

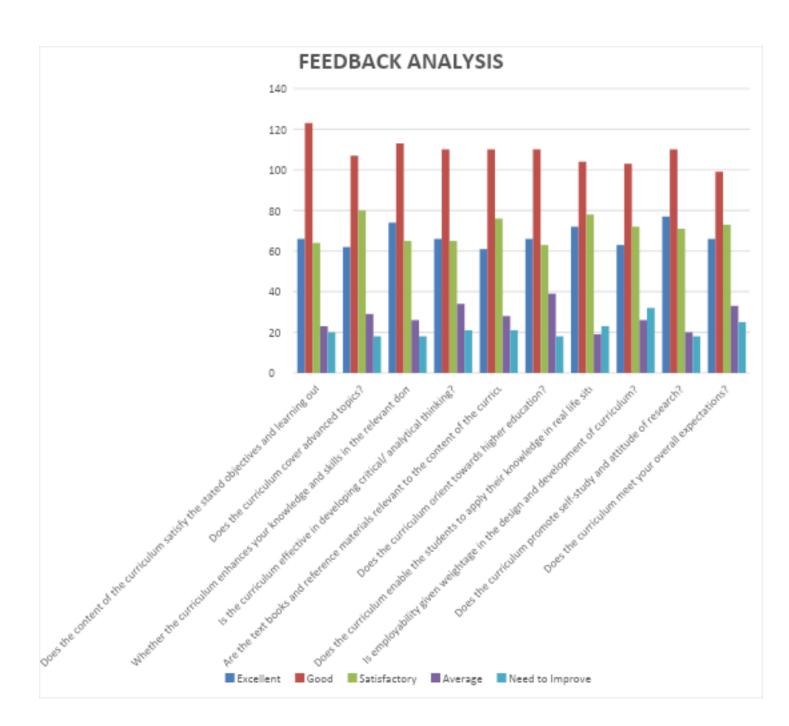
SCHOOL OF LAW, CHRIST (DEEMED TO BE UNIVERSITY), DELHI-NCR

FEEDBACK ANALYSIS (2024-25) (STUDENTS)

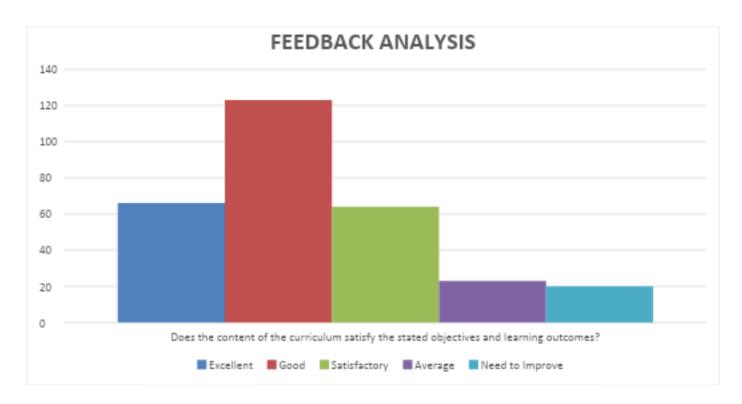
CLASS: BATCH of 2020, 2021, 2022, 2023 & 2024

	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?	66	123	64	23	20
2	Does the curriculum cover advanced topics?	62	107	80	29	18
3	Whether the curriculum enhances your knowledge and skills in the relevant domain?	74	113	65	26	18
4	Is the curriculum effective in developing critical/ analytical thinking?	66	110	65	34	21
5	Are the text books and reference materials relevant to the content of the curriculum?	61	110	76	28	21
6	Does the curriculum orient towards higher education?	66	110	63	39	18
7	Does the curriculum enable the students to apply their knowledge in real life situations?	72	104	78	19	23
8	Is employability given weightage in the design and development of curriculum?	63	103	72	26	32
9	Does the curriculum promote self- study and attitude of research?	77	110	71	20	18
10	Does the curriculum meet your overall expectations?	66	99	73	33	25



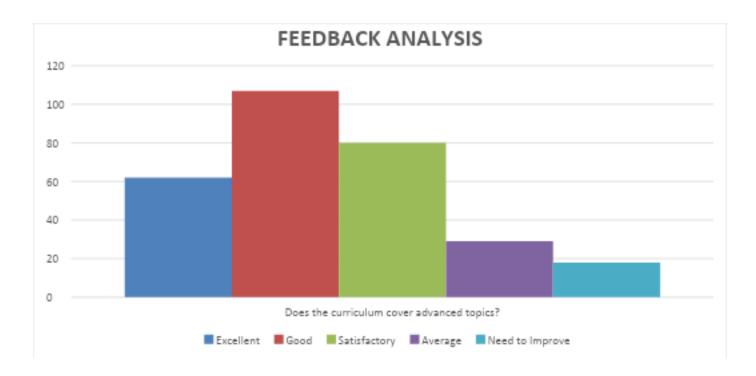


Head Law School of Law CHRIST Deemed to be University

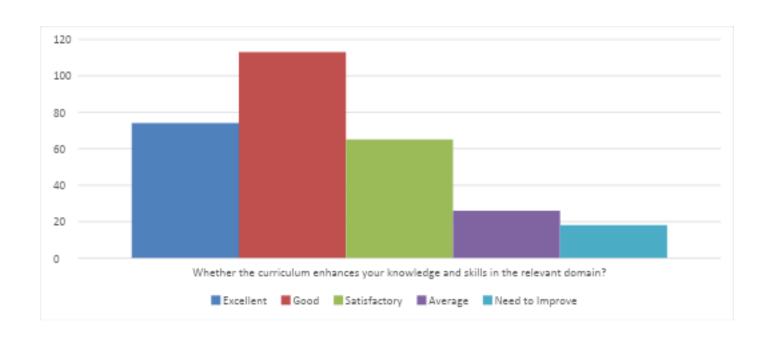


Question 1: Does the Content of the curriculum satisfy the stated objectives and learning outcome?

Head Law School of Law School of Law OHNIST Deemed to be University CHRIST Deemed to be University

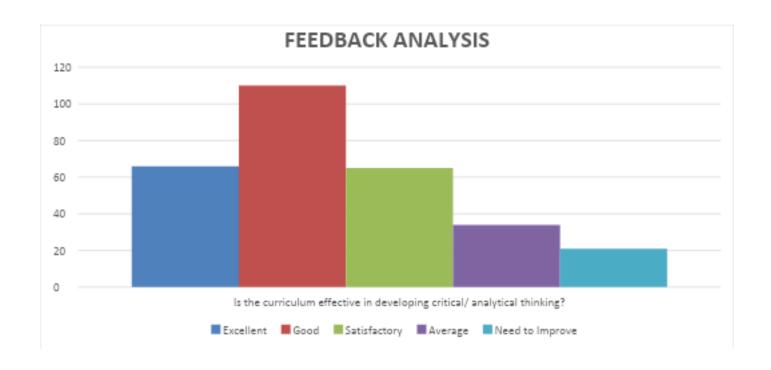


Question 2: Does the Curriculum cover advanced topics?

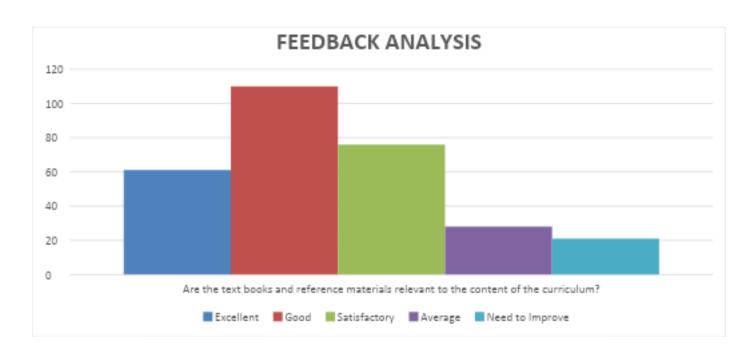


Question 3: Whether the curriculum enhances your knowledge and skills in the relevant domain?



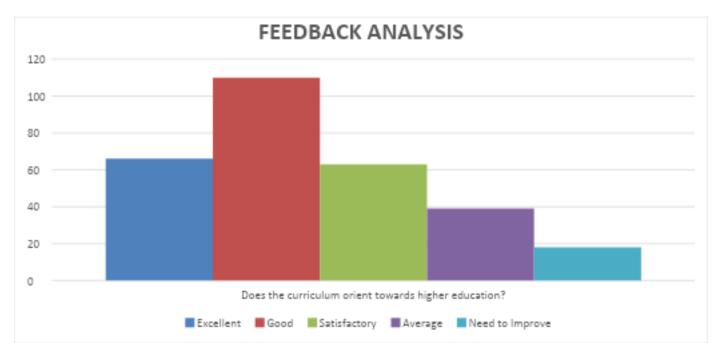


Question 4: Is the curriculum effective in developing critical/ analytical thinking?

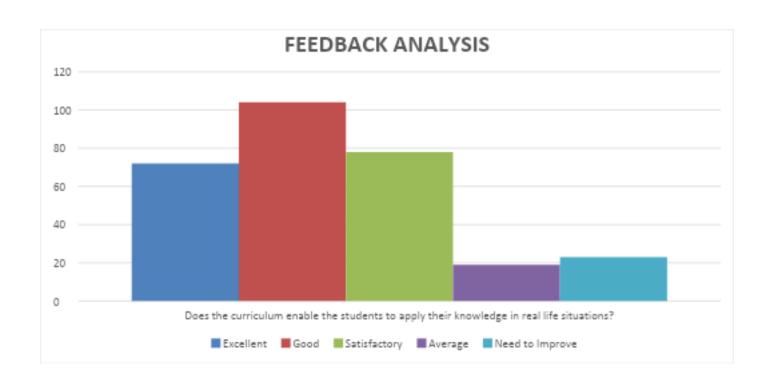


Question 5: Are the text books and reference materials relevant to the content of the curriculum?





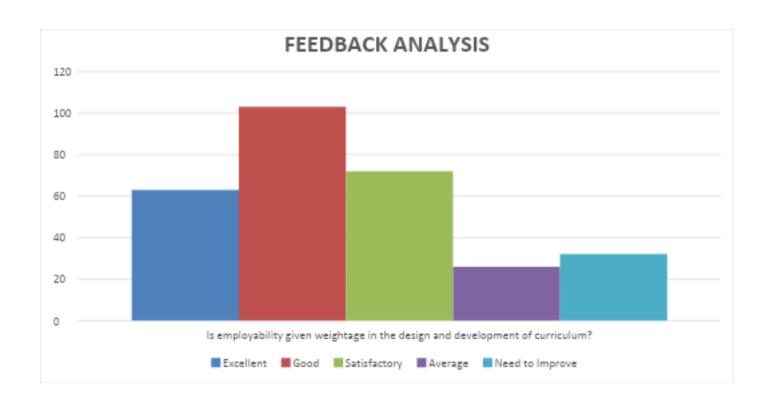
Question 6: Does the curriculum orient towards higher education?



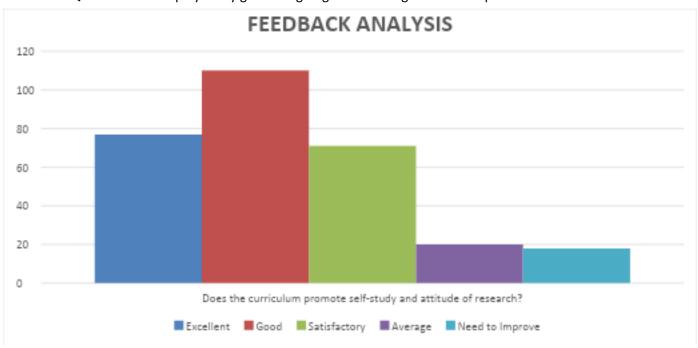
Head Law School of Law CHRIST Deemed to be University OBHN INCR

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

Head Law Schnol of Law Schnol of Law Schnol of Le University CHRIST Degrad to be University CHRIST Degrad to the University CH



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



Head
Schnol of Law
Schnol of Law
Delthi NCR

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



Question 10: Does the curriculum meet your overall expectations?

Head School of Law School of Law OHRIST Deemed to be University OHRIST Deemed to be University

Report: For the session in 2024-25, 296 students from BALLB, BBALLB from the Batch of 2020, 2021, 2022, 2023 & 2024 and from LLM (2024 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 distributed curriculum feedback forms were distributed through online Google Form at the end of the semester to students from BALLB, BBALLB and LLM courses in 2024-2025. 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 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:

- The students expressed that the coursework should place greater emphasis on research and publications.
- They also suggested incorporating new, innovative, and evolving teaching techniques to achieve outcome-based education.
- Additionally, the students recommended including a few more courses aligned with their employability goals and future challenges.

Head School of Law School of L

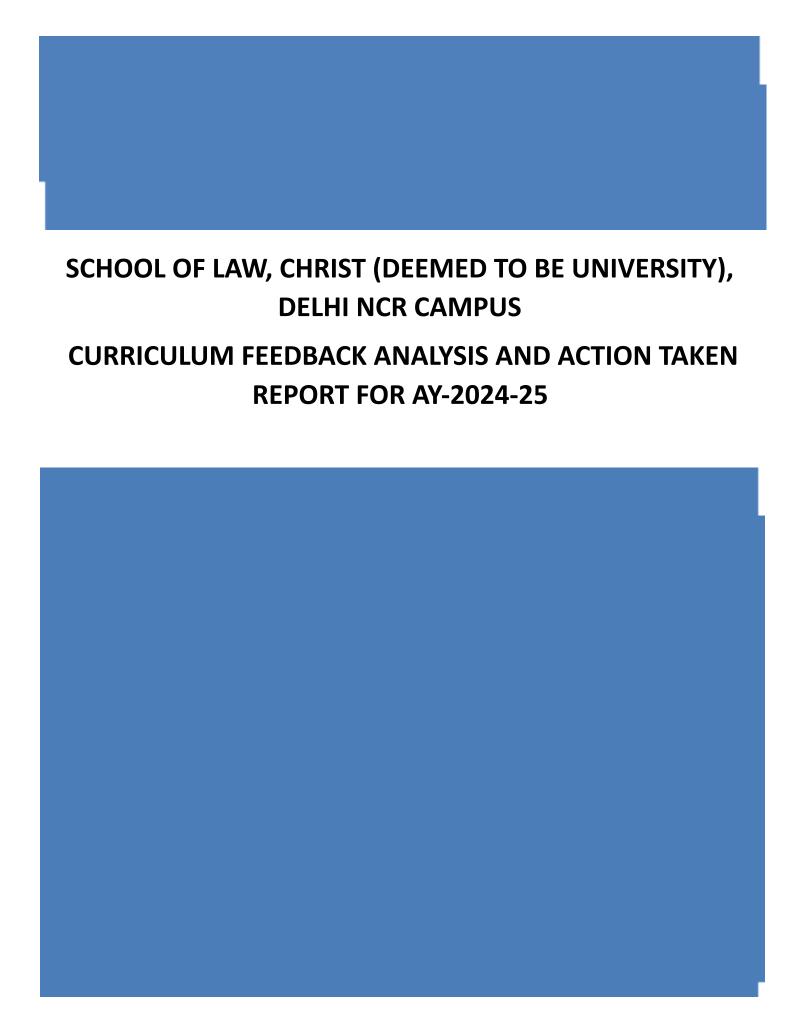
ACTION TAKEN REPORT 2024-2025

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 2025, 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. Skill Enhancement and Value-Added Courses have been introduced for law students in collaboration with industry experts to provide hands-on practical training.
- 2. Guest lectures by foreign law professors were organized to foster international connections and broaden students' perspectives.
- 3. Sessions featuring industry experts and workshops on various areas of law were conducted to cultivate student interest in diverse legal subjects.
- 4. Regular alumni interactions and meet-ups were arranged to help students gain insights from alumni experiences and learn from their professional journeys beyond law school.
- 5. New research-based committees, such as the Intellectual Property and Allied Rights Committee and the Human Rights and Gender Equity Committee, have been formed to encourage students' co-curricular engagement.
- 6. A bridge course has been introduced for slow learners, with a preliminary test assessing specific areas of law. Students scoring below 40% are required to attend the bridge course and remedial classes to ensure personalized guidance and academic support.
- 7. Group mentoring sessions were conducted based on a pre-approved schedule, covering topics such as CV building, writing effective cover letters, and more.
- 8. Faculty development and quality improvement programs were implemented to equip faculty members with knowledge in emerging areas of law.
- 9. Teacher-student collaborations were promoted to facilitate research writing and enhance scholarly engagement.

Head Law
School of Law
School of Law
CHRIST Described to be University
Delhi NCR



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

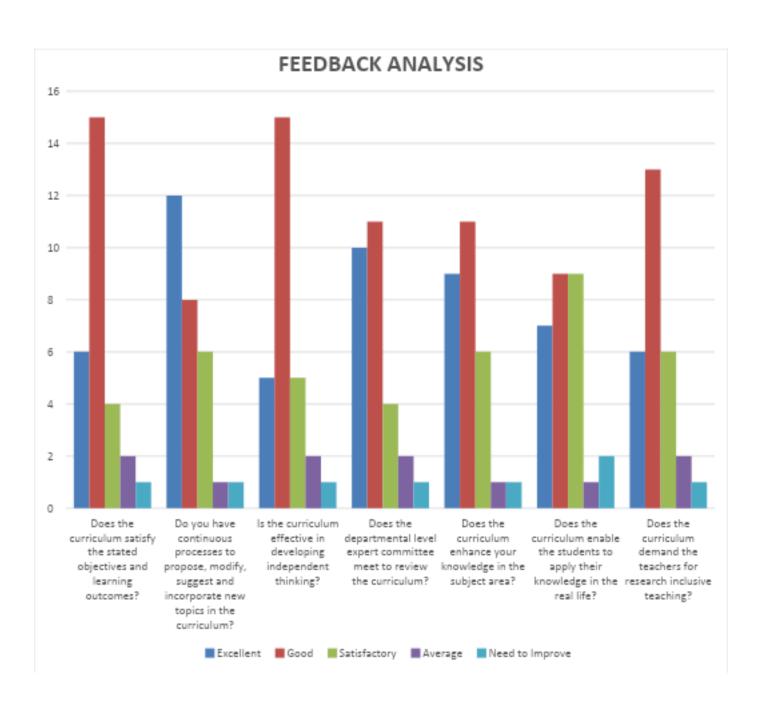
FEEDBACK ANALYSIS (2024-25) (TEACHERS)

CLASS: BATCH of 2020, 2021, 2022, 2023 & 2024

	OLAGO. BATOTI OI 2020, 2021, 2022, 2023 & 2024								
	Criterion	Excellent (5)	Good (4)	Satisfactory (3)	Average (2)	Need to Improv e (1)			
1	Does the curriculum satisfy the stated objectives and learning outcomes?	6	15	4	2	1			
2	Do you have continuous processes to propose, modify, suggest and incorporate new topics in the curriculum?	12	8	6	1	1			
3	Is the curriculum effective in developing independent thinking?	5	15	5	2	1			
4	Does the departmental level expert committee meet to review the curriculum?	10	11	4	2	1			
5	Does the curriculum enhance your knowledge in the subject area?	9	11	6	1	1			
6	Does the curriculum enable the students to apply their knowledge in the real life?	7	9	9	1	2			
7	Does the curriculum demand the teachers for research inclusive teaching?	6	13	6	2	1			



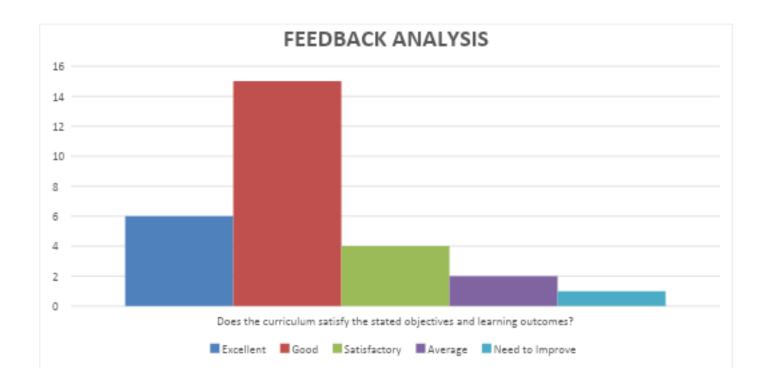
FEEDBACK ANALYSIS



School of Law

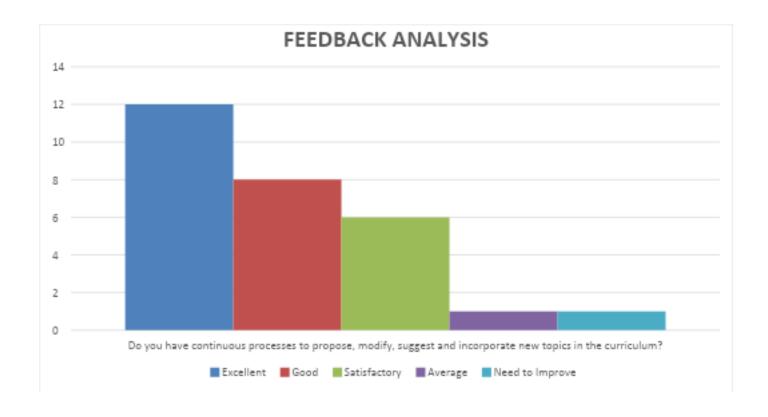
CHRIST Deemed to be University

OHIN INCR



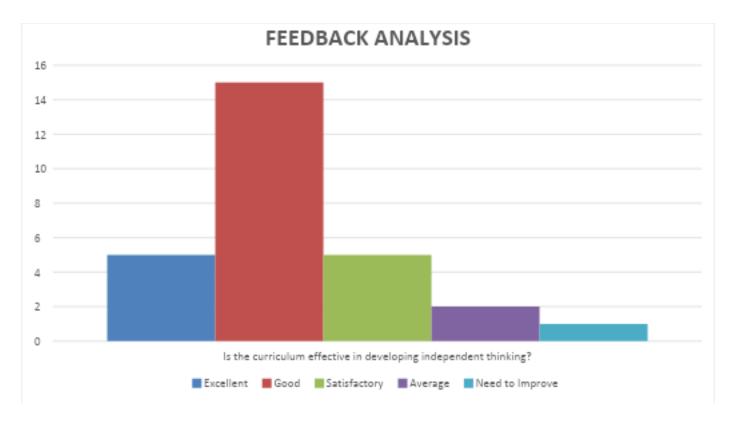
Question 1: Does the curriculum satisfy the stated objectives and learning outcomes?

Head Law
School of Law
CHRIST Deemed to be University
Delini NCR

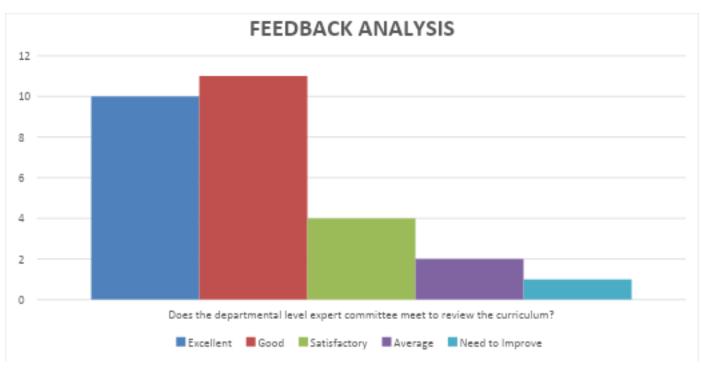


Question 2: Do you have continuous processes to propose, modify, suggest and incorporate new topics in the curriculum?

Head Schnol of Law Schnol of Law Oniversity OHRIET Deemed to be University OHRIET Delhi NCR

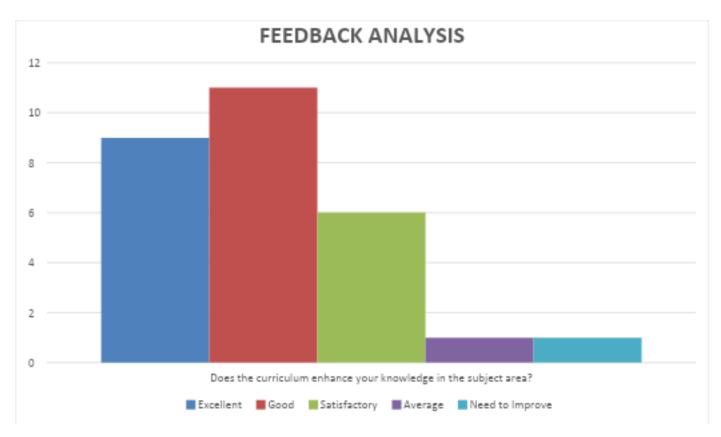


Question 3: Is the curriculum effective in developing independent thinking?



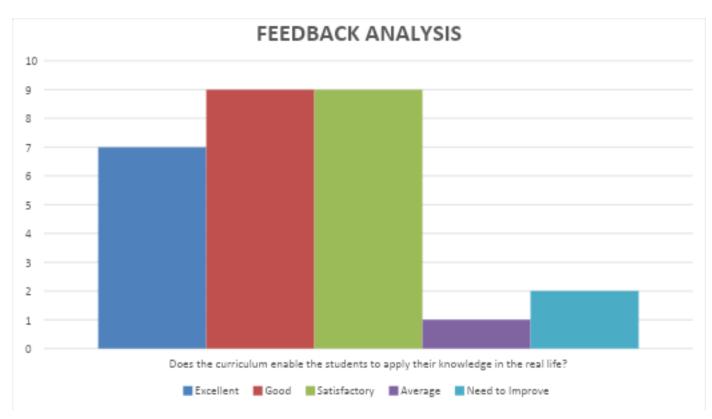
Question 4: Does the departmental level expert committee meet to review the curriculum?

Head School of Law School of Law CHRIST Decreed to be University



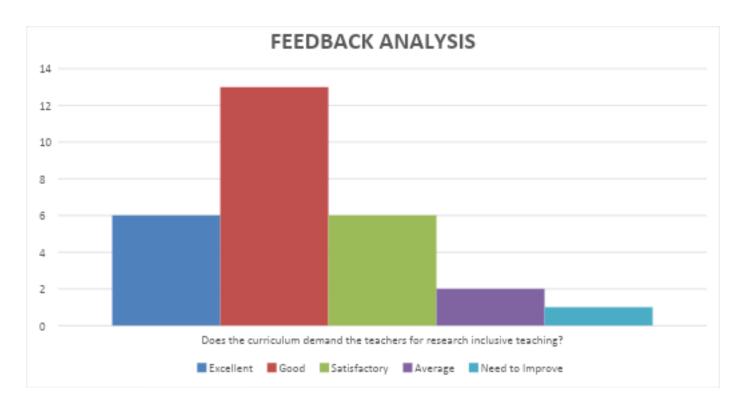
Question 5: Does the curriculum enhance your knowledge in the subject area?

Head Law
School of Law
School of Law
OHRIST Deemed to be University
OHRISTOR



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

Head Law
School of Law
School of Law
OHRIST Deemed to be University
OHRISTOR



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

Head Law
School of Law
CHRIST Deemed to be University
Delini NCR

Report: For the session in 2024-25, 28 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 distributed curriculum feedback forms to the teachers for 2024-2025. 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 and parents 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:

- The teachers emphasized that the curriculum should align with the stated objectives and learning outcomes while fostering independent thinking.
- They also suggested that the curriculum should be designed to enable students to effectively apply their knowledge in practical scenarios.
- Additionally, the teachers recommended periodic reviews of the curriculum to propose, revise, and incorporate new and relevant topics.



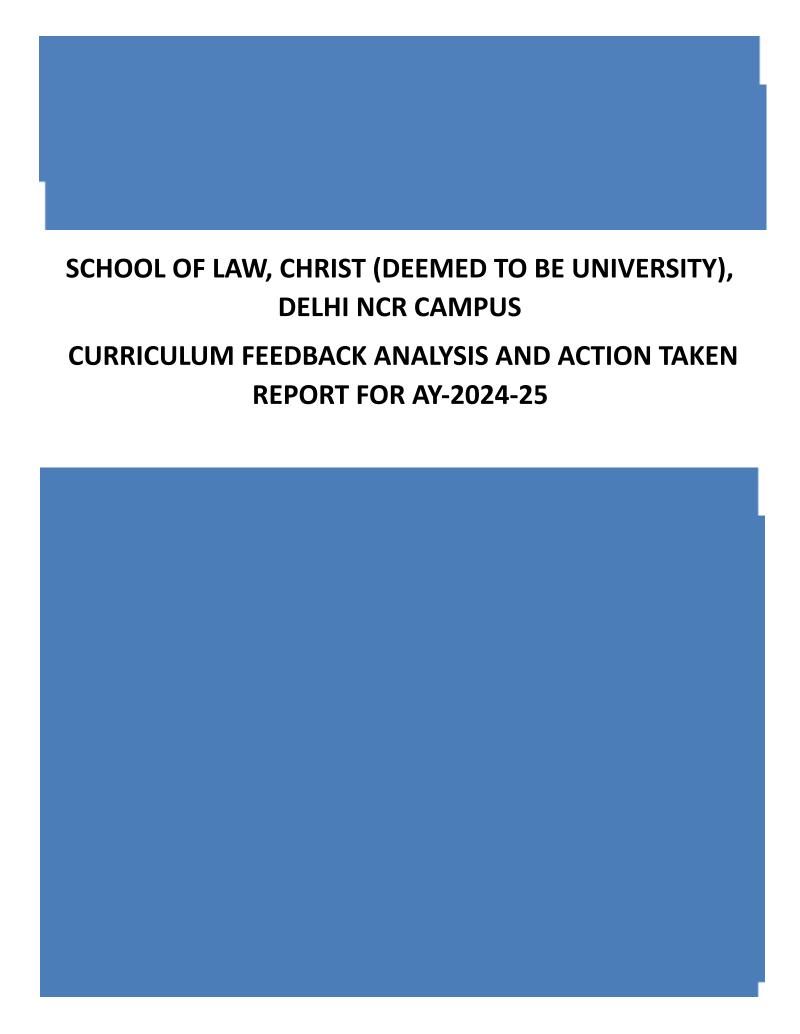
ACTION TAKEN REPORT 2024-2025

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 2025, 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. Skill Enhancement and Value-Added Courses have been introduced for law students in collaboration with industry experts to provide hands-on practical training.
- 2. Guest lectures by foreign law professors were organized to foster international connections and broaden students' perspectives.
- 3. Sessions featuring industry experts and workshops on various areas of law were conducted to cultivate student interest in diverse legal subjects.
- 4. Regular alumni interactions and meet-ups were arranged to help students gain insights from alumni experiences and learn from their professional journeys beyond law school.
- 5. New research-based committees, such as the Intellectual Property and Allied Rights Committee and the Human Rights and Gender Equity Committee, have been formed to encourage students' co-curricular engagement.
- 6. A bridge course has been introduced for slow learners, with a preliminary test assessing specific areas of law. Students scoring below 40% are required to attend the bridge course and remedial classes to ensure personalized guidance and academic support.
- 7. Group mentoring sessions were conducted based on a pre-approved schedule, covering topics such as CV building, writing effective cover letters, and more.
- 8. Faculty development and quality improvement programs were implemented to equip faculty members with knowledge in emerging areas of law.
- 9. Teacher-student collaborations were promoted to facilitate research writing and enhance scholarly engagement.





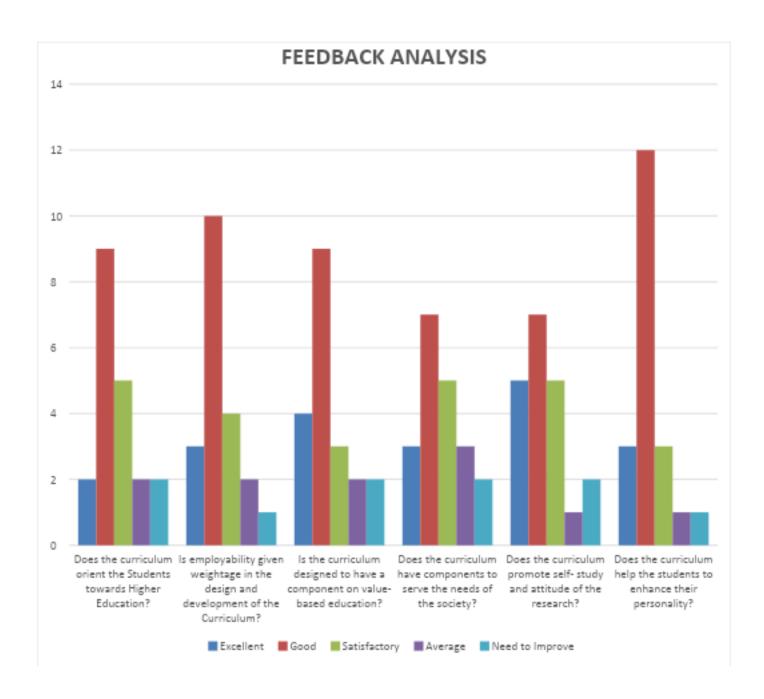
SCHOOL OF LAW, CHRIST (DEEMED TO BE UNIVERSITY), DELHI-NCR

FEEDBACK ANALYSIS (2024-25) (PARENTS)

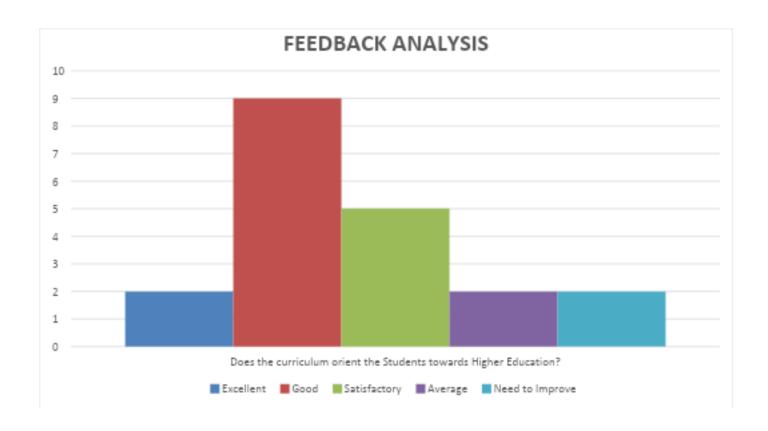
CLASS: BATCH of 2020, 2021, 2022, 2023 & 2024

	Criterion	Excellent (5)	Good (4)	Satisfactory (3)	Average (2)	Need to Improve (1)
1	Does the curriculum orient the Students towards Higher Education?	2	9	5	2	2
2	Is employability given weightage in the design and development of the Curriculum?	3	10	4	2	1
3	Is the curriculum designed to have a component on value-based education?	4	9	3	2	2
4	Does the curriculum have components to serve the needs of the society?	3	7	5	3	2
5	Does the curriculum promote self-study and attitude of the research?	5	7	5	1	2
6	Does the curriculum help the students to enhance their personality?	3	12	3	1	1



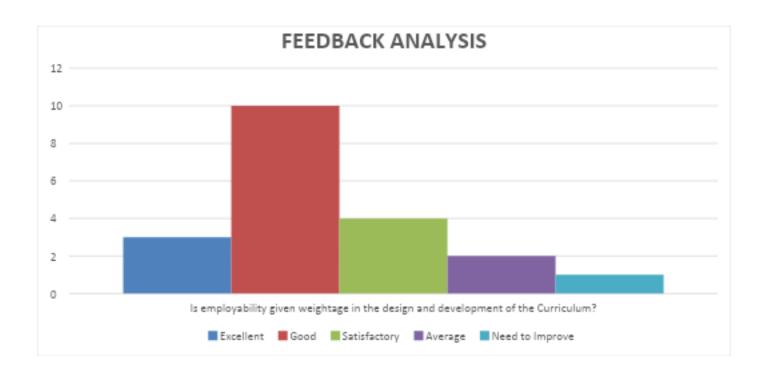


Head Law School of Law CHRIST Deemed to be University CHRIST Deemed to be University



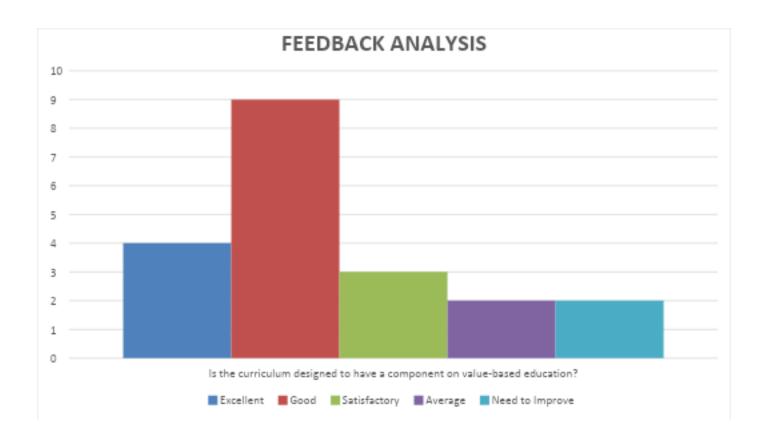
Question 1: Does the curriculum orient the Students towards Higher Education?

Head
School of Law
CHRIST Deemed to be University
Delhi NCR



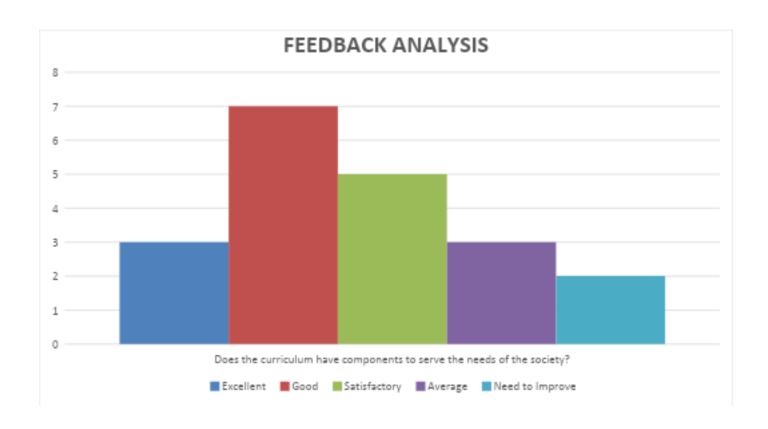
Question 2: Is employability given weightage in the design and development of the Curriculum?





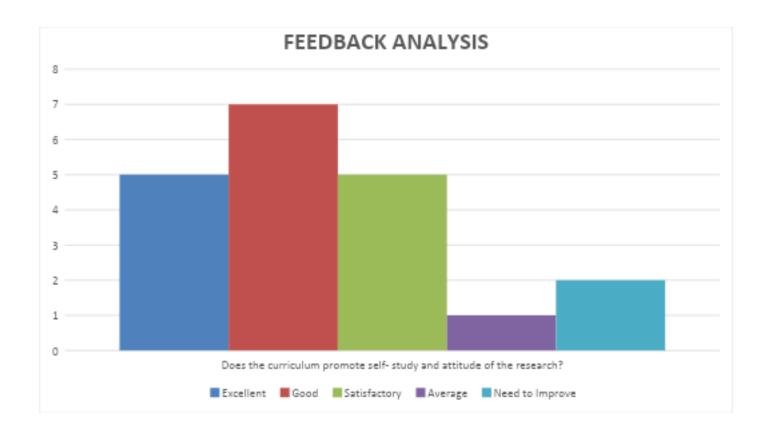
Question 3: Is the curriculum designed to have a component on value-based education?

Head Schnol of Law
Schnol of Law
OHRIST Deemed to be University
OHRIST Deemed to be



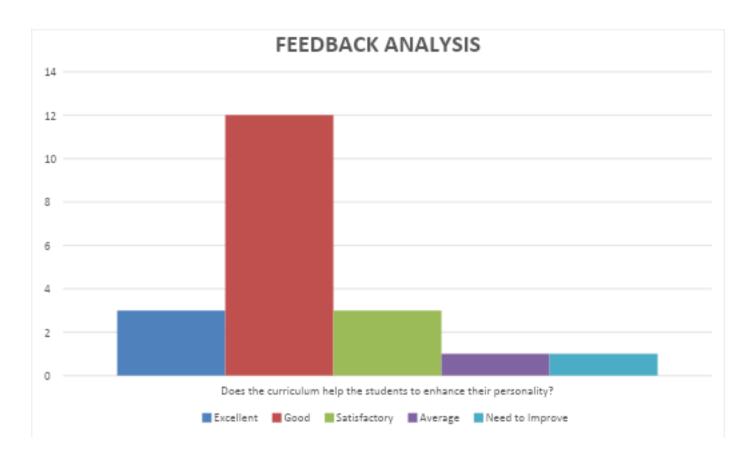
Question 4: Does the curriculum have components to serve the needs of the society?

Head School of Law School of Law CHRIST Deemed to be University



Question 5: Does the curriculum promote self-study and attitude of the research?

Head Law School of Law CHRIST Deemed to be University Delth NCR



Question 6: Does the curriculum help the students to enhance their personality?

Head Law School of Law CHRIST Deemed to be University Delth NCR **Report:** For the session in 2024-25, 20 parents from BALLB, BBALLB from the Batch of 2020, 2021, 2022, 2023 & 2024 and from LLM (2024 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 parents 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 distributed curriculum feedback forms were distributed in classrooms at the end of the semester to parents from BALLB, BBALLB and LLM courses in 2024-2025. Parent feedbacks are taken at the end of every semester to understand the needs of the parents and to incorporate their suggestions through the curriculum development cell at School of Law. In addition, feedbacks are also taken from few students and teachers to ensure fair and unbiased suggestions. As per the analysis, most of the parents 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 Parents:

- Parents believed that the curriculum should guide students toward pursuing higher education while also enhancing their employability.
- Parents emphasized the need for the curriculum to incorporate value-based education and foster personality development.
- Parents felt that the curriculum should encourage self-study and cultivate a research-oriented mindset.



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 2025, 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. Skill Enhancement and Value-Added Courses have been introduced for law students in collaboration with industry experts to provide hands-on practical training.
- 2. Guest lectures by foreign law professors were organized to foster international connections and broaden students' perspectives.
- 3. Sessions featuring industry experts and workshops on various areas of law were conducted to cultivate student interest in diverse legal subjects.
- 4. Regular alumni interactions and meet-ups were arranged to help students gain insights from alumni experiences and learn from their professional journeys beyond law school.
- 5. New research-based committees, such as the Intellectual Property and Allied Rights Committee and the Human Rights and Gender Equity Committee, have been formed to encourage students' co-curricular engagement.
- 6. A bridge course has been introduced for slow learners, with a preliminary test assessing specific areas of law. Students scoring below 40% are required to attend the bridge course and remedial classes to ensure personalized guidance and academic support.
- 7. Group mentoring sessions were conducted based on a pre-approved schedule, covering topics such as CV building, writing effective cover letters, and more.
- 8. Faculty development and quality improvement programs were implemented to equip faculty members with knowledge in emerging areas of law.
- 9. Teacher-student collaborations were promoted to facilitate research writing and enhance scholarly engagement.



Head
School of Law
School of Law
CHRIST Deemed to be University
Delhi NCR

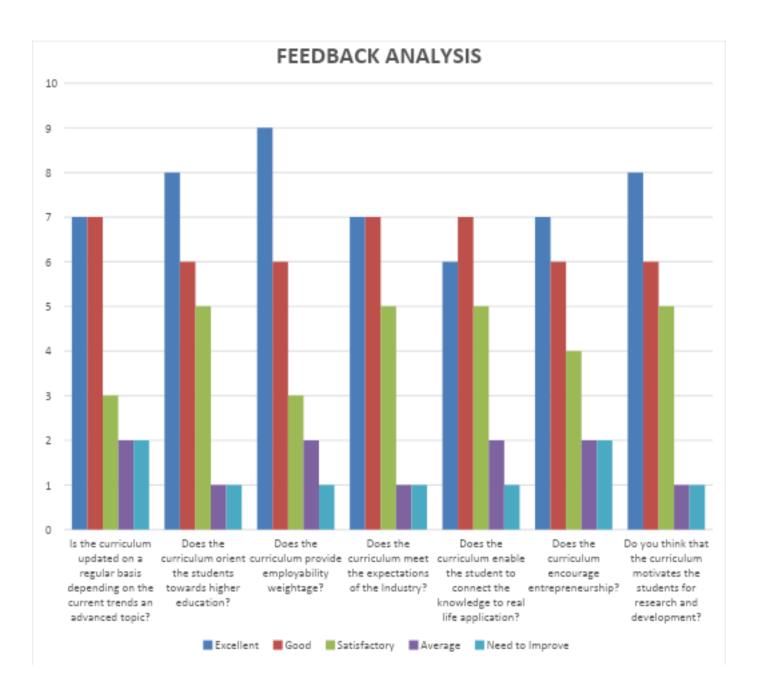
SCHOOL OF LAW, CHRIST (DEEMED TO BE UNIVERSITY), DELHI NCR CAMPUS CURRICULUM FEEDBACK ANALYSIS AND ACTION TAKEN REPORT (2024-25)

SCHOOL OF LAW, CHRIST (DEEMED TO BE UNIVERSITY), DELHI-NCR FEEDBACK ANALYSIS (2024-25) (ALUMNI)

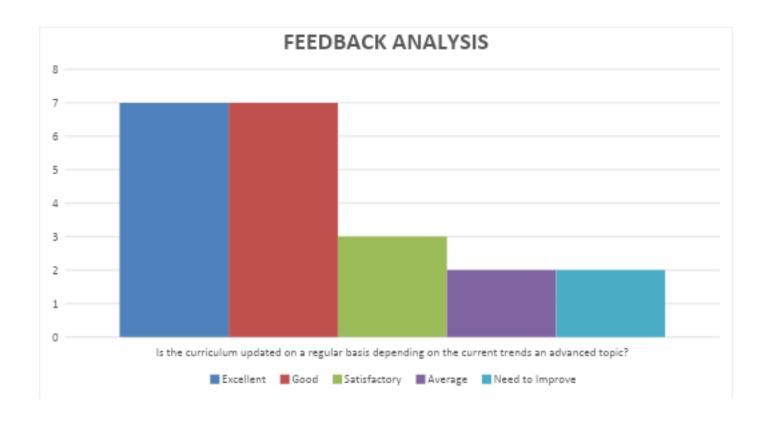


CLASS: BATCH of 2020, 2021, 2022, 2023 & 2024						
	Criterion	Excellen t (5)	Good (4)	Satisfactory (3)	Average (2)	Need to Improve (1)
1	Is the curriculum updated on a regular basis depending on the current trends an advanced topic?	7	7	3	2	2
2	Does the curriculum orient the students towards higher education?	8	6	5	1	1
3	Does the curriculum provide employability weightage?	9	6	3	2	1
4	Does the curriculum meet the expectations of the Industry?	7	7	5	1	1
5	Does the curriculum enable the student to connect the knowledge to real life application?	6	7	5	2	1
6	Does the curriculum encourage entrepreneurship?	7	6	4	2	2
7	Do you think that the curriculum motivates the students for research and development?	8	6	5	1	1



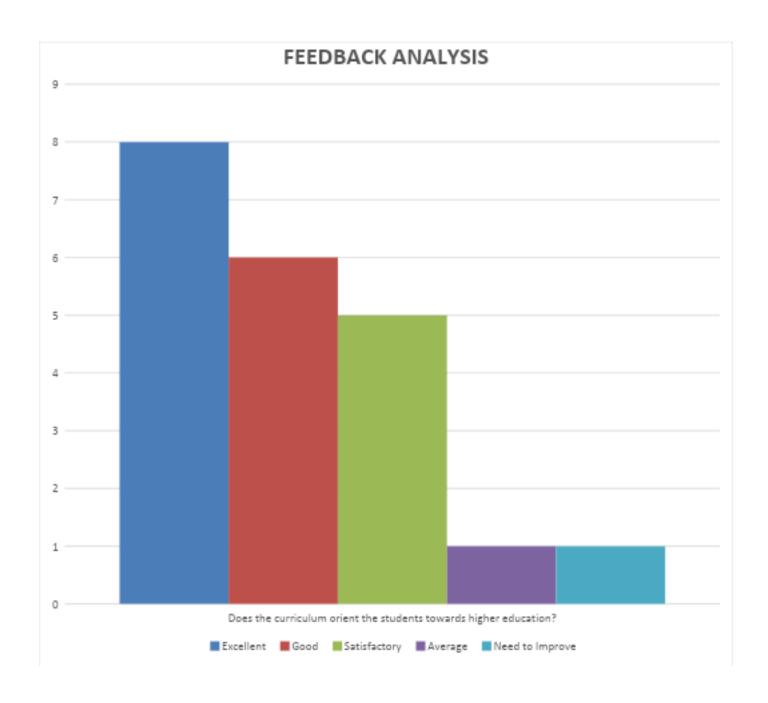


Head Law School of Law CHRIST Deemed to be University Delth NCR



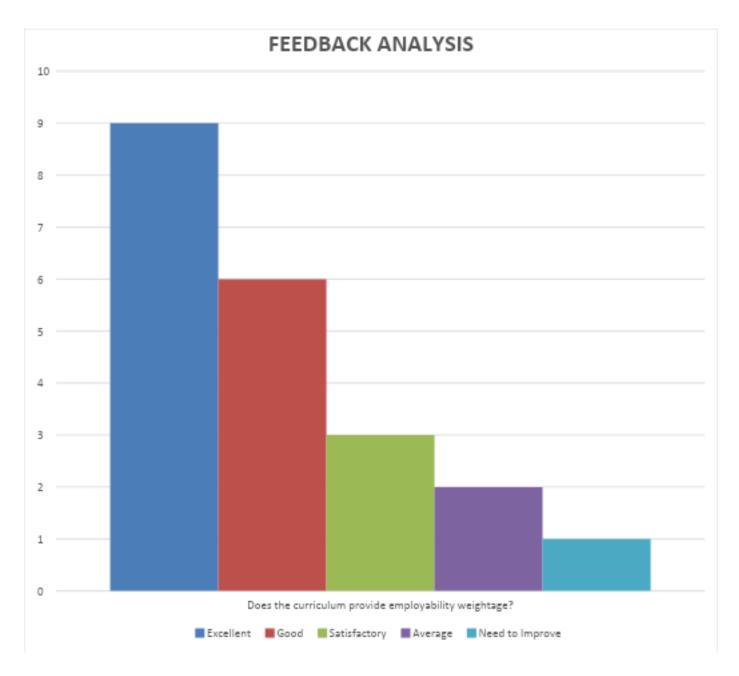
Question 1: Is the curriculum updated on a regular basis depending on the current trends an advanced topics?

Head Law School of Law School of Law CHRIST Described to be University CHRIST Described to the



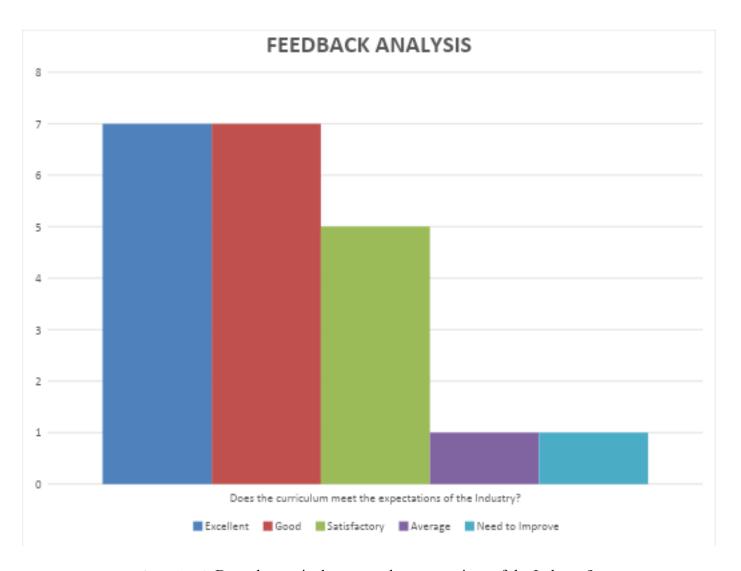
Question 2: Does the curriculum orient the students towards higher education?

Head Law
School of Law
CHRIST Deemed to be University
Delin INCR



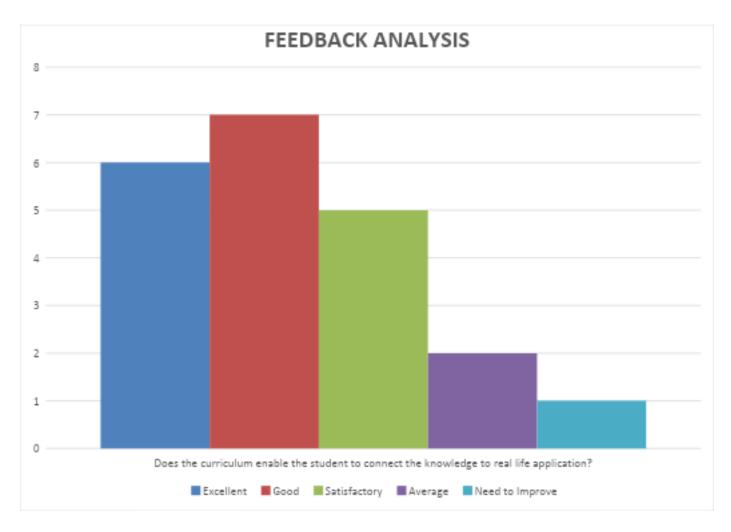
Question 3: Does the curriculum provide employability weightage?

Head Law
Schnol of Law
CHRIST Deemed to be University
CHRIST Deemed to No.



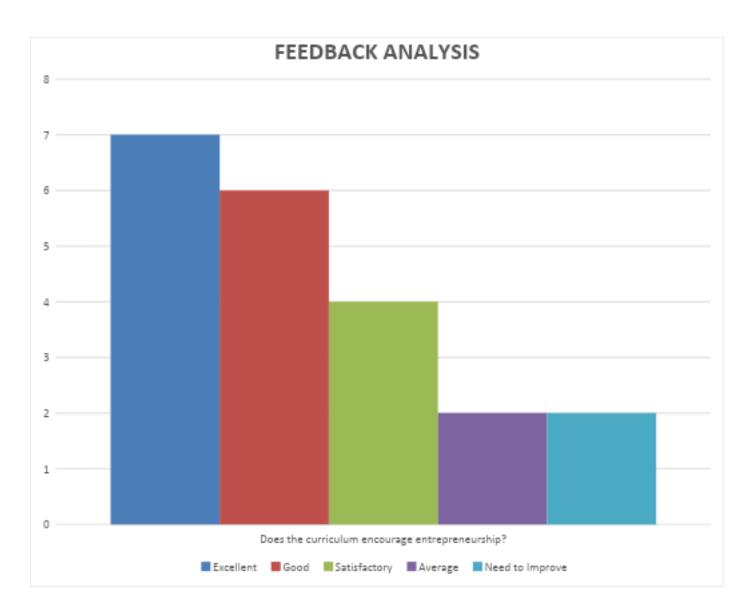
Question 4: Does the curriculum meet the expectations of the Industry?

Head Law
School of Law
CHRIST Deemed to be University
Delhi NCR



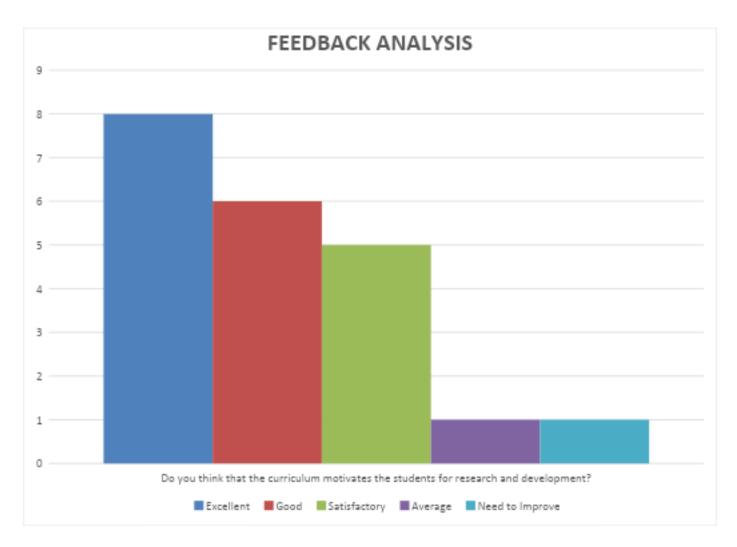
Question 5: Does the curriculum enable the student to connect the knowledge to real life application?

Head Law
School of Law
CHRIST Deemed to be University
Delin INCR



Question 6: Does the curriculum encourage entrepreneurship?

Head Law School of Law CHRIST Deemed to be University Delth NCR



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

Head Law School of Law School of Law CHRIST Described to be University **Report:** For the session in 2024-25, 21 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 distributed curriculum feedback forms to the Alumni for 2024-2025. 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 parents 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 expressed that the curriculum should fulfill its stated objectives and learning outcomes, ensuring its effectiveness in enhancing employability.
- Alumni suggested that the curriculum should equip students to effectively apply their knowledge in industry settings.
- Alumni recommended periodic reviews of the curriculum to propose, modify, and incorporate new topics as needed.



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 2025, 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. Skill Enhancement and Value-Added Courses have been introduced for law students in collaboration with industry experts to provide hands-on practical training.
- 2. Guest lectures by foreign law professors were organized to foster international connections and broaden students' perspectives.
- 3. Sessions featuring industry experts and workshops on various areas of law were conducted to cultivate student interest in diverse legal subjects.
- 4. Regular alumni interactions and meet-ups were arranged to help students gain insights from alumni experiences and learn from their professional journeys beyond law school.
- 5. New research-based committees, such as the Intellectual Property and Allied Rights Committee and the Human Rights and Gender Equity Committee, have been formed to encourage students' co-curricular engagement.
- 6. A bridge course has been introduced for slow learners, with a preliminary test assessing specific areas of law. Students scoring below 40% are required to attend the bridge course and remedial classes to ensure personalized guidance and academic support.
- 7. Group mentoring sessions were conducted based on a pre-approved schedule, covering topics such as CV building, writing effective cover letters, and more.
- 8. Faculty development and quality improvement programs were implemented to equip faculty members with knowledge in emerging areas of law.
- 9. Teacher-student collaborations were promoted to facilitate research writing and enhance scholarly engagement.

Head Law Schrol of Law Schrol of De University CHRIST Described to De University