CHRIST
## (DEEMED TO BE UNIVERSITY)
BANGALORE · INDIA

SCHOOL OF LAW, CHRIST (DEEMED TO BE UNIVERSITY)

Feedback Analysis and Action Taken Report

2021-22

FEEDBACK ANALYSIS OF STUDENTS 2021-22

|	Criterion	Excellent (5)	Good (4)	Satisfactory (3)	Average (2)	Better (1)
1.	Does the content of the curriculum satisfy the stated objectives and learning outcomes?	41	95	66	33	15
2.	Does the curriculum cover advanced topics?	47	88	61	40	14
3.	Whether the curriculum enhances your knowledge and skills in the relevant domain?	51	91	65	33	10
4.	Is the curriculum effective in developing critical/ analytical thinking?	43	87	62	36	22
5.	Are the textbooks and reference materials relevant to the content of the curriculum?	58	89	66	26	11
6.	Orientation towards higher education	32	93	71	37	17
7.	Application of knowledge in real life situations	41	71	71	42	25
8.	Employability	40	80	63	41	26
9.	Promoting self-study and attitude of research	58	90	64	27	11
10.	Meeting overall expectations	44	70	70	43	23
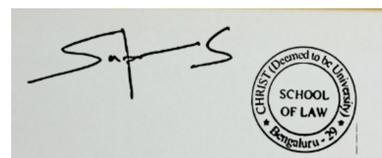
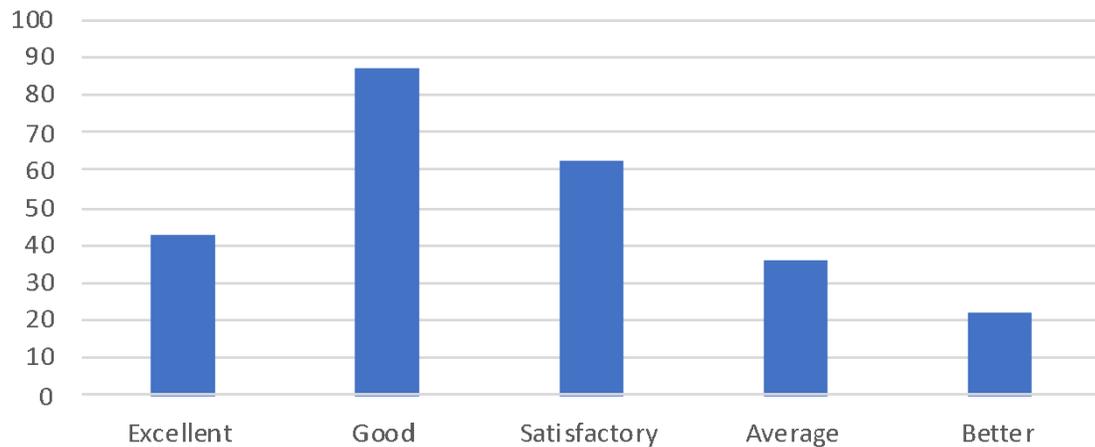**Does the content of the curriculum satisfy the stated objectives and learning outcomes?**
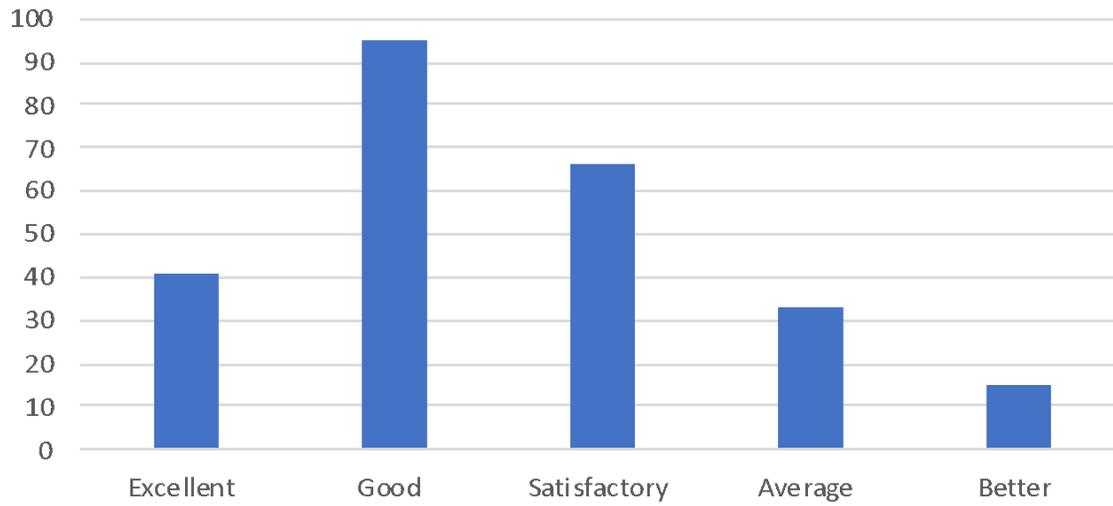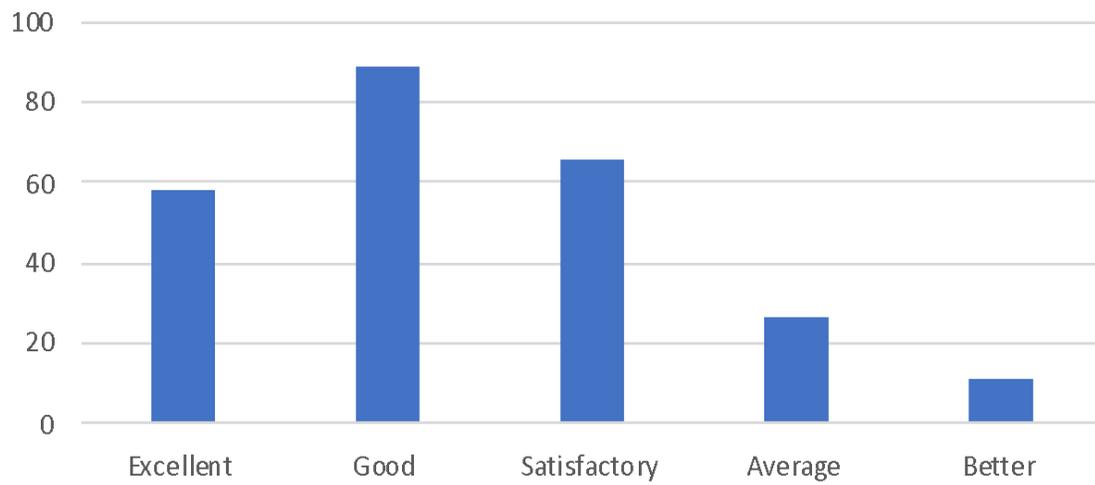

Does the curriculum cover advanced topics?
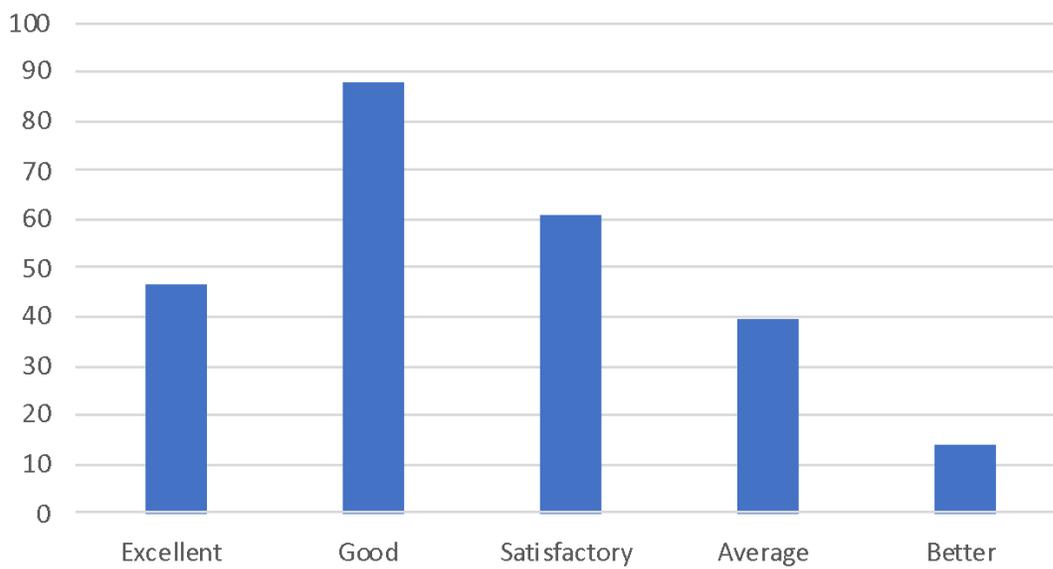
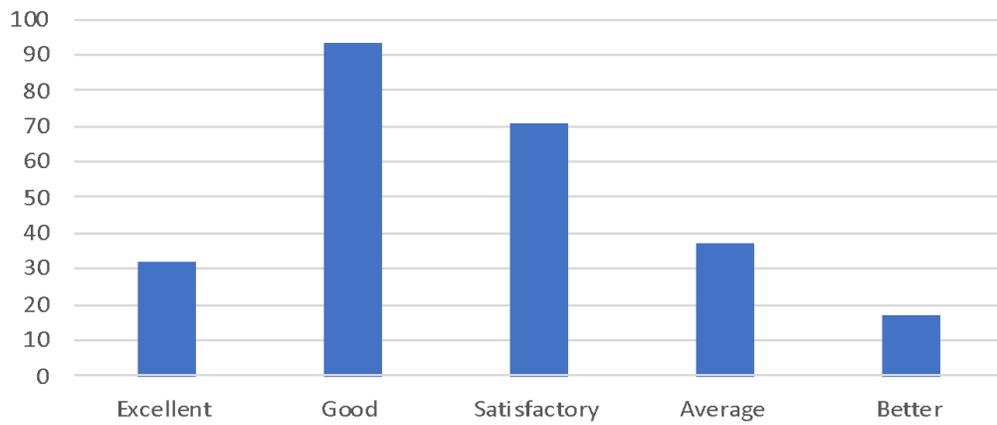**Whether the curriculum enhances your knowledge and skills in the relevant domain?**
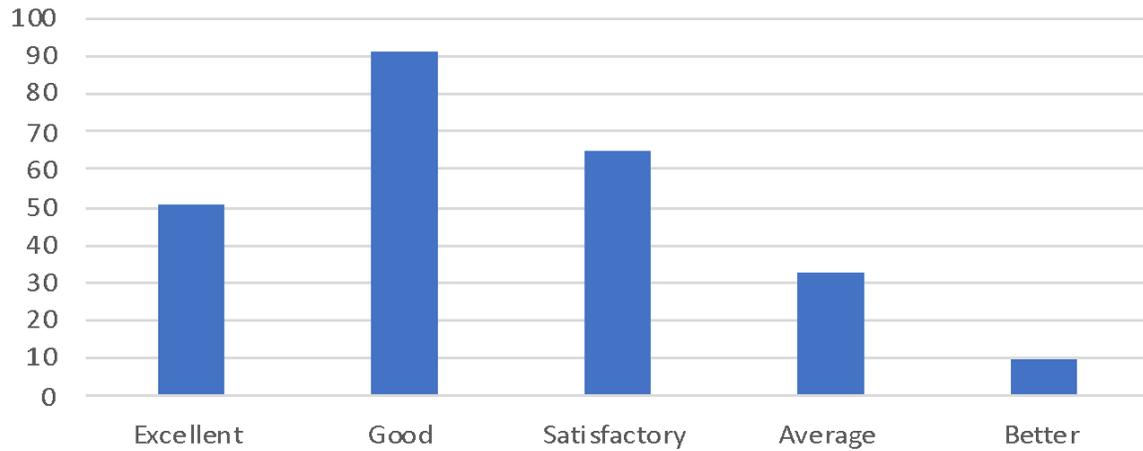
Is the curriculum effective in developing critical/ analytical thinking?
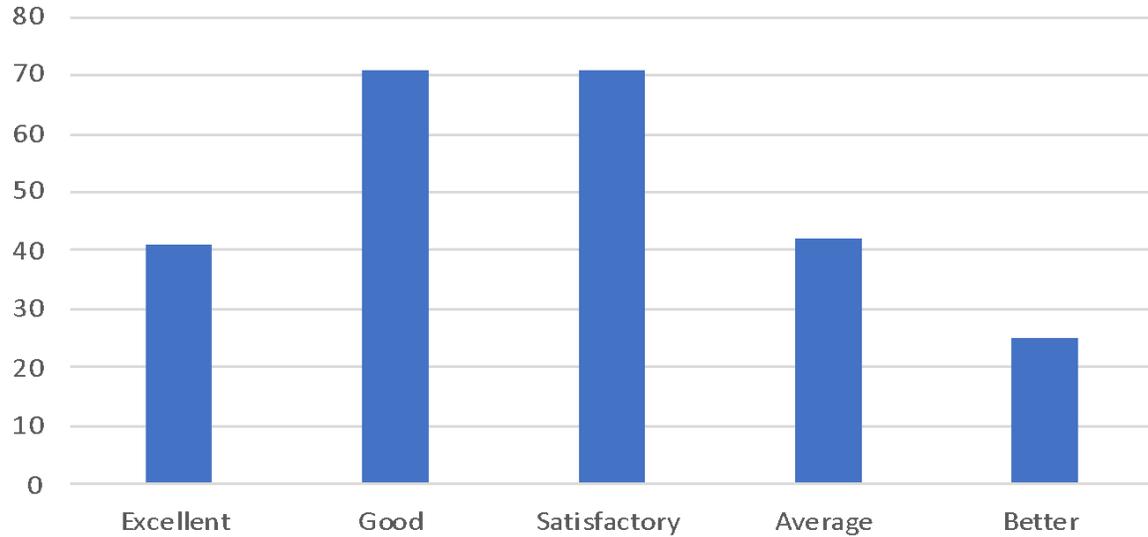
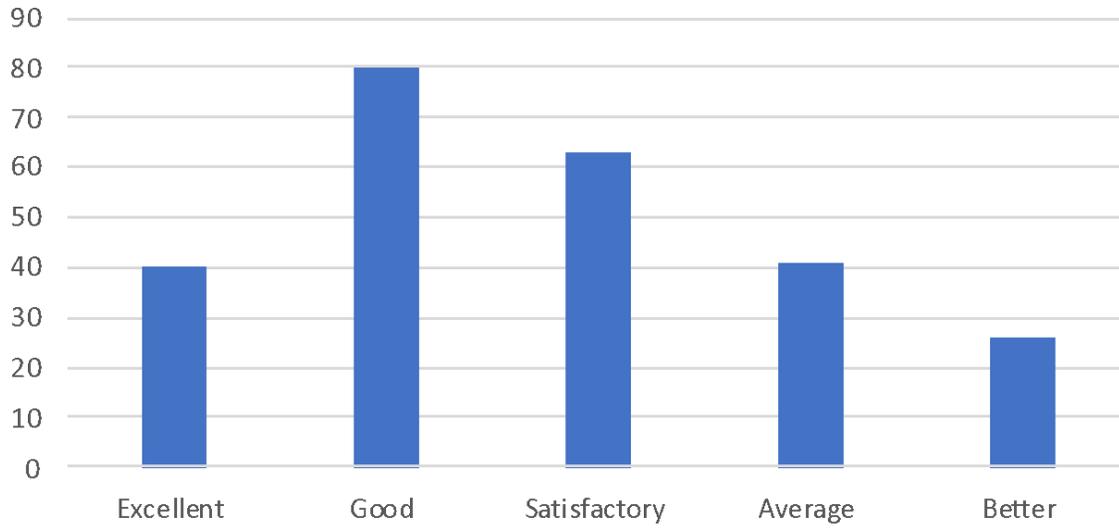Are the textbooks and reference materials relevant to the content of the curriculum?

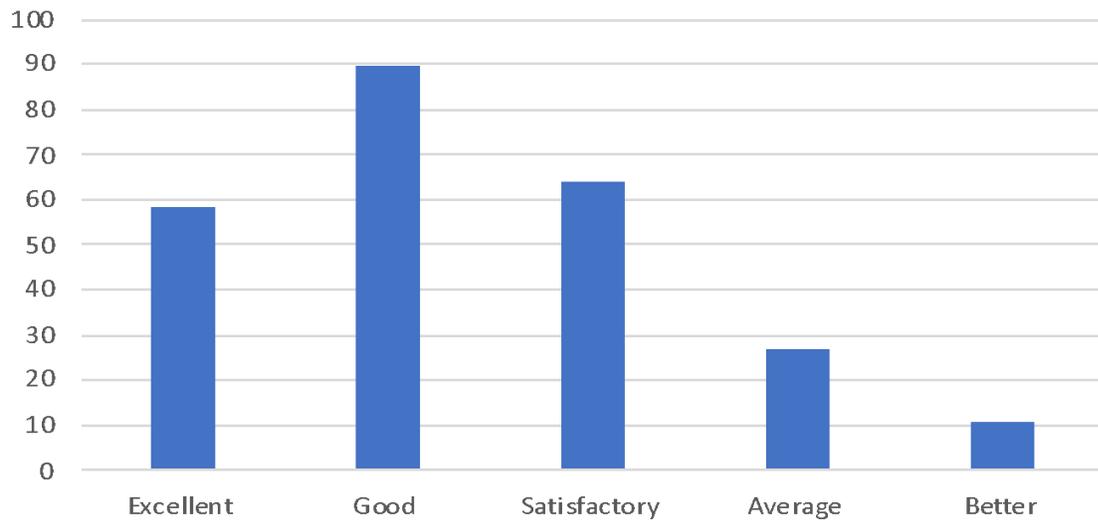## Orientation towards higher education
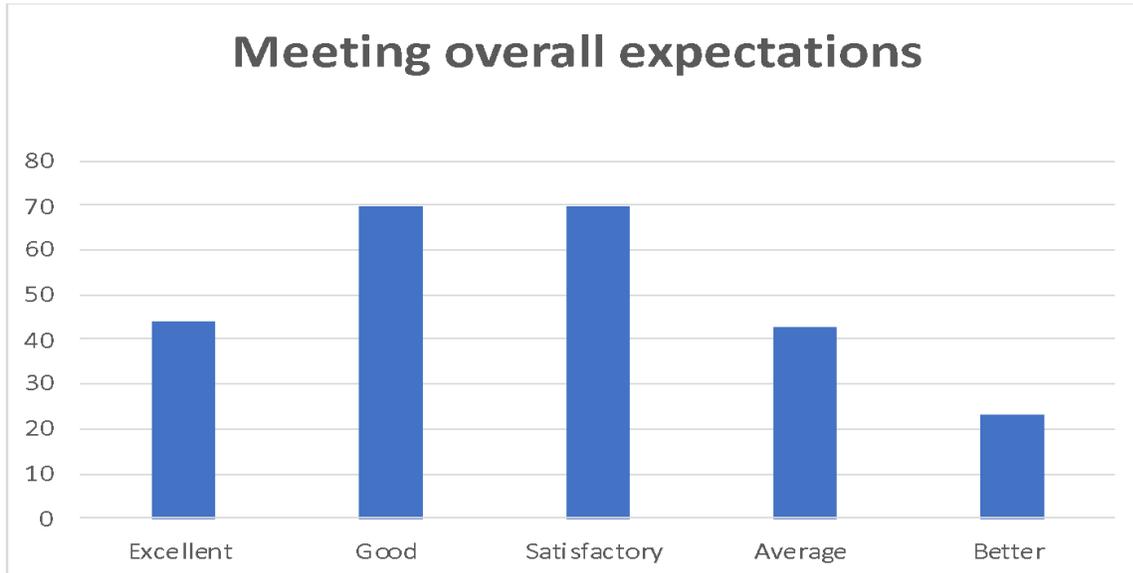

Application of knowledge in real life situations

Employability

Promoting self-study and attitude of research

Meeting overall expectations

Category	Value
Excellent	~44
Good	~70
Satisfactory	~70
Average	~43
Better	~23

FEEDBACK ANALYSIS REPORT

Feedback forms were distributed in classrooms at the end of the semester to students from BALLB and BBALLB courses and LL.M programs in 2021-22 from 250 students. Student feedbacks are taken at the end of every semester to understand the needs of the students and to incorporate their suggestions through the curriculum development cell at School of Law. In addition, feedbacks are also taken from few students, parents and alumni anonymously to ensure fair and unbiased suggestions. As per the analysis, most of the students were satisfied with the various aspects of the curriculum including incorporation of contemporary areas, subjects catering to jobs and future aspirations in the field of law.

Suggestions by students:

1. Some of the students were of the opinion that the syllabus should include more components of practical studies and clinical courses.

2. Students also suggested that faculty should incorporate more interactive techniques in classroom learning and new pedagogies are needed.

3. Few students were of the opinion that the curriculum needs to incorporate new electives on environmental law.

4. Students also suggested inclusion of assignments incorporating more aspects of gender-based studies.
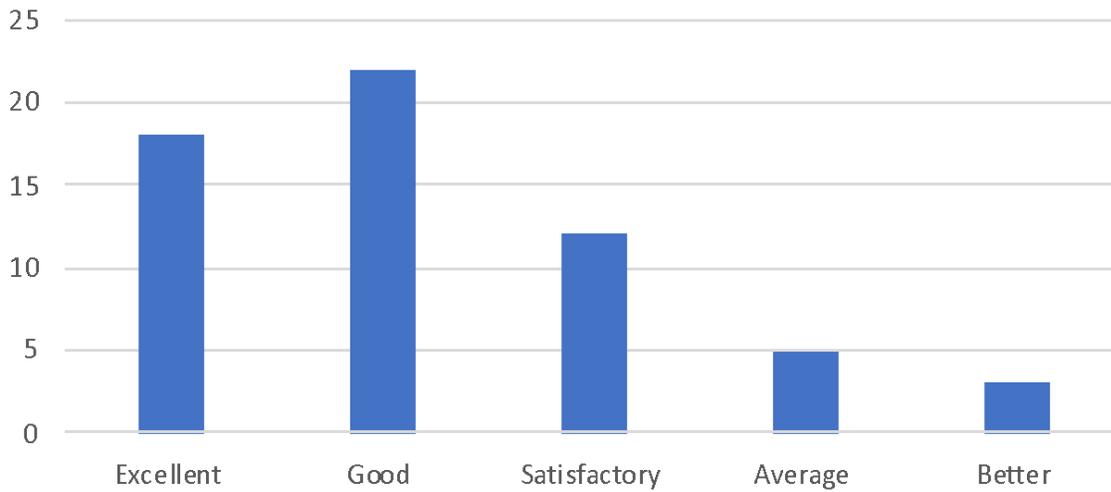
FEEDBACK FROM FACULTY

Every year at the end of the semester, faculty members are given feedback forms to provide suggestions on the courses taught by them during the academic year. In 2021 - 2022, 50 faculties submitted their feedback on the curriculum and the score was mostly ranging from good to satisfactory. Some of the faculty members suggested revision of their existing curriculum and also proposed introduction of new electives which was considered by the IQAC and CDC cells of School of Law. The suggestions were presented in the BOS and introduced in the following year. Faculties were asked to give their comments on the curriculum they taught and also wanted to know the amount of research contribution they could make during the course of the subject taught and the publication in the areas taught. Based on the feedback the analysis shown below has been provided:

	Criterion	Excellent (5)	Good (4)	Satisfactory (3)	Average (2)	Better (1)
1.	Does the curriculum satisfy the stated objectives and learning outcomes?	23	19	12	04	02
2.	Do you have continuous processes to propose, modify, suggest and incorporate new topics in the curriculum?	18	22	12	05	03
3.	Is the curriculum effective in developing independent thinking?	17	29	07	04	03

4.	Does the departmental level expert committee meet to review the curriculum?	26	14	10	06	04
5.	Does the curriculum enhance your knowledge in the subject area?	25	20	15	01	01
6.	Does the curriculum enable the students to apply their knowledge in real life?	28	20	9	02	01
7.	Does the curriculum demand the teachers for research inclusive teaching?	30	23	6	01	01
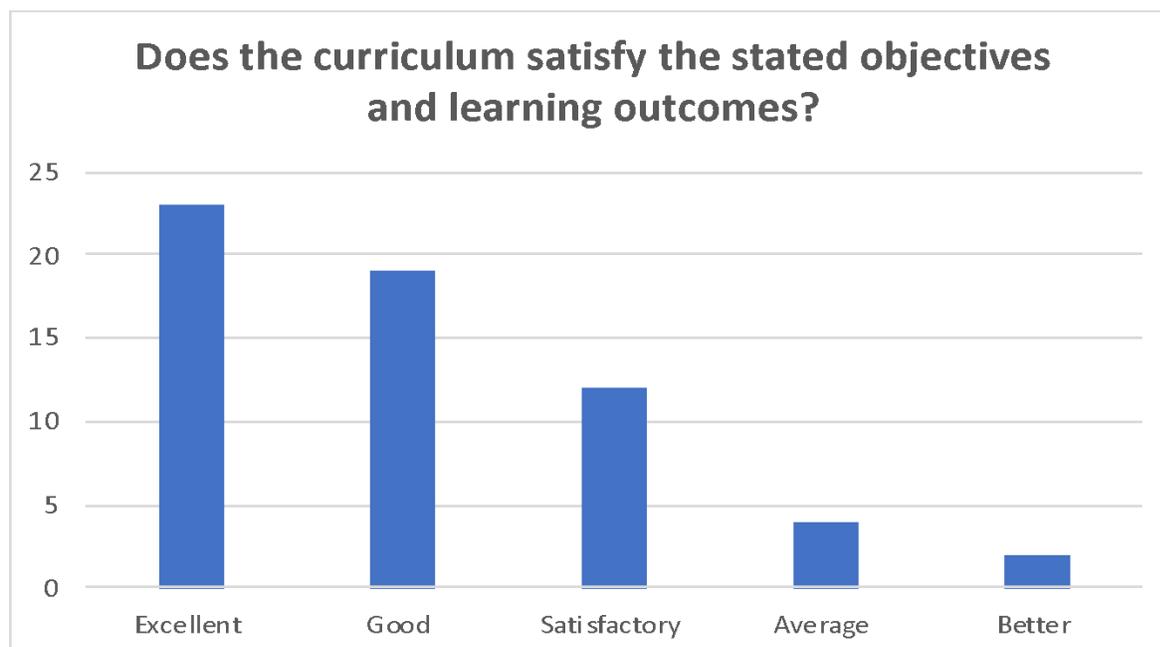
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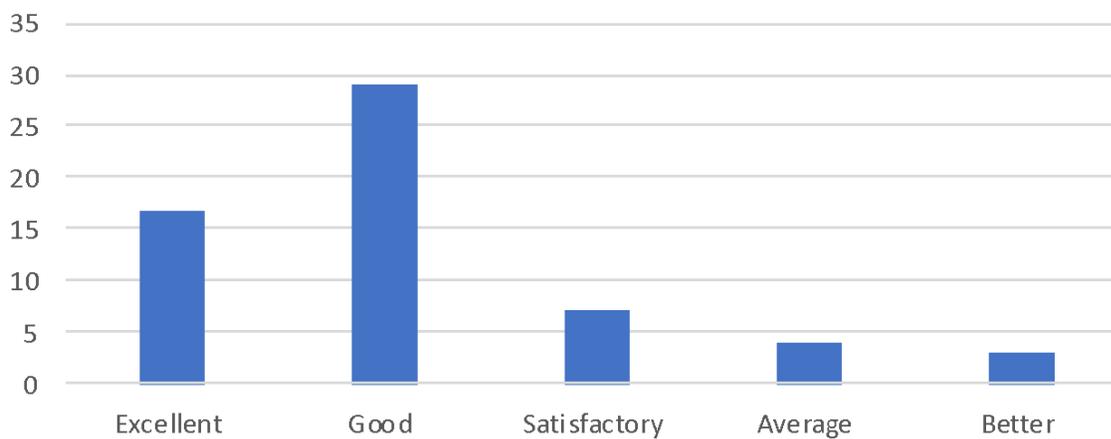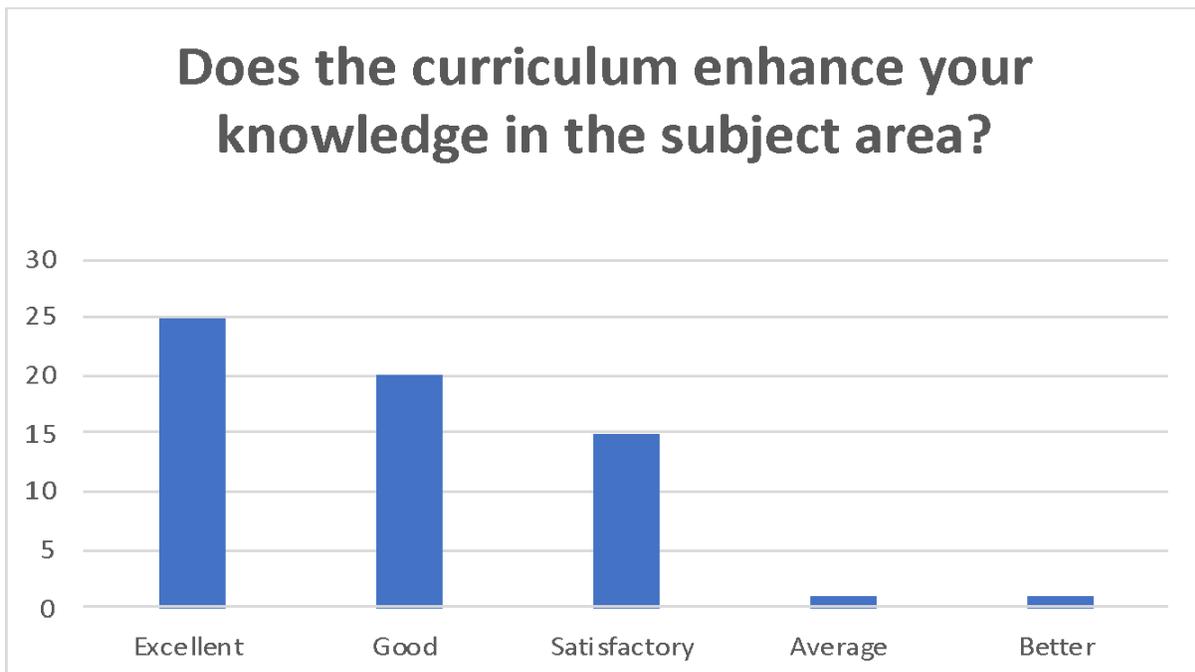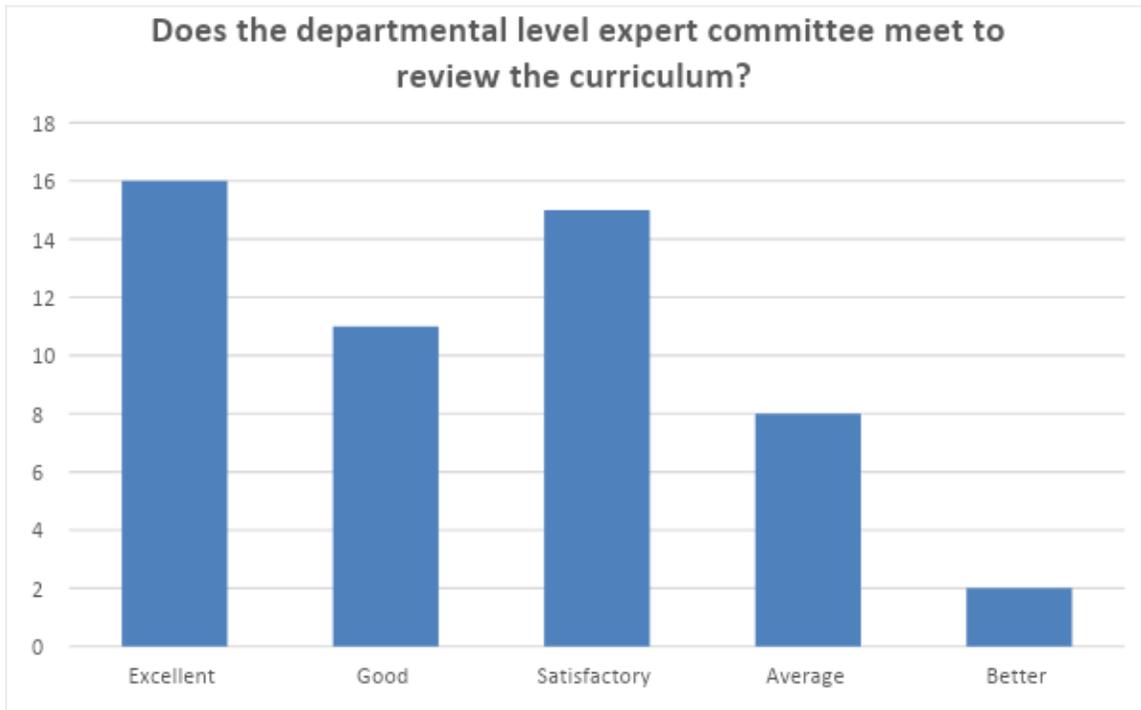
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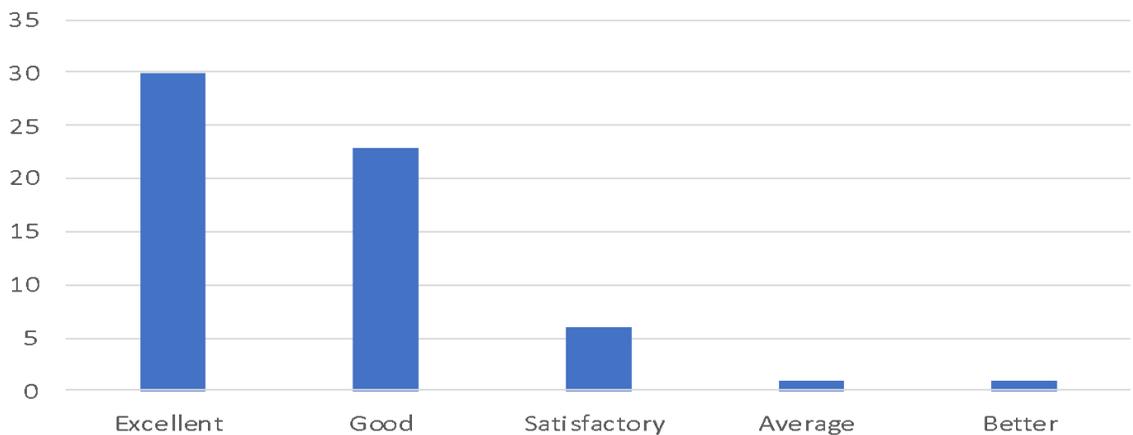
Does the curriculum enable the students to apply their knowledge in real life?
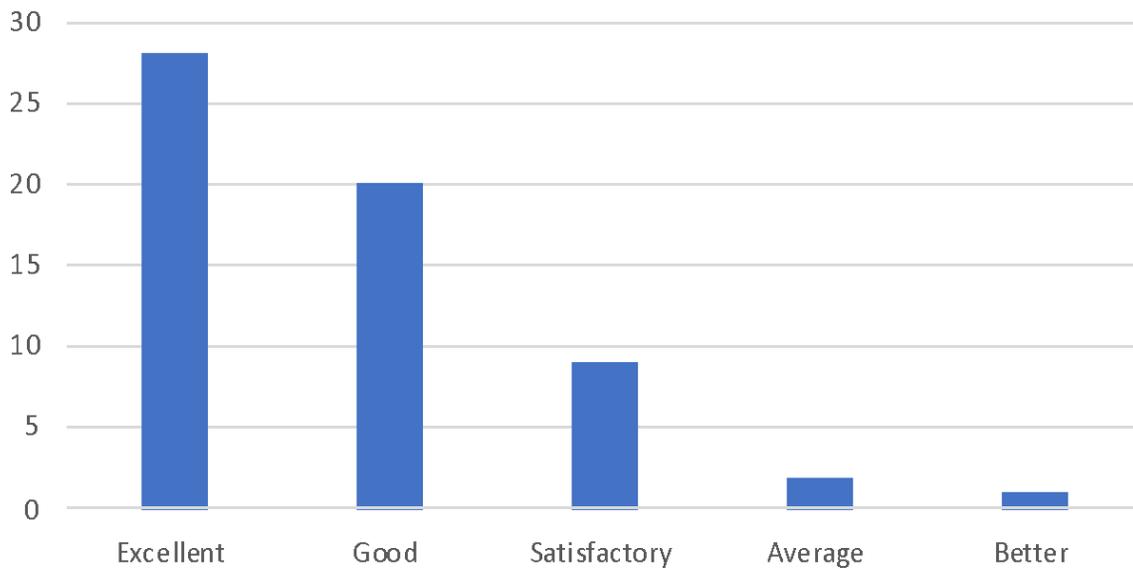
Does the curriculum demand the teachers for research inclusive teaching?

Suggestions by faculty members on introduction of new electives:

1. Prof. Sanjay Shenoi introduced Introduction to Criminal Justice System
2. Prof Charan introduced Social Dynamics and Law

Both the electives were presented approved by the BoS.
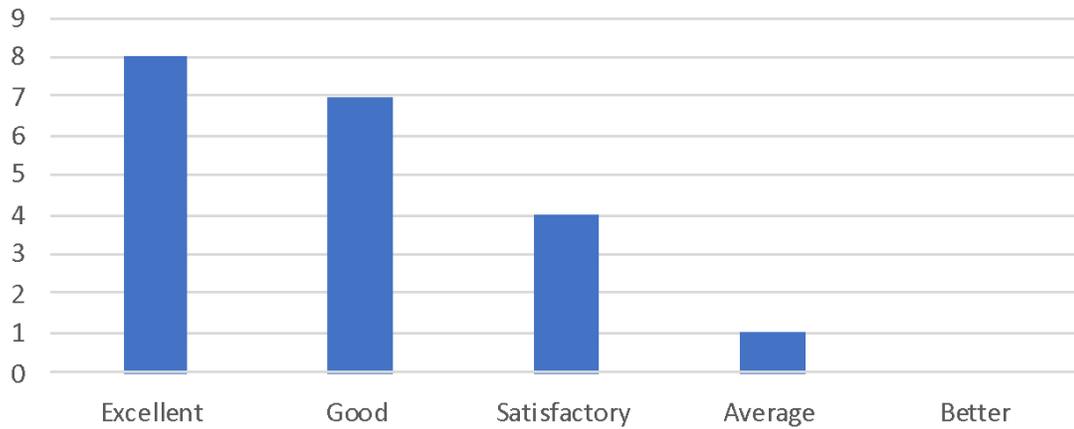
FEEDBACK FROM ALUMNI - REPORT

Our Alumni feedbacks has always been valuable, as their inputs provide us the inputs regarding improvement of facilities and employability. The feedback on curriculum by alumni was scored good. Majority of the students expressed that the curriculum has been highly effective in helping them in higher education and in employability. The elective courses have helped them to identify their area of interest and pursue their career. We asked our alumni to give their specific comments on the curriculum and the relevance of the courses they studied in terms of employability and higher education. We got feedback from 20 alumni members in 2021-22. Based on the comments their responses and analysis are done below:

	Criterion	Excellent (5)	Good (4)	Satisfactory (3)	Average (2)	Better (1)
1.	Is the curriculum updated on a regular basis depending on the current trends and advanced topics?	10	06	02	01	01
2.	Does the curriculum orient the students towards higher education?	08	07	04	01	00
3.	Does the curriculum provide employability weightage?	09	05	04	01	01
4.	Does the curriculum meet the expectations of the industry?	12	04	02	01	01
5.	Does the curriculum enable the student to connect the knowledge to real life application?	11	05	02	01	01

6.	Does the curriculum encourage entrepreneurship?	08	07	02	02	01
7.	Do you think that the curriculum motivates the students for research and development?	08	07	03	01	01

Is the curriculum updated on a regular basis depending on the current trends and advanced topics?
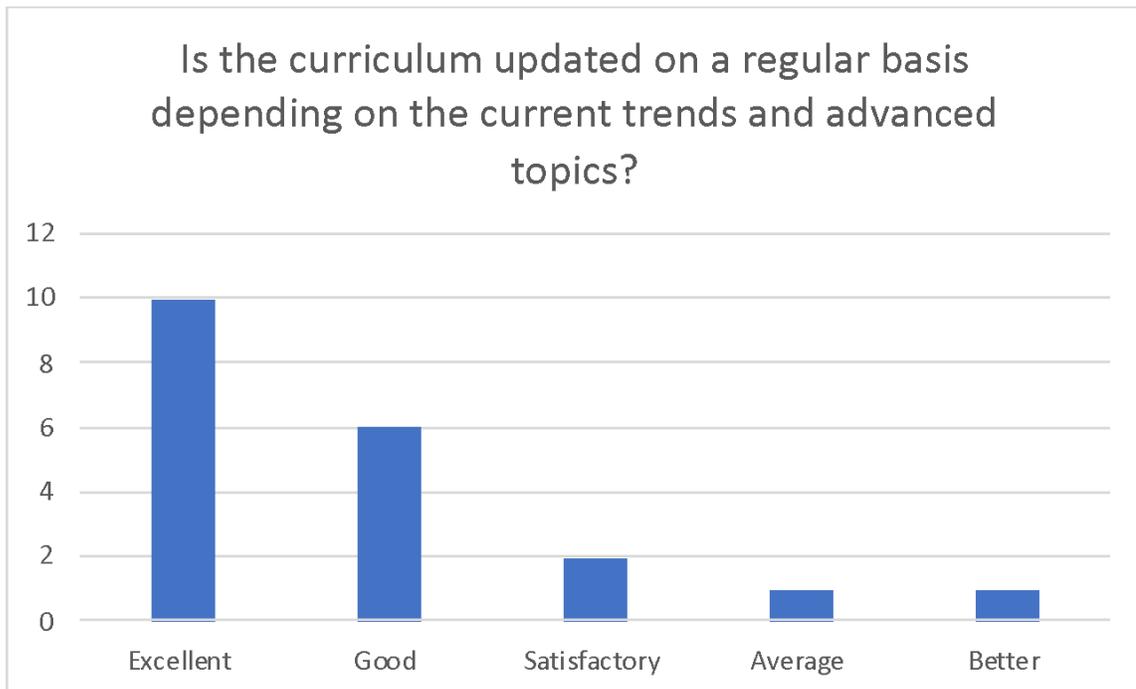
Does the curriculum orient the students towards higher education?

Does the curriculum provide employability weightage?

Does the curriculum meet the expectations of the industry?

	Excellent	Good	Satisfactory	Average	Better
Value	12	4	2	1	1

Does the curriculum encourage entrepreneurship?

	Excellent	Good	Satisfactory	Average	Better
Value	16	11	15	8	2

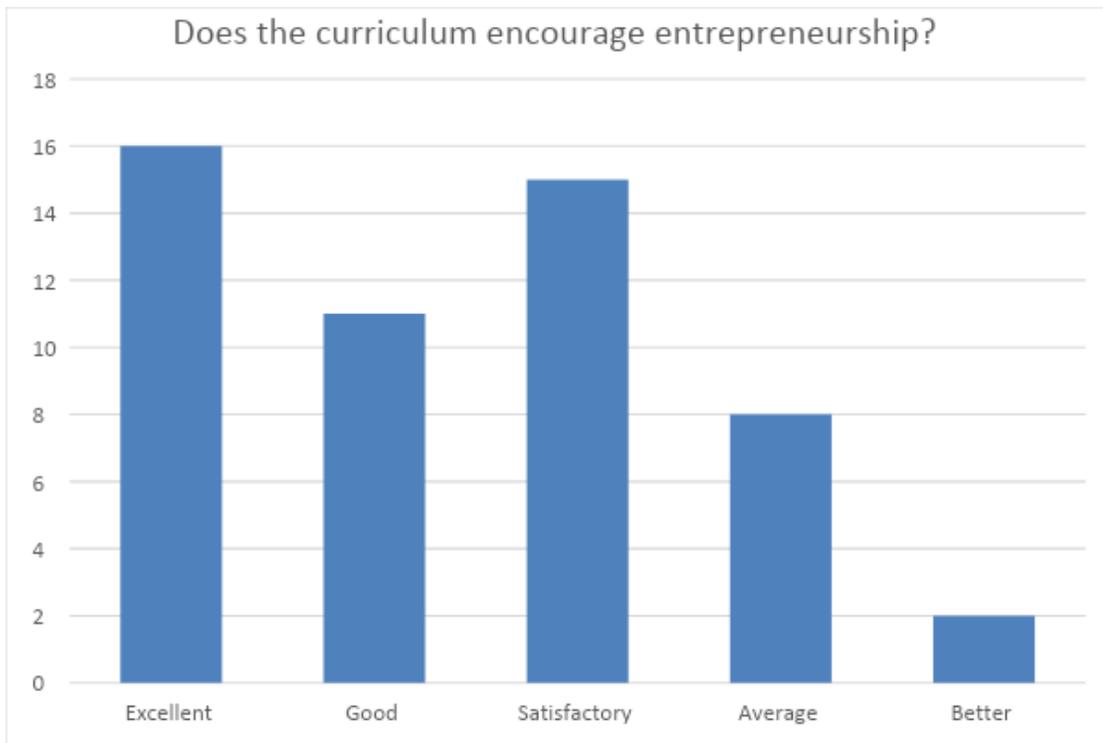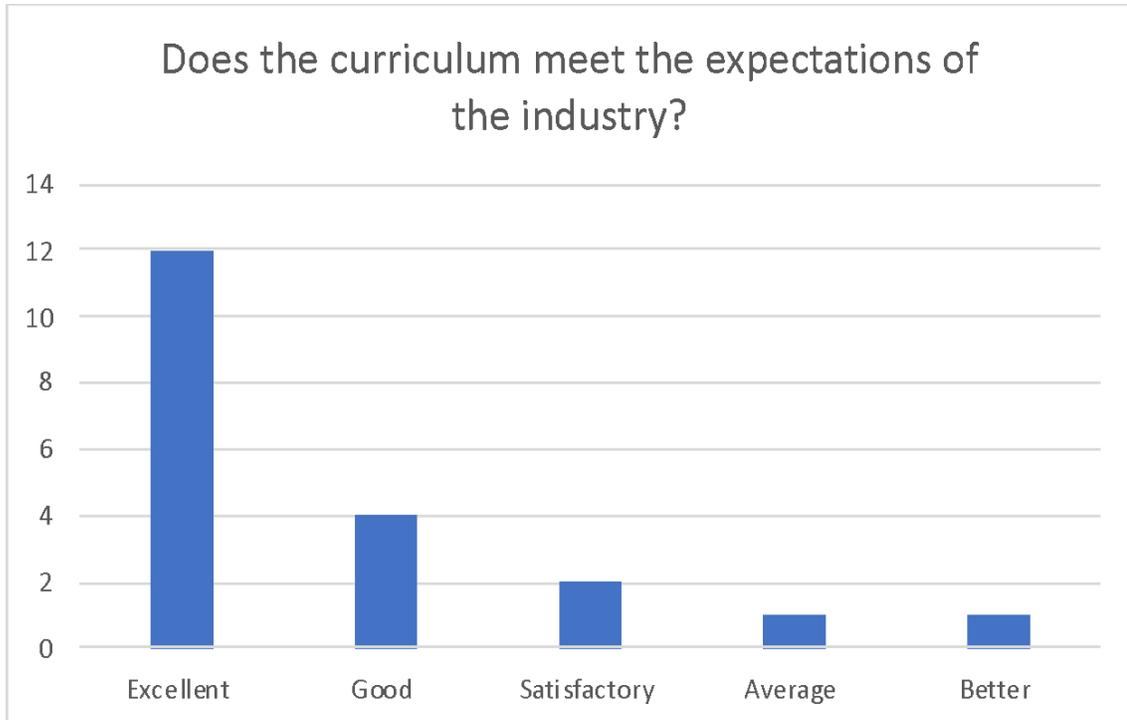Does the curriculum enable the student to connect the knowledge to real life application?

Does the curriculum encourage entrepreneurship?

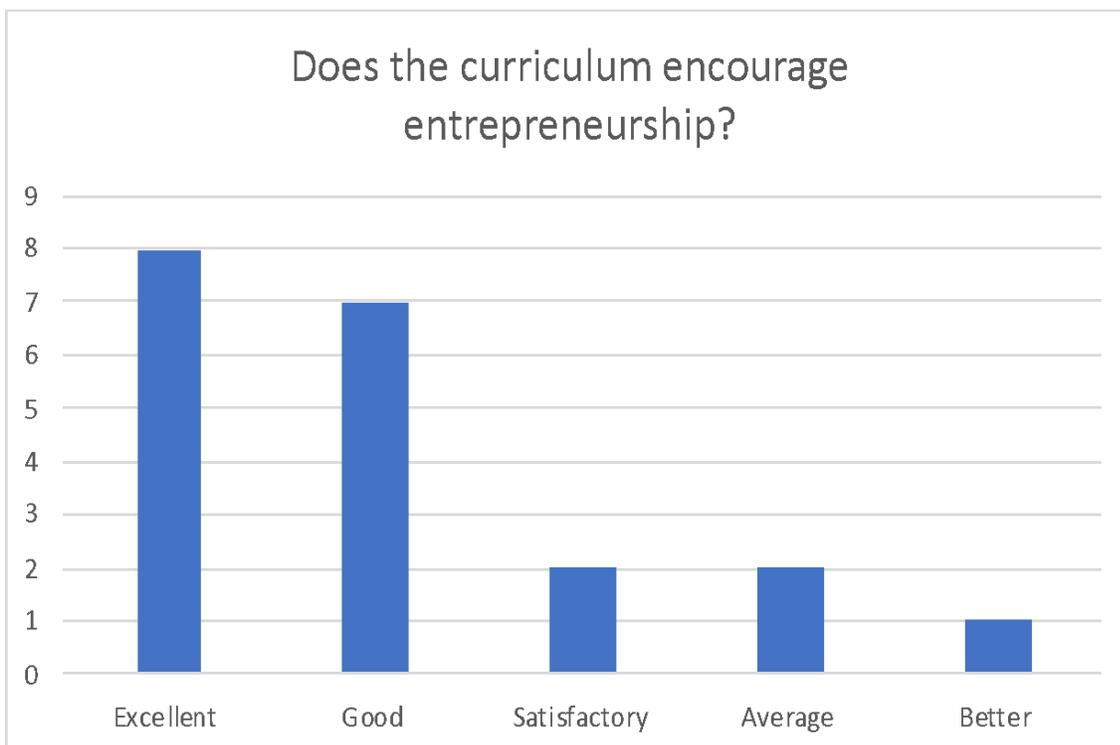## Do you think that the curriculum motivates the students for research and development?

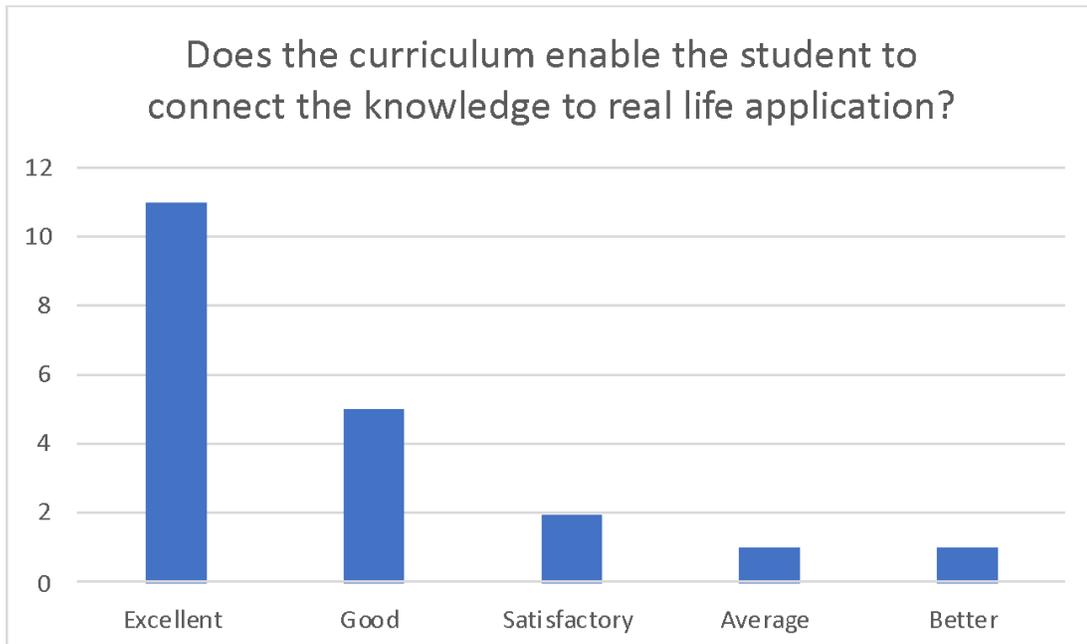**EMPLOYER'S FEEDBACK - REPORT**

Our employers feedback gives us an important understanding of the improvements required in the curriculum to meet our student's employability needs. Their feedbacks provide us a holistic understanding of the measures that have to be undertaken to further the overall performance of our students.

Feedbacks from 20 industry experts were submitted for the purpose of the feedback analysis on curriculum. The employers were asked to comment on the curriculum by focusing on the industry requirements and employability components in the curriculum. Based on the comments their responses and analysis are done below:

	Criterion	Excellent (5)	Good (4)	Satisfactory (3)	Average (2)	Better (1)
1.	Is the curriculum aligned with the objectives of the programme?	09	05	04	01	01

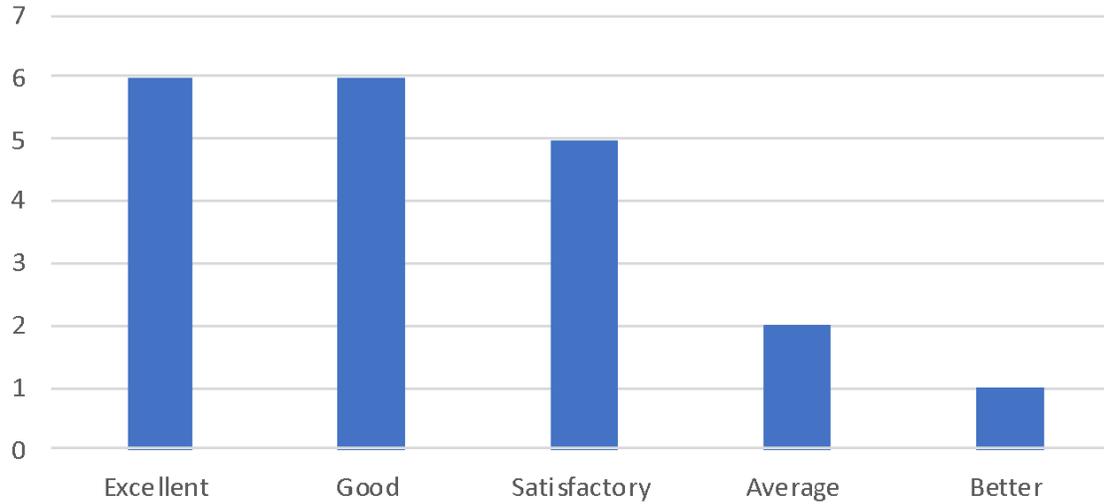| 2.	Does the curriculum cover advanced topics and current trends?	07	06	03	01	01
3.	How would you rate the relevance of the electives offered in the curriculum?	06	06	05	02	01
4.	Is employability given weight age in the design and development of curriculum?	09	07	02	01	01
5.	Does the curriculum meet the expectations of the industry?	07	08	03	01	01
6.	Does the curriculum cater to the enhancement of skills of the students with respect to the industry needs?	04	06	05	03	02

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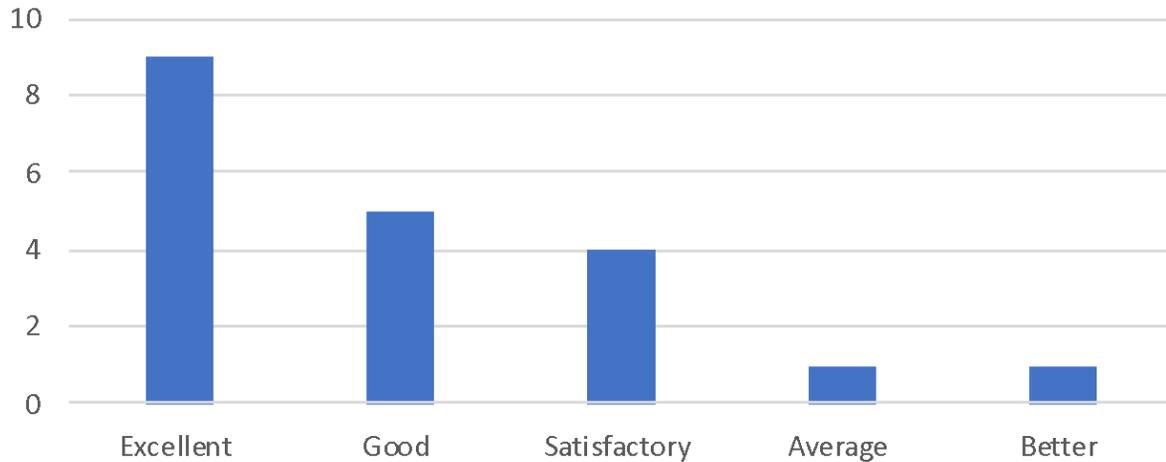
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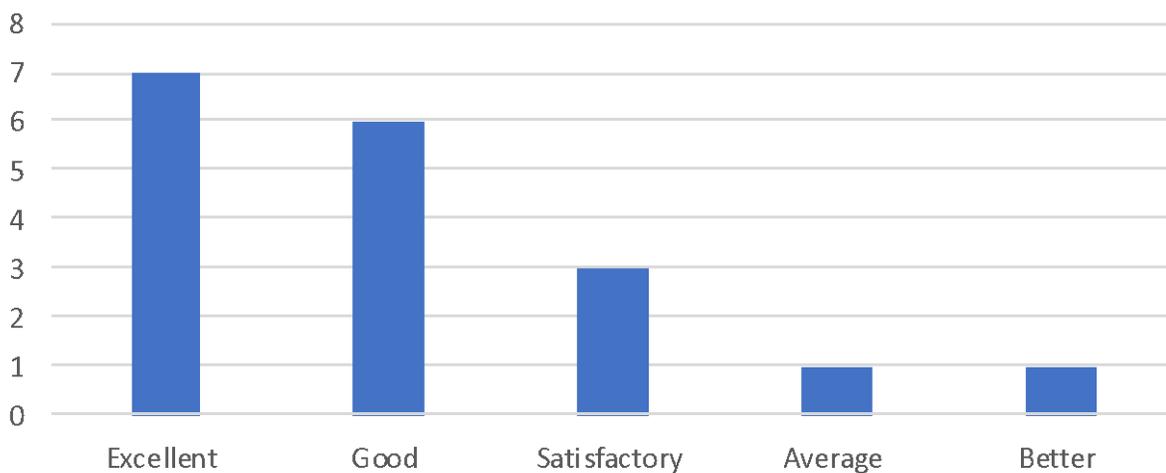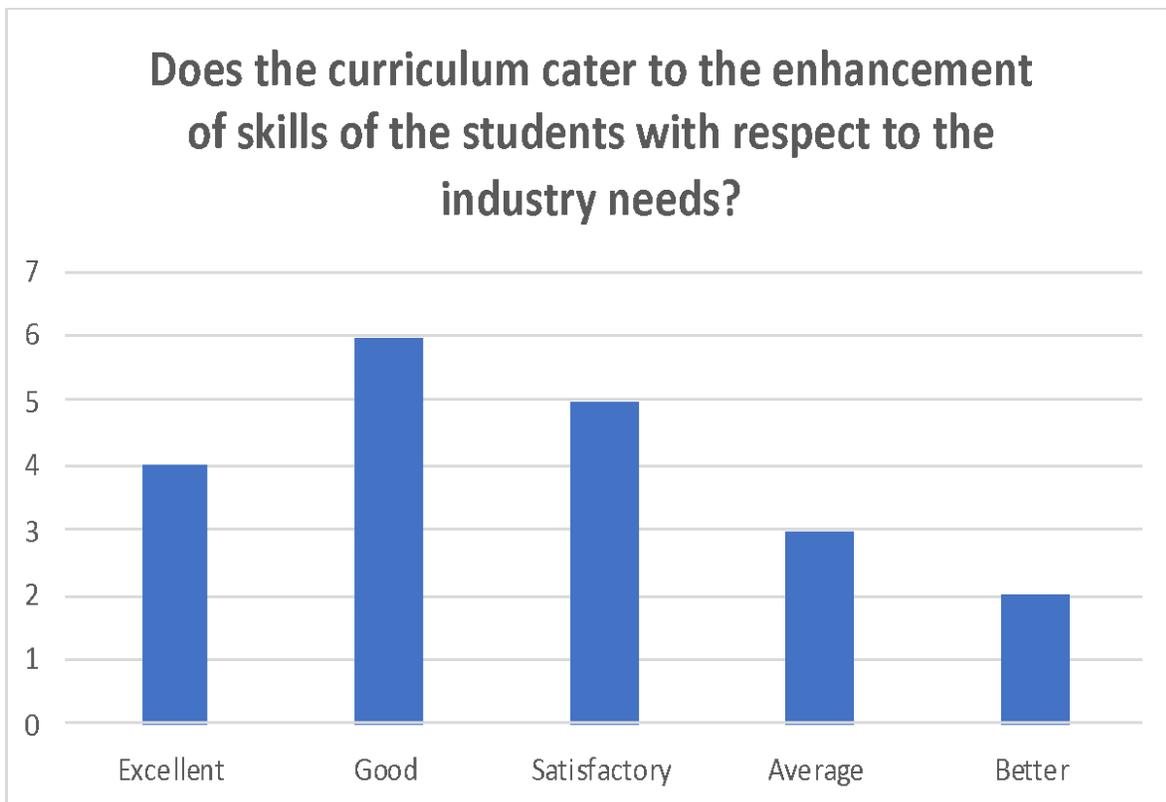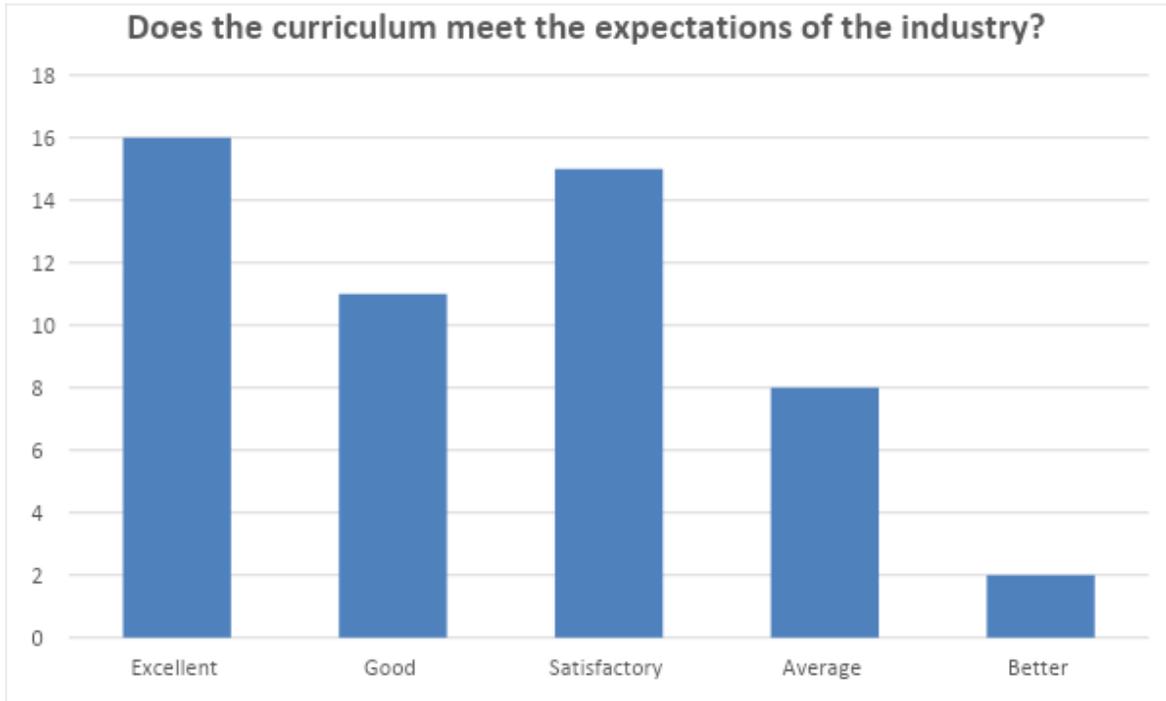
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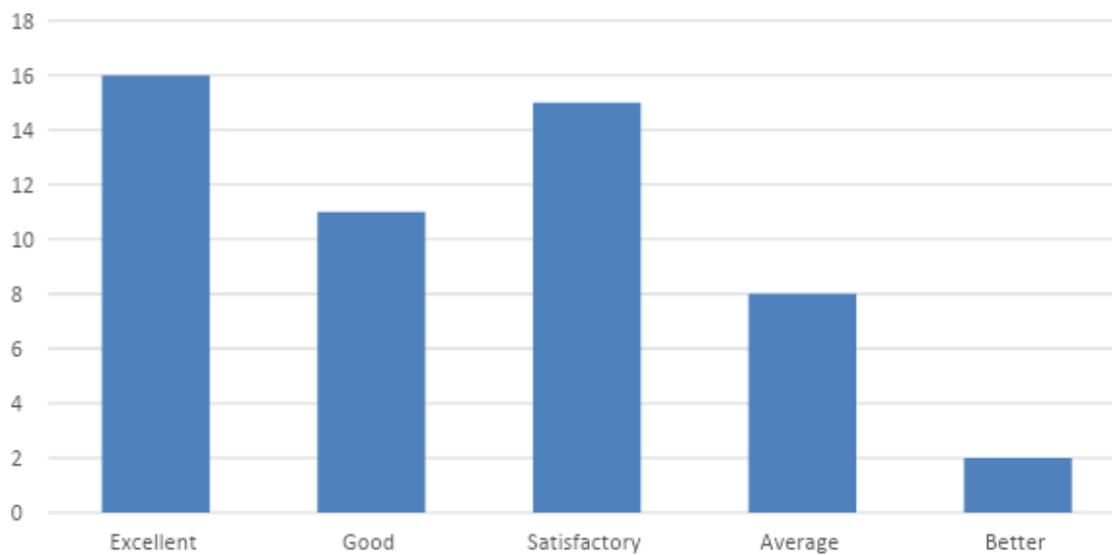
FEEDBACK FROM PARENTS - REPORT

We have designed a general feedback from the parents on curriculum. The feedback is collected from parents at the end of the academic year, we collected feedback from 50 parents in 2021-22.

From the analysis it was observed that parents were satisfied with the curriculum. The analysis shows a score between good and satisfactory. In addition, parents provided feedback that the curriculum helped students in growing holistically and also in getting employability. Based on the comments their responses and analysis are done below:

|	Criterion	Excellent (5)	Good (4)	Satisfactory (3)	Average (2)	Better (1)
1.	Does the curriculum orient the students towards higher education?	10	18	11	7	04
2.	Is employability given weightage in the design and development of the curriculum?	08	16	13	11	02
3.	Is the curriculum designed to have a component on value-based education?	12	17	10	11	02
4.	Does the curriculum have components to serve the needs of the society?	14	15	13	07	02
5.	Does the curriculum promote self-study and attitude of research?	10	14	14	9	03
6.	Does the curriculum help the students to enhance their personality?	16	11	15	08	02

Does the curriculum orient the students towards higher education?
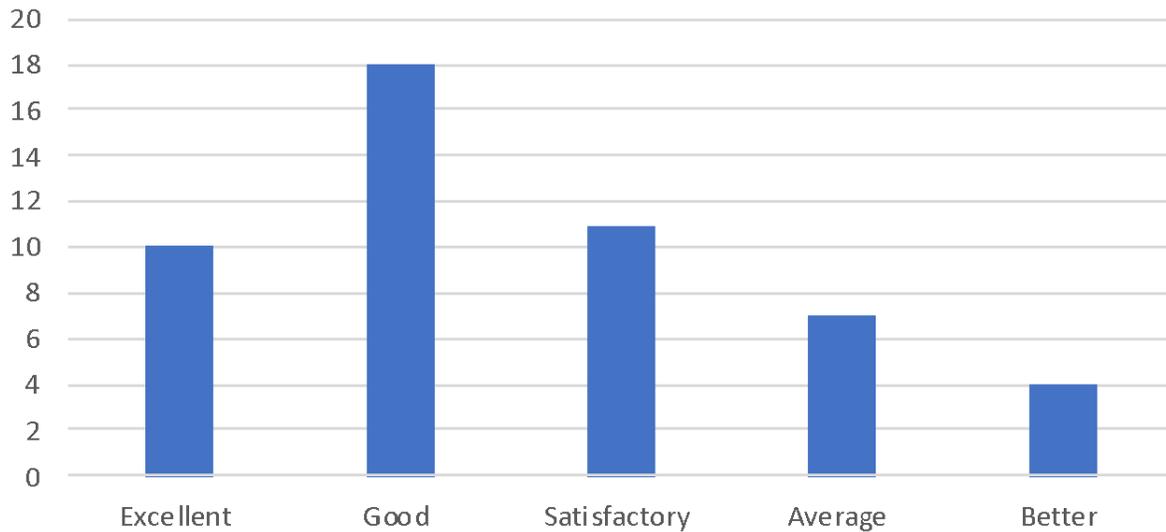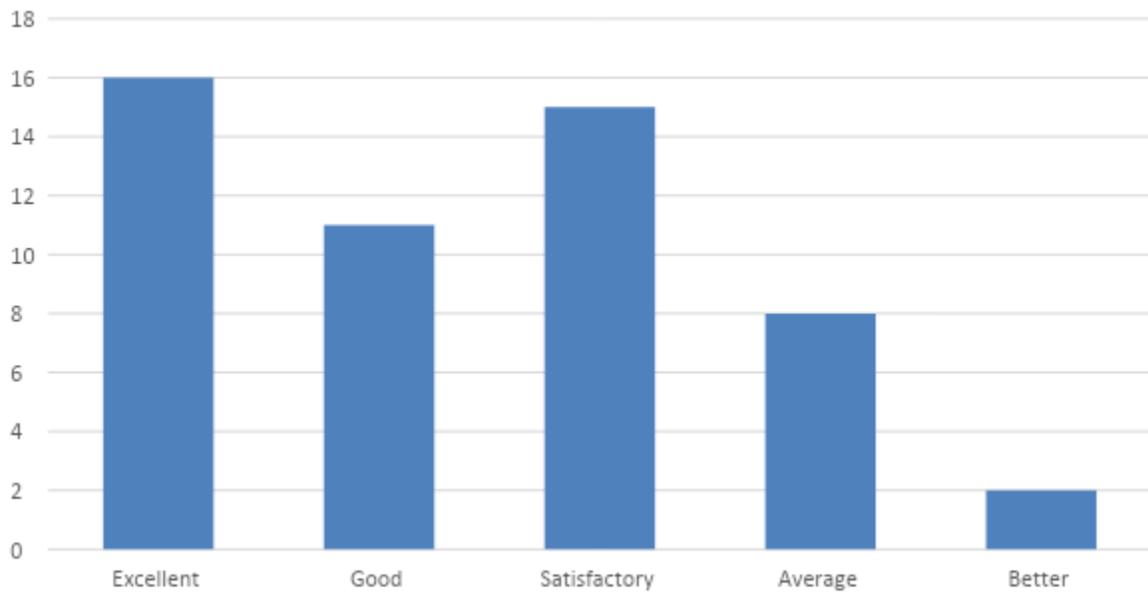

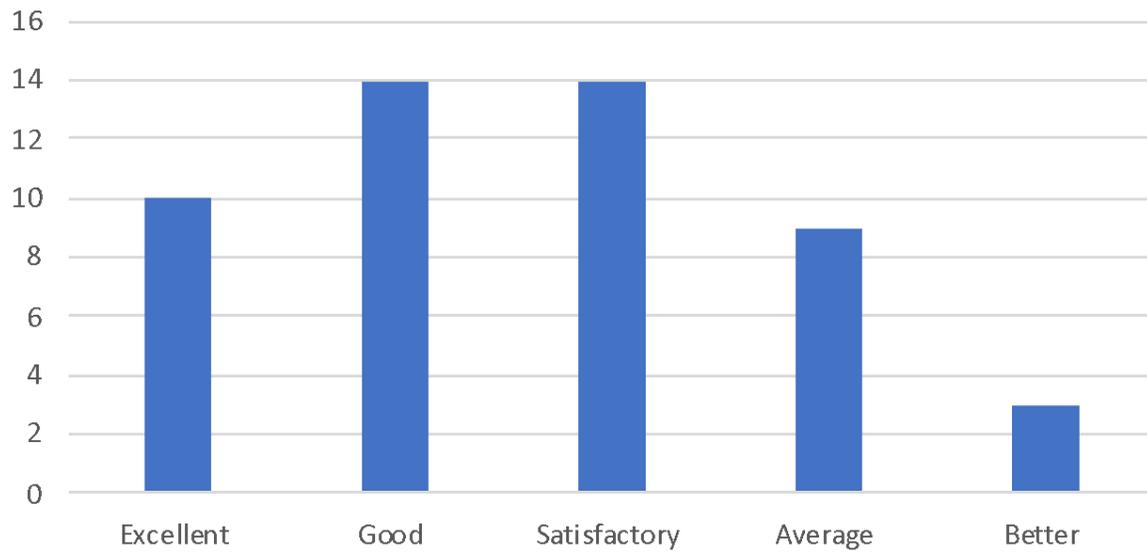## Is employability given weightage in the design and development of the curriculum?
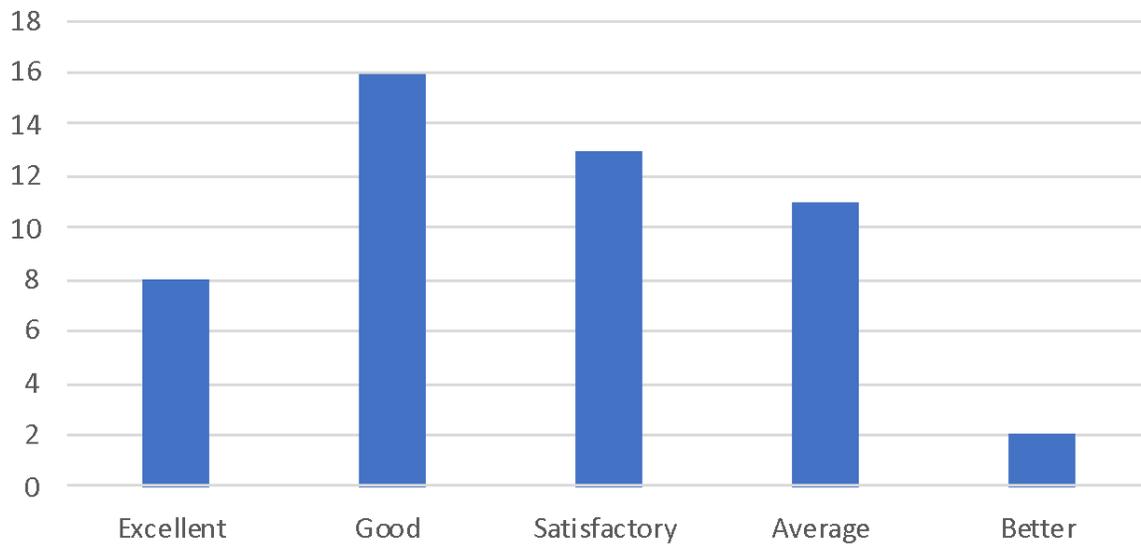
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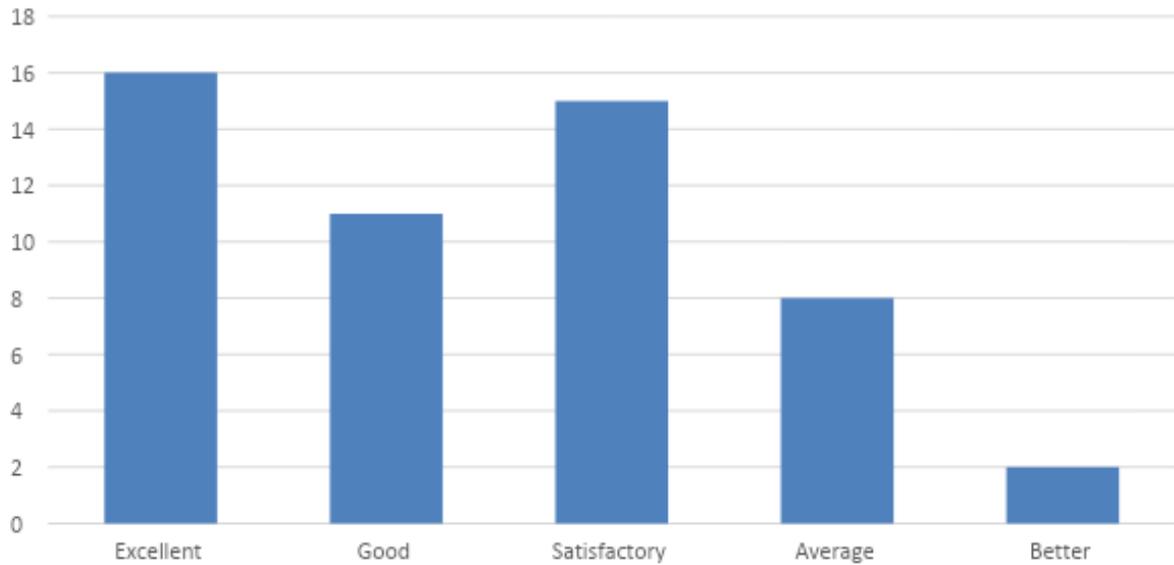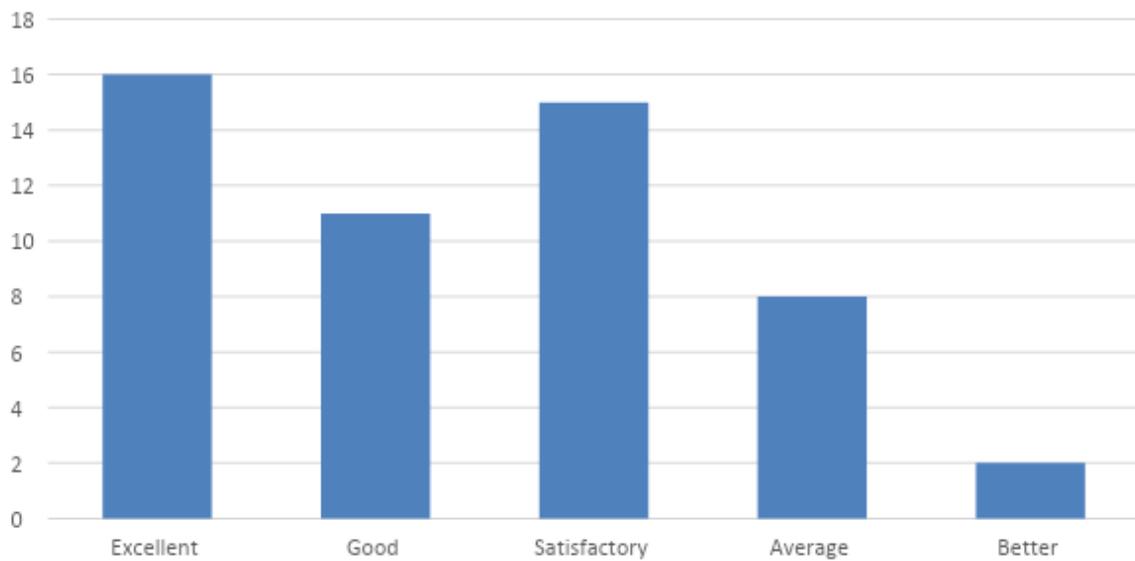

Does the curriculum have components to serve the needs of the society?

Does the curriculum promote self-study and attitude of research?

Does the curriculum help the students to enhance their personality?

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ACTION TAKEN REPORT 2021-22

In view of the feedback analysis, the gaps in the syllabus as per the requirement of various stakeholders, the department has taken the feedback on curriculum from the students, faculties, alumni, industry experts and parents. Suggestions to revise the syllabus with the inclusion of components of: Employability, Skill orientation, Internationalization, Service learning; and Interdisciplinary approaches were consolidated and discussed in IQAC and CDC meetings, then communicated to the subject teachers. It was decided in the meetings that this feedback report be communicated to University.

The above changes were put forth in the Board of Studies meeting in January 2022, and 13.33% of curriculum revision was brought about in both BALLB, BBALLB courses and 16.66% of curriculum revision was brought in LLM programs which included introduction of new electives

As suggested by the IQAC, CDC and BOS following actions were prominently taken:

1. Based on the feedbacks received from Industry, Alumni and students, following courses are revised in order to meet the global and industry requirements
   1. Family Law-I; BAL 365
   2. Law of Contract-II BAL 464
   3. Environmental Law BAL 564
   4. Principles of Criminal Law BAL 583
   5. Criminal Law-I BAL 661
   6. Company Law-II BAL 662
   7. Professional Ethics and Accounting system BAL1075
   8. Criminal Law-II BAL 863
   9. Philosophy of Law BAL383
   10. Public International Law BAL 764
   11. Political Theory-1 BAL111
   12. Law and Literature BAL232

Elective Courses:

1. Law of Trademarks BAL7E1 Á
2. Feminist Jurisprudence BAL7E5A
3. Science, Technology and Human Rights BAL8E2A
4. Penology and Victimology BAL10E4A
5. Animal Welfare Law BAL2E2
6. Climate Change: Law and Policy BAL6E2
7. Energy Law BAL6E3
8. Food Law and Policy BAL3E3
9. Human Rights BAL 2E1
10. International Environmental Law BAL8E1B
11. Law of Corporate Insolvency BAL6E1
12. Securities Law-BAL6E5
13. Law of Mergers and Acquisitions BAL 7E4B

2. As proposed by Mr Sanjay Shenoy, Assistant Professor, School of Law, who is expert in criminal law introduced a new elective course titled Introduction to Criminal Justice System.

3. As proposed by Mr Charan Tej, Assistant Professor, School of Law, Social Dynanmics and Law was introduced.

4. Lectures by industry experts and workshops by legal research institutes on different fields of law to inculcate interests in subjects were organized online.

5. First year students are given an online orientation to help them understand the various opportunities in law school.

6. For the purpose of skill imparting and employability, value added course is introduced on Mediation and Conflict Resolution Skill Development

7. To enhance their life skills departmental fests are held online.

8. FDPs are conducted in order to upgrade the faculty in Legal Developments.

9. QIPs organized in order to train faculty for hybrid teaching and learning

10. MOOC courses and Course Era courses were completed both by students and faculty in order to comprehend global aspects offered by foreign Universities.

11. Based on Mid-Sem exam analysis, slow learners and advanced learners are given more attention according to their needs.

12. Placement cell has been strengthened to provide guidance to facilitate students to get internships and placement opportunities.

13. Online workshops in order to train first year students for mooting are conducted online by Moot Court Society. Trainers are alumni of SLCU, who have distinguished accomplishments in mooting.

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