimum level results. IQAC with association of a Senior Advocate from Bar suggestion came: "Teacher should prepare slides on the point – one in case of murder, and other culpable homicide not amounting to murder along with facts of two cases'. IQAC recommendation was implemented. Assessment results revealed only marginal improvement.

In its fourth attempt, IQAC suggestion came: 'Let the problem be dramatized with actors and court proceedings recorded as a play. Same should be shown to the students'. It was performed and adopted. Result was marvelous.

Example-II: Internship and Placement Cell of College pointed out problem of improper pronunciation of words by candidates while communicating. Problem was both in English and Punjabi languages when both these subjects constituted a compulsory part of course curriculum of 5-year integrated programs. Matter was referred to IQAC for guidance.

IQAC deliberated and suggested that teacher must ask students to read chapter in class by rotation. Teacher must correct pronunciation and then start his/her lecture of explaining the topic and giving notes/hints on white board or showing slides. Methodology brought improvement of 10-15 percent, IQAC decided to discuss further.

IQAC suggested improving process: "Instead of student reading, teacher should read first, laying emphasis on words which need to be properly pronounced. Then, student(s) should read by rotation". Success rate rose to 25% resulting - a further action by IQAC team.

Third time, IQAC wished to study problem in two good schools and two degree colleges. Team gathered information but without any effective remedy (knowing nothing extra). IQAC suggested: "Let there be special classes of students with pronunciation problems". This initiative did not work much, students avoided the class. The matter gained more seriousness, IQAC decided to discuss matter with experts of reputed Ielts Faculty. Solution came in providing for a Smart class. Project has been implemented and IQAC recorded success rate of 52%.

Conclusion- Above two experimental examples prove that IQAC is the brain of institution and its consistent and persevering efforts help to achieve incremental improvement of teaching-learning processes, methods infrastructure and overall development of HEI.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5.3

Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**

2. Collaborative quality initiatives with other institution(s)

3. Participation in NIRF

4. Academic and Administrative Audit

5. Disability/gender/diversity audit

6. Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

Response: E. None of the above

File Description	Document
Upload details of Quality assurance initiatives of the institution(Data Template)	View Document
Upload any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Measures initiated by the Institution for the promotion of constitutional values and gender equity during the last five years.

Response:

Constitutional values under Fundamental Rights and Directive Principles of State Policy provide leveraging women to an equal pedestal. It is in an effort *to* undo social disfavours and deprivations in our socio-cultural settings of the past.

This College makes both conscious and unconscious efforts towards creating an environment of gender equality putting females on the central stage, as illustrated:

1. Proportion of Females in Staff and Students:

(a) Students Strength:

Year	Total	Female	Male
2022-23	869	444 (51%)	425
2021-22	862	380 (44%)	482
2020-21	915	418 (45.7%)	497
2019-20	882	413 (46.8%)	469
2018-19	896	396 (44%)	500

* Proportion of Female Students is more than males in 5yr courses but it is only 25% (app.) in traditional TYC.

(b) Staff Strength:

Year	Total	Female	Male
2022-23	30	19	11
2021-22	30	19	11
2020-21	28	21	07
2019-20	27	20	07

2018-19

28

21

07

2. CURRICULUM ACTIVITIES- There is an optional paper: 'Women and Law', relevant to women empowerment and gender equality. During past 5 years, College has been giving this option to the students, and motivating them to opt for it with results hereunder:

Year	Total Students in Class	Opted Women and Law
2022-23	173	83 (48%) (out of 4 options)
2021-22	193	120 (62.1%) (out of 3 Options)
2020-21	149	133 (89%) (out of 2 options)
2019-20	122	- Students promoted without exam (Covid)
2018-19	82	82 (100%) (only option given by the College)

SOURCE: Examination Record

3. SPORTS ACTIVITIES- Achievements of girls have not been short of their male counterparts. College encourages and makes all arrangements for girl students to participate in women tournaments of the University (inter-college).

4. CULTURAL ACTIVITIES- Participation and achievements of Girl students has not been less than those of boys. The following chart makes it clear:

Year	Total Items in Youth Fests	Girl Items	Achievement of Girl Items
2022-23	49	29	15 out of total 21
2021-22	27	20	4 out of 9
2020-21	13	10	9 out of 10
2019-20	08	07	3 out of 3
2018-19	11	07	5 out of 6

5. LEADERSHIP ROLES- In all events and representations related to faculty and students, female members are given more than an equal leadership role. All committees are represented by male and female students in equal proportions. Female faculty has more senior positions with a leadership role, and so are girl students. College Student Council is headed by girl student. Registrar of the College, Vice Principal and all Deans are female teachers.

6. EQUAL OPPORTUNITIES FOR CAMPUS ACTIVITIES AND OUT-OF-TOWN INTERNSHIPS- Legal Aid, NSS and other activities on campus give equal (if not more) opportunities to girl students. In out-of town internships, College facilitates girl students.

7. BETTER ACADEMIC ACHIEVEMENTS OF THE GIRL STUDENTS-

(i) Total University Top Positions (first three) of the College (past 10 years)- 375

Share of Girls in Total positions -----329 (87.7%)

(ii) Total Medals Won for Top Position in a Program (10 years) - 30

Share of Girl Students- 29 (96.6%)

8. CELEBRATION OF GIRL CHILD DAY EVERY YEAR- Special female guest is invited and girl students honored in the function. Function serves as a day of girl counseling.

9. FACILITY OF WASHROOMS (with sanitary napkins) AND COMMON ROOM FOR GIRLS ALONGWITH SEPARATE SPACE IN CANTEEN.

File Description	Document
Specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Sanitary Napkin dispenser and incinerator e. Day care center for young children f. Any other relevant 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

Response: D. 1 of the above

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Geotagged Photographs	View Document
Any other relevant information	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**

Response:

The campus, on which St Soldier Law College is situated, is spread in 53 acres of land, with eight institutions of higher learning on it. As such, there are many facilities which are common for all the institutions on the campus. Waste management is one of such common facilities. In the context of St Soldier Law College, waste management system can be explained as under:

1. **Solid Waste Management-** A Tractor with Hydraulic Trolley picks up the solid waste from the College twice a day. Away from the colleges, on the backside of campus, a space has been earmarked for Pits. The driver of the tractor-trolley with assistance of 2 sweepers puts the solid waste, thus picked up. After a pit is filled, it is closed from above, and the next one is used. Use of disinfectants etc is also made. The manure is used for the fields.

2. **Liquid Waste Management-** So far as liquid waste is concerned, the management has provided a Water Treatment Plant. Accordingly, the system of collecting (with drainage system) and treating the liquid waste in the plant is undertaken under the supervision of a qualified person. Water thus treated is used for watering the lawns and playgrounds etc. on the campus. As such, the institution has satisfactory management system of treating and beneficially using the water. The waste of bathrooms goes down in the sewerage system, adequately provided and suitably managed by the management.

3. **Bio-medical Waste-** There is no bio-medical waste in St Soldier Law College. Only the Pharmacy College of the group has such waste, and for that the institution has an agreement for disposal of such waste.

4. **E-Waste-** The quantum of E-waste in St Soldier Law College is not much. And this is the case with other institutions on the campus. However, an arrangement for dealing with such waste is that a company (M/S Ganpati Computers) having tie up with the group collects such waste. And the same is treated at their level.

5. Waste Recycling System- St. Soldier Law College does not have any system of waste re-cycling, however, we have requested the group management to provide such a system on the common campus of eight colleges or at the level of all institutions of the group in Jalandhar and around it.

6. Hazardous chemicals and radioactive waste management- There is no such waste in St. Soldier Law College.

In brief, the institution makes satisfactory arrangement for disposal of all kinds of waste, except provision for a system of waste-recycling.

File Description	Document
Geotagged photographs of the facilities	View Document

7.1.4

Water conservation facilities available in the Institution:

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

Response: A. Any 4 or all of the above

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Geotagged photographs / videos of the facilities	View Document

7.1.5

Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

Response: A. Any 4 or All of the above

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Geotagged photos / videos of the facilities	View Document

7.1.6

Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

- 1.Green audit**
- 2.Energy audit**
- 3.Environment audit**
- 4.Clean and green campus recognitions / awards**
- 5.Beyond the campus environmental promotion activities**

Response: E. None of the above

File Description	Document
Institutional data in prescribed format (Data Template)	View Document

7.1.7

The Institution has friendly, barrier free environment

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

Response: B. Any 3 of the above

File Description	Document
Any other relevant information	View Document
Geotagged photographs / videos of the facilities	View Document

7.1.8

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance

and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

‘Unity in diversity’ is the hallmark of Indian life and its institutions. The diversities are manifold, viz., castes and creeds, cultural, religious, regional, linguistic, social, economic, and also of weathers and ways of life. Harmony is the sacred thread that binds the diverse sections, and brings them together under one umbrella of Indian Nationhood. And to bring about harmony in its letter, spirit and practice, needed is conscious and unconscious efforts not only of State instrumentalities, but also those of all social, religious, cultural and educational groups and institutions.

College bears its name after the Great Tenth Guru of Sikhs, Shri Guru Gobind Singh Ji, who is popularly called ‘Sant Sipahi’, translated as Saint Soldier in English language. As such, the institution is religiously required to observe brotherhood and oneness – far from any discrimination and deprivation of all kinds (as per preaching and practices of the Great Guru). Accordingly, we as an institution are more conscious in acts and deeds to provide an all-inclusive environment. Following the great saying ‘*Ek Pita Ekas ke Ham Barak*’ (we all are sons of *the same Lord-father*), we make every effort to develop an inclusive environment of harmony, tolerance, brotherhood and oneness.

To illustrate, the following actions/activities may be mentioned:

A. ADMINISTRATIVE- Administrative approach can be gauged from following:

(i) Joint Celebration of All Functions- The group management and college celebrates functions of all religions, viz., Hindus, Sikhs, Christians and Muslims. Even the students are permitted to take a lead for such functions of religious fervor. Students and staff of all religious faiths commonly participate and perform such functions with enthusiasm.

(ii) Common Seating and Dining- In the classrooms all students, without identifying their caste, creed, religion, geography etc. are made to sit together without any ear-markings, and in friendship. In the hostel also, the allotment of rooms does not mark any negative or affirmative discrimination. In the same sense and spirit, it is followed while dining in the hostels or in class rooms.

(iii) Harmonious Grouping in Cultural, Sports and Academic Activities- All the group activities, irrespective of its nature and kind, are amongst the harmonious groups. Students from other States mingle with those from Punjab and develop good friendship without any discrimination, whatsoever.

(iv) Recruitment and Admissions- There remains absolutely no discrimination while admitting the students and while recruiting staff and faculty. Selections are on merit and as per policy of the State.

The following table reveals such non-discriminatory approach:

(a) STUDENTS (2023-24)

Total No.- 865

Hindus- 530

Sikhs- 327

Muslims- 08

From Punjab State- 844

From other States-19

General Category- 507

Scheduled Castes- 351

Scheduled Tribes- 05

(b) FACULTY & STAFF

Total No.- 43

General Category-20

Scheduled Castes-23

Sikhs- 07

Hindus- 35

Buddhist- 01

B. ACADEMICS:

There is absolutely no discrimination whatsoever on the basis of caste, religion, language or geography of students, as earlier mentioned. The teachers use English, Punjabi and Hindi languages in the class. Every kind of discriminatory word or illustration is consciously avoided.

In the choice of papers, opportunities for participating in curricular, co-curricular and extra-curricular activities, examinations, scholarships and concessions etc everywhere, a uniform, non-discriminatory and harmonious approach is adopted in St Soldier Law College.

File Description	Document
Link for 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 (within 500 words).

Response:

Indian Constitution, as ‘grundnorm’ and ‘cornerstone of our nation’, is the supreme regulator as well as the treasure-house of rights and responsibilities of all Indians in our polity, wedded to Rule of Law. As an institution imparting legal education, it is sacred duty of College for not only making our own employees and students imbibe constitutional values, but also to spread the message to outside population.

When we understand Constitution of India, its value system is found in constitutionalism i.e political system based on separation of powers between three organs of the State, fundamental rights and directive principles of state policy, institutions exhibiting our parliamentary democracy, basic structure of the constitution that cannot be amended by the Legislature, protection and promotion of interests of the minorities and weaker sections of society, and independence of Judiciary in its working and as watchdog of Constitution.

Having identified areas of constitutional values during faculty and faculty-student combine deliberations as well as through Guest Lectures by experts in this field, College has been periodically organizing special lectures for our students and staff on this theme.

Legal Aid Cell of College has brought out a Pamphlet on important rights, duties and obligations of Indian Citizens under Constitution. We distribute these pamphlets amongst clients coming for legal advice on the campus and off the campus during camps on legal aid organized by the College.

Another program named “The Buddy Program” was launched by State Government which was adopted by us as well. Under this program, our faculty-student team used to visit different schools allotted to us. The team addressed the students and staff of the school during the morning assembly. The area for such addresses was the drug menace as well as awareness on the rights and responsibilities of Indians in general and youth in particular. Pamphlets of college relating to rights and duties were distributed amongst students and staff.

As students of law, we also feel that Article 51-A on Fundamental Duties, inserted by way of 42nd Amendment of the Constitution, is all the more important to make our citizenry responsible and

responsive to the expectations of our Nation. Therefore, we have started celebrating January 6 as the Fundamental Duties Day since 2020. On this day, we organize college function with lectures by faculty and students, who opt for it. Constitution Day is also celebrated every year to make home the constitutional values amongst students and staff.

As our institution subscribes to the objective of *inter alia* making our students responsible citizens of India, we feel it essential not only to continue with the present practices regarding transmitting constitutional values, rights, duties and responsibilities, but also to further accelerate and intensify the program in this direction by more intensively sensitizing our staff and students and spreading constitutional values on a larger scale.

File Description	Document
Link for 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 Code of Conduct is displayed on the website
2. There is a committee to monitor adherence to the Code of Conduct
3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff
4. Annual awareness programmes on Code of Conduct are organized

Response: E. None of the above

File Description	Document
Institutional data in prescribed format (Data Template)	View Document

7.1.11

Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

India is proud to be a nation living in “unity with diversity”. Such variety is alive in our culture, languages, festivals, geography, climatic conditions, eating habits, castes and communities. Republic Day celebrated at Kartya Path (formerly Rajpath) speaks of such richness, when not only Indians feel proud but the foreign dignitary, as our National Guest, applauds this treasure-house of India. To strengthen this feeling of bond, St Soldier Law College celebrates different festivals and organizes events to commemorate national and international days of special importance for the

students.

As a regular feature, we celebrate Lohri, Basant Panchmi, Holi, Baisakhi, Ram Naumi, Janam Ashtmi, Birthday Guru Nanak Dev Ji, Birthday of Swami Vivekanand, Birthday of Dr. BR Ambedkar, Gandhi Jyanti, Dushehra, Diwali, Eid and Christmas at the level of our college or as a joint event of the campus (with 8 colleges under the umbrella of St Soldier Group of Institutions).

Amongst the National Days celebrated are: Republic Day, Independence Day, Girl Child Day, Yoga Day, Voters' Day. Republic Day and Independence Day celebrations are of special importance for the group because format of such functions is broadly the same as of the State/National celebrations.

All these days are celebrated on the same day i.e. day of occurrence or a day or so before it. All such days figure in our Academic Schedule of the semester that is displayed/ notified before i.e. at the commencement of the semester. The festivals are enjoyed as functions but the events/days are celebrated generally in the form of Seminars, Guest Lectures, Debate and Quiz competitions, organizing a March or Rally for awareness etc.

Underscoring the importance of such festivals and events, our management feels that it is not only celebration and passing-on our inherited rich values to the next generation, but also it brings fervor and flavor catalyzing the academics.

CHART OF EVENTS DURING 2023

6 January- Fundamental Duties Day

11 January- Lohri (Group Level)

12 January- National Youth Day

24 January- National Girl Child Day

25 January- National Voters' Day

26 January- Republic Day, Celebration (Campus Level)

27-28 January- 11th RC Chopra Memorial National Moot Court Competition

8 March- International Women Day

13 March- Zero Discrimination Day

15 March- World Consumer Rights Day

7 April- World Health Day

14 April- Birth Day Dr. B.R. Ambedkar

22 May- ‘World No Tobacco Day’

5 June- ‘World Environment Day’

8 August- Seminar on Services by District Legal Services Authority

12 August- International Youth Day

15 August- Independence Day Celebration (Campus Level)

25 August- Fresher Party

5 September- Teachers’ Day

26 September- Social Justice Day

2 October- Gandhi Jyanti

3-4 October- 12th RC Chopra National Moot Court Competition

6 October- Foundation Day

24 October- UNO Day

31 October- National Unity Day

9 November- National Legal Services Day

11 November- National Education Day

26 November-

10 December-

***Attachment- Programs celebrated during 2019-2023.**

File Description	Document
Link for Geotagged photographs of some of the events	View Document
Link for any other relevant information	View Document

7.2 Best Practices

7.2.1

Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Response:

PRACTICE-I

1. Title of Practice: Joint Celebration of Birthdays to Remedy Factionalism.

2. Objectives of the Practice- The objective sought to be achieved remained to tackle the problem of groups amongst the staff. Such factionalism existed amongst teachers and even in the office staff- going down to the level of supporting staff as well. It had both intra and inter-manifestations. Resultantly, much time of management was wasted in resolving bickering and petty disputes. Furthermore, it did affect the work, both in quantitative and qualitative terms.

The principle of adopting the practice was the accepted belief: “Better social relations result in better work-environment leading to more productive achievements”.

To achieve harmonious and cordial relations, we believed that making group members (entire staff as single group) to sit and celebrate together, sharing happy moments of life while recognizing the presence and prominence of others, play a significant role as a contributing factor in building harmonious relationship.

3. The Context- The challenge, as is obvious, was the persisting factionalism amongst all 3-sections of the staff viz. teaching faculty, office staff and supporting staff. The malady indicates both dimensions: intra-rivalry and inter-grudges. To illustrate: amongst teachers, there existed 3 clear cut groups- one complaining against the other. Office and supporting staff also had two groups each, mutually complaining. The grudges, complaints and contradictions also existed between one category of staff and the other. The faculty shall complain against the office and supporting staff and vice versa. The result was obvious. When a task is assigned, it will create more blame-game than achieving the task. Resultantly, work of a day will take at least three days and qualitatively also it will not match the benchmark. The explanation was simple and repeatedly the same- the other member(s) was not co-operative and contributed nothing.

College administration repeatedly asked to be one as a group, wedded to a single cause of better performances. The persuading argument remained: ‘You do not have any clash of interests’. But nothing tangible came out, and the problem persisted.

In the process of experimentation, the concept of commonly celebrating the birthdays of all staff members was tried, it achieved some success, the practice was encouraged and fine-tuned where required, and it was adopted as a regular feature and proved to be a considerable success with negligible costs.

4. The Practice- The activity of celebrating birthdays of all staff members is managed by the Staff

Council, which has representatives both from teaching and non-teaching employees of the College. A chart of such days is prepared, displayed in the staff room and shared in the staff- group. The updating is done with the joining and exit of members. As per the decision of the management, no contribution is taken from the staff (earlier it was contributory but later on college management decided to be at its cost that is quite negligible).

The Function is very brief and simple one. It is during recess time in the Seminar Room of the College. The Staff Council arranges One Cake (with name of birthday boy/girl) and a Bouquet/Card (in case of supporting staff, the bouquet/card is substituted for a gift). The cake is cut by the concerned employee with happy wishes from all, photographing the memory. Generally, the concerned employee adds refreshments to the common tea/ cold drinks. Staff member considered to be having some distance with the birthday girl/boy, is made to come closer than others. Happy moment, full of community-feeling and togetherness is so simple but becomes so sumptuous and long lasting. In the process, it wipes out grudges and grievances so silently and speedily that one never feels it.

From 2023 another feature of Birthday Scholarships has been added, whereunder the faculty celebrating her/his birthday put some Amount in box and such amount is used for giving financial assistance to needy students.

Uniqueness- The practice may not be unique to St. Soldier Law College but definitely at the level of HEIs it is not common. The bigger colleges do have such practice at departmental level but many times, it is confined to smaller groups of the department. Taking all sections of employees together is definitely innovative and rewarding.

Constraints- Practice in the college was started only 6 years back. Initially, there was some non-cooperation from some staff members for the reasons: “I never celebrate my birthday/anniversary, marriage anniversary is a family event, it is wastage of money etc. To overcome, the Staff Council decided that marriage anniversaries may not be celebrated and even if a member does not contribute, his/her birthday and anniversary shall be celebrated. Later on, the College management offered to meet the expenditure from the College. This decision helped in bringing unanimity in staff on such celebrations.

Covid-19 situations resulting in work from home caused brief break in the practice but the warmth of sharing the joys in an emotional sense of oneness did not fade away.

5. Evidence of Success- To assess the success of our experiment, no formal exercise has been undertaken but the achievement is perceptible in the social and administrative life of the institution. The following can be mentioned in support of its success:

(a) No Complaints- The Principal very rarely gets complaints of staff members that another member of his/her team has not supported or contributed in the common task of the team. The inter-group complaints/ grievances are also negligible. It cannot, however, be said that the members do not have any complaint, grudge or grievance against his/her fellow colleagues in the same category or other class, but it is certain that the number and intensity of such complaints have considerably reduced, and generally they raise and settle such grievances within themselves i.e. generally without approaching the Principal. It is satisfying to record that practically excuses of non-performance in the team work are a thing of the past. Now, the answer for non-performance / delayed performance is: “We could not do it for this reason (specified)”. The change from “I” and “He / She” to “WE” speaks of its success towards the target of

achieving practically no-grievance situation. At least, 80% success is there, if we look from the management perspective. The group leaders of yesterday are active and closely-working members of the same group.

(b) Better Results- The practice revolved around the theme that a better social life in the institution gives better results in its production and productivity terms.

Nearly 30% increase in the number of activities in the college in all areas and with better qualitative results point out the success story of this humble practice.

Although the practice is modest but the care and share result of it has definitely grown the harvest of shared responsibilities, fellow-feeling, team work and willing workers. The relationship in about 25% cases has further been extended to family relations amongst staff members.

6. Problems Encountered and Resources- In adopting and implementing the Practice, not much problem was faced. It was only the hesitation of supporting staff and reservation of a few faculty members. Being a simple affair without much expense and for a social relationship, all staff members accepted the idea – majority of them with enthusiasm, others in a normal tone, and a few with some reservations and reasons. Ultimately, all accepted the idea, co-operated in its implementation. Perhaps they were unaware of the objective and outcome in terms of the management target. At the most, they had in mind that it will generate a happy and smiling life in the college. Presently, everyone is on speaking terms with all others, enthusiasm, cordiality and warmth of friendliness is perceptible.

As regards the resources for adopting this small practice of social relationship and fellow-feeling, it was small contribution by the staff (now of the College) and for their own self, particularly for eating and enjoying celebrations dear to everyone.

7. Miscellaneous- The success of this practice makes us feel that it can be adopted in every HEI. If the institution adopts it at its own expense, it involves a meager expenditure and pays a rich dividend.

BEST PRACTICE-II

1. Title of Practice: Practical Education for Placement and Independent Legal Practice

2. Objectives of the Practice: The intended outcome of the practice was to make our pass-outs capable of starting legal practice and other areas of legal employment as a prepared staff. The background for thinking along these lines was the declining trend for legal studies in colleges (National Law Universities continued to be an increasing attraction).

The underlying principle is that law students who have practical knowledge of court practices are welcomed for qualitative internships and placements. Under the traditional concept of education in law, a pass-out has to spend years with a senior counsel for becoming a competent and confident lawyer. This phase of professional life is the marriageable age, earnings become all the more important for getting a suitable match, to satisfy the family needs and expectations, and to meet their own expenses in face or visible in near future. The absence of income at this stage and for longer post-study durations, frustrate the pass-outs, thereby lowering the professional image in public esteem. So far as the prevalent practice goes, Advocates rarely pay to their juniors; and in exceptional cases, where paid, it is quite meager.

3. The Context- It was in May, 2015 that a meeting of Advocates of the Bar, Alumni of the College with Faculty was held on the issue of making education in the College more relevant in Court practice. The unanimous suggestion came that a practical class named “Professional Practice Class” must be held daily.

The issue was discussed in the Academic Committee and IQAC, not only once but many times. The curriculum prescribed by the University and need for sticking to it in the interest of examination performances was scanned and stressed by teachers, alumni and student representatives on the Academic Committee. The hesitation of students in accepting an added- burden was another objection to the proposal. But the interest at stake was bigger than the objections. Resultantly, way-out found was supplementing and supporting curriculum with practical in-puts and orientation.

The most potent difficulty was to manage such additions in a satisfactory way during the hectic schedule of 3-4 month semester.

4. The Practice- The Practice aims at upgrading skill of the students to enable them enter into their professional life without undergoing any junior-training and /or internship training after passing out from the College. It is unique so far as Law Colleges of the region are concerned (may be the acclaimed National Law Universities of the country follow it).

Giving a brief of this academic practice, the following features may be mentioned:

(a) Problem Solving Method of Teaching- The teachers supplement lectures with problems and their solution in the class, wherever possible. It helps in making the concept clear and also to train the students professionally.

(b) Clinical Legal Education Added as Extra Unit in Curriculum- Syllabus for all papers is prescribed by the University but to impart practical knowledge where ever possible, we have added one unit (fifth unit) under the head: Clinical Legal Education. This part covers practical aspects of the syllabus like, drafting of a case, procedural provisions and mechanism on the point etc. This makes the study interesting and practically useful.

(c) Lectures of Professional Practice- In the Time Table, one lecture of one hour daily is titled ‘Professional Practice’. It covers groups for PCS (Judicial), Advocacy, Civil Services and

communication Skills. The practice under reference covers only Advocacy i.e. students making choice for Legal Practice as a career. The teachers having court background, visiting faculty and select-alumni take such classes, which in fact is the Practical Period.

(d) Moot Court Examinations- Over and above the curriculum requirement of One Moot Examination in each of the last two semesters of the course, college prescribes Three Moot Court Examinations in each semester. It is mandatory for final year students, but optional for all other students of the College. Certainly, it trains the students for court work as a professional.

(e) Value-added Courses- The College also asks the students to pick up one value-added course in each semester. Many of such courses are of practical nature.

(f) Internships after Every Semester of the Course – The university curriculum demands Two Internships in the final year (one in each semester) of the law courses. But St. Soldier Law College arranges internships after each semester of the course i.e. Ten Internships of one month duration for 5-year courses and six for the 3-year course.

All these aspects of practical education make study in St. Soldier Law College affirmatively different from the traditional colleges.

Constraints- Since professional part of education is always challenging, if it is to be delivered in its real sense, our case is no different.

The major constraints are:

- (i) Convincing students to attend this extra class, realizing its importance in their future careers.
- (ii) Persuading faculty for such an extra-curriculum.
- (iii) Arranging suitable faculty and visiting professionals for class in the college.

5. Evidence of Success- To assess the results of such practice, started only 8 years back, the College team conducted a study to know the status of our Alumni. The study of One Hundred Alumni (50 having attended professional practice and 50 without it) revealed satisfying results, summarized as under:

(a) Whereas 02% Alumni without practical class have started independent practice within one year of enrolment, the Professional Practice Scheme has resulted in 46 % alumni doing so.

(b) When 42% alumni without benefit of Professional Practice did have any independent case during 3 years of working as juniors, 52 % had such independent cases as a result of professional practice.

(c) The Level of Legal Practice has also been taken as parameter. It is based on two criteria: The number of cases, and the success rate of such cases. On both these counts, it has been recorded that alumni with professional practice training of the College are performing 24 % to 60 % better than those, who are deprived of it.

6. Problems Encountered and Resources Required – The following problems had to be faced during implementation of Professional Practice:

(i) **Motivating the Students**- Resistance of students is in fact the biggest problem. Many of them argued: “We are not to practice as Advocates” Others said: “We cannot stay longer in the college beyond regular class hours; we have other obligations to discharge”. Another argument was: “What is the guarantee that professional practice class will prove to be effective instrument for successful practice”?

(ii) **Additional Burden on Faculty that can deliver**- The faculty members who were competent to work in the project had to bear this extra load. ‘Since they are better, they must suffer’, was a genuine question of such teachers.

(iii) **Arranging Advocates from the Bar**- The real success and quality of professional practice was possible from involved participation of senior professionals, who are otherwise busy in their practice. How to seek their co-operation and services was the greatest problem.

(iv) **Distance from the City and Courts**- Our College is about 12 kms from the main city and the District Courts of Jalandhar as also from District Courts Kapurthala. It is the general problem we face in attracting senior Advocates and other professionals to the College. Likewise, this problem we are facing in this venture as well.

Resources- The competent and committed visiting faculty with attraction to travel a long distance requires financial resources that we have been generally avoiding so far. The Alumni have been a great support and proved to be a good resource. The remedy we have found in engaging Part-time faculty and appointing Visiting Professors (Retired High Court/ District Court Judges and Senior Advocates).

7. Notes- Professional Practice is essentially required to be integrated in law course curriculum. Bar Council of India has started asking for it, but how to fit it in the otherwise vast curriculum is the question that needs more deliberations at the university levels. The system of examination without any internal freedom of institutions cannot achieve the desirable results. Our experience can be named ‘somewhat successful’ but it has really shown the way to a sure success of ‘legal education towards placements’, which is the target of New Education Policy.

File Description	Document
Link for Best practices in the Institutional web site	View Document

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

PARTICIPATIVE MANAGEMENT WITH STUDENTS IN THE CENTRE-STAGE (ST. SOLDIER LAW STUDENTS SOCIETY FOR PROFESSIONAL PURSUITS)

A. THE OBJECTIVE AND BACKGROUND- India is proud to be the largest democracy of the world. Democracy institutionalized to grass-root levels gets strengthened and deep-rooted that can never be shaken. Such an institutionalized and all-pervasive democratic life is vibrant, strong and fast-progressing – not for some time but for all times to come. At the level of an institution, belongingness of its members is undoubtedly the hallmark of its success. And belongingness comes from participating opportunities and practices.

B. ADOPTING THE CONCEPT- The blueprint was prepared, discussed and adopted as Memorandum of Association of the Society named: ‘St. Soldier Law Students Society for Professional Pursuits (SLSP)’’. The Society was registered under Regd. No.DIC/JAL 114/2018-19 dated 25/9/2018.

Preamble of Society reads: “We, the students of St. Soldier Law College, Jalandhar in order to:

“Develop the interest of law students by encouraging and assisting them to develop legal acumen and apply thinking, research, drafting, advocacy & judgment skills;

Lead law students to be men of stature, personality, reputation, unquestionable integrity, good character and sturdy independence;

Regular mootings, debating, drafting, quiz, sports and cultural activities in the institute, in a just and fair manner while fascinating such activities in the best possible way.

Advance law and justice in service of the society.

Do hereby establish the St Soldier Law Students’ Society for Professional Pursuits and adopt this Constitution as its governing instrument on this 18th day of June, 2018”.

C. THE REGISTERED SOCIETY- The important features of SLSP are:

1. STUDENTS IN THE CENTRE-STAGE- As per nomenclature, students of College and their interest i.e. professional pursuits is the nucleus around which society is structured and functions. Students are the architect of Society and it is for them: ‘of the students, by the students and for the students’.

2. THE ORGANISATIONAL STRUCTURE-

(a) HIERARCHY-

1. THE SOCIETY- Patron (Group Chairman or his representative), President (College Principal/Director), Coordinator and Dy. Coordinator (faculty members), Vice President (Student representative), Secretary (Student representative), Treasurer (college office staff), Four Executive Members (all Student representatives).

2. ACTIVITY COUNCILS and THEIR COMMITTEES/CLUBS-

(i) **BOARD OF MANAGEMENT-** Headed by Chairman or nominee, College Principal/Director is Secretary, 3 senior teachers and 3 students are members. 9 committees/clubs under it with staff & students are: Planning Board, Finance Committee, Capacity Enhancement Cell, Grievance Redressal Committee, Committee for Differently Aabled, Committee Against Sexual Harassment, Anti Ragging Committee, Campus Development & Upkeep Committee, Library Committee.

(ii) **STUDENT COUNCIL-** With 2 teachers and 3 student representatives. It has, as its supporting wing, Discipline Committee with One Teacher and 5 students. Other committees like Task Force are also provided.

(iii) **STAFF COUNCIL-**

(iv) **ACADEMIC COUNCIL-** with 3 senior teachers and 3 meritorious students of the College. The Committees under this Council are: Syllabus Committee (teachers, students, Alumni, Bar and industrial representatives), Seminar Committee (students and staff with possibility of associating NGOs), Publication Committee, Research Committee (faculty, students and NGOs) and Convocation Council (faculty and students).

(v) **PROFESSIONAL GUIDANCE AND GROOMING COUNCIL** – with 3 teachers and 3 students. It has the Committees – Moot Court Committee (with 2 teachers and 5 students), Internship Committee (2 teachers and 3 student representatives), Professional Practice Committee (3 teachers, 2 Alumni Advocates, and 5 students).

(vi) **CULTURAL COUNCIL-** with 3 teachers and 5 students.

(vii) **SPORTS COUNCIL-** with One Male and One Female Teacher and 3 students in both committees.

(viii) **SOCIAL OUTREACH COUNCIL-** with 3 teachers and 3 students. It has the Committees- Legal Aid Committee (one teacher, 5 students), NCC and NSS Committees (one teacher and 5 students in each), Red Ribbon Committee (one teacher and 5 students). And provision for establishing more committees.

C. SALIENT FEATURE- of the Society and all its organs is placing students in centre-stage, making their presence, performance and place perceptible because it is the student and his career around which the college and its administration ought to revolve.

3. FUNCTIONING- Constitution stipulates task to each Council, committee/ club, prescribes organizational structure, fixes periodicity of meetings and outlines functions, specific to each of them. All such functions and activities are in conformity with objectives and functions of the Council above them, and through it towards those of registered society (SLSP).

Functioning of committees and Councils provides an effective inter-play, leaving good scope for freedom in functioning but possibility of overseeing the working with scope of reviews and revisions. The democratic principle of Indian Constitution: Separation of Powers with Checks and Balances permeates in organization and working of all committees- institutional grassroots of SLSP.

D. ACHIEVEMENTS of this experiment have been quite slow for reason of building a new environment from changed attitudes of individuals and groups involved, and Covid-19 with on-line working. But It stands proved that this experience works and pays the dividend.

Following are some significant gains:

(i) **Lively Environment-** Participative management has generated lively environment wherein all actors are busy in co-operative work with smile.

(ii) **Belongingness-** Biggest achievement of this experience is ‘sense of belongingness’ which has been produced. Now all stakeholders feel that College is their own.

(iii) **Easy Work-** With participative management and spirit of working for one’s own-self, no work has remained burden-some, boring and arduous.

(iv) **Shared Responsibilities and Team-Work-** New approach of work in St. Soldier Law College has built a positive work-culture of shared responsibilities. It has also helped in set-up of team work, providing training and tuning for co-operative work as team of equal partners.

(v) **Increased Activities-**

(vi) **Better Results in quantitative and qualitative terms.**

E. THE WAY FORWARD- This humble experience of participative management is just the beginning and has ‘miles to go’. The group management optimistically looks forward for emulating. If adopted as a movement, it can be a strong catalyst in building true democratic and dynamic India.

File Description	Document
Link for appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

St. Soldier Law College is known for producing Judicial officers by imparting free coaching as a part of regular studies. RC CHOPRA Memorial Moot Court Competition (12 in a row) is a popular national event hosted by the institution with Pan India participation of reputed law institutes of the country.

The institution is unique amongst law college in area, institute has been winning youth festival trophies (3 in a row) of the university, it also has one National gold medal in rifle shooting.

Concluding Remarks :

St. Soldier Law College keenly desires to achieve higher levels in academics, sports and cultural activities with an objective to achieve the desirable goal of balanced and all-round development of students. Possessing infrastructure better than its means, vision and mission to get acclaimed as institution of repute in the area that prepares a ready stuff not only to meet challenges of professional life with confidence and ease, but also the product of patriotic citizenry nurtured and nourished in a secular and socially-sensitized environment.

The institution has built a strong foundation in a relatively small period of less than two decades. As a rural college with meager resources, our mission and secular credentials help us to convert our scarcities and shortcomings into opportunities.

College has a perceptible presence in academic achievements, sports and cultural activities in the city known for some star HEIs. Commitment of the management, staff and students has always paid the dividend to achieve good levels of enrolment, better student progression and good placement records. Our humble stuff of students and staff joins hands of co-operation like a family to achieve good results in all areas of life related to any HEI. Another achievement is organizing 12 Annual National Level Moot Court Competitions in a row. Whatever has been achieved constitutes only a very small fraction of our goals and ambitions. Guidance from our management, seers and peers, we are optimist, will help to make our dreams come true in totality.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.3.3	<p>Percentage of students undertaking Moot Courts, Court visits, Arbitration/Mediation/Client Counseling Exercises, and internship in law firms/NGOs/Judicial Clerkships etc.,(Data to be given for the latest completed academic year)</p> <p>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)</p> <p>Answer before DVV Verification : 869 Answer after DVV Verification: 210</p> <p>Remark : DVV has made changes as per prescribed format shared by HEI.</p>
1.4.1	<p>Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders</p> <ol style="list-style-type: none"> 1. Students 2. Teachers 3. Law-firms/Judges/Sr. Counsels and employers 4. Alumni <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above</p> <p>Remark : DVV has made changes as per supporting's shared by HEI and 2 of above option has been selected as we have received feedback of students and teachers</p>
1.4.2	<p>Feedback process of the institution may be classified as follows: (Opt one)</p> <p>Answer before DVV Verification : A. Feedback collected, analysed and consolidated action taken on feedback for last five years available on website Answer After DVV Verification: C. Feedback collected and analysed</p> <p>Remark : DVV has made necessary changes as per supporting's shared by HEI and option C has been selected as feedback collected and analyzed as per below link https://assessmentonline.naac.gov.in/public/index.php/admin/get_file?file_path=eyJpdiI6InMzWUd0MWNkam9CZWdFZ29KdDg3bWc9PSIsInZhbHVlIjoibTJ2N0NkcHNyc05VMkpsQ1dSbEZDYVFPSnVyWmlabVN6TWF6OTVJYmZlZldXTUEvVUlrWjJsQzdFTDE3T3dCWFFSMXNOZ1NkbHNGUjdEODIrMW1kUXc9PSIsIm1hYyI6IjExYzlhYjQ2NDc3NGY5N2UwYTU3MmY0OGJiMTI4M2UyZjg1MzViZGQ2MDQzMWZmZDhjZDU2YTg4NWUwNDI0NGQiLCJ0YWciOiIifQ==</p>
2.1.1	<p>Average Enrolment percentage (Average of last five years)</p> <p>2.1.1.1. Number of students admitted year-wise during last five years</p> <p>Answer before DVV Verification:</p>

2022-23	2021-22	2020-21	2019-20	2018-19
869	862	918	872	887

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
302	250	279	251	275

2.1.1.2. Number of sanctioned seats year wise during last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1560	1560	1560	1560	1560

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
360	360	360	360	360

Remark : DVV has made changes as per prescribed format shared by HEI.

3.1.2 Total Number of Seminars/conferences/workshops conducted by the institution during the last five years

3.1.2.1. Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	0	17	10	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	7	13	5	2

Remark : DVV has made changes as per prescribed format shared by HEI

3.2.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years

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

Answer before DVV Verification:

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

5	3	10	2	3
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	3	10	2	2

Remark : DVV has made changes as per supporting's shared by HEI and values have been downgraded by 1 point on 2018-19 and 2022-23 as those were not having ISSN number.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	8	2	1	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	10	1	0	1

Remark : DVV has made changes as per prescribed format shared by HEI and values have been modified based on calendar year (JAN- DEC)

3.3.2 Total Number of awards / recognitions /letters of appreciations/commendation for research, legal aid and legal extension activities by the institution/teachers/research scholars/students during the last five years

3.3.2.1. Number of awards / recognitions /letters of appreciations/commendation for research, legal aid and legal extension activities by institution/teachers/research scholars/students year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	1	0	1	2

Answer After DVV Verification :

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

Remark : DVV has made changes as per supporting's shared by HEI and values have been

modified based on certificate shared.

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

3.3.3.1. Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
49	32	0	14	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
31	20	0	6	4

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as we have excluded days celebration activities like republic day, independence day etc

3.3.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

3.3.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1686	526	0	345	154

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1544	524	0	345	126

Remark : DVV has made changes as per prescribed formats shared by HEI

3.4.1 The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years

3.4.1.1. Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
25	6	3	5	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	0	1	2	1

Remark : DVV has made changes as per prescribed format shared by HEI.

3.4.2 **Total Number of functional MoUs with national and international institutions, universities, industries, corporate houses law-firms etc. during the last five years**

3.4.2.1. **Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	1	1	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	1	1	0

Remark : DVV has made changes as per prescribed format shared by HEI.

4.1.4 **Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)**

4.1.4.1. **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1780190	1282772	970398	1469750	1330712

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
13.94	12.82	9.70	14.69	13.30

Remark : DVV has made changes as per audit report shared by HEI

4.2.2 **The institution has subscription for the following e-resources**

1. e-journals
2. e-ShodhSindhu

3. Shodhganga Membership
4. e-books
5. Databases
6. Remote access to e-resources

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

Answer After DVV Verification: E. None of the above

Remark : DVV has selected none of above as we have not received appropriate supporting's

4.2.3 **Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals and legal databases during the last five years (INR in Lakhs)**

4.2.3.1. **Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
248972	207072	171610	210714	263037

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2.31	2.35	1.83	2.34	2.18

Remark : DVV has made necessary changes as per supporting's shared by HEI and values have been converted into lakhs and have been modified as per below link

https://assessmentonline.naac.gov.in/storage/app/hei/SSR/102062/4.2.3_1701455182_13307.pdf

4.4.1 **Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)**

4.4.1.1. **Expenditure incurred on maintenance of infrastructure (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
1780190	1355658	1125848	1897987	1445569

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12.55	8.40	7.80	120.72	9.50

Remark : DVV has made changes as per audit report shared by HEI.

5.1.2	<p><i>Capacity building and skills enhancement initiatives taken by the institution include the following</i></p> <ol style="list-style-type: none"> <i>1. Soft skills</i> <i>2. Language, communication and advocacy skills</i> <i>3. Life skills (Yoga, physical fitness, health and hygiene)</i> <i>4. Awareness about use of technology in legal process</i> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: E. none of the above Remark : DVV has selected none of above as we have not received geo tagged photographs for the same.</p>																				
5.1.3	<p>Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years</p> <p>5.1.3.1. Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 869 1046 1003"> <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>461</td> <td>443</td> <td>0</td> <td>340</td> <td>311</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1084 1046 1218"> <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>408</td> <td>431</td> <td>0</td> <td>307</td> <td>293</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per prescribed format shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	461	443	0	340	311	2022-23	2021-22	2020-21	2019-20	2018-19	408	431	0	307	293
2022-23	2021-22	2020-21	2019-20	2018-19																	
461	443	0	340	311																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
408	431	0	307	293																	
5.1.4	<p>The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : DVV has made necessary changes selected 3 of above</p>																				
5.3.1	<p><i>Total Number of awards/medals won by students for outstanding performance in sports/literary/cultural activities/Moot court/arbitration competition/ Client counseling competition/Trail advocacy/Mediation and negotiation competition/ Judgment writing competitions/Legislative drafting Competition</i></p>																				

5.3.1.1. *Number of awards/medals for outstanding performance in sports/ literary/cultural activities/Moot court/arbitration competition/Trial advocacy Client counseling competition/Mediation and negotiation competition/ Judgment writing competitions/ Legislative drafting Competition at university/state/ national / international level (award for a team event should be counted as one) year wise during the last five years.*

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
21	9	10	3	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
18	9	9	2	5

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as we have considered team event as one.

5.3.3 *Average number of sports and cultural events/competitions youth parliaments organised by the institution in which students of the Institution participated during last five years*

5.3.3.1. *Number of sports and cultural events/competitions youth parliaments organised by the institution in which students of the Institution participated year wise during last five years*

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
22	17	6	11	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	4	3	5	08

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as event under same date has been counted as one

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: E. None of the above

Remark : DVV has selected none of above as we have not received appropriate supportings.

6.3.2 ***Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies publication and other academic incentives during the last five years***

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	4	0	2	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	1	3	2	1

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded due to repetitive names.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	3	3	3	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	2	2	2

Remark : DVV has made changes as per prescribed format shared by HEI.

6.5.3 ***Quality assurance initiatives of the institution include:***

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2. Collaborative quality initiatives with other institution(s)**
- 3. Participation in NIRF**
- 4. Academic and Administrative Audit**
- 5. Disability/gender/diversity audit**
- 6. Any other quality audit recognized by state, national or international agencies (ISO**

	<p><i>Certification, NBA)</i></p> <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: E. None of the above Remark : DVV has selected none of above as we have not received appropriate supportings.</p>
7.1.2	<p>The Institution has facilities for alternate sources of energy and energy conservation measures</p> <ol style="list-style-type: none"> 1. Solar energy 2. Biogas plant 3. Wheeling to the Grid 4. Sensor-based energy conservation 5. Use of LED bulbs/ power efficient equipment <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: D. 1 of the above Remark : DVV has selected one of above as we have received geo tagged photographs of solar energy</p>
7.1.6	<p>Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : D.1 of the above Answer After DVV Verification: E. None of the above Remark : DVV has selected none of above as we have not received appropriate supportings's.</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 Code of Conduct is displayed on the website 2. There is a committee to monitor adherence to the Code of Conduct 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: E. None of the above Remark : DVV has selected none of above as we have not received appropriate supportings.</p>

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of sanctioned posts year-wise during last five years</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>28</td> <td>28</td> <td>28</td> <td>28</td> <td>28</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>30</td> <td>28</td> <td>28</td> <td>27</td> <td>26</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	28	28	28	28	28	2022-23	2021-22	2020-21	2019-20	2018-19	30	28	28	27	26
2022-23	2021-22	2020-21	2019-20	2018-19																	
28	28	28	28	28																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
30	28	28	27	26																	
2.2	<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>11867932</td> <td>9037719</td> <td>7453988</td> <td>12653248</td> <td>9637128</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>114.40</td> <td>86.65</td> <td>70.48</td> <td>121.87</td> <td>96.37</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	11867932	9037719	7453988	12653248	9637128	2022-23	2021-22	2020-21	2019-20	2018-19	114.40	86.65	70.48	121.87	96.37
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