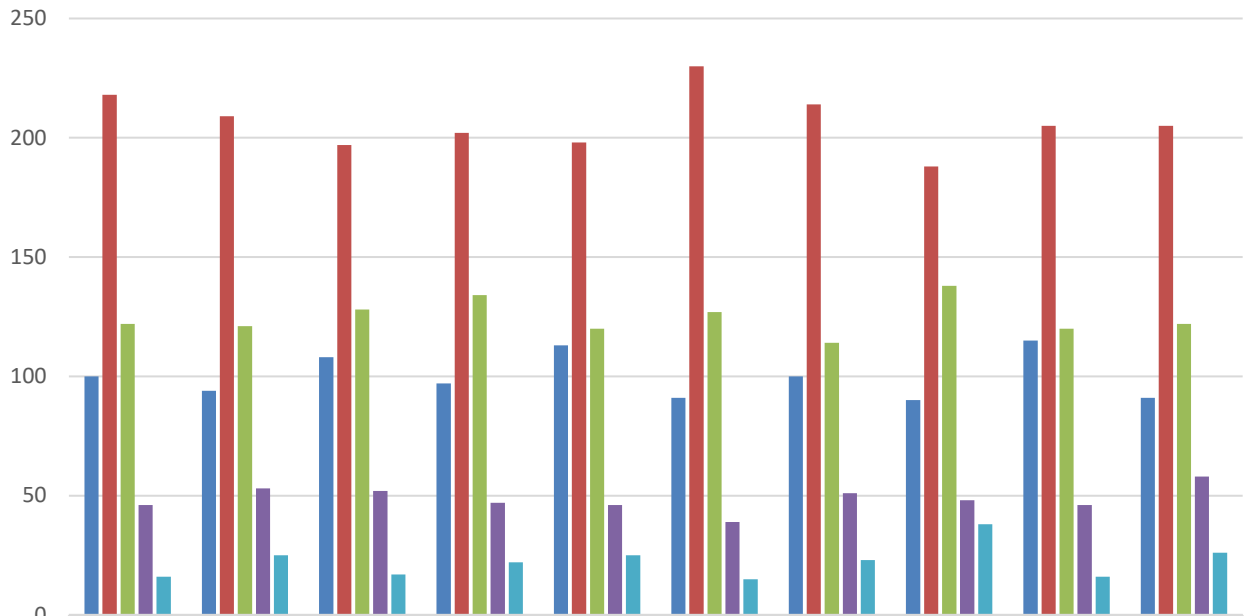


**SCHOOL OF LAW, (CHRIST DEEMED TO BE UNIVERSITY),
DELHI NCR CAMPUS
CURRICULUM FEEDBACK ANALYSIS AND ACTION TAKEN**

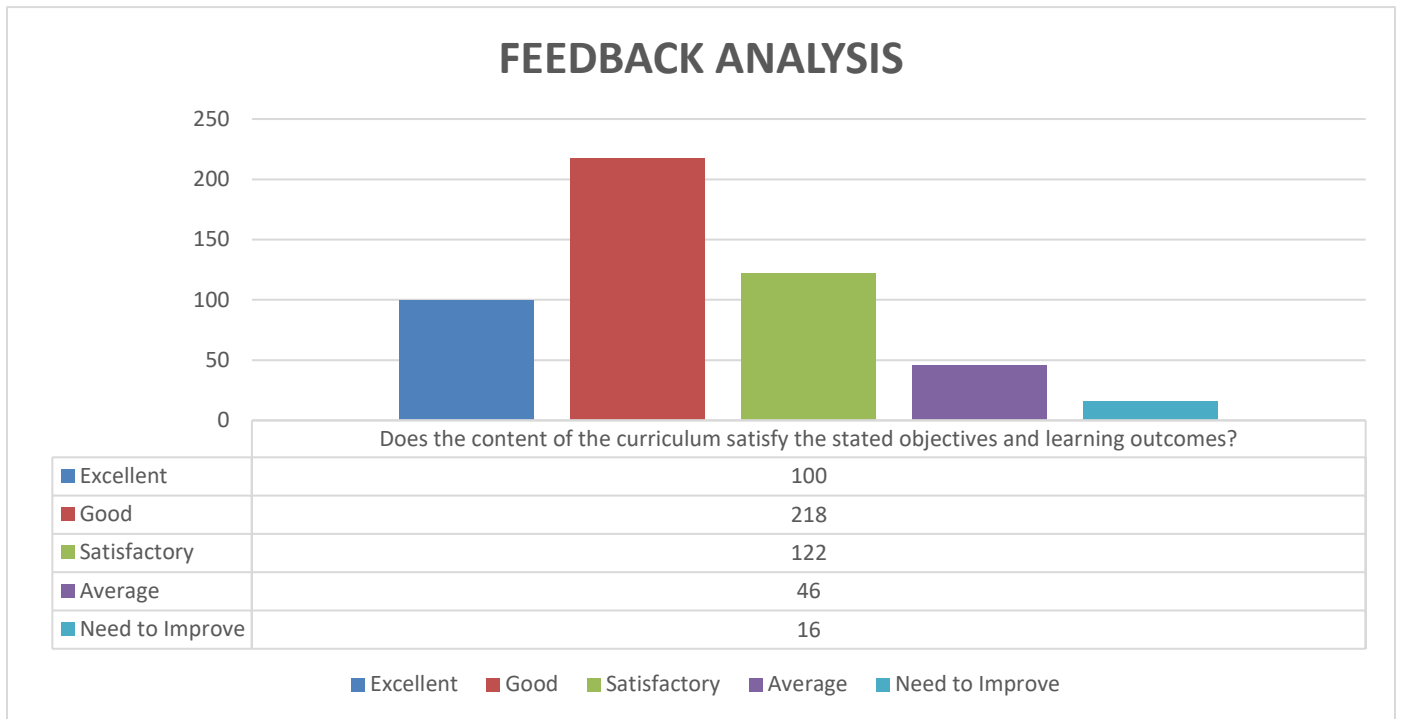
SCHOOL OF LAW, CHRIST (DEEMED TO BE UNIVERSITY), DELHI NCR CAMPUS						
FEEDBACK ANALYSIS (2025-26) (STUDENTS)						
CLASS: BATCH of 2021-26, 2022-27, 2023-28, 2024-29 & 2025-30						
	Criterion	Excellent (5)	Good (4)	Satisfactory (3)	Average (2)	Need to Improve (1)
1	Does the content of the curriculum satisfy the stated objectives and learning outcomes?	100	218	122	46	16
2	Does the curriculum cover advanced topics?	94	209	121	53	25
3	Whether the curriculum enhances your knowledge and skills in the relevant domain?	108	197	128	52	17
4	Is the curriculum effective in developing critical/ analytical thinking?	97	202	134	47	22
5	Are the text books and reference materials relevant to the content of the curriculum?	113	198	120	46	25
6	Does the curriculum orient towards higher education?	91	230	127	39	15
7	Does the curriculum enable the students to apply their knowledge in real life situations?	100	214	114	51	23
8	Is employability given weightage in the design and development of curriculum?	90	188	138	48	38
9	Does the curriculum promote self- study and attitude of research?	115	205	120	46	16
10	Does the curriculum meet your overall expectations?	91	205	122	58	26

FEEDBACK ANALYSIS



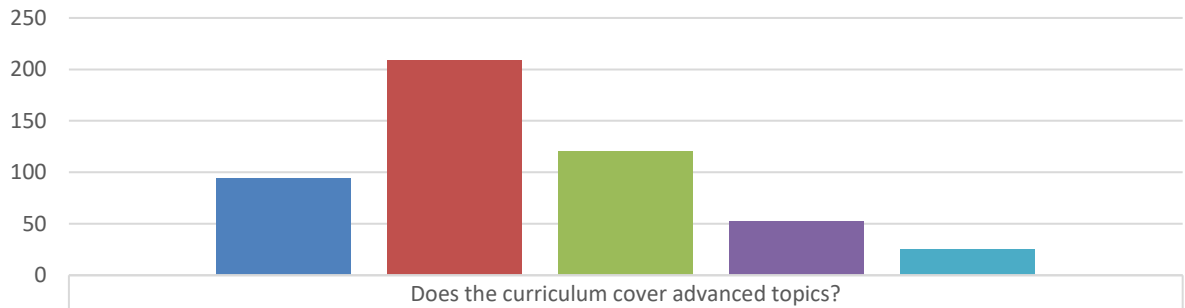
	Does the content of the curriculum satisfy the stated objectives and learning outcomes?	Does the curriculum cover advanced topics?	Whether the curriculum enhances your knowledge and skills in the relevant domain?	Is the curriculum effective in developing critical/analytical thinking?	Are the text books and reference materials relevant to the content of the curriculum ?	Does the curriculum orient towards higher education?	Does the curriculum enable the students to apply their knowledge in real life situations?	Is employability given weightage in the design and development of curriculum ?	Does the curriculum promote self-study and attitude of research?	Does the curriculum meet your overall expectations?
■ Excellent	100	94	108	97	113	91	100	90	115	91
■ Good	218	209	197	202	198	230	214	188	205	205
■ Satisfactory	122	121	128	134	120	127	114	138	120	122
■ Average	46	53	52	47	46	39	51	48	46	58
■ Need to Improve	16	25	17	22	25	15	23	38	16	26

■ Excellent
 ■ Good
 ■ Satisfactory
 ■ Average
 ■ Need to Improve



Question 1: Does the Content of the curriculum satisfy the stated objectives and learning outcome?

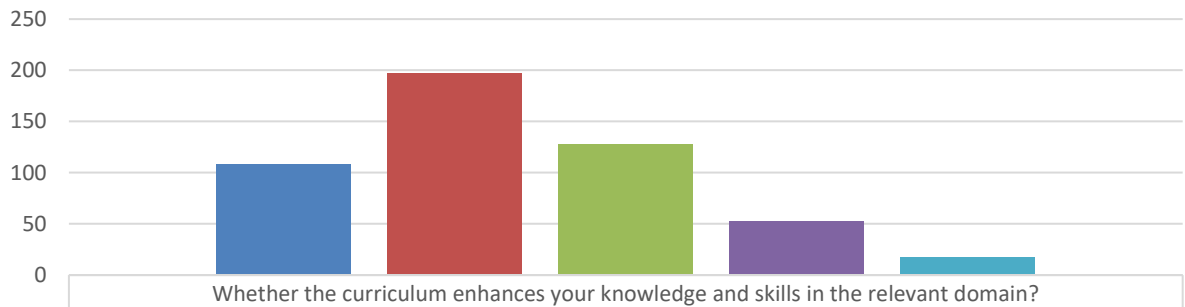
FEEDBACK ANALYSIS



Does the curriculum cover advanced topics?	
Excellent	94
Good	209
Satisfactory	121
Average	53
Need to Improve	25

■ Excellent ■ Good ■ Satisfactory ■ Average ■ Need to Improve

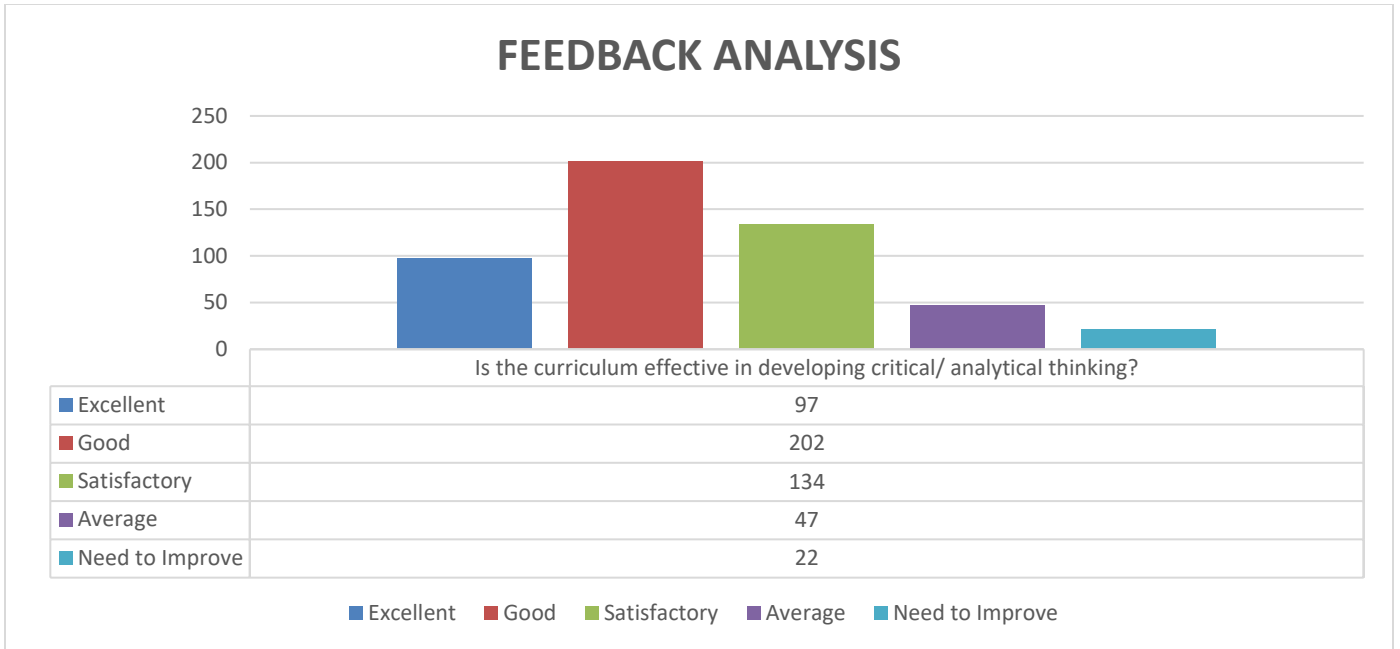
Question 2: Does the Curriculum cover advanced topics?



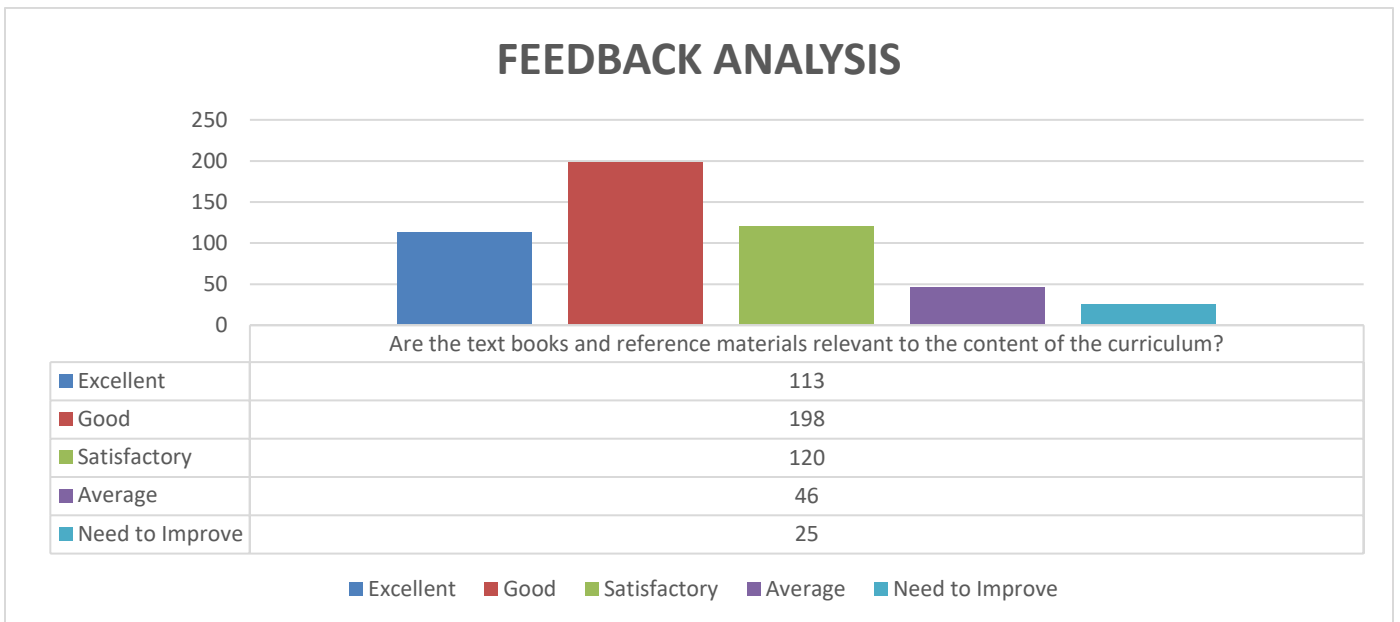
Whether the curriculum enhances your knowledge and skills in the relevant domain?	
Excellent	108
Good	197
Satisfactory	128
Average	52
Need to Improve	17

■ Excellent ■ Good ■ Satisfactory ■ Average ■ Need to Improve

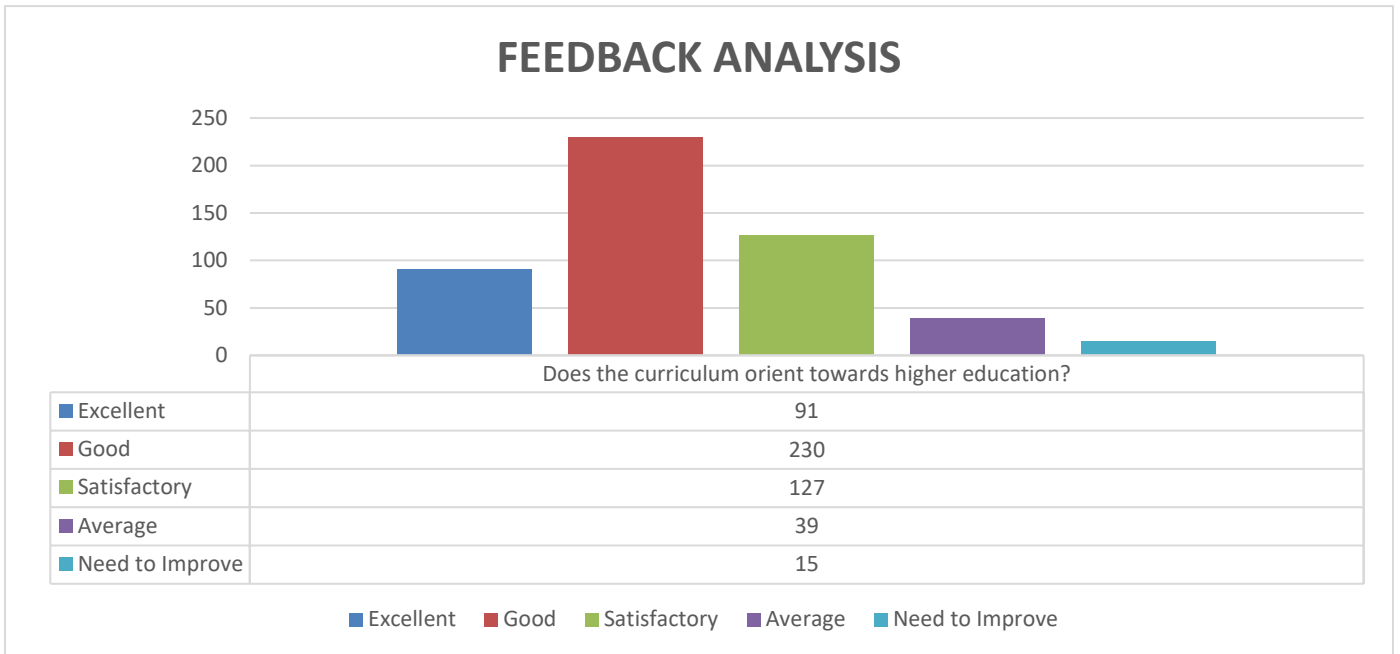
Question 3: Whether the curriculum enhances your knowledge and skills in the relevant domain?



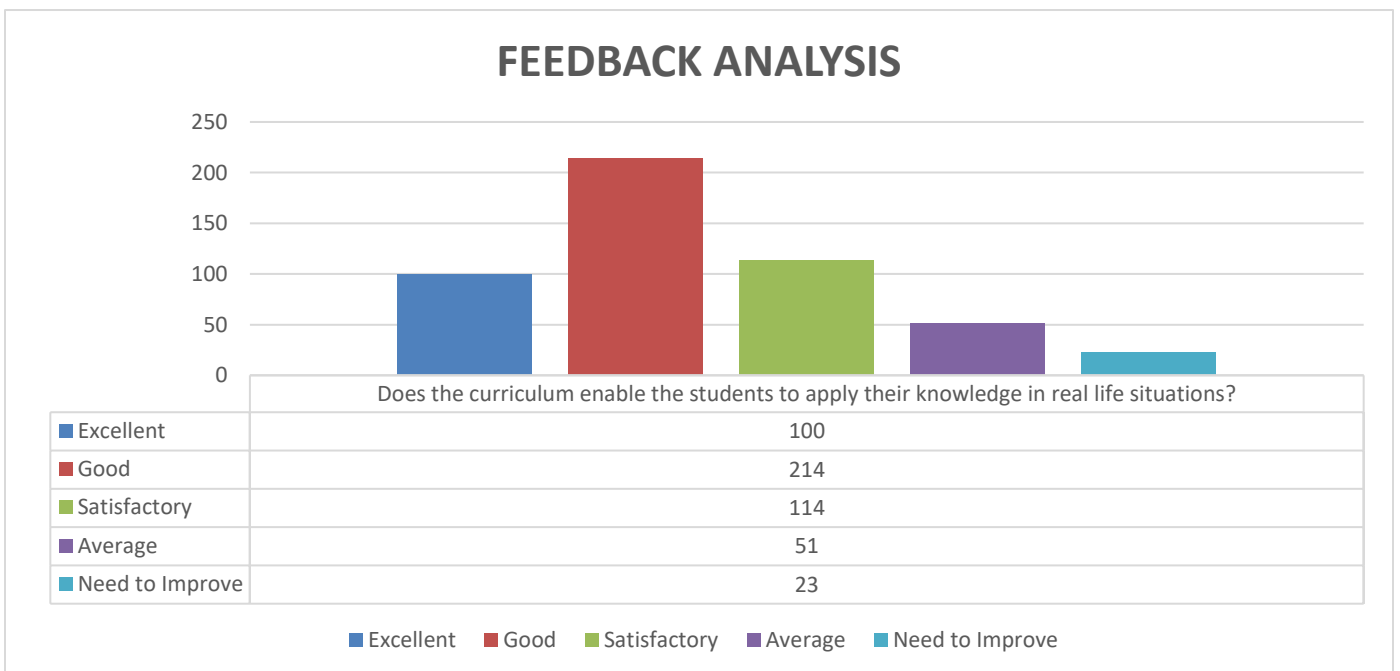
Question 4: Is the curriculum effective in developing critical/ analytical thinking?



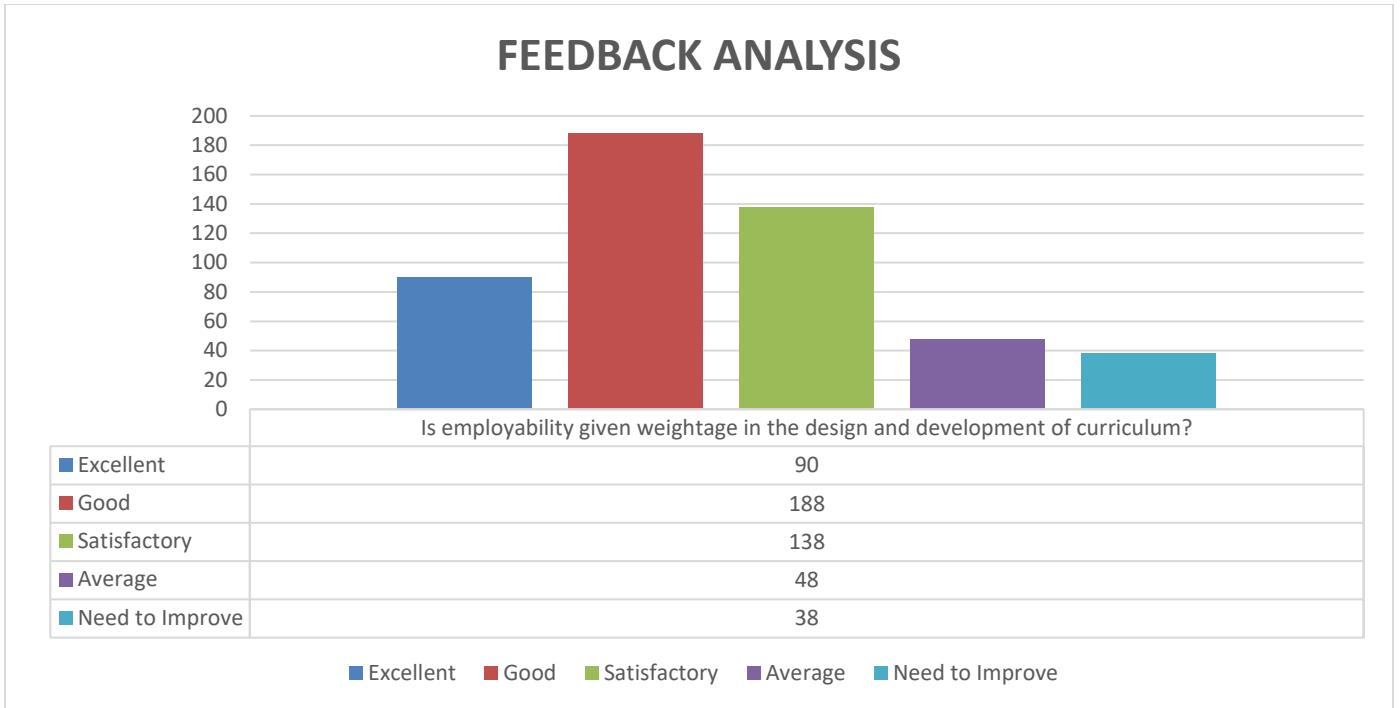
Question 5: Are the text books and reference materials relevant to the content of the curriculum?



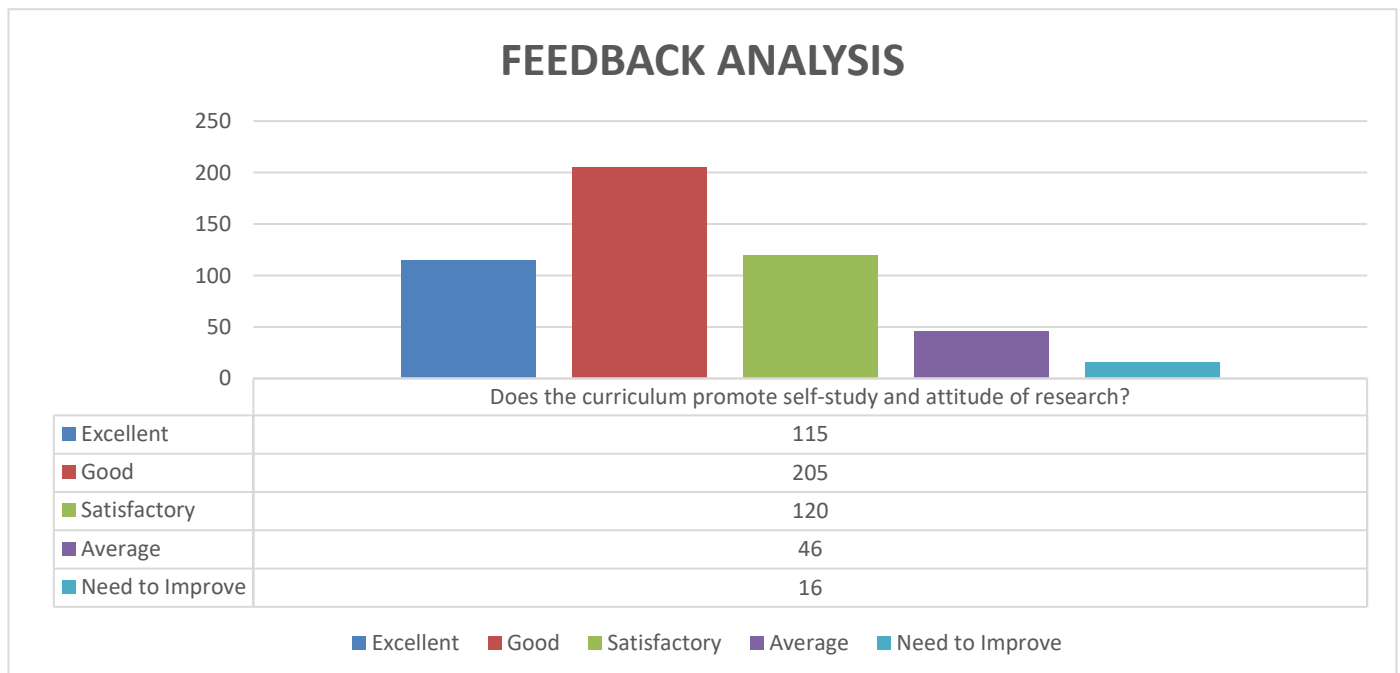
Question 6: Does the curriculum orient towards higher education?



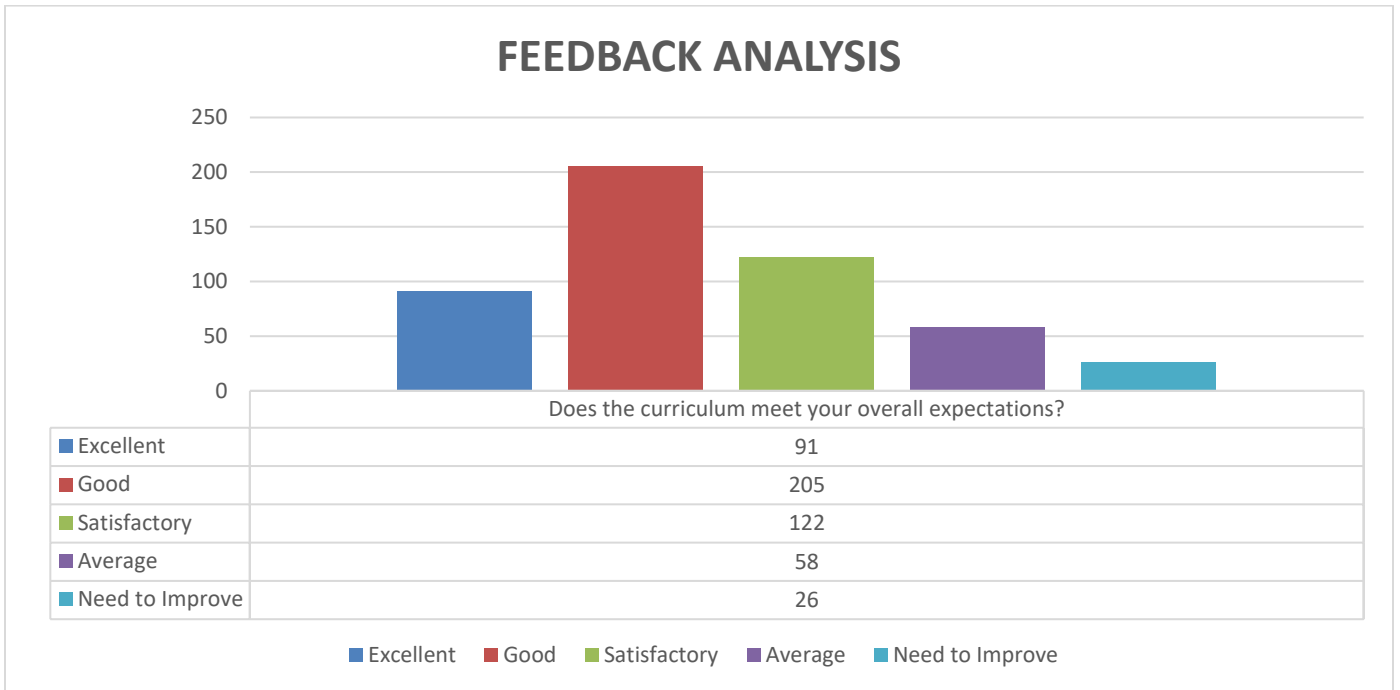
Question 7: Does the curriculum enable the students to apply their knowledge in real life situations?



Question 8: Is employability given weightage in the design and development of curriculum?



Question 9: Does the curriculum promote self-study and attitude of research?



Question 10: Does the curriculum meet your overall expectations?

Report: For the session in 2025-26, 502 students from BALLB, BALLB from the Batch of 2021-26, 2022-27, 2023-28, 2024-29 & 2025-30 and from LLM (2025-26 Batch) gave their feedback on curriculum. The analysis was found ranging from excellent to satisfactory in terms of score. There were few responses that was ranging from better to average. Scope for improvement in terms of score was noticed in pointers including session plan to be provided to students in the beginning of the semester before the classes begin and incorporation of assignments that include more components of critical thinking.

Curriculum Feedback Analysis Report

School of Law, (Christ Deemed to be University), Delhi NCR Campus distributed curriculum feedback forms were distributed through online Google Form at the end of the semester to students from BALLB, BALLB and LLM courses in 2025-2026. 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 parents, peers and teachers 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:

- Students recommended that the curriculum should incorporate a stronger focus on **research orientation and publication opportunities** to enhance academic rigor and scholarly output.
- They emphasized the need for adopting **innovative, technology-driven, and outcome-based teaching methodologies**, including experiential and participatory learning techniques.
- Students also suggested the introduction of **additional courses aligned with employability, industry expectations, and emerging legal challenges**, to better prepare them for future career opportunities.

ACTION TAKEN REPORT 2025-2026

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: Internationalization of curriculum; Service learning; and Interdisciplinary approaches were consolidated and discussed in IQAC and CDC, 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 March 2026, and curriculum revision was brought about in both BALLB, BALLB and LLM courses which included components of service learning, interdisciplinary approach and international relevance.

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

1. **Introduction of Skill Enhancement & Value-Added Courses**

Industry-collaborated courses were introduced to provide practical exposure and enhance professional competencies.

2. **International Academic Exposure**

Guest lectures by foreign law professors were organized to promote global perspectives and academic enrichment.

3. **Industry Engagement & Workshops**

Expert sessions and specialized workshops were conducted across diverse legal domains to bridge the gap between academia and practice.

4. **Strengthening Alumni Connect**

Regular alumni interactions and networking sessions were held to provide students with career insights and mentorship opportunities.

5. **Promotion of Research Culture**

Dedicated committees/Streams were established to encourage research and co-curricular engagement.

6. **Academic Support through Bridge Courses**

A structured bridge course system was implemented for slow learners, supported by diagnostic assessments and remedial classes for students scoring below 40%.

7. **Structured Mentoring Initiatives**

Group mentoring sessions were conducted focusing on employability skills such as CV drafting, cover letter writing, and professional readiness.

8. **Faculty Development Programs (FDPs)**

Continuous faculty training and quality improvement initiatives were undertaken to strengthen teaching in emerging areas of law.

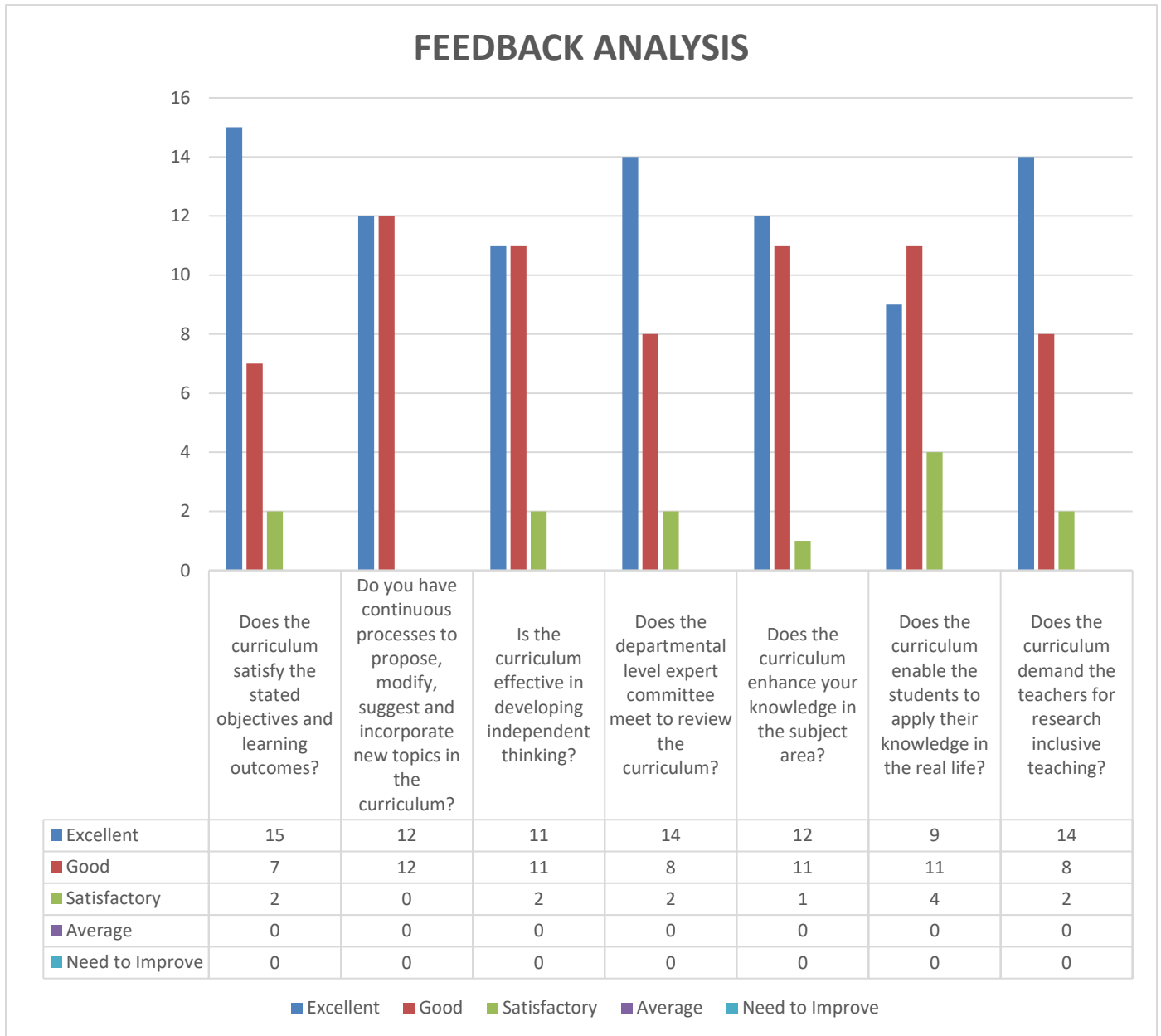
9. **Encouragement of Collaborative Research**

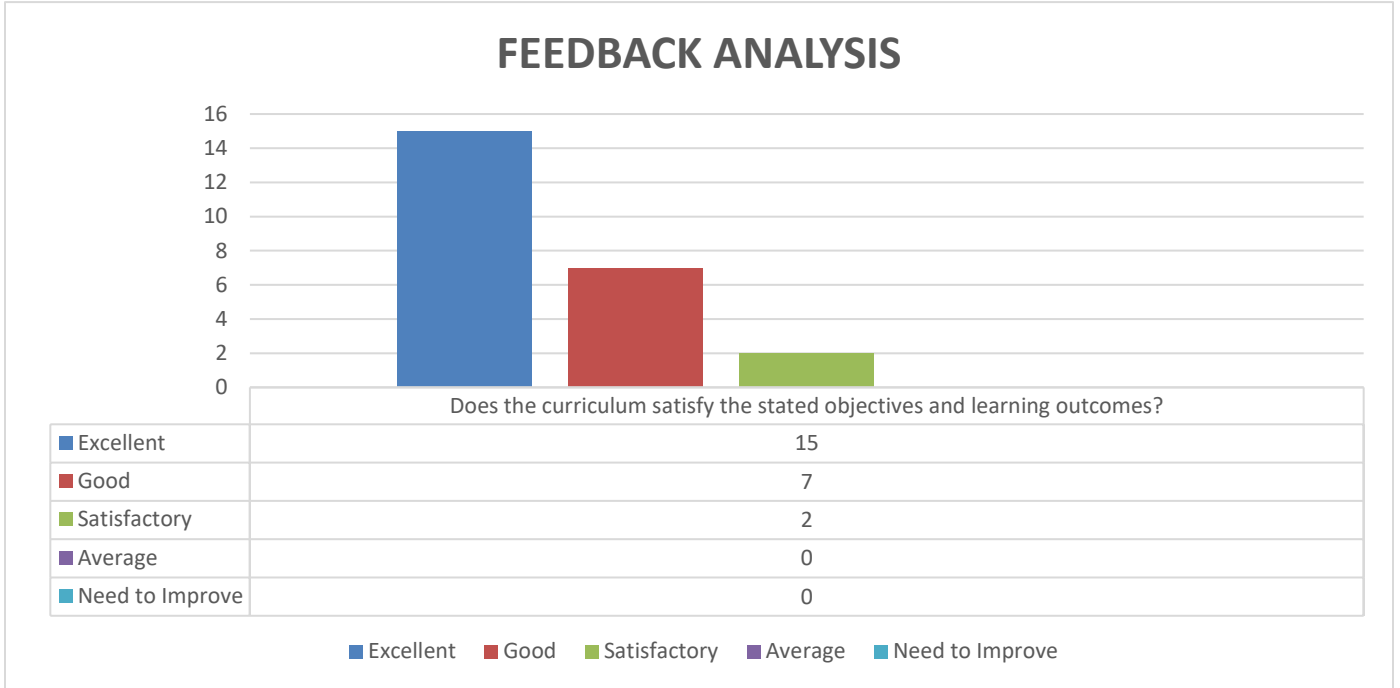
Teacher-student research collaborations were actively promoted to enhance publication output and academic engagement.

**SCHOOL OF LAW, (CHRIST DEEMED TO BE UNIVERSITY),
DELHI NCR CAMPUS
CURRICULUM FEEDBACK ANALYSIS AND ACTION TAKEN**

SCHOOL OF LAW, CHRIST (DEEMED TO BE UNIVERSITY), DELHI NCR CAMPUS						
FEEDBACK ANALYSIS (2025-26) (TEACHERS)						
AY: 2025-26						
	Criterion	Excellent (5)	Good (4)	Satisfactory (3)	Average (2)	Need to Improve (1)
1	Does the curriculum satisfy the stated objectives and learning outcomes?	15	7	2	0	0
2	Do you have continuous processes to propose, modify, suggest and incorporate new topics in the curriculum?	12	12	0	0	0
3	Is the curriculum effective in developing independent thinking?	11	11	2	0	0
4	Does the departmental level expert committee meet to review the curriculum?	14	8	2	0	0
5	Does the curriculum enhance your knowledge in the subject area?	12	11	1	0	0
6	Does the curriculum enable the students to apply their knowledge in the real life?	9	11	4	0	0
7	Does the curriculum demand the teachers for research inclusive teaching?	14	8	2	0	0

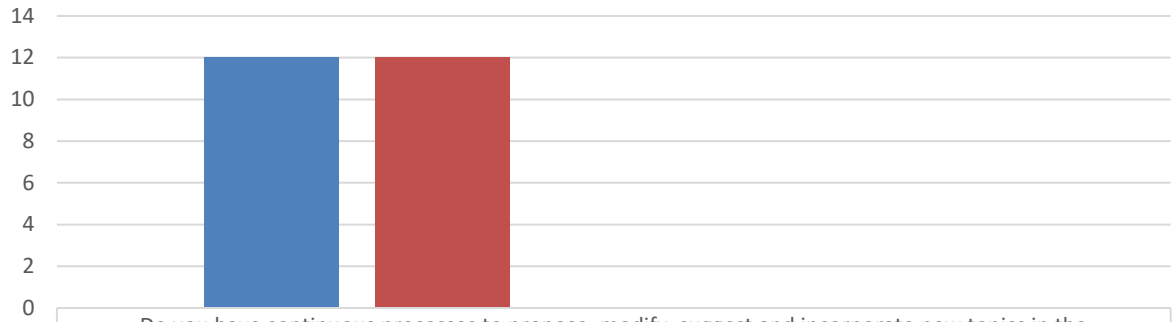
FEEDBACK ANALYSIS





Question 1: Does the curriculum satisfy the stated objectives and learning outcomes?

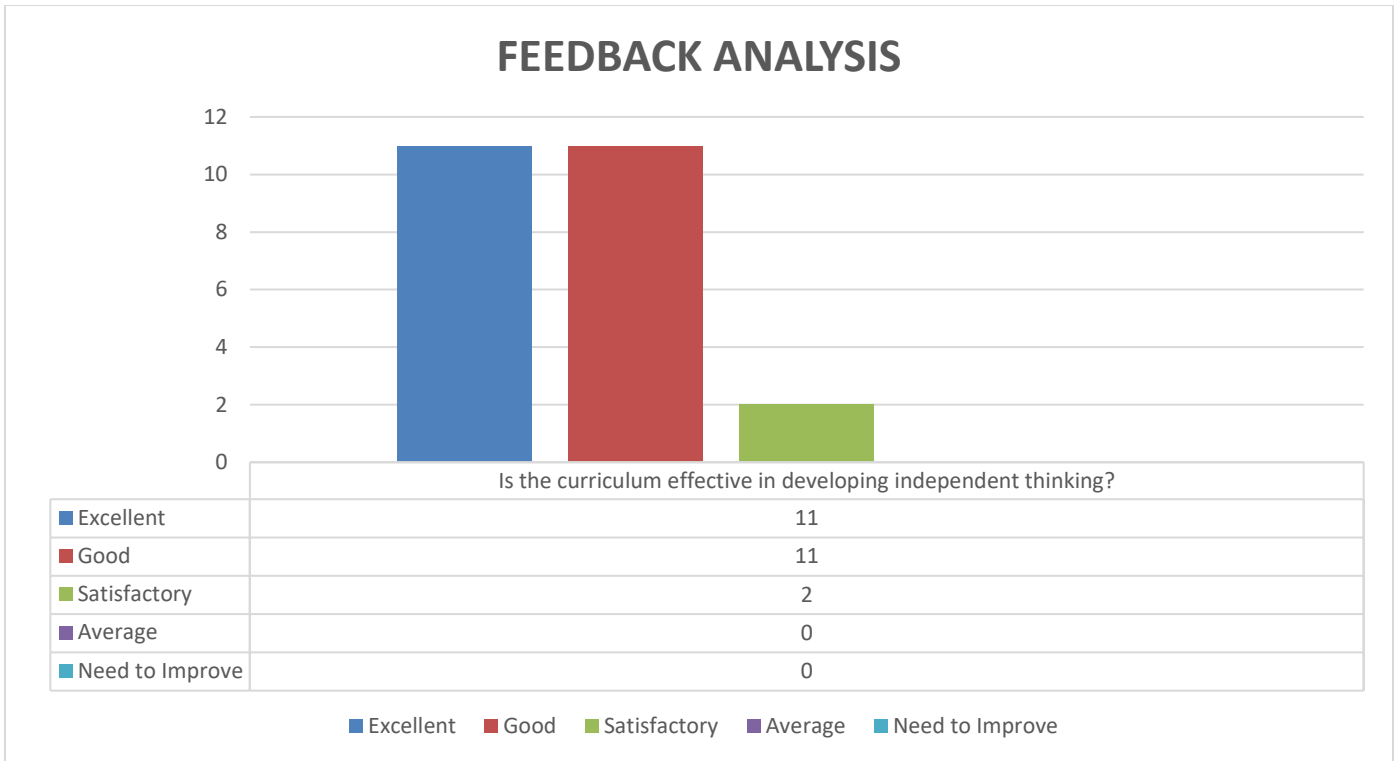
FEEDBACK ANALYSIS



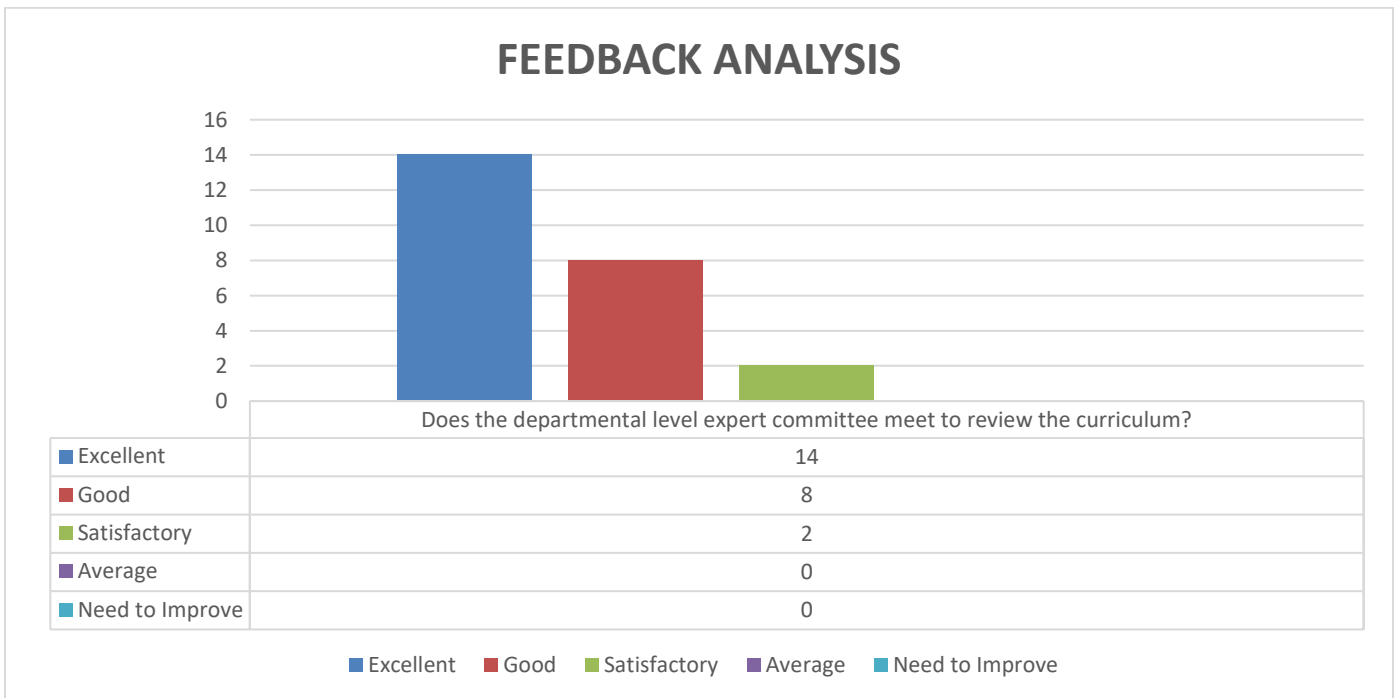
Do you have continuous processes to propose, modify, suggest and incorporate new topics in the curriculum?	
■ Excellent	12
■ Good	12
■ Satisfactory	0
■ Average	0
■ Need to Improve	0

■ Excellent
 ■ Good
 ■ Satisfactory
 ■ Average
 ■ Need to Improve

Question 2: Do you have continuous processes to propose, modify, suggest and incorporate new topics in the curriculum?

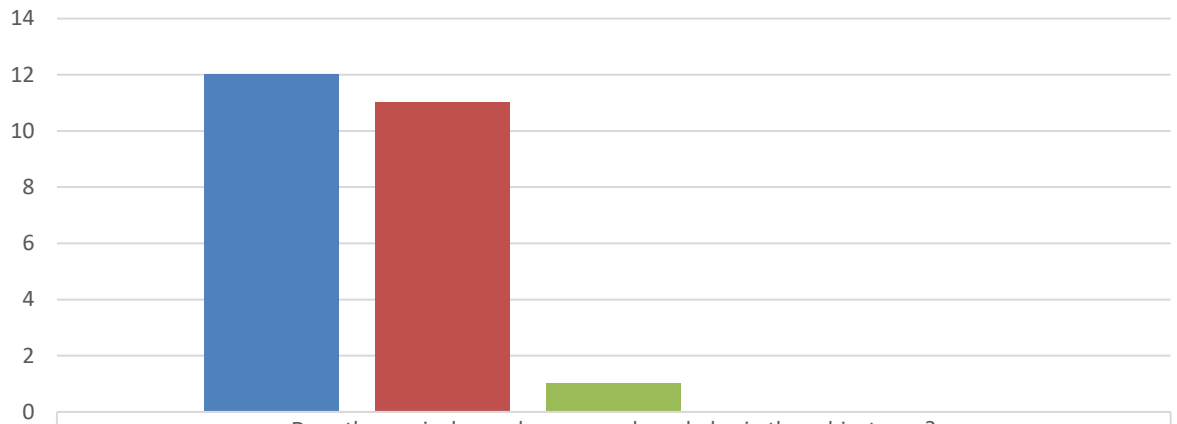


Question 3: Is the curriculum effective in developing independent thinking?



Question 4: Does the departmental level expert committee meet to review the curriculum?

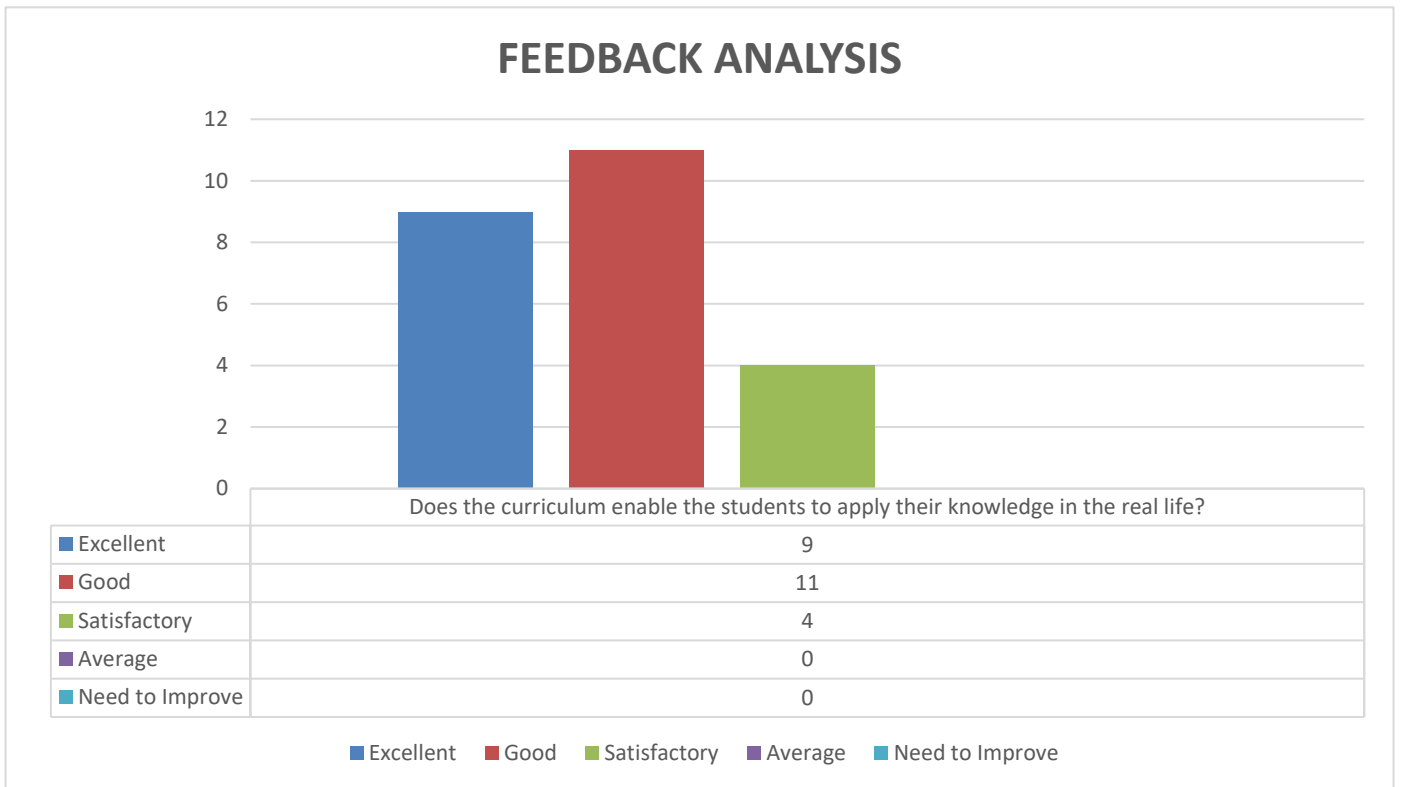
FEEDBACK ANALYSIS



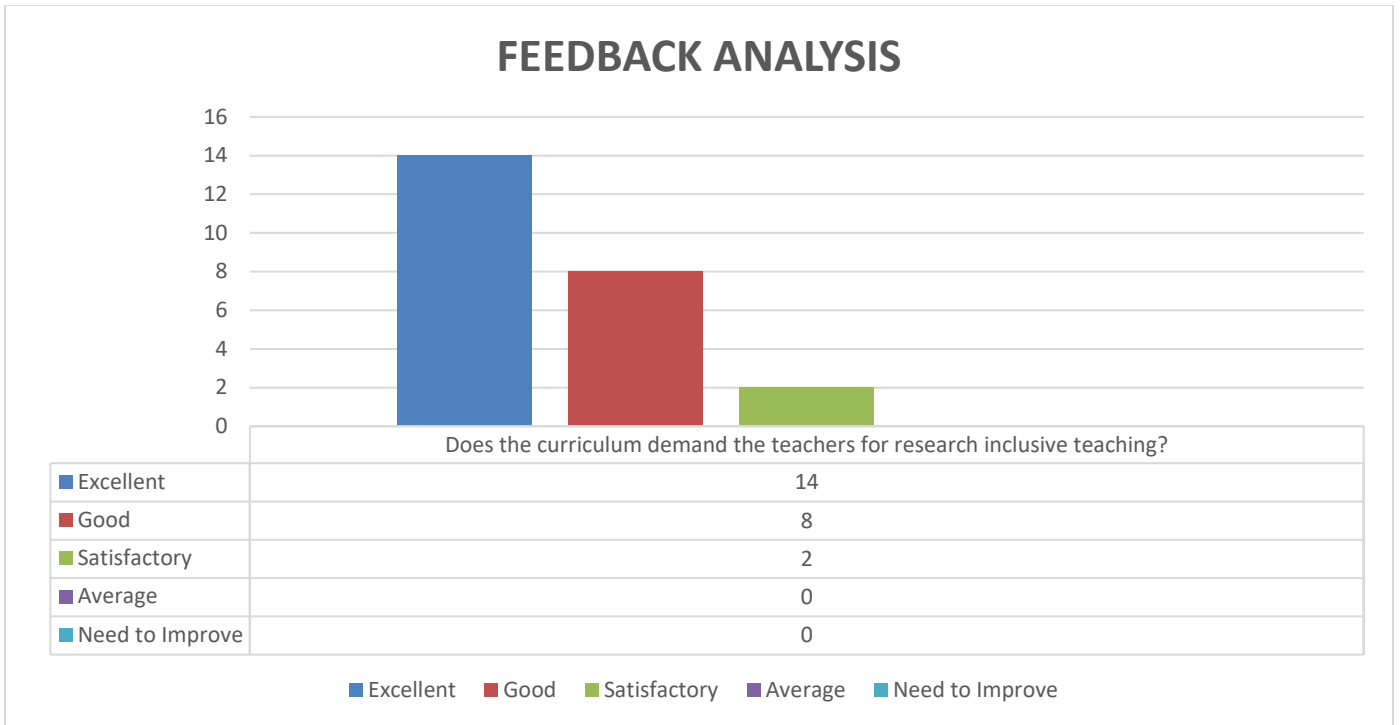
Does the curriculum enhance your knowledge in the subject area?	
■ Excellent	12
■ Good	11
■ Satisfactory	1
■ Average	0
■ Need to Improve	0

■ Excellent
 ■ Good
 ■ Satisfactory
 ■ Average
 ■ Need to Improve

Question 5: Does the curriculum enhance your knowledge in the subject area?



Question 6: Does the curriculum enable the students to apply their knowledge in the real life?



Question 7: Does the curriculum demand the teachers for research inclusive teaching?

Report: For the session in 2025-26, 24 teachers from School of Law gave their feedback on curriculum. The analysis was found ranging from excellent to satisfactory in terms of score. There were few responses that was ranging from better to average.

Curriculum Feedback Analysis Report

School of Law, (Christ Deemed to be University), Delhi NCR Campus distributed curriculum feedback forms to the teachers for 2025-2026. Teachers' feedbacks are taken at the end of every semester to understand the needs of the teachers and to incorporate their suggestions through the curriculum development cell at School of Law. In addition, feedbacks are also taken from few students, peers and alumni to ensure fair and unbiased suggestions. As per the analysis, most of the teachers 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 Teachers:

- Teachers highlighted that the curriculum should be **closely aligned with clearly defined objectives and learning outcomes**, while simultaneously fostering **critical thinking and independent analytical abilities** among students.
- They emphasized the need for a **practice-oriented curriculum** that enables students to effectively **apply theoretical knowledge in real-life legal and professional contexts**.
- Faculty members also recommended the implementation of a **systematic and periodic curriculum review mechanism** to ensure timely inclusion of **emerging, contemporary, and industry-relevant topics**.

ACTION TAKEN REPORT 2024-2025

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: Internationalization of curriculum; Service learning; and Interdisciplinary approaches were consolidated and discussed in IQAC and CDC, 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 March 2026, and curriculum revision was brought about in both BALLB, BBALLB and LLM courses which included components of service learning, interdisciplinary approach and international relevance.

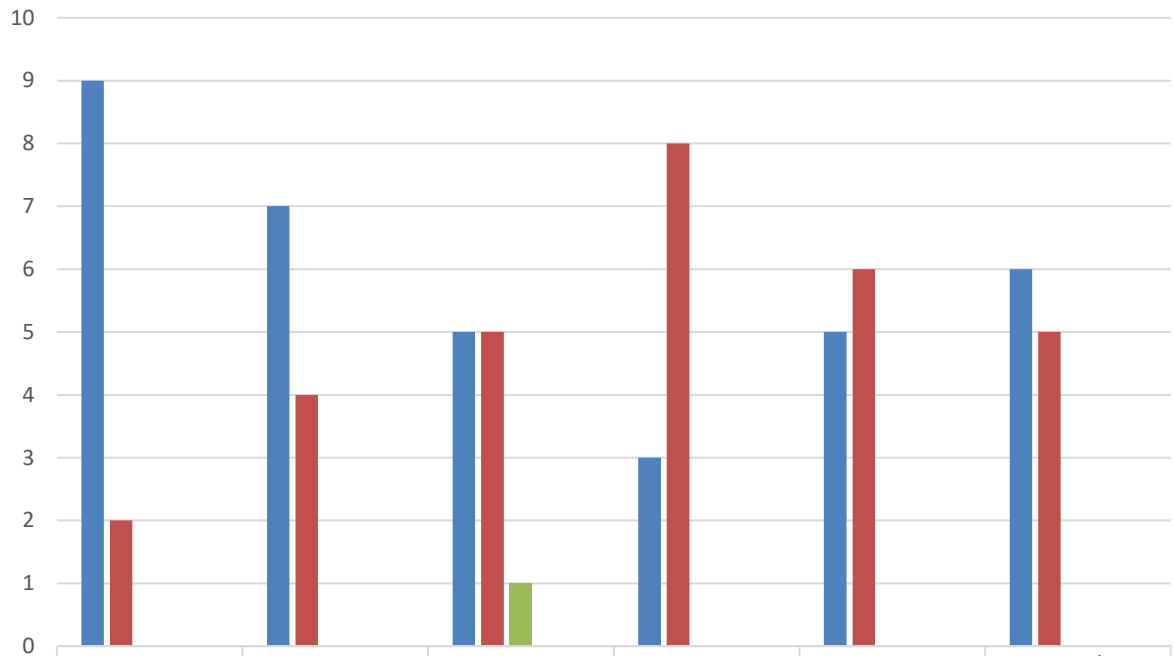
As suggested by the IQAC, CDC and BOS following actions were prominently taken:

1. **Introduction of Skill Enhancement and Value-Added Courses:** Industry-integrated courses were introduced to enhance practical skills and professional readiness among students.
2. **Global Academic Exposure:** Guest lectures by international law faculty were organized to provide global perspectives and comparative legal insights.
3. **Industry Interaction and Experiential Learning:** Workshops and expert sessions were conducted to bridge the gap between theoretical learning and practical application.
4. **Strengthening Alumni Engagement:** Alumni interactions and networking sessions were facilitated to provide mentorship and real-world insights.
5. **Promotion of Research and Academic Engagement:** Research-oriented committees, including those focusing on Intellectual Property and Human Rights, were established to foster scholarly activity.
6. **Support Mechanism for Slow Learners:** A structured bridge course, supported by diagnostic assessments and remedial classes, was introduced to provide targeted academic assistance.
7. **Structured Mentorship Programs:** Group mentoring sessions were conducted focusing on employability skills such as CV writing, cover letter drafting, and career preparedness.
8. **Faculty Development Initiatives:** Faculty members were encouraged to participate in FDPs and training programs to stay updated with emerging legal developments and pedagogical innovations.
9. **Encouragement of Collaborative Research:** Teacher-student collaborations were promoted to enhance research output and academic engagement.

**SCHOOL OF LAW, (CHRIST DEEMED TO BE UNIVERSITY),
DELHI NCR CAMPUS
CURRICULUM FEEDBACK ANALYSIS AND ACTION TAKEN
REPORT FOR AY: 2025-26
(ACADEMIC PEERS)**

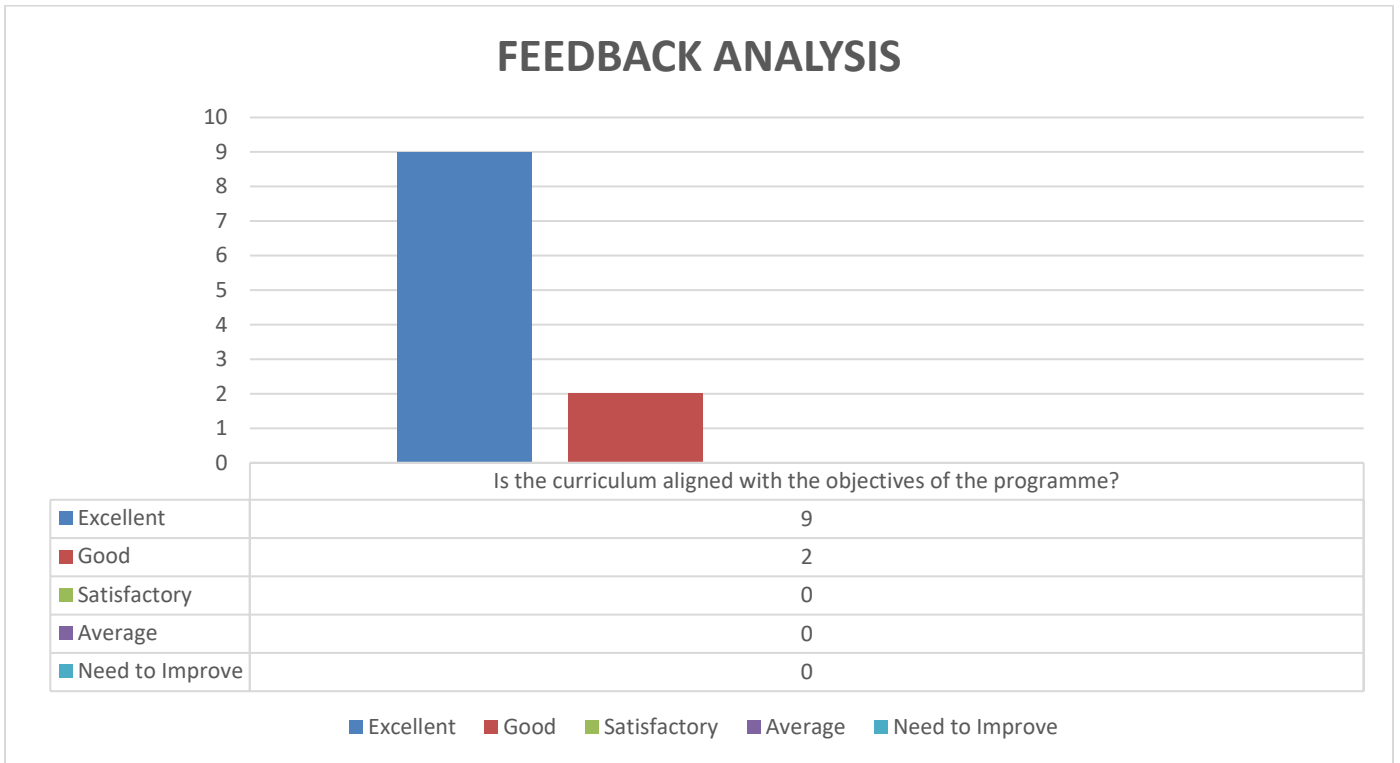
SCHOOL OF LAW, CHRIST (DEEMED TO BE UNIVERSITY), DELHI NCR CAMPUS						
FEEDBACK ANALYSIS (2025-26) (ACADEMIC PEERS)						
AY: 2025-26						
	Criterion	Excellent (5)	Good (4)	Satisfactory (3)	Average (2)	Need to Improve (1)
1	Is the curriculum aligned with the objectives of the programme?	9	2	0	0	0
2	Does the curriculum cover advanced topics and current trends?	7	4	0	0	0
3	How would you rate the relevance of the electives offered in the curriculum?	5	5	1	0	0
4	Is employability given weightage in the design and development of curriculum?	3	8	0	0	0
5	Does the curriculum meet the expectations of the industry?	5	6	0	0	0
6	Does the curriculum cater to the enhancement of skills of the students with respect to the industry needs?	6	5	0	0	0

FEEDBACK ANALYSIS

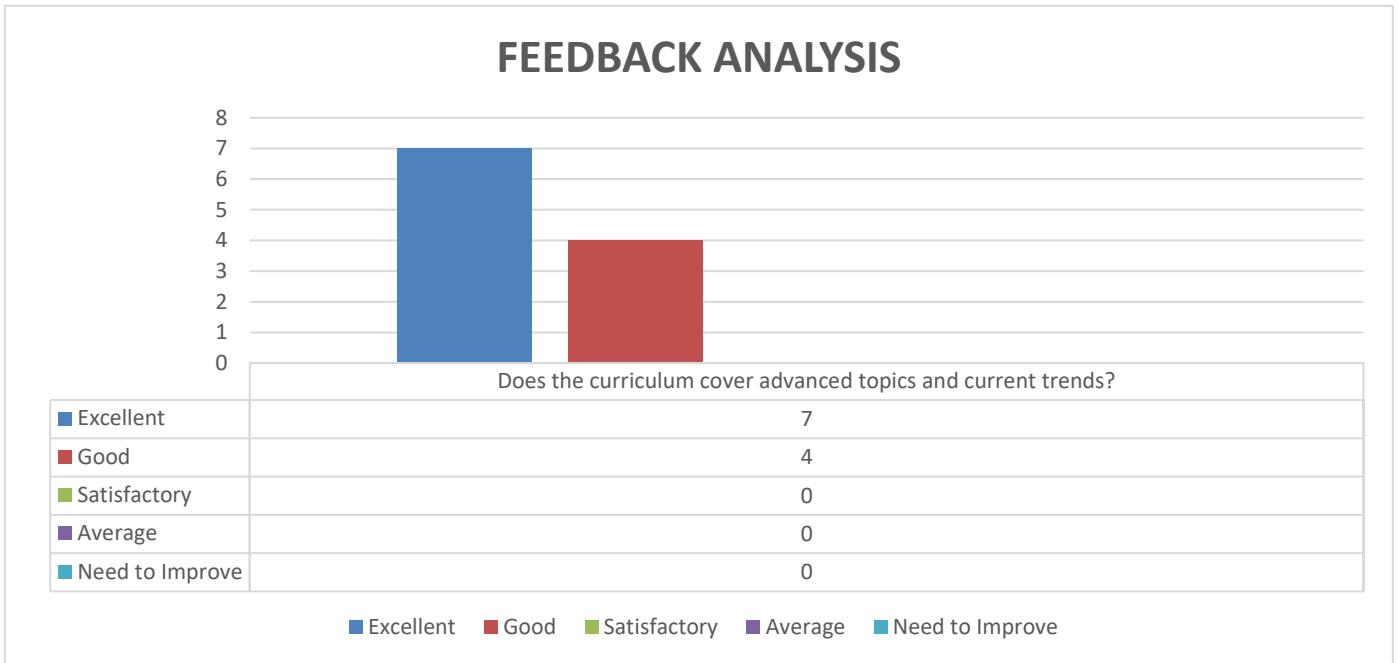


	Is the curriculum aligned with the objectives of the programme?	Does the curriculum cover advanced topics and current trends?	How would you rate the relevance of the electives offered in the curriculum?	Is employability given weightage in the design and development of curriculum?	Does the curriculum meet the expectations of the industry?	Does the curriculum cater to the enhancement of skills of the students with respect to the industry needs?
■ Excellent	9	7	5	3	5	6
■ Good	2	4	5	8	6	5
■ Satisfactory	0	0	1	0	0	0
■ Average	0	0	0	0	0	0
■ Need to Improve	0	0	0	0	0	0

■ Excellent
 ■ Good
 ■ Satisfactory
 ■ Average
 ■ Need to Improve



Question 1: Is the curriculum aligned with the objectives of the programme?



Question 2: Does the curriculum cover advanced topics and current trends?

FEEDBACK ANALYSIS

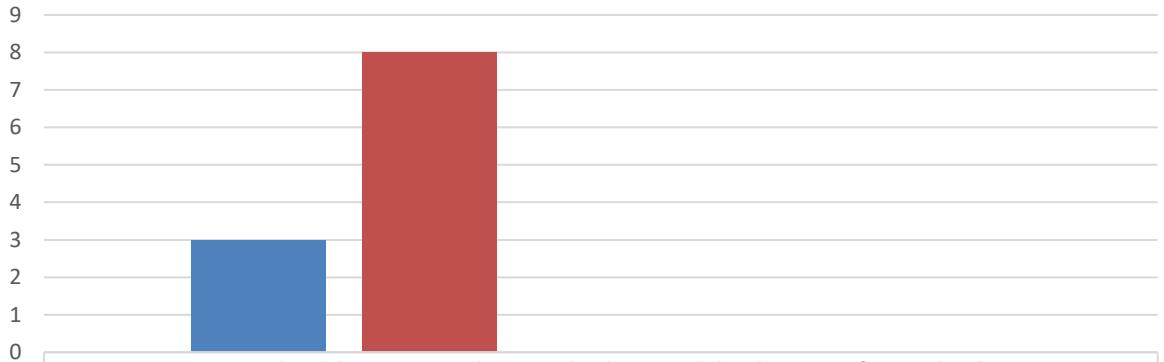


How would you rate the relevance of the electives offered in the curriculum?	
■ Excellent	5
■ Good	5
■ Satisfactory	1
■ Average	0
■ Need to Improve	0

■ Excellent
 ■ Good
 ■ Satisfactory
 ■ Average
 ■ Need to Improve

Question 3: How would you rate the relevance of the electives offered in the curriculum?

FEEDBACK ANALYSIS

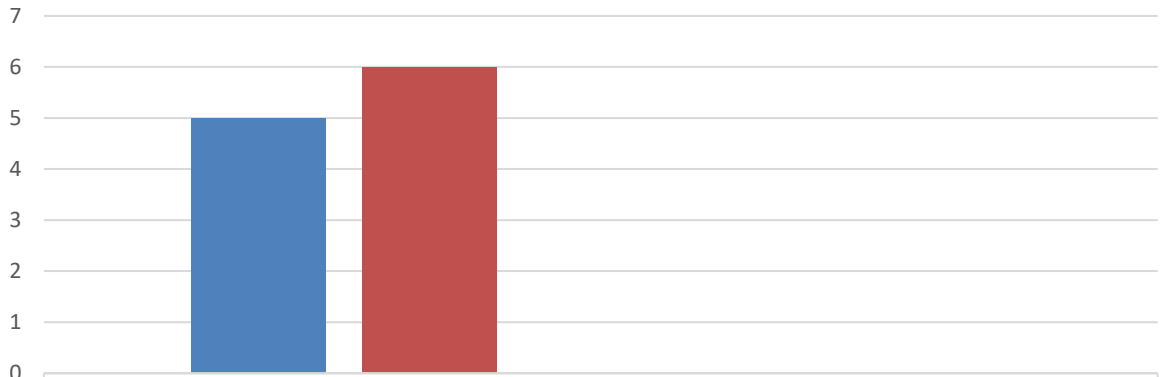


Is employability given weightage in the design and development of curriculum?	
■ Excellent	3
■ Good	8
■ Satisfactory	0
■ Average	0
■ Need to Improve	0

■ Excellent
 ■ Good
 ■ Satisfactory
 ■ Average
 ■ Need to Improve

Question 4: Is employability given weightage in the design and development of curriculum?

FEEDBACK ANALYSIS



Does the curriculum meet the expectations of the industry?	
■ Excellent	5
■ Good	6
■ Satisfactory	0
■ Average	0
■ Need to Improve	0

■ Excellent
 ■ Good
 ■ Satisfactory
 ■ Average
 ■ Need to Improve

Question 5: Does the curriculum meet the expectations of the industry?

FEEDBACK ANALYSIS



Does the curriculum cater to the enhancement of skills of the students with respect to the industry needs?	
■ Excellent	6
■ Good	5
■ Satisfactory	0
■ Average	0
■ Need to Improve	0

■ Excellent
 ■ Good
 ■ Satisfactory
 ■ Average
 ■ Need to Improve

Question 6: Does the curriculum cater to the enhancement of skills of the students with respect to the industry needs?

Report: For the session in 2025-26, 11 Academic Peers from other Universities/Institutions for the AY: 2025-26 gave their feedback on curriculum. The analysis was found ranging from excellent to satisfactory in terms of score. There were few responses that was ranging from better to average. Scope for improvement in terms of score was noticed in pointers including session plan to be provided to peers in the beginning of the semester before the classes begin and incorporation of assignments that include more components of critical thinking.

Curriculum Feedback Analysis Report

School of Law, (Christ Deemed to be University), Delhi NCR Campus distributed curriculum feedback forms were distributed to Academicians from other Universities/Institutions for the AY: 2025-26. Feedbacks are taken at the end of every semester to understand the needs of the peers and to incorporate their suggestions through the curriculum development cell at School of Law. In addition, feedbacks are also taken from few students, alumni and teachers to ensure fair and unbiased suggestions. As per the analysis, most of the peers 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 Academic Peers:

- Academic peers emphasized that the curriculum should be **aligned with clearly defined learning objectives and programme outcomes**, ensuring academic coherence, rigor, and quality.
- They recommended strengthening the curriculum through **integration of interdisciplinary perspectives, research orientation, and contemporary developments in law**, to keep pace with evolving academic and professional demands.
- **Academic peers also suggested the adoption of innovative pedagogical approaches and continuous curriculum review mechanisms, to enhance teaching effectiveness and ensure relevance in a dynamic legal landscape.**

ACTION TAKEN REPORT 2025-2026

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: Internationalization of curriculum; Service learning; and Interdisciplinary approaches were consolidated and discussed in IQAC and CDC, 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 March 2026, and curriculum

revision was brought about in both BALLB, BBALLB and LLM courses which included components of service learning, interdisciplinary approach and international relevance.

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

1. **Introduction of Skill Enhancement and Value-Added Courses:** Courses developed in collaboration with industry experts were introduced to enhance practical skills and academic applicability.
2. **Integration of Global and Interdisciplinary Perspectives:** Guest lectures by international faculty and interdisciplinary modules were incorporated to broaden academic exposure.
3. **Promotion of Research and Scholarly Engagement:** Research-oriented committees and initiatives were established to encourage student participation in research and publications.
4. **Industry and Academic Interface:** Workshops, seminars, and expert sessions were conducted to bridge the gap between academic learning and professional practice.
5. **Strengthening Alumni and Academic Networking:** Regular alumni interactions and academic collaborations were facilitated to enrich learning experiences.
6. **Academic Support and Inclusive Learning:** Bridge courses and remedial mechanisms were introduced to support diverse learning needs and ensure academic inclusivity.
7. **Structured Mentoring and Capacity Building:** Mentoring sessions focusing on academic and professional development were conducted regularly.
8. **Faculty Development and Pedagogical Innovation:** Faculty members were encouraged to participate in development programs to adopt innovative teaching methodologies and stay updated with emerging legal areas.
9. **Encouragement of Collaborative Research:** Teacher-student and inter-institutional collaborations were promoted to enhance research output and academic excellence.

**SCHOOL OF LAW, (CHRIST DEEMED TO BE
UNIVERSITY), DELHI NCR CAMPUS
CURRICULUM FEEDBACK ANALYSIS AND
ACTION TAKEN REPORT FOR AY: 2025-26
(ALUMNI)**

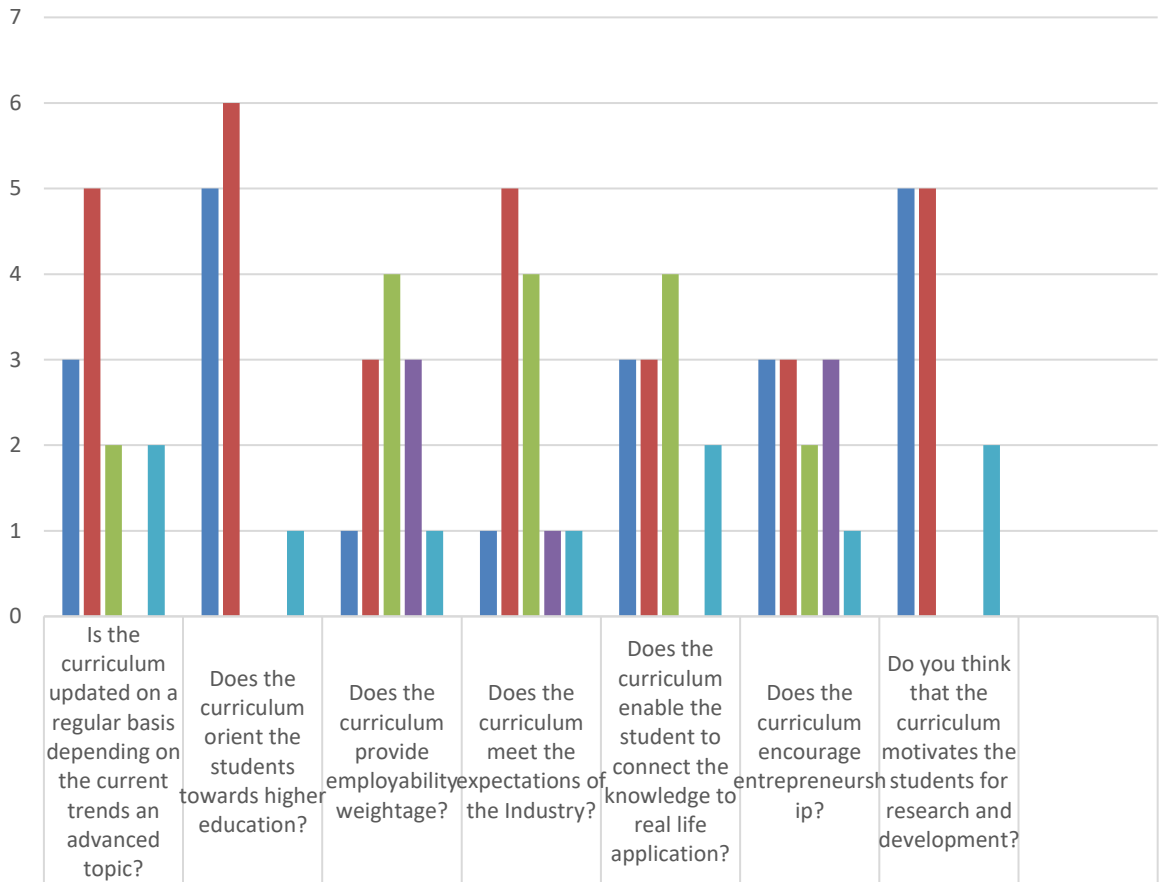
SCHOOL OF LAW, CHRIST (DEEMED TO BE UNIVERSITY), DELHI NCR CAMPUS

FEEDBACK ANALYSIS (2025-26) (ALUMNI)

AY: 2025-26

	Criterion	Excellent (5)	Good (4)	Satisfactory (3)	Average (2)	Need to Improve (1)
1	Is the curriculum updated on a regular basis depending on the current trends an advanced topic?	3	5	2	0	2
2	Does the curriculum orient the students towards higher education?	5	6	0	0	1
3	Does the curriculum provide employability weightage?	1	3	4	3	1
4	Does the curriculum meet the expectations of the Industry?	1	5	4	1	1
5	Does the curriculum enable the student to connect the knowledge to real life application?	3	3	4	0	2
6	Does the curriculum encourage entrepreneurship?	3	3	2	3	1
7	Do you think that the curriculum motivates the students for research and development?	5	5	0	0	2

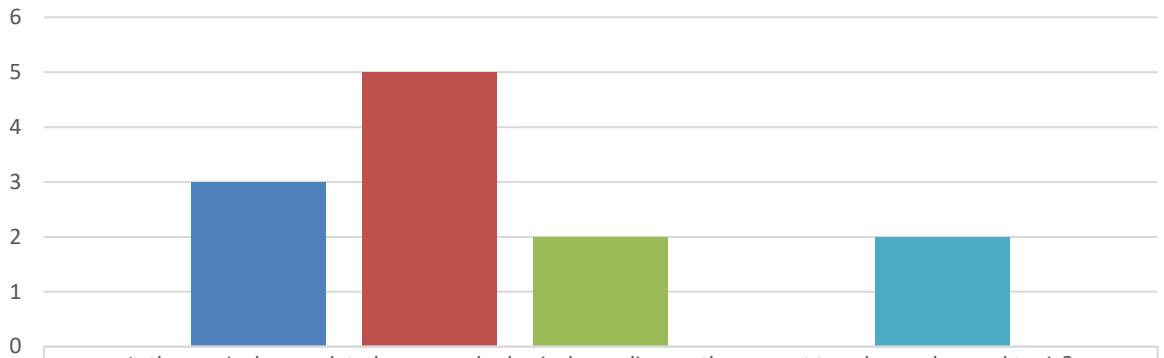
FEEDBACK ANALYSIS



■ Excellent	3	5	1	1	3	3	5
■ Good	5	6	3	5	3	3	5
■ Satisfactory	2	0	4	4	4	2	0
■ Average	0	0	3	1	0	3	0
■ Need to Improve	2	1	1	1	2	1	2

■ Excellent
 ■ Good
 ■ Satisfactory
 ■ Average
 ■ Need to Improve

FEEDBACK ANALYSIS

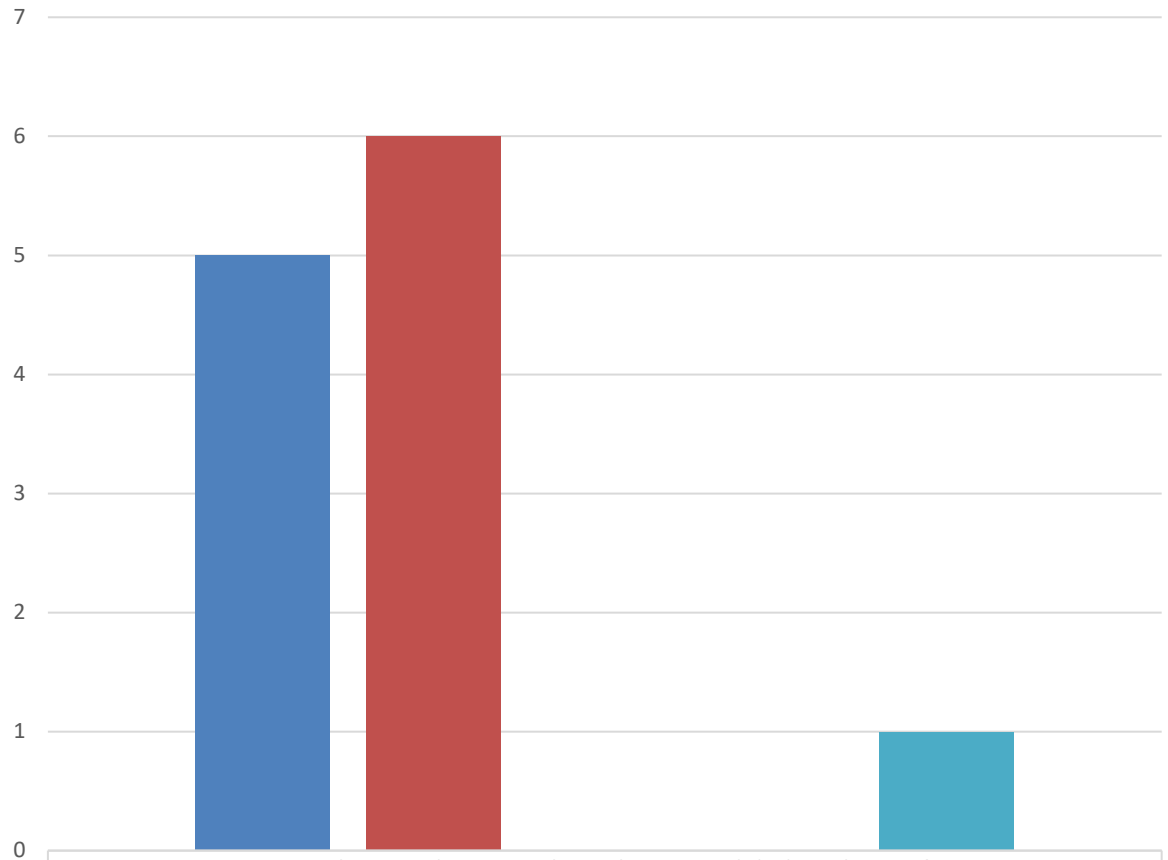


Is the curriculum updated on a regular basis depending on the current trends an advanced topic?	
■ Excellent	3
■ Good	5
■ Satisfactory	2
■ Average	0
■ Need to Improve	2

■ Excellent
 ■ Good
 ■ Satisfactory
 ■ Average
 ■ Need to Improve

Question 1: Is the curriculum updated on a regular basis depending on the current trends an advanced topics?

FEEDBACK ANALYSIS

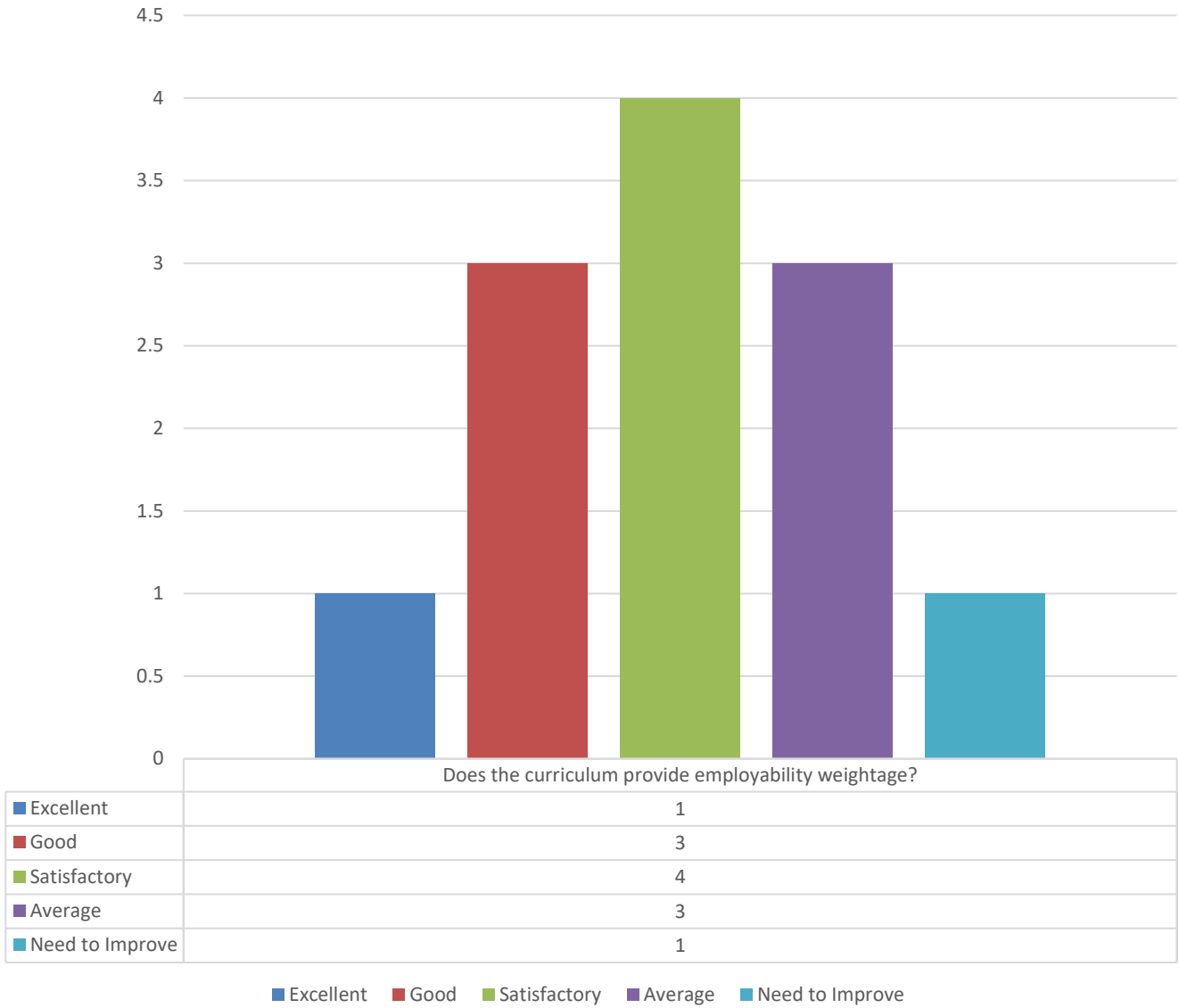


Does the curriculum orient the students towards higher education?	
■ Excellent	5
■ Good	6
■ Satisfactory	0
■ Average	0
■ Need to Improve	1

■ Excellent
 ■ Good
 ■ Satisfactory
 ■ Average
 ■ Need to Improve

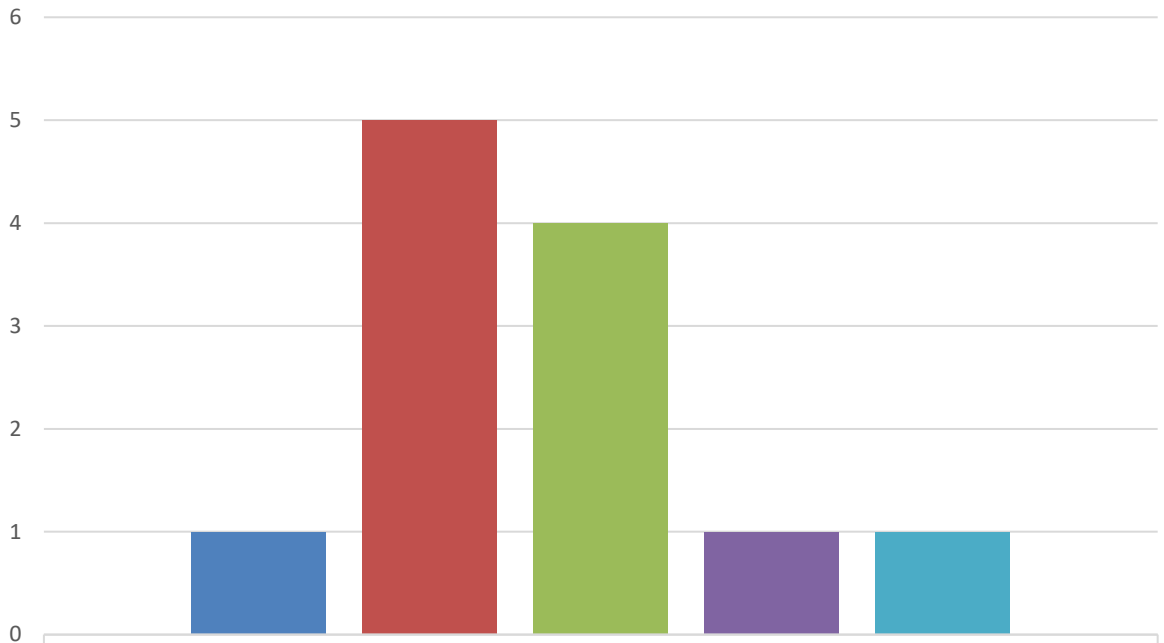
Question 2: Does the curriculum orient the students towards higher education?

FEEDBACK ANALYSIS



Question 3: Does the curriculum provide employability weightage?

FEEDBACK ANALYSIS

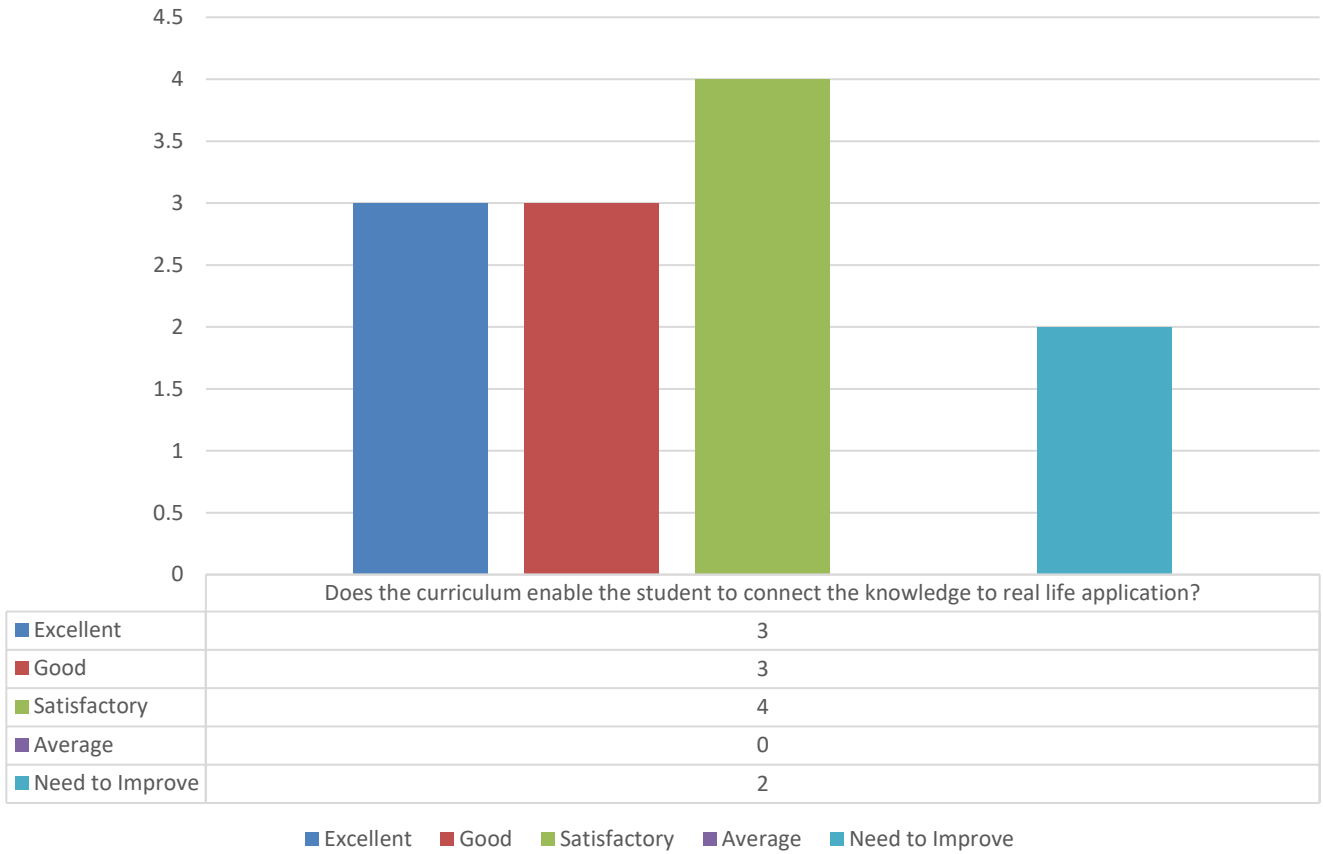


Does the curriculum meet the expectations of the Industry?	
■ Excellent	1
■ Good	5
■ Satisfactory	4
■ Average	1
■ Need to Improve	1

■ Excellent
 ■ Good
 ■ Satisfactory
 ■ Average
 ■ Need to Improve

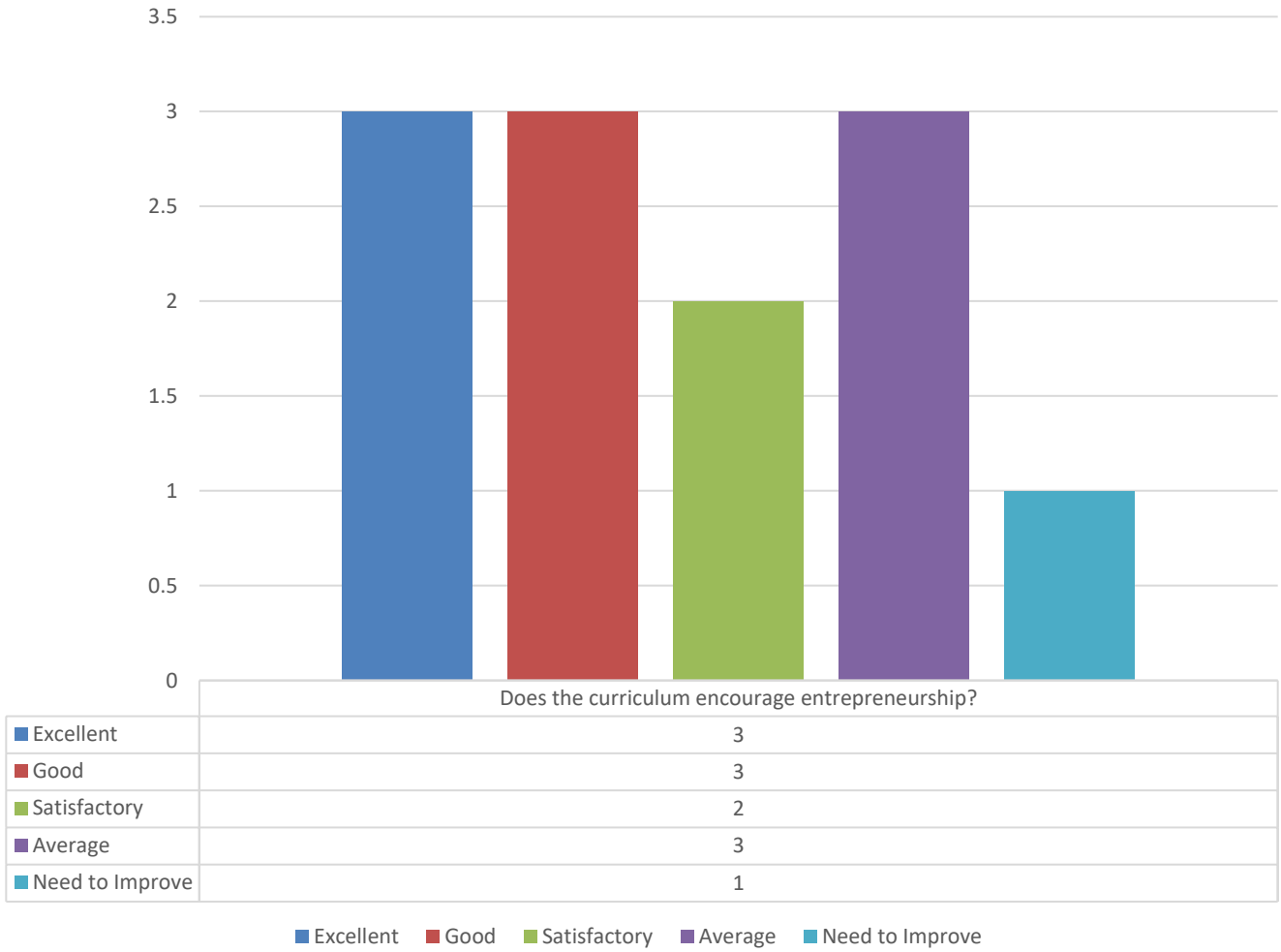
Question 4: Does the curriculum meet the expectations of the Industry?

FEEDBACK ANALYSIS



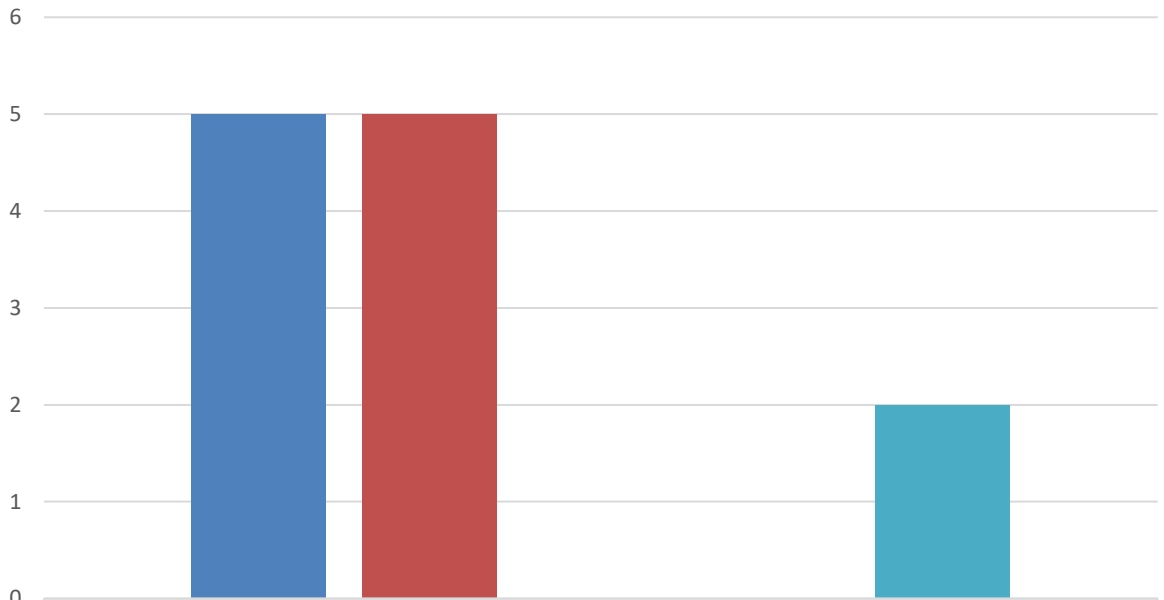
Question 5: Does the curriculum enable the student to connect the knowledge to real life application?

FEEDBACK ANALYSIS



Question 6: Does the curriculum encourage entrepreneurship?

FEEDBACK ANALYSIS



Do you think that the curriculum motivates the students for research and development?	
■ Excellent	5
■ Good	5
■ Satisfactory	0
■ Average	0
■ Need to Improve	2

■ Excellent
 ■ Good
 ■ Satisfactory
 ■ Average
 ■ Need to Improve

Question 7: Do you think that the curriculum motivates the students for research and development?

Report: For the session in 2025-26, 12 Alumni of School of Law gave their feedback on curriculum. The analysis was found ranging from excellent to satisfactory in terms of score. There were few responses that was ranging from better to average.

Curriculum Feedback Analysis Report

School of Law, (Christ Deemed to be University), Delhi NCR Campus distributed curriculum feedback forms to the Alumni for 2025-2026. Alumni's feedbacks are taken at the end of every semester to understand the needs of the Alumni and to incorporate their suggestions through the curriculum development cell at School of Law. In addition, feedbacks are also taken from few students, teachers and peers to ensure fair and unbiased suggestions. As per the analysis, most of the Alumni 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 Alumni:

- Alumni emphasized that the curriculum should be **aligned with its stated objectives and learning outcomes**, ensuring that it effectively enhances **student employability and professional readiness**.
- They highlighted the need for a **practice-oriented approach**, recommending that the curriculum should enable students to **apply theoretical knowledge effectively in real-world and industry settings**.
- Alumni also suggested the implementation of a **regular and structured curriculum review mechanism** to facilitate the **timely inclusion of emerging, industry-relevant, and contemporary legal topics**.

ACTION TAKEN REPORT 2025-2026

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: Internationalization of curriculum; Service learning; and Interdisciplinary approaches were consolidated and discussed in IQAC and CDC, 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 March 2026, and curriculum revision was brought about in both BALLB, BBALLB and LLM courses which included components of service learning, interdisciplinary approach and international relevance.

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

1. **Introduction of Skill Enhancement and Value-Added Courses:** Industry-collaborated courses were introduced to provide hands-on training and improve employability skills.
2. **International Academic Exposure:** Guest lectures by foreign law professors were organized to provide global perspectives and comparative legal insights.
3. **Industry Interaction and Practical Learning:** Workshops and expert sessions were conducted across various domains of law to enhance practical understanding.
4. **Strengthening Alumni Engagement:** Regular alumni interactions and networking sessions were facilitated to provide mentorship and career guidance.
5. **Promotion of Research and Co-Curricular Engagement:** Research-based committees, including those focusing on Intellectual Property and Human Rights, were established to foster academic and co-curricular development.
6. **Academic Support through Bridge Courses:** Bridge courses and remedial classes were introduced for slow learners, supported by diagnostic assessments to ensure targeted academic improvement.
7. **Structured Mentoring and Career Development:** Group mentoring sessions were conducted focusing on employability skills such as CV writing, cover letter drafting, and professional readiness.
8. **Faculty Development and Quality Enhancement:** Faculty members participated in development programs to stay updated with emerging legal trends and innovative teaching methodologies.
9. **Encouragement of Collaborative Research:** Teacher-student collaborations were promoted to enhance research output, publications, and scholarly engagement.

Dr. Shital Singh

