



SHRI DHARMASTHALA MANJUNATHESHWARA LAW COLLEGE

CENTRE FOR POST GRADUATE STUDIES AND RESEARCH IN LAW

MANGALURU 575003

NAAC Assessment

2019 - 2024



SHRI DHARMASTHALA MANJUNATHESHWARA LAW COLLEGE
CENTRE FOR POST GRADUATE STUDIES & RESEARCH IN LAW
MANGALURU - 575003

AFFILIATED TO KARNATAKA STATE LAW UNIVERSITY, HUBBALLI
RECOGNIZED BY BAR COUNCIL OF INDIA, NEW DELHI
(NAAC Accredited B⁺⁺ CGPA 2.9)

Sponsored By: Shri Dharmasthala Manjunatheshwara Educational Society®, Ujire, D.K.

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**List Feedback
collected from
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relevant body
2019-2024**



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List of Stakeholders 2019 - 2024

| <i>Feedback from</i> | <i>Year</i> | | | | |
|---------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 2023 - 2024 | 2022 - 2023 | 2021 - 2022 | 2020 - 2021 | 2019 - 2020 |
| <i>Stakeholders</i> | Students | Students | Students | Students | Students |
| | Alumni | Alumni | Alumni | Alumni | Alumni |
| | Faculty | Faculty | Faculty | Faculty | Faculty |
| | Parents | Parents | Parents | Parents | Employers |
| Feedback analysis submitted to | Governing council | Governing council | Governing council | Governing council | Governing council |



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Analysis of Feedback **collected from** **various stakeholders** **2019-2024**



Analysis of feedback 2023-2024

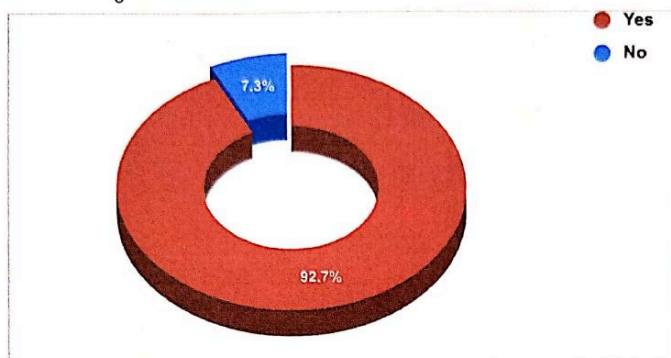
Students Feedback

124 responses

Student Feedback Analysis 2023 - 2024

Did you find the classroom environment conducive to learning and discussion?

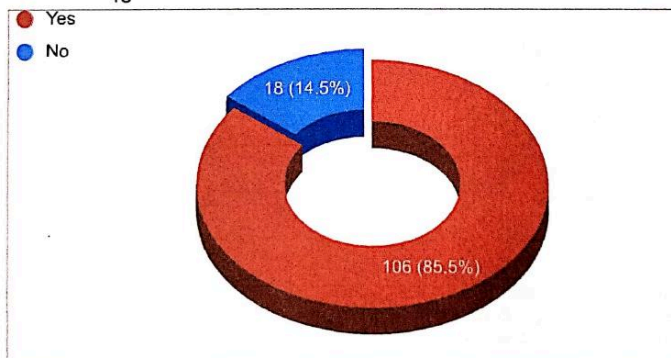
Yes 115
No 9



The majority of students (92%) found the classroom environment conducive to learning and discussion, indicating a positive and engaging space.

Are the recommended textbooks and course materials relevant and up-to-date for your studies?

Yes 106
No 18



Almost all students find the textbooks and course recommended materials 86% very relevant and up-to-date, while only 14% disagree.





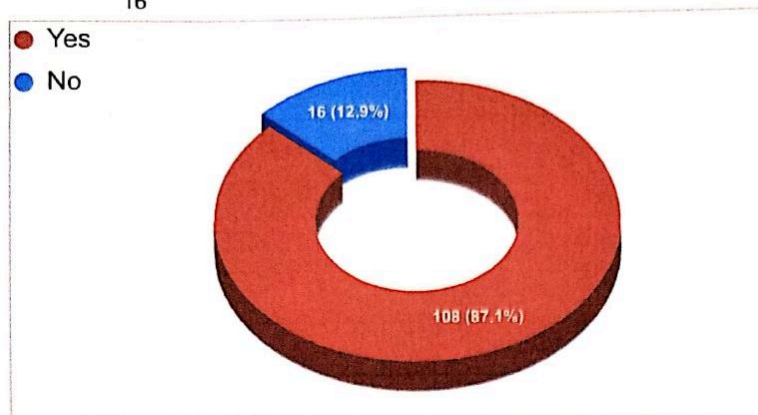
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Were the course objectives and learning outcomes in Syllabus achievable?

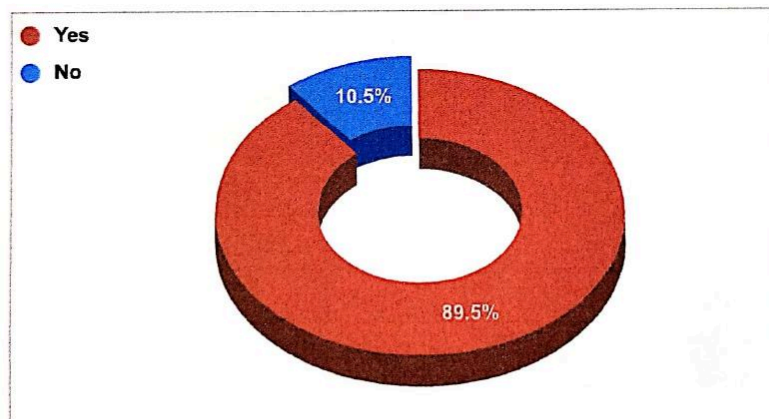
Yes 108
No 16



92% percent of the students found that the course objectives and learning outcomes were achievable; thus, the syllabus was well-structured. Only 8% said that the objectives were not achievable.

Do you feel that the college provides adequate support for academic writing, research, and presentation skills?

Yes 111
No 13



The feedback suggests most students - 111, felt the college was helpful in providing them with academic writing, research, and presentation skills, while 13 students find that it is otherwise. There is, therefore, a strong general feeling of satisfaction over the support given.





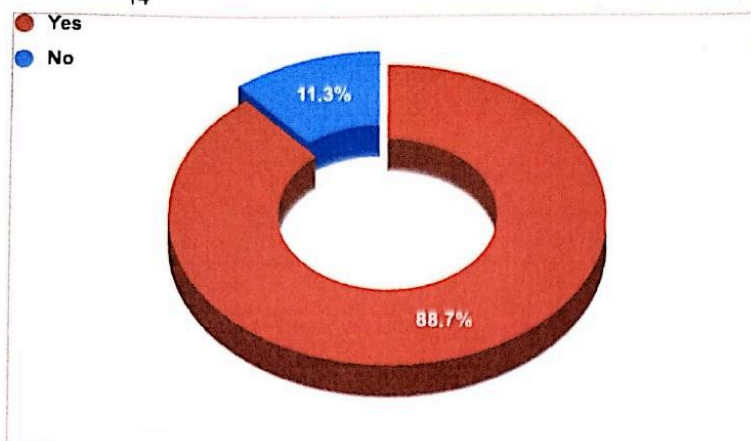
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Are the faculty members approachable and responsive to your concerns and queries?

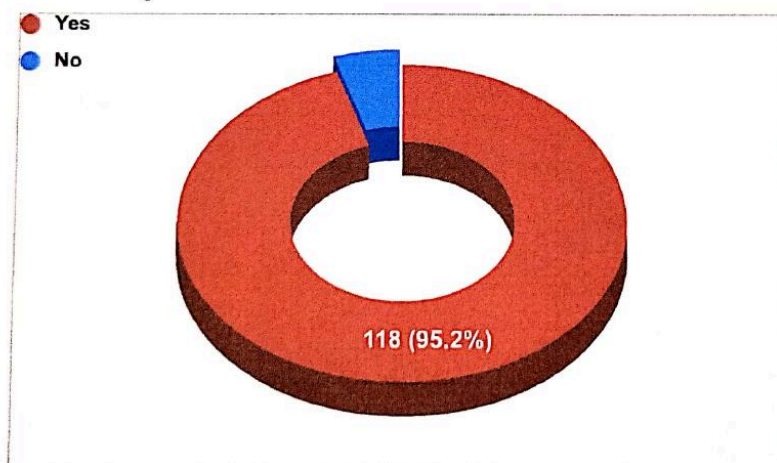
Yes 110
No 14



For 110 out of the 124 students, faculty members are found to be easy to talk to and responsive; this indicates a positive student-faculty interaction. However, 14 students had a bad experience, hence indicating room for improvement in communication and concern resolution.

Are the faculty members approachable and responsive to your concerns and queries?

Yes 118
No 6



The majority of students (95%) find faculty members approachable and responsive, indicating a positive and supportive academic environment. Only 5% had negative experiences, suggesting potential areas for improvement.





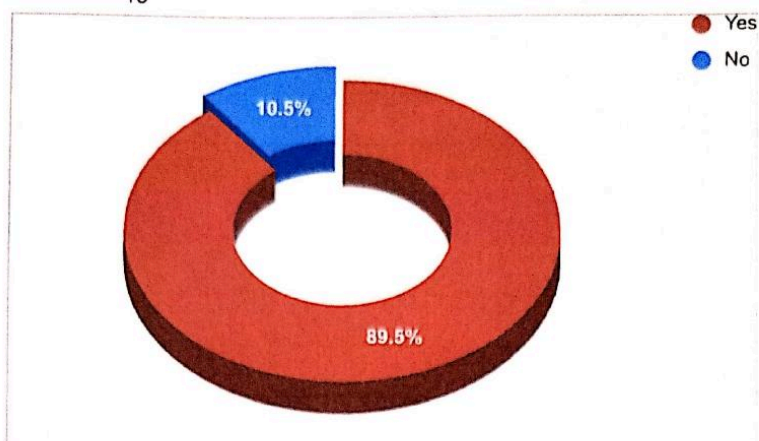
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Did you find the course materials and resources in the library (books, journals, online resources) adequate for your academic needs?

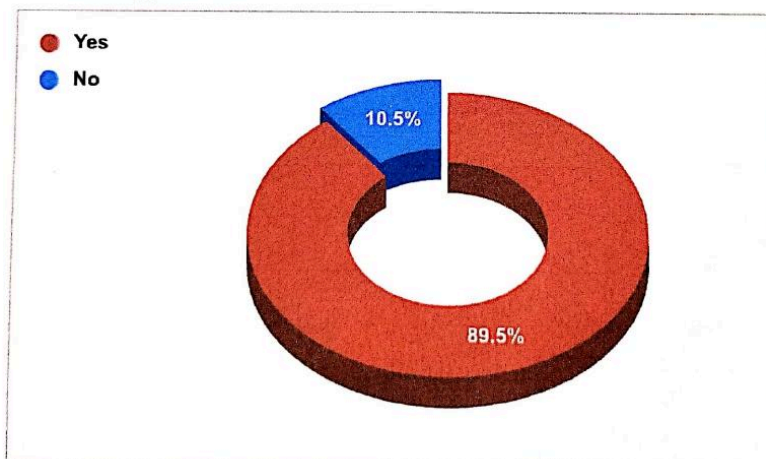
| | |
|-----|-----|
| Yes | 111 |
| No | 13 |



91% of the students reported that library resources were adequate to meet their academic needs, while 9% found that they did not have enough, and hence there was a need to improve the provision of resources.

Did you feel that the course helped you develop important skills (e.g., critical thinking, problem-solving, communication)?

| | |
|-----|-----|
| Yes | 111 |
| No | 13 |



The feedback indicated that an overwhelming majority 91% of the respondents believed that the course aided in the development of important skills such as critical thinking, problem-solving, and communication.





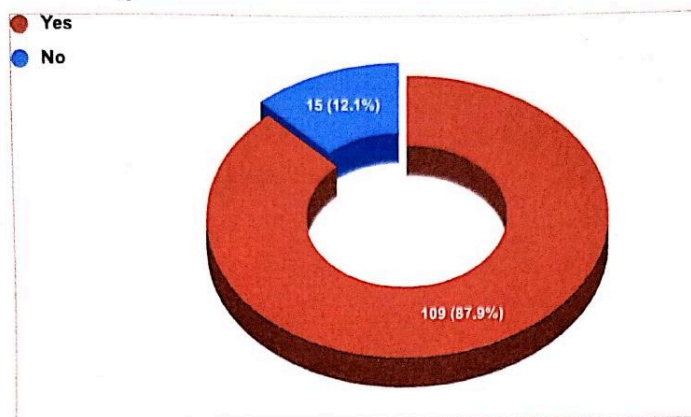
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Were the assignments and exams thoughtfully designed to assess - attainment of the learning objectives and to adequately prepare you for legal practice?

Yes 109
No 15



The majority of the students - 109, agree that assignments and exams were designed to assess learning objectives and prepare them for legal practice, while 15 students disagreed, suggesting a mixed response with some potential areas for improvement.

Any other suggestions on learning experience -

out of the suggestions received -
it is observed that

Complete syllabus coverage
starting the first year after exams
improving campus facilities
integrating technology



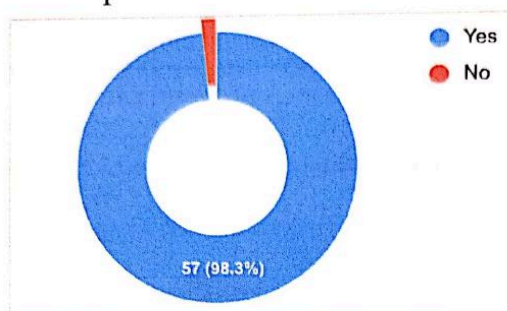


Alumni Feedback

Feedback Analysis Alumni 2023 -2024

Did the curriculum at SDM Law College provide you with a comprehensive understanding of the law and its applications?

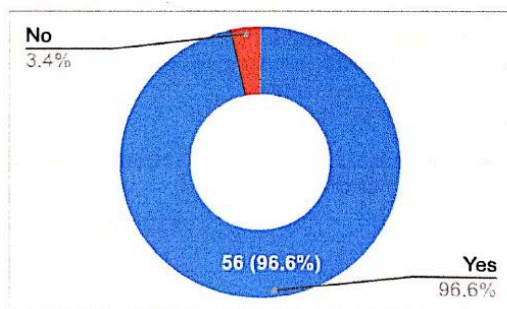
| | |
|-----|----|
| Yes | 57 |
| No | 1 |



The overwhelming majority of the alumni from SDM Law College, 57 out of 58, reported that the curriculum provided them with an in-depth understanding of the law and its applications, thus showing a strong base in education.

Did you feel that the curriculum was well-structured and aligned with your career goals?

| | |
|-----|----|
| Yes | 56 |
| No | 2 |



The results indicated that out of the respondents, 56 alumni were in agreement with this idea, saying that the curriculum is very well structured and focused in a manner that makes it useful in supporting their career aspirations, while only 2 of them expressed some dissatisfaction, an implication that the curriculum is very strongly in line with their career aspirations.





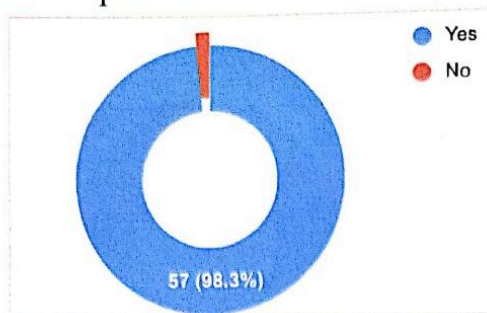
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Did you find the college library to be well-stocked and well-maintained?

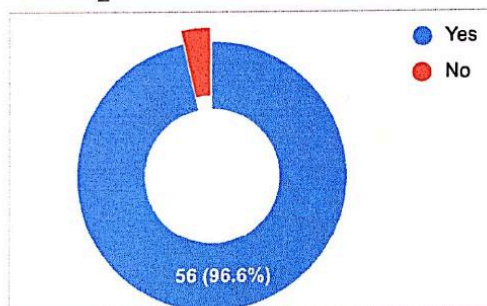
Yes 57
No 1



According to the feedback from the alumni, 57 found the library in the college to be well-stocked and well-maintained, which indeed has reflected a high level of satisfaction over the resources and facilities of the library.

Did you find the library staff to be helpful and responsive to your needs?

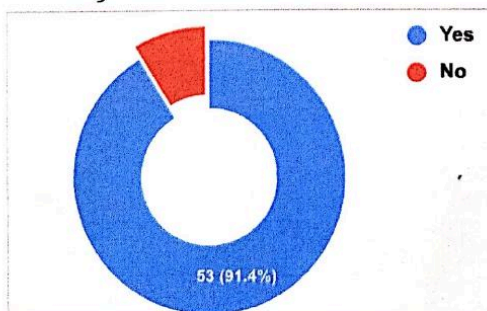
Yes 56
No 2



Feedback from alumni indicates a high degree of satisfaction with the way library staff were helpful and responsive to their needs, 96% (56/58), reflecting a positive overall experience.

Were there sufficient opportunities for extracurricular activities and student organizations?

Yes 53
No 5



According to the alumni feedback, 53 / 58 showed sufficient opportunities for extracurricular activities and student organizations, indicating a very high level of satisfaction.



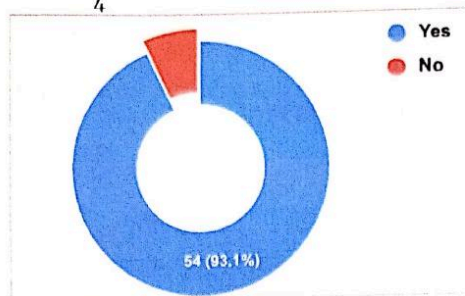
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Did you feel that curricular and co-curricular activities helped to enhance your learning experience and personal development?

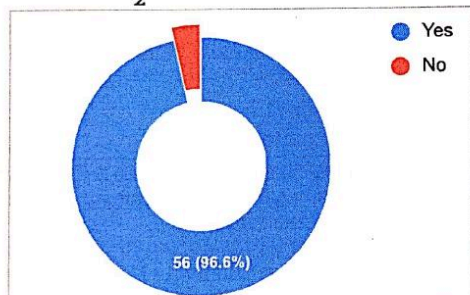
Yes 54
No 4



According to the alumni feedback, while most of them (54) felt that both the curricular and co-curricular programs had a positive effect on their process of learning and development, 4 of them disagreed.

Were the academic standards and assessments fair and reasonable?

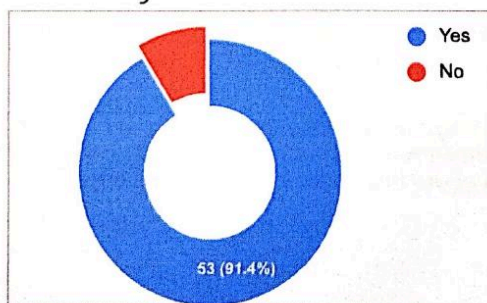
Yes 56
No 2



The academic standards and evaluation, according to the responses of 56 / 58 alumni, were quite fair and reasonable.

Were the course materials and Syllabus up-to-date and relevant?

Yes 53
No 5



According to the data, 53 of the alumni responded that the course materials and syllabus are modern and relevant, which certainly denotes a strong majority of positive feedback.



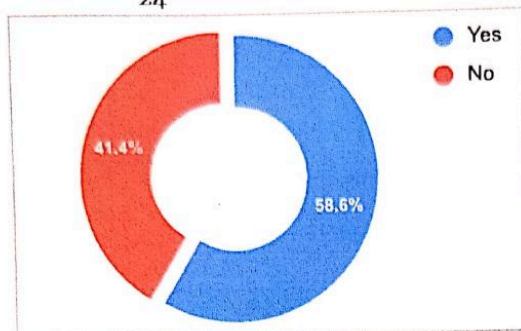
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Do you think that there is a need for changes to the curriculum to better prepare students for the legal profession?

Yes 34
No 24



according to the data, 34 out of the respondents who were alumni felt there is a need for change in the curriculum to better equip students within this legal profession, while 24 felt otherwise. This means that at least more than half of the respondents felt that there is a need for change within the curriculum.

Any other suggestions

Practical training: The alums have asserted that there is a need for practical training, which includes moot court sessions, court visits, and internships to expose the students to grassroots situations on the ground.

Curriculum Update: Alumnii suggested that there should be a regular updating of the curriculum, in keeping with the changes in laws and rules, and including new subjects and topics of relevance to the profession.

Improved job prospects: Respondents from the alumni expressed the need for more emphasis on clinical learning and internships in order to attain better job prospects.

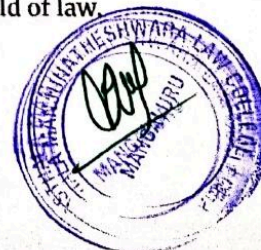
Increasing participation in moot court: The suggestions provided by the alumni were to make participation in moot court sessions compulsory and increasing the number of sessions.

Invite guest lectures: The alumni suggested that practicing advocates should be invited for guest lectures to provide an industry-institution interface for better understanding of the practical fields.

Pressure on university: The alumni called upon the university administration to undertake pressing upon the government for changing the subjects and removing repealed laws from the curriculum.

analysis -

The alumni feedback brings to the fore the fact that practical training, updating of the syllabus, and emphasis on clinical learning and internships is necessary so that a student can be groomed towards a successful career in the field of law.



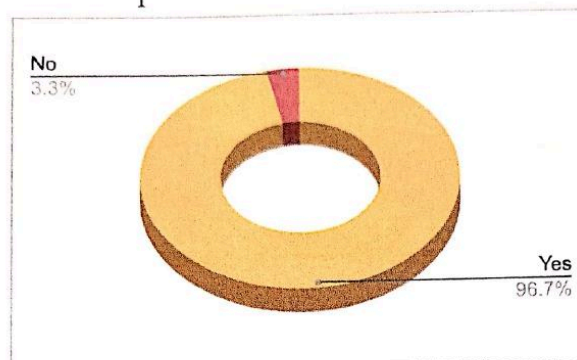


Parents Feedback

Analysis Parents Feedback 2023 - 24

Does your ward inform you about his/her performance in curricular and co-curricular activities?

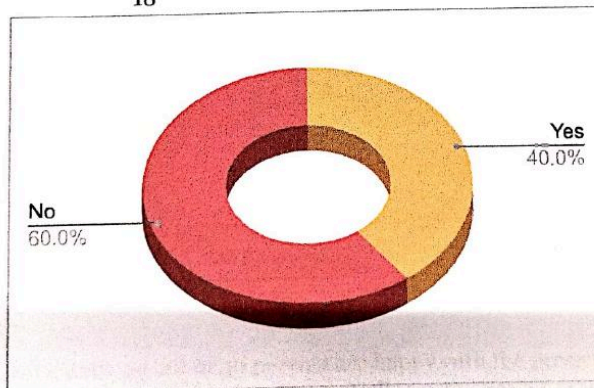
Yes 29
No 1



The feedback reveals that 97% of the parents, that is, 29 out of the 30 respondents, reported that their ward keeps them informed about their performance in curricular and co-curricular activities. As few as 1 out of 30 reported to the contrary.

Do you regularly meet class mentor, Student Welfare Officer, Principal?

Yes 12
No 18



Only 40% of parents or caregivers responded that they meet regularly with the class mentor, Student Welfare Officer, or the Principal, indicating a possible inadequacy in the level of communication and involvement in the academic and personal welfare of their children.





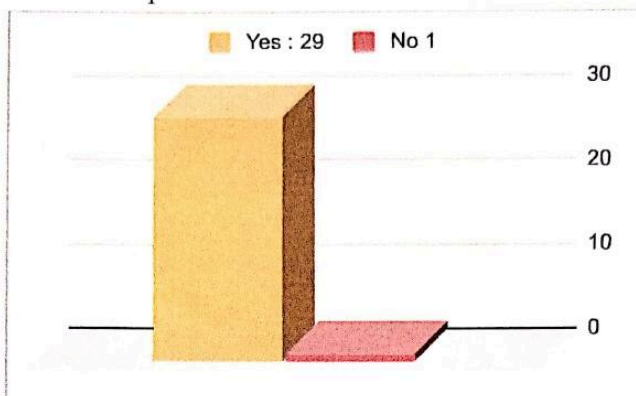
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Do you think that grievances of the students are properly addressed?

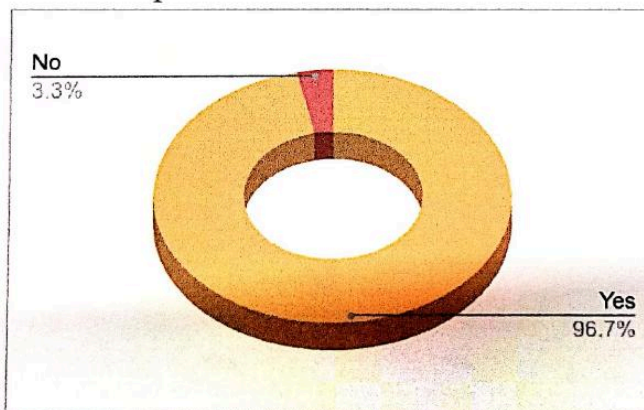
Yes 29
No 1



The majority of parents (29) believe that the grievances of students are properly addressed, indicating a high level of satisfaction with the school's handling of student concerns. Only one parent expressed a negative opinion, suggesting a need for improvement in this area.

Are you happy with present syllabus?

Yes 29
No 1



Based on the data, 29 out of 30 parents are happy with the present syllabus, indicating a high level of satisfaction. The only dissenting parent represents a small minority of 3.3%.





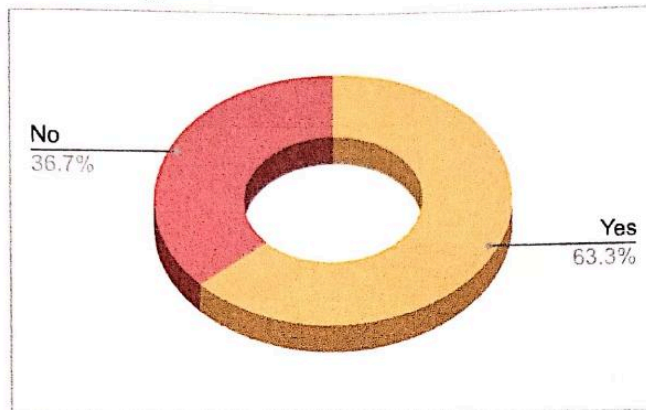
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Do you regularly attend the PTA meetings?

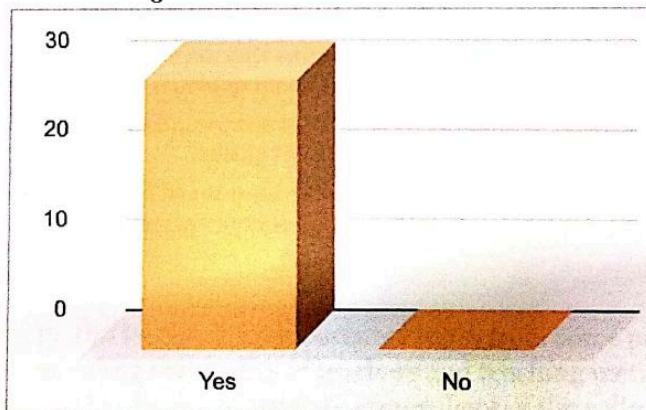
Yes 19
No 11



According to the feedback, 63% parents regularly attend PTA meetings, while 11 parents 37% do not. This indicates a moderate level of engagement from parents, with a slight majority attending meetings.

Are you aware about messages sent by the college?

Yes 30
No 0



feedback suggests, 30 out of 30 parents (100%) are aware of the messages sent by the college. This suggests that the college has effectively communicated with parents and there are no parents who are unaware of the messages sent.

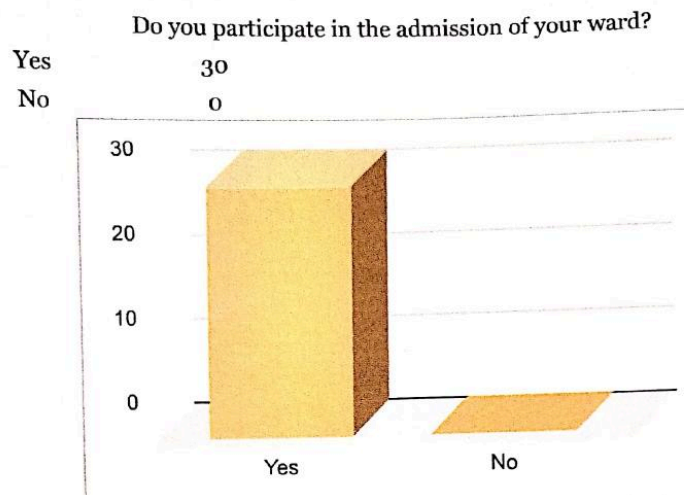




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This data suggests that 100% of parents (30/30) participate in the admission process of their ward.

Any other suggestions -

- 1. Location and Accessibility: The parents are not from Mangalore. Hence, they cannot meet the mentor frequently.*
- 2. Teacher Quality and Teaching Style: Some teachers keep changing frequently; therefore, adjusting to the teaching style of these teachers is a bit tough for the students. Some teachers' accents are also not clear, which becomes difficult to follow by the students.*
- 3. Teaching Methods: The parents are of the view that the college should bring in some new laws and teaching methods, like moot court, for better learning.*
- 4. Facilities and Study Environment: The parents demand more facilities in the college to study in a group.*
- 5. Support System: The management and faculty members are really very supportive to the holistic development of the students, which is a plus point for the institution.*

In summary, the feedback from parents ranges from some points to be improved regarding the quality of teachers and teaching methodology to general appreciation for the supportive atmosphere of the college towards its students and a positive learning environment.



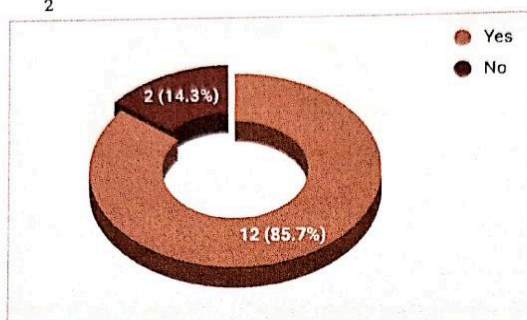


Faculty Feedback

FACULTY FEEDBACK ANALYSIS 2023 - 2024

Are the curriculum and course materials relevant and up-to-date to educate students for legal profession?

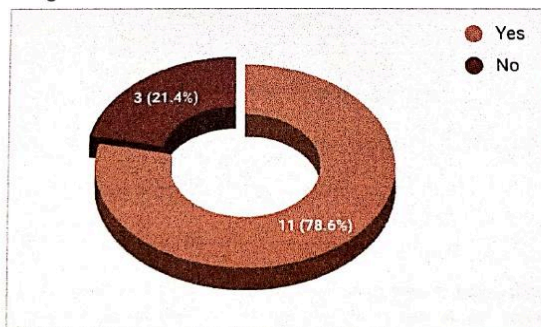
| | |
|-----|----|
| Yes | 12 |
| No | 2 |



From the feedback, 85% (12) believed that the curriculum and the material were relevant and current with regard to the legal profession, expressing much alignment with current practices, while 15% (2) see possible gaps or outdated content.

Do you find the student assessment and evaluation methods effective in measuring student learning outcomes?

| | |
|-----|----|
| Yes | 11 |
| No | 3 |



While more than three quarters of the respondents see that the student assessment and evaluation processes are ways to measure student learning outcomes, a percentage of 21.4% do not. This means that the majority consider that the existing ways of assessment are in general reliable as methods of ensuring the students' course.





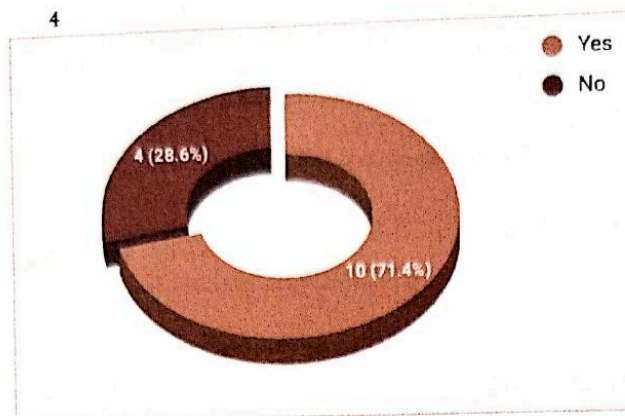
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Do you feel that the curriculum is flexible enough to accommodate different learning styles and needs?

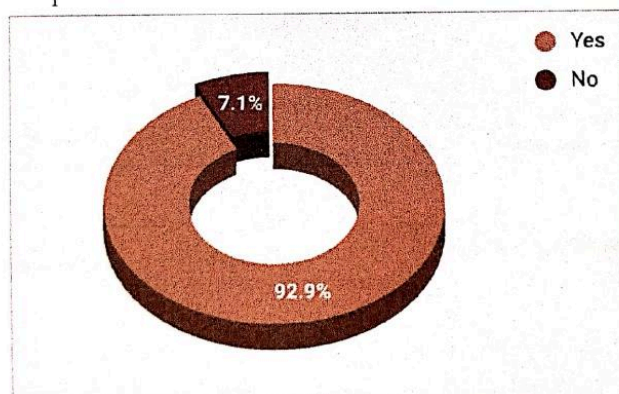
Yes 10
No 4



This response indicates that 71.7 percent of the students do agree that the curriculum is flexible enough to accommodate different ways of learning and different needs, while 28.6 percent of the class disagreed.

Do you receive adequate support and resources for teaching and curriculum development?

Yes 13
No 1



93 percent of those teaching and developing curriculum perceive themselves to have adequate support and resources to do so, a strong foundation for instructional success. However, one respondent did state that they didn't have sufficient resources, which will be important to follow up on in terms of potential remediation.





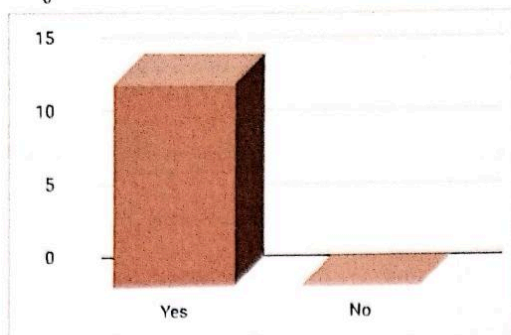
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Were the guest lectures and industry interactions relevant for students and their progression?

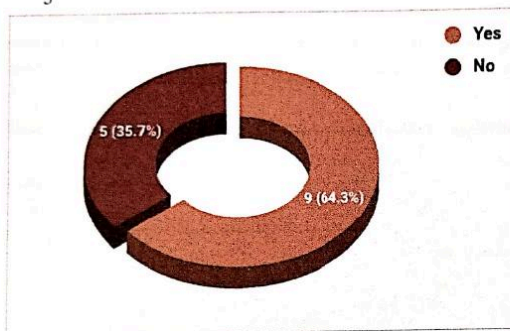
Yes 14
No 0



The faculty was together in its opinion; 14 out of 14 felt that the relevance of such guest lectures and industry interface to students enhances their learning potential.

Do you find the Syllabus is well-structured to facilitate a smooth transition from one level to another from 1st year to final year legal course?

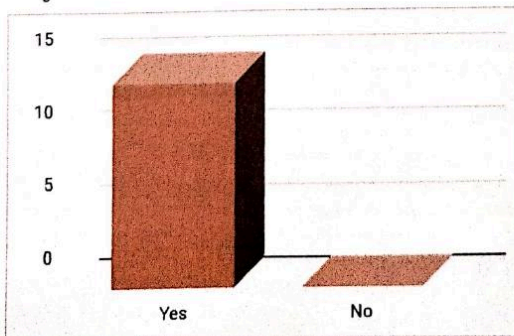
Yes 9
No 5



Out of the 64% who claimed the syllabus is ably set up, 36% leaned towards making negative opinion that it needs adjustments in the setup for an easy transition from one level to the other in the graduating legal course

Are the students encouraged to participate in co-curricular activities and develop their leadership skills?

Yes 14
No 0



Faculty research demonstrates great importance of co-curricular activities and leadership development, and students are encouraged to participate in these activities in order to learn in a more well-rounded manner in order to develop for roles in the future.



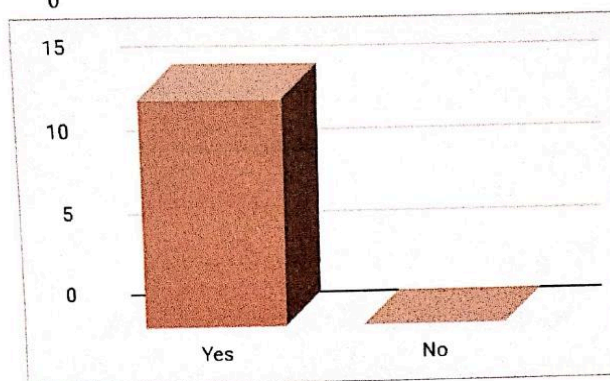
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Are you able to provide individualized attention and support to students who need it?

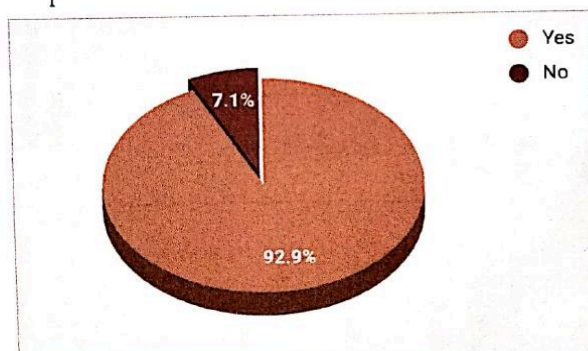
Yes 14
No 0



Majority of the faculty members say they can provide individualized attention and support to students when they need it, which also points toward concrete student support and outreach efforts.

Do you feel that the college provides adequate professional development opportunities for faculty members?

Yes 13
No 1



Most faculty members, 13 out of 14, felt the college was offering enough professional development opportunities, and the only exception showed the negative point of view; that is, the general sense of faculty satisfaction is extremely high.

Any other Suggestions -

The feedback says the law school needs to work on teaching, technology, and facilities. It has suggested upgrading AV, increasing library space, and increasing students' practical exposure to prepare them for the profession that lies ahead.





Analysis of feedback 2022-2023

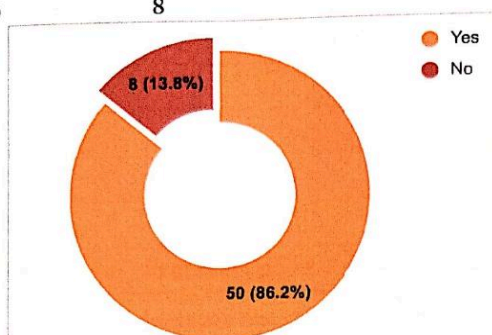
Students Feedback

Analysis 2022 - 2023 Students Feedback Analysis

58 total

Do you think that syllabus prescribed is both student and teacher friendly in nature?

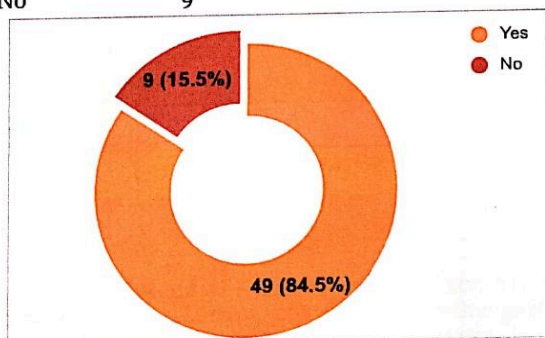
Yes 50
No 8



it is analysed that Majority of the respondents opined that the prescribed syllabus is student and teacher friendly, pointing toward a very positive perception about the curriculum being approachable and effective. However, a sizable minority had reservations, suggesting some areas for reform.

Is the syllabus professional / Market oriented?

Yes 49
No 9



85% of the comments on the syllabus suggested that it was professionally oriented, thus showing strong relevance and practical application of industry. This is again in line with modern workforce needs, for it lays emphasis on the market-oriented education.





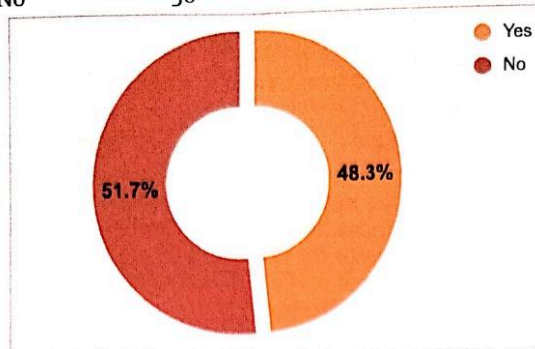
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Do you find any drawbacks in present syllabus?

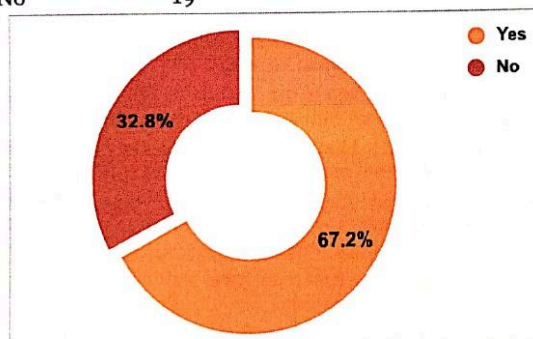
Yes 28
 No 30



Out of the 58 students, 28 of them point out the drawbacks in the current syllabus, thus showing that there is much room for improvement. The major causes of dissatisfaction for students are basically based on the curriculum content that is still very outdated, scanty coverage of relevant topics, and unsatisfactory teaching methods.

Is the system of continuous evaluation satisfactory?

Yes 39
 No 19



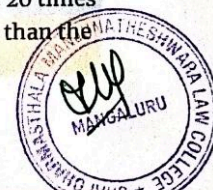
For the majority of students - 39, this system of continuous assessment is quite satisfactory. In general terms, this would mean that perception is good, but it corresponds to a high percentage - 19, that does not share this opinion, which leaves some concerns or those areas for improvement in the evaluation process.

What are the teaching/learning methods needed?

The feedback received shows that the following are the most frequent methods of teaching/learning adopted:

- Chalk and Talk Method — 30 times
- Case Study Method — 23 times
- Discussion Method — 20 times

The Socrates Method is mentioned on several occasions, but less frequent than the other two.





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The analysis shows that more than one method of teaching/learning is adopted in practice. The common combinations are:

Chalk and Talk Method + Case Study Method + Discussion Method — 13 times

Chalk and Talk Method + Discussion Method (8 times)

Chalk and Talk Method + Case Study Method (6 times)

The Socrates Method is often used in combination with other methods, particularly with the Case Study Method and the Discussion Method.

The least used method is the sole use of the Discussion Method, which only appeared 3 times.

It can be analysed that, the findings suggests teachers often combine teaching/learning methods for the achievement of instructional goals. Some of the commonly used methods include the Chalk and Talk Method, the Case Study Method, and the Discussion Method, which in most cases are used in a mix with one another.

What are the changes you suggest in practical training Courses?

Suggestions -

1. Reduce writing tasks: Most of the students are of the opinion that the quantum of writing is too heavy and sometimes unwarranted. The simplification of writing tasks or the number of written assignments may be reduced.
2. Student satisfaction survey: A survey may be conducted regarding the satisfaction levels among the students about the practical training course. This will help to improve the shortcomings.
3. More practical knowledge: The students want to be taught practical things related to the application of the course materials and how to apply the rules and regulations in real life.
4. Friendlier lecturers: The students desire to have more understanding lecturers who are friendly and accessible both in and out of class.
5. Do away with unnecessary work: Removal of such additional work as the requirement to keep a personal diary will save time for more critical activities.
6. Addressing student needs: The faculty should respond to the requirements and issues of students and must think from the student's perspective.
7. Syllabus-based teaching is necessary: The faculty should cover the syllabus and mention all the essential points for answering the questions so that students can prepare well before the examination.
8. Bilingual: Teaching in multiple languages, such as Kannada, may help students grasp concepts more clearly.
9. Real life situations: More practical examples and case studies in the practical training courses to help students comprehend how theory can be applied in practice.
10. Mandatory visits to courts: Make court visits mandatory for the students and encourage them to think and reflect upon their experiences.

Analysis -

Suggestions from students proposed 10 changes that will help better practical training courses. They are reducing writing tasks, survey on student satisfaction, providing more practical knowledge, friendly instructors, avoiding unnecessary tasks; meeting the student needs, teaching in accordance with the syllabus; instruction in multiple languages; investigation of real-world scenarios; and visiting courts compulsorily.



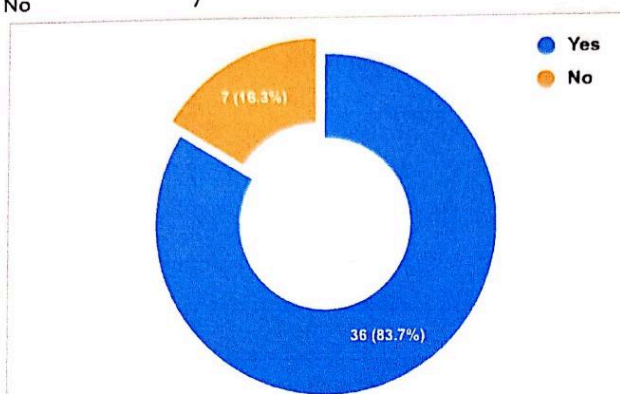


Alumni Feedback

Alumni Feedback Analysis 2022 -2023

Does the institution maintain a rapport with the Alumni?

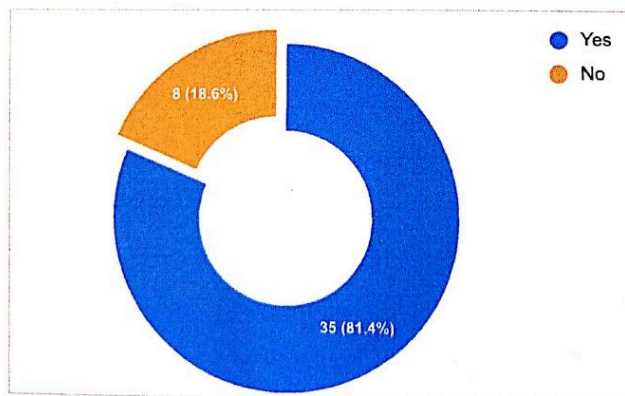
Yes 36
No 7



The institution has a strong rapport with its alumni, 84 percent of the respondents indicated a positive relationship, indicating a high level of engagement and commitment to the fostering of lifelong connections.

Are the Alumni involved in curricular and co-curricular activities of the college?

Yes 35
No 8



The majority of alumni (83%) are actively involved in the curricular and co-curricular activities of the college, thereby showing utmost commitment to their alma mater and its students.





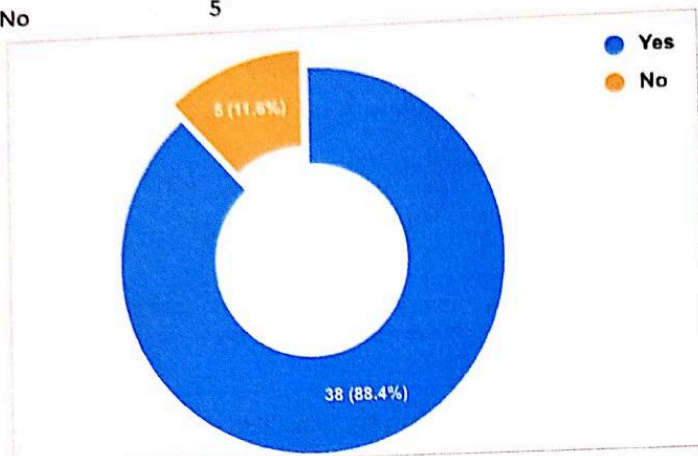
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Does the Alumni Association Contribute to Academic development of the institution?

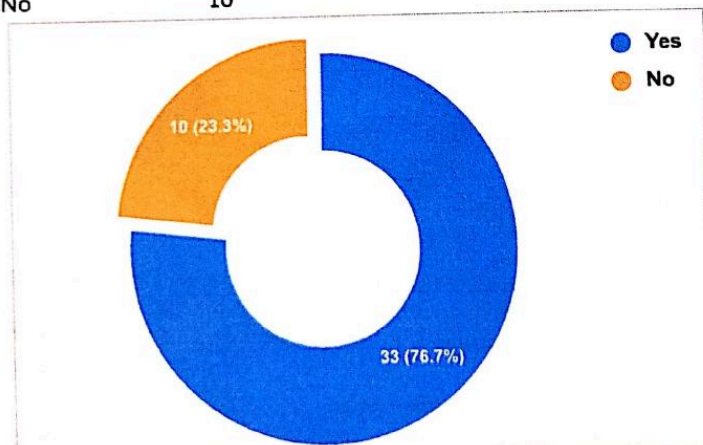
Yes 38
No 5



The majority of alumni (83%) believe that the Alumni Association positively contributes to the academic development of the institution, indicating a strong sense of engagement and support.

Does the Alumni Association Contribute to Administrative development of the institution?

Yes 33
No 10



Majority of alumni agree that the Alumni Association has been helpful in developing the institution administratively. This makes it important in enhancing growth and improvement.



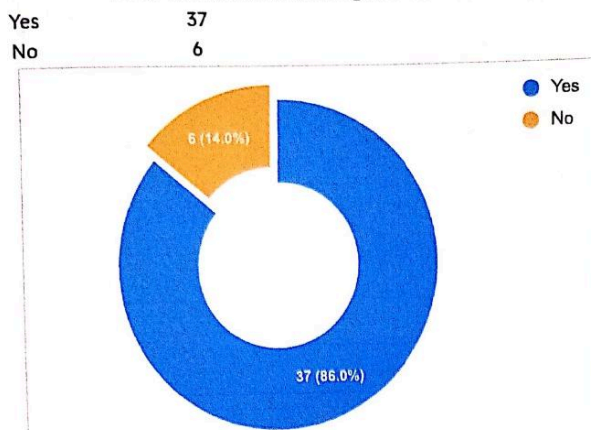


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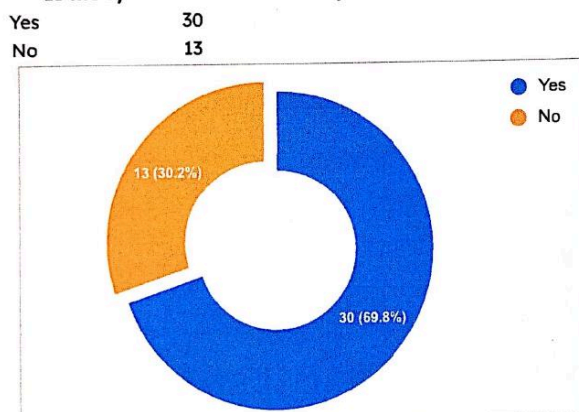
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Does the institution recognize Alumni Achievements?



The institution recognizes achievements of alumni, and a strong majority of 37 respondents agreed to that, showing it does support the development of a sense of community and pride among alumni.

Is the syllabus of the University in tune with market requirements?

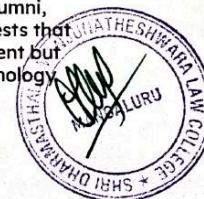


While 30 respondents agreed, 13 disagreed with the statement that the syllabus of the university is in tune with market requirements. It may basically mean that the overall syllabus is well done and there are few areas of enhancement or fine-tuning.

Suggestions -

- Arrangement of constructive dialogues should be made to promote intellectual excellence.
- More sessions on basic computer skills to be included in order that the students may come out with knowledge regarding E-filing in courts.
- More alums ought to be involved with the institution.

The feedback points out that the alumni network is an area to be improved within the institution. The Alumni Association is also weak and has not engaged with most alumni, which could be a big miss in networking and knowledge sharing. The feedback suggests that as an institution, it does well in terms of academic excellence and student involvement but leaves much to be desired regarding engagement with alumni and infusion of technology into the curriculum.



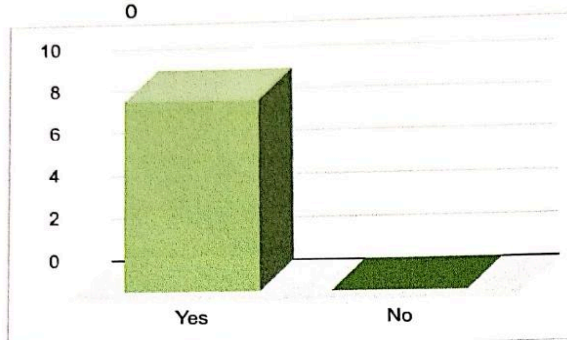


Parents Feedback

Parents Feedback Analysis 2022-2023

Does your ward inform you about his/her performance in curricular and co-curricular activities?

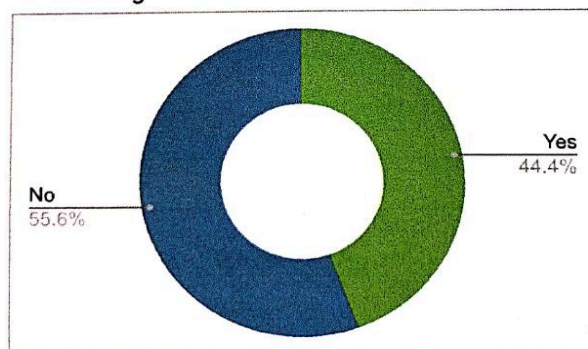
Yes 9
No 0



Most of the respondents pointed out that the ward informed them about their performance in both curricular and co-curricular activities; this suggests a high level of communication and transparency.

Do you regularly meet class mentor, Student Welfare Officer, Principal?

Yes 4
No 5



The majority of parents do not regularly meet with the class mentor, Student Welfare Officer, or Principal. This suggests that there may be a lack of communication or involvement between parents and school authorities in the education and well-being of their children.





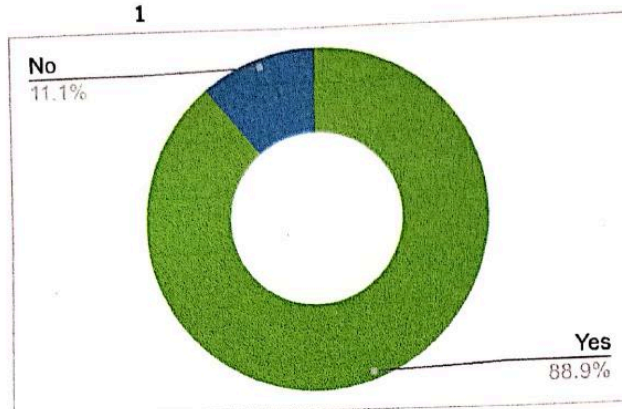
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Do you think that grievances of the students are properly addressed?

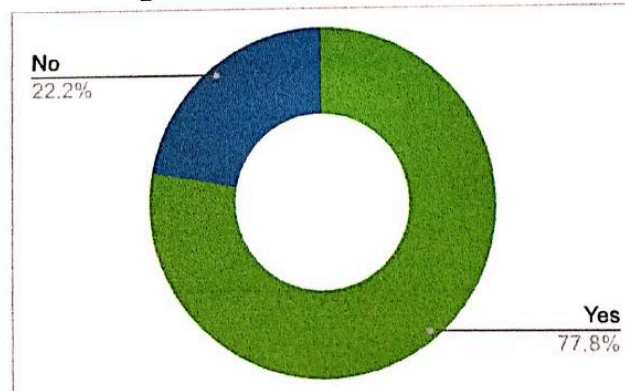
Yes 8
No 1



The majority of parents believe that the grievances of students are properly addressed, indicating a high level of satisfaction. However, one parent's negative response suggests that there may be room for improvement in addressing student concerns.

Are you happy with present syllabus?

Yes 7
No 2



According to the feedback, 7 parents are satisfied with the present syllabus, indicating a positive overall response. However, 2 parents are dissatisfied, suggesting that there may be areas for improvement or modification.





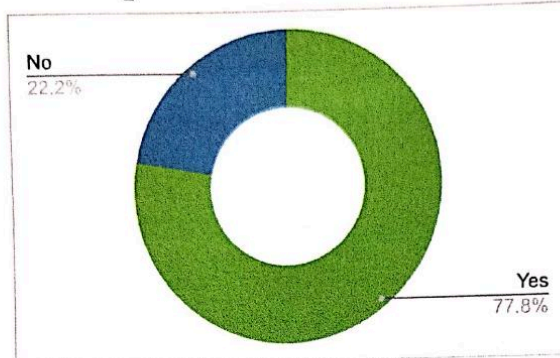
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Do you like the practical training imparted by the college?

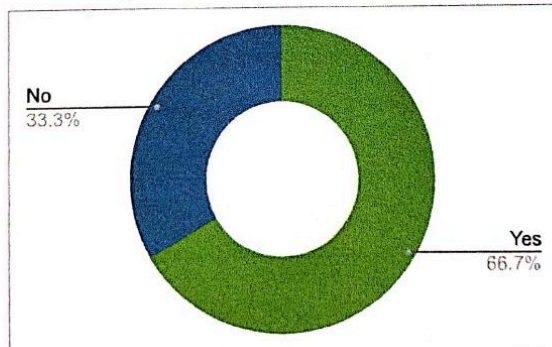
Yes 7
No 2



The majority of parent have positive feedback on the practical training provided by the college, indicating a high level of satisfaction and confidence in the institution's hands-on learning approach.

Do you regularly attend the PTA meetings?

Yes 6
No 3



According to the feedback, 6 parents regularly attend PTA meetings, indicating a strong level of engagement and commitment. However, 3 parents do not attend, suggesting a potential gap in communication and involvement.





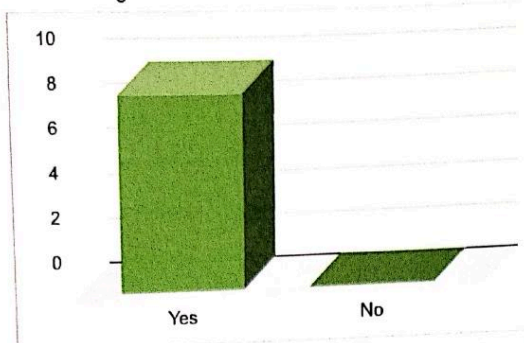
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Are you aware about messages sent by the college?

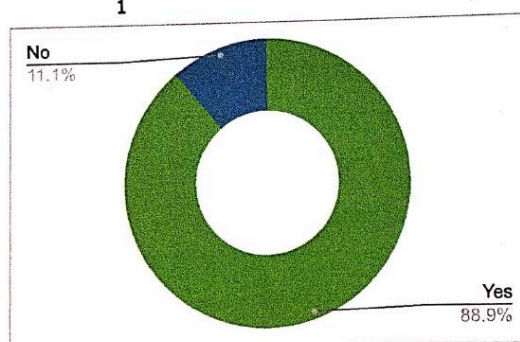
Yes 9
No 0



The analysis reveals that Majority of parents are aware of the messages sent by the college, indicating a high level of transparency and communication between the college and parents.

Do you participate in the admission of your ward?

Yes 8
No 1



The majority of parents actively participate in the admission process of their ward, indicating a high level of involvement and concern for their child's education.

Other Suggestions -

Academic Reforms: Parents demand an end to marks card errors and improved academic performance.

Increased Enrollment: Parents expect a rise in student enrollment, fearing a decline in institution popularity.

Well-Rounded Education: Parents want students to develop both mother tongue skills and proficiency in a global language.

Parents expect more from the institution, particularly in addressing student dissatisfaction, improving communication skills, and ensuring a conducive academic environment.





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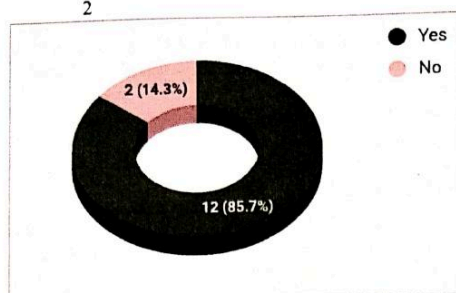
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Faculty Feedback

FACULTY FEEDBACK ANALYSIS 2022 - 2023

Do you think the subject prescribed is satisfactory for professional learning?

Yes 12
No 2



Twelve of the fourteen respondents agreed that the prescribed subject is satisfactory for professional learning. This goes to prove that the curriculum meets the needs of the students and gives them substantial education in the field of law.

What are the draw backs you see in the present syllabus?

Lack of categorization and relevance of topics
Lack of insight into the subject area.
Suggestion Received - Non-practical and non-professional orientation of all the subjects
Laws are outdated and lack updates on the syllabus
The cases in professional ethics are not updated
Some of the chapters are too complex for the students to comprehend.

Analysis -

The present syllabus is under criticism because of its lack of proper structure, remoteness from practice, and not updating the laws and cases therein. This may result in an insufficient understanding of complex ideas and a superficial knowledge of the subject by the students.

What are the changes you suggest in clinical legal education?

Current practice in courts: Include mock trials and negotiation mutes and client counseling mutes to bring into focus actual scenes.

Early Clinical Legal Education: Appropriate all-round clinical legal education in students would imply that beginning in the first year, all students are entitled to participate in clinical legal education in their locality.

Suggestion Summary - *More practical exposure: The students emphasize the need for practical knowledge and exposure.*

In Moot Court and DPC, give more control to students with reduced guidance from teachers.

Continuous Mock Trials: Implement continuous mock trials, which enhance the skills of the students.

Court Visits: Organize visits to courts during the last two years of study so that students can be exposed to this environment.

Analysis : These changes emphasize practical knowledge and the representation of what has been truly practiced in court, increasing student autonomy and constant exposure to legal scenarios.





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What changes are required in the teaching pedagogy ?

Increased use of IT: There is a general agreement among most respondents that technology should be used more extensively in teaching, which virtually implies that the digital tools aid in enhancing learning.

Practical-oriented learning: Most responses agree that the weight in learning should focus more on practical learning, which literally means students should participate in practical activities and experiments to aid the understanding of theoretical concepts.

Focus on academics: This is focusing on academics other than extra-curricular activities according to the respondents, which means there should be a focus on academic achievement.

Suggestion
Summary -

Attention to student preparation: It is suggested by some of the respondents that students have to be prepared to learn; they are provided with previous readings and encouraged to join the discussions in groups. This shows the responsibilities of the students as an active learner.

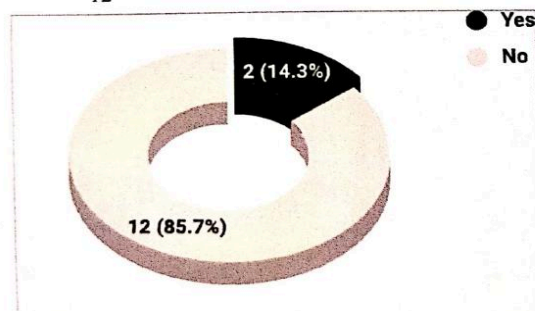
Sharing knowledge rather than completing the syllabus: Some of the respondents opined that the aim of teaching should be to share the knowledge with the students, rather than merely completing the syllabus, which again goes on to hint that deep learning rather than mere coverage is what should be emphasized.

Experiment with several teaching methods: Some of the respondents contributed that all methods of teaching need to be experimented with on a trial and error basis to find what works best.

These responses show the necessity for innovation and flexibility in pedagogy, which must be oriented toward students' engagement, learning outcomes, and academic achievement.

Are you involved in academic bodies of the University?

| | |
|-----|----|
| Yes | 2 |
| No | 12 |



Most of the respondents, 12, are not involved in any academic bodies of the university, which includes non-engagement in the academic governance and decision-making frameworks. Only 2 are active, hence indicating low influence on the academic environment.





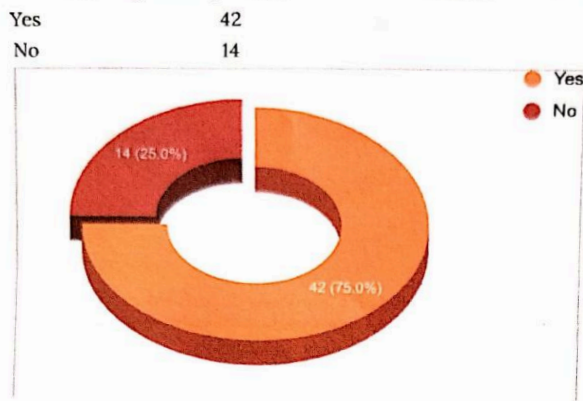
Analysis of feedback 2021-2022

Students Feedback

2021 - 2022

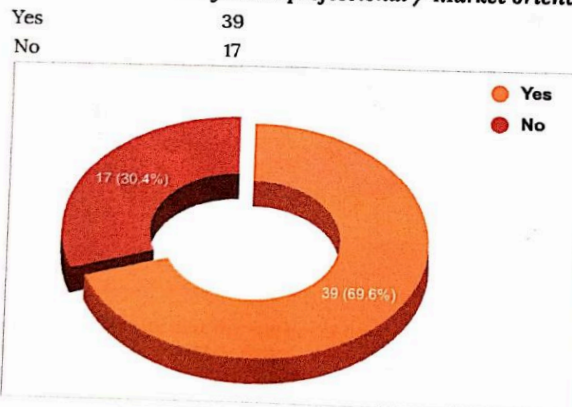
Student Feedback Analysis

Do you think that syllabus prescribed is both student and teacher friendly in nature?



Most of the students find it a friendly syllabus. Only 14 students oppose it, and this area could still make the syllabus balanced and effective.

Is the syllabus professional / Market oriented?



Responses indicates that 39 students, 62.6 percent, found the syllabus professionally oriented, while 17 students did not. The majority of students do appreciate that the syllabus is focused on the relevance and application of industry matters.





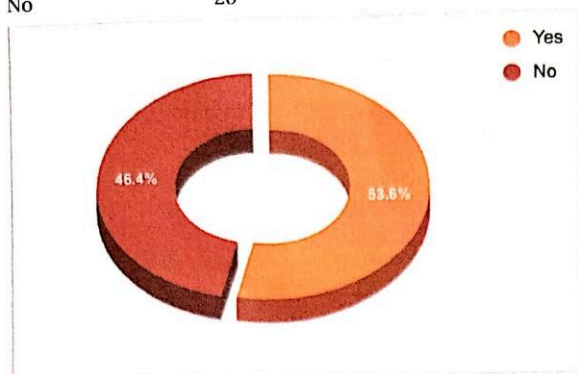
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Do you find drawbacks in the present syllabus?

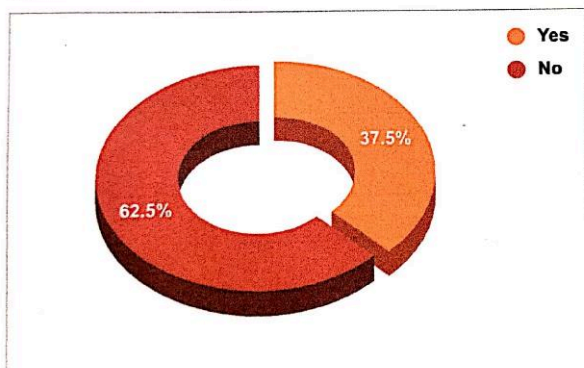
Yes 30
No 26



These responses indicate that 30 students find loopholes in the current curriculum, whereas 26 students do not. The difference shows divided opinion regarding the syllabus and calls for scrutiny with possible changes.

Is the system of continuous evaluation is satisfactory?

Yes 21
No 35



This feedback suggests that the system of continuous evaluation is not satisfactory, thus requiring improvement and perhaps some adjustments to better appraise the students.

What are the teaching/learning methods needed?

Suggestions -
Chalk and Talk Method
Socrates Method
Case Study Method
Discussion Method

Analysis -

Most of the students preferred combination of methods; in the Case Study Method and Discussion Method, this seems to be highly favored. Next in order was the Chalk and Talk Method, while the Socrates Method was least preferred.





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What are the changes you suggest in practical training Courses?

Specific suggestions:

Group assignments: The students have suggested formation of groups and assignment of practical tasks to ensure teamwork and cooperation.

Case studies and assignments: The students wish to solve case studies and assignments to apply theoretical knowledge in practical scenarios.

More interactive classes: The students have suggested offline classes, workshops, and classes with eminent personalities in the field of law.

Explanation and communication to be clear: The students have demanded clear explanation, simpler methods of teaching, and improved communication from teachers.

Practical sessions and workshops: The students expressed their need for more practical sessions and workshops so that they can learn more by doing things on their own.

Notes in both languages: Students demand study materials, notes in both English and Kannada languages.

Analysis -

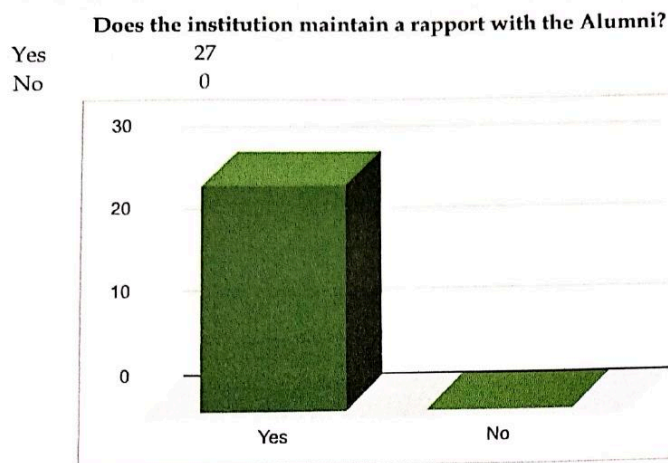
The feedback indicates that students want something more engaging, practical, and relevant to the real-world application of the law. Suggestions may be used to further develop the courses of practical training, thus achieving improved student learning outcomes.





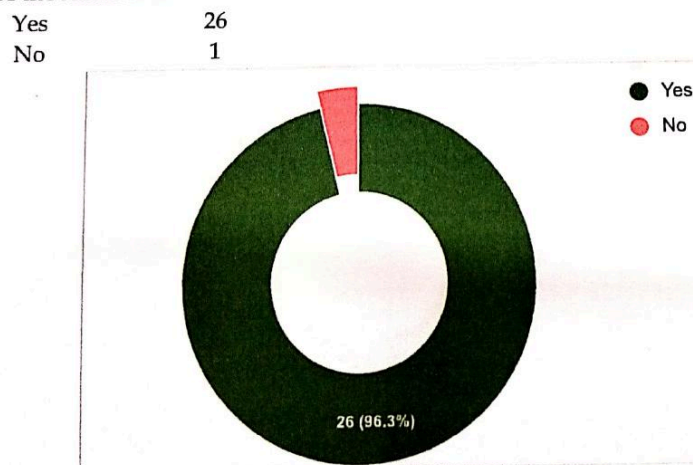
Alumni Feedback

2021 - 2022 ALUMNI FEEDBACK ANALYSIS



This institution has a great rapport with its alumni, manifested by the 100% positive relationship response, hence remaining committed to lifelong connections and community engagement.

Are the Alumni involved in curricular and co-curricular activities of the college?



26 alumni from the institution are involved in the curricular and co-curricular activities of the college, thus showing their good level of participation and commitment towards the growth and development of the institution.





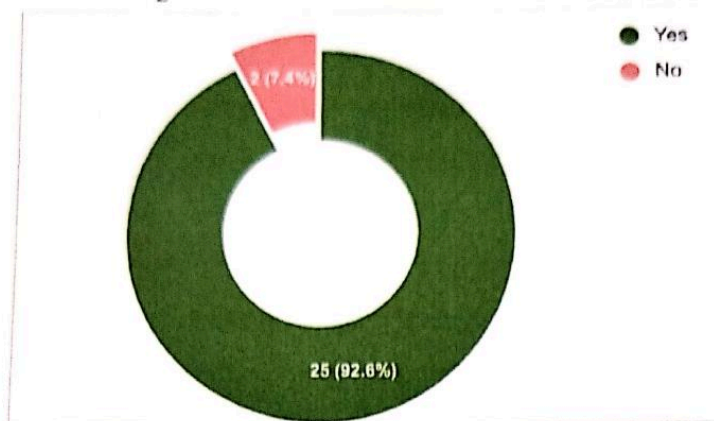
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Does the Alumni Association Contribute to Academic development of the institution?

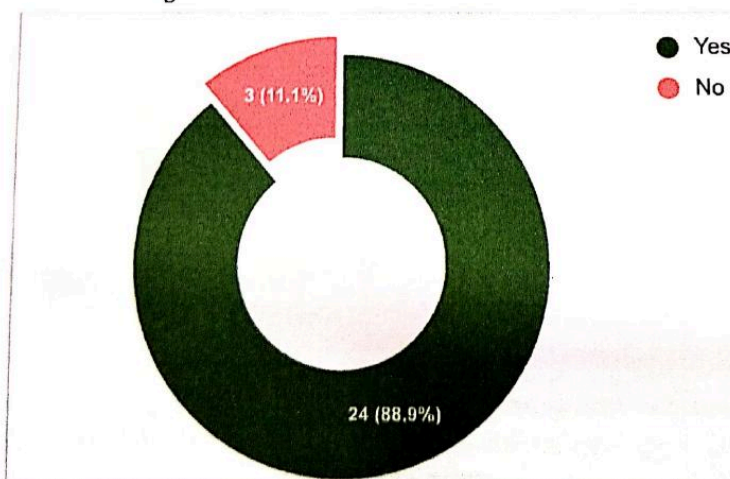
| | |
|-----|----|
| Yes | 25 |
| No | 2 |



A strong majority of 25 alumni agree that the Alumni Association contributed to the academic development of the institution, while there are only 2 who indicate otherwise.

Does the Alumni Association Contribute to Administrative development of the institution?

| | |
|-----|----|
| Yes | 24 |
| No | 3 |



24/27 agree that the Alumni Association adds to administrative development at the institution, showing a very strong partnership between alumni and the institution.

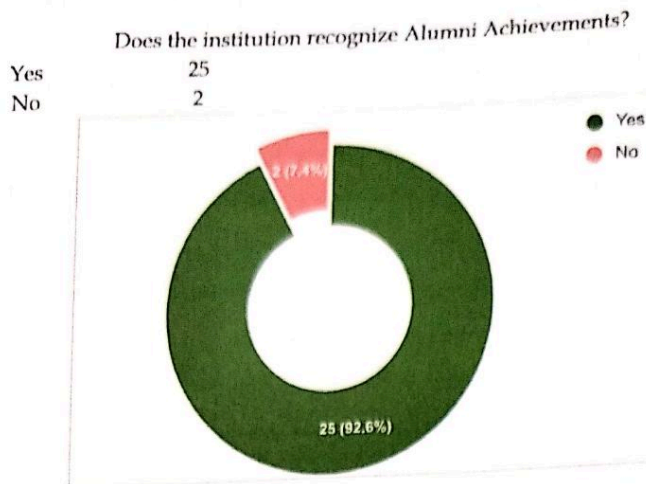




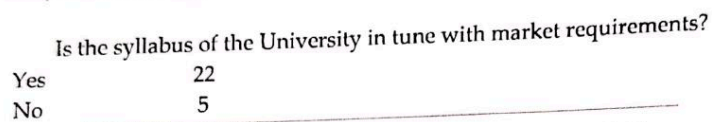
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The institution recognizes alumni achievements, since 25 respondents indicated that it does, thus showing great commitments to honor the successes of its graduates.



22 respondents agree that the university syllabus is in tune with market requirements, strongly linked to industry. A minority of 5 feel otherwise, suggesting probable improvement areas.

Suggestions -

The alumni enjoy a good experience at the college, like the quality of education, guidance from senior faculties, and public opinion.
The alumnus has opined that there is a dire need for more open sessions about new amendments to the laws, in order to keep the students updated with the latest developments.



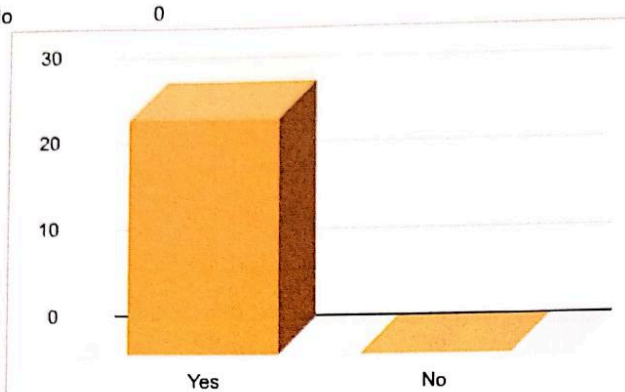


Parents Feedback

Parents Feedback 2021 - 2022 Analysis

Does your ward inform you about his/her performance in curricular and co-curricular activities?

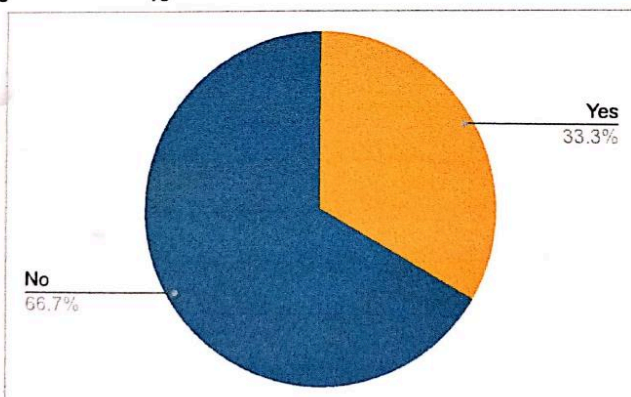
Yes 27
No 0



According to the feedback, 27 parents (100%) report that their wards inform them about their performance in curricular and co-curricular activities, indicating a high level of openness and communication between parents and children.

Do you regularly meet class mentor, Student Welfare Officer, Principal?

Yes 9
No 18



The majority of parents (67%) do not regularly meet with class mentors, Student Welfare Officers, and Principals, indicating a lack of communication and engagement between parents and school authorities.



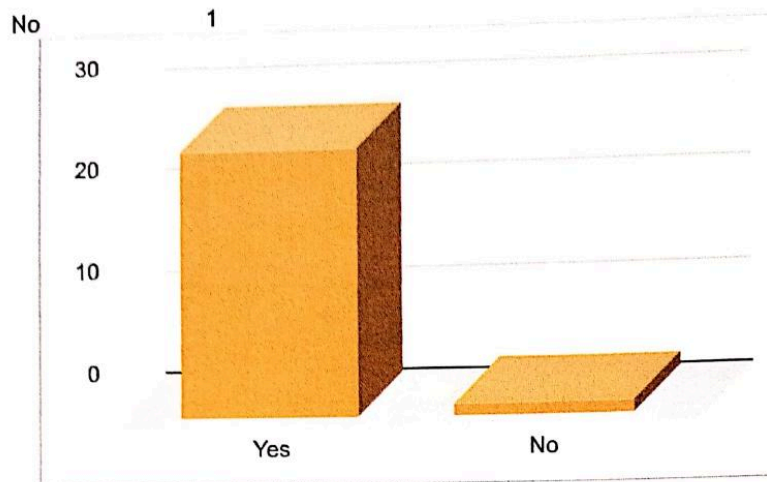


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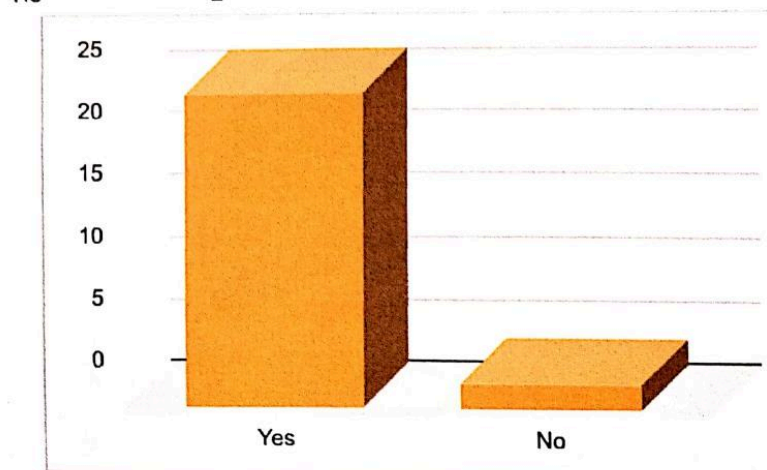
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Do you think that grievances of the students are properly addressed?
Yes 26
No 1



The majority of parents (26 out of 27) believe that the grievances of students are properly addressed, indicating a high level of satisfaction with the school's handling of student concerns. Only one parent expressed dissatisfaction.

Are you happy with present syllabus?
Yes 25
No 2



Based on the feedback from parents, it appears that 92.6% (25/27) of parents are satisfied with the present syllabus, indicating a high level of parental satisfaction. Only 7.4% (2/27) of parents have expressed dissatisfaction.





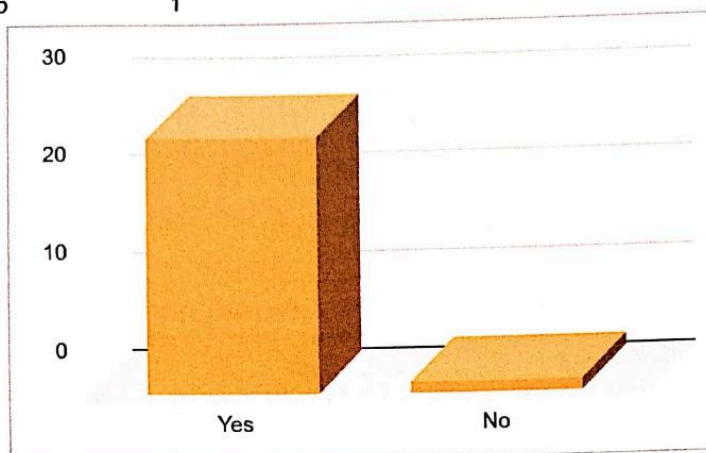
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Do you like the practical training imparted by the college?

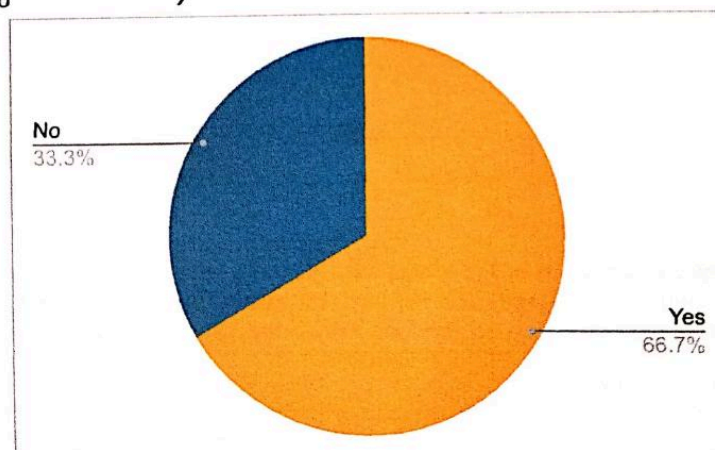
Yes 26
No 1



The majority of parents (96%) are satisfied with the practical training provided by the college, indicating a high level of effectiveness and relevance of the training. Only 4% expressed dissatisfaction.

Do you regularly attend the PTA meetings?

Yes 18
No 9



The majority of parents (18 out of 27) regularly attend PTA meetings, indicating a high level of engagement and commitment to the school community. This suggests a strong sense of parental involvement and investment in the school's activities and decisions.

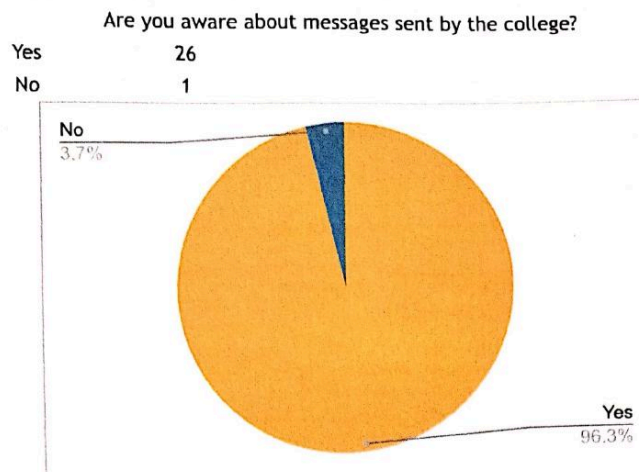




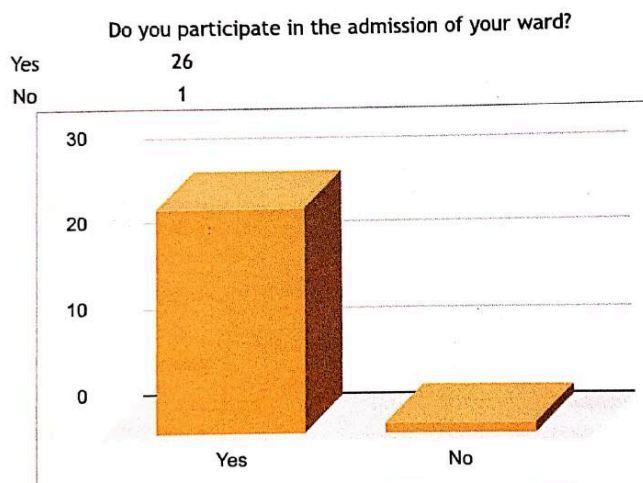
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The majority of parents (96%) are aware of the messages sent by the college, indicating effective communication and transparency.



The majority of parents (26 out of 27) participate in the admission process of their ward, indicating a high level of involvement and engagement in their child's educational journey. Only one parent does not participate in the admission process.

Other Suggestions -

Positive Feedback: Parents appreciate the college's facilities, teaching staff, and supportive system.

Concerns about University Results: Some parents are disappointed with their ward's university results, citing delays in semester exams.

Suggestions for Improvement: Parents suggest creating a WhatsApp group for guardians and conducting semester exams on time to avoid academic losses.

The feedback provided suggests that parents appreciate the college's facilities and system, but also express concerns about university results and exam timings.





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Faculty Feedback

| Feedback Analysis Faculty | |
|--|--|
| 2021 - 2022 | |
| <i>Do you think the subject prescribed is satisfactory for professional learning?</i> | |
| Yes | 13 |
| No | 4 |
| | |
| <p>Thirteen strongly agree that the prescribed subject is satisfactory for professional learning, thus showing a general acceptance and confidence in the topic chosen. A notable minority of four showed dissatisfaction, an indication of maybe areas of improvement or other topics that could better serve professional development needs.</p> | |
| <i>What are the draw backs you see in the present syllabus?</i> | |
| Suggestion Summary - | Lacking in practical relevance and depriving students of proper preparation for life after their studies. |
| | The overemphasis on theoretical knowledge, therefore, makes it rather very difficult to be applied in real-world situations. |
| | Obsolete and repealed content incorporation, irrelevant therefore may fail to be of use to students. |
| | Not much emphasis is given to advanced, practical law courses by the university, making it difficult for a student to get into the intricacies of the subject. |
| | Extraneous subjects and irrelevance to practical application in some fields, for example, jurisprudence. |
| Analysis - | |
| <p>The existing syllabus of the law course is criticized as having no practical relevance, with its contents outdated and emphasis more on the traditional and theoretical rather than advanced and practical aspects, which makes it very difficult for the student to prepare for real-world legal practices and for a master's program.</p> | |
| <i>What are the changes you suggest in clinical legal education?</i> | |
| Suggestion Summary - | Attention to the practical education of our semester. |
| | Increased court and chamber visits to increase practical experience. |
| | Participation in legal services through DLSA and compulsory legal aid camps. |
| | Practical exercises and projects aimed at enhancing student skills. |
| | Incorporate human rights-based training and separate hours for practical training. |
| <p>Analysis : The clinical legal training reform provides for skill-based practical approaches, more exposure to live cases, and human rights-based training, among others. This transforms clinical legal training from an approach of theoretical development to a more practical application making the student well-prepared for professional practice and a more holistic view of law.</p> | |





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| What changes are required in the teaching pedagogy? | |
|---|---|
| Suggestion Summary - | Discussion and reflection should be encouraged. |
| | Project-based and problem-based learning. |
| | Infusion of technology and soft skills. |
| | Quizzes, group discussions, and presentations can be conducted. |
| | Focus on participative teaching and research-oriented learning. |
| The following suggestions are toward a more student-centered, technology-integrated, research-oriented approach. | |
| Are you involved in academic bodies of the University? | |
| Yes | 3 |
| No | 14 |
| | |
| The analysis shows that out of 17, only 3, which is 18%, are engaged in the academic bodies of the university, showing their engagement to be at a moderate level. | |
| Any other Suggestion - | |
| Suggestion Summary - | Technology integration: The respondents opined that the law colleges should provide better technological facilities to the students for making their learning more student-friendly. |
| | Teachers autonomy: Respondents generally tend to hold the view that teachers must be allowed some amount of autonomy with respect to their methods of teaching and be left free to try out new approaches for exploring student thinking. |
| | More attention to academics: Most of the respondents were of the view that more emphasis should be laid on academics, and preparatory exams should compulsorily be conducted in order to prepare the students well. |
| | Contemporary topics: The respondents opined that guest lectures, seminars, and conferences shall be organized on topics of contemporary relevance so that students remain interested and updated. |
| | Filling lacunae in curriculum: The respondents have suggested that some add-on courses should be introduced to fill the lacunae in the present university syllabus to ensure comprehensive education among students. |
| The opinions and comments of the respondents are built around improvements in the academic and learning environment within law colleges. Expressions have been made for better access to technological developments for the students, autonomy for the teachers, and more concentration on increasing academics. Some of the concrete suggestions are the making of preparatory exams mandatory, selection of contemporary topics for guest lectures, and introduction of add-on courses to fill the lacuna of the university syllabus. | |





Analysis of feedback 2020-2021

Students Feedback

count - 341

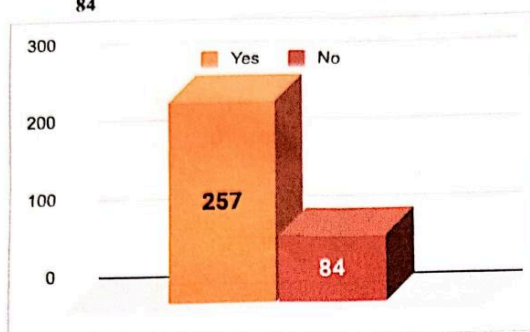
Feedback by Students

Analysis

2020 - 21

Is the syllabus professional / Market oriented?

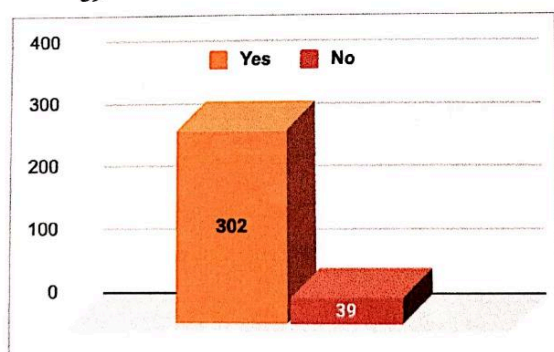
Yes 257
No 84



The syllabus is considered professional and market-oriented. A high percentage of students, 75.7% (257 out of 341), agree that it is relevant to the industry, while only 24.7% (84 of 341) disagree, indicating a tight link between the curriculum and professional demand.

Is the system of continuous evaluation satisfactory?

Yes 302
No 39



The system of continuous evaluation is largely satisfactory, with 302 students, about 88.6 percent, indicating "Yes," and 39 students, about 11.4 percent, showing dissatisfaction. This goes on to prove that the present evaluation system is very effective in measuring the progress and understanding of the student.





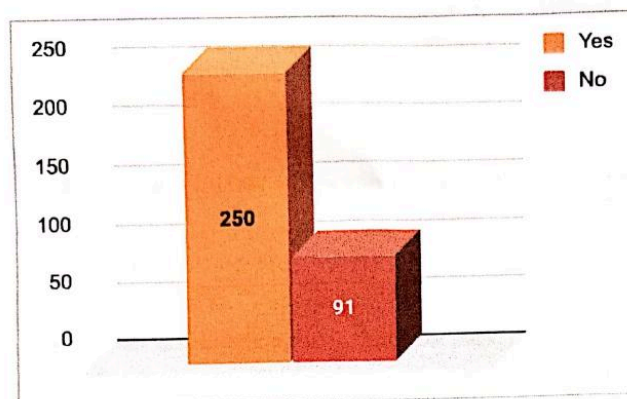
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Do you think that syllabus prescribed is both student and teacher friendly in nature?

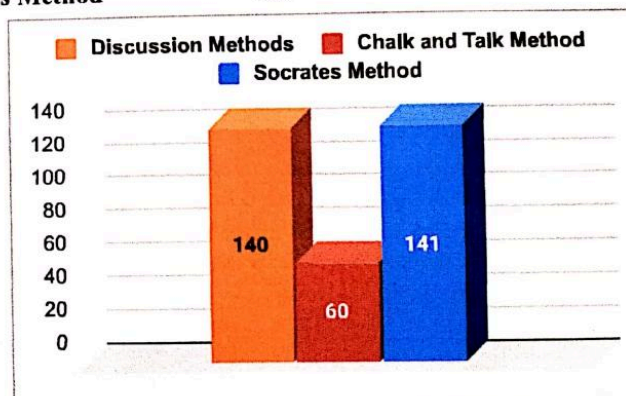
| | |
|-----|-----|
| Yes | 250 |
| No | 91 |



The syllabus is moderately student-centered, with 73 percent being student-friendly and the remaining 27 percent being teacher-friendly. The syllabus provides class structure and lucidity but somehow does not take into account the needs and preferences of both students and teachers, hence creating an air of inefficiency and unhappiness.

What are the teaching/learning methods needed?

| | |
|-----------------------|-----|
| Discussion Methods | 140 |
| Chalk and Talk Method | 60 |
| Socrates Method | 141 |





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The majority of students want to have a more interactive and collaborative learning experience (140 out of 341). In other words, what students want is an opportunity to share, with peers, ideas around and develop their critical aids, which in turn develops the requirement for critical thinking and skills in thinking through their practice.

The fact that the number of students relatively smaller (60 out of 341) in mention of recommending the need of the chalk and talk method may show that they may feel that it is too lenient and does not offer the necessary stimulation and consultation.

The high number of students, 141 out of the total 341, suggesting the need for the Socratic method reflects that opportunities to critique ideas are important to them.

What are the draw backs you see in the present syllabus?

- Common answers :**
- Overemphasis on theoretical aspects
 - Lack of practical skills and project-based learning
 - Insufficient assessment methods and feedback
 - High stress levels and inadequate support for students with mental health issues and disabilities
 - Limited focus on innovation, critical thinking, and soft skills development
 - Inadequate provision of resources and rigid curriculum
 - Overemphasis on memorization and multiple-choice tests
 - Limited opportunities for hands-on learning, group work, and student contributions

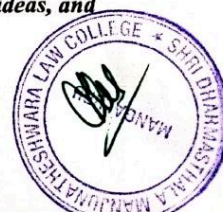
Analysis -

most of them refer to practical skills and project-based learning, as well as assessment methods and feedback. It would therefore mean that students feel the syllabus is too inclined towards theoretical aspects and does not afford students with enough hands-on learning experience and practical applications.

The next most prevalent issues that appeared were the high levels of stress and unsatisfactory support for students with mental health and disability issues. This would mean students feel burdened by curriculum demands and have less-than-satisfactory support to keep their well-being in check.

Of the other deficiencies, 6 of 34 were related to a lack of emphasis on innovation, critical thinking, and soft skills development, as well as a lack of opportunities for group work and individual contributions by students. In some ways, this may be taken as suggesting that the students feel the syllabus is over-individualistic, with insufficient scope for collaboration and creativity.

In general, much of the feedback seemed to indicate a desire for more interactive and student-centered learning that would allow students to work with one another, develop ideas, and further acquire and hone their critical thinking and communication skills.



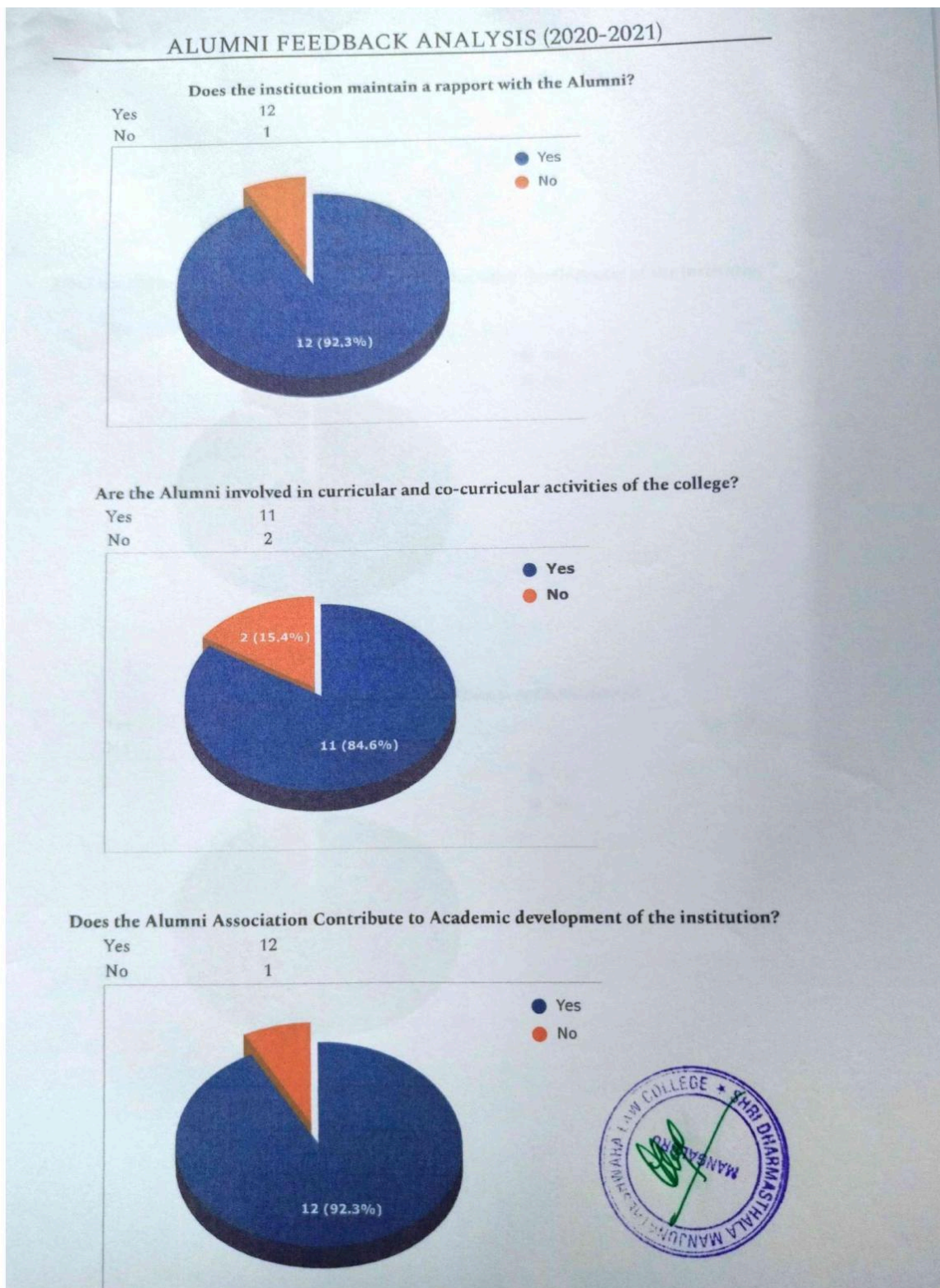


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Alumni Feedback





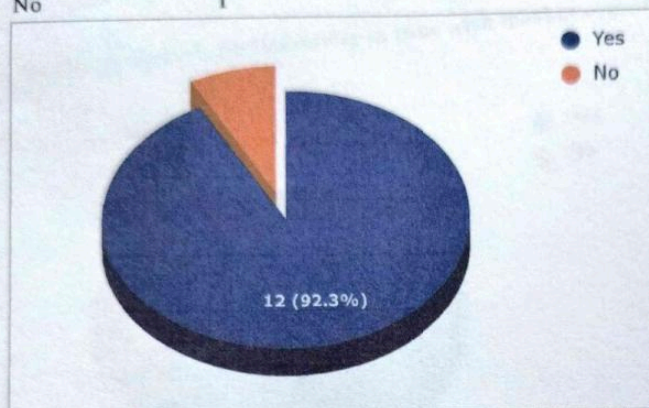
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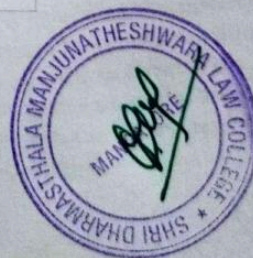
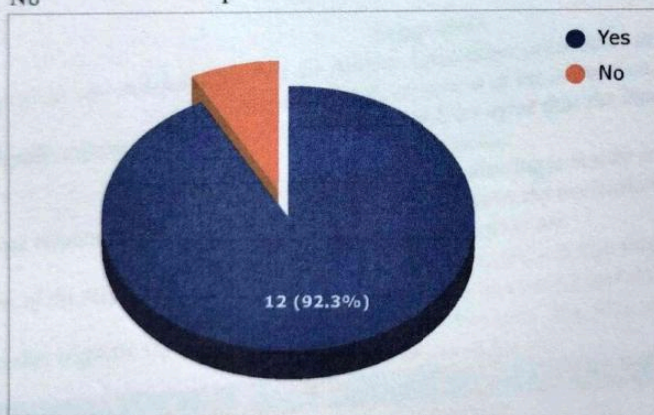
Does the Alumni Association Contribute to Administrative development of the institution?

Yes 12
No 1



Does the institution recognize Alumni Achievements?

Yes 12
No 1



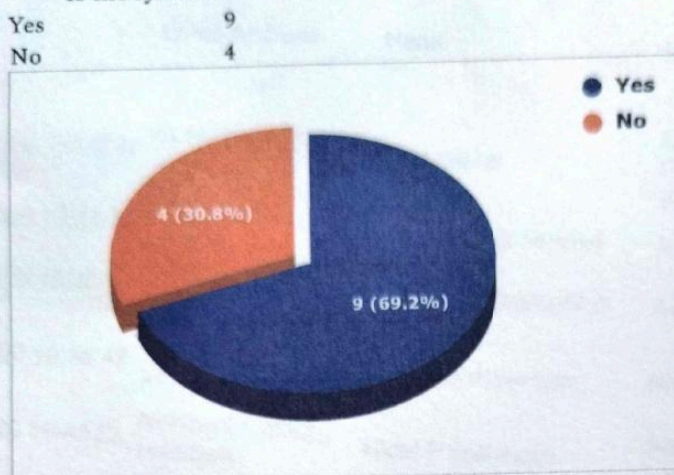


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Is the syllabus of the University in tune with market requirements?



Suggestions -

Most of the respondents agree that the Alumni Association contributes to academic development and administrative development of the institution.

Results indicate that the majority of the respondents agree that the institution recognizes Alumni achievements.

The frequency of the Alumni meeting is mostly annual.

Some respondents are not sure about the rapport between the institution and Alumni or how frequent the Alumni meetings are.

One of the respondents suggested that the institution could leverage forging of MoUs with the industry partners for better quality in academics and research.

Another response says there are "lots of changes to be made" but does not give any examples of what the changes might be.

Analysis -

The majority of the respondents have lauded good feedback regarding the institution's relationship with Alumni and their contributions toward the academic and administrative development processes. Of concern, however, would be the comments to do with the frequency of Alumni meetings and, generally, rapport with Alumni. Some potential areas for improvement are provided by the suggestions, such as strengthening industry partnerships and effecting changes in the institution's processes.



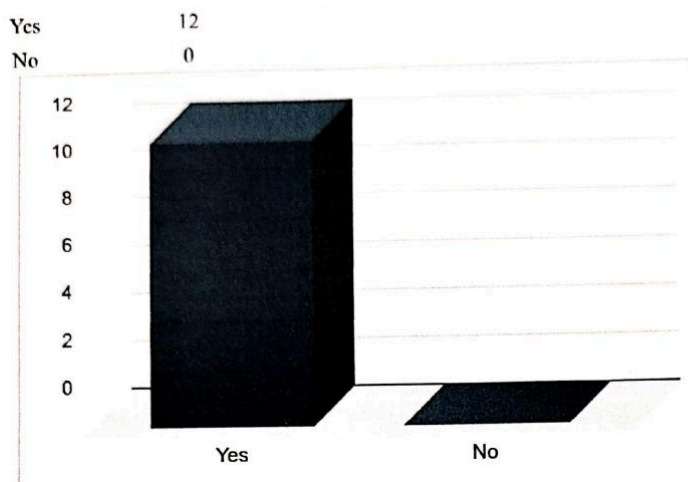


Parents Feedback

Parents Feedback 2020- 2021 | Analysis

TC

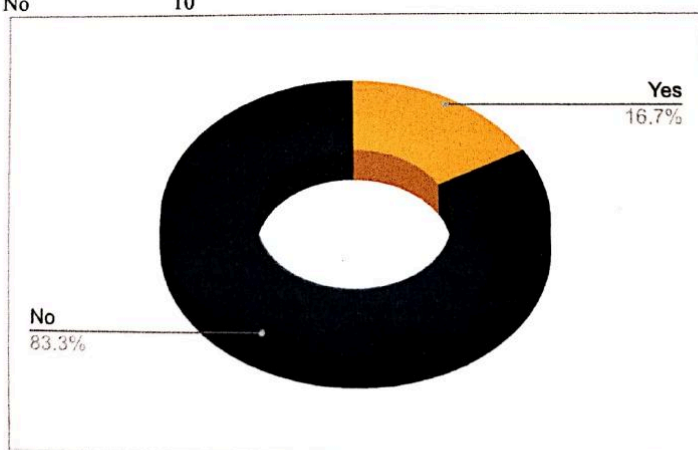
Does your ward inform you about his/her performance in curricular and co-curricular activities?



The majority of parents reported that their ward informs them about their performance in curricular and co-curricular activities. This indicates that most parents are aware of their child's academic and extracurricular achievements.

Do you regularly meet class mentor, Student Welfare Officer, Principal?

| | |
|-----|----|
| Yes | 2 |
| No | 10 |



The majority of parents (84%) do not regularly meet with the class mentor, Student Welfare Officer, or Principal, indicating a lack of parental involvement in their child's educational and personal development.





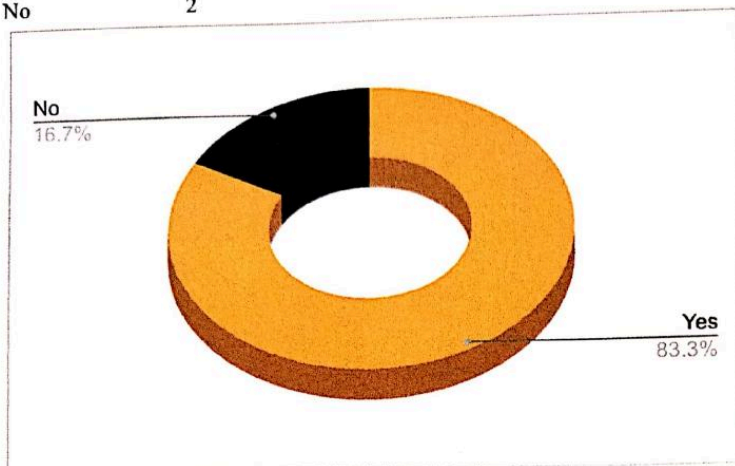
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Do you think that grievances of the students are properly addressed?

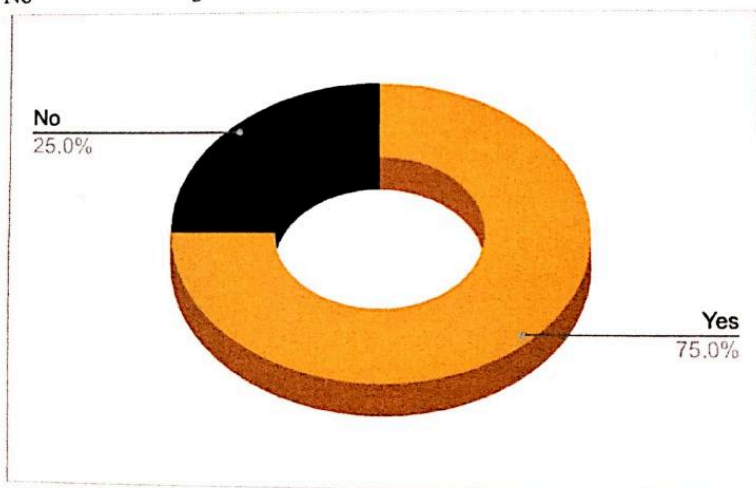
| | |
|-----|----|
| Yes | 10 |
| No | 2 |



The feedback suggests that most parents (84%) believe that grievances of students are properly addressed, indicating a high level of satisfaction with the school's handling of student concerns. Only 16% of parents expressed dissatisfaction, indicating a need for improvement.

Are you happy with present syllabus?

| | |
|-----|---|
| Yes | 9 |
| No | 3 |



The majority of parents (9 out of 12) are happy with the present syllabus, indicating a positive response. However, 3 parents expressed dissatisfaction, suggesting that the syllabus may need revision or improvement to better meet their expectations.





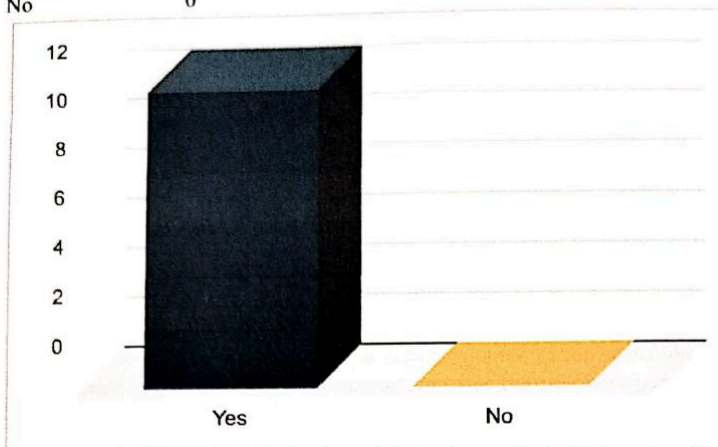
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MANGALURU - 575003

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Do you like the practical training imparted by the college?

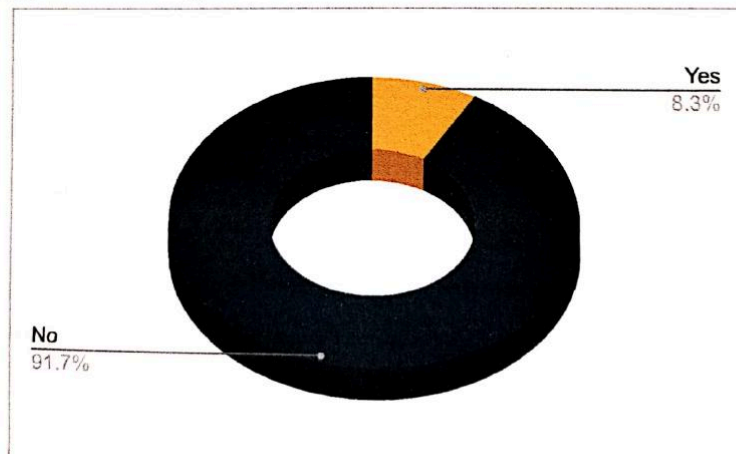
Yes 12
No 0



The feedback from parents suggests that the majority (12 out of 12) are satisfied with the practical training provided by the college, indicating a high level of confidence in the college's ability to equip students with hands-on skills.

Do you regularly attend the PTA meetings?

Yes 1
No 11



The majority of parents (11/12) do not regularly attend PTA meetings, indicating a low level of engagement and participation from parents in school activities. This suggests that parents may not be aware of or involved in school decisions.



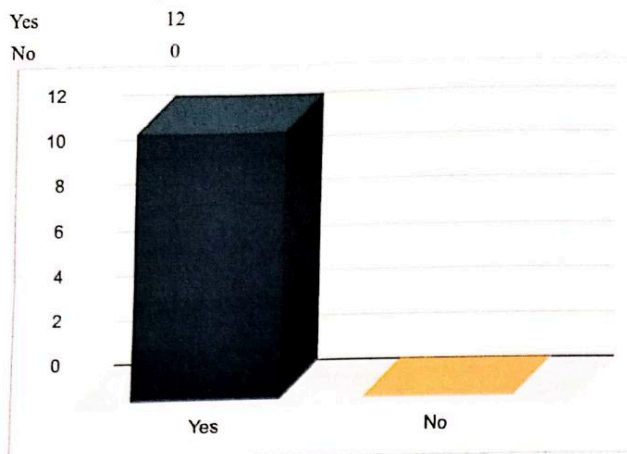


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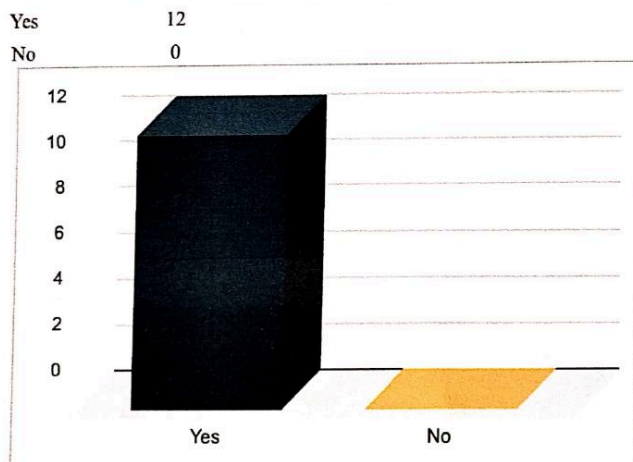
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Are you aware about messages sent by the college?



The feedback indicates that 100% of parents (12 /12) are aware of the messages sent by the college. This suggests that the college has an effective communication system in place, with parents being informed about important updates and announcements.

Do you participate in the admission of your ward?



According to the feedback, all parents of the total respondents actively participate in the admission process of their ward. This suggests that a significant majority (100%) of parents are involved in the decision-making process, indicating a high level of parental engagement and interest in their child's education.

Other Suggestions -

Some parents may feel that the college's facilities are too early to comment on, but overall, they are satisfied with the college's system. Another parent is disappointed with the university results of their ward highlighting the importance of timely exams.

A parent is appreciative of the college's system and feels that their ward is enjoying their studies.

The feedback provided suggests that parents appreciate the college's facilities and system, but also express concerns about university results and exam timings.



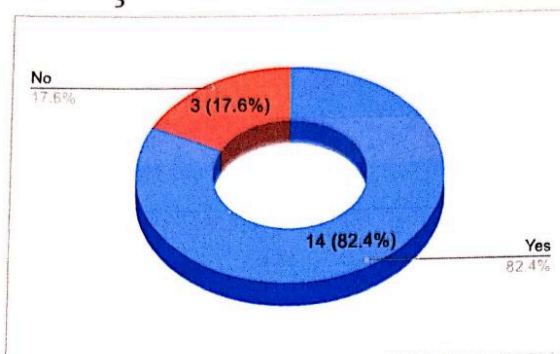


Faculty Feedback

Teachers feedback 2020 - 2021

Do the course materials and activities align with the learning objectives?

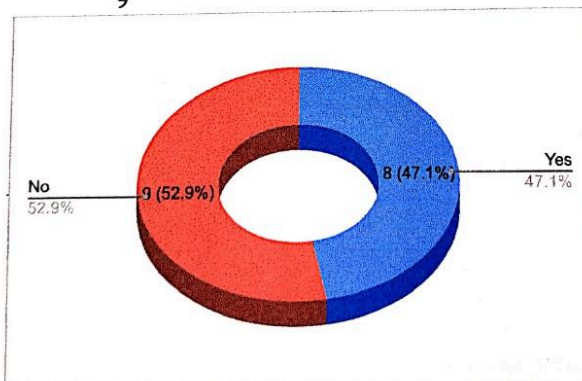
Yes 14
No 3



The results obtained showed that 83% of the course materials and activities were congruent with its learning objectives, hence there is a strong connection between instructional content and desired outcomes. On the other hand, 17% of the materials and activities were not congruent and, therefore, need revision or updating to helpfully support the attainment of the learning objectives of the course.

Is the syllabus satisfactory for online teaching?

Yes 8
No 9



A full 8 out of the 17 said yes, which shows a positive trend for the sufficiency of the syllabus for online instruction. A total of 9 respondents showed disagreement, indicating potential directions for improvement to ensure the delivery of a high-quality online education.





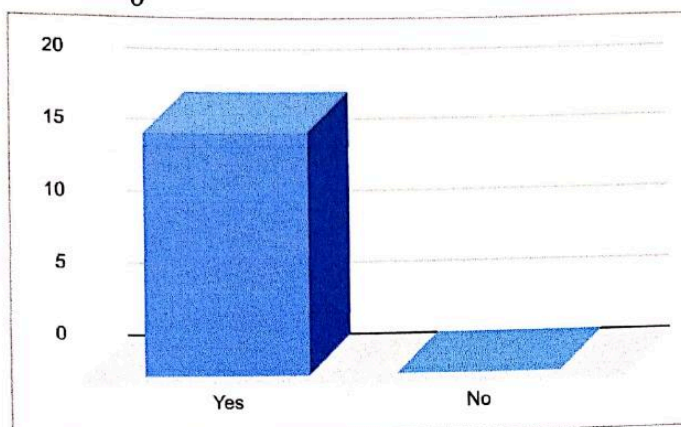
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Are all course materials and assignments posted in Google Classroom?

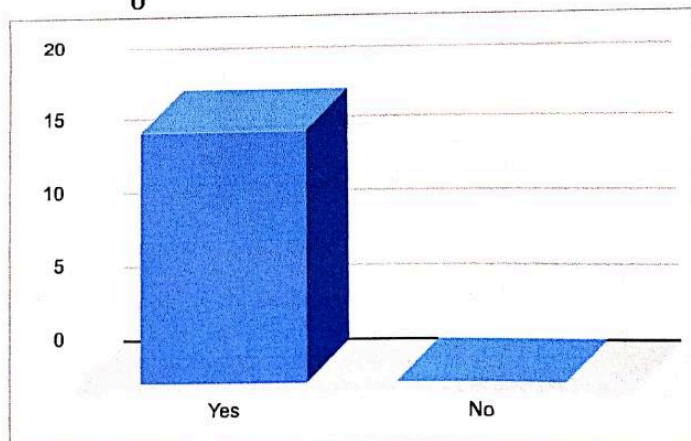
Yes 17
No 0



As shown in the data, 17 out of 17, or 100%, reported that all course materials and assignments are accessible via Google Classroom, indicating how highly digitally accessible the course is and well-organized.

Are students encouraged to engage in discussions and activities through Google Classroom?

Yes 17
No 0



According to the feedback from teachers, 17 / 17 reported that all course materials and assignments are posted in Google Classroom.





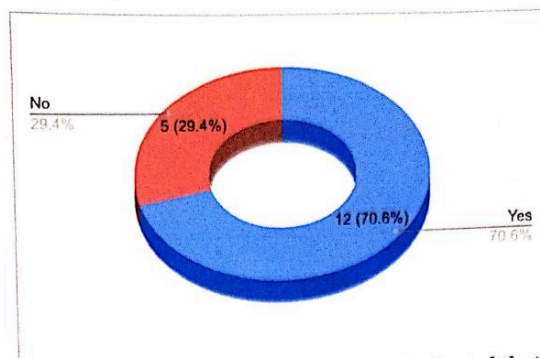
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Did the curriculum align with the course learning objectives?

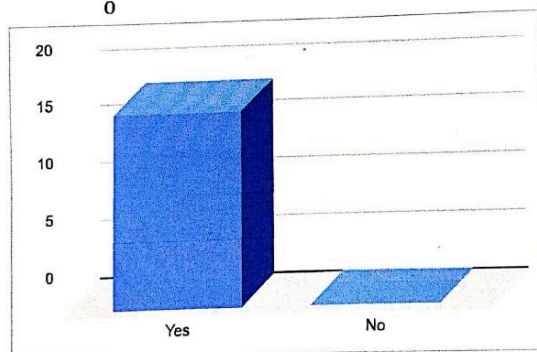
Yes 12
 No 5



A substantial proportion of faculty, specifically 70%, indicated that the curriculum was in accordance with the course learning objectives, reflecting a notable congruence between the two elements. Conversely, 29% of faculty members observed certain inconsistencies, implying potential avenues for enhancement in curriculum development.

Do students have the opportunity to engage in virtual discussions and group work through Google Meet?

Yes 17
 No 0



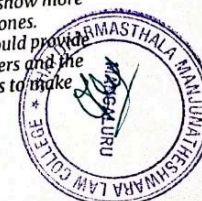
A significant proportion of faculty members indicate that students are afforded the chance to participate in virtual discussions and collaborative group activities via Google Meet, reflecting a substantial degree of faculty endorsement for online collaboration and communication.

Do you suggest any changes in online teaching

From your responses, it seems that you are advocating several changes online instruction. Based on this, here are the recommendations you put across:

Suggestions -

Flexible scheduling of courses would imply that online classes should show more flexibility in terms of meeting the different schedules and time zones.
Technical Support: This means that the online education platforms should provide technical support in case of any technical difficulties, both to the learners and the instructor. These suggestions have been two practical and useful ones to make improvements in online teaching.





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Analysis of feedback 2019-2020

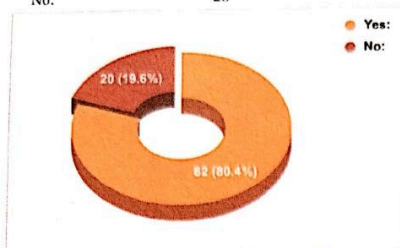
Students Feedback

STUDENTS FEEDBACK ANALYSIS 2019 - 2020

102 - Total

1. Did you find the classroom infrastructure conducive to learning?

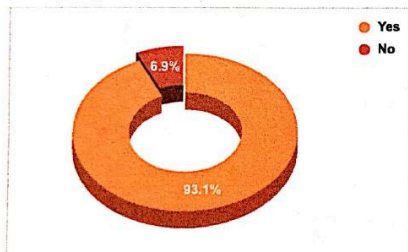
| | | |
|------|----|----------|
| Yes: | 82 | students |
| No: | 20 | students |



The majority of students (80%) found the classroom infrastructure conducive to learning, while 20% did not. This suggests that the college has made efforts to provide a comfortable and suitable environment for learning.

2. Whether the lecture halls are equipped with necessary facilities like audio-visual aids, whiteboards, and projectors?

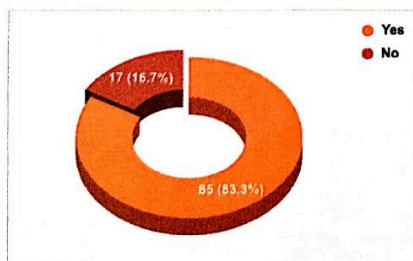
| | | |
|-----|----|----------|
| Yes | 95 | students |
| No | 7 | students |



A vast majority of students (93%) reported that the lecture halls were equipped with necessary facilities, indicating that the college has invested in providing adequate infrastructure for teaching and learning.

3. Are you impressed by the way subjects are taught?

| | | |
|-----|----|----------|
| Yes | 85 | students |
| No | 17 | students |



Most students (83%) were impressed by the way subjects were taught, indicating that the faculty members have been effective in engaging and educating students.





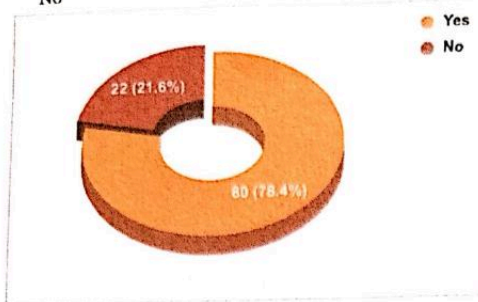
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4. Did you find the course materials and resources in the library (books, journals, online resources) adequate for your academic needs?

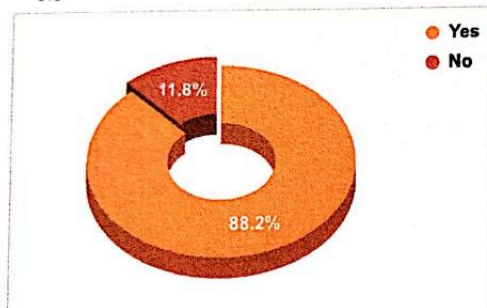
| | | |
|-----|----|----------|
| Yes | 80 | students |
| No | 22 | students |



While most students found the course materials and resources adequate (78%), there was still a significant proportion who felt they lacked sufficient resources (22%). The college may need to improve its library facilities and resources.

5. Are the faculty members approachable and responsive to your concerns and queries?

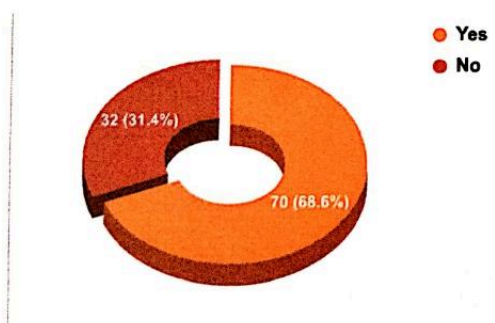
| | | |
|-----|----|----------|
| Yes | 90 | students |
| No | 12 | students |



The vast majority of students (88%) found faculty members approachable and responsive to their concerns and queries, indicating strong faculty-student relationships.

6. Do you feel that the curriculum was relevant to your future career goals?

| | | |
|-----|----|----------|
| Yes | 70 | students |
| No | 32 | students |



While most students felt that the curriculum was relevant to their future career goals (69%), there was still a significant proportion who did not feel so (31%). The college may need to revisit its curriculum to ensure it meets student needs.





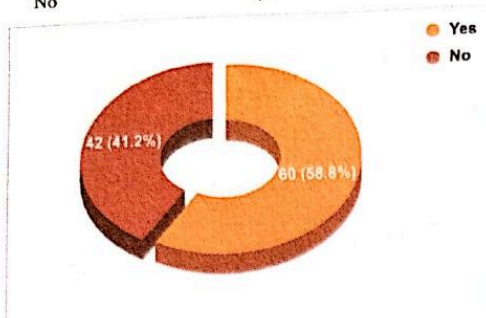
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7. Does the college provide sufficient guidance and support for career counseling?

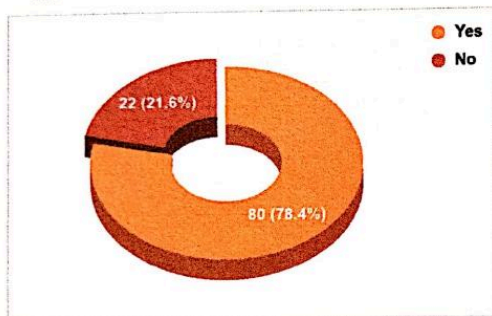
| | | |
|-----|----|----------|
| Yes | 60 | students |
| No | 42 | students |



While most students received some guidance and support for career counseling, there was still a significant proportion who did not receive sufficient support (41%). The college may need to improve its career counseling services

8. Were the assignments and exams well-designed to assess learning objectives?

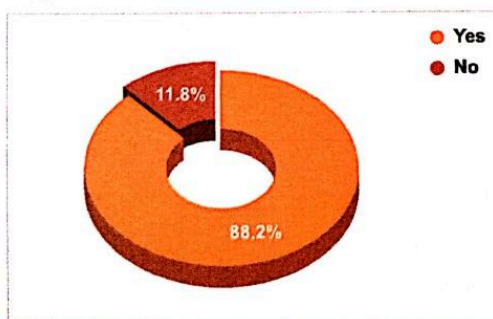
| | | |
|-----|----|----------|
| Yes | 80 | students |
| No | 22 | students |



Most students felt that assignments and exams were well-designed to assess learning objectives (78%), but there was still a significant proportion who did not agree (22%). The college may need to review its assessment strategies

9. Did you feel that the course helped you develop important skills (e.g., critical thinking, problem-solving, communication)?

| | | |
|-----|----|----------|
| Yes | 90 | students |
| No | 12 | students |



The vast majority of students felt that the course helped them develop important skills such as critical thinking, problem-solving, and communication (88%). This suggests that the college has been effective in providing a skills-based education.



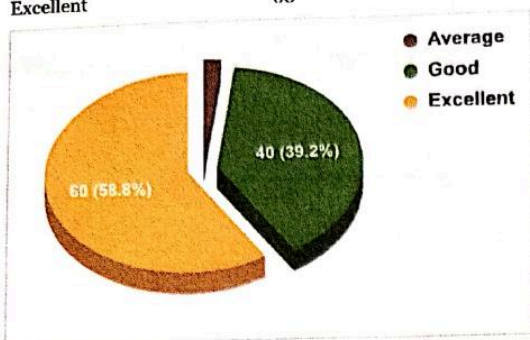
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10. How would you rate the quality of teaching?

| | | |
|-----------|----|----------|
| Average | 2 | students |
| Good | 40 | students |
| Excellent | 60 | students |

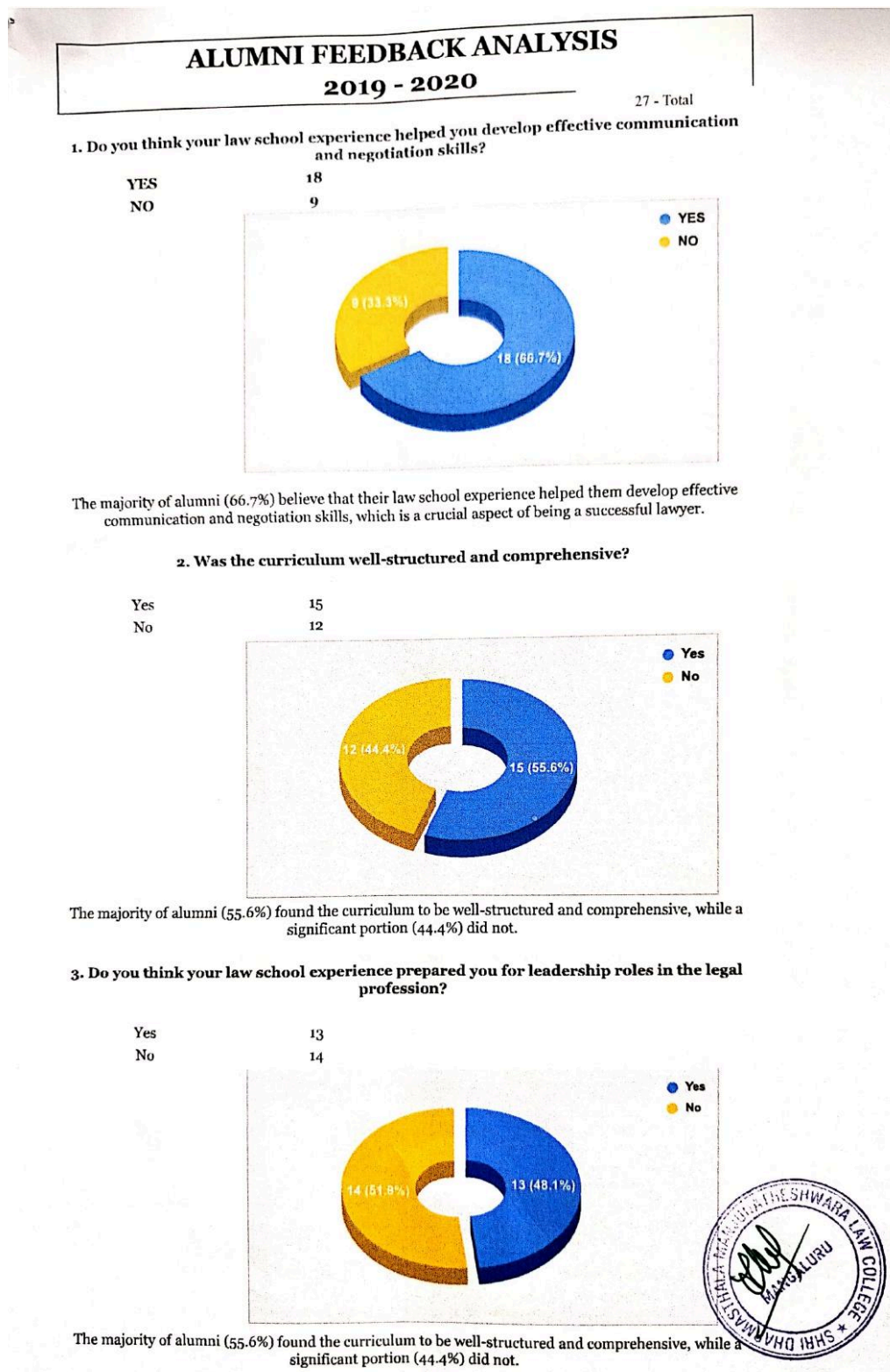


The majority of students (58.8%) rated the quality of teaching as "Excellent", indicating a very positive response. A significant number of students (39.2%) rated the quality of teaching as "Good", which suggests a generally positive response, but with some room for improvement. Only 2 students (2%) rated the quality of teaching as "Average", which indicates a limited number of students who were less satisfied.





Alumni Feedback





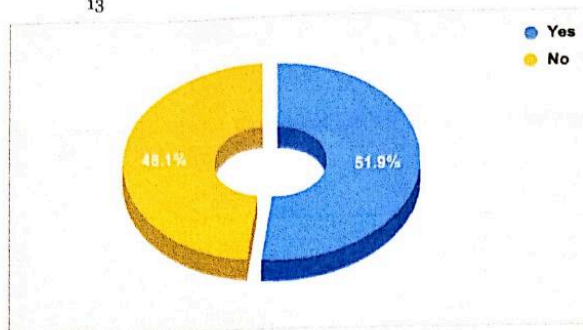
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4. Did the syllabus cover all the essential topics required for a law student?

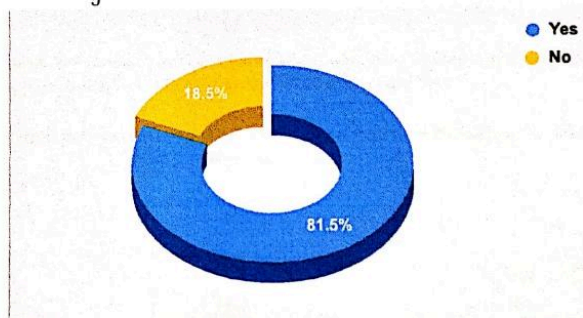
| | |
|-----|----|
| Yes | 14 |
| No | 13 |



The majority of alumni (51.9%) believe that the syllabus covered all essential topics required for a law student, while a significant portion (48.1%) did not.

5. Is the college building and classrooms clean, well-maintained, and conducive to learning?

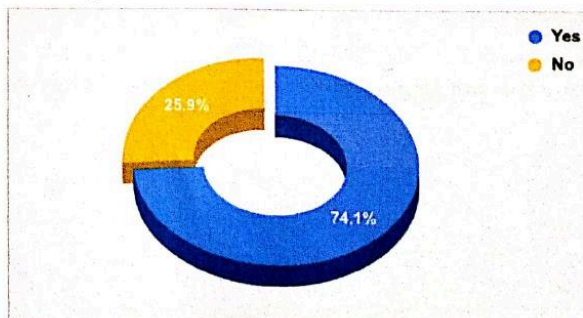
| | |
|------|----|
| Yes: | 22 |
| No: | 5 |



The majority of alumni (81.5%) reported that the college building and classrooms were clean, well-maintained, and conducive to learning.

6. Are the library resources adequate and easily accessible?

| | |
|-----|----|
| Yes | 20 |
| No | 7 |



Most alumni (74.1%) found the library resources to be adequate and easily accessible.





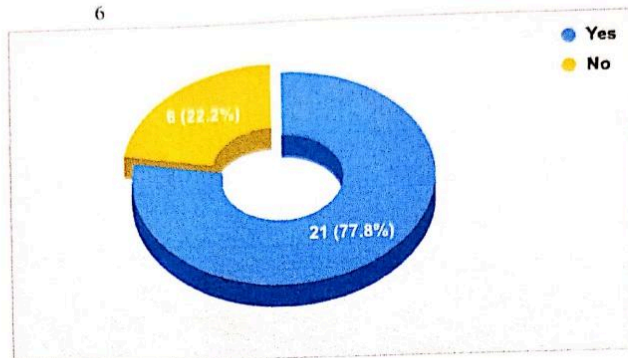
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7. Do you feel that your skills and knowledge have been applied practically through internships, externships, or other experiential learning opportunities?

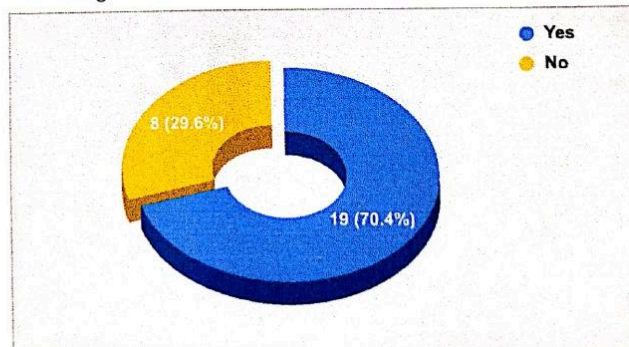
| | |
|-----|----|
| Yes | 21 |
| No | 6 |



The majority of alumni (77.8%) felt that their skills and knowledge have been applied practically through internships, externships, or other experiential learning opportunities.

8. Do you feel that your law school education has prepared you for the demands of the legal profession?

| | |
|-----|----|
| Yes | 19 |
| No | 8 |



The majority of alumni (70.4%) feel that their law school education has prepared them for the demands of the legal profession.





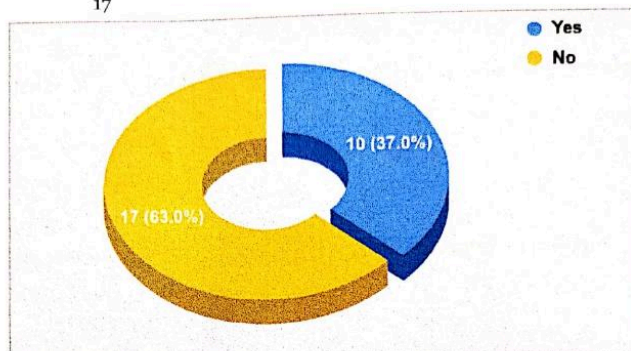
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9. Do you think your law school experience has prepared you for a career outside of traditional legal practice (e.g., consulting, government, business)?

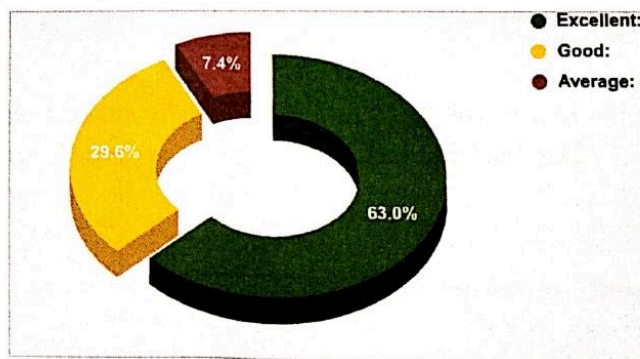
| | |
|-----|----|
| Yes | 10 |
| No | 17 |



A significant portion of alumni (63%) do not believe that their law school experience has prepared them for a career outside of traditional legal practice.

10. How would you rate the overall Quality of education imparted in the institution?

| | |
|------------|----|
| Excellent: | 17 |
| Good: | 8 |
| Average: | 2 |



The average rating indicates a generally positive perception of the quality of education imparted in the institution, with many alumni rating it as "Excellent".



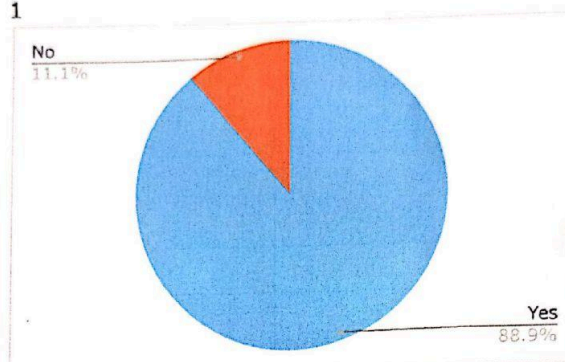


Employers Feedback

Employer Feedback 2019-2020 ANALYSIS

Are students aware of career opportunities in Law?

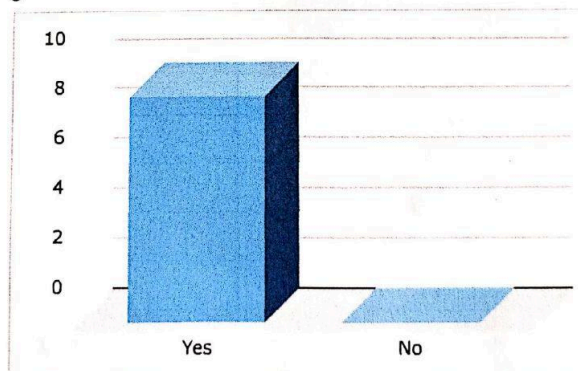
| | |
|-----|---|
| Yes | 8 |
| No | 1 |



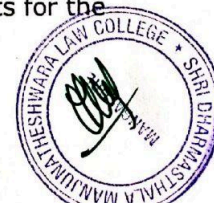
The majority of employers believe that students are aware of career opportunities in law, indicating a strong understanding of the field. Only one employer disagrees, suggesting that there may be some students who are unaware of the available career paths.

Is the internship undergone by the students in this institution satisfactory?

| | |
|-----|---|
| Yes | 9 |
| No | 0 |



The feedback from employers is overwhelmingly positive, with 9 out of 10 employers stating that the internship program is satisfactory. This suggests a high level of satisfaction and effectiveness in preparing students for the workforce.



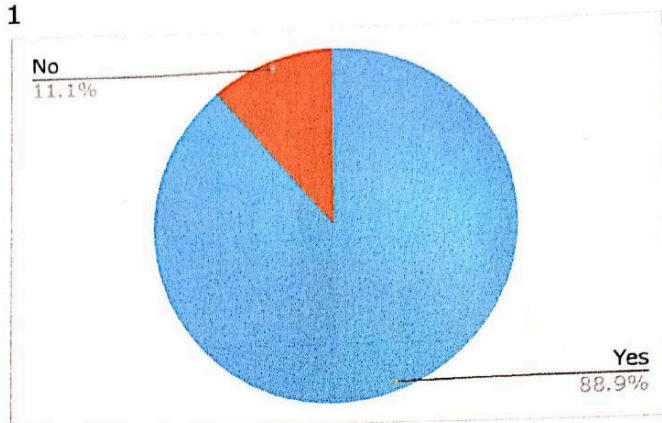


Are the students trained in soft skills?

Yes
No

8

1



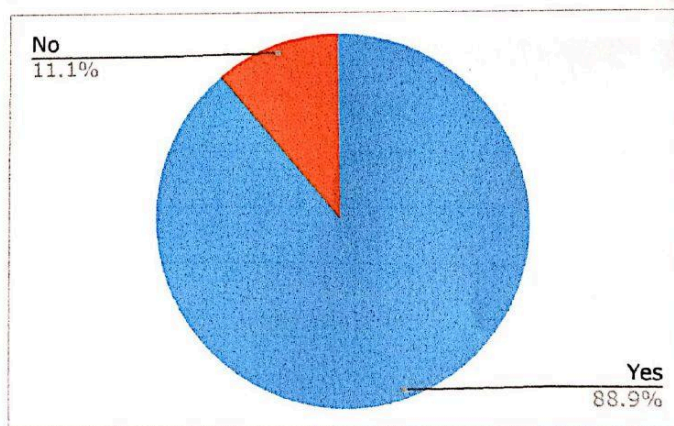
The majority of employers (8 out of 9) indicate that students are trained in soft skills, indicating a high level of effectiveness in preparing students for the workforce.

Are drafting skills imparted?

Yes
No

8

1



The majority of employers (8 out of 9) agree that drafting skills are imparted to students.





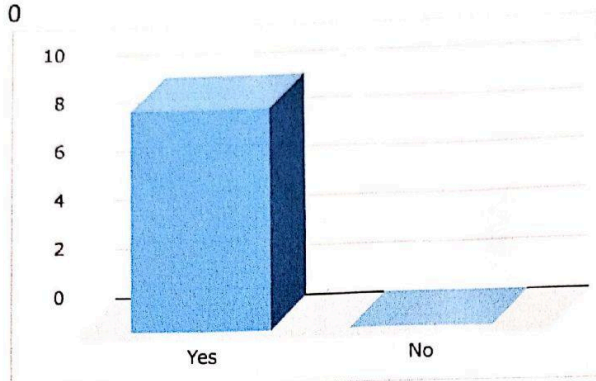
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Does the institution through its Placement Cell keep in touch with employers/potential employers?

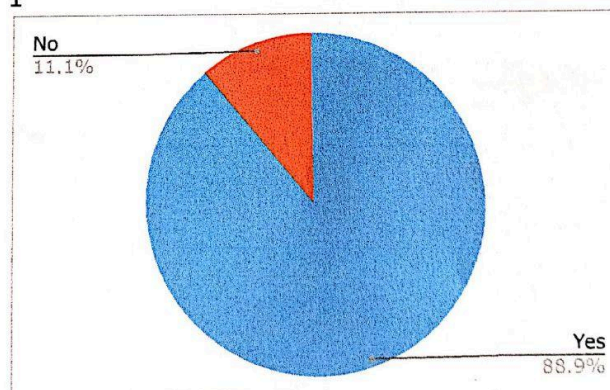
Yes 9
No 0



The institution's Placement Cell effectively maintains a strong connection with employers, with 9 out of 9 positive feedback.

Is the syllabus of the University in tune with market requirements?

Yes 8
No 1



The majority of employers (8 out of 9) agree that the university's syllabus aligns with market requirements, indicating a strong match between academic curriculum and industry demands.



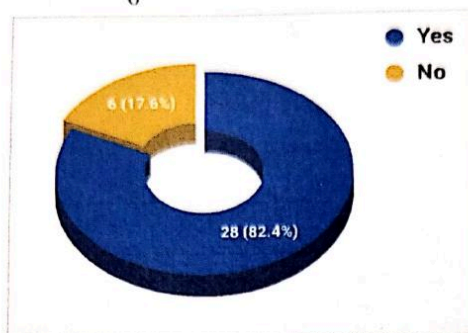


Faculty Feedback

TEACHERS FEEDBACK ANALYSIS 2019 - 2020

1. Do you feel that the curriculum is conducive for teaching?

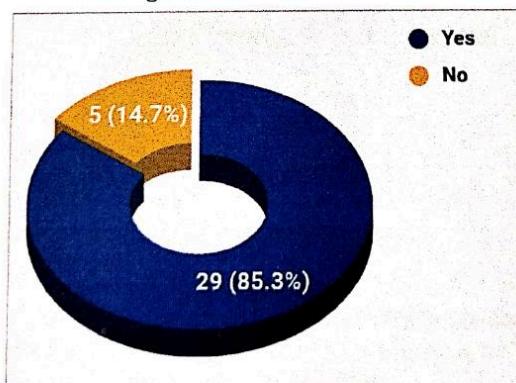
| | | |
|-----|----|------------|
| Yes | 28 | 34 - Total |
| No | 6 | |



The majority of faculty members (82.4%) believe that the curriculum is conducive for teaching, indicating a high level of satisfaction with the course structure and content.

2. Whether any adequate support was provided to students with special needs?

| | |
|-----|----|
| Yes | 29 |
| No | 5 |



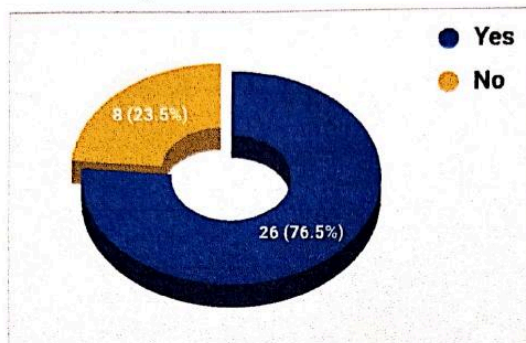
The majority of faculty members (85.3%) report that adequate support was provided to students with special needs, indicating a commitment to inclusivity and accessibility.





3. Are the course syllabus clear, well-organized, and achievable in the classroom?

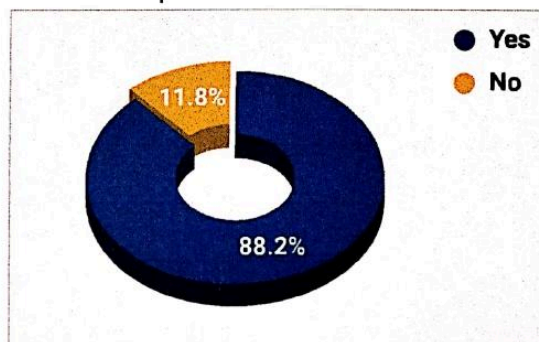
| | |
|-----|----|
| Yes | 26 |
| No | 8 |



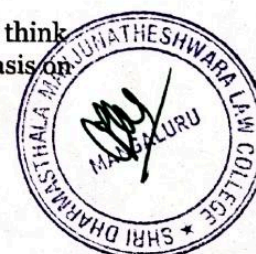
The majority of faculty members (76.5%) believe that the course syllabus is clear, well-organized, and achievable in the classroom, indicating a high level of clarity and coherence in course design.

4. Whether the students are encouraged to think critically and analytically during class discussions?

| | |
|-----|----|
| Yes | 30 |
| No | 4 |



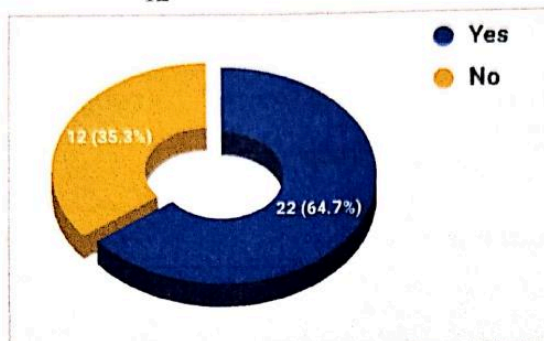
Almost all faculty members (88.2%) believe that students are encouraged to think critically and analytically during class discussions, indicating a strong emphasis on critical thinking skills.





5. Are the students encouraged to participate in extracurricular activities and events?

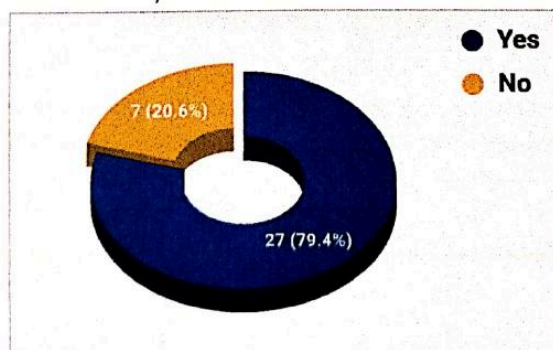
| | |
|-----|----|
| Yes | 22 |
| No | 12 |



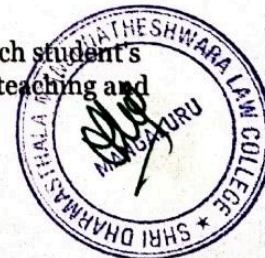
A significant majority of faculty members (64.7%) believe that students are encouraged to participate in extracurricular activities and events, indicating a recognition of the importance of student engagement outside of the classroom.

6. Is any individual attention provided to each student's strengths and weaknesses?

| | |
|-----|----|
| Yes | 27 |
| No | 7 |



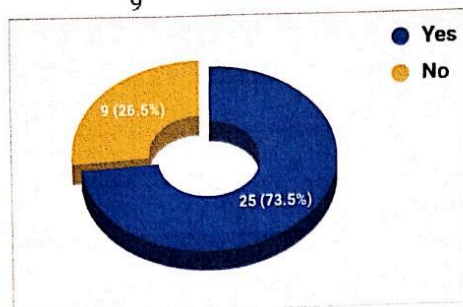
Most faculty members (79.4%) provide individual attention to each student's strengths and weaknesses, indicating a personalized approach to teaching and learning.





7. Are the curriculum and syllabus updated to reflect changes in law and society?

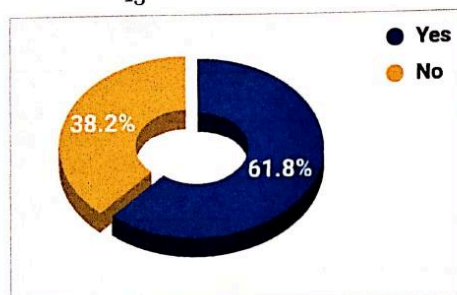
| | |
|-----|----|
| Yes | 25 |
| No | 9 |



The majority of faculty members (73.5%) believe that the curriculum and syllabus are updated to reflect changes in law and society, indicating a commitment to relevance and currency in teaching.

8. Did you foster a sense of community and camaraderie among students?

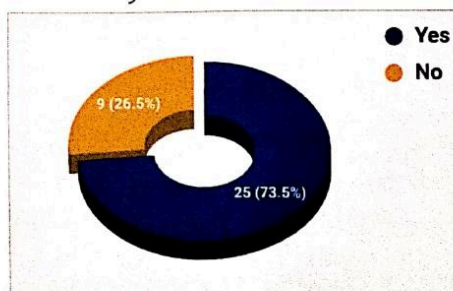
| | |
|-----|----|
| Yes | 21 |
| No | 13 |



A significant majority of faculty members (61.8%) report fostering a sense of community and camaraderie among students, indicating a focus on building relationships and a sense of belonging.

9. Whether technology is effectively used as a form of teaching methods?

| | |
|-----|----|
| Yes | 25 |
| No | 9 |

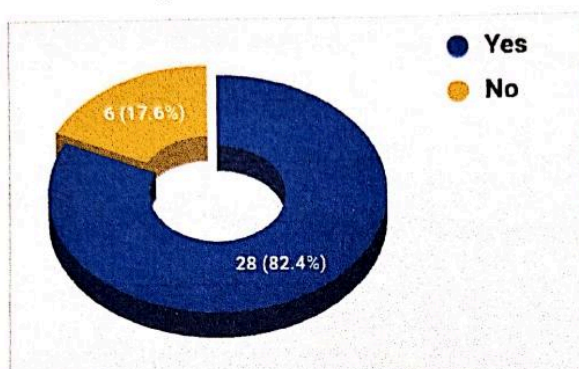


The majority of faculty members (73.5%) use technology effectively as a form of teaching method, indicating a commitment to incorporating innovative pedagogy.



10. Did the college provide adequate career guidance and placement assistance to students?

| | |
|-----|----|
| Yes | 28 |
| No | 6 |



The majority of faculty members (82.4%) believe that the college provides adequate career guidance and placement assistance to students, indicating a commitment to student success beyond graduation.

Some faculty members suggested:

Other Suggestions:

1. Providing more opportunities for student feedback and evaluation
2. Increasing funding for resources and materials
3. Improving communication between faculty members
4. Offering more courses on specialized topics

Overall, this analysis suggests that faculty members are generally satisfied with the curriculum, course design, and teaching methods used at this institution. However, there are areas for improvement, such as providing more opportunities for student feedback and increasing funding for resources and materials.

