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THE INNOVATION UNIVERSITY

**School of
Law**

FEEDBACK REPORT AND ANALYSIS FOR THE COURSE/CURRICULUM

ACADEMIC YEAR -2018-2019

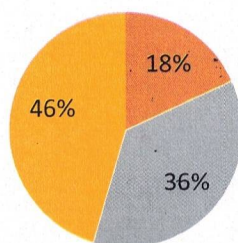
The Feedback for the course/curriculum was conducted from various stakeholders such as Student, Faculty, Parents, Alumni and Employer according to the format prepared by the School of Law. The responses from the various stakeholders are collected and analyzed. The detailed report is as follows:

A. STUDENT FEEDBACK

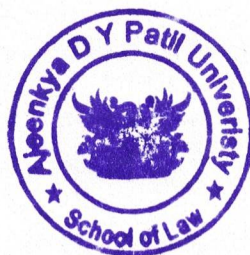
The student feedback for the academic year 2018-19 focused on three core areas viz., Academic, Skill/competencies developed during study, and overall academic experience witnessed by the students during the academic year. Additionally, the feedback invited qualitative suggestions from the students, if any, on the improvement of the learning.

A. Academic

1. Content of Syllabi of the Courses



■ Below Average
■ Average
■ Good
■ Very Good
■ Excellent





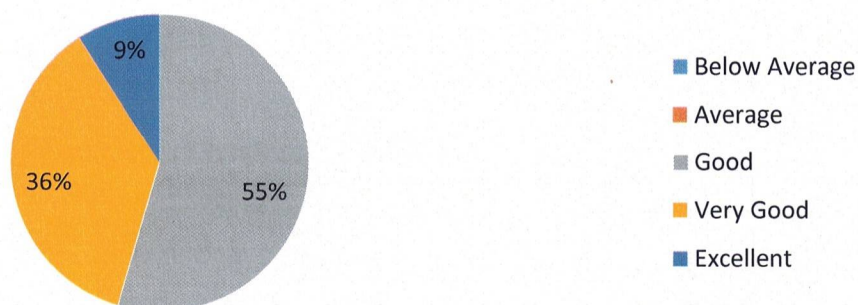
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2. Extent of Syllabi Covered in the Class



3. Delivery of Syllabi in the Class



The first three questions were related to the Syllabi, its content, extent, and delivery. On the content of the syllabi of the courses, more than fifty per cent were absolutely satisfied, whereas forty-five per cent expressed it to be average. Almost all students felt the extent and delivery of syllabi as fully satisfactory.





4. Use of Teaching Aids and ICT in the Class to Facilitate Teaching



Teaching aids and ICT have formed an indispensable part of the learning process. Only nine percent expressed the use of ICT as average, the remaining were satisfied with the use of teaching aids and ICT in the class teaching.

5. Overall Experience with Internal Assessment (Quiz, Assignments, Presentations etc.)



Almost all the students maintained that they were fully satisfied with the evaluation and consent and feedback of the internal assessments conducted by the faculties in their respective subjects.





6. Student Teacher Interaction



Student Teacher interaction is key to the learning process. Apart from the classroom teaching where faculty interacts with students on regular basis, special attention is needed for students for the overall personality development. In this regard mentor mentee session proves vital. As these arrangements are well placed in the school administration, the students were fully satisfied with the student teacher interaction.

7. Integration of Theory and Practical in Classes (wherever applicable)



Almost all the students expressed their positive remarks on the integration of theory and practical aspects in the classroom pedagogy. Moot court training and court visits form an essential part of the practical based learning which is part of the curriculum.



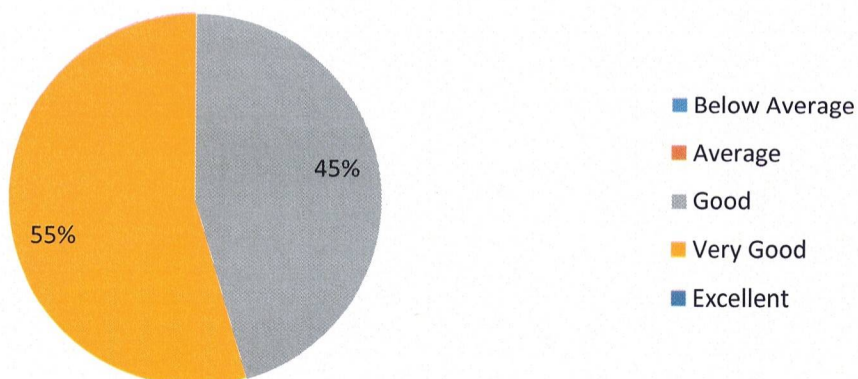


8. Stimulation for Innovative Thinking



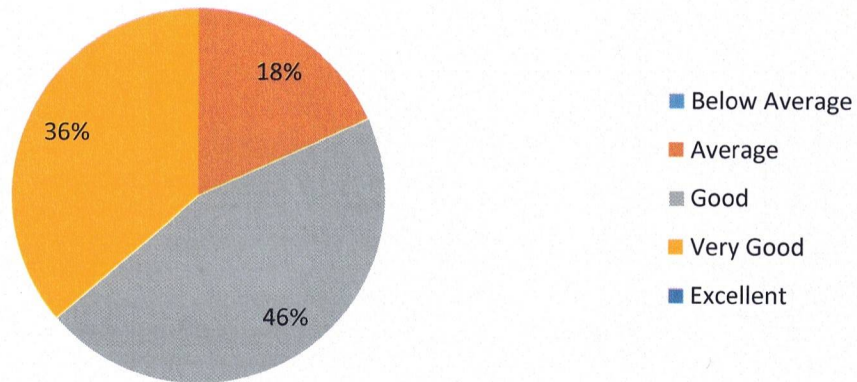
Innovate thinking is mostly part of the whole curriculum. Understanding of the law mandates critical thinking. All students maintained that the curriculum stimulates both innovative and critical thinking which further supports the overall learning experience.

9. Overall Learning Experience



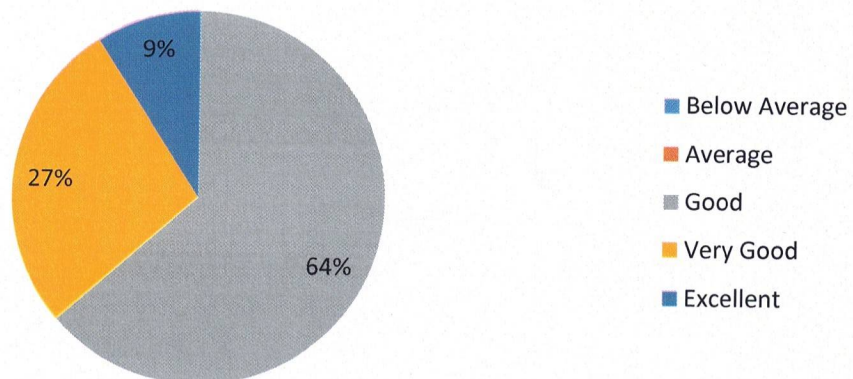


10. Condition of Lab Equipment



Eighteen percent of the students considered the availability of lab equipment is average and the remaining eighty two percent expressed it to be fully satisfactory.

11. Availability of Online Resources



Availability of Online resources enriches both teaching pedagogy and research skills. Students expressed their satisfaction on the availability of online resources.





12. Opportunity to Participate in Seminar/Workshop/Conference/ Moot Courts / Research Projects

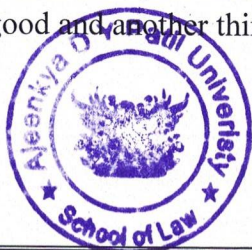


Seminars, workshops and moot courts are conducted as per the academic planning. All students have access to the programs. Eighteen percent of the students expressed the availability of opportunities as average, where as eighty two percent noted 'good' and 'very good' remarks.

13 Experience with Research Environment



Research environment at School of Law made available to the students depending on their needs and requirements of the courses. Of all the total students, nine percent expressed the research environment as average, another nine percent found it be excellent, the majority of forty six percent considered it to be good and another thirty six percent remarked 'very good'.





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14. Participation in Co-Academic And Cultural Events



Cultural events are conducted at regular intervals during the academic year. All the students are fully satisfied with the participation in cultural and co-academic events.

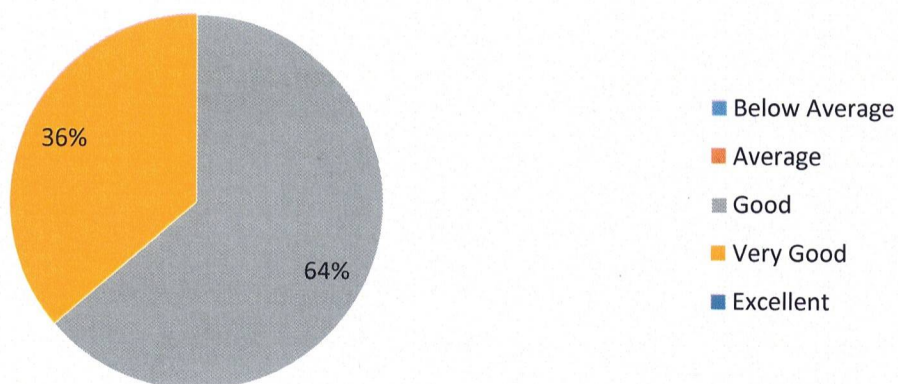
B. Skill / Competencies Developed During Course of Study

Beside the above 'academic' feedback on the nature of the curriculum, the students expressed their observations on the competencies developed during the course of study in this academic year.



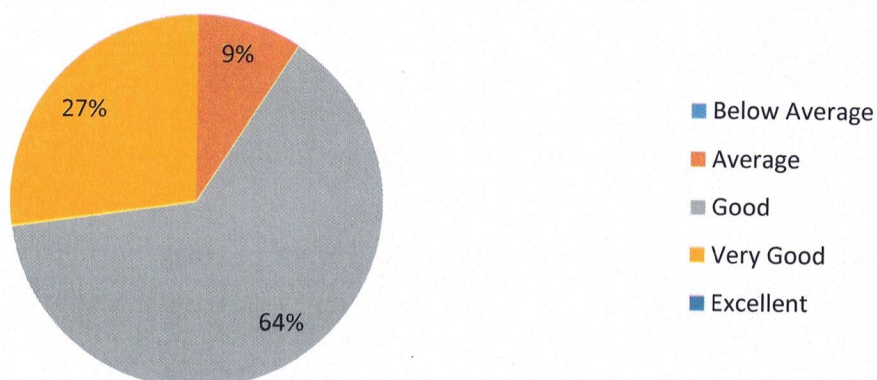


1. Analytical Competency



Course outcomes are mentioned in every subject. Analytical competency generally forms a part of course outcome. Internal assessments such as presentations, critical discussion, research papers, moot court training among others these competencies are part of curriculum. As a result, students have fully appreciated the development of analytical competency.

2. Problem Solving Competence



Apart from periodic evaluations and moot court training, students are well trained in the case law analysis which hones their problem-solving skills. Nine percent of students have found



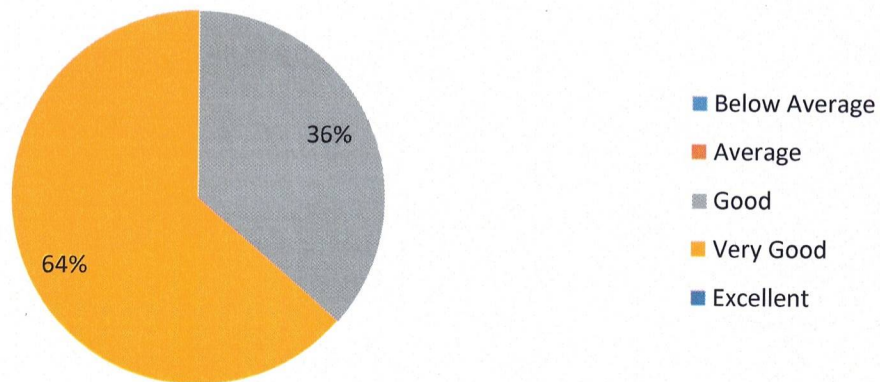


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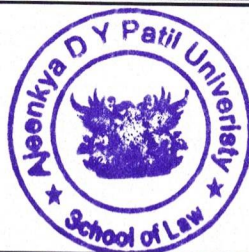
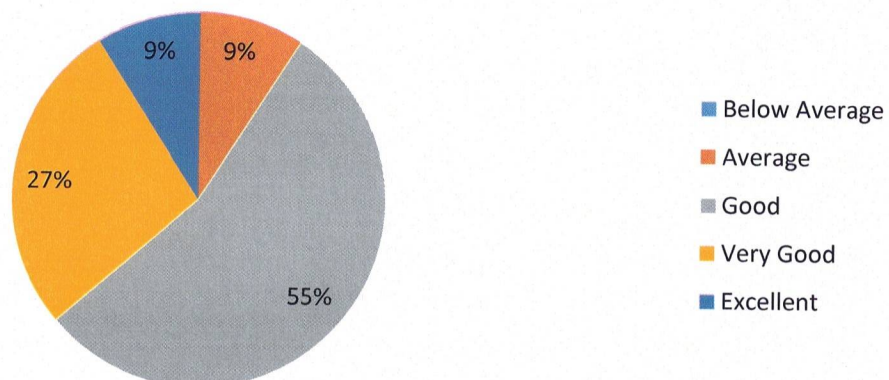
their problem-solving competency as average, where more than ninety percent respondents consider it good and very good.

3. Leadership



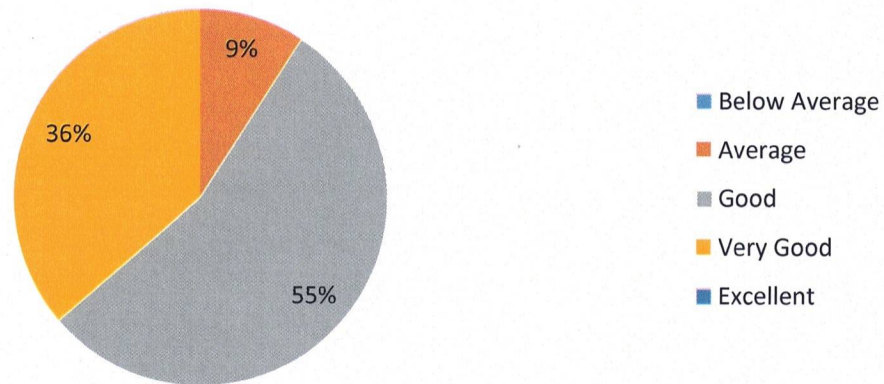
A good lawyer should possess leadership skills as they represent their clients fearlessly. School of law through its curriculum, moot court training, court visits offer ample opportunity to the students to participate in both academic and extracurricular activities. As a result, more than ninety percent of students have maintained 'good' and 'very good' remarks.

4. Time Management



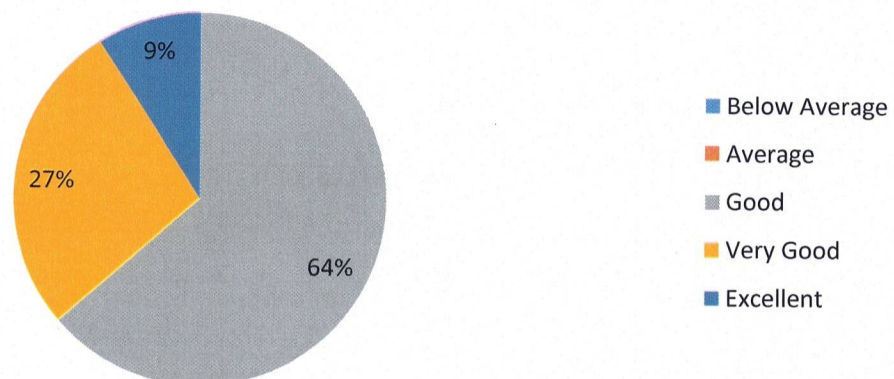


5. Team Work/Collaboration Skills



Time management and teamwork skills are extremely vital for career building. Internal assessment has group presentations which provide opportunity to the students to learn collaboration skills. Nine percent of the students mentioned teamwork skills during the academic year as 'average'. More than ninety percent maintained the teamwork skills as 'good' and 'very good'. For the time management skills, nine percent found it to be 'average', others maintained it fully satisfactory.

6. Communication Competence

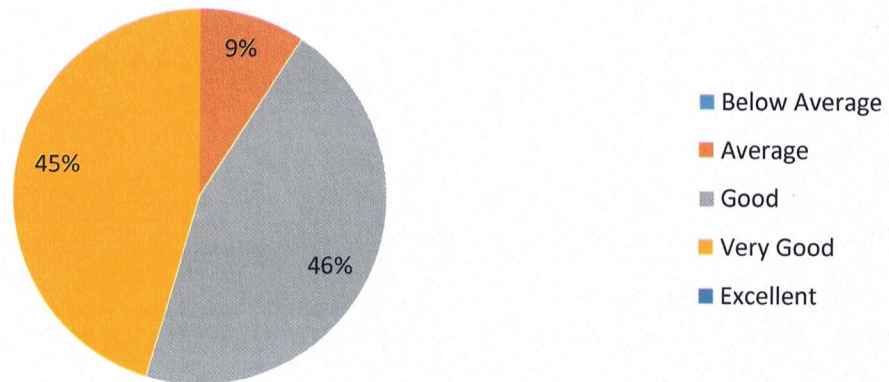


Sixty four percent of the students have remarked 'good' for the communication skills.



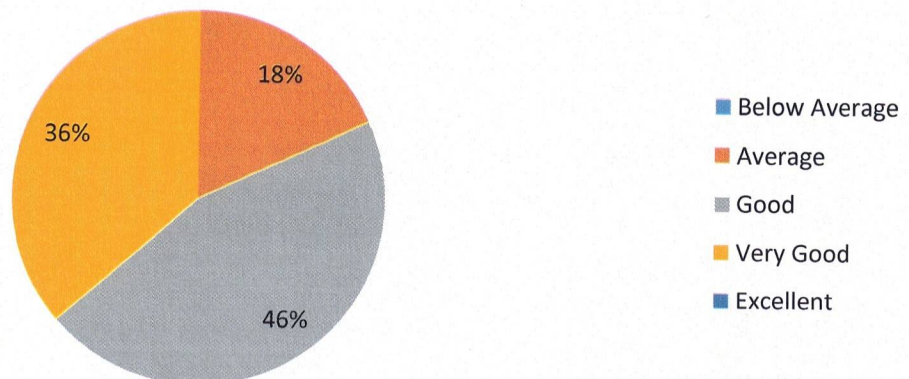


7. IT Skills



More than ninety percent of students are mostly satisfied with the IT skills during this academic year.

8. Critical Thinking

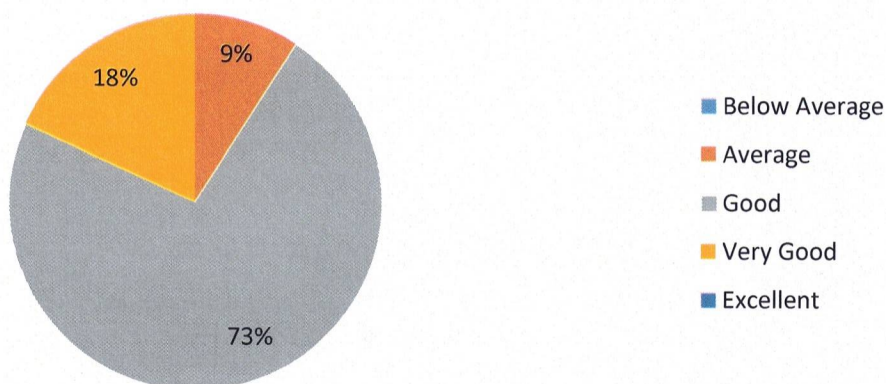


Critical thinking is one of the crucial skill the students should possess. Internal assessments and end term develops the critical thinking among students. Eighteen percent of students remarked critical thinking for the existing academic year as 'average'.





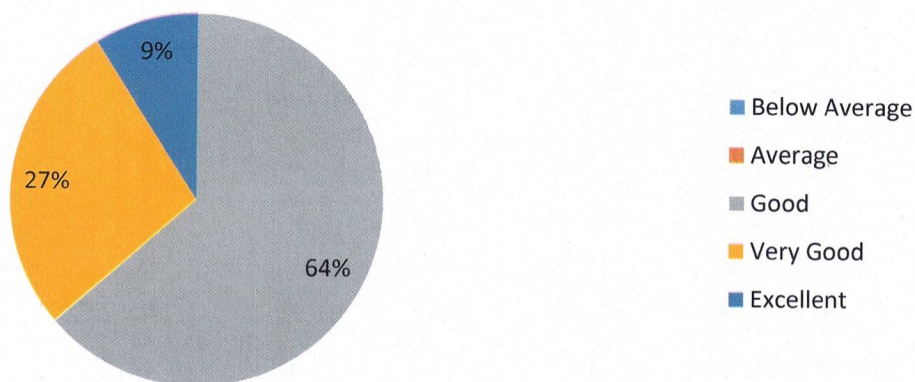
9. Entrepreneurial /Job Skills



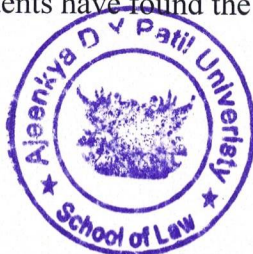
More than seventy percent of students believed that the courses offered during the academic year has the potential to create entrepreneurial or job skills.

B. Overall Experience

1. Your Overall Academic Experience



More than ninety percent of the students have found the overall academic experience as fully satisfactory.





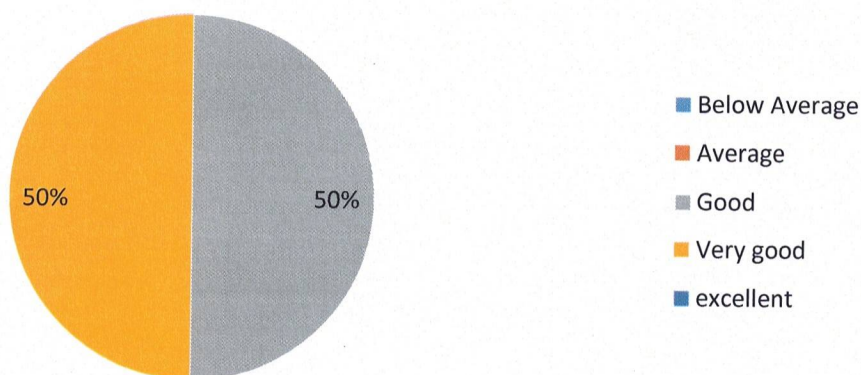
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B. Faculty Feedback

The faculty feedback for the academic year 2018-19 was collected on the curriculum and syllabus during the year 2018-19.

1. How you find the allocation of the credits to the course?



On the allocation of the credits the faculty fully believes that the courses offered are 'good' and 'very good'. The courses are aligned with the statutory requirements of the Bar Council of India.





2. How do you rate the depth of the course content to have significant learning?



Seventeen percent of the faculty found the depth of the course content with the significant learning as 'average', the rest found it to be fully standardized.

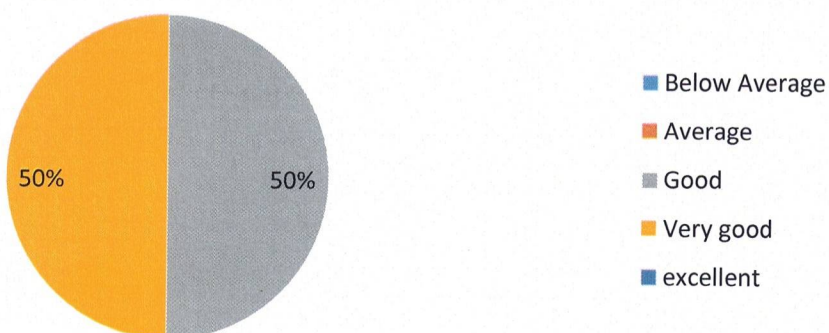
3. Is the Syllabus sufficient to bridge the gap between industry standards/ current global scenario and academics





On the question whether syllabus sufficiently bridges the gap between industry standards and academics, seventeen percent found it to be average, the other thirty three percent observed as 'very good' and almost half of the total faculty responded it as 'good'.

4. How do you rate the sequence of units/modules in the syllabus?



On the sequence of the units/modules in the syllabus there were no adverse remarks. Almost all expressed the sequence as 'good' and 'very good'.

5. Availability of sufficient reference material and books for the topics mentioned in the syllabus?



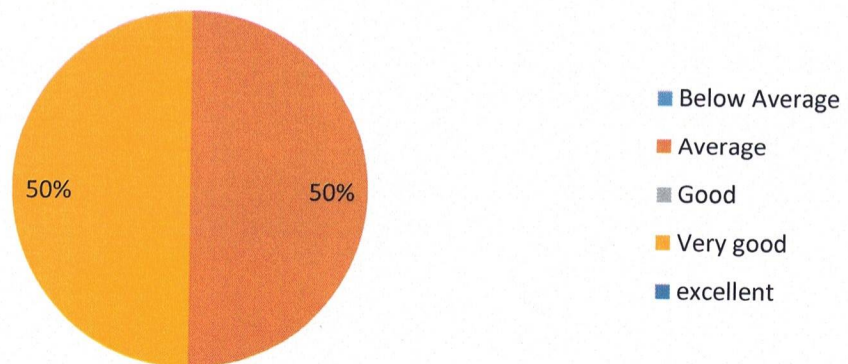


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Seventeen percent of the faculty remarked 'average' for the availability of sufficient reference material and books for the topics mentioned in the syllabus. Thirty percent of the faculty found the availability of resources 'very good'.

6. How do you rate the enrichment of the programmes and curriculum as compared to similar programmes offered by other universities?



All the faculties were fully satisfied with the programs and curriculum as compared to similar programs offered by other universities.





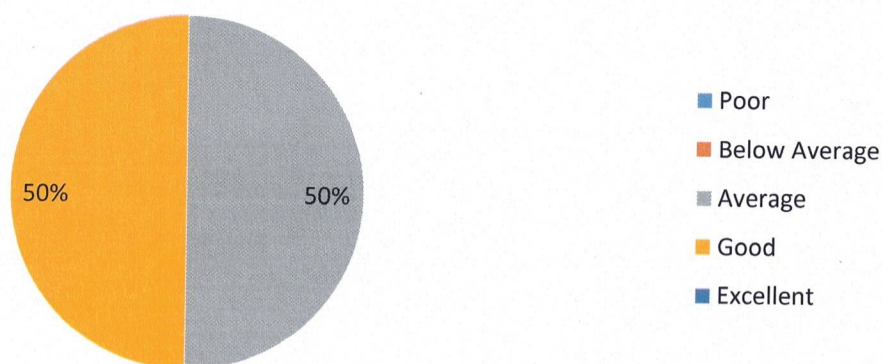
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C. Parent Feedback

Parent feedback for the academic year 2018-19 was conducted. Broadly, the questions related to the courses, their contents and relevance of the courses. The set of questions also includes method of teaching and evaluation, overall progress of the ward.

1. Selection of Courses offered

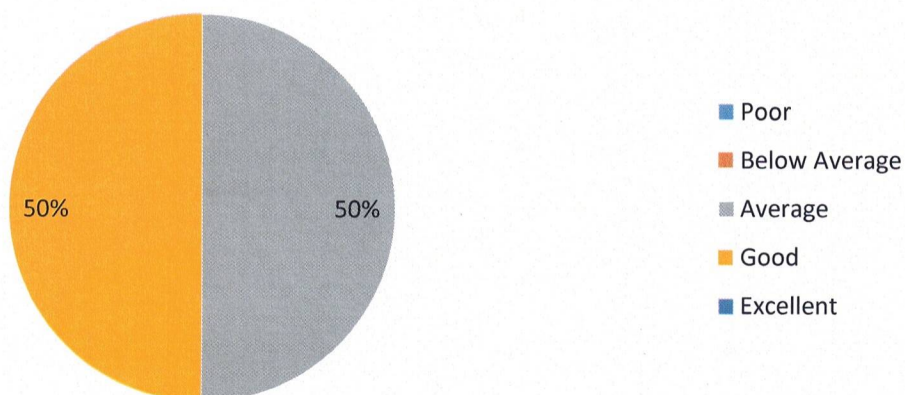


Almost all the parents considered the selection of courses offered to their wards for the academic year was fully satisfactory.



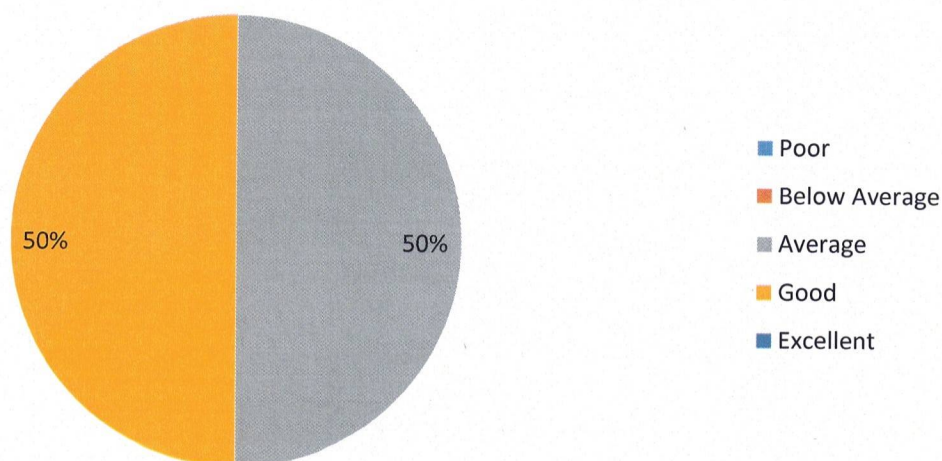


2. Content of the courses

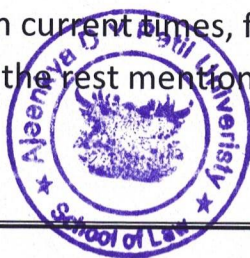


Fifty percent of the parents considered the contents of the course as 'good' and the remaining half remarked it as 'average'.

3.Relevance of the courses in current times

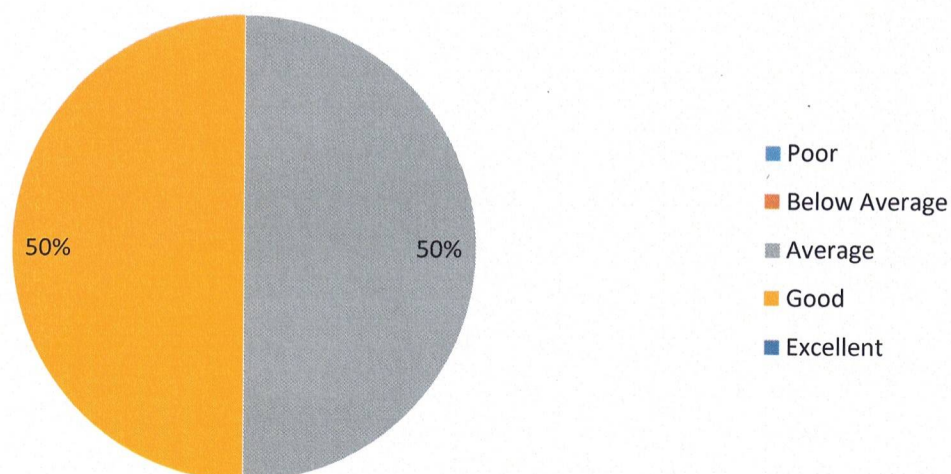


On the relevance of the courses in current times, fifty percent of the parents remarked the courses 'good' and the rest mentioned it 'average'.

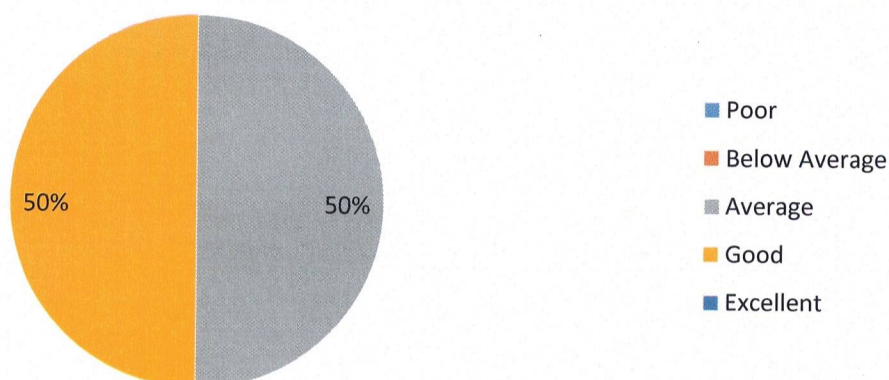




4.Method of teaching



5.Process of Evaluation



On the method of teaching, process of evaluation and academic rigor the parents were satisfied.

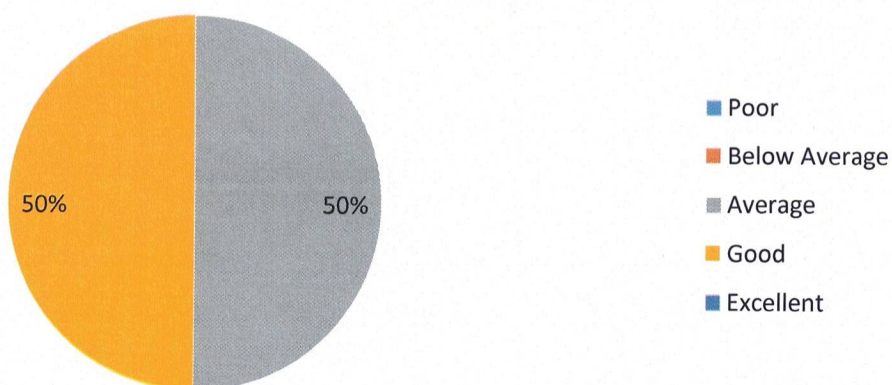




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6. Academic rigor



Thirty-three per cent of parents maintained 'average' remark for the learning environment and learning experience towards their ward. Whereas sixty seven percent of the parents believed it to be 'good'.





7. Learning Environment and Learning Experience to your Ward



8. Extra and Value Oriented Activities

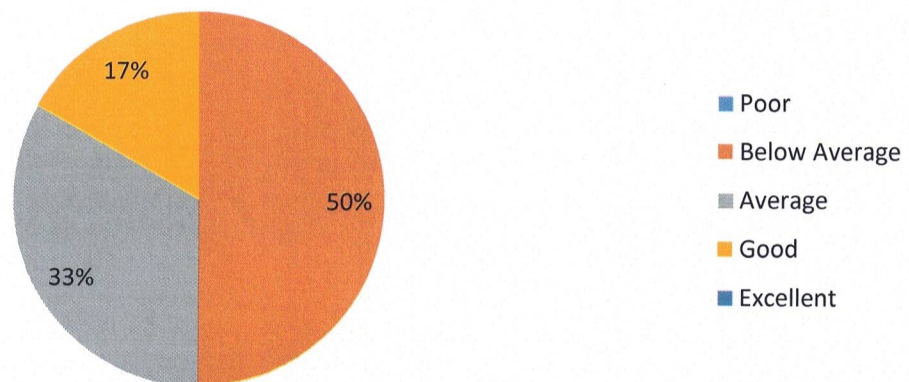


Thirty-three per cent of parents maintained 'average' remark for extra and value-oriented activities during the academic year. Whereas sixty seven percent of the parents believed it to be 'good'.



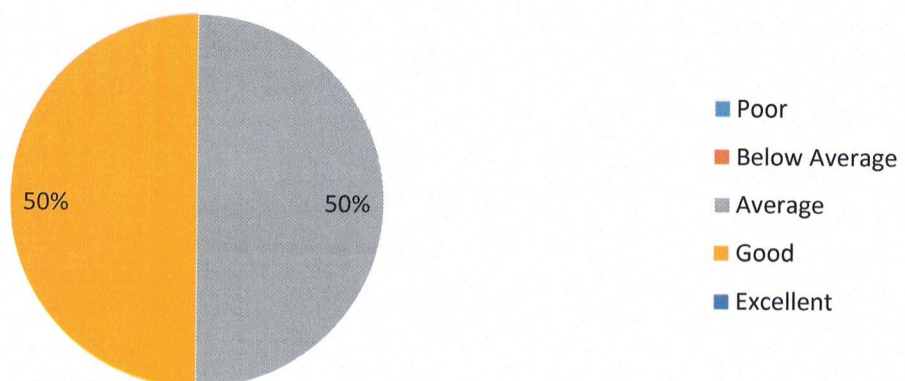


9. Internship and Placement Opportunities

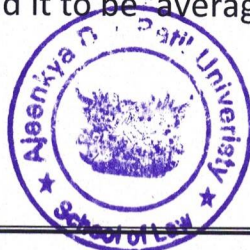


Internship and placement opportunities were found 'below average' by fifty per cent of the parents. Seventeen per cent considered the placement and internship opportunities as 'good'. Remaining thirty-three per cent observed the placement opportunities as 'average'.

10. Progress of your Ward



Fifty per cent of the respondents noted 'good' remark of the progress of their ward and the remaining half found it to be 'average'.





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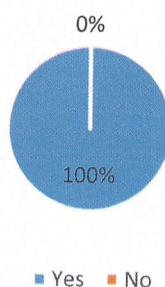
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D. Employer

Feedback for the employer were conducted for the year 2018-19.

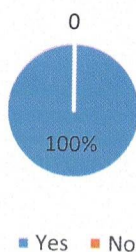
The Employer's Feedback for the course/curriculum was conducted by the School of Law. The responses from the employer are collected & analysed and the detailed report of the employer feedback analysis is as follows:

1. Are the electives offered relevant to the specialisation and industrial development?



The employers unanimously agreed that the electives offered are relevant to the specialisation and industrial development of the students.

2. Does the curriculum structure suit the need of the industries?



On the question of suitability of the curriculum to the needs of the industries, employers fully agreed that the curriculum for the academic year 2018-19 sufficed to the industrial needs.

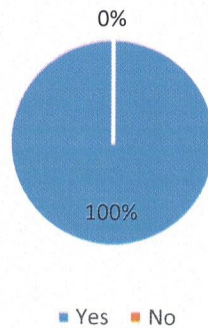




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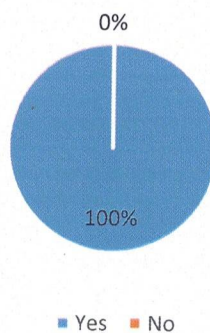
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3. Is the curriculum updated in accordance with industrial changes and demand?



The employers are fully satisfied with the curriculum as it suited with the industrial changes and demand.

4. Does the curriculum integrate gender, environmental issues and other human/ethical values?



All the employers completely agreed that the curriculum integrate gender, environmental issues and other human/ethical values.

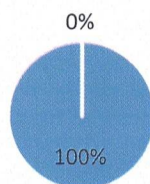




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5. Do the field work/project/industrial visits/ surveys/
academic visits and other assessment parameters develop the
relevant employability skills amongst the students?



■ Yes ■ No

All the employers agreed that the academic visits and other assessment parameters develop the relevant employability skills among the students.





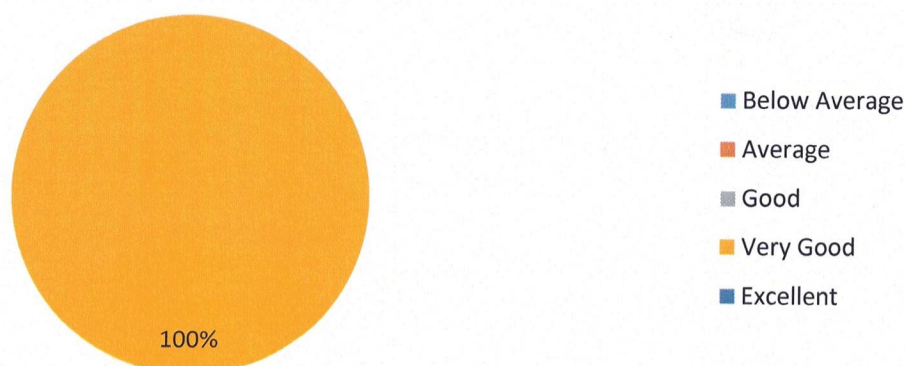
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E. Alumni Feedback

Alumni feedback conducted for the academic year 2018-19. Responses were called relating to quality of the syllabus vis-à-vis competencies, diversity, and resourcefulness. Besides, remarks were also invited on credit system and relevance of units to the syllabus.

1. How do you rate the syllabus of the courses that you have studied in relation to the competencies expected out of the course?

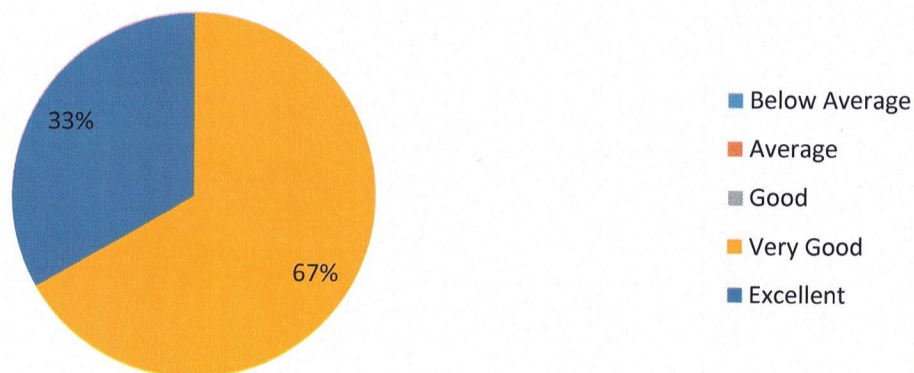


On the rating of the syllabus of the courses vis-à-vis competencies expected in the course, the alumni were fully content.



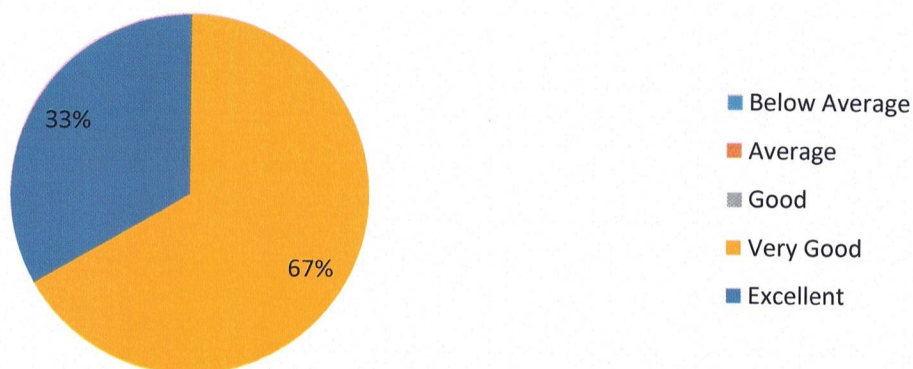


2. How do you rate the relevance of the units in Syllabus relevant to the course?



On the rating of the relevance of the units with the syllabus, all the respondents were fully content.

3. How is the allocation of the credits to the courses?

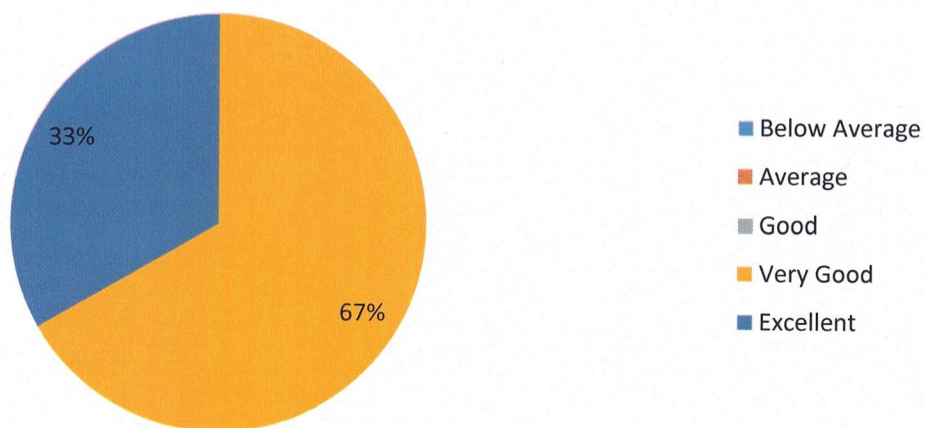


Thirty three percent of respondents found the allocation of the credits to the courses as 'excellent' and sixty seven percent found it to be 'very good'. Similar views were also expressed with respect to the courses offered under CBCS as diverse and resourceful.

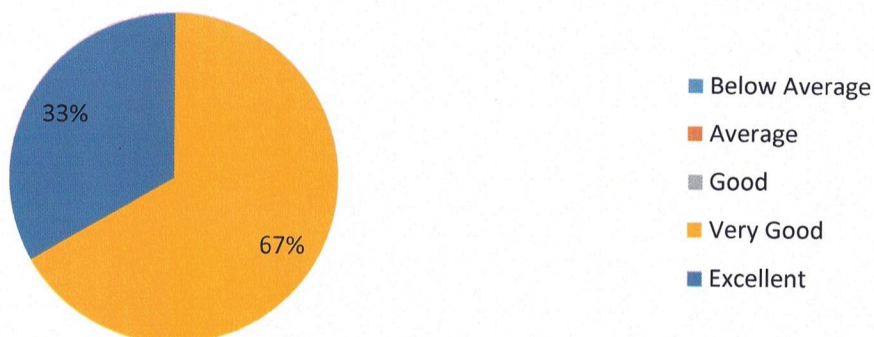




**4. Are the courses offered under CBCS are
diverse and resourceful?**



**5. How do you rate the capability of curriculum
to enhance student's competence in
communication, critical thinking, problem
solving and creativity?**



Majority of all the alumni remarked the curriculum enhances student's competencies in communication, critical thinking, problem solving and creativity.

