

Template for
INSTITUTIONAL DEVELOPMENT PLAN (IDP 2022-2032)
FOR HIGHER EDUCATIONAL INSTITUTIONS IN GOA

As part of the implementation of National Education Policy-2020

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1. Institutional Basic Information

1.1. Institutional Profile:

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|--|--|----------------------------|-------------------------|------------------------|----------|
| Name of the Institution | VVM's GOVIND RAMNATH KARE COLLEGE OF LAW | | | | |
| Head of the Institution | DR. SABA DA SILVA | | | | |
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| | Office | 0832-2722541 | | | |
| College Website | www.grkarelaw.edu.in | AISHE Code: C-30838 | | | |
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| Name of the NEP Coordinator | | | | | |
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| Name of the TLET Coordinator | Dr. Goretti Simoes | | | | |
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| | Cell No | 9881736656 | | | |
| NAAC Accreditation Status | 1 st Cycle: - | Grade: B | 2 nd Cycle ✓ | Grade: B ⁺⁺ | |
| | 3 rd Cycle | Grade: - | 4 th Cycle | Grade: - | |
| NIRF Ranking | 2020-21: participated | 2019-20: participated | 2018-19: - | 2017-18: - | |
| UCG Recognition | 2(f) | Yes ✓ | No | 12 B | Yes ✓ No |
| NBA accreditation | Yes | No ✓ | | | |
| Financial Status | Government /Aided: YES | | | Self-Finance: YES | |
| Under National Education Policy (NEP 2020), would your institute prefer to be: | i. Constituent college of the State University ✓ ii. Autonomous degree granting College. iii. Part of Higher-educational institution (HEIs) cluster. | | | | |

Please note that, there is no space limit. Thus, if required, you may expand any of the following sections

1.2. Institutional SWOC Analysis

Strengths:

- Students from rural/backward areas, particularly girls and first-generation learners are enrolled in the Institution.
- The Institution enrolls foreign students.
- Wide co-curricular exposure through active involvement in Legal Aid Cells, Clubs, etc. is given.
- Students are also provided with book-bank facility, scholarships, freships, awards and other incentives/facilities for their welfare.
- Students excel at University Examination securing awards

Weaknesses:

- Enrollment of students is not at maximum capacity and the number of students enrolled and employees at the institution from the other States is negligible.
- Medium of Instruction is solely in English disabling expression of students who have greater communication ability in vernacular medium.
- No transport facility provided by the institution for students.
- No hostel facility for students and no quarters for the staff.
- The Institution has not provided Common Room facility for boys,
- No stationery store on campus.
- Health Centre is not available for students.
- The Institution does not have an independent library building and is housed adjacent to the administrative office and the Principal's cabin.
- Requirement of Radio Frequency Identification (RFID) to be used in the library.
- The Research Centre has only one Research Guide and there is moderate temperament for research and formal funded minor and major research projects are not being undertaken.
- Government grants are not extended to a majority of the programmes offered at the Institution, thereby leading to teachers being in contractual or temporary employment.
- The undergraduate law programmes are not placed under the Choice based Credit System (CBCS).
- The state of Goa, being small in area, job avenues to graduates and post-graduates in the corporate sector and academic institutions are limited.

Opportunities:

- Being the only institution imparting Legal Education in the district of South Goa, there is an opportunity to increase the number of divisions in view of gradual increase in the number of students. Consequently, a larger intake of students can be made.
- There is scope to introduce other integrated degree as well as diploma programmes in the area of law, and also attract more students from other States and foreign countries.
- Considering the availability of space on campus, infrastructure expansion for conference facility, independent office space for an Arbitration and Mediation Centre and

larger/independent library premises with reading and discussions rooms can be identified.

- There is scope to increase the number of Guides for Ph.D. programme in due course, after the faculty members/ scholars complete their doctoral studies thereby increasing the enrolment of Ph.D. scholars and also undertaking funded minor and major research projects alongside the regular curriculum, including joint research projects with bodies having MoU with the institution.
- Increasing of the extension of library services to practicing lawyers and researchers can be explored and research projects undertaken with law practitioners, many of whom are also members of the Alumni Association.
- There is ample scope for research work in civil law unique to the Legal systems in the State of Goa.
- Playground facilities and services of Physical Education trainers can be utilized to commence with training modules for the institution and for the public

Challenges:

- Higher Education avenues are on the increase and there is a wide choice of other professional and job-oriented courses of lesser duration, within the State of Goa which is an attractive alternative.
- For Legal Education, there is a phenomenal growth of autonomous and private law Universities and Colleges and large number of National Law Schools. This is particularly applicable for the five-year B.A.LL.B. programme
- Difficult to bring the syllabus of the law curriculum which is as per the Legal Education Rules, 2008 of the Bar Council of India in tune with the practical requirements of the job market.
- It is not easy to manage the frill expenditure of the self-financed programmes at the Institution since the fees for these programmes are determined by the Fee-Fixation Committee of the Government.
- The meritorious students of the Institution who are economically backward, may not be able to be funded in cases of students' exchange thereby not being able to explore their full potential.
- Since foreign students often hail from different systems of law, the curriculum in the Institution does not always serves the needs of such students.
- In cases of students' exchange, local students may hesitate to take up courses in foreign Universities having MoUs with our Institution.

2. Institutional Development Plan (for at-least next 10 years)

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| 2.1. Vision |
| To be a center of excellence providing quality legal education and to develop professionalism with social commitment |
| 2.2. Mission |
| To lead the way in legal education through innovative teaching and learning experiences and to create legal professionals with qualities of commitment towards society, social justice and ethical values |
| 2.3. Goals and Objectives |
| The college has the vision to be a center of excellence providing quality legal education and to develop professionalism with a social commitment and a mission to lead the way in legal education through innovative teaching and learning experiences and to create legal professionals with ethics and moral values. |
| 2.4. Executive Summary |
| <p>The seeds of Vidya Vikas Mandal (VVM), an educational Trust, were sown in the year 1971 by visionaries, with the objective of facilitating the requirements of Commerce education in South Goa. Having a strong sense of social commitment towards the noble cause of education, the founding fathers of VVM felt a pulsating need to bring education to the door steps of the people of South Goa.</p> <p>This noble step was taken by the Trust through its first institution, the Shree Damodar College of Commerce and Economics in the year 1973. Thereafter, due to the necessity of providing Legal Education, especially to rural masses of South Goa, the Govind Ramnath Kare College of Law took birth in the year 1979.</p> <p>This milestone proved to be a thoughtful step to aspirants seeking Legal Education, as it bridged the yawning gap between the need and the availability of it in South Goa, and it saved them of hardships and expenses involved in travelling to the capital city of Panaji in North Goa.</p> <p>Thereafter, there was the establishment of other institutions, viz. Ramakrishna Mahadeva Salgaocar (RMS) Higher Secondary School, offering Commerce and Vocational streams, under the Goa Board of Secondary and Higher Secondary Education; the Vidya Vikas Academy, a school with a Higher Secondary Section in the Science stream, the Institute of Management Training and Research (IMTR) and the Indira Gandhi National Open University (IGNOU) Study Centres, at both - the Shree Damodar College of Commerce and Economics and at the Govind Ramnath Kare College of Law.</p> <p>This institution was earlier affiliated to the Bombay University and with the commencement of the Goa University under the Goa University Act, 1984 (Act No.7 of 1984), the institutional affiliation was accordingly granted by the Goa University. The institution is recognized by the University Grants Commission under Sec. 2(f) and 12(b) of the U.G.C. Act, 1956 (Act No. 3 of 1956).</p> <p>Further, the Bar Council of India (BCI) has granted recognition to both the undergraduate law programme. The institution also offers a 2-year postgraduate LL.M. Programme and the Ph.D. Doctoral programme, through its Research Centre.</p> |

2.5. Developing Motivated and Energized Faculty

It is rightly said that achieving 'quality' is not a destination but a consistent journey.

Improving the quality of higher education institutions is the need of the hour. One of the greatest challenges is the quality and engagement of our faculties. They are the backbone of our institution and contribute effectively in projecting the image of the institution through their dedication, commitment, motivation, and skill development.

Toward this end in order to develop a motivated and energized faculty, the Institution provides for the following initiatives:

Short Term and Mid-term (2 years- 5 years) initiative

- * Faculty to be equipped with a suitable working environment. Preferable individual carrels unconnected with the others in order to undertake the courses effectively.
- *To encourage research among the faculty by conducting regular sessions on the ways to write a research paper and the avenues to implement it.
- * By having a Memorandum of Understanding with the Research and Innovation Cell (RDI) Cell of the DHE to effectively undertake training of teachers for facilitation of research.
- *To have a cell (even through Clusters) in the Institution towards training of teachers for competitive examinations and clearing of NET, SET and other related examinations.
- *To plan effectively the teacher exchange programme with the MoU partners to understand and learn the teaching learning process that is being employed in other institutions.
- *Giving faculty freedom to design their own curricular and pedagogical approaches within the approved framework.
- *To ensure that outstanding and excellent faculty with high academic, service credentials and demonstrated leadership and management skills would be identified early and trained through a ladder of leadership positions.
- *To provide incentives to the faculty through appropriate rewards, promotions, recognition and movement into institutional leadership.
- * To ensure that every faculty undertakes to design at least one MOOCs courses during the tenure of their service.
- *To initiate a Faculty Retention Policy in accordance with NAAC to ensure that faculties are motivated to contribute effectively towards the success of the institution.

2.6. Teaching, Learning and Education Technology

The Institution through the newly constituted Teaching, Learning and educational Technology Cell (T-LET) has a pivotal role to prepare teaching and learning processes by the use of latest technology. The following is the midterm (5 years) plan of action for the effective implementation of the cell:

1. Implementation of Outcome Based Education (OBE)

- (a) assessment of the present curriculum and need for improvement
- (b) defining outcomes
- (c) Collaboration with the industry
- (d) assessment of outcomes, results and the measurement of success
- (e) feedback and continuous evaluation

2. Enhancement of Students progress

- (a) Counseling at the time of admissions done by a professional person assisted by teachers
- (b) Earlier exposure to career planning
- (c) introducing the new comers to successful alumni of the Institution and interactions
- (d) experiential learning activities
- (e) Enhanced Student support services such as emergency financial aid, assistance with transportation, food, medical facilities and even at times housing sense of belongingness. These schools foster stronger student-faculty ties, often by instituting “take your professor to lunch” programs or integrating co-curricular activities (like visits to a museum or a performance) into courses.

3. Multidisciplinary/interdisciplinary teaching:

The Vision of National Education Policy which is to develop capacities of students in an integrated manner is well projected by the Institution. The facilitation of the faculty by the Institution to attend seminars, workshops, webinars to acquaint them with the principles and requirement of NEP was been undertaken. The Institution is still looming large at the issue whether Professional law colleges comes within the ambit of the NEP. Even, if it is assumed that it is not, many endeavors have been undertaken and initiated by the Institution towards providing a multidisciplinary and interdisciplinary approach to its learners. As regards, the B.A. LL.B programme, which is an integrated five year programme, the Institution follows the syllabi that is given to an affiliated college by the Goa University. During the first three years of the study of this programme, the learner has been offered non law courses such as General English I and II, Special English (wherein Portuguese language has been offered as an option along with English), History, Political Science, Economics along with the law courses, thus bringing into its ambit a multidisciplinary and interdisciplinary approach towards the study of law.

Faculty discussion series is another creative method of promoting a multidisciplinary/interdisciplinary approach that is followed by the Institution wherein faculty members are encouraged to bring in innovative topics of research in order to make them research into areas and make presentations before the other faculty and initiate discussions. Some topics that were being discussed were outside the purview of the courses taught by them, thus bringing into a choice in the field of their interest. The same would continue to be implemented in the coming years as well

The CBCS has not been implemented in the undergraduate programmes but as regards, the Post graduate Programme in law (LL.M), the CBCS system adopted by the Goa University facilitated the re-designing of the curriculum to include multidisciplinary/interdisciplinary courses (through electives) which gave a lot of flexibility for the learners to choose the courses which interests them. Likewise, as an affiliated college, through its Board of Studies (BoS) are initiating the introduction of the CBCS system even to the undergraduate programme although due to the various factors such as infrastructure, dedicated teaching faculty, the choice of credits offered, and the CBCS is likely to come into effect from the academic year 2023-24.

2.7. Research Development and Innovation

The Institution has established Research and Development Cell (formerly named as Research Development and innovation Cell) for the purpose of fostering research culture among faculty and students. For this purpose, the Cell takes unique initiatives such as Faculty discussion series and GRK Faculty think tank sessions. These sessions enable faculty to have academic discussion on the topics of socio-legal relevance. This leads to enhancement of knowledge of the faculty members and keeps them updated on the relevant topics.

One of the main objectives of the Cell is to attract research funds from National, State and International funding agencies. The Research Cell intends to apply for research grant for conducting Minor and Major projects in various socio-legal issue problems. To analyze a researchable problem, the students will be trained to conduct survey of the selected topics. (Short term -2 years) and (Long term- 10 years)

The Research Cell publishes an annual Law journal called Kare Law Journal which provides a platform for students, research scholars and academicians to express their opinions about relevant socio-legal topics.

To improve quality of research publications the Research Development Cell intends to conduct workshops and seminars for faculty, research scholars and students on nuances of writing quality research articles. (Mid term -5 years)

The Research Development Cell also intends to initiate two new journals in the near future, one highlighting interdisciplinary topics and other in the field of Political science and public administration. (Mid-term -5 years).

The Cell also plans to invite experts in the field of research and publication to train the faculty and students in conducting effective research and publication (Long term – 10 years)

2.8. Industry-Academic Partnership

Since the College caters to providing quality legal education to its learners, direct industry-academic partnership does not arise. However, partnership in the law field is mainly with advocates/lawyers, law firms, academicians and NGOs. A formal mechanism for establishing a good collaboration with law firms and legal departments of corporate firms will be encouraged by the Institution in the coming years through MOUs with law firms (10 years)

Students will also be encouraged to take up internships which will be facilitated through the placement cell of the College. The Institution also intends to participate in the educational fair of the Government of Goa and Directorate of Higher Education and also by independently organizing placement fair with various industry-based firms all across the country

2.9. Institution's Placement Plan for Students

The vision of the Institution is to impart legal education to its learners and as such placement avenues will be made available to the learners through advocate chambers, law firms, LPOs, legal departments of the Government, NGOs by undertaking training of students to be placed in such areas. On the other hand, through the placement cell of the College, conduct placement fairs inviting eminent advocates, legal councils, members of the judiciary, NGOs to enable placement of the prospective lawyers into their chambers (5 years)

Placement for the students is also undertaken by the alumni association of the College by regularly placing the final year students as interns in their chambers even whilst studying the same practice will continue thereby strengthening the role of the alumni in the placement of the students. (2 years)

Training for judicial examinations, LPOs, civil services, GPSC and such other competitive examinations will also be undertaken through the teaching, learning and educational technology cell (TLET cell) of the College as also the placement cell of the College in association with DHE (10 years)

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| <p>2.10. Achieving the Target for Accreditation</p> <p>The Institution has upgraded itself in the NAAC accreditation by moving from 2.63 to 2.78 on a scale of 4.0 thereby making it the only Law College in Goa to be achieving that target.</p> <p>The College intends to upgrade by undertaking the following initiatives:</p> <ol style="list-style-type: none"> Training of faculty towards research publications in UGC recognized journals Incentives to be provided to faculty towards such publications Development of infrastructure (10 years) Strengthening the alumni PTA bonds Welfare policies to the faculty such as faculty retention policy and so on Strengthening the student-teacher relationship by improving the mentoring system <p>NIRF ranking of which the Institution is already a part of will also improve through the above-mentioned initiatives</p> |
| <p>2.11. Incubation and Start-up</p> <p>In order to promote entrepreneurship skills and to encourage startups among the learners, the Institution in addition to internal committees, wishes to establish a full-fledged Incubation Center through CIBA (5 years)</p> <p>The training of the faculty for guiding students through experts' assistance will also be given to equip them with such startups – 2 years</p> <p>For purpose of setting up such invitation center, an MOU will be undertaken and necessary infrastructure developed (5 years)</p> <p>Likewise, a database of all incubation centers will be maintained by the Institution</p> |
| <p>2.12. Alumni Engagement/ Activities plan</p> <p>Alumni are an integral part of any Institution to enable them to contribute to their alma mater, the Institution wishes to undertake the following:</p> <ol style="list-style-type: none"> Practical training of students in different aspects of ADR, negotiation skills to enable students to represent their Institution at the International level. Conduct regular master classes and GRK talks with eminent personalities in the field of law through alumni involvement Organize annually sports meet with the sister Institutions coming under the umbrella of VVM in association with the alumni Organize talks and competition annually with the members of the judiciary, such as 'festival of ideas' Sponsoring financial assistance to the economically weaker students as well as meritorious students of the College |
| <p>2.13. Basic Infrastructure Development plan</p> <p>The College has already upgraded its infrastructure and intends to upgrade it further in the near future.</p> <p>Towards this endeavour, it wishes to undertake the following:</p> <ol style="list-style-type: none"> Ensure all classrooms are converted into smart classroom State of the art auditorium Transformation of classroom (ground floor) into smart classroom Provision for audio-video facility Upgradation of activity hall (4th floor) Separate playground for the Institution also to be upgraded |

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| 2.14. Skill Development of Non-teaching Staff |
| <ul style="list-style-type: none">• Training workshops for the administrative staff are being organized by the T-LET cell of our Institution. Few of Non-teaching staff within the Institution are being invited to be resource persons of the said training workshop• Resource persons from outside the Institution will be invited to impart their knowledge applicable to the administrative staff• Conducting short term courses in order to equip the non-teaching staff with the latest technological advancement |
| 2.15. Any Other Initiatives for the Student's and Institutional Growth |
| <ul style="list-style-type: none">• Entering into MOUs with government departments (Institutions already has 26 active MOUs)• Training of students (through involvement of NGOs) (SAKHI one stop Center)• Scholarships through involvement of Alumni and PTA for economically disadvantaged/meritorious students• Incentives for publication and research for faculty and students through Research & Development cell• Training of students for competitive examinations through TLEC cell• Training in use of technology through TLEC cell and in keeping in tune with requirements of NEP 2020 |

