



LALA LAJPATRAI COLLEGE OF LAW

(Affiliated to University of Mumbai and Approved Bar Council of India)

Lala Lajpatrai Marg, Mahalaxmi, Mumbai - 400 034.
Tel. : 2354 8240 / 2354 8241 • Fax : 2353 2896
E-mail : principal.llcl@gmail.com • Gram : LAJCOL

Policy Document on Learners with Different Learning Abilities

PRINCIPAL
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Prelude:


Lala Lajpatrai College of Law identifies slow and advanced learners at the Entry Level based on their performance in the Common Entrance Test administered by the CET Cell of the Government of Maharashtra.

Our commitment to inclusive education is reinforced by acknowledging different learning speeds. It ensures that every student has equal opportunities to learn according to their unique pace.

Rationale of Identification of Students on the basis of their Learning Abilities:

In adherence to our institutional policy, the identification of both slow and advanced learners is imperative for the following reasons:

- (a) **Customized Education:** Recognizing individual learning paces allows us to tailor our educational approaches. We can provide additional support to slow learners and offer more challenging material to advanced learners.
- (b) **Resource Allocation:** By identifying the diverse needs of our students, we can allocate resources efficiently. Slow learners may benefit from remedial programs, while advanced learners may be provided with mentoring activities.
- (c) **Equitable Assessment:** The fair assessment and evaluation of students are facilitated through the process of identification of students on the basis of their learning abilities. It enables provision of adequate support for to learners for continuous assessment process.
- (d) **Intervention and Support:** Early identification of slow learners enables us to provide timely support and intervention. Advanced learners can receive specialized attention to nurture their intellectual growth and prevent disengagement.


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- (e) **Curriculum Delivery Enhancement:** We can enhance our curriculum delivery by aligning it with the needs of both slow and advanced learners. This leads to a more effective and engaging learning environment.
- (f) **Engagement of Parents/Guardians:** Keeping parents and guardians informed about their child's learning pace empowers them to offer appropriate support and encouragement at home.

Process of Identification of Slow and Advanced Learners:

The process of identification of Slow Learners and Advanced Learners on the basis of CET Score is flexible as the outcomes of the CET vary from year to year. Therefore, the College segregates students into two groups formed on the basis of CET score into top 50% in the group of Advanced Learners and bottom 50% into the group of Slow Learners. The following is the list of slow and advanced learners for the Academic Year 2021-22:

List of Advanced Learners			
Sr. No.	Roll No.	Candidate Names	CET Score
1	2122151	SWAMINATHAN RAMESH NATRAJAN JAYALAKSHMI	113
2	2122130	KULSHRESHTHA SANJEEV PRAVESH LAXMI BAI	102
3	2122105	BHAVNAGARWALA TASNEEM ABBAS	101
4	2122113	CHOUDHARY SONAL SHANKARLAL ANANDIDEVI	100
5	2122125	JAIN RAHUL AMRATLAL SHOBHA	96
6	2122126	JAIN YASHVI RAMESH PADMAVTI	96
7	2122146	SHINDE BAJIRAO VALMIK DRAUPADABAI	96
8	2122158	WILSON GILLIAN GREGORY GERTRUDE	96
9	2122152	THAKKAR JIGNESH NAVIN SHAKUNTALA	95

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10	2122134	MULLA RAE RUSTAM BEHROZ	94
11	2122136	PATIL NITANSHU RAMESH REEDDHI	94
12	2122120	JADHAV ANKITA CHANDRAKANT CHANDRAKALA	93
13	2122122	JAIN ISHA ANIL SHIVANI	93
14	2122127	KAMBLI SHAMLI JAGDISH SWATI	92
15	2122137	PAWALE VIDYA DATTATRAYA LEELA	91
16	2122106	BHIWANDKAR SAACHI SANJEEV SNEHA	90
17	2122139	RAUT SHREEYA DHANANJAY DHANASHRI	90
18	2122154	TIWARI HARDIK MANOJ SUHASINI	90
19	2122156	VAISHYA PADMAVATI CHUNILAL LAXMI	90
20	2122104	BHATT MRINAL VIPUL BIJAL	89
21	2122107	BIYANI SHUBHAM SHYAMSUNDER SAVITA	89
22	2122112	CHAVAN KRUSHNA BHAUSAHEB ARATI	89
23	2122116	DESAI AVINASH VASANT KUSUM	89
24	2122117	DHURE VAISHNAVI SUNIL SUVARNA	89
25	2122123	JAIN JINESH PRAVIN NEETA	89
26	2122124	JAIN NEHA BHAGVATI REKHA	89
27	2122128	KARGUTKAR NITANSHU PRAVIN RAJASHREE	89
28	2122150	SULAMBE SURAJ DILIP DEEPALI	89
29	2122111	CHAURASIA PRIYANKA RAJU MAMTA	88
30	2122114	DELWARI TANVI PANKAJ LATA	88
31	2122119	HARAN AYUSHI PRAVEEN SANGEETA	88
32	2122140	SATAM DARSHAN UDAY UTKARSHA	88
33	2122133	MOHITE SHASHIKANT DEORAJ SULOCHANA	87
34	2122144	SHARMA RIYA RAMBALI GUDDI	87
35	2122135	PAL SANTOSHKUMAR BIJOYKUMAR USHA	86

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List of Slow Learners

Sr. No.	Roll No.	Candidate Names	CET Score
1	2122103	BHARADIA MADHAV SUNIL DEEPA	85
2	2122157	VASANI MUSHKAN MINESH MEETA	85
3	2122160	ZORE ROSHAN BALKRISHNA MADHAVI	85
4	2122118	FERNANDES ANGELA FRANCIS JACQUELINE	84
5	2122149	SIRSULLA PRIYANKA JAGDISH REKHA	84
6	2122101	BAJAJ SATYANARAYAN SHIVPRASAD GODAVARI	83
7	2122102	BALSARA RUSHAN PIROOZ DILKHUSH	81
8	2122110	BUTTAR SIMRANPREET KAUR HARCHARAN SINGH GURPREET	79
9	2122143	SHAH VRUDDHI VIJAY MANISHA	77
10	2122109	BUTTAR ASHMEET KAUR HARCHARAN SINGH GURPREET	76
11	2122131	MALHOTRA JHALAK GAURAV SONAL	76
12	2122121	JAIN DIMISHA NARESH SANGITA	75
13	2122141	SAWANT NIDHI PRADEEP PURVA	75
14	2122153	THAKUR SHREYAS ANIL RATNAPRABHA	75
15	2122148	SINGH DHURUV RYAN SANGEETA	74
16	2122155	TIWARI RAKESH AKHILESH NIRMALA	74
17	2122159	YANGAL PREETHI THOMAS ANITHA	74
18	2122142	SETHI HARPREETKAUR HARINDERPALSINGH GURDEEPCOUR	72
19	2122147	SHIRODKAR MANALI SATISH SHWETA	72
20	2122129	KUKREJA HITESH SUBHASH SUDESH	71
21	2122108	BOHRA KARAN RAJESH LALITA	70
22	2122138	RATHORE HARSH NANDKISHORE NIRMALA	69

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23	2122145	SHARMA RIYA SANJAY MUNNI	68
24	2122132	MODI JIGNA DANABHAI JASSIBEN	65
25	2122115	DERE ATHARVA DEEPAK GITANJALI	64

Assessment of Learning Levels during the Course:

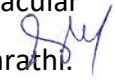
The college employs a variety of methodologies to continually evaluate students' learning levels during their academic tenure:

- Student's Attendance in the Class:** Regular attendance is monitored to gauge students' engagement and participation in the class.
- Class Interactions:** Interactions within the classroom setting offer insights into students' comprehension and engagement.
- Participation in Co-curricular and Extra-curricular Activities:** Involvement in extracurricular activities can reveal a student's potential and aptitudes beyond the classroom.
- Performance in Continuous Internal Evaluation (CIE):** Continuous internal assessments provide an ongoing measure of a student's academic progress.

Institutional Policies to Bridge Learning Gaps:

To address varying learning needs, the institution has implemented several policies:

- Orientation Programme:** New students undergo orientation to acquaint them with the institution's values, mission, and teaching and evaluation practices.
- Bilingual Mode of Instructions:** Bilingual instruction supports students from vernacular backgrounds, allowing them to express themselves comfortably in either English or Marathi.


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- (c) **Mentoring System:** Mentoring by teachers and senior students help weak students to adapt to studies in legal courses and get guidance on several critical issues.
- (d) **Intensive Coaching and Mentoring Assignments:** Advanced learners are provided with intensive coaching, including practical assignments and mentoring of juniors.
- (e) **Field Visits:** Visits to Police Stations, Courts and Forensic Labs are organised to provide hands-on experiences and opportunities to students to learn in practical environment.
- (f) **Moot Courts:** Preparing memorials for respondents and petitioners in moot court competitions enhances critical thinking and courtroom exposure of students.
- (g) **Statutory Committees:** Statutory Committees such as Ant-ragging Committee, Grievance Redressal Committee and ICC have been constituted to boost morales of students.
- (h) **Seminars, Workshops, and Guest Lectures:** Eminent personalities and academicians are invited to the colleges to conduct sessions various topics to enrich the learning experience.
- (i) **Student-centric Teaching Methodologies:** Visits, debates, quizzes, case studies, discussions, presentations, tests, and vivas are conducted to engage students.
- (j) **Online Teaching Methodologies:** ICT-equipped classrooms enable the integration of online resources into teaching and give students live exposure to course contents.
- (k) **Peer Learning:** Advanced students serve as mentors for slower learners, facilitating regular mentoring sessions.


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(I) **Certificate Courses:** Certificate courses have been introduced to enhance students' skills and knowledge.

These comprehensive approaches ensure that our institution caters to the diverse learning needs of all students, fostering an inclusive and enriched educational environment.

[Handwritten Signature]

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Orientation Programme

Signature

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Orientation Programme Report

F.Y.LL.B Academic Year 2021-2022

Date: 4th March 2021

Venue: Class Room 207


Introduction:

The orientation programme for the First Year LL.B (F.Y.LL.B) students for the academic year 2021-2022 was conducted in Seminar Hall (Room No. 207) at Lala Lajpatrai College of Law. The programme aimed to provide students with an overview of the legal field, its various aspects, and the practical applications of legal knowledge. The orientation was designed to give students a comprehensive understanding of the legal profession beyond the classroom.



Orientation Highlights:

The orientation programme highlighted various co-curricular and extra-curricular activities conducted by the College for the enhanced learning experience. Some of these activities are:


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- (a) **Campus Visit:** A Campus Visit was organized to acquaint students with the college campus and its facilities. The students were given a tour of the library, lecture halls, moot courtrooms, and other essential resources available to them. The purpose of this visit was to familiarize the students with the learning environment and infrastructure of the college.
- (b) **Court Visits:** To provide students with practical insights into court proceedings, visits to local courts are organized. The students get an opportunity to observe live court sessions, understand legal proceedings, and witness the roles of various legal professionals. This experience is aimed at bridging the gap between theoretical knowledge and practical application.
- (c) **Police Station Visit:** A visit to a local police station is arranged to help students understand the interaction between law enforcement agencies and the legal system. Students are given insights into the functioning of police stations, the registration of complaints, and the investigation process.
- (d) **Cyber Cell Awareness:** In the era of digital advancements, an awareness session is conducted by experts from the cyber cell. Students are educated about cybercrimes, their legal implications, and the role of law in addressing such offenses. The session aims at sensitizing students to the importance of cybersecurity and the legal mechanisms to tackle them.
- (e) **Forensic Lab Demonstration:** A demonstration at a forensic laboratory is arranged to give students an understanding of the scientific aspects of legal investigations. Experts showcase various techniques used in forensic analysis and their significance in criminal cases. This session enhances students' comprehension of the connection between law and science.
- (f) **Committee Information:** Students are provided information about different committees within the college, such as the moot court committee, legal aid committee, cultural committee, and research cell. Details about roles, responsibilities, and opportunities for


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student involvement were shared. This helps students identify areas where they could actively participate and enhance their legal skills.



Conclusion:

The F.Y.LL.B orientation programme for the academic year 2021-2022 was a comprehensive and enriching experience for the students of Lala Lajpatrai College of Law. It successfully bridged the gap between theoretical legal education and practical application by providing exposure to real-world legal scenarios. The various visits and sessions offered a holistic understanding of the legal profession and its diverse aspects, setting a strong foundation for the students' legal journey ahead.


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Mentoring for Slow Learners and Advanced Learners



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Ref. No:

Date: 02/11/2021

NOTICE

(Mentoring Sessions)

All students of **S.Y.LL.B.** and **T.Y.LL.B.** are hereby informed that the mentoring sessions for the Academic Year 2021-22 shall commence from **13th November 2021.**

The batch-wise list of Mentors and Mantees is appended herewith and all students are requested to take note of the same.

N.B:

1. Students are hereby requested to contact their assigned Mentors at the earliest.
2. Utmost confidentiality shall be maintained during the course of the sessions. However, in the best interest of the Mentee, the guardians of the Mentee shall be contacted if necessary.
3. Further sessions shall be planned by the concerned Mentor as and when required.

Principal



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S.Y.LLB.		
Sr. No.	Roll No.	Student Mentor
1.	Roll No. 1 to 22	Khan Juveria (III Year LL.B)
2.	Roll No. 23 to 44	Mehta Jinal Vishal (III Year LL.B)
3.	Roll No. 45 to 65	Shah Ashna Samir (III Year LL.B)

T.Y.LLB.		
Sr. No.	Roll No.	Teacher Mentor
1.	Roll No. 1 to 22	Dr. Smita Karve
2.	Roll No. 23 to 43	Dipak Pawar
3.	Roll No. 44 to 64	Neeta Rajani

Principal



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Ref. No:

Date: 02/03/2022

NOTICE

(Mentoring Sessions)

All students of **F.Y.LL.B.** are hereby informed that the mentoring sessions for the Academic Year 2021-22 shall commence from **12th March 2022**.

The batch-wise list of Mentors and Mantees is appended herewith and all students are requested to take note of the same.

N.B:

4. Students are hereby requested to contact their assigned Mentors at the earliest.
5. Utmost confidentiality shall be maintained during the course of the sessions. However, in the best interest of the Mentee, the guardians of the Mentee shall be contacted if necessary.
6. Further sessions shall be planned by the concerned Mentor as and when required.


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F.Y.LL.B.		
Sr. No.	Roll No.	Student Mentor
1.	Roll No. 1 to 20	Bhathena Huafrid Viraf (III Year LL.B)
2.	Roll No. 21 to 40	Bhora Nikita Kumari (III Year LL.B)
3.	Roll No. 41 to 60	Das Adhitya Partha (III Year LL.B)


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Lala Lajpatrai College of Law

Mahalaxmi, Mumbai



Mentoring Report

(Prepared by Internal Quality Assurance Cell)

A.Y. 20₂₁ - 20₂₂

Name of the Mentor:

Dr. Smita Karve

Designation:

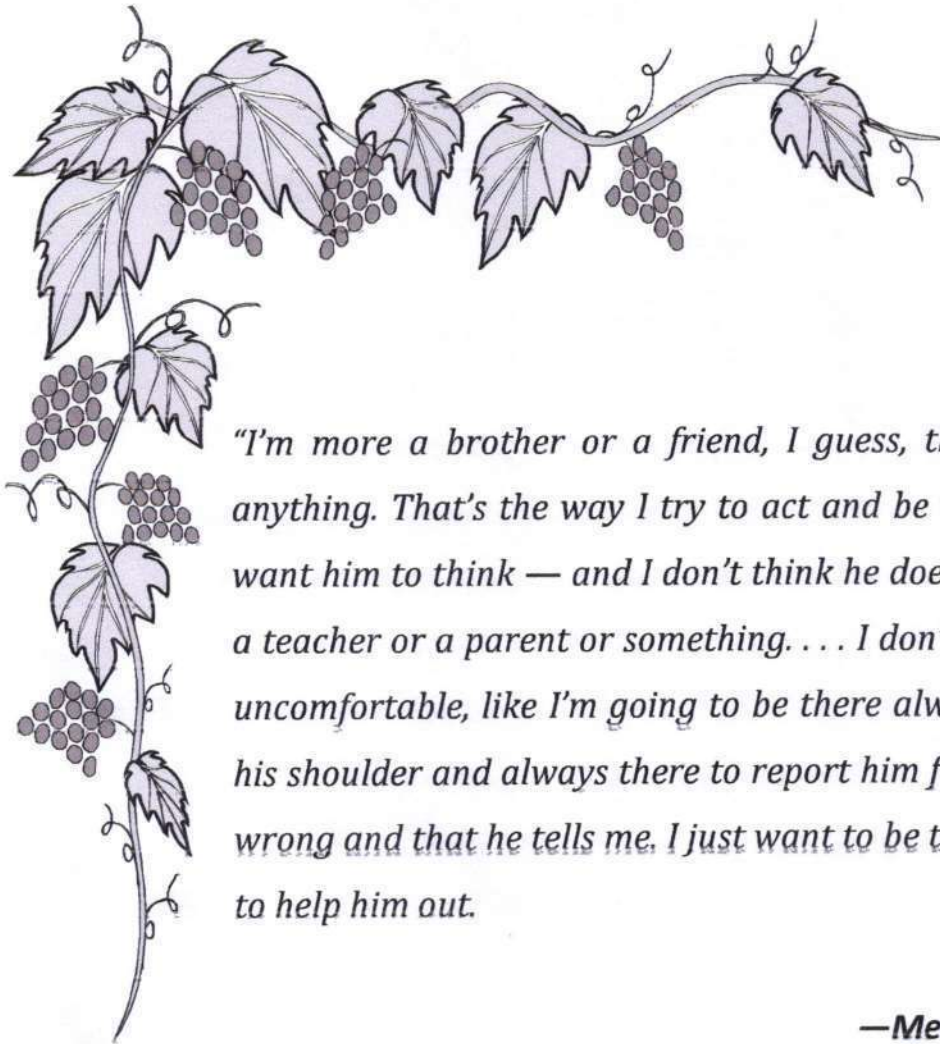
I/c principal

No. of Mentees Allotted:

21 Twenty one

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"I'm more a brother or a friend, I guess, than a parent or anything. That's the way I try to act and be with him. I don't want him to think — and I don't think he does — that I'm like a teacher or a parent or something. . . . I don't want him to be uncomfortable, like I'm going to be there always looking over his shoulder and always there to report him for things he does wrong and that he tells me. I just want to be there as his friend to help him out.

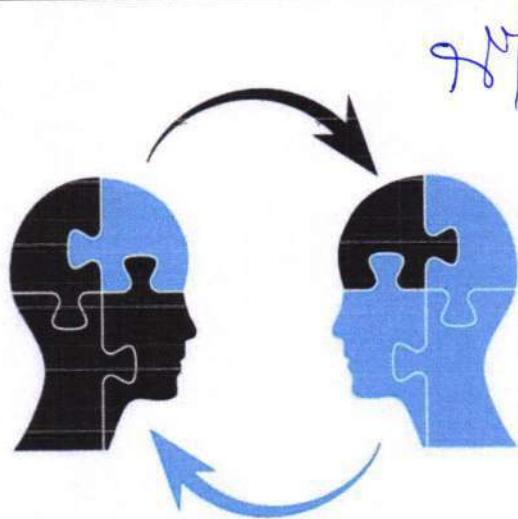
—Mentor, Minneapolis



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RECORD OF MEETINGS

Sr. No.	Date & Time of Meeting	No. of Mentees Present
1.	15/11/2021	14
2.	18/11/2021	12
3.	11/02/2022	13
4.	22/12/2022	11
5.		



The Main thing at first was just gaining trust – that trust that he would confide to me. That was important first. I had to let her know that no matter what, she could tell me anything and I'd believe her and trust her and I'd support her. I think that's what these kids need. . . . I think it just takes a long time to build up a trust. "



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SPECIFIC ISSUES/PROBLEMS IDENTIFIED

Sr. No.	Major Issues/Problems Identified	Resolved/Unresolved
1.	change of paper pattern-queries	Resolved
2.	legal language - learning issue	Resolved
3.	career counselling	Resolved
4.	Matrimonial issues	Resolved
5.	Further studies abroad,	Resolved
6.	Anxiety issues	Resolved
7.	Financial issues	Resolved
8.	Medical issues	Resolved
9.	Post covid + trauma	Resolved
10.	declined writing speed,	Resolved
11.	enquiry as to uni abroad,	Resolved
12.		
13.		
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19.		
20.		

Sey

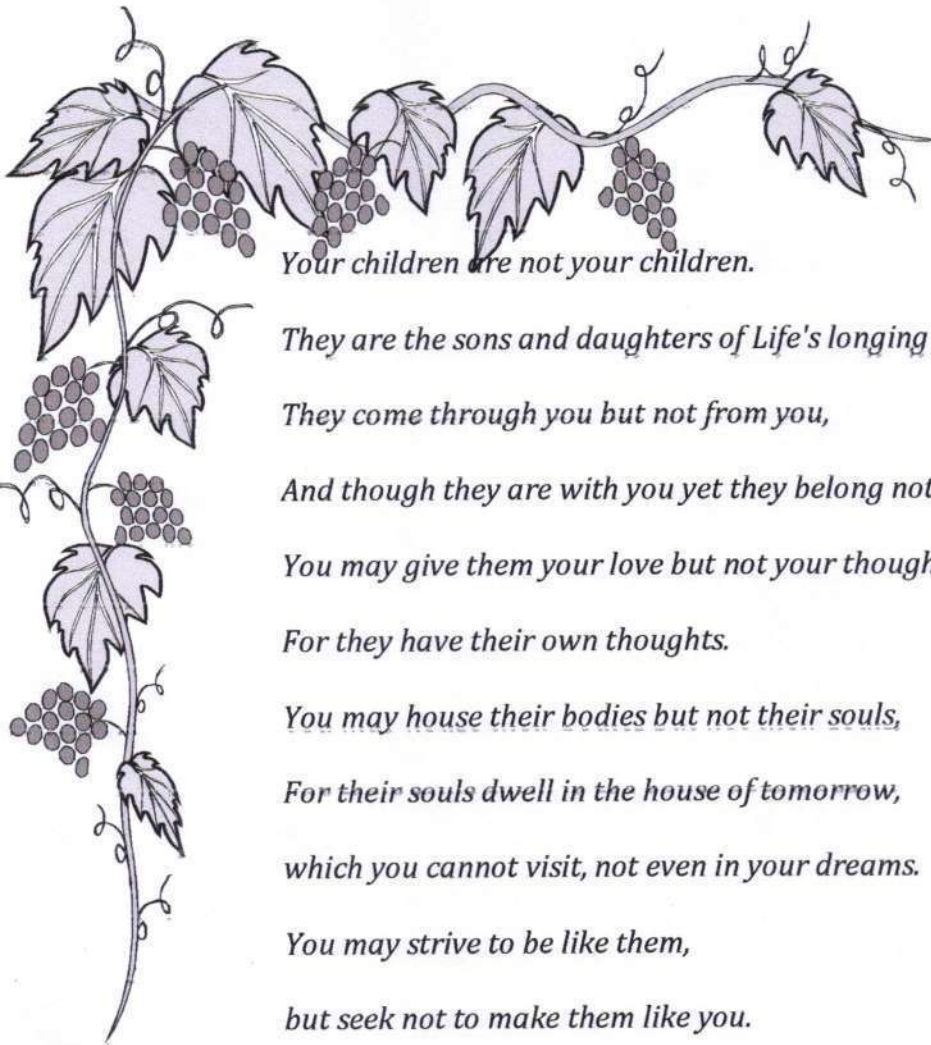
Dr. Smita Kasve

Name and Signature of the Mentor

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A Message to All Parents



Your children are not your children.

They are the sons and daughters of Life's longing for itself.

They come through you but not from you,

And though they are with you yet they belong not to you.

You may give them your love but not your thoughts,

For they have their own thoughts.

You may house their bodies but not their souls,

*For their souls dwell in the house of tomorrow,
which you cannot visit, not even in your dreams.*

You may strive to be like them,

but seek not to make them like you.

For life goes not backward nor tarries with yesterday.



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Mahalxami, Mumbai



Mentoring Report

(Prepared by Internal Quality Assurance Cell)

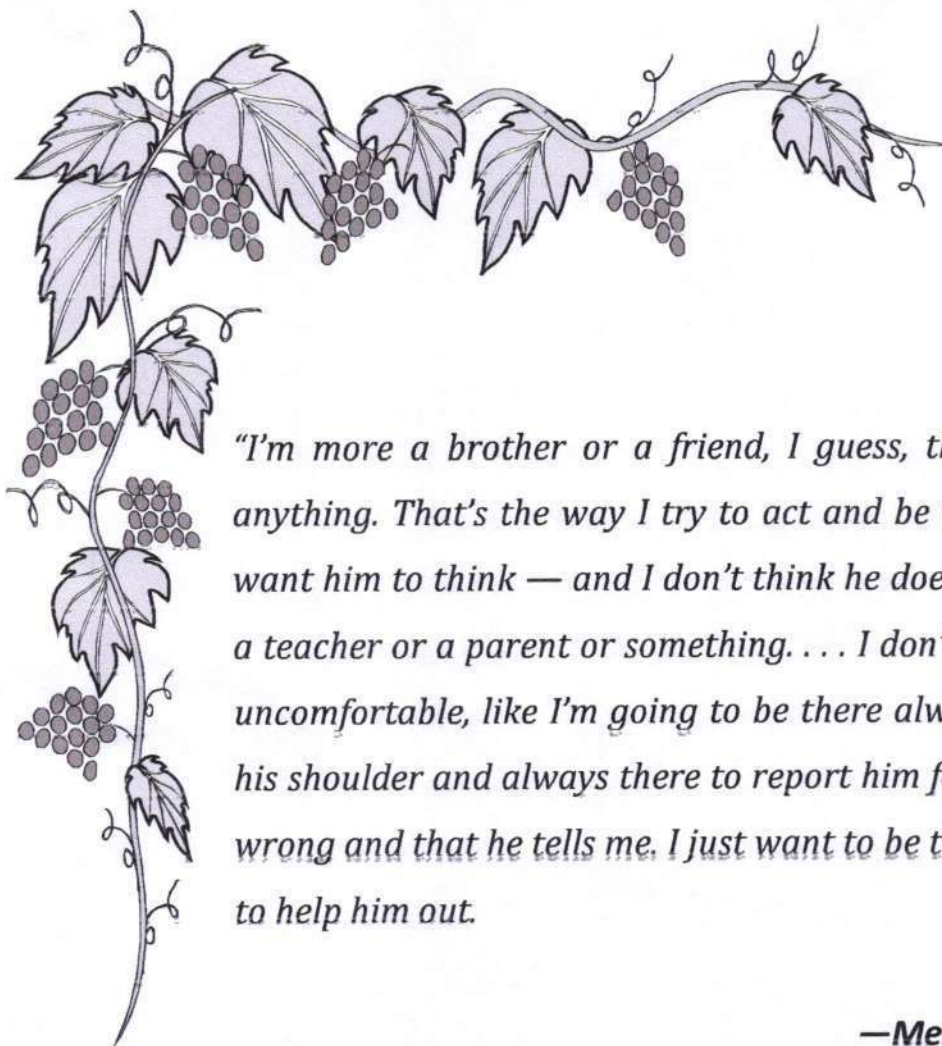
A.Y. 20₂₁ - 20₂₂

Name of the Mentor: NEETA MOHANLAL RAJANI

Designation: ASSISTANT PROFESSOR

No. of Mentees Allotted: 21 (Twenty one)

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—Mentor, Minneapolis



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RECORD OF MEETINGS

Sr. No.	Date & Time of Meeting	No. of Mentees Present
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2.	12/03/2022	11
3.	14/03/2022	13
4.	09/07/2022	11
5.		



The Main thing at first was just gaining trust – that trust that he would confide to me. That was important first. I had to let her know that no matter what, she could tell me anything and I'd believe her and trust her and I'd support her. I think that's what these kids need. . . . I think it just takes a long time to build up a trust. ”

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SPECIFIC ISSUES/PROBLEMS IDENTIFIED

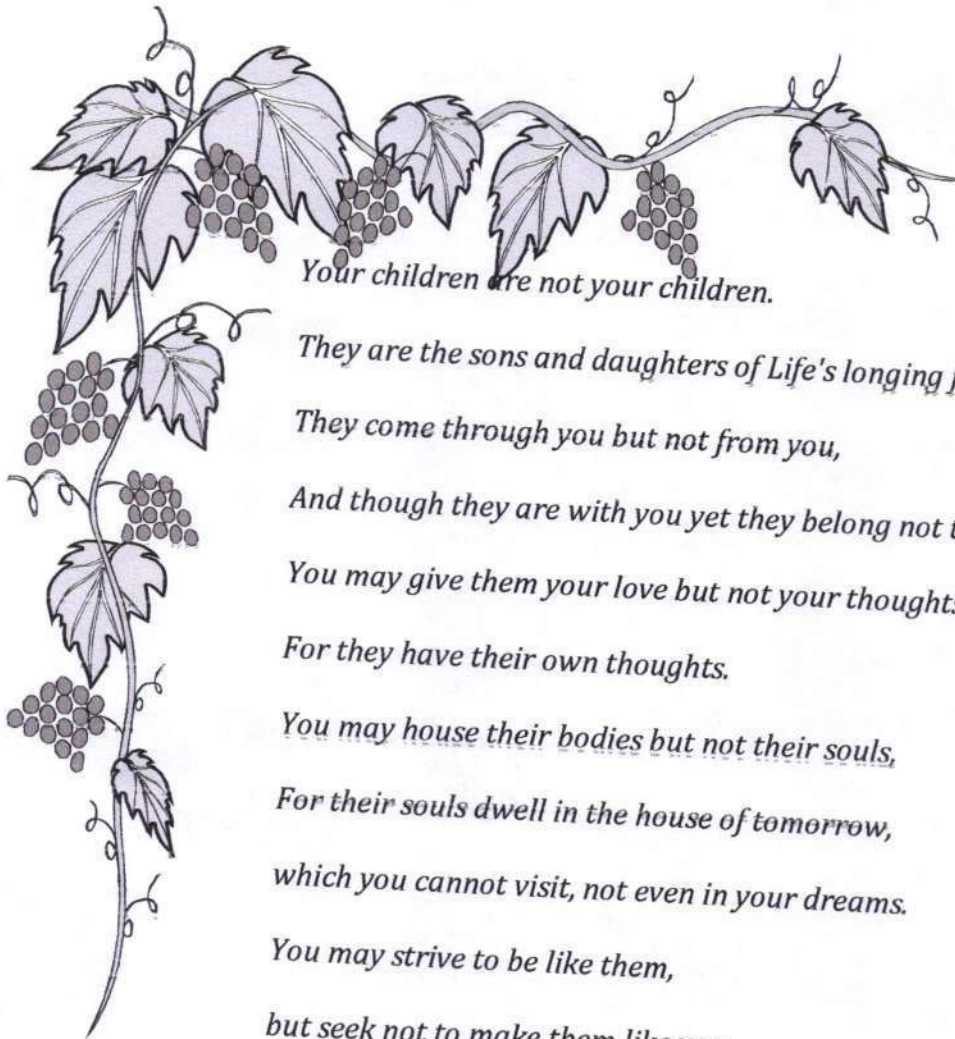
Sr. No.	Major Issues/Problems Identified	Resolved/Unresolved
1.		
2.	Balancing between college and Internship	Resolved
3.	Stage fear / Public speaking	Resolved
4.	How to argue matters in Court	Resolved
5.	Procedure of Joining LLME further studies	Resolved
6.	Financial Issues	Resolved
7.	Career path	Resolved
8.	Post covid anxiety	Resolved
9.	Transition from online to offline studies	Resolved
10.	Self-confidence Issue	Resolved
11.	How to become an Successful Advocate	Resolved
12.		
13.		
14.		
15.		
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17.		
18.		
19.		
20.		



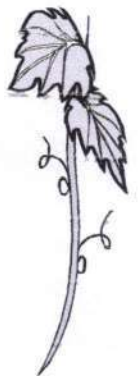
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Neeta M. Rajani (Principal)
Name and Signature of the Mentor

A Message to All Parents



*Your children are not your children.
They are the sons and daughters of Life's longing for itself.
They come through you but not from you,
And though they are with you yet they belong not to you.
You may give them your love but not your thoughts,
For they have their own thoughts.
You may house their bodies but not their souls,
For their souls dwell in the house of tomorrow,
which you cannot visit, not even in your dreams.
You may strive to be like them,
but seek not to make them like you.
For life goes not backward nor tarries with yesterday.*



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Mentoring Report

(Prepared by Internal Quality Assurance Cell)

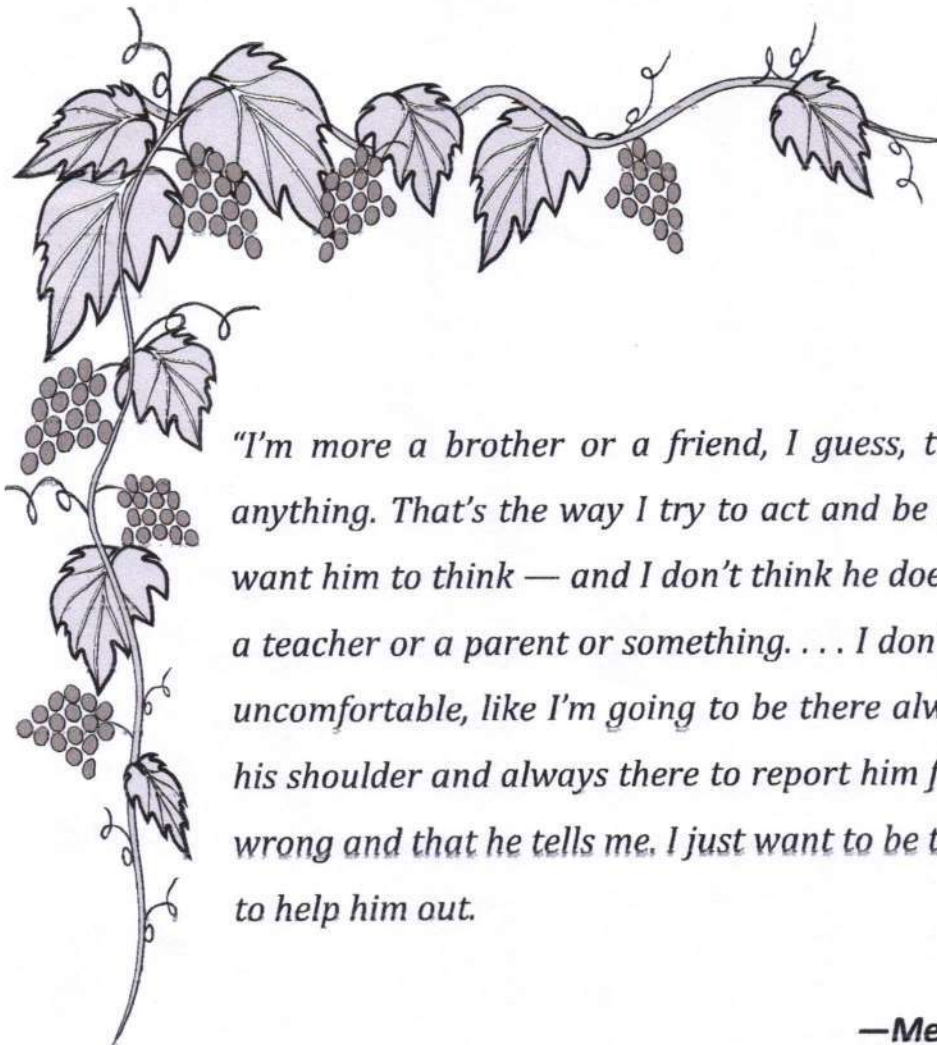
A.Y. 2021-2022

Name of the Mentor: Dipak Pawar

Designation: Assistant Professor

No. of Mentees Allotted: 21

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"I'm more a brother or a friend, I guess, than a parent or anything. That's the way I try to act and be with him. I don't want him to think — and I don't think he does — that I'm like a teacher or a parent or something. . . . I don't want him to be uncomfortable, like I'm going to be there always looking over his shoulder and always there to report him for things he does wrong and that he tells me. I just want to be there as his friend to help him out.

—Mentor, Minneapolis



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RECORD OF MEETINGS

Sr. No.	Date & Time of Meeting	No. of Mentees Present
1.	21/11/2021 12.30 pm	14
2.	23/2/2022 12.30 pm	12
3.	28/4/2022 12.30 pm	11
4.	15/7/2022 12.30 pm	12
5.		



The Main thing at first was just gaining trust – that trust that he would confide to me. That was important first. I had to let her know that no matter what, she could tell me anything and I'd believe her and trust her and I'd support her. I think that's what these kids need. . . . I think it just takes a long time to build up a trust. "



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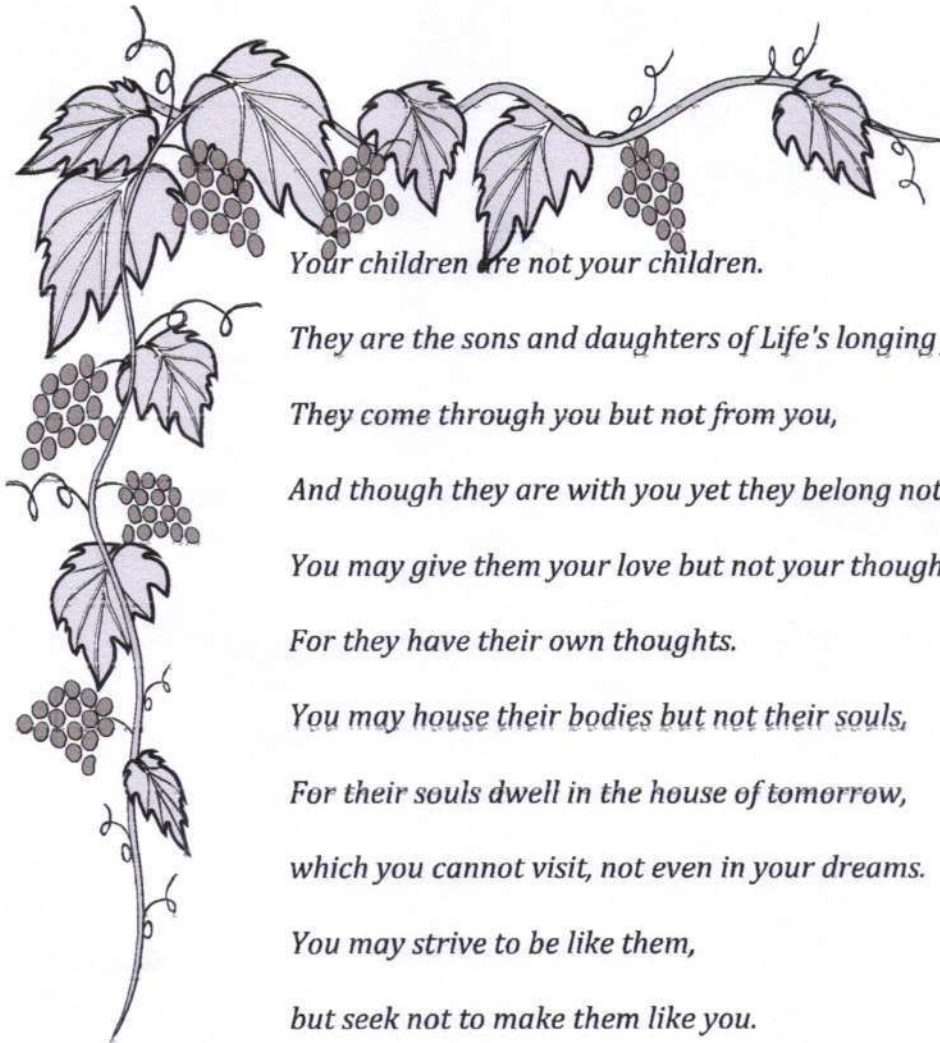
SPECIFIC ISSUES/PROBLEMS IDENTIFIED

Sr. No.	Major Issues/Problems Identified	Resolved/Unresolved
1.	→ Difficulties in learning & understanding legal term	Resolved
2.		
3.	→ Securing internship	Resolved
4.	→ Option litigation or Non litigation	Resolved
5.	→ Goal achieving	Resolved
6.	→ How to bare exam	Resolved
7.	→ adjusting to studies after a long gap	Resolved
8.	Stage fear	Resolved
9.	Financial issue	Resolved
10.		
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20.		




Name and Signature of the Mentor

A Message to All Parents



Your children are not your children.

They are the sons and daughters of Life's longing for itself.

They come through you but not from you,

And though they are with you yet they belong not to you.

You may give them your love but not your thoughts,

For they have their own thoughts.

You may house their bodies but not their souls,

*For their souls dwell in the house of tomorrow,
which you cannot visit, not even in your dreams.*

You may strive to be like them,

but seek not to make them like you.

For life goes not backward nor tarries with yesterday.



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Filed Visits for Practical Exposure to Slow and Advanced Learners

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Educational Visits to Court, Jail, Police Station, Forensic Lab


Preface:

Learning about the law isn't just about reading books; it's about experiencing how it works in real life. To give our students a deeper understanding, Lala Lajpatrai College of Law has organized special visits to different places connected to the legal world. We believe that stepping into these environments will help our students grasp the practical side of the law and justice system.

Objective:

The purpose of these educational visits is to bring the world of law and order closer to our students. By taking them to the court, jail, police station, forensic lab, and cyber cell, we aim to achieve the following goals:

- **Real-Life Insights:** These visits let students witness how the law is practiced in real situations. They observe actual court proceedings, learn about police work, and see how evidence is analyzed.
- **Understanding Context:** Being at these places help students understand how the law fits into real-life scenarios. It's not just about knowing the rules, but about understanding how they apply to different situations.
- **Teamwork:** Our students also see that the legal system involves more than just lawyers. They meet police officers, forensic experts, and tech specialists, showing them the teamwork required for justice.
- **Building Connections:** Meeting professionals during these visits could open doors for students in the future. It's a chance to make connections that might help them in their careers.
- **Ethical Reflection:** Seeing the law in action make students think about what's right and fair. They learn how the law tries to balance justice with prisoners's rights.


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Visits Schedule:

We have organised field visits to the following places during the assessment period:

- **Court:** Students will sit in real courtrooms to watch how legal cases are presented and decided.
- **Jail:** A visit to a jail will help students understand the lives of inmates and their legal rights.
- **Police Station:** Interacting with police officers will show students how crimes are investigated and evidence is collected.
- **Forensic Lab:** Students will see how science is used to solve crimes through forensic analysis.
- **Cyber Cell:** They'll learn about cybercrimes and how experts work to catch digital criminals.

Conclusion:

These educational visits are an exciting opportunity for our students to learn beyond textbooks. By getting close to the action in the legal field, we're helping them become well-rounded legal professionals who can make a positive impact on society.


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A.Y. 2017-18

A. Visit to Tardeo Police Station, Mumbai

Lala Lajpatrai College of Law arranged a visit to Tardeo Police Station in Mumbai. This visit allowed students to see how a police station works and how police officers handle different tasks. It was a way for students to learn about real-life law enforcement.



Outcomes:

The visit to Tardeo Police Station had some important outcomes:

- Students got to watch how police officers do their jobs, like taking complaints and investigating cases.
- Students learned how police officers do their duties with respect to conducting investigation and preserving evidences.
- Students could talk to police officers and ask them questions. This helped students understand what police officers do and what challenges they face.
- Students could connect what they learned in class with what they saw at the police station.

This made their learning more practical.

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- Students saw how police officers work to do what's fair and right. This made students think about how laws protect prisoners's rights.
- For students who want to work in law or with the police, this visit gave them a taste of what that might be like.



Conclusion:

The visit to Tardeo Police Station was a special chance for students to learn in a different way. They got to see the real world of law and order and how the police play a big role in it. This kind of learning helps students become better legal professionals in the future.

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A.Y. 208-19

Visit to High Court of Mumbai

Lala Lajpatrai College of Law arranged an exciting visit to the High Court of Mumbai. This visit gave students a chance to see how the High Court works and experience real court proceedings. It was an opportunity for students to connect their classroom learning to the actual practice of law.



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Outcomes:

The visit to the High Court of Mumbai had some important outcomes:

- Students got to sit in the High Court and watch real legal cases in action. This helped them understand how lawyers present their arguments and how judges make decisions.
- By observing court proceedings, students learned about the steps that go into legal cases, from presenting evidence to making legal arguments.
- The visit helped students see how the things they learn in their law classes are applied in real-life court cases. It made their learning more practical and meaningful.
- Students got a chance to see lawyers in action, presenting their cases and debating legal points. This gave them a better idea of what it's like to be a lawyer.
- For students who dream of becoming lawyers, this visit provided a glimpse into their future profession and inspired them to work towards their goals.
- By witnessing the justice system in action, students gained a deeper appreciation for how laws are upheld and justice is served.

Conclusion:

The visit to the High Court of Mumbai was a remarkable experience for our students. It allowed them to see the law in action, learn from real cases, and witness the efforts of legal professionals. This kind of hands-on learning is invaluable for their growth as future legal practitioners.

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A.Y. 2019-20

Visit to Thana Jail

Lala Lajpatrai College of Law set up a visit to Thana Jail. This visit was all about helping students understand how jails work. It aimed to show students what life is like for prisoners who are in jail and how the law is applied to them.



Outcomes:

The visit to Thana Jail taught students some important things:

- Students got to see what it's like inside a jail and how prisoners live there.
- Students learned about the rights of prisoners in jail. This means knowing what's allowed and what's not, even for prisoners who are being punished.
- Students found out about programs that help prisoners in jail change their lives for the better. This is important for making sure they don't commit more crimes when they're out.
- Seeing how prisoners live in jail made students think about what's fair and right when it comes to punishment and rehabilitation.

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- Students could connect what they learned about the law to what they saw in the jail. This made their learning more practical and useful.
- Talking to prisoners in jail gave students a better understanding of their lives and challenges. This helps students see the bigger picture.



Conclusion:

The visit to Thana Jail was a way for students to learn more about jails and how they relate to the law. By experiencing it firsthand, students learned important lessons about justice and how the law works in real life.

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A.Y. 2021-22

Visit to Forensic Medicine at Nair Hospital

Lala Lajpatrai College of Law arranged an enlightening visit to the Forensic Medicine department at Nair Hospital, led by Dr. Pawan Sabale. This visit was designed to provide students with a unique insight into the intersection of medicine and law. Dr. Sabale, an expert in the field, guided the students through the practical applications of forensic medicine in legal cases.



Outcomes:

The visit to the Forensic Medicine department at Nair Hospital had several significant outcomes:

- Students had the opportunity to witness how forensic medicine is applied in real-life situations. Dr. Sabale shared examples of how medical expertise contributes to solving legal cases.
- By observing how medical evidence is collected, analyzed, and presented, students gained a deeper understanding of its importance in legal proceedings.

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- Interacting with Dr. Pawan Sabale, a seasoned professional in forensic medicine, allowed students to learn directly from an authority in the field. They were able to ask questions and gain insights from his expertise.
- The visit highlighted the synergy between medicine and law. Students learned how medical knowledge can be crucial in determining the outcomes of legal cases.
- For students interested in both medicine and law, this visit offered a window into a career where the two disciplines intersect. It provided inspiration for future endeavours.
- Understanding the role of medical evidence encouraged students to think critically about how various pieces of evidence contribute to the overall legal picture.



Conclusion:

The visit to the Forensic Medicine department at Nair Hospital, led by Dr. Pawan Sabale, was a remarkable educational experience. It deepened students' understanding of the symbiotic relationship between medicine and law. This unique exposure will undoubtedly enhance their legal education and broaden their perspective on the multifaceted nature of the legal profession.

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A.Y. 2017-18

Educational Visit to Sikkim Raj Bhavan

Lala Lajpatrai College of Law arranged a special trip to Sikkim Raj Bhavan. The best part was meeting Governor Shrinivas Patil. The aim was to show students how the Governor's house works and let them learn from a big leader.



Outcomes:

The trip to Sikkim Raj Bhavan with Governor Shrinivas Patil was really helpful:

- Students got to see where the Governor lives and how important it is. They understood more about the Governor's job in running the state.
- Meeting Governor Shrinivas Patil was a chance to ask questions and hear about his job. Students learned from his experiences and what he does.
- The trip connected what students learn in class to real life. They saw how laws and leadership go hand in hand.

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- Students learned how the Governor's house promotes the state's culture and traditions. This made them appreciate their state's heritage.
- The visit was a great learning experience that students will always remember. It helped them see things beyond their classroom.

SIKKIM EXPRESS, THURSDAY, 23 FEBRUARY, 2017 GANGTOK 8

Students call on Governor Patil

SE Report

GANGTOK, February 22: In a series of engagements, Governor Shrinivas Patil today granted audience to two separate groups of students at Raj Bhawan here.

A Raj Bhawan release informs that the first group of two students was led by National Service Scheme (NSS) Sikkim programme officer Surendra Malviya. He was accompanied by two NSS volunteers, Yeshal Dorjee Tamang and Sajana Subba, both students of Sikkim Government College, Tadong.

The two students were part of a 10-member NSS contingent of West Bengal and Sikkim for the Republic Day parade in New Delhi.

Malviya was the NSS contingent leader from the two States at the Republic Day celebration. He apprised the Governor about the various community-based activities done by the NSS Sikkim involving student volunteers.

The Governor congratulated the NSS volunteers representing Sikkim at the national stage and extended best wishes to the volunteers for their future activities.



In another engagement, Patil interacted with a group of 19 students and three

faculty members from Lala Lajpatrai College of Law, Mumbai.

The group led by principal Dr. Smita Karve was in Sikkim for a five-day educational tour.

During interaction, the group expressed their delight of having visited the cleanest, greenest and the most beautiful Himalayan State with most hospitable people in the country, the release mentions.

The Governor provided a brief insight over the political history of Sikkim and its transition into 22nd State of Indian Union. He also highlighted unique characteristic of Sikkim being first organic State, most women friendly-State and the most peaceful State in the country.

Telangana CM fulfils Rs 5 crore vow at Tirumala temple

TRIUPATI, February 22: Telangana Chief Minister K. Chandrababhan Naidu on Wednesday offered gold ornaments worth Rs 5 crore to Lord Venkateswara, fulfilling a vow he had taken during the movement for a separate state.

Half a year after achieving his goal, Naidu along with family members, ministers and top officials made the offering at Tirumala temple in this Andhra Pradesh town.

Naidu had 'darshan' at the hill shrine and performed rituals.

special aircraft to hand over the 18.85 kg of ornaments to temple officials.

After praying, the Chief Minister told the media that he prayed for the prosperity of the people of both Telugu states. He hoped the two states have cordial relations.

Naidu also promised help to the temple authorities in their plans to build a Sri Venkateswara temple in Hyderabad.

He later left for Padmavathi temple to offer prayers and present a golden nose stud worth Rs 45,000 to the goddess.

Conclusion:

The visit to Sikkim Raj Bhavan with Governor Shrinivas Patil was an exciting chance to learn from a big leader. Students saw how law and leadership work together in our state.

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A.Y. 2017-18

Educational Visit to Sikkim High Court with Chief Justice

Lala Lajpatrai College of Law arranged an insightful educational visit to the Sikkim High Court. The highlight of the visit was the chance to meet Chief Justice Satish Kumar Agnihotri. The visit aimed to give students a firsthand look at how a High Court operates and to learn from the experiences of a respected legal figure.



Outcomes:

The educational visit to Sikkim High Court with Chief Justice Satish Kumar Agnihotri had some important results:

- Students got to see how a High Court works, where important legal cases are heard. This helped them understand more about the legal system.
- Meeting Chief Justice Satish Kumar Agnihotri was a big deal. Students could ask him questions and learn from his experiences as a top judge.

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- Students watched real court cases in action. This was a chance to see how lawyers argue and how judges make decisions.
- The visit helped students connect what they learn in class with real situations. It made their legal studies more practical and useful.
- Hearing about Chief Justice Agnihotri's journey and the challenges he faced inspired students to think about their own legal careers.
- The visit was an experience that students will always remember. It gave them a closer look at the legal world outside of their textbooks.



Conclusion:

The visit to Sikkim High Court with Chief Justice Satish Kumar Agnihotri on 22nd February 2017 was an eye-opening experience. It showed students the real workings of a High Court and gave them a chance to learn from a respected legal expert.

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Moot Court for Practical Exposure to Slow and Advanced Learners

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Report of Moot Courts

A Moot Court is a simulated courtroom experience where law students participate in mock legal proceedings. It's an essential activity in legal education that helps students develop practical skills in legal research, advocacy, and critical thinking.

Purpose:

The main purpose of a Moot Court is to provide students with a taste of what it's like to be a lawyer arguing a case in a real court. It's a chance for students to apply their classroom knowledge to a fictional legal scenario and present their arguments before judges.



Format:

During a Moot Court, students form teams that represent either the petitioner or the respondent in a case. They prepare written legal arguments called "memorials" and present oral arguments before a panel of judges. These judges ask questions, challenge the students' arguments, and evaluate their performance.

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Benefits:

Participating in a Moot Court offers several benefits:

- Students develop skills in legal research, writing, and oral advocacy, which are crucial for any legal career.
- Presenting arguments in a simulated courtroom environment boosts students' confidence in public speaking and legal reasoning.
- Students learn to analyze legal issues, statutes, and case law to build strong arguments.
- Moot Court requires teamwork, as team members collaborate to develop effective strategies and arguments.
- Judges' feedback provides valuable insights into students' strengths and areas for improvement.
- Students get to interact with judges, legal professionals, and peers from other institutions, expanding their legal network.

Conclusion:

Moot Courts are an integral part of legal education, offering students a taste of the real-world legal environment. They provide a platform for students to hone their legal skills, build confidence, and learn from experienced professionals. Ultimately, participating in Moot Courts prepares students for success in their legal careers.


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Glimpses of Moot Court Presentations

Moot Court competitions offer a captivating insight into the world of legal advocacy, where students step into the shoes of lawyers and argue cases before a panel of judges. Here are some glimpses of these engaging presentations:



A Student Presenting her Memorial before the Bench



Judge Giving Instructions about the Moot Court to the Students & Verification of Moot Court Memorials

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Experiential Learning through Moot Court Competitions for Slow and Advanced Learners

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Report on Moot Court Competitions


Lala Lajpatrai College of Law organises Moot Court Competition, an important event that showcase the legal acumen and advocacy skills of our students. The competition aims to provide participants with a simulated courtroom experience, allowing them to apply their legal knowledge, argumentative prowess, and critical thinking in a competitive environment.



Highlights:

The Moot Court Competition was marked by several significant highlights:

- The competition revolved around a fictional legal case, intricately crafted to challenge participants on various aspects of law, ethics, and argumentation.
- Participants conducted thorough research, analyzed case law, and developed compelling legal arguments to present their cases effectively.


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- The competition recreated a courtroom setting, complete with judges' benches, podiums, and the formal atmosphere of a real court. This allowed participants to experience the gravity and dynamics of a legal proceeding.
- Participants presented their arguments before a panel of judges, showcasing their oratory skills, legal reasoning, and ability to respond to questions effectively.
- The participants' presentations demonstrated their deep understanding of legal principles, statutes, and case precedents relevant to the case scenario.
- Judges provided constructive feedback after each presentation, offering insights into strengths and areas for improvement. This feedback was invaluable in helping participants refine their advocacy skills.


Outcomes:

The Moot Court Competition achieved several positive outcomes:

- Participants developed critical skills in legal research, writing, and oral advocacy, contributing to their overall professional development.
- The competition bolstered participants' confidence in presenting complex legal arguments before an audience and judges.
- Participants applied their theoretical legal knowledge to a practical scenario, bridging the gap between classroom learning and real-world practice.
- Interaction with judges and legal professionals provided participants with networking opportunities that could benefit their future careers.
- Participants gained a deeper understanding of the legal process, courtroom dynamics, and the role of evidence in legal proceedings.

Conclusion:

The Moot Court Competition organized by Lala Lajpatrai College of Law proved to be a successful and enriching experience. It not only showcased the participants' legal expertise but


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also emphasized the importance of effective communication, thorough research, and persuasive advocacy in the legal profession.


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Glimpses of Moot Court Presentations



A Student Presenting her Memorial before the Bench



Judge giving Instructions about the Moot Court to the Students & Verification of Moot Court Memorials

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List of Seminars and Workshops Organised for Students

Date	Title of the Programme	Name of the Resource Person	No. of Beneficiaries
23-08-2017	Guest Lecture on Article 21 of the Constitution	Dr. Neelam Arora, Principal	39
12-09-2017	Seminar on Self Defence	Rahul Salunke, Karate Trainer	42
17-01-2018	Seminar on Entrepreneurship in Law	Dr. Arun Poojari, Assistant Professor	34
15-12-2018	Webinar on Forensic Science	Dr. Keval Ukey, Institute of Forensic Science, Mumbai	40
12-03-2019	Seminar on Research Methodology	Dr. Vinay Pandit, Assistant Professor	35
21-09-2019	Seminar on Indian Judicial System & Trends	Prof. Revannath Garje, Assistant Professor, New Law College	35
15-01-2020	Seminar on Prevention against Cyber Crime	Prof. Revannath Garje, Assistant Professor, New Law College	38
26-02-2020	Seminar on Communication Skills	Dr. Munmy Barua, Assistant Professor	48
18-11-2020	Webinar on ADR/ODR	Adv. Dhanpal Jain (Advocate - Bombay High Court)	51
10-02-2021	Webinar on Intellectual Property Rights	Advocate Lehar Shah	55
08-03-2021	Webinar on Land Laws	Mrs. Savitri Jain (Lecturer at Karnataka Law College)	45
21-06-2021	Webinar on Yoga	Pooja Potdar, Yoga Instructor	38
03-08-2021	Webinar on Partnership Act 1932	Adv. J. K. Nair (Advocate – Bombay High Court, Madras High Court)	29
27-08-2021	Webinar on Soft Skills	Dr. Rajesh Mankani, Assistant Prof	45
02-09-2021	Seminar on Cyber Laws	Suyesh Pradhan, I/C Principal, Anand vishwa Gurukul College of Law	43
28-09-2021	“Seminar on Art of Advocacy”	Adv. Prasanna Malse (Advocate – Bombay High Court)	36

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Student Centric Teaching Methodologies for Learners with Different Learning Levels



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Debates



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Group Discussions



Role Playing

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Use of ICT in Teaching-Learning Process for Improving Effectiveness of Teaching Process for Learners with Different Learning Abilities



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ICT Resources in Class Rooms, Seminar Hall and Video Conferencing Room



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ICT Facilities in Class Rooms and Seminar Halls



Room No.: 401 (Class Room No.1)



Room No.: 402 (Class Room No.2)



Room No.: 403 (Class Room No.3)



Room No.: 406 (Class Room No.4)

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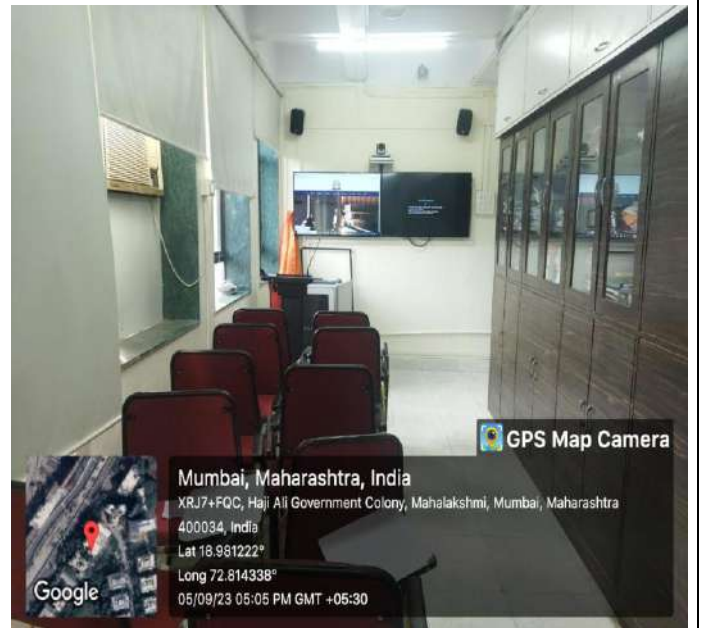
Room No.: 408 (Class Room No.5)



Room No.: 407 (Computer Lab)



Room No : 207 (Seminar Hall)



Room No. : 409 (Virtual Class)

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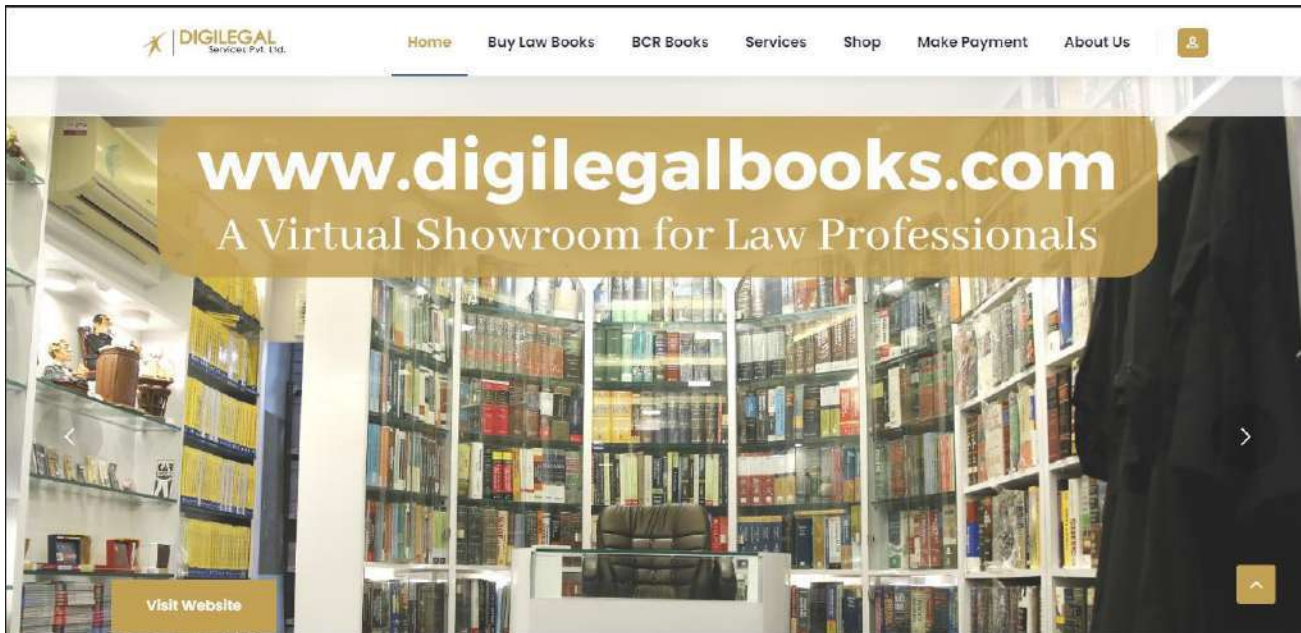
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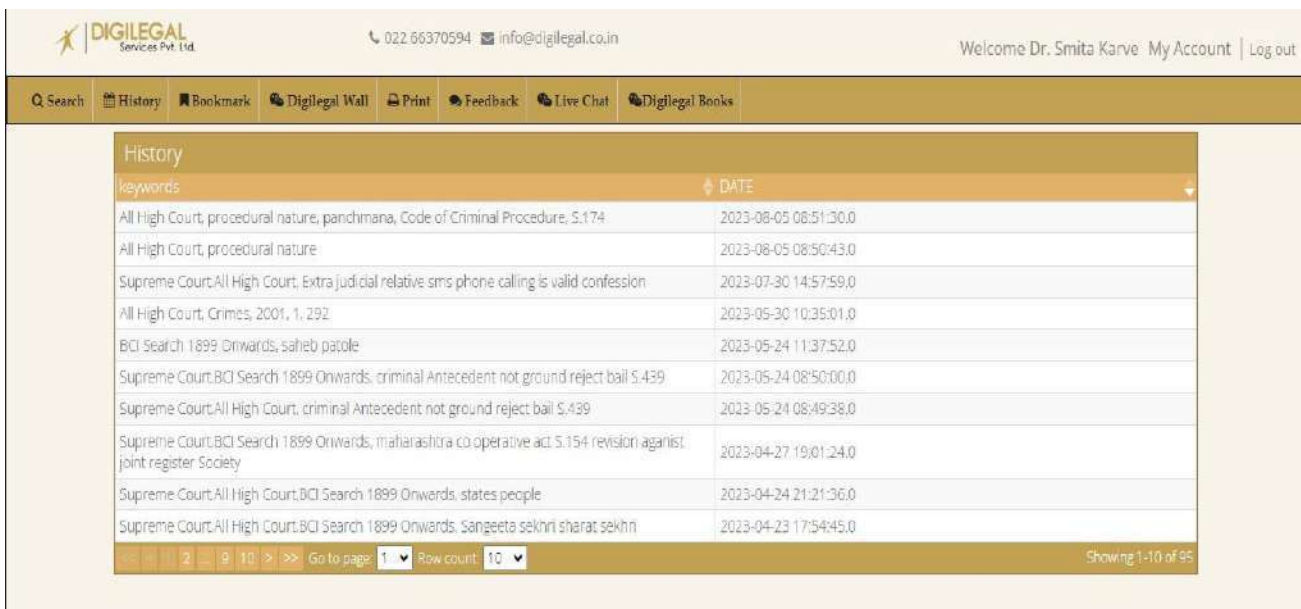
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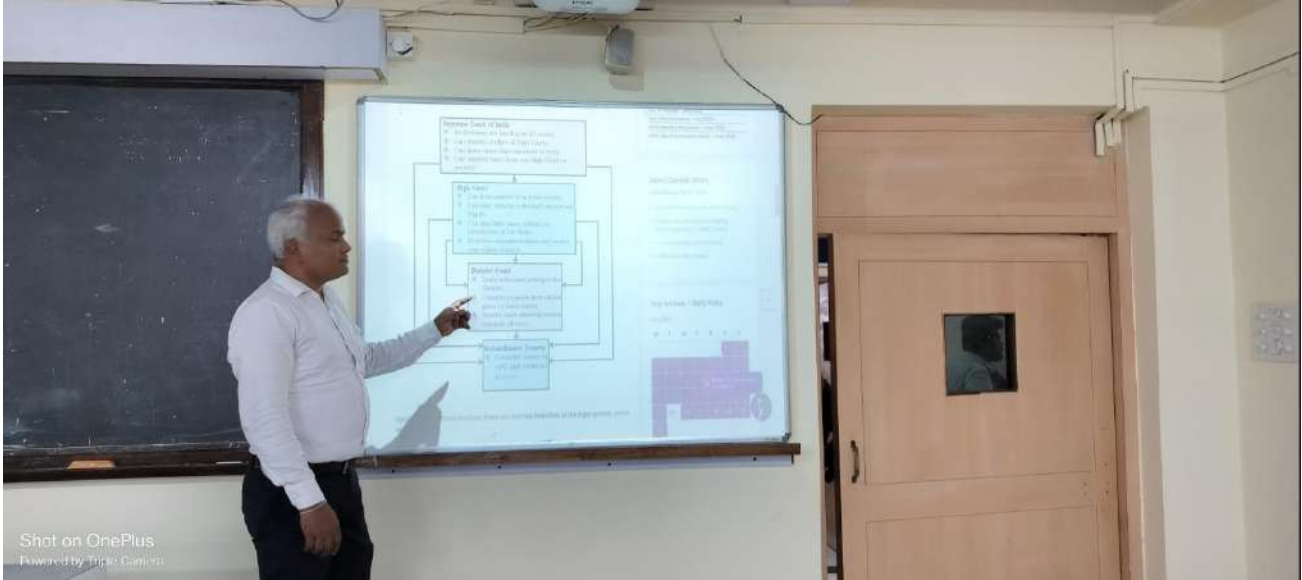
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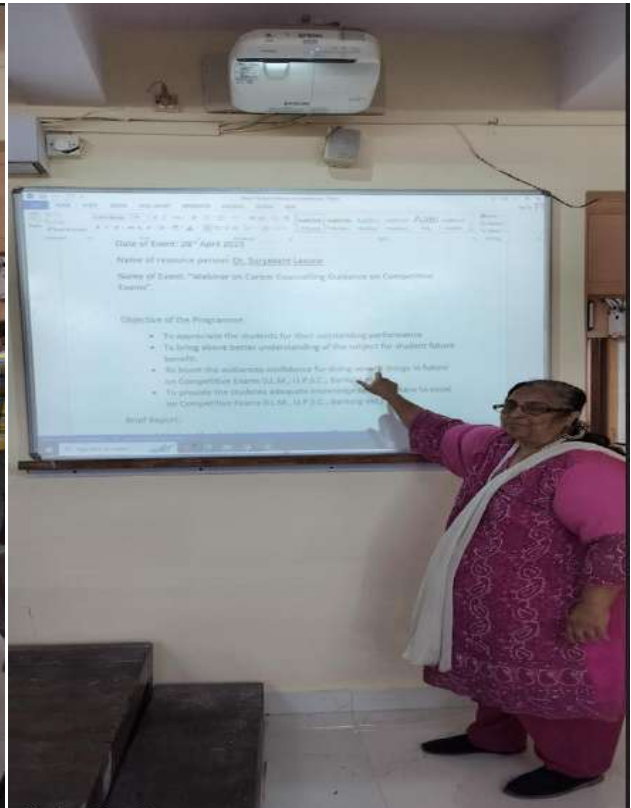
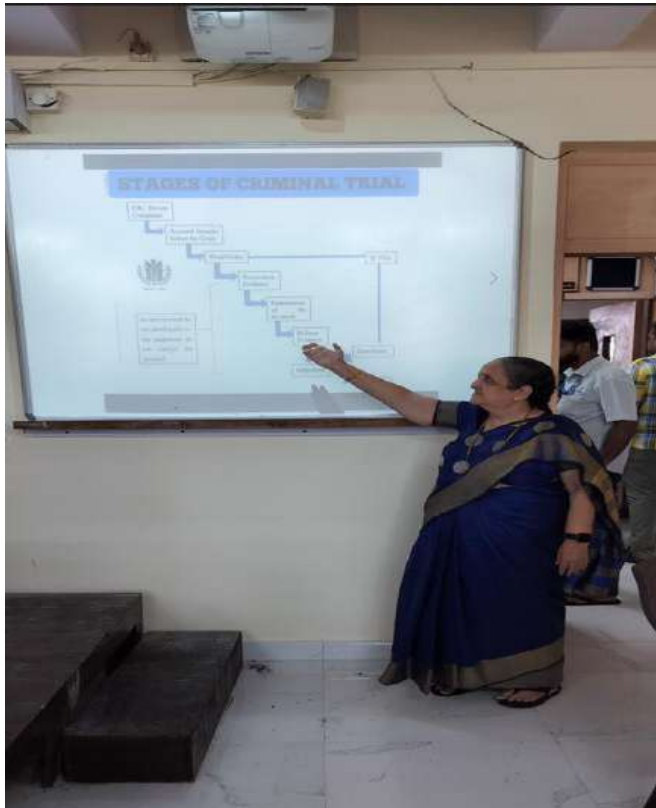
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Use of ICT in Teaching and Learning by Teachers

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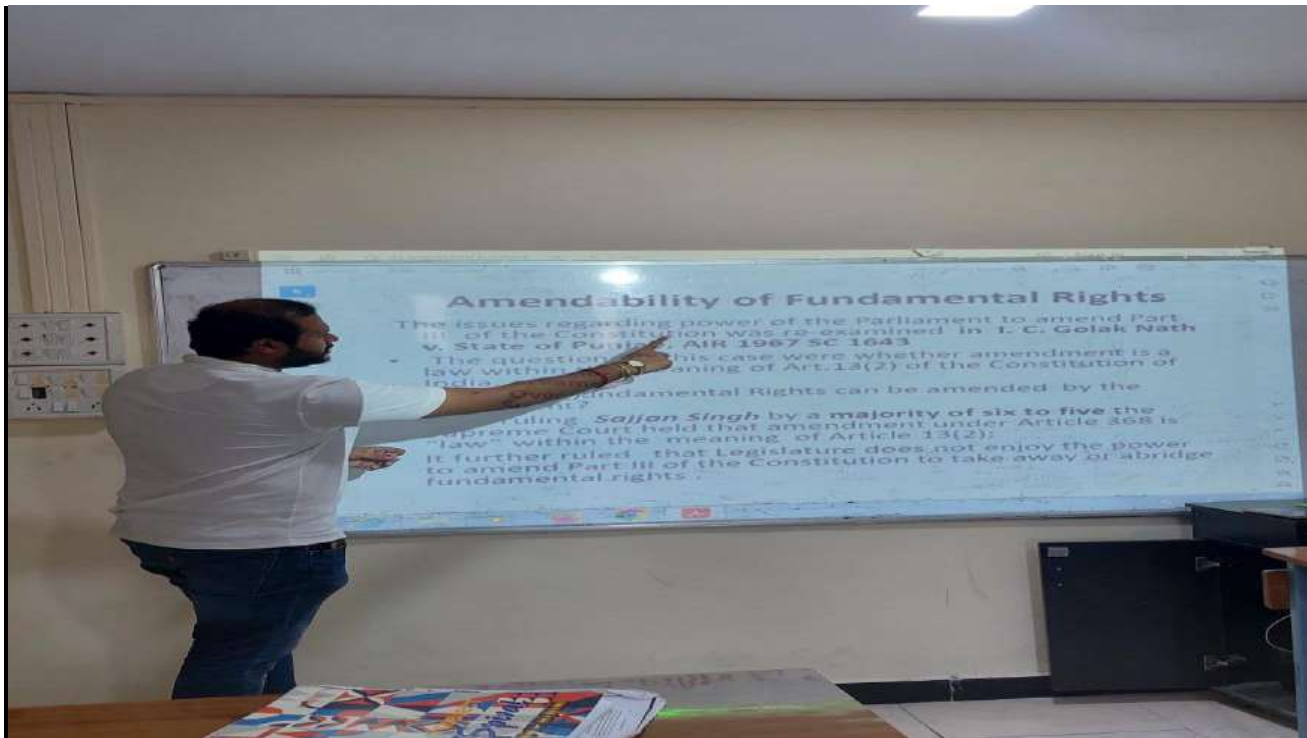
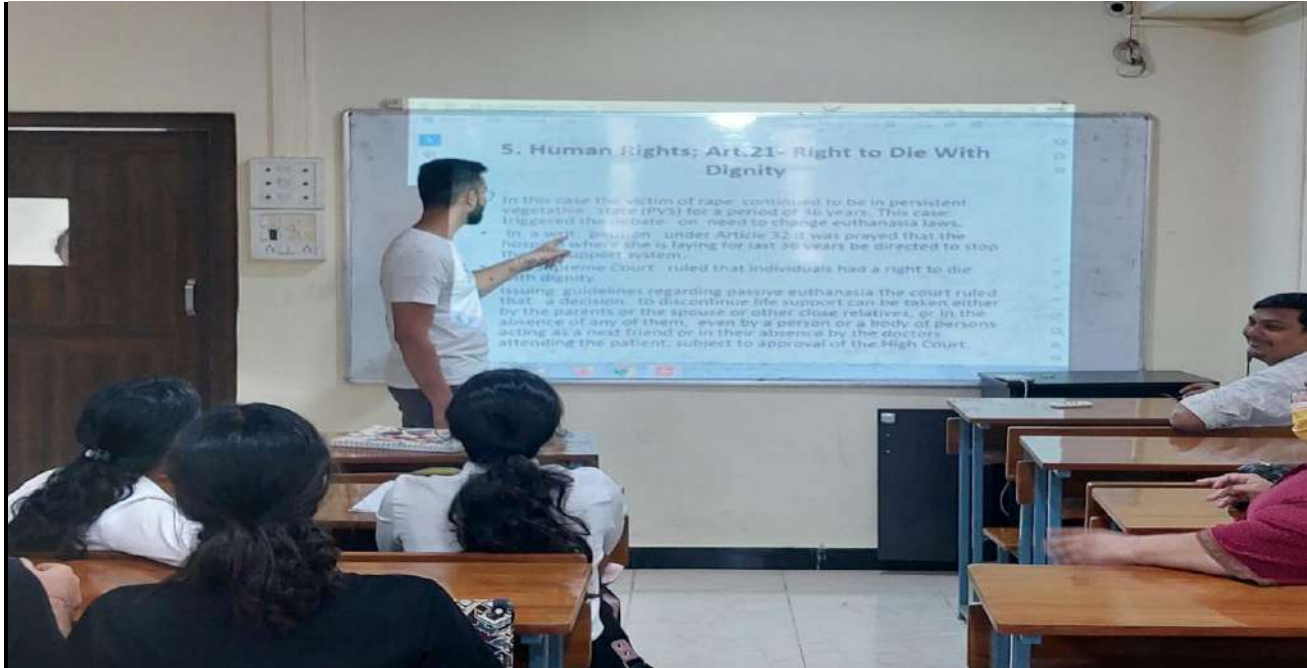
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Use of ICT by Students for Presentations

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