



YEARLY STATUS REPORT - 2020-2021

Part A

Data of the Institution

1. Name of the Institution

National Law School of India
University

- Name of the Head of the institution Prof. (Dr.) Sudhir Krishnaswamy
- Designation Vice Chancellor
- Does the institution function from its own campus? Yes
- Phone no./Alternate phone no. 08023160520
- Mobile no 9886120775
- Registered e-mail nlsnaac@nls.ac.in
- Alternate e-mail address registrar@nls.ac.in
- City/Town Bengaluru
- State/UT Karnataka
- Pin Code 560072

2. Institutional status

- University State
- Type of Institution Co-education
- Location Urban

- Name of the IQAC Co-ordinator/Director **Prof. Ashok Patil**
- Phone no./Alternate phone no **08023160520**
- Mobile **9741774148**
- IQAC e-mail address **iqac@nls.ac.in**
- Alternate Email address **vcoffice@nls.ac.in**

3. Website address (Web link of the AQAR (Previous Academic Year))

<https://www.nls.ac.in/>

4. Whether Academic Calendar prepared during the year?

Yes

- if yes, whether it is uploaded in the Institutional website Web link:

<https://www.nls.ac.in/programme/ba-llb-hons/> <https://www.nls.ac.in/programme/3-year-llb-hons/> <https://www.nls.ac.in/programme/llm/> <https://www.nls.ac.in/programme/master-of-public-policy/>

5. Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A	3.10	2019	15/07/2019	14/07/2024

6. Date of Establishment of IQAC

31/12/2014

7. Provide the list of Special Status conferred by Central/ State Government-UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
CIPRA - Centre for Intellectual Property Rights and Research Advocacy	Scheme for Pedagogy and Research in IPRs for Holistic Education and Academia (SPRIHA)	Department for Promotion of Industry and Internal Trade	2020-21: 1 year	Rs. 22,60,000.00
CEERA - Centre for Environmental	On Codifying Consolidatin g and	Government of Karnataka	2020-21: NA	Rs. 17,70,000.00

l Law, Education, Research and Advocacy	Reforming the Urban Planning and Development Laws in the State of Karnataka			
CSSEIP - Centre for the Study of Social Exclusion and Inclusive Policy	Centre of Study of Marginalised Communities	Government of Karnataka	2020-21: 5 years	Rs. 37,74,120.00
CEERA - Centre for Environmenta l Law, Education, Research and Advocacy	Research Project on Water Management	ICAR - Indian Council of Agricultural Research	2020-21: 1 year	Rs. 9,50,000.00
CSSEIP - Centre for the Study of Social Exclusion and Inclusive Policy	Joint Seminar under ICSSR	ICSSR - Indian Council of Social Science Research	2020-21: NA	Rs. 4,72,500.00
NLSIU Research Department	Research Project on Law & Transf ormation -UGC	UGC - University Grants Commission	2020-21: 3 years	Rs. 45,80,000.00

8. Whether composition of IQAC as per latest NAAC guidelines Yes

- Upload latest notification of formation of IQAC [View File](#)

9.No. of IQAC meetings held during the year 4

- The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website. (Please upload, minutes of meetings and action taken report) **Yes**
- (Please upload, minutes of meetings and action taken report) [View File](#)

10.Whether IQAC received funding from any of the funding agency to support its activities during the year? No

- If yes, mention the amount **Nil**

11.Significant contributions made by IQAC during the current year (maximum five bullets)

1.Comprehensive amendment to the AER for all programs to provide for a more cooperative learning process.

2. Development of scientific grade moderation policy which was agnostic to teacher evaluation variabilities and exam patterns and better correlated with student effort.

3. A policy for guiding external engagements such as projects and consultations was developed It provided faculty clear information and hence encouraged productive external engagements.

4. A strategic plan laying out an 'Expansion and Inclusion' program over the next five years was developed and approved. It gives a massive boost to NLSIU's ability to serve the society's need for educating many more while simultaneously increasing diversity in the student body

5. Conceptualised and started a three-year LLB program to cater to the needs of quality legal education for undergraduate students of different streams.

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

Plan of Action	Achievements/Outcomes
<p>1. Exhaustive review of the Academic and Exam Regulations (AER) meet the needs of changing academics and vision of the University</p>	<p>1. The AER had remained stagnant and had not changed in any substantial manner for more than two decades while ground realities and experiences of faculty and students demanded modifications. The IQAC drove a wide consultation process that included all stakeholders and resulted in an AER that provided for a more cooperative learning process catering to different learning needs without diluting academic standards. Some major changes included alteration of the grade scale, attendance rules and marking system among others. The same was approved by the AC and EC</p>
<p>2. Development of a scientific grade moderation policy which would be agnostic to teacher evaluation variabilities and exam patterns and better correlated with student effort.</p>	<p>2. Grades awarded over several courses were reviewed over the past few years and a general opinion was that there was a need for moderation to ensure that results did not get skewed due to differential evaluation standards. A two tier method of moderation was suggested. The first was self-moderation by teachers themselves. They would use a guidance instrument, provided by the University, to check for excessive skew in scores and moderate the scores themselves. If the first did not result in a satisfactory outcome, the Academic Administration Department (AAD) was to employ a statistical method, developed internally after due research and consultation, using Z-score mechanism to moderate the</p>

	scores.
3. A policy for guiding external engagements such as projects and consultations to provide faculty clear information and guidelines to encourage external consultation engagements.	3. A policy governing external consultation was developed and circulated. It laid out guidelines with respect to conduct, confidentiality and financial terms. No such comprehensive policy had been formulated in the past. This clear policy provides encouragement to faculty to provide their expertise to external agencies, firms etc.
4. Need for diversification and expansion of the current programs being offered to meet the New Education Policy requirements	4. The National Education Policy was comprehensively examined. Its call for : 1. single discipline HEI's to be phased out and for them to evolve into multidiscipline HEI's with a minimum of 3000 students ;2. A multidiscipline curriculum; 3. Continuous evaluation; 4. Internationalisation etc were noted. A comprehensive plan to meet the expansion and diversification needs in the form of a five year ' Strategic Expansion and Inclusion Plan' was developed and approved by the governing bodies. This provided for expanding the student intake in the BA LLB (Hons) from 80 to 300 per batch and similarly for the LLM and MPP to 120 from 60 each. The plan also provided for increased diversification by providing for horizontal reservation for EWS, PWS and Women students.
5. Introduction of a new three-year LLB (Hons) program	5. A new three-year LLB (Hons) program with an initial intake of 60 students was proposed. This provided recognition to the need for providing a quality

three-year LLB program for students with diverse undergraduate educational backgrounds. This also increases the diversity of students on campus as students of this course hail from varied backgrounds such as engineering, journalism , political science, economics etc. It adds to the interdisciplinary emphasis of the University.

13. Whether the AQAR was placed before statutory body? **Yes**

- Name of the statutory body

Name	Date of meeting(s)
Executive Council and General Council(29th October 2021) - Governing Bodies	27/10/2021

14. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning? **No**

15. Whether institutional data submitted to AISHE

Part A**Data of the Institution**

1.Name of the Institution	National Law School of India University
• Name of the Head of the institution	Prof. (Dr.) Sudhir Krishnaswamy
• Designation	Vice Chancellor
• Does the institution function from its own campus?	Yes
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• Location	Urban
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15. Whether institutional data submitted to AISHE

Year	Date of Submission
2021	27/10/2021

16. Multidisciplinary / interdisciplinary

NLSIU pioneered the five-year integrated Undergraduate B.A., LL.B (Hons) Degree Programme in India with the intention to provide inter-disciplinary legal education wherein students are equipped to develop an understanding of law along with knowledge of humanities and social sciences. The Course-curriculum for the BA-LLB Hons is structured such that 8 courses (worth 32 Credits) on

social sciences are taught as core courses to enable students to recognise the interdisciplinary nature of law and its connections to other fields including politics, economics and other social sciences. Additionally, students are offered several elective courses every term on various disciplines from social sciences, including literature, philosophy, economics, sociology, political science, history, public policy, among others. Based on relevance and potential student-interest, the University has offered interdisciplinary elective courses beyond the field of law. For example, inter-disciplinary courses offered in the past include courses as diverse as 'Political Ideas in the Twentieth Century' and 'Culture, Ecology and Politics' to 'City Making: Negotiating Built Environments', 'Violence and Non-Violence' and 'An Introduction to the Political Thought of Shri Aurobindo', 'Doing History with Ambedkar', Labour, Value and World of Work. The Curriculum Review Committee of the University has also proposed introduction of Majors and Minors in Social Sciences for students of the BA-LLB Hons Programme to further the mandate of inter-disciplinarity in NEP 2020. The one year LL.M. programme at NLSIU provides students a holistic understanding of law's intersections with various fields through different courses and innovative pedagogical approaches. For example, the core course titled 'Law and Justice in a Globalizing World' helps the students to develop a sound analytical foundation in legal and political philosophy and this can substantially improve their understanding and engagement with law. Similarly, the core course titled 'Law & Society' is taught using interdisciplinary methods and introduces diverse perspectives for studying law. It must also be noted that all LL.M. students are required to take a course on Research Methodology, which also exposes them to diverse methodological approaches used in different disciplines. The students also take elective courses which are interdisciplinary in character. The LL.M. students are also expected to write a dissertation and many of the LL.M. students at NLSIU benefit from the guidance of faculty in different disciplines and write their dissertations with interdisciplinary perspectives. This holistic interdisciplinary approach equips NLSIU LL.M. students to better navigate complex legal landscapes with far more comprehensive perspectives. The two year Masters in Public Policy (MPP) programme at NLSIU is designed at the intersection of law, public policy, and social sciences and humanities. The coursework and pedagogy reflect this central theme. The core coursework consists of introductory courses on jurisprudence and legal studies, economics, statistics, sociology, and political science in addition to policy studies. Multidisciplinary core courses such as 'Rights, Duties, and

Institutions', 'Law, Policy, and Development' and 'Regulatory Governance', and interdisciplinary core courses such as 'Contract Management and Negotiations', 'Policy Dialectics' and 'Social Transformation' are spread across the six trimesters. To expose the programme participants to the interdisciplinary and multidisciplinary aspects of the policy domain in real-world scenarios, hands-on experience is provided through field work in rural sectors across India in the 'Rural Experiential Learning and Investigation' component. Thus, the overarching framework of the MPP programme facilitates a comprehensive learning experience.

17.Academic bank of credits (ABC):

Nil

18.Skill development:

The BA-LLB (Hons) Programme, has a strong component of experiential learning and clinical courses that seek to instill proficiency in practical legal skills. Four clinical courses - Drafting, Pleading and Conveyancing [DPC], Alternate Dispute Resolution, Trial, Litigation and Advocacy and Moot Courts and Internships are mandatory courses in the curriculum. In order to strengthen its experiential learning curriculum, the University has also introduced several clinical elective courses including courses like Defending Capital Punishment Cases, Criminal Procedure -Investigations, Data and Criminal Justice, Citizenship and Statelessness). All senior students are expected to take up at least one clinical course during their programme. Additionally, the University offers Externships in collaboration with leading professional organisations including India's top law firms, advocates, and the non-profit sector. Students have the option of signing up for externships in lieu of elective courses and students are supervised by the firms and practitioners with whom they work for a term. The LLM programme offers a comprehensive mandatory core course on Research Methodology which is foundational to building further academic or research-based skills. The LLM students are also offered a number of elective courses including clinical courses such as Appellate Litigation - Defending Criminal and Capital Cases, Human Rights Lawyering, Citizenship Clinic etc. These courses are designed to gain a sense of the practical side of the law, to apply theory to the law in practice, as well as develop meaningful legal skills. The students are also encouraged to choose a teaching elective where they assist a teacher and develop their own teaching skills in a classroom environment. Previously, the University has offered

specializations in two broad skill areas - Human Rights and Business Laws. These concentrations are now being offered in Public laws, Criminal Law, Commercial Laws, Law and Technology which are in line with the current emerging and contemporary themes in law. The MPP programme focuses on imparting skill-based learnings at two levels. First, several courses include components that introduce them to skills required in the real-world policy domain. These include 'Policy Practice' (policy domain), 'Introduction to Data Systems' (data analytics), 'Contract Management and Negotiations' (policy and law), 'Economic Development of India' and 'Economics for Public Policy' (development metrics and history), 'Policy Design and Evaluation' (policy domain), and 'Responsible Business' (ESG and sustainability related metrics). Second, participants also acquire skills in their interface with the real world. For industry based skills, participants are required to take-up 'Client-led Projects' with organizations and complete the assigned tasks. To equip them with research skills, the last trimester is dedicated to dissertation where participants apply qualitative and/or quantitative methods to analyze and answer a policy related question. These approaches of the programme prepare the participants for any career trajectory they may wish to pursue post the programme.

19.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

Yoga Program The National Law School of India University (NLSIU) has an in-house yoga professional who conducts regular yoga classes for the students. This initiative is part of the university's commitment to holistic education and student well-being. Courses on Indian Culture In addition to its law curriculum, NLSIU offers several elective courses that provide a strong grounding in Indian Culture. These courses are designed to enrich the students' understanding of India's rich cultural heritage and diverse traditions. Some of these courses include: Ancient Indian Law - This course explores both religious and secular literary resources used in documenting Ancient Indian History. It delves into medieval literary resources to understand the socio-economic and political evolution during Islamic governance. The course also interprets the perspectives of Marxist, colonial, nationalist, and subaltern schools during the 19th and 20th centuries. It reviews the works of modern historians and their methods of portraying recent historical patterns. Students will examine the connections between the progression of law and India's historical facets in this course.

Colonialism and Law in British India - This course focuses on the formation of the colonial legal regime and the making of the colonial legal subject in South Asia under British rule. The course seeks to uncover the relationship between imperial law and the process of colonialism, colonial law and colonial violence, law and exception and so on. This course is designed to be an advanced level theoretical course for legal history. This course has primarily included empirical and conceptual historical works, from India, as well as from other ex-colonies, to formulate certain conceptual ideas regarding the history of the intricate and layered relationship between imperial law and colonialism. The course also seeks to introduce, albeit in limited scope, the British legal enterprises in the province of Assam, an imperial frontier in British India, in order to locate a few interesting and often ignored facets of colonial legality in India.

Introduction to the Political thought of Sri Aurobindo - This course is an introduction to Sri Aurobindo's political system, through a close reading of his Human Cycle and Ideal of Human Unity, placing it in the context of current political debates. Students should at the end of the course be able to have a deeper philosophical grounding in Sri Aurobindo's views and by extension, debates on modern political theory.

Between Exclusion and Exception : Making of Labour Law in Colonial and Post Colonial India - This elective stand alone course will introduce students to some of the major historiographical debates and contexts which have informed the formation of laws governing work and work relationships in India. Instead of tracing these debates into the colonial past, we will reverse the chronology and begin with an analysis of some of the present day legislative interventions which have contributed to the informalization of labour. We will then trace the lineages of this phenomena to the post colonial and colonial period and systematically understand its linkages to the international and imperial debates on labour conditions, laws on employment in the global context, labour unrest, transformations in production and labour regimes and ideologies of freedom and unfreedom.

Crimes, Illegality and law in colonial India - Taking the Indian Penal Code as the centerpiece, this course covers the formative years of criminal laws in India. Some of the questions raised in this course are: who is a criminal? Was the category of criminal biologically or socially constructed? Did poverty lead to more crimes or were they effects of economic cycles? How were the women and the transgender treated in this emergent phase of criminal law? How was an effective punishment for an offence reached? The criminal laws in India were a product of many conversations, between the metropole and the colony, between different regions of India and

between different agents within India. For this reason, this course invokes sociology, legal history, labour studies, gender studies, anthropological studies, forensic studies and literature wherever necessary to understand a specific category. It also explores the nature of investigation of crimes, penal policies, and the problems in policing of crimes. The aim of the course is to people the story of criminal laws and note how this social intervention changes our understanding of laws Major Debates on Caste in India - This is a foundational course that seeks to expose students to major debates and trends in social science research on caste in India. The very fact that Indian society cannot be fully understood without understanding caste provides the impetus for this course. While caste and its encounter with modernity and democracy are one of the most fashionable themes of Indian politics, yet it's not an easy task to define what caste is. Disciplinary boundaries work as a major handicap in our quest to have a comprehensive understanding of caste. Through intersecting writings of three different disciplines (sociology and anthropology, literature, and politics) on caste, the course provides an opportunity for students to comprehend caste in its entirety. Labour Law: Employment and Resistance in Post-Colonial India - Course develops on the existing courses on labour law which introduce the guiding principles of labour legislations. This course will contribute towards the students' knowledge of labour law by examining conceptualization and implementation of legislations in Post-Colonial India. Beginning with how did the Indian government dealt with the question of labour and their rights in the new elected democracy and workers' responses through their forms of mobilization to represent their demands. The course will continue to study the challenges in implementing legislation by examining the everyday negotiations between the state and citizens within a democratic nation. The mechanisms of governance through legislations and judiciary become the sites of contestations offering insights into legal and extra-legal practices of the post- independence years. The primary actor government, and citizens embolden with Constitutional rights engage with rule of law and create possibilities for transgressions. With secondary readings and case studies the course dwells into the potentialities and limitations of legislations in India. Age of Crimes: Law, Order and Capital from Colonial to Post Colonial times - This course offers a conversation between law, order, capital and crime from eighteenth century to contemporary period. The approach is based on a dialectic relationship between modernity and criminality and considers both as mutually constitutive. It will offer a different point of view of law as not merely territorial but also

oceanic which diluted claims of sovereignty and power. It will focus on the tensions in law-- between being emancipatory and being coercive, between the metropole's vision of the colony and the limitations of colonial power. This course deliberately goes against the imagination of a colonial governmentality to locate problems in translation of law, limits of colonial governance, agency of the criminal subjects, which made the criminal laws in India at best an ad hoc machine.

20.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

As a Professional Degree Programme, the curriculum and the academic practices of the BA-LLB (Hons) Programme have been structured around the expected outcome of providing specialized legal education that is rooted in an appreciation of the relationship of law with other social institutions. In order to achieve this outcome, interdisciplinarity is one of the unifying principles in the curriculum with students expected to complete 32 credits in four social science disciplines - History, Political Science, Sociology and Economics. 27 core courses including those mandated by the Bar Council of India as compulsory courses, are taught as core courses in furtherance of the PSO of "introducing students to foundational legal concepts and principles through teaching of courses that are necessary to meet the requirements of professional certification as a lawyer in India." The curricular design of various courses and assessment practices are aimed at achieving the outcome of training students in basic and advanced legal writing and research and develop in students critical analytical thinking. For example, every course is expected to have multiple components of assessment - including a combination of term papers, moot courts, response papers, presentation, viva. Elective seminar courses on new areas like a) Insolvency Law and Practice, b) Introduction to Mergers & Acquisitions, c) Health Services During the COVID Pandemic, d) Impact, Innovation and Investment, e) Downstream Oil and Gas, f) Understanding Technology and Outsourcing Contracts, g) Policymaking for Artificial Intelligence and other Disruptive Technologies, h) Blockchain and Cryptocurrency Regulation, i) Restructuring and Insolvency Resolution of Companies in India have been taught in furtherance of Programme Specific Outcome of training students in newly emerging branches of law and their intersection with commerce and technology. The LLM programme at NLSIU is a professional degree programme that caters to a diversity of outcomes such as gaining specialized or generalized knowledge in an area of law or in multiple areas of law respectively, gaining foundational

knowledge and skills in research methodologies, learning to write a long-form dissertation, and gaining an inter-disciplinary perspective of the law that is rooted in fairness and justice. The core courses on Comparative Public Law, Research Methodology, Law & Justice, and Law & Society cater to these goals specifically. A number of core and elective courses also follow a continuous evaluation method such as response papers, in-class research assignments, moot court exercises, in-class participation activities etc. These evaluative methods further contribute towards achievement of the above goals of the LLM programme. Further, the courses offered during the programme undergo continuous review and updations in order to accommodate recent developments in the field of law. The Masters in Public Policy (MPP) Programme is designed around Outcome Based Education (OBE), achieved at three levels: programme, course, and peer-interaction. The primary outcome is to shape responsible citizens equipped with knowledge, values, and skills. This outcome is reviewed every five years, with the last review in 2019-20. The MPP programme adopts a combinatorial approach to OBE, considering the diversity of challenges faced by public policy professionals. The focus is on developing competencies required for policy practice. The programme structure varies based on the academic background and prior experience of the students. Only 60% of the programme is common for all students, allowing flexibility to tailor the desired outcomes. A key component is the 10-credit dissertation, where students work with organizations to solve real-world problems, under faculty supervision. The effectiveness of this component is assessed through alumni surveys. The second level of OBE is achieved through curriculum design, with each course aimed at perspective building, skill development, and knowledge enhancement. Course evaluations by students provide feedback on the achievement of these outcomes. The third level involves structured facilitation in the classroom, leveraging the rich resources brought by the diverse student body. This facilitates the development of emotional competency, empathy, tolerance to diverse views, and social skills.

21.Distance education/online education:

NLSIU-PACE anchors all distance education programmes at the University. With an unwavering commitment to enhancing the quality of education and training provided to its off-campus community and advancing professionalism and learning within the legal domain, the University has rebranded its Distance Education Department as Professional and Continuing Education (PACE). PACE, now envisioned to transcend its role beyond that of a distance

educator, has persistently offered online and hybrid programs that utilize technology to support remote learners and grant access to NLSIU's esteemed faculty for diverse learners. The University currently offers a Master of Business Laws program and seven Postgraduate Diplomas, which have received acclaim from both students and industry professionals. The University offers Master of Business Laws, Post Graduate Diploma in Human Rights, Post Graduate Diploma in Medical Law and Ethics, Post Graduate Diploma in Environmental Law, Intellectual Property Rights Law, Post Graduate Diploma in Child Rights, Post Graduate Diploma in Consumer Law and Practice, and Post Graduate Diploma Cyber Law & Cyber Forensics. PACE adopts a structured mechanism towards academic decision-making yet provides the faculty with academic freedom to deliver the content. Program Coordinators, typically faculty members teaching in the program, address each program's curriculum and academic concerns. In case of escalations, the Assistant Directors and the Director of PACE oversee the process before the PACE Council decides matters, the apex decision-making body within the structure, and subsequently by the University's Governing Body. The PACE team continuously drives instructors to update courses based on the latest developments. At NLSIU-PACE, students interact with instructors/faculty during live classes in a synchronous learning model. We incorporate innovative technology such as word clouds, live polls, and quizzes, among other tools, to enable virtual learners to participate in classes and actively enhance their learning experience. What sets our programs apart is the conscious engagement of industry experts and professionals in the delivery of the programme. This ensures a direct link between academic learning and practical application, bridging the gap that often exists in traditional educational settings. Classes are scheduled on weekends to accommodate working professionals, who constitute most of the student body, for programmes. The Learning Management System (LMS) undergoes regular updates based on past challenges, ensuring easy access to academic resources in one place. The LMS has empowered working professionals to access materials on the go without bulky books, making learning more convenient and efficient. At NLSIU-PACE, we foster student interaction beyond classroom instruction through discussion forums, encouraging active participation. Online office hours allow one-on-one consultations with instructors to address queries and discuss recent developments, ensuring that students feel supported throughout their learning journey. PACE has embraced a continuous evaluation mechanism with three assessments strategically placed throughout the program. This approach ensures that students stay engaged and reflect on their learning journey, enhancing their

understanding and retention of the curriculum. Adopting this evaluation method has increased student pass rates, highlighting the benefits of ongoing assessment over end-of-term evaluations. This reassures students about their progress in the programme. Furthermore, PACE offers refresher courses, upskilling opportunities, and capacity-building programs for civil service members, judiciary personnel, and legal professionals in private and non-governmental sectors operating within legal domains. The Executive Education programs provided by NLSIU's PACE are structured in a hybrid format, combining online and in-person elements and employing tailored learning materials for Executive Education. In a testament to our commitment to collaboration, NLSIU partners with over fifteen organisations to deliver meticulously curated and highly specialised Executive Education programs nationwide, featuring a blend of academic faculty and industry practitioners. These programs are underpinned by advanced technology and administrative support, positioning NLSIU at the forefront of Executive Education in the country. NLSIU underscores the importance of aligning training programs with participants' professional responsibilities to facilitate the integration of new developments and effective academic engagement. The programs are designed to offer a comprehensive understanding of legal theory, practical expertise, and real-world applications through case studies. The emphasis on practical case studies and skill-building approaches has garnered significant appreciation from participants and partner organisations. PACE has played a vital role in fostering experimentation and innovation in education, driven by technological advancements and the creativity of its educators. As NLSIU expands its educational offerings to benefit the broader community, PACE contributes significantly to its vision and mission of enhancing legal education standards and promoting access to justice for all.

Extended Profile

1. Programme

1.1

4

Number of programmes offered during the year:

File Description	Documents
Data Template	View File

1.2

4

Number of departments offering academic programmes	
2.Student	
2.1	701
Number of students during the year	
File Description	Documents
Data Template	View File
2.2	186
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	View File
2.3	620
Number of students appeared in the University examination during the year	
File Description	Documents
Data Template	View File
2.4	45
Number of revaluation applications during the year	
3.Academic	
3.1	157
Number of courses in all Programmes during the year	
File Description	Documents
Data Template	View File
3.2	45
Number of full time teachers during the year	
File Description	Documents
Data Template	View File

3.3	30
Number of sanctioned posts during the year	
File Description	Documents
Data Template	View File
4.Institution	
4.1	75808
Number of eligible applications received for admissions to all the Programmes during the year	
File Description	Documents
Data Template	View File
4.2	54
Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	
File Description	Documents
Data Template	View File
4.3	18
Total number of classrooms and seminar halls	
4.4	39
Total number of computers in the campus for academic purpose	
4.5	3032.78373 lakhs
Total expenditure excluding salary during the year (INR in lakhs)	
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Design and Development	
1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the University	

The Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) aim to provide students with a strong intellectual foundation in law, develop critical analytical skills, and train them in practical legal skills. The curriculum is designed to give students a thorough understanding of the Indian legal system, major legal systems worldwide, and foundational legal principles.

The BA-LLB Hons curriculum includes 8 core courses on social sciences and 27 core courses mandated by the Bar Council of India. It also offers four clinical courses for experiential learning. The curriculum covers local, national, and global aspects of law. Local courses focus on specific regulations in Karnataka, while national courses cover a broad span of Indian laws. Global courses train students in international law and policy.

The LLM and MPP Programmes offer courses relevant to development needs at local, national, and global levels. Local courses include 'The Life Cycle of a Start Up - Legal, Regulatory and Tax Frameworks' and 'Climate Justice Practice'. National courses include 'Corporate Governance and Practice' and 'Indian Criminal Justice Reform'. Global courses include 'Comparative Public Law & Governance' and 'International Human Rights Law'.

File Description	Documents
Upload relevant supporting document	View File

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

3

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.1.3 - Total number of courses having focus on employability/ entrepreneurship/ skill development offered by the University during the year

1.1.3.1 - Number of courses having focus on employability/ entrepreneurship/ skill development during the year

289

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced of the total number of courses across all programs offered during the year

41

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.2.2 - Number of Programmes in which Choice Based Credit System (CBCS)/elective course system has been implemented during the year

3

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

Founded with a social justice mission, NLSIU is committed to promoting issues related to rights, sustainability and professional ethics.

Courses: Core courses are offered on constitutional law, environmental law, human rights law, family law, and professional ethics etc. which address rights, sustainability and ethics and promote critical thinking and interdisciplinarity on gender, caste, disability and other forms of social discrimination. Elective courses are offered every trimester by domain experts. Advocacy in Practice; Environmental Litigation: Law and Practice; Child Rights Litigation; and the Role of Lawyers were some recently offered electives. They encourage reflections on law,

politics, role of lawyers and the ethics of lawyering in society.

Research: Centre for Child and the Law; Centre for Environmental Law, Education, Research and Advocacy; Centre for Labour Studies; Centre for Women and the Law; Centre for the Study of Social Exclusion and Inclusive Policies; and National Human Rights Commission Chair etc. promote research and deliberation on rights, sustainability and ethics.

Public events: Special lectures, book discussions, reading groups, etc. are routinely organized to inculcate constitutional values and professional ethics. Leading scholars are invited for weekly public lectures. Faculty and student-led reading groups discuss contemporary concerns of law, constitutionalism and politics.

File Description	Documents
Upload relevant supporting document	View File

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

43

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.3.3 - Total number of students enrolled in the courses under 1.3.2 above

1.3.3.1 - Number of students enrolled in value-added courses imparting transferable and life skills offered during the year

701

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.3.4 - Number of students undertaking field projects / research projects / internships during the year

244

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File
1.4 - Feedback System	
1.4.1 - Structured feedback for design and review of syllabus – semester wise / is received from Students Teachers Employers Alumni	<ul style="list-style-type: none"> • Any 3 of the above
File Description	Documents
Upload relevant supporting document	View File
1.4.2 - Feedback processes of the institution may be classified as follows	<ul style="list-style-type: none"> • Feedback collected, analysed and action has been taken
File Description	Documents
Upload relevant supporting document	View File
TEACHING-LEARNING AND EVALUATION	
2.1 - Student Enrollment and Profile	
2.1.1 - Demand Ratio	
2.1.1.1 - Number of seats available during the year	
240	
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File
2.1.2 - Total number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the year (Excluding Supernumerary Seats)	
2.1.2.1 - Number of actual students admitted from the reserved categories during the year	
48	

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

The university has a policy driven, varied support programmes for students who need greater academic and personal support in navigating the curricular requirements of their programmes. Some of these include:

- The library SAP section
- Braille software to access LMS
- Scribes provided on request for examinations
- One-on-one office hours with faculty to address queries of PWD students, especially for subjects where graphs, tables and diagrams are used
- Deadline extensions without penalty
- Class representatives, Academic Support Group, and Disability Support Group (a student collective) to help PWD students
- Extended exam duration (for each hour, PWD students get additional 20 minutes)

The MPP programme uses varied methods of evaluation including written assignments, software assessment for quantitative skills, field work skills for social intelligence, and participative capacity in conversations contexts in group work.

During the COVID-19 pandemic, the university transitioned to online learning and online examinations. The university set up the Office of Student Affairs for strengthening support for students during the pandemic and facilitating the online teaching and

learning process. The university also used the opportunity provided by online learning platforms to introduce intensive seminar courses that were taught over two weeks by leading professionals and academics from across the country. Another important initiative from this time was a language support programme which was specifically targeted at improving the academic outcomes of students belonging to marginalised backgrounds.

File Description	Documents
Upload relevant supporting document	View File
Link For Additional Information	https://www.nls.ac.in/campus/accessibility/

2.2.2 - Student - Full time teacher ratio during the year

Number of Students	Number of Teachers
510	35

File Description	Documents
Upload relevant supporting document	View File

2.3 - Teaching- Learning Process

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

The university embraces diverse pedagogic methods like the case-book and Socratic methods, seminar discussions, simulations exercises. Clinical courses and yearly internships are mandatory parts of the curriculum. Various evaluation methods employed include research and response papers, case comments, vivas, presentations, group discussions, and seminars.

BA LLB: Simulation-based electives were taught despite the constraints of the pandemic. The mandatory clinical courses focused on the practical aspects of law. For example, the Litigation Advocacy Course was taught through simulation exercises and group discussion. Project Finance elective employed the seminar method requiring students to submit a brief explaining and defending their views on the common assignments. More than 30

courses employed the seminar format.

LLM:

- Offering of courses such as Law & Society by faculty members with considerable interdisciplinary teaching and research experience
- Emphasis on a Socratic method of teaching based on pre-assigned readings
- Substantial number of elective options for students to choose from, many of them interdisciplinary in nature
- Introduction of clinical elective courses with practical modes of learning, teaching, and evaluation

The MPP Programme organised seminar courses that were offered in small group settings. This enabled students to learn from each other and to develop mutual respect. In addition, several of the assignments were group assignments, which helped students collaborate with and learn from peers. Students were provided with practical problems from the city of Bangalore to develop and propose appropriate solutions.

File Description	Documents
Upload relevant supporting document	View File

2.3.2 - Teachers use ICT enabled tools including online resources for effective teaching and learning processes during the year

All the classrooms and seminar/conference halls are ICT enabled with white/greenboards, overhead digital projection, audio systems with wireless/collar mics, and biometric-enabled digital attendance systems. Training webinars and workshops are conducted for faculty, students and staff.

The campus is enabled with high-speed WiFi connection at Wifi 6 standards. Two other broadband connections are provided for failover mode (ACT: 4Gbps, Airtel: 500 Mbps). Five classrooms are equipped with Full Hybrid Teaching solution, i.e., two-way 4K ultra-wide video conferencing facility covering the entire classroom, paired with digital wireless/collar mics.

Moodle, a Learning Management System provides for interaction between the teachers and students, submission of assignments, and evaluations. It has options for content editing, generating reports regarding the learner's progress, and strategic planning of classes.

E-access is provided to a multitude of research and learning materials via journals, e-databases, and ebooks.

During the pandemic, Google-meet/ zoom and feature such as polls, break outrooms, Board etc., powerpoint presentations, virtual labs, automated online attendance, mentimeter etc. were used to facilitate classes. On moodle, teaching materials were uploaded and online tests were conducted. Viva-voce, presentations, moot courts, debates, group discussions, mentoring and AAC meetings were conducted smoothly using Google-Meet or Zoom.

File Description	Documents
Upload relevant supporting document	View File

2.3.3 - Ratio of students to mentor for academic and other related issues during the year

2.3.3.1 - Number of mentors

45

File Description	Documents
Upload relevant supporting document	View File

2.4 - Teacher Profile and Quality

2.4.1 - Total Number of full time teachers against sanctioned posts during the year

45/45

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

2.4.2 - Total Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. during the year

28

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

2.4.3 - Total teaching experience of full time teachers in the same institution during the year

2.4.3.1 - Total experience of full-time teachers

664

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

2.4.4 - Total number of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the year

24

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

30

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

30

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

2.5.2 - Total number of student complaints/grievances about evaluation against total number appeared in the examinations during the year

45

File Description	Documents
Upload relevant supporting document	View File

2.5.3 - IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution

All programs in NLSIU i.e BALLB (Hons), LLB(Hons), LLM and MPP have an examination mechanism which incorporates continuous evaluation components such as mid term exams, response papers, case analysis, research papers or essays, viva and end-term exam. These processes are integrated with the Learning Management System (LMS) and Enterprise Resource Planning (ERP).

The LMS serves as a centralized platform for managing and delivering educational content, and thereby enhancing the learning experience for both students and faculty. The LMS (Moodle) is used for course management, communication between students and instructors through forums, and submission of assignments like research papers, policy briefs, response papers, etc. The submissions are run through anti-plagiarism software. This has helped in curbing academic malpractices and improving academic integrity in student submissions.

The ERP helps in integrating various university departments, streamlining administrative tasks and promoting efficiency and data accuracy. ERP platform is used for managing student information (maintaining student records, admissions, and registration), assessment and grading, and declaration of results.

The Academic Administration Department has been able to streamline the management and conduct of evaluation using these platforms. During the pandemic, these portals were also used to host classes, assign readings and disseminate examination related materials.

File Description	Documents
Upload relevant supporting document	View File

2.5.4 - Status of automation of Examination division along with approved Examination Manual	A. 100% automation of entire division & implementation of Examination Management System (EMS)
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File
2.6 - Student Performance and Learning Outcomes	
2.6.1 - The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents	
<p>Established in 1986, the National Law School of India University (NLSIU) was India's first National Law University. It aimed to revolutionize legal education and transform the Indian legal system through research and policy interventions. NLSIU has consistently strived for a paradigm shift in legal education by creating high-standard curricular experiences, providing socially relevant learning, enabling impactful reforms, digitizing academic resources, and fostering an inclusive and innovative approach to legal education. These goals are reaffirmed in the 'NLSIU Inclusion and Expansion Plan 2021-25' and are rooted in the University's founding statute, the National Law School of India Act 1986.</p> <p>The learning outcomes of all courses are integrated into the assessment process, reviewed by the Academic Review Committee, and discussed in faculty meetings. All academic programs aim to achieve these outcomes, training graduates to appreciate the interdisciplinary nature of law and its connections to other fields. They provide a strong intellectual foundation for students to pursue professional or academic opportunities and equip them with critical analytical skills for real-life problems.</p> <p>NLSIU's over 9000 graduates form a vibrant community of successful professionals who have made significant contributions in academia, legal practice, judiciary, corporate world, civil services, and civil society.</p>	

File Description	Documents
Upload relevant supporting document	View File

2.6.2 - Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution during the year

The objects of the University and learning outcomes of the University are further developed into programme-specific outcomes and course outcomes. For example, one of the programme-specific outcomes of the BA-LLB (Hons) Programme is to introduce students to foundational legal concepts and principles through the teaching of courses that are necessary to meet the requirements of professional certification as a lawyer in India. In the same vein, the LLB (Hons) programme is structured around interdisciplinary study of the law combined with experiential learning. Similarly, the Master's Programme in Public Policy seeks to train young professionals to become policy practitioners capable of supporting inclusive and sustainable development.

The University has instituted a robust set of practices for tracking and reviewing the attainment of the outcomes. The Academic Review Committee, a Faculty-led body, reviews all courses for their structure and content before the commencement of every trimester. A faculty meeting is convened at the commencement of the trimester to discuss and share best practices that can further the realisation of teaching and learning outcomes. At the end of each trimester, student feedback for each course is collected and discussed in the meeting to identify areas for improvement.

Structural changes to the overall curriculum of various programmes are carried out periodically through faculty-led curriculum review committees. The proposals are deliberated with relevant stakeholders and placed before the governing bodies, which include Judges and other experts. In this way, the learning process is continually reviewed, and the pursuit of high standards is maintained.

File Description	Documents
Upload relevant supporting document	View File

2.6.3 - Number of students passed during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

174

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a web link)

<https://www.nls.ac.in/wp-content/uploads/2024/05/202021-FINAL-FEEDBACK.pdf>

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

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

NLSIU RESEARCH POLICY

The National Law School of India University (NLSIU) is renowned for its commitment to fostering a vibrant research culture. The institution's research facilities are not only state-of-the-art but are also frequently updated to keep pace with the rapidly evolving academic landscape. This commitment to continual improvement ensures that researchers have access to the most advanced tools and resources, enabling them to push the boundaries of knowledge in their respective fields.

Moreover, NLSIU has a well-defined policy for the promotion of research. This policy, which is readily accessible on the institution's website, serves as a roadmap for researchers, outlining the support and incentives available to them. It underscores the institution's dedication to nurturing research talent and encouraging scholarly inquiry.

The implementation of this policy is a testament to NLSIU's proactive approach to promoting research. It ensures that the policy is not merely a document but a living, breathing framework that actively shapes the institution's research environment. This dynamic approach to policy implementation ensures that NLSIU remains at the forefront of legal research in India.

In conclusion, NLSIU's commitment to updating its research facilities and its well-defined and implemented research promotion policy underscore its position as a leading institution for legal research. These factors contribute to creating an environment that stimulates intellectual curiosity and fosters groundbreaking research.

<https://www.nls.ac.in/research/>

File Description	Documents
Upload relevant supporting document	View File

3.1.2 - The institution provides seed money to its teachers for research (amount INR in Lakhs)

0.23963 lakhs

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.1.3 - Number of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the year

22

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.1.4 - Number of JRFs, SRFs, Post-Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the year

18

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.1.5 - Institution has the following facilities

B. Any 3 of the above

to support research Central Instrumentation
Centre Animal House/Green House Museum
Media laboratory/Studios Business Lab
Research/Statistical Databases Moot court
Theatre Art Gallery

File Description	Documents
Upload relevant supporting document	View File

3.1.6 - Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies during the year

6

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.2 - Resource Mobilization for Research

3.2.1 - Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the year (INR in Lakhs)

548.30021 lakhs

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.2.2 - Grants for research projects sponsored by the government agencies during the year (INR in Lakhs)

124.0462 lakhs

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.2.3 - Number of research projects per teacher funded by government and non-government

agencies during the year

16 Research Projects; 9 fulltime teachers with research projects

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.3 - Innovation Ecosystem

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

During 2020-21, the university took active steps to organise and strengthen its research infrastructure and ecosystem to consolidate research output in terms of publications, projects, and contributions to policy.

- The university identified five areas for its research and policy development initiatives: Labor and Work; Climate Justice; State Design and Reform; Access to Justice & Legal System Reform; and Law, Technology and Society.
- Various focused Research Centres (CIPRA, CCL, CEERA, CSSEIP, ACRDTCLF, CHLE, CLSCWL etc) continued to organise public lectures, round tables and webinars, and publish on varied subjects including intellectual property, environmental law and policy, cyber law and forensics, child rights and juvenile justice, and socially inclusive policy.
- The Centre for Labor Studies completed its 'South Asia Alliance for Poverty Eradication (SAAPE) triennial Poverty Report'.

The Research Chairs conducted research and collaborations in various fields. The Consumer Law Chair published two books and a SCOPUS- and UGC-Care-listed journal, 'International Journal on Consumer Law and Practice (IJCLP)'. This Chair also contributed to the drafting of the Consumer Protection Act 2019, collaborating with the Ministry of Consumer Affairs, Government of India and Government of Karnataka.

The Entrepreneurship Cell (E-Cell) at NLSIU encourages entrepreneurship among law students through exposure, skills, and

resources. In the past three years, they've held events including the 1st National Law School Policy Hackathon in 2020-21, where participants created policies on climate change, education, electoral reforms, and cyber law. They've also partnered with organizations like CSTEP and ADR.

File Description	Documents
Upload relevant supporting document	View File

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

20

3.3.2.1 - Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year wise during the year

20

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.3.3 - Number of awards / recognitions received for research/innovations by the institution/teachers/research scholars/students during the year

3.3.3.1 - Total number of awards / recognitions received for research/innovations won by institution/teachers/research scholars/students year wise during the year

3

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.4 - Research Publications and Awards

3.4.1 - The institution ensures implementation of its stated Code of Ethics for research

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

A. All of the above

1. Inclusion of research ethics in the research methodology course work
2. Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc)
3. Plagiarism check
4. Research Advisory Committee

File Description	Documents
Upload relevant supporting document	View File

3.4.2 - The institution provides incentives to teachers who receive state, national and international recognitions/awards Commendation and monetary incentive at a University function Commendation and medal at a University function Certificate of honor Announcement in the Newsletter / website

D. Any 1 of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.4.3 - Number of Patents published/awarded during the year

3.4.3.1 - Total number of Patents published/awarded year wise during the year

NA

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

3.4.4 - Number of Ph.D's awarded per teacher during the year

3.4.4.1 - How many Ph.D's are awarded during the year

7

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.4.5 - Number of research papers per teacher in the Journals notified on UGC website during the year

15/45

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.4.6 - Number of books and chapters in edited volumes published per teacher during the year

3.4.6.1 - Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings during the year

10

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.4.7 - E-content is developed by teachers For e-PG-Pathshala For CEC (Under Graduate) For SWAYAM For other MOOCs platform For NPTEL/NMEICT/any other Government Initiatives For Institutional LMS

D. Any 2 of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.4.8 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

Scopus	Web of Science
15	0

File Description	Documents
Any additional information	View File
Bibliometrics of the publications during the year	View File

3.4.9 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

Scopus	Web of Science
15	NA

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View File
Any additional information	No File Uploaded

3.5 - Consultancy

3.5.1 - Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy

In 2020, the university has issued a policy where in the faculty and staff who consult will be governed by this Staff Incentive Policy.

The Staff Incentive Policy allows faculty and staff to independently engage in consultancy work, with the requirement to disclose the external party and consultancy period to the Vice Chancellor. All payments to staff up to Rs 2 Lakhs per annum are fully retained by the staff member. Any amount exceeding Rs 2 Lakhs is divided in a 3:1 ratio between the staff member and the University. A 10% University Institutional Fee is charged on all external engagements, over and above direct project expenses.

External training programmes are offered through the Distance Education Department (DED). Staff involved may receive a Coordinator Fee of up to Rs 100,000 per annum, a Teaching Fee of up to Rs 6000 per hour, and an Assessment Fee as specified by the

Distance Education Council. Any unspent surplus from these programmes is transferred to the University Fund. This policy ensures a fair distribution of incentives and maintains transparency in external engagements.

File Description	Documents
Upload relevant supporting document	View File

3.5.2 - Revenue generated from consultancy and corporate training during the year (INR in Lakhs)

3.5.2.1 - Total amount generated from consultancy and corporate training during the year (INR in lakhs)

Nil

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.6 - Extension Activities

3.6.1 - Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the year

Despite the COVID-19 pandemic, the Legal Services Clinic (LSC) continued its work in spreading legal awareness. They collaborated with Nightingale's Trust to provide legal aid for cases handled by the Elder's Helpline, focusing on insurance claims and tenancy-related matters. They also filed RTIs to check compliance with D.K. Basu Guidelines and the Sexual Harassment of Women at Workplace Rules, 2013.

LSC worked with the NLSIU Centre for Child and the Law to draft a roadmap for infrastructure development in government and aided schools, covering the Right to Education, special groups, mid-day meal schemes, and other best practices. They also collaborated with the Bangalore International Mediation, Arbitration, and Conciliation Centre to promote awareness of ADR methods in India, and with the Institute for Internet & Just Society for Project Aristotle, researching digital constitutionalism, internet governance, and human rights in the context of the internet and data privacy.

These collaborations aim to nurture LSC members into empathetic and socially aware law students, deeply connected to the challenges faced by citizens.

The Centre for the Study of Social Exclusion and Inclusive Policy (CSSEIP) focuses on academic, legal, and policy research on caste, tribal, and religious minorities, with a commitment to furthering democratic practices. The Centre for Child and Law (CCL) provides psycho-socio legal services to children, contributes to law reform, builds capacity, and empowers families, focusing on juvenile justice, child abuse, and child labour.

File Description	Documents
Upload relevant supporting document	View File

3.6.2 - Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the year

3.6.2.1 - Total number of awards and recognition received for extension activities from Government / Government recognised bodies during the year

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

3.6.3 - Number of extension and outreach programs conducted by the institution including those through NSS/NCC/Red cross/YRC during the year(including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

5

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.6.4 - Total number of students participating in extension activities listed at 3.6.3 above during the year

40

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.7 - Collaboration

3.7.1 - Number of collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year

3.7.1.1 - Total number of Collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year

21

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.7.2 - Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the year

5

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

INFRASTRUCTURE AND LEARNING RESOURCES**4.1 - Physical Facilities**

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

The National Law School of India University (NLSIU) is well-equipped to meet the requirements of the Bar Council of India. It has 15 classrooms of varying capacities, including a 120-seater

for core courses and public lectures, 10 90-seater rooms also for core courses, and 4 30-seater rooms for elective courses. The university also has 5 conference rooms and a dedicated Moot Court, with 30-seater classrooms also being used as Moot Courts when necessary.

In addition to these, NLSIU has a CyberLaw Lab and a Legal Aid Clinic. The university also provides facilities for Specially Abled Persons (SAP), including a well-equipped SAP room with a JAWS Reader, Dragon Legal software, and two wheelchairs.

The Shri Narayan Rao Melgiri Memorial National Law Library at NLSIU is a state-of-the-art facility spread over 30,000 sq. ft. It houses over 70,000 volumes, has a seating capacity for 450+ students, and contains more than 40,000 books (all digitized for access to visually disabled), 20,000+ journals, and institutional subscriptions to 20+ digital databases. The library also has a seating capacity of 250 and two meeting rooms.

File Description	Documents
Upload relevant supporting document	View File

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

The NLSIU campus hosts numerous cultural activities every year which include music competitions (vocal and instrumental), dance competitions (classical and commemorative), theatre performances, quizzes and movie screenings. The university has adequate facilities to host these events, which include:

- The Old Academic Block (OAB) Quadrangle with a stage (main venue)
- Dual-use sports facilities: basketball and volleyball courts
- Football ground stadium and stage

The university has the following sports facilities on campus:

- Athletics:
 - 400m Running track

- Athletic Field
- Soccer: Multisport field with spectator gallery
- Cricket:
 - Multisport field with carpet pitch
 - Practice nets
- Volleyball court
- Throwball Court
- Basketball Court
- Tennis court (clay)
- Kabaddi field with full matting of 35mm
- Gymnasium - 3,000 sq. ft with treadmills (7), elliptical trainers (4), exercycles (4), multigyms, free weights and other exercise gear.
- Indoor sports:
 - Table tennis
 - Chess
 - Carrom
 - Foosball

Coaching

- The university has 6 sports coaches on contract, who visit campus twice a week for sports training. Training is offered in cricket, basketball, frisbee, volleyball, tennis and throwball.
- The university also provides a qualified trainer at the gym, who is present throughout its operating hours.

File Description	Documents
Upload relevant supporting document	View File

4.1.3 - Availability of general campus facilities and overall ambience

Overall Ambience

The 23-acre campus is a mini forest with a high tree density. Only 14% of the area is used for buildings with several open areas that provide healthy living spaces.

Student Residence

The university is a residential campus with 5 men's hostels and 6 women's hostels that can accommodate 1,000+ students.

Infrastructure within rooms:

Essential furnitures: Full size single bed; Full size cupboard; Study table with lockable storage unit & chair; Book shelf.

Soft Furnishings: Curtains and curtain rods; 6" spring mattress

Bathrooms: Common bathrooms on each floor; SAP/PwD bathroom on each floor.

Common Rooms

Aloyasha Kumar Common Room offers indoor sports and amenities. The Music Room (since 2014) features instruments and recording. Faculty Rooms accommodate 20 with pantry services.

Eating & Dining

University kitchen, monitored by an external consultant, ensures quality and scale. Student Messes A and B each accommodate 150 students simultaneously and ~500 students over one meal period. Training Centre Dining Hall seats 70. OAB Canteen offers various foods (from 7am to 7pm). NAB Canteen operates from 11am to 12am. Five Vending machines provide 24/7 access to food.

Health and Well Being

University outsources healthcare to hospitals like Mediclue with ambulance services. Sickbay on campus with 4 beds and staffed health center available. For mental health services, Amaha offers online counseling, Parivarthan provides in-campus services weekly. A creche with a capacity of 12 children on the campus for staff with children.

File Description	Documents
Upload relevant supporting document	View File

4.1.4 - Total expenditure excluding salary for infrastructure augmentation during the year (INR in Lakhs)

1512.43139 lakhs

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

4.2 - Library as a Learning Resource

4.2.1 - Library is automated using Integrated Library Management System (ILMS) and has digitisation facility

The NRM Memorial National Law Library serves as an enabler and collaborator in teaching, learning and research at the university. The Networked Library System ensured seamless library services throughout the COVID-19 pandemic. The library strengthened its remote access facilities (<https://eresources.nls.ac.in>) to provide uninterrupted access to e-resources. During the pandemic, the library, aided by the use of the LMS and a dedicated team, provided robust learning, teaching, and research support.

Visually challenged students have access to assistive technology software (JAWS). The Library team's innovative practices to promote access to resources and services have been duly recognised, and the NRM Memorial National Law Library is considered among the top university libraries in the country.

The library enables access to a wide range of e-resources provided by the UGC e-Shodh Sindhu Consortia (<https://ess.inflibnet.ac.in/eres.php?memID=131>) and database vendors. At present, the NLSIU library provides access to over 7,000 online journals and 12 databases. Prominent among them

are Manupatra, Westlaw Asia, and Hein Online.

The library has digitized all student dissertations and PhD theses using flatbed scanners. These are available on a platform called 'Digital Access to NLSIU Scholarship' (DANS). Website: <http://oldopac.nls.ac.in:8081/xmlui/>

<https://library.nls.ac.in/>

File Description	Documents
Upload relevant supporting document	View File

4.2.2 - Institution has subscription for e-Library resources Library has regular subscription for the following: e – journals e-books e-ShodhSindhu Shodhganga Databases

A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	View File

4.2.3 - Annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the year (INR in Lakhs)

Rs. 40.6137 lakhs

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

4.2.4 - Number of usage of library by teachers and students per day (foot falls and login data for online access)

223

File Description	Documents
Upload relevant supporting document	View File

4.3 - IT Infrastructure

4.3.1 - Number of classrooms and seminar halls with ICT - enabled facilities such as LCD,

smart board, Wi-Fi/LAN, audio video recording facilities during the year

12

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

4.3.2 - Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility

Features of IT Policy and Implementation:**IT Based Systems**

The responsibility of implementing the policy rests with the IT Officer who works with the Office of the Chief Operating Officer.

Student Services (Digii Platform)

The university has deployed the Digii platform (nls.digiicampus.com) for all student services, including academic, finance, examinations, infrastructure, residence and all other aspects of student life on campus.

Incident Reporting

- Direct reporting via email or Campus Help Center
- IT Committee serves as Ombudsman

Learning Management System (Moodle)

All course material, assignments, and projects are managed securely through the platform with full IP protection.

Proactive Monitoring

- Tools issue alerts for violations
- Regular monitoring by IT Department

Library System (Koha)

Unified library access via Koha platform with RFID-tagged books, including physical and digital assets.

Access Control

- Strict procedures for activating or deactivating access

Student Productivity (Google, Microsoft, Zoom)

University-wide access to Google and Microsoft subscriptions for office productivity and Zoom licenses.

Business Continuity

- Critical platforms and filing system on cloud
- 'University Archive' with access control and audit trail

University Websites (nls.ac.in, pace.nls.in)

General university information updated on nls.ac.in, while Distance Learning content on pace.nls.in.

Budgetary provisions and utilization

NLSIU Information Technology Policies, 2020

- NLSIUITPolicies-Process Manual
- NLSIUITPolicies-Email Migration and Export Policy
- NLSIUITPolicies-List of External Arrangements
- NLSIUITPolicies-IT Incident Reporting Form

Network Bandwidth

ACT 1GBPS, Airtel 500 MBPS

Access Points

159

LAN Points

144

File Description	Documents
Upload relevant supporting document	View File

4.3.3 - Student - Computer ratio during the year

Number of students	Number of Computers available to students for academic purposes
620	1 Specially Abled Person system and 620 laptops

4.3.4 - Available bandwidth of internet connection in the Institution (Leased line)

- 71 GBPS

File Description	Documents
Upload relevant supporting document	View File

4.3.5 - Institution has the following Facilities for e-content development Media centre Audio visual centre Lecture Capturing System(LCS) Mixing equipment's and softwares for editing

C. Any 2 of the above

File Description	Documents
Upload relevant supporting document	No File Uploaded
Upload the data template	View File

4.4 - Maintenance of Campus Infrastructure**4.4.1 - Total expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the year**

Rs. 791.48607 lakhs

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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.

IT Maintenance and Utilization

NLSIU's IT operations have been outsourced to Aretha Technologies since 2018. Aretha manages vendor relationships, hardware maintenance, inventory utilization and obsolescence, and IT policy implementation.

Facilities Management and Utilization

Sree Manjunatha Enterprises provided housekeeping for the Training Centre and Learning Centre. Sri Udyog Enterprises provided staff for housekeeping and gardening.

Utilization Control:

All university infrastructure is managed through the Digiicampus platform. This includes classrooms, meeting rooms, sports facilities, hostels, moot courts, conference rooms and the guest house. Users can request any venue on the app, and this information is constantly updated.

Maintenance Control:

There are three aspects to maintenance: Preventive maintenance includes regular and heavy maintenance scheduled during off-months (semester breaks). Breakdown maintenance is managed through the Digiicampus ticketing system (to deal with immediate issues). Finally, continuous improvement initiatives are prioritized.

Security and Safety:

The campus has five gates or entry points. All entry points are mapped and have scheduled operational timings. The entire campus, including outdoor and indoor common spaces, is under CCTV surveillance. Recordings are kept for 90 days.

File Description	Documents
Upload relevant supporting document	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Total number of students benefited by scholarships and free ships provided by the institution, Government and non-government agencies (NGOs) during the year (other than the students receiving scholarships under the government schemes for reserved categories)

48

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

5.1.2 - Total number of students benefited by career counselling and guidance for competitive examinations offered by the Institution during the year

250

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

5.1.3 - Following Capacity development and skills enhancement initiatives are taken by the institution Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) Awareness of trends in technology

C. Any 2 of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

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

• All of the above

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

File Description	Documents
Upload relevant supporting document	View File

5.2 - Student Progression

5.2.1 - Number of students qualifying in state/ national/ international level examinations during the year (eg:NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations)

5.2.1.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

8

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

5.2.2 - Total number of placement of outgoing students during the year

64

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

5.2.3 - Number of recently graduated students who have progressed to higher education (previous graduating batch) during the year

3

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter -university/state/national/international events (award for a team event should be counted as one) during the year

0

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

5.3.2 - Presence of Student Council and its activities for institutional development and student welfare

The Student Bar Association (SBA) at NLSIU, with its own constitution, oversees a range of student activities. It forms 12 Activity Based Committees (ABCs) annually, each focusing on a specific area. The ABCs, supervised by faculty advisors, are funded by the university and raise external sponsorships for inter-institutional events. During 2020-21, the biggest challenge faced by the Student Council was the COVID-19 pandemic, which posed several hurdles to student life. After the announcement of the lockdown, the Student Council worked with the administration to ensure that classes and evaluations were conducted smoothly online. An Academic & Examination Rules Review Committee was set up, which recommended and successfully reformed attendance rules (removing marks for attendance) and introduced new grades (C, C+). Both of these changes were made to ensure that hurdles posed by the pandemic did not result in unnecessary year losses for students from marginalised socio-economic backgrounds. The Student Council spearheaded several student support mechanisms. There was increased peer support, be it through term paper aid from senior batches, institutional sharing of notes or peer discussion sessions. The NLS community—spread across India during the lockdown—came together to support each other, with the Student Council leading the support group for the procurement of medicines and vaccines.

File Description	Documents
Upload relevant supporting document	View File

5.3.3 - Number of sports and cultural events / competitions organised by the institution during the year

9

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

5.4 - Alumni Engagement

5.4.1 - The Alumni Association/Chapters (registered and functional)contributes significantly to the development of the institution through financial and other support services during the year

The NLSIU Alumni Association is an active chapter with over 1000 registered alumni of the university. The Alumni Office at the university liaises with alumni of all programmes offered by the university—including full-time and online/ hybrid programmes. This is achieved through the university's dedicated alumni platform, which has over 1,000 registered alumni across programmes offered by NLSIU.

Weblink: https://www.nls.ac.in/news-and-events/?_news_events_search=alumni,<https://alumniconnect.nls.ac.in/>

Financial support

A significant manner in which the alumni support the university is through financial support. Over the last three academic years, NLSIU alumni made significant financial contributions towards supporting student financial aid and infrastructure development projects at NLSIU.

- Alumni contribution in AY 2020-21: Rs. 33 lakh

Teaching, mentoring and other support services

NLSIU alumni also support the university by committing their time to teach. Seven alumni offered elective courses to students of

full-time programmes. Further, 10 alumni participated as expert resource persons/ guest faculty for the specialist diploma and certificate courses offered by the university's Professional and Continuing Education (PACE) Department.

File Description	Documents
Upload relevant supporting document	No File Uploaded

5.4.2 - Alumni contribution during the year (INR in Lakhs) A. ? 5Lakhs

File Description	Documents
Upload relevant supporting document	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance

NLSIU was established under the National Law School of India Act, 1986. Its mission, enlisted therein as the 'Objects of the University', includes advancing and disseminating learning/knowledge of law and legal processes and their role in national development; developing in students and scholars a sense of responsibility to serve society in the field of law by developing skills in regard to advocacy, legal services, legislation and law reforms; promoting legal knowledge; and making law and legal processes efficient instruments of social development.

This vision and mission guides all the decisions taken regarding the university's functioning. We have expanded the intake of students, especially those from disadvantaged sections, from across India in a phased manner. Consequently, the current student body is the most socially inclusive one in the university's history. We have hired faculty across the law and social sciences and key administrative personnel. We prioritize teaching pedagogy and offer a mix of foundational, professional and research programmes, including clinical legal education and elective courses offered by senior legal practitioners. Curriculums of all core programmes have been/are being revamped in the past three years. Faculty in charge of the Research Centres and Chairs

spearhead research in various subjects.

File Description	Documents
Upload relevant supporting document	View File

6.1.2 - The effective leadership is reflected in various institutional practices such as decentralization and participative management

Building on its legacy, the NLSIU aims to become a leader among Asian and global law schools and legal research and policy institutions in the next decade. Consequently, attention has been paid on structures (departments, reporting lines, cross-functional teams), processes (recruitment, induction, performance management, training), tools (software), and people.

The non-teaching departments are grouped into:

- Academic
 - Academic Programme Chairs
 - Academic administration (AAD)
 - Office of Research
 - Professional and Continuing Education (PACE)
- Administrative
 - Library
 - Campus and Residential Life
 - Finance
 - People and Culture
 - Operations
 - Technology
 - Communications & External Relations

By recruiting professionals across non-teaching departments, the

NLSIU has been able to effectively de-centralize and scale its operations.

Academic decisions and policy matters are discussed at the weekly Academic Review Council meetings, Operational meetings, and Faculty meetings. The various Committees, chaired by senior faculty and containing student and faculty representatives, work to revise curriculum and manage student life and university policies. This facilitates transparency and participative management. Important matters are placed before the Governing Bodies for ratification/approval.

File Description	Documents
Upload relevant supporting document	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

The Governing Bodies of NLSIU reviewed and adopted the 'NLSIU Inclusion and Expansion Plan 2021-25' ('Strategic Plan') in April-May 2021. The Strategic Plan rests on three key dimensions: Student Inclusion & Expansion, Faculty & Research, and Finance & Infrastructure. The Plan anticipates and responds to the key goal of increasing student diversity by admitting students from various marginalized and disadvantaged sections of Indian society while expanding the university student intake (responding to regulatory encouragement) in a phased manner.

In AY 2020-21, the effective deployment of this Strategic Plan was undertaken by completing the following:

1. Formulating the Strategic Plan with inputs from relevant stakeholders,
2. Obtaining approvals from the University Governing Bodies for expansion of student intake from AY 2021-22 onwards,
3. Obtaining approvals from the University Governing Bodies for faculty, researcher and staff hiring in accordance with the Strategic Plan,
4. Refurbishment and opening of the New Academic Block on campus,

5. Identification of focussed research streams for university research projects followed by applying for and obtaining grants for new research projects, and
6. Commencing the revision of the University Master Plan for systematic development of campus infrastructure in step with the Strategic Plan.

Website Link: <https://www.nls.ac.in/news-events/nlsiu-inclusion-and-expansion-plan-2021-25/>

File Description	Documents
Upload relevant supporting document	View File

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

The NLSIU governing bodies, constituted under the NLSIA 1986, include representatives from the BCI, Government of Karnataka, and SC and Karnataka HC judges.

The Executive Council, the highest governing body, along with the Academic Council and the Finance Committee, meets once every quarter. For day-to-day functioning, the Vice Chancellor and Registrar report to the Governing Councils.

The VC oversees all academic matters, assisted by the Dean-Academics, Dean-Research, and Chairs. The Registrar oversees administrative, operational and student welfare matters, assisted by the COO, CFO, People and Culture Officer and Director-Campus and Residential Life. The hiring for consultant/permanent positions follows the policies approved by the EC.

Updated policies (based on stakeholder comments and approved by the GCs) govern all matters of efficiency in teaching and research; eg:- Academic and Examination Regulations, Policy on Grants for Conference Travel and Research for Faculty and Researchers, University Research Policy (URP), Employee Service Regulations and Leave Regulations. Equal Opportunities Cell addresses grievances regarding marginalisation/exclusion of minority groups, based on caste, religion, ethnicity, sexuality and gender inter alia.

Faculty serve as Programme Chairs and Vice Chairs, and members of

the Academic Review Committee (deciding day-to-day academic matters), and the Dean-Research Office (implementing the URP).

<https://www.nls.ac.in/about/governing-bodies/>; <https://www.nls.ac.in/about/people/>; <https://www.nls.ac.in/information/students/equal-opportunity-cell/>

File Description	Documents
Upload relevant supporting document	No File Uploaded

6.2.3 - Institution Implements e-governance in its areas of operations

6.2.3.1 - e-governance is implemented covering following areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

A. All of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

6.3 - Faculty Empowerment Strategies

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

The university follows the UGC Regulations 2018 for faculty promotions via the Career Advancement Scheme (CAS), comprising an annual process with detailed application forms, a shortlisting committee, and interviews (with a selection committee) where applicable. The university has deployed digital performance appraisals for all eligible faculty and staff. These appraisals assess capability, performance, and productivity over a specific period, ensuring fairness and transparency. Faculty KRAs (key result areas) include all academic output/achievement in three areas: teaching, research publications, and institutional service, with the process including self-reflection and peer review. Non-teaching staff KRAs cover functional outputs and institutional service. The entire process focuses on self-reflection, self-rating, which is followed by supervisor feedback, overall rating, and framing goals for the next year.

Welfare measures:

Apart from statutory retirement benefits, the university has a generous leave policy which has been recently revised to ensure that our faculty and staff get adequate time for rest and have opportunities to gain experience and enhance their skills. Additional perks include education fee and medical expense reimbursement, group insurance covering five dependents, and mental health services for all employees (regardless of employment classification). Apart from this, a Staff Welfare Fund offers emergency financial support.

File Description	Documents
Upload relevant supporting document	View File

6.3.2 - Total number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

35

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

6.3.3 - Number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the year

13

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

6.3.4 - Total number of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the year(Professional Development Programmes, Orientation / Induction Programmes Refresher Course, Short Term Course)

26

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

6.4 - Financial Management and Resource Mobilization

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

NLSIU is established under the National Law School of India Act, 1986 and registered under the FCRA Act, so it is entitled to receive funds from India and abroad.

Sources of funds

The university's major revenue source is academic fee receipts from regular programs and distance education programs. Hostel, mess and facility fees are collected from students. Grants are received for infrastructure and asset creation from the government, private institutions, and from philanthropic individuals for initiatives, like development of physical campus infrastructure. Funds are received for research projects, training, and consultancy programs from India and abroad. Nominal rent is collected from service providers occupying NLSIU premises. Donors are eligible for 100% tax exemptions.

Optimal utilization of funds

The University Council and Financial Aid Committee oversees daily operations within approved budgetary outlays. Annual budgets, formulated with stakeholder input, require Governing Council approval, ensuring transparency and accountability. Procurement processes undergo strict monitoring, with L1 vendors chosen following evaluation on specific parameters with payments being released only after verification. Grants and research projects adhere to governing guidelines, with requirements to submit periodic reports. Surplus funds are invested in fixed deposits with reputable banks. Financial frameworks ensure timely fund mobilization.

File Description	Documents
Upload relevant supporting document	No File Uploaded

6.4.2 - Funds / Grants received from government bodies during the year for development and

maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs)

NIL

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

6.4.3 - Funds / Grants received from non-government bodies, individuals, philanthropists during the year for development and maintenance of infrastructure (not covered under Criteria III and V)(INR in Lakhs)

NIL

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

6.4.4 - Institution conducts internal and external financial audits regularly

NLSIU's financial accounts undergo internal and external audits, per the National Law School of India Act No. 22 of 1986. Audit firms are selected from a qualified pool, serving for three years if criteria are met. Internal audits occur semi-annually, covering transactions from all university departments (like Finance, Operations, Academics, PACE, Library, Training Centre and F&B) to ensure compliance with ICAI guidelines. Compliance audit, process and workflow audits are also part of the scope.

The internal control procedures for all critical areas like receivables, payables, HR, investment, donations and grants, inventory and property are scrutinized and reviewed for soundness in principle and effectiveness in operation. Comments and observations are discussed with the relevant stakeholders for action-planning. This audit framework is designed to prevent malpractices, fraud and misappropriation.

Statutory auditors rely on the internal audit report to identify areas of focus and conduct the external audit. They scrutinize whether the discrepancies reported, if any, have been resolved. They scrutinize tax and other statutory matters of the university. After obtaining satisfactory management responses and corrective action, they certify the annual financial statements of the

university. The audited accounts are then placed before the Governing Bodies for approval.

File Description	Documents
Upload relevant supporting document	View File

6.5 - Internal Quality Assurance System

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

The IQAC's methodology for assessing teaching-learning quality involves several steps. Before each trimester, course outlines are updated and submitted to the Academic Review Committee (ARC) for review. The ARC, comprising teachers from social sciences and law, provides feedback for any necessary modifications. Revised courses are uploaded on the Learning Management System (LMS), along with reading materials, assignments, and exam schedules. Faculty meetings are held at the start of each trimester to discuss teaching and learning outcomes, share good practices, and seek constant improvements. Student feedback is taken at the end of each trimester to understand areas for improvement.

To ensure learning outcomes, a rigorous and diverse continuous evaluation mechanism is employed, including exams, research papers, moot courts, internships, etc. All course outlines must specify the learning outcomes, which are then reviewed by the ARC. Evaluation methodologies are designed to ensure homogeneity across batches.

In the current year, the course structure was changed to provide session-wise readings and topics for three months. Due to the pandemic, the learning process was shifted online, with the university funding Wi-Fi for students who couldn't afford it. Exams were redesigned for honesty, and internship rules were altered for online engagements.

File Description	Documents
Upload relevant supporting document	View File

6.5.2 - Institution has adopted the following for Quality assurance Academic Administrative Audit (AAA) and follow up

B. Any 4 of the above

action taken Confernces, Seminars, Workshops on quality conducted Collaborative quality initiatives with other institution(s) Orientation programme on quality issues for teachers and studens Participation in NIRF Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

6.5.3 - Incremental improvements made for the preceding during the year with regard to quality (in case of first cycle) Post accreditation quality initiatives(second and subsequent cycles)

The IQAC proposed a comprehensive curriculum plan for a 3-year LL.B. Programme, addressing issues like amendments to the AER, evaluation moderation policy, and external engagements. The plan also proposed expanding student intake, starting a three-year LLB program, and improving research output and journal standards. The AER for BALLB was revised to improve academic output, removing attendance marks, adjusting project marks, and modifying regulations related to promotion and project writing. The National Education Policy 2020 was examined, and preparations were made for its implementation through expansion and diversification. Faculty research was reviewed, agreeing on the need for at least one peer-reviewed paper each year from faculty and strengthening the editorial processes of NLSIU journals. The IQAC also proposed the 'NLSIU Inclusion and Expansion Plan 2020-25', suggesting an increase in student intake across all programs over the next 5 years, encouraging multidisciplinary teaching and research, and developing online educational content. A two-tier method of moderation was suggested for grading, and changes were proposed for the inadequate quotas for SAARC nationals. The AER was revised to provide a more cooperative learning process without diluting academic standards. The student welfare office has implementing measures to enhance campus life, including active support, mental health services, nutritional and academic counseling, and extracurricular activities, fostering unity and personal growth among students. The student welfare office is implementing measures to enhance campus life, including active support, mental health services, nutritional and academic counseling, and extracurricular

activities, fostering unity and personal growth among students.

File Description	Documents
Upload relevant supporting document	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

NLSIU prioritizes safety and well-being through comprehensive measures, including the installation of CCTVs, framing a strict security protocol, and the implementation of a gender-neutral 'Code to Combat Sexual Harassment'. The code complies with the requirements of the Supreme Court of India and the University Grants Commission Annual orientation sessions educate faculty, staff, and students about appropriate workplace conduct and reporting procedures, fostering a culture of accountability and respect.

In partnership with Amaha, the university offers free counseling sessions and mental health support, ensuring employees and students have access to professional assistance when needed. Importantly, these services cater to diverse needs, with specialists trained in linguistic diversity and Queer Affirmative Counselling Practices.

The university's Health Centre operates 24/7, providing medical assistance to the campus community at all times. Furthermore, an in-house creche is available on all working days, including vacations, to support staff with childcare needs.

The People and Culture office actively addresses employee concerns and works towards enhancing workplace culture, emphasizing inclusivity and support.

Links:

<https://www.nls.ac.in/campus/campus-life/>

<https://www.nls.ac.in/campus/conduct-safety/>

<https://www.nls.ac.in/campus/health-and-wellness/>

<https://www.nls.ac.in/campus/mental-health-and-emotional-well-being/>

<https://www.nls.ac.in/campus/accessibility/>

File Description	Documents
Upload relevant supporting document	View File
Annual gender sensitization action plan(s)	https://www.nls.ac.in/campus/campus-life/ https://www.nls.ac.in/campus/conduct-safety/ https://www.nls.ac.in/campus/health-and-wellness/ https://www.nls.ac.in/campus/mental-health-and-emotional-well-being/ https://www.nls.ac.in/campus/accessibility /
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common rooms d. Daycare Centre e. Any other relevant information	https://www.nls.ac.in/campus/campus-life/ https://www.nls.ac.in/campus/conduct-safety/ https://www.nls.ac.in/campus/health-and-wellness/ https://www.nls.ac.in/campus/mental-health-and-emotional-well-being/ https://www.nls.ac.in/campus/accessibility /

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment

D. Any 1of the above

File Description	Documents
Upload relevant supporting document	View File

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

Solid waste: The university is very serious about responsible waste disposal.Until December 2020, the university relied on Bruhat Bengaluru Mahanagara Palike (BBMP) services for solid waste

disposal. However, it was found that the contractor was not properly following established guidelines for the disposing of waste.

In 2021, the university contracted Saahas Zero Waste (SZW), a certified waste management enterprise in the social sector (<https://saahaszerowaste.com/>). Under this new collaboration, waste segregation at source is given priority, and the university provides segregated dustbins at all points across the campus and inside buildings. Waste is collected by the university facilities team in specially procured biodegradable waste bags and is stored in the waste room for SZW to collect every morning.

Liquid waste: Liquid waste generated is primarily sewage, which is disposed of through Bangalore Water Supply and Sewerage Board (BWSSB) pipelines going through the campus; the university is in the process of setting up a 300KL Sewage plant.

Biomedical waste: Not applicable. The small amount of waste generated in the health centre is disposed of as per Fortis Hospital Practices.

E-Waste: The university collects e-waste and disposes of it at regular intervals through authorised e-waste organisations.

File Description	Documents
Upload relevant supporting document	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	View File

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

1. Restricted entry of automobiles

B. Any 3 of the above

<p>2. Use of bicycles/ Battery-powered vehicles</p> <p>3. Pedestrian-friendly pathways</p> <p>4. Ban on use of plastic</p> <p>5. Landscaping</p>	
File Description	Documents
Upload relevant supporting document	View File
7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution	
<p>7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:</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 promotional activities 	E. None of the above
File Description	Documents
Upload relevant supporting document	No File Uploaded
<p>7.1.7 - The Institution has a disabled-friendly and barrier-free environment Ramps/lifts for easy access to classrooms and centres. Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.</p>	A. Any 4 or all of the above
File Description	Documents
Upload relevant supporting document	View File

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words)

NLSIU is a fully residential learning community. We aim to offer all our students the benefits of belonging to a vibrant and diverse student community - both inside and outside the classroom. Student life outside the classroom is organized by self-governing student groups. Students are encouraged to participate in campus initiatives and community-based events that include cultural activities, student-led associations, festivals, and more.

Given the pandemic-induced lockdown, the Cultural and Fine Arts Committee ('Culcomm') kickstarted the new academic year with 'Vocalista 2020', an online music night, with several performances by students from across batches. In order to compensate for physical peer-to-peer interaction, Culcomm organized several online events, ranging from doodle-making and poetry competitions, film screenings and an 'NLS Open Night' to welcome the batch of 2025. A week-long online event was organised to replicate Christmas festivities on campus, and a 'Nazm Night' was organised for poets and shayari enthusiasts.

File Description	Documents
Upload relevant supporting document	View File

7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:

NLSIU strives for a campus in which every person feels respected and can lead a life of dignity, free from vulnerability. In furtherance of the core commitment of our Constitution to protecting and nurturing the dignity of the individual, NLSIU has established principles and procedures to combat sexual harassment, promote gender equality and has undertaken several activities to inculcate these values in each member of the NLSIU community.

The university conducted three sensitization workshops—for students, faculty, researchers and administration—on gender equality and sexual harassment. These were driven by the idea that each member of the community should be able to live a life free from sexual harassment, irrespective of their gender, race, caste, class, sexual orientation, disability and status. Further, NLSIU has a robust internal complaints mechanism that provides speedy and effective redressal of sexual harassment complaints. NLSIU

also has a faculty member who acts as the Sexual Harassment Policy Advisor to assist the aggrieved with assessing their options, organizing sensitization workshops and ensuring the university functions in line with the principles set out in the NLSIU Code to Combat Sexual Harassment.

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

All of the above

File Description	Documents
Upload relevant supporting document	View File

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

NLSIU regularly organizes events and activities to celebrate festivals and other significant occasions. National festivals, i.e. Independence Day and Republic Day are celebrated by the unfurling of the national flag, communal singing of the national anthem, and associated cultural activities. The university organized events like public lectures by eminent public personalities, faculty seminars and film screenings on topics that highlight constitutional values, strengthen democracy and enhance legal awareness among citizens on International Consumer Day (March 15th), Constitution Day and many more. Recent events include seminars on consumer protection, copyright laws, child protection laws, public-private partnerships, and public health, among others.

The student community organizes various activities around relevant themes as part of their internal activities. These include panel discussions, guest lectures by national and international speakers, quiz competitions, debates, and other informal activities. The student cultural committee organizes various cultural activities and celebrations throughout the year. It endeavours to facilitate the cultural and creative streaks of the

student body by organising a bunch of energy-ridden and absolutely fun intra/inter-collegiate events. The committee aims at providing platforms to students where they can exhibit their talents by participating in events such as Art Mela (which includes painting, sketching, Mehendi, Clay modelling, Face n Toe painting), Playfest , MadAdz, Movie Spoofs, Western Music and Dance, Eastern Music and Dance.

The university celebrates its alumni community through regular events, activities and reunions. Alumni are also engaged in delivering guest lectures, recruitment and career guidance.

File Description	Documents
Upload relevant supporting document	View File

7.2 - Best Practices

7.2.1 - Describe one best practice successfully implemented by the Institution as per NAAC format provided in the Manual

1.Responsible Water Policy

2.To attain responsible use of water resources through holistic measures across:

- Water conservation
- Water table recharging
- Rainwater harvesting
- Water recycling

3.Under the expansion plan of the university, the student population on the campus has more than doubled over the last 5 years. At the same time, the area around the university has also become more densely populated, leading to the depletion of the water table in the area. Limited municipal water supply, groundwater is the prime source of water on the NLSIU campus.

4.The design of tap systems and student usage patterns ensures that there is immense water wastage in acts as simple as handwashing.

Solution: Water flow restrictors were installed across the campus.

The university tested several water restrictors which could be easily installed and identified one that could successfully demonstrate the restriction of water flow from 18L/min to 2L per minute without significantly changing the user experience. The university installed the water restrictors across all ~500 taps and shower heads.

Results: The per capita water consumption on campus reduced from 120L/day to 75L a day. This was despite the increased construction activity on the campus during this period, which led to an increase in overall water consumption.

5.A 37% reduction in per capita water usage on campus. The university intends to reduce this consumption further by implementing other water conservation strategies.

6. User reluctance, Product selection and Resources

https://www.nls.ac.in/wp-content/uploads/2024/05/202021_BestPractice.pdf

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

The University's priority has been to provide the best legal education in the country to a diverse set of students as a public University. In AY 2020-21, we showcased our performance in this effort by achieving the No. 1 Ranking for Law Institutions in the National Institutional Ranking Framework (NIRF) results. This was the 4th time that the University has received the No. 1 rank consistently. The University was evaluated on the five parameters which cover all aspects of a University imparting professional education to young lawyers. Here is how NLSIU performed on these parameters:

Teaching, Learning & Resources - 78.19/100

Research & Professional Practice - 55.62/100

Graduation Outcome - 83.92/100

Outreach & Inclusivity - 74.74/100

Perception - 100/100

Total Score - 78.06/100

This ranking confirms and extends NLSIU's leadership in Indian legal education. Since 2020, the University has committed itself to a radical and comprehensive transformation to redefine the future of legal education in India. We have expanded intake across our academic programmes which has allowed the University to accommodate students from diverse backgrounds from across the country. While increasing aggregate student intake, we have reduced class sizes for the core and elective courses by adopting various academic and pedagogic innovations to ensure that we continue to deliver the best learning outcomes in any Indian law school.

Weblink: <https://www.nls.ac.in/news-events/nlsiu-tops-nirf-rankings-2021/>

7.3.2 - Plan of action for the next academic year

1. We plan to review the scholarship policy to increase its reach and effectiveness.
2. Improvise and expand student housing facilities with a comprehensive Residence Life Policy.
3. Revising faculty housing rentals in tune with realistic commercial practices.
4. Framing of student research Plagiarism guidelines.
5. Revamping and strengthening the mental health support structures.
6. Restructuring all non academic staffing on more scientific principles.
7. Designing a more fiscally viable Provident Fund mechanism.
8. Creation of an adequate support structure for student welfare.
9. Comprehensive reform of all Academic and Exam Regulations(AER)