

FEEDBACK ANALYSIS AND ACTION TAKEN REPORT 2024-2025

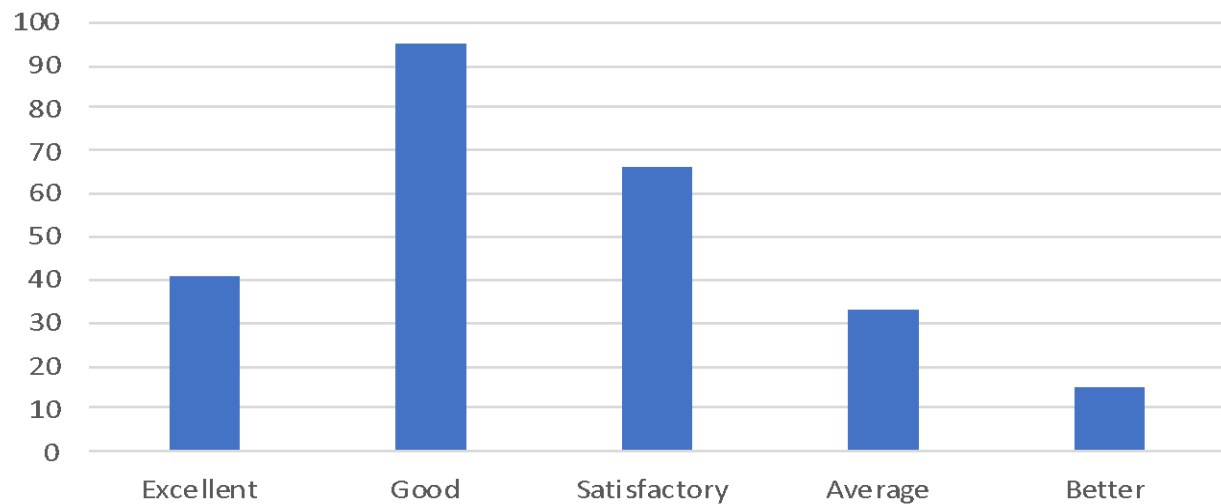
**FOR THE ACADEMIC YEAR
2025-2026**



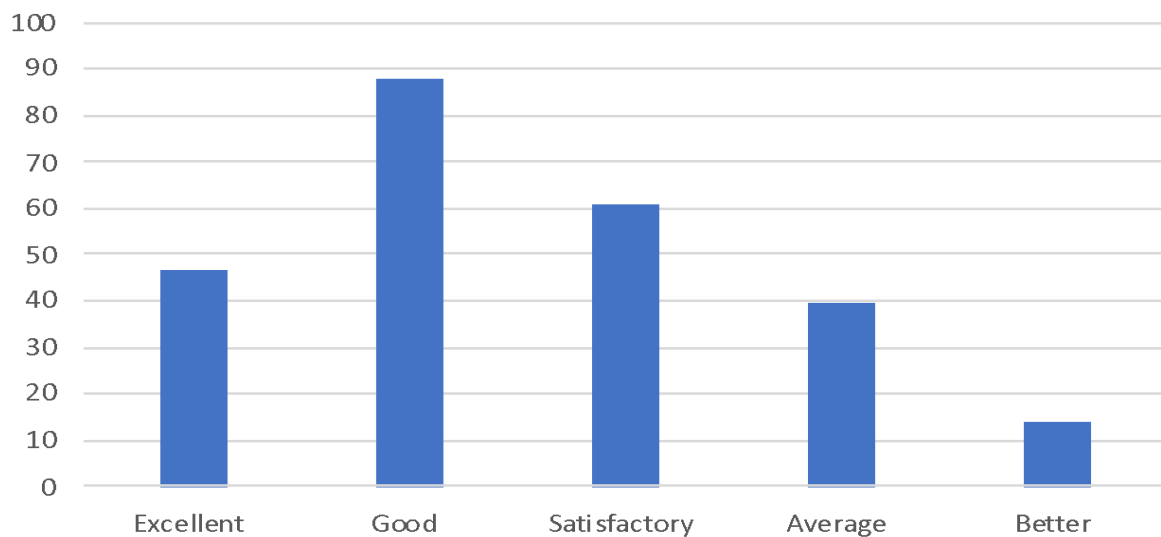
ANALYSIS OF FEEDBACK ON CURRICULUM
BALLB (H) & BBA LLB (H) STUDENTS
2024-25

	Criterion	Excellent	Good	Satisfactory	Average	Better
1.	Is the content curriculum satisfactory	59	152	125	40	12
2.	Does the curriculum cover advanced topics?	64	136	126	49	13
3.	Whether the curriculum enhances your knowledge and skills in the relevant domain?	84	148	110	35	11
4.	Is the curriculum effective in developing critical/ analytical thinking?	76	128	120	45	19
5.	Are the textbooks and reference materials relevant to the content of the curriculum?	69	137	111	45	26
6.	Orientation towards higher education	86	143	99	41	19
7.	Does the curriculum enable the students to apply their knowledge in real life situations?	83	126	95	58	26
8.	Is employability given weightage in the design and development of curriculum?	54	116	129	55	34
9.	Meeting overall expectations	56	141	123	48	20

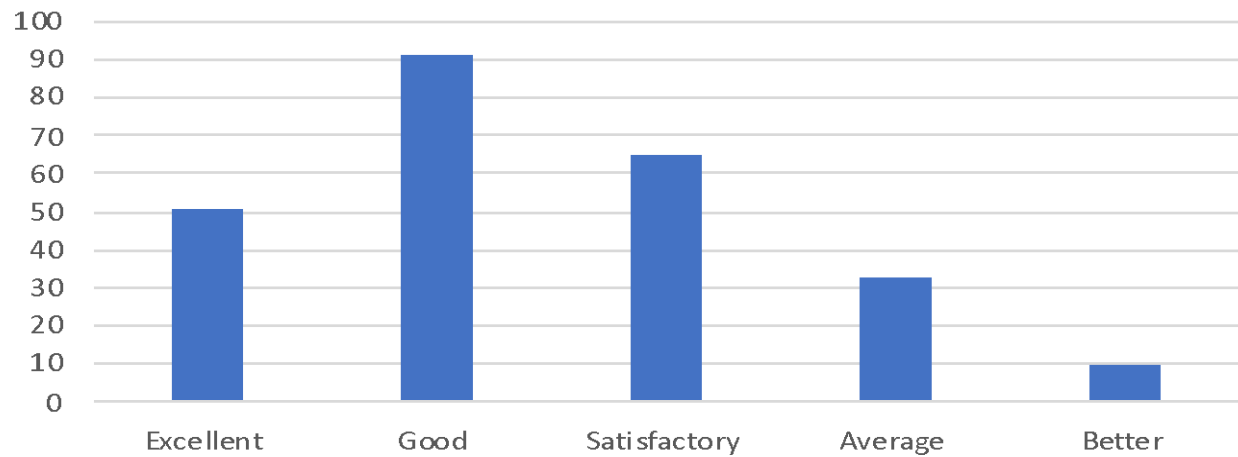
Does the content of the curriculum satisfy the stated objectives and learning outcomes?



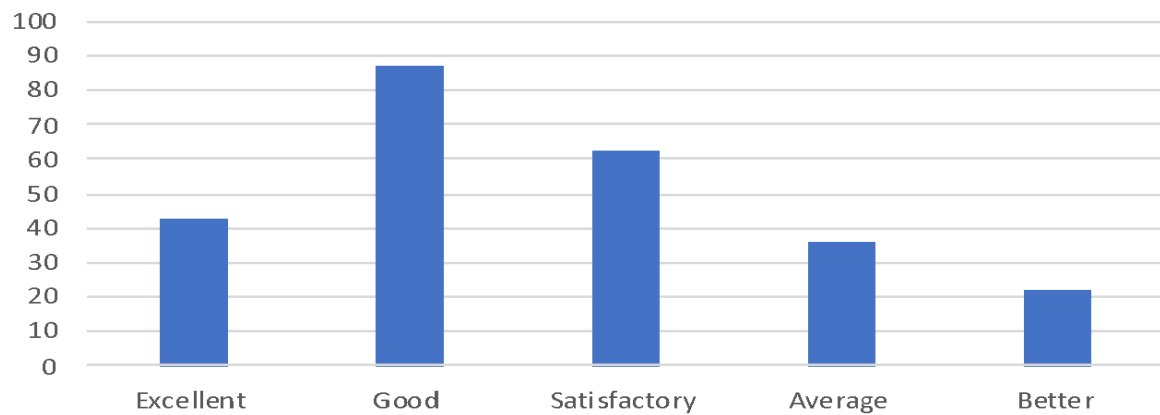
Does the curriculum cover advanced topics?



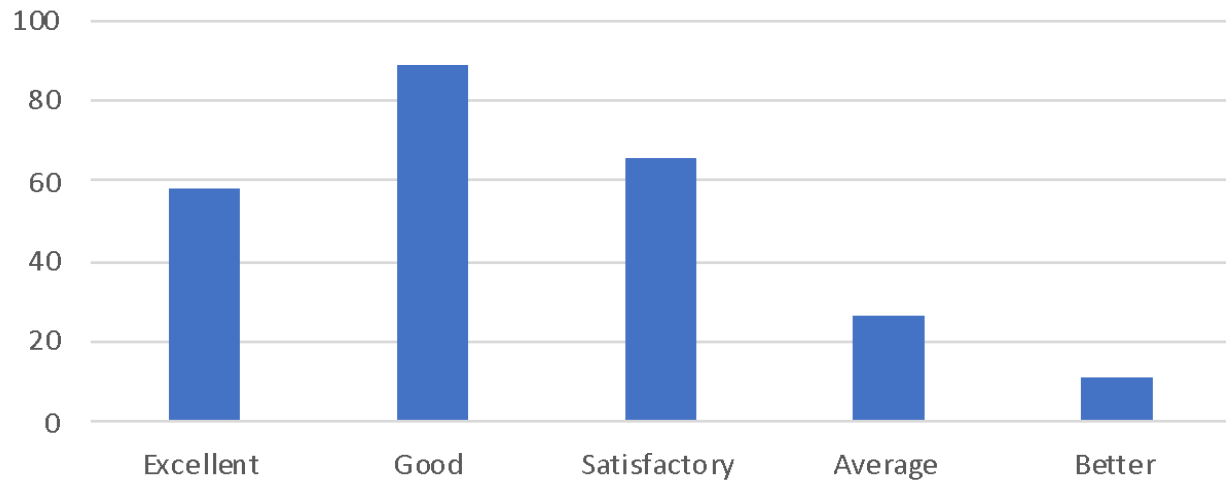
Whether the curriculum enhances your knowledge and skills in the relevant domain?



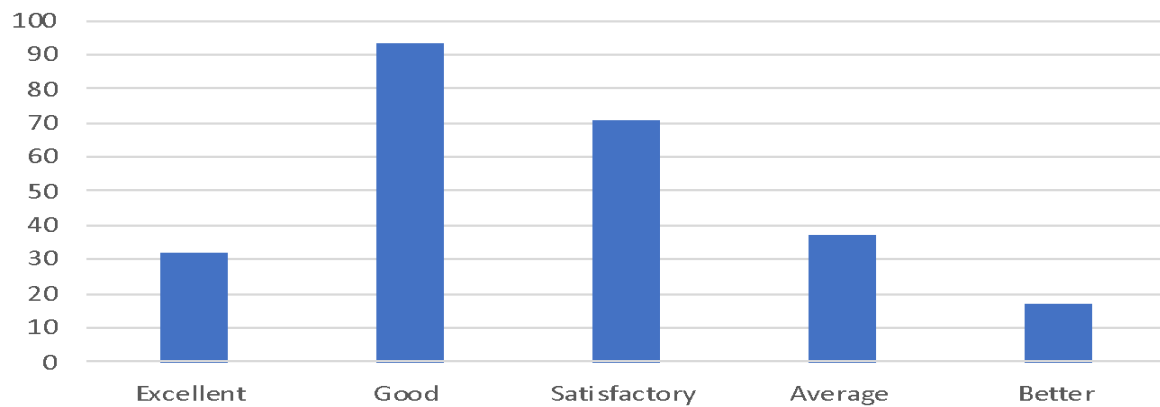
Is the curriculum effective in developing critical/analytical thinking?

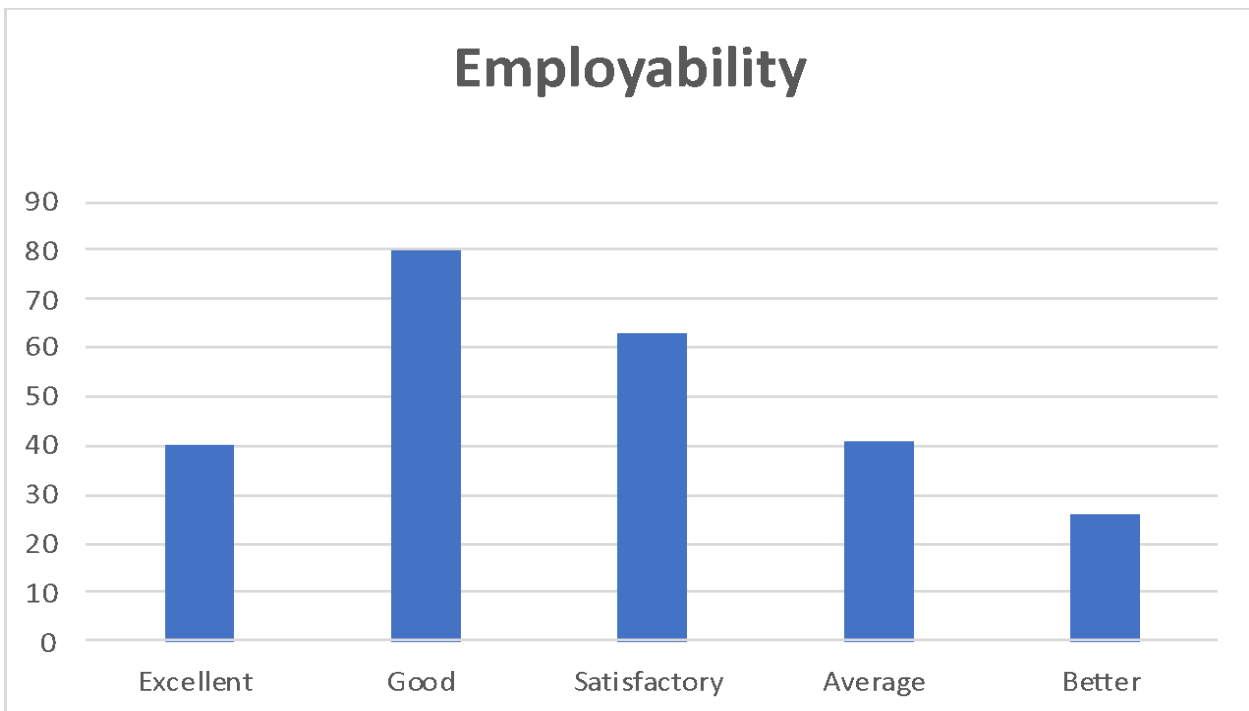
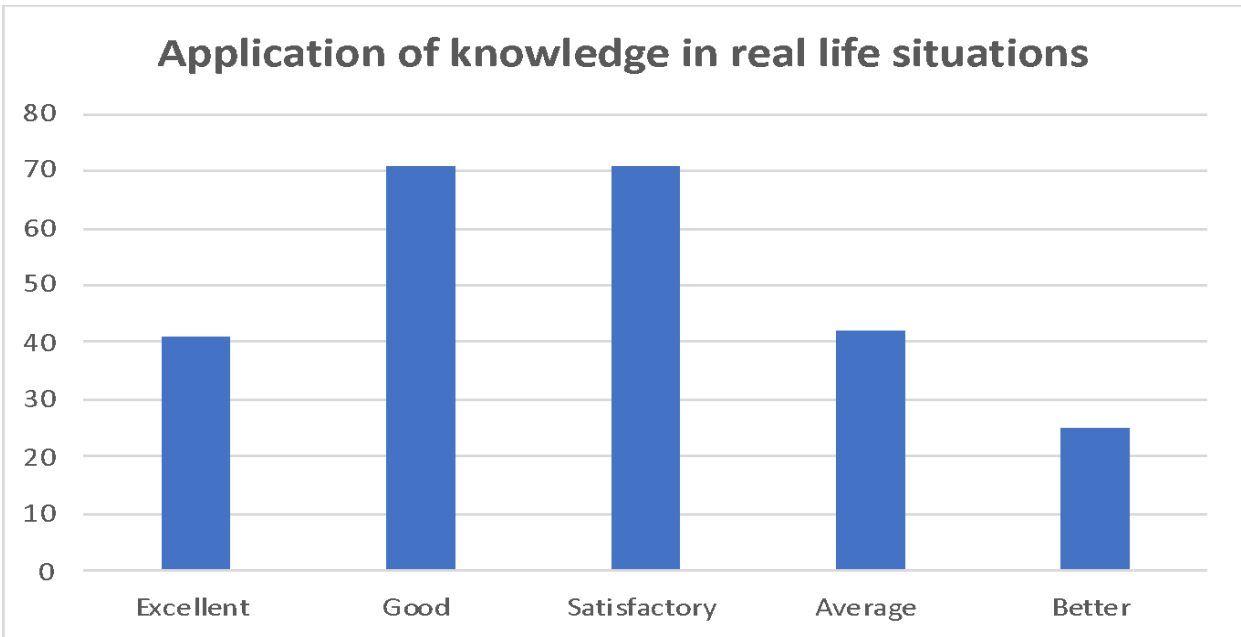


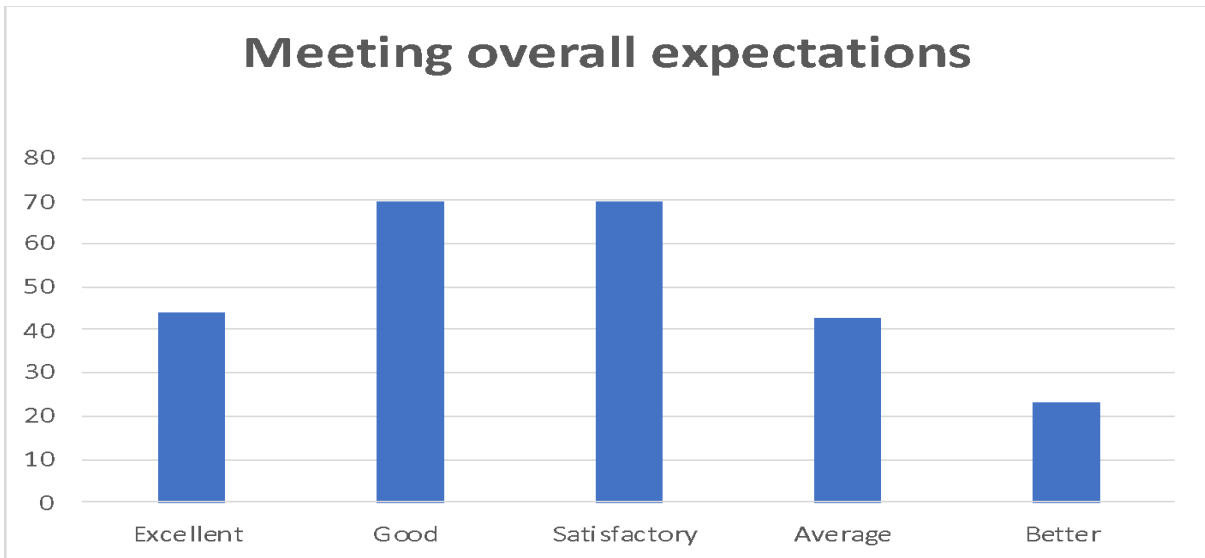
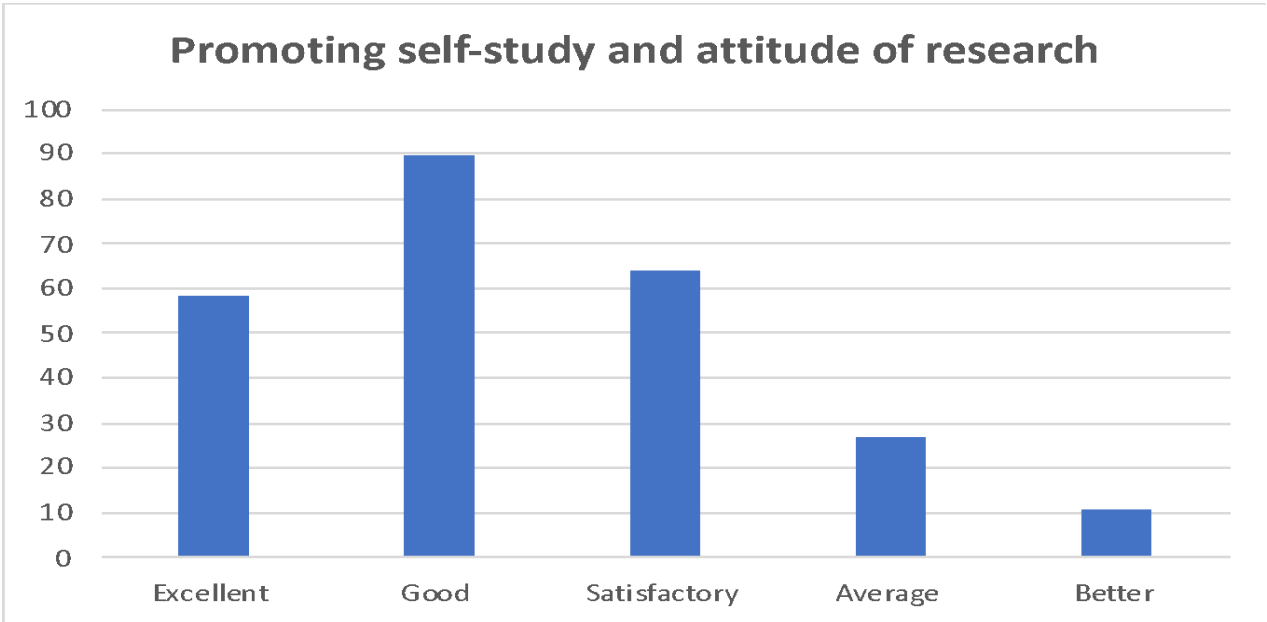
Are the textbooks and reference materials relevant to the content of the curriculum?



Orientation towards higher education







ANALYSIS OF FEEDBACK ON CURRICULUM
LLM CAL/ CCL/IPL
2024-25

	Criterion	Excellent (5)	Good (4)	Satisfactory (3)	Average (2)	Better (1)
1.	Is the content curriculum satisfactory	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.	Does the curriculum enable the students to apply their knowledge in real life situations?	41	71	71	42	25
8.	Is employability given weightage in the design and development of curriculum?	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

FEEDBACK ANALYSIS REPORT

The feedback from students in the BALLB, BBALLB, and LL.M programs provides valuable insights into the current state of the curriculum and areas that may require further improvement. Most students expressed satisfaction with the curriculum, particularly in relation to its incorporation of contemporary topics and its alignment with career aspirations in the legal field. Feedback was also gathered from parents and alumni to ensure a broad, unbiased perspective, which is great for holistic curriculum improvement.

Suggestions by students:

1. Several students suggested that the syllabus should place more emphasis on practical learning experiences and clinical courses. This would allow students to gain hands-on experience and better prepare for real-world legal challenges.
2. There is a strong demand for more interactive teaching methods. Students would like to see an increase in innovative classroom techniques, such as group discussions, case studies, simulations, and perhaps technology-driven learning (e.g., online resources, virtual courtrooms).
3. Some students highlighted a desire for more elective options in areas like Intellectual Property (IP) and Technology Law. With the growing importance of these fields in the legal profession, such courses could better equip students for emerging legal challenges.
4. A few students suggested the introduction of specialized subjects aimed at those interested in pursuing careers in law practice or litigation. This could include topics like advocacy skills, trial procedures, and professional ethics specific to legal practice.
5. Students also recommended that assignments should incorporate more perspectives related to gender-based studies. This could enrich students' understanding of important socio-legal issues and ensure that the curriculum reflects contemporary discussions around gender equality.

FEEDBACK FROM FACULTY

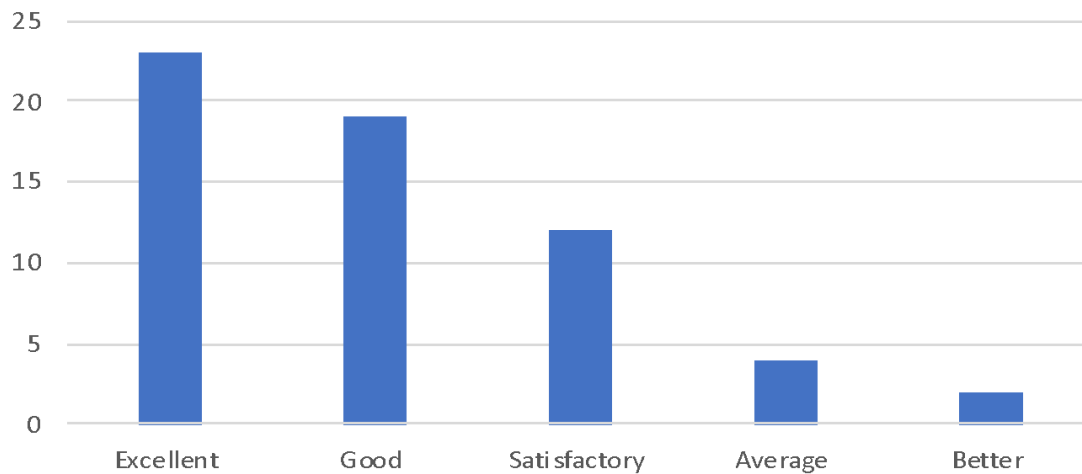
Every year at the end of the semester, faculty members are given feedback forms to provide suggestions on the courses taught by them during the academic year. Fifty faculties submitted their feedback on the curriculum and the score was mostly ranging from good to satisfactory. Some of the faculty members suggested revision of their existing curriculum and proposed the 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 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:

As part of the ongoing curriculum development process, the following feedback is provided for the improvement of the Family Law II, Paralegal Services and Legal Aid, and Economics for Law I courses. These suggestions are based on observations of student performance, evolving legal trends, and the needs of the legal profession. Also, to meet the standards and to keep the

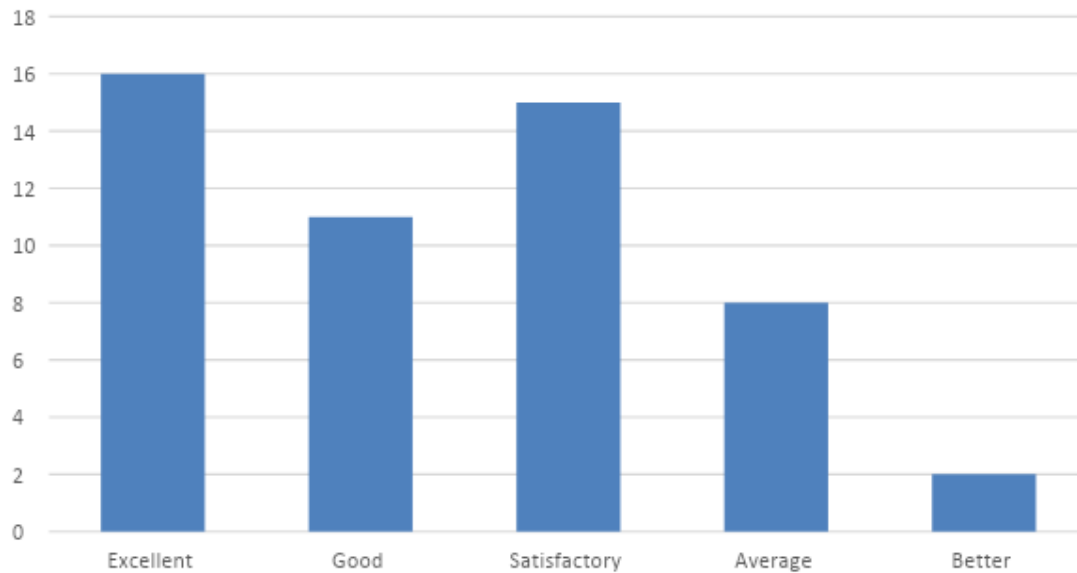
curriculum updated, it was suggested to add AI courses and the course Artificial Intelligence and Law has been introduced to the curriculum.

	Criterion	Excellent (5)	Good (4)	Satisfactory (3)	Average (2)	Better (1)
1.	Does the curriculum satisfy the stated objectives and learning outcomes?	23	20	12	04	02
2.	Do you have continuous processes to propose, modify, suggest and incorporate new topics in the curriculum?	20	25	12	05	03
3.	Is the curriculum effective in developing independent thinking?	25	29	07	04	03
4.	Does the departmental level expert committee meet to review the curriculum?	26	23	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

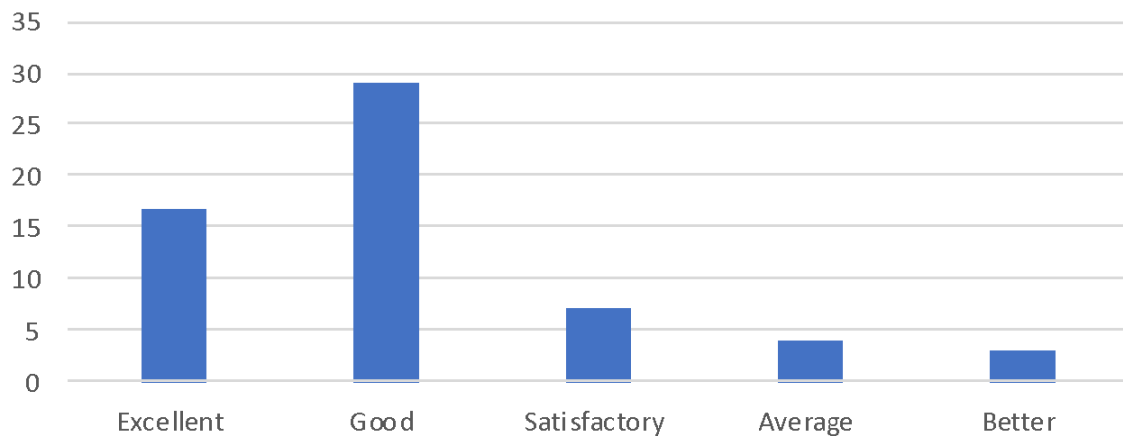
Does the curriculum satisfy the stated objectives and learning outcomes?



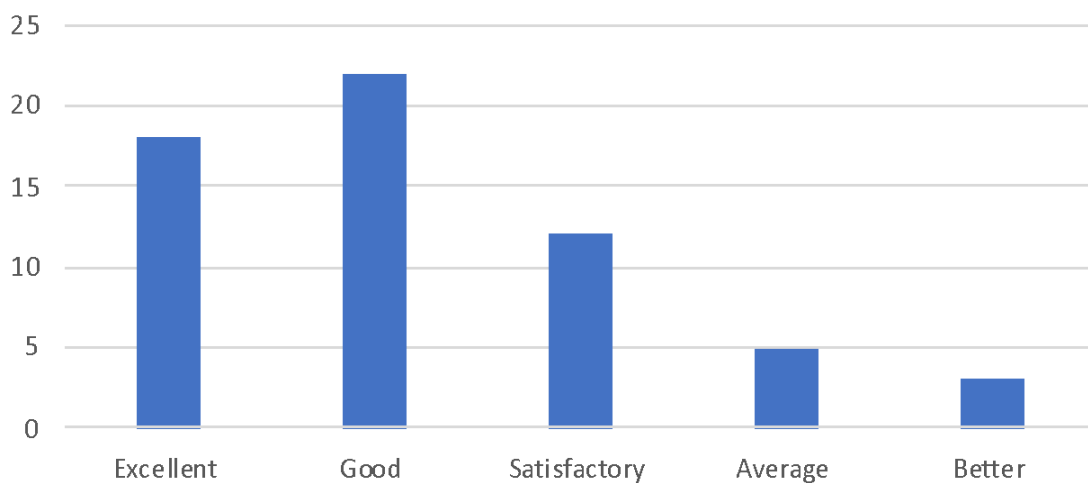
Does the departmental level expert committee meet to review the curriculum?



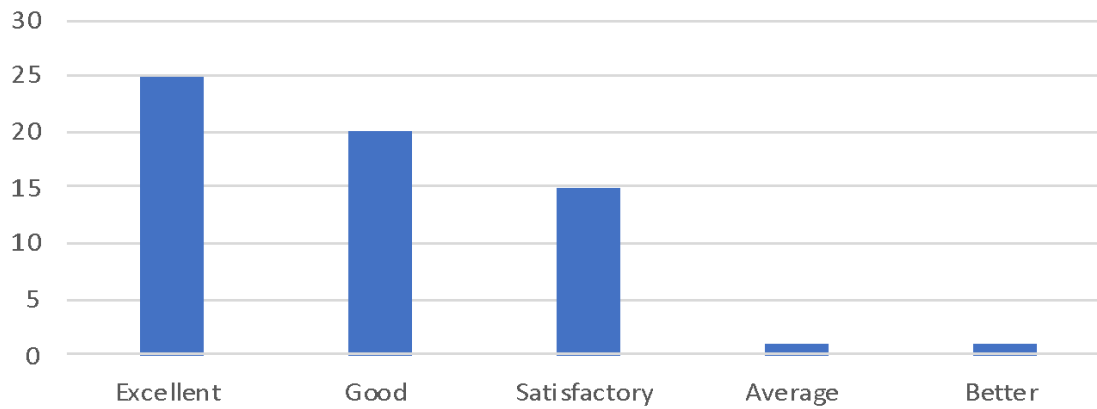
Is the curriculum effective in developing independent thinking?



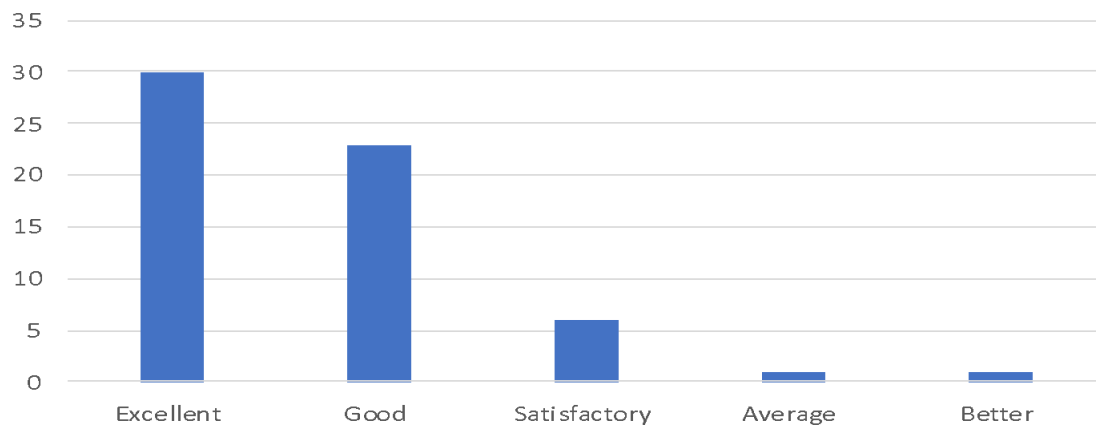
Do you have continuous processes to propose, modify, suggest and incorporate new topics in the curriculum?



Does the curriculum enhance your knowledge in the subject area?



Does the curriculum demand the teachers for research inclusive teaching?

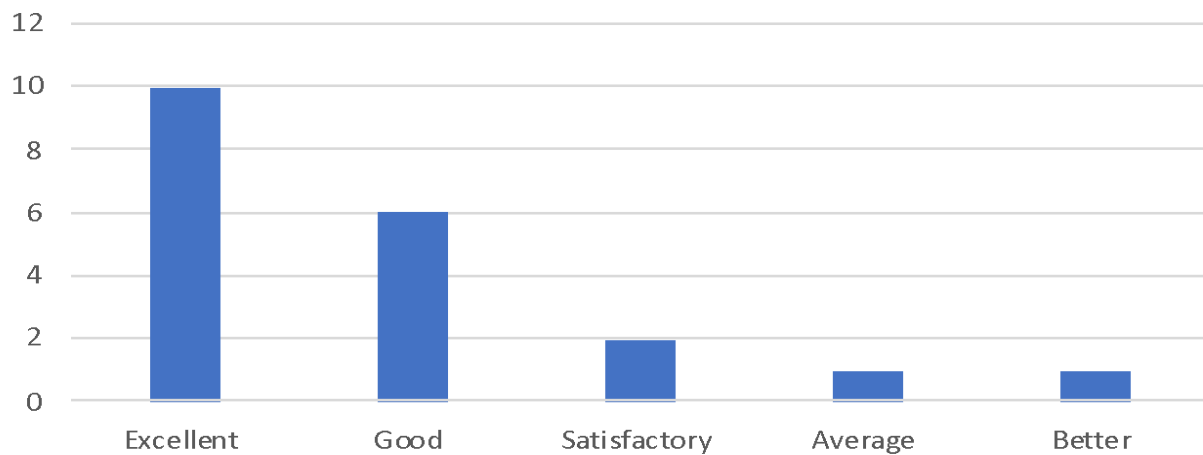


FEEDBACK FROM ALUMNI – REPORT

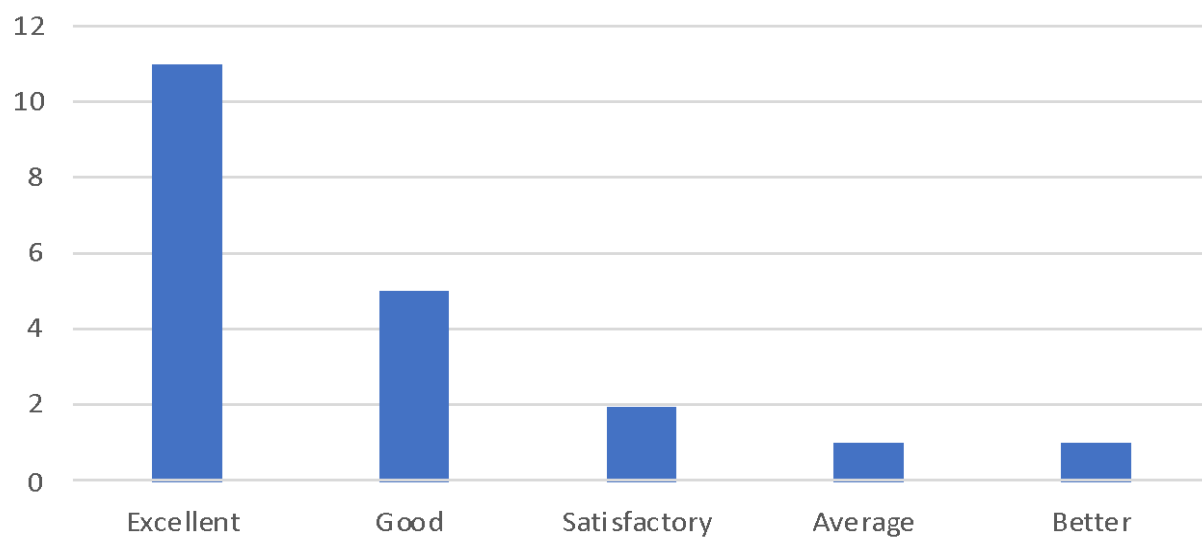
Alumni students provided valuable feedback on the existing subjects, after an exhaustive study of the current curriculum. Based on their insights, several suggestions for restructuring and modifying the course curriculum were made, particularly focusing on the subjects Principles of Management, Human Resource Management, and Law of Trademarks. Here are the key recommendations:

	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?	12	06	02	01	01
2.	Does the curriculum orient the students towards higher education?	09	08	04	01	00
3.	Does the curriculum provide employability weightage?	10	06	04	01	01
4.	Does the curriculum meet the expectations of the industry?	13	04	03	01	01
5.	Does the curriculum enable the student to connect the knowledge to real life application?	12	05	03	01	01
6.	Does the curriculum encourage entrepreneurship?	10	07	02	02	01
7.	Do you think that the curriculum motivates the students for research and development?	08	09	03	01	01

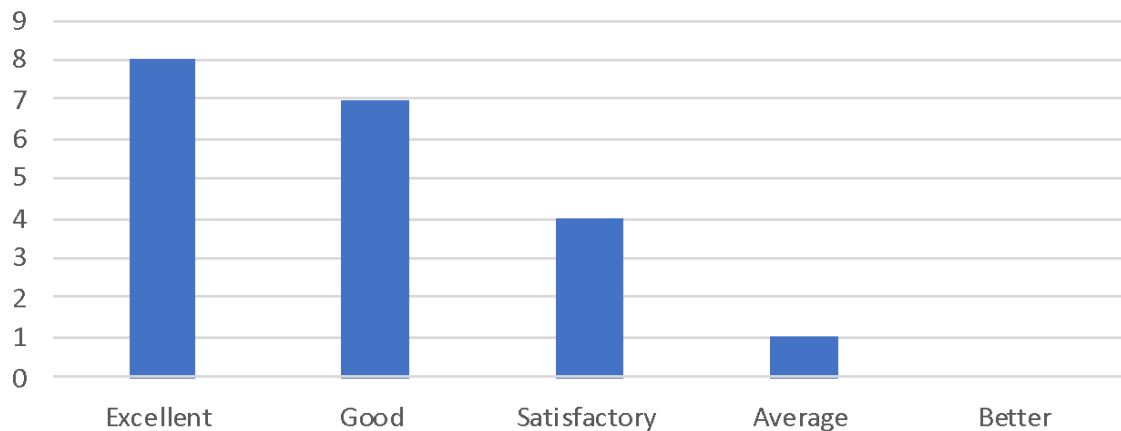
Is the curriculum updated on a regular basis depending on the current trends and advanced topics?



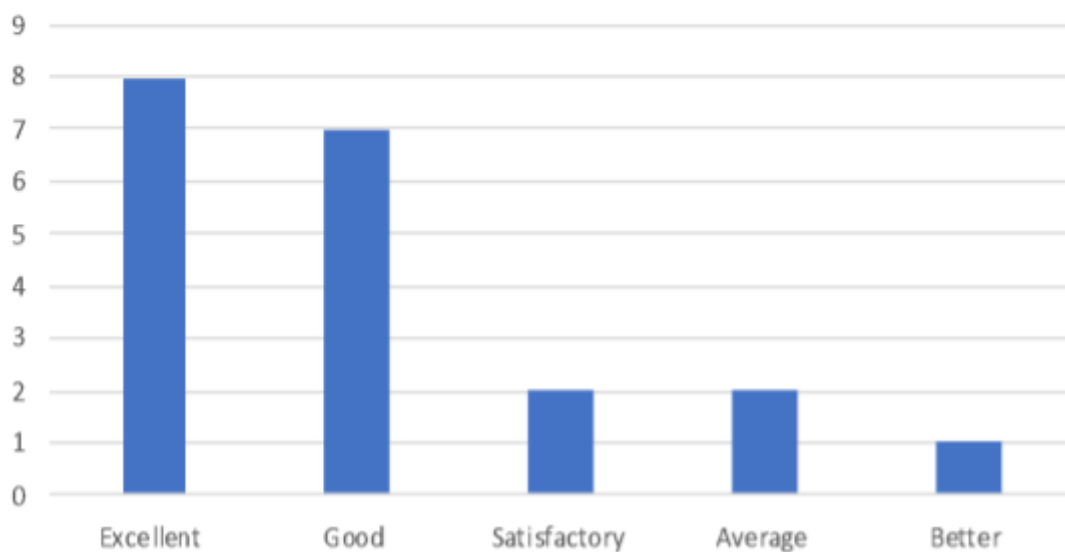
Does the curriculum enable the student to connect the knowledge to real life application?



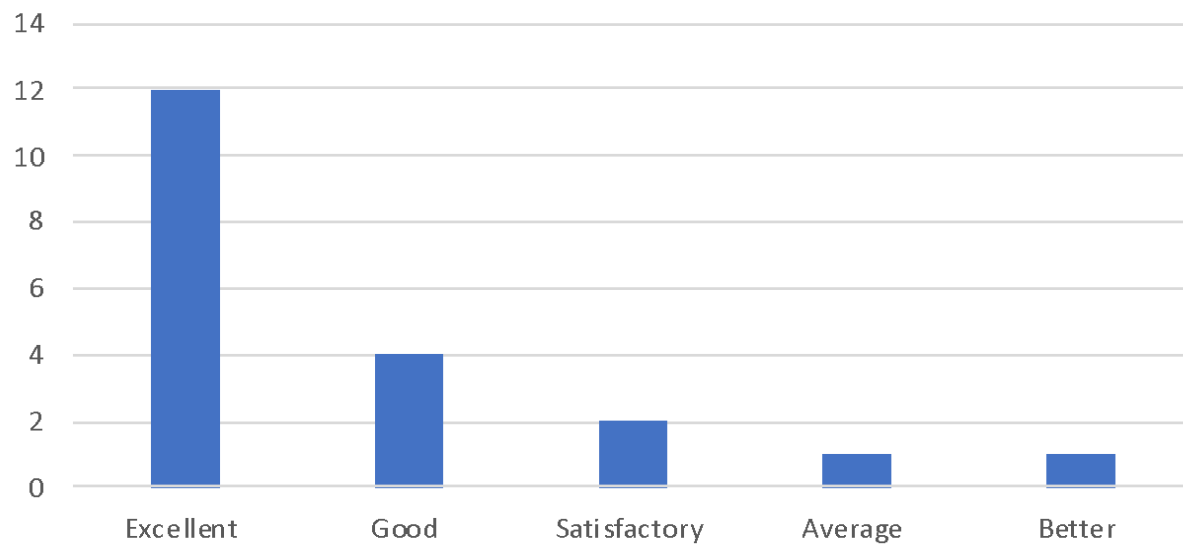
Does the curriculum orient the students towards higher education?



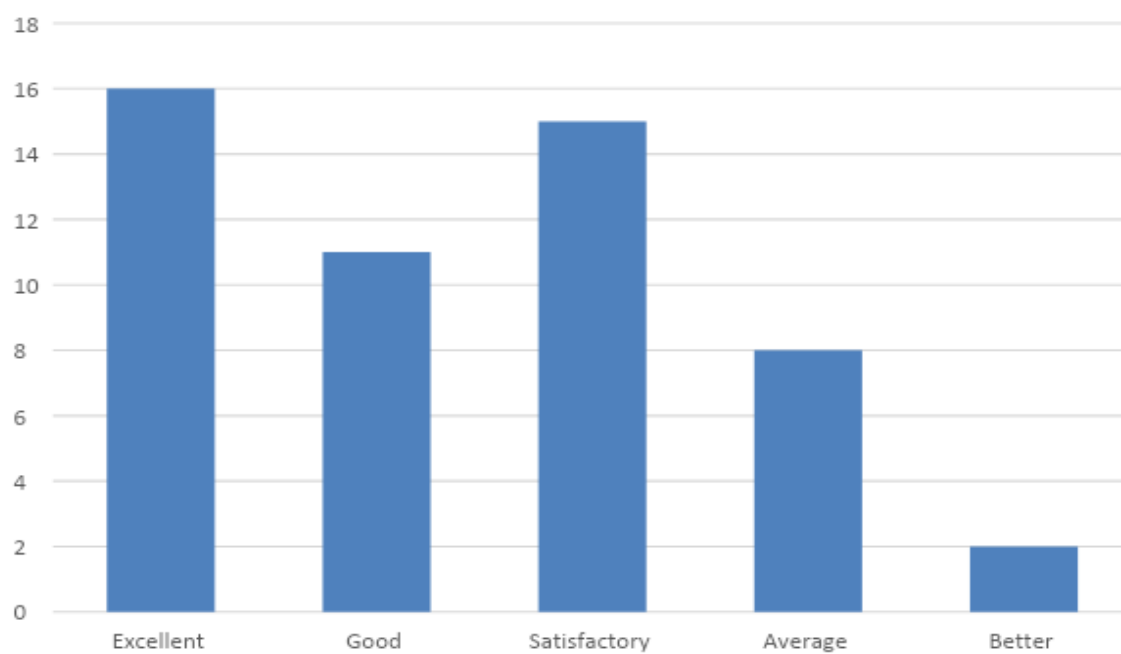
Does the curriculum encourage entrepreneurship?

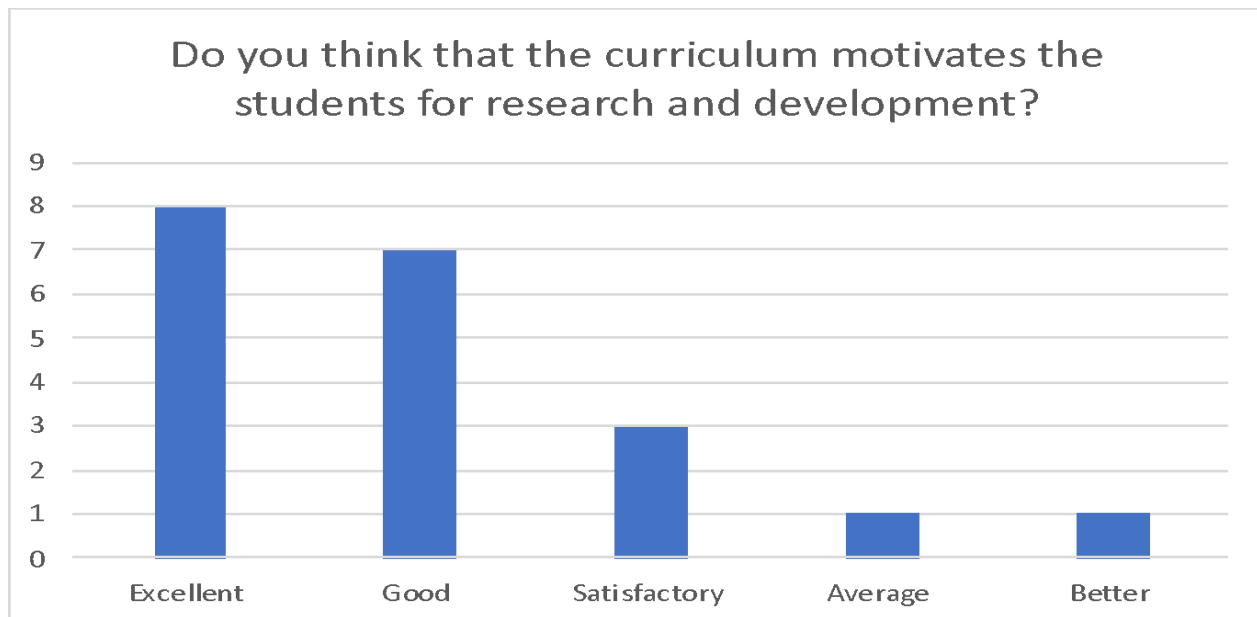


Does the curriculum meet the expectations of the industry?



Does the curriculum encourage entrepreneurship?





- Alumni emphasized the importance of aligning the subjects with contemporary trends in management, law, and human resources. For example, Principles of Management should be updated to include modern organizational structures, leadership theories, and decision-making strategies that are relevant to both corporate and legal contexts.
- Can add more field components in syllabus.
- Human Resource Management should be given more focus, especially on topics like employee engagement, performance management, and conflict resolution in the legal and corporate environment. Alumni suggested incorporating case studies that blend management principles with legal considerations.
- Final semester only practical subjects is better for students as they can pursue traineeships and internships.
- Introduce courses in collaboration with international universities, law firms, etc.
- A suggested addition is the inclusion of electives on Law of Trademarks would be highly beneficial for students pursuing careers in corporate law or legal consultancy.

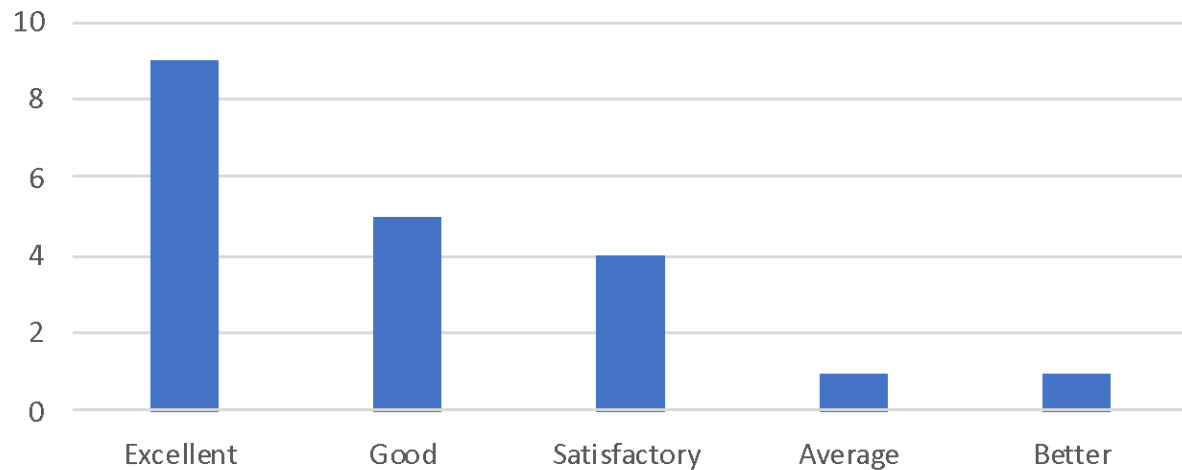
EMPLOYER'S FEEDBACK - REPORT

The feedback from our employers provides valuable insights into the areas of the curriculum that need improvement to better align with the employability needs of our students. The suggestions and comments received offer a comprehensive understanding of the measures required to enhance the overall performance and employability of our students.

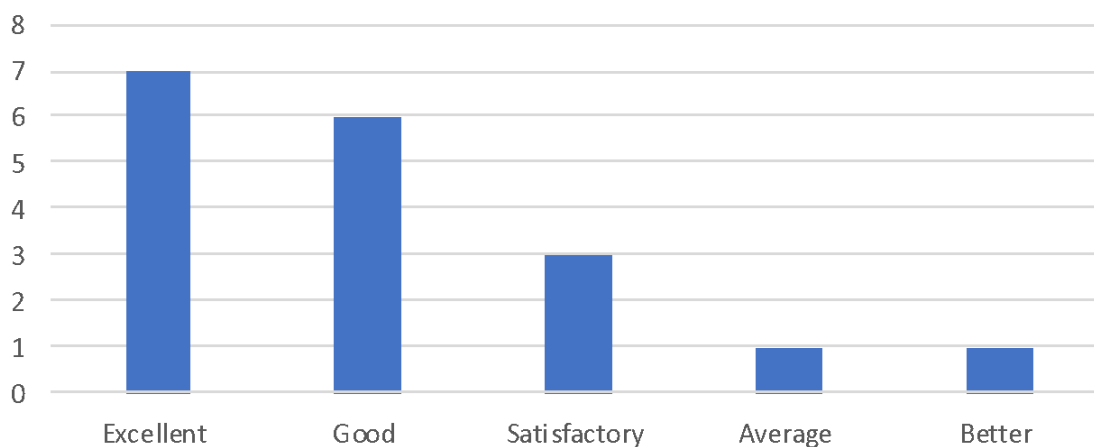
A total of 20 industry experts submitted their feedback for the purpose of this analysis. The employers were asked to assess the curriculum with a focus on industry requirements and employability components. Below is a summary of their responses and the analysis based on their valuable input:

	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

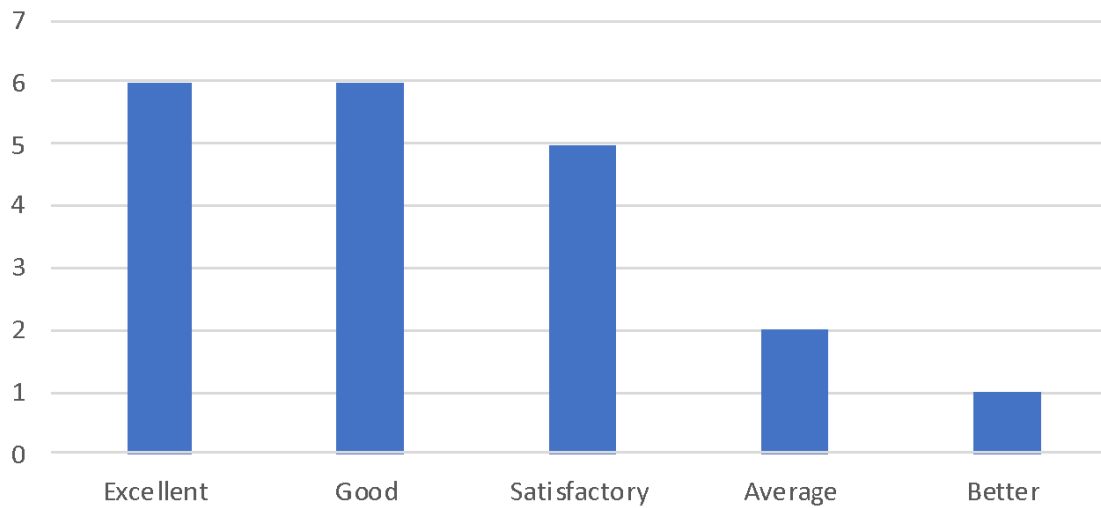
Is the curriculum aligned with the objectives of the programme?



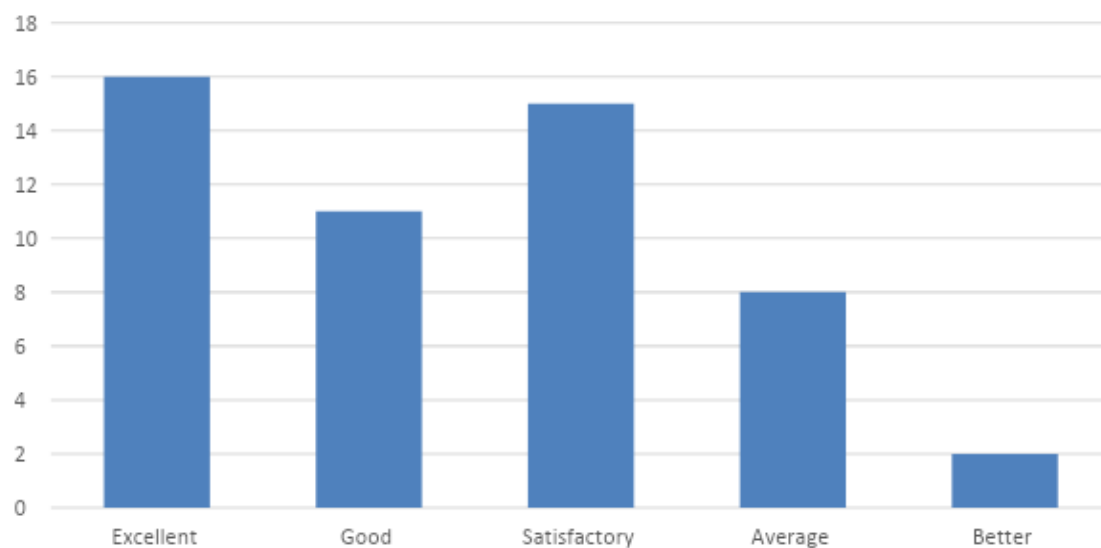
Does the curriculum cover advanced topics and current trends?

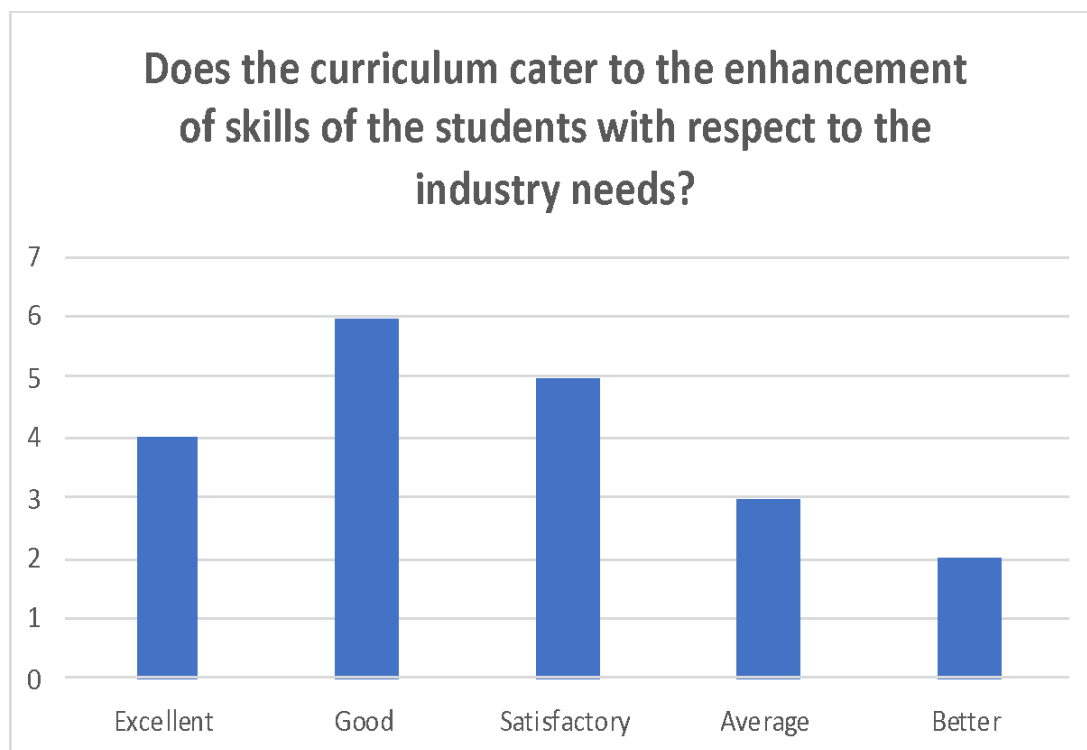
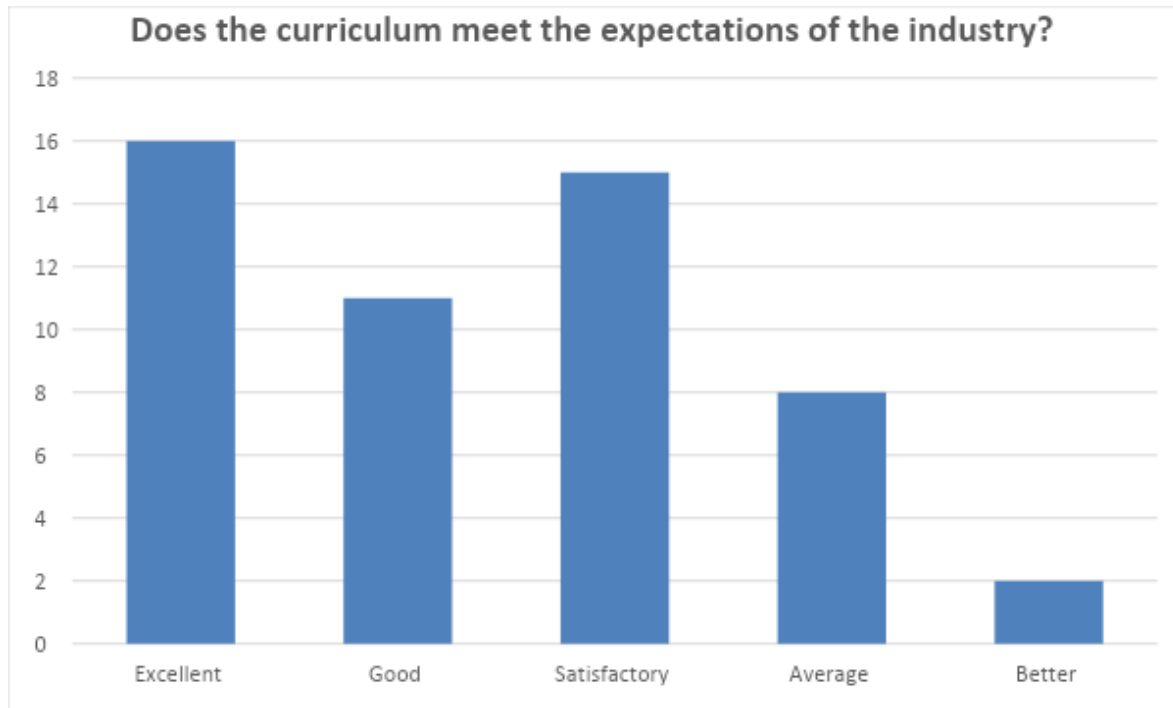


How would you rate the relevance of the electives offered in the curriculum?



Is employability given weight age in the design and development of curriculum?





FEEDBACK FROM PARENTS - REPORT

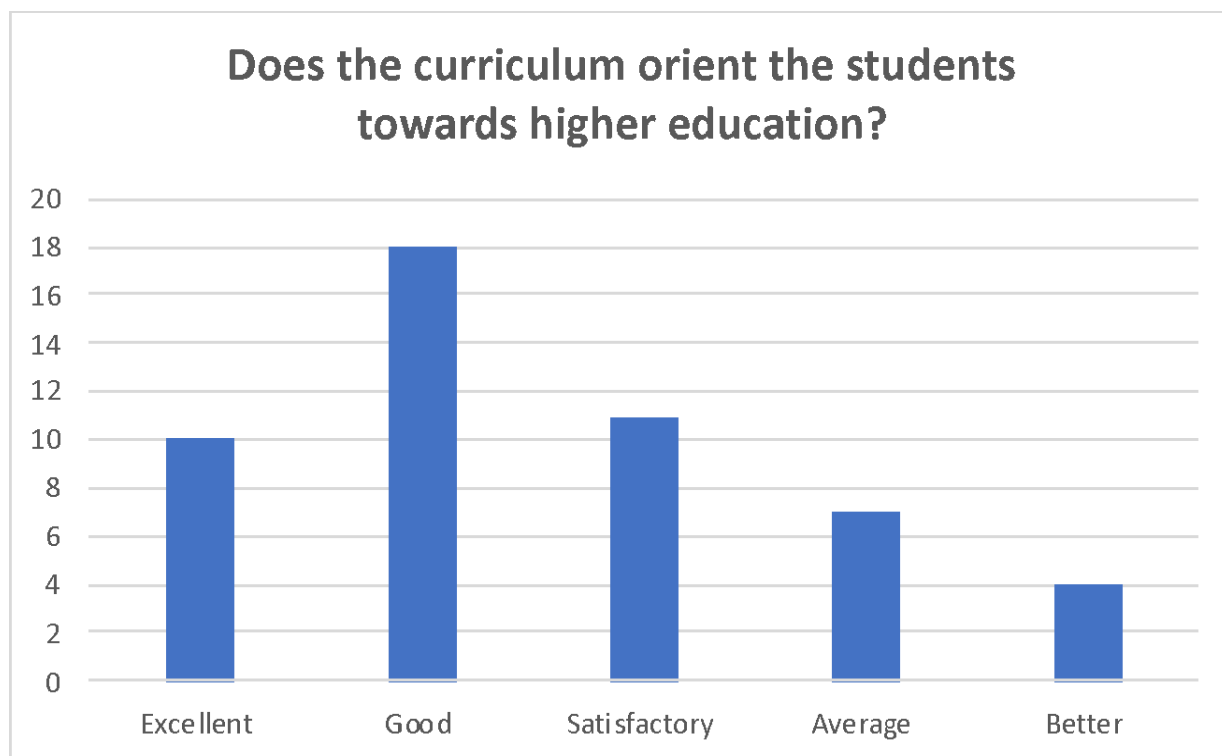
We collected general feedback from parents at the end of the 2024-25 academic year. A total of 50 parents participated in the feedback process. Based on the analysis, it was observed that parents expressed satisfaction with the curriculum. The overall score indicated a balance between good and satisfactory, reflecting a positive perception of the educational experience provided.

A significant number of parents noted that the curriculum has played a pivotal role in the holistic development of students. Parents reported that the subjects not only enhanced academic knowledge but also fostered personal growth, encouraging critical thinking, creativity, and social responsibility. While the overall feedback was positive, some parents mentioned the need for greater flexibility in course offerings, suggesting that allowing students to pursue specialized electives would allow them to focus on areas of personal interest and career goals.

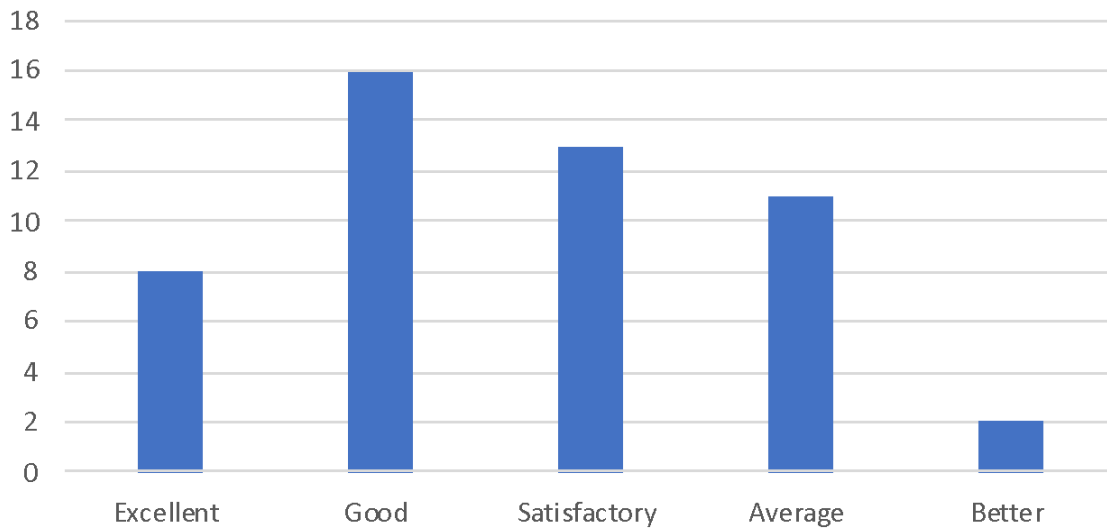
	Criterion	Excellent (5)	Good (4)	Satisfactory (3)	Average (2)	Better (1)
1.	Does the curriculum orient the students towards higher education?	10	18	11	7	04
2.	Is employability given weightage in the design and development of the curriculum?	08	16	13	11	02
3.	Is the curriculum designed to have a component 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 help the students to enhance their personality?	16	11	15	08	02

6.	Does the curriculum promote self-study and attitude of research?	10	14	14	9	03
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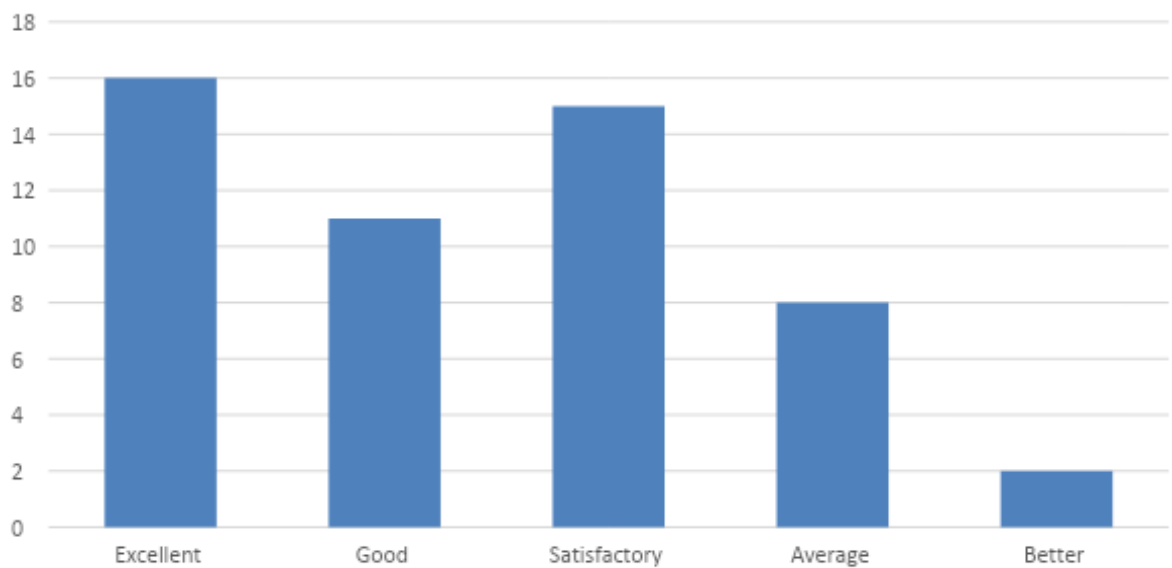
7	Does the curriculum help the students to enhance their personality?	16	11	15	08	02
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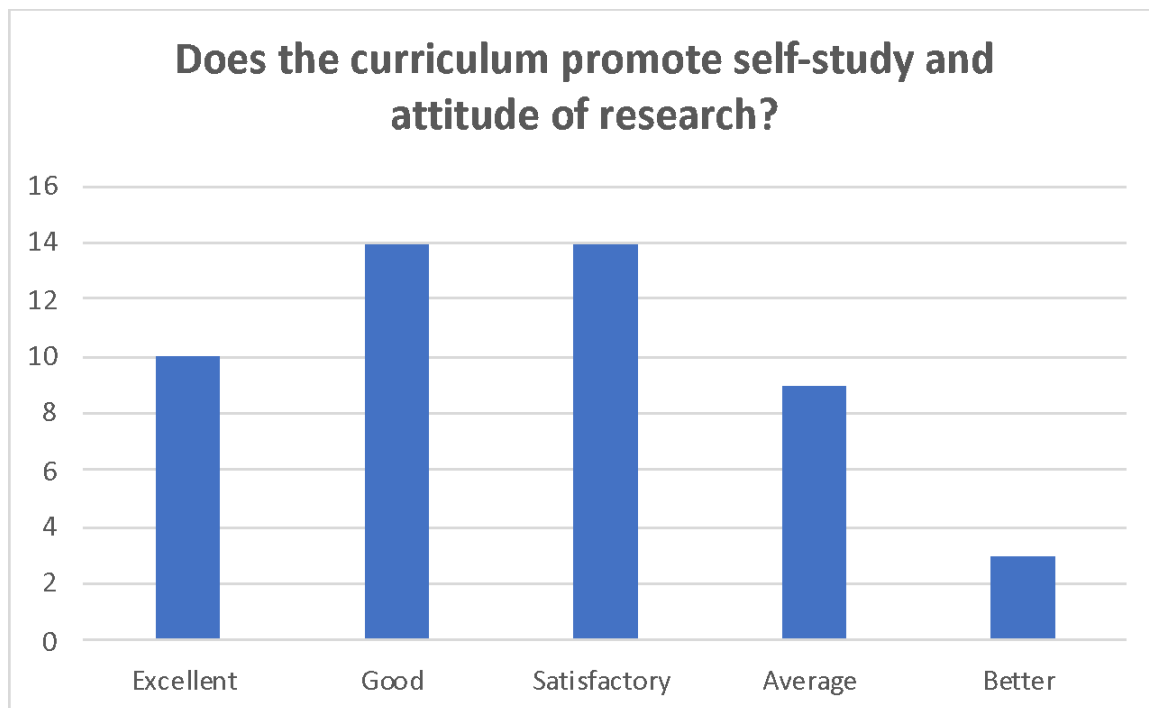
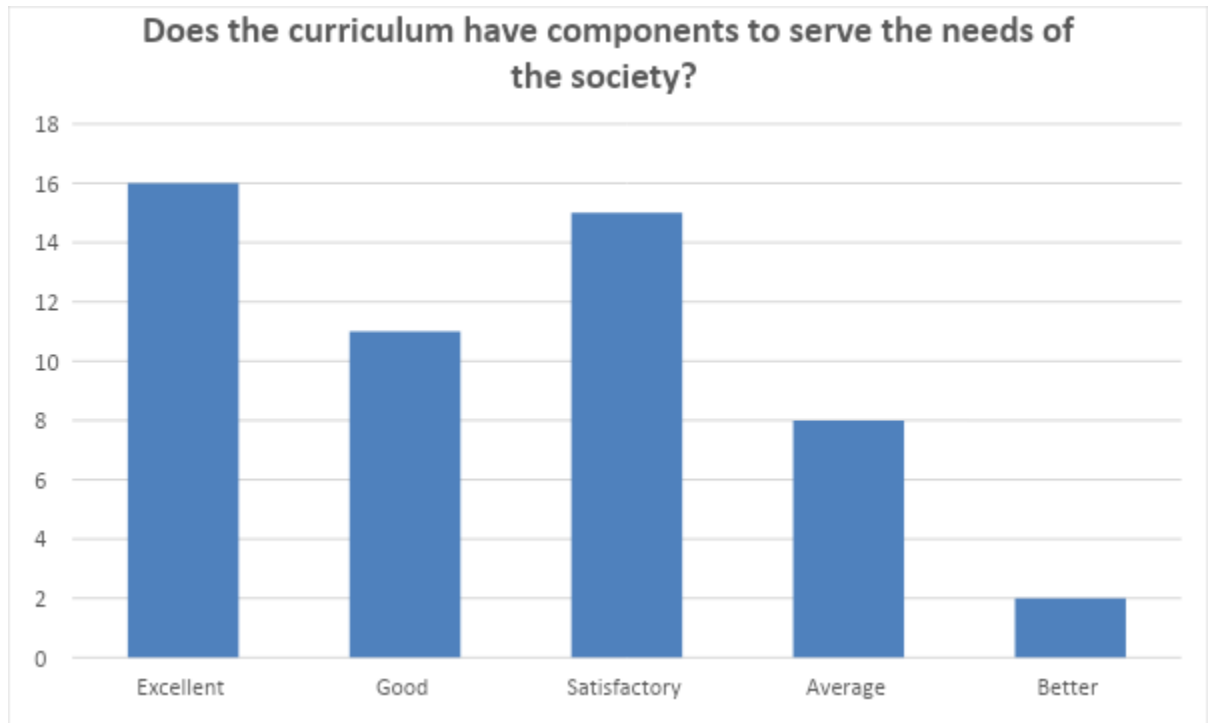


Is employability given weightage in the design and development of the curriculum?

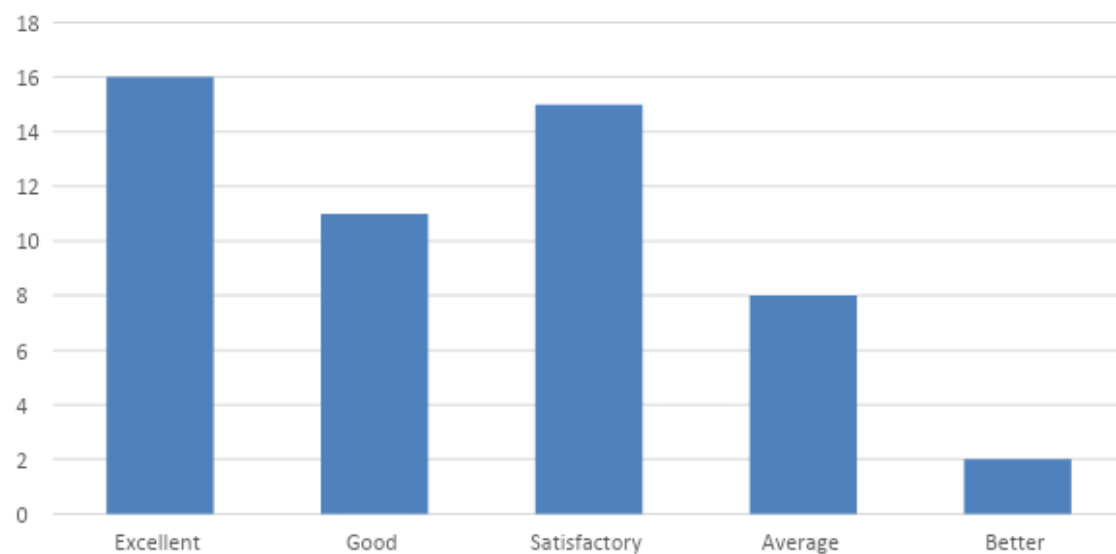


Is the curriculum designed to have a component on value-based education?





Does the curriculum help the students to enhance their personality?



SCHOOL OF LAW, CHRIST (DEEMED TO BE UNIVERSITY)
ACTION TAKEN R EPORT 2024-25

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 the University.

In response to comprehensive feedback analysis and in alignment with the evolving needs of stakeholders, the Department has undertaken a significant revision of the curriculum. The process involved gathering input from students, faculties, alumni, industry experts, and parents. This report outlines the following suggestions by the Curriculum Development Cell for placing it for the consideration of the Board of Studies.

For the BALLB (H) programme the following changes are suggested –

Core Courses:

1. LAW133 Economics for Law I
2. LAW144 English
3. LAW246 Law and Literature
4. LAW255 Law of Contract I
5. LAW354 Constitutional Law I
6. LAW461 Principles of Criminal Law
7. LAW553 Company Law I
8. LAW555 Property Law
9. LAW651 Law of Crimes II
10. LAW652 Family Law -II
11. LAW653 Company Law II
12. LAW656 Civil Procedure Code and Limitation Act
13. LAW763 Law of Insurance
14. LAW861 Law of E-Commerce
15. LAW952 Law of Evidence
16. LAW963 Competition Law
17. LAW1074 Drafting, Pleading and Conveyancing
18. LAW1073 Para Legal Services and Legal Aid

Elective courses:

1. LAW886C Law of Trademarks
2. LAW785A Law of Copyright
3. LAW985C Artificial Intelligence and Law
4. LAW885B Maritime Law
5. LAW885C Drugs and Cosmetics Law
6. LAW986A Sports Law
7. LAW785E Real Estate and Infrastructure Development Laws

New Elective Courses introduced

1. Legal Analytics
2. AI Tools in Legal Research and Practice
3. Privacy Laws
4. Affirmative Action and Discriminative Justice

**BBALLB (H) programme the following changes are suggested –
Core Courses:**

1. LAW121 Principles of Management
2. LAW133 Economics for Law I
3. LAW144 English
4. LAW221 Human Resource Management
5. LAW246 Law and Literature
6. LAW255 Law of Contract I
7. LAW354 Constitutional Law I
8. LAW461 Principles of Criminal Law
9. LAW553 Company Law I
10. LAW555 Property Law
11. LAW651 Law of Crimes II
12. LAW652 Family Law -II
13. LAW653 Company Law II
14. LAW656 Civil Procedure Code and Limitation Act
15. LAW763 Law of Insurance
16. LAW861 Law of E-Commerce
17. LAW952 Law of Evidence
18. LAW963 Competition Law
19. LAW1074 Drafting, Pleading and Conveyancing
20. LAW1073 Para Legal Services and Legal Aid

Elective courses:

1. LAW886C Law of Trademarks
2. LAW785A Law of Copyright
3. LAW985C Artificial Intelligence and Law
4. LAW885B Maritime Law

5. LAW885C Drugs and Cosmetics Law
6. LAW986A Sports Law
7. LAW785E Real Estate and Infrastructure Development Laws

Course Outcome changes – The Board of Studies reviewed and approved the proposed course outcome changes in the following courses

1. LAW266 Development and Public Policy
2. LAW951 Law of Taxation
3. LAW664 Intellectual Property Law
4. LAW655 Labour and Industrial Law I
5. LAW886B Forensic Science and Law
6. LAW885D International Investment Law
7. LAW986A Sports Law
8. LAW233 Economics for Law II
9. LAW555 Property Law
10. LAW133 Economics for Law I
11. LAW886C Law of Trademarks
12. LAW885C Drugs and Cosmetics Law
13. LAW785E Real Estate and Infrastructure Development Laws
14. LAW354 Constitutional Law I
15. LAW553 Company Law I
16. LAW651 Law of Crimes II
17. LAW656 Civil Procedure Code and Limitation Act
18. LAW763 Law of Insurance
19. LAW861 Law of E-Commerce
20. LAW952 Law of Evidence
21. LAW963 Competition Law

The Curriculum Development Cell suggests the following changes to the Postgraduate programmes

Changes in the curriculum for the LLM (CAL) Programmes

The Board of Studies reviewed and approved the proposed curriculum changes as mentioned below:

1. LLM231CAL/CCL/IPL Globalization Law and Justice
2. LLM134CAL Centre-State Relations and Constitutional Governance
3. LLM133CAL Fundamental Rights and Directive Principles

Changes in the curriculum for the LLM (CCL) Programmes

The Board of Studies reviewed and approved the proposed changes in curriculum as mentioned below

1. LLM 136CCL Commercial Arbitration
2. LLM234CCL Corporate Governance
3. LLM135CCL/IPL Law of E-Commerce
4. LLM233CCL Intellectual Property Law

Changes in the curriculum for the LLM (IPL) Programmes

The Board of Studies reviewed and approved the proposed changes in curriculum

as mentioned below.

1. LLM135CCL/IPL Law of E-Commerce

Course Outcome changes –

The Board of Studies reviewed and approved the proposed course outcome changes in the following courses

1. LLM133CCL/IPL International Trade Law
2. LLM231CAL/CCL/IPL Globalization Law and Justice
3. LLM 232 IPL/CCL Investment Laws
4. LLM233CCL Intellectual Property Law
5. LLM135CCL/IPL Law of E-Commerce
6. LLM234CCL Corporate Governance
7. LLM 136CCL Commercial Arbitration
8. LLM134CAL Centre-State Relations and Constitutional Governance
9. LLM133CAL Fundamental Rights and Directive Principles
10. LLM234IPL Law of Trademarks and GI

New proposed new project-based course

The Board of Studies reviewed and approved the proposed new project-based course with 2 credits as mentioned below, to be added in the II Semester;

1. LLM282CAL/CCL/IPL Independent Field Research Project

In alignment with the National Education Policy (NEP) and the evolving needs of industry and academia, the Curriculum Development Cell (CDC) has undertaken a comprehensive revision of the curriculum. This process includes valuable feedback from industry partners, employers, and faculty members, ensuring that the curriculum remains relevant and responsive to both global trends and local needs. The key highlights and strategies that will be presented at the forthcoming Board of Studies meeting are the revised curriculum aligns with the NEP's focus on holistic education, multi-disciplinary learning, and employability. The revisions reflect a commitment to improving student learning outcomes, promoting critical thinking, and providing more flexible learning paths. Feedback from industry experts and academia highlighted the importance of value-added courses that enhance the employability of graduates. The curriculum now includes courses that focus on emerging technologies, global business practices, and entrepreneurship, ensuring that students acquire skills that are in demand by employers worldwide. The CDC engaged with industry partners and employers to assess the relevance of our graduates' skill sets in the global market. Based on the feedback, adjustments were made to ensure that students graduate with the skills necessary to thrive in today's competitive environment. The revised curriculum, based on the recommendations discussed, will be presented for approval at the Board of Studies meeting. This includes the integration of global competencies, industry-focused content, and value-added courses to meet both academic and market demands. This year's curriculum revisions are a significant step toward aligning our academic programs with the demands of the global economy while maintaining local relevance. By integrating employability skills, interdisciplinary approaches, international perspectives, and real-world experiences, the CDC has worked to ensure that the revised curriculum will equip students with the skills and knowledge required for success in an increasingly interconnected world. These revisions aim to enhance the student learning experience, faculty collaboration, and industry partnerships, ensuring that our graduates are prepared to meet the challenges of the future.