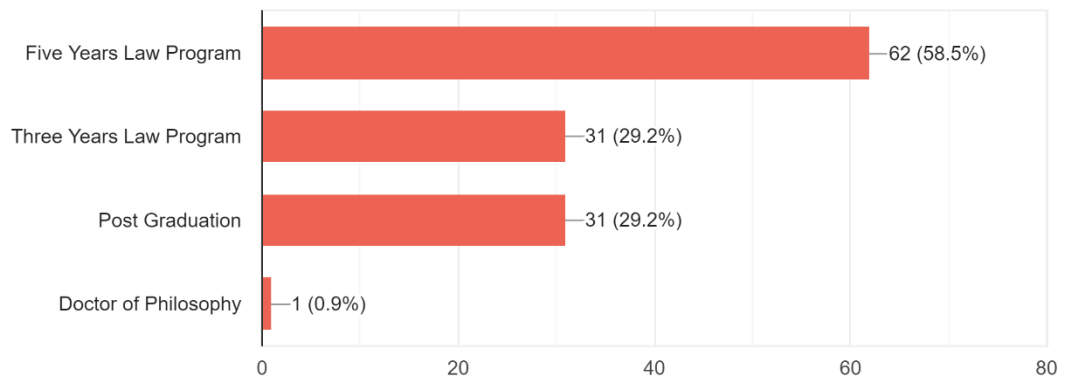


NAAC CRITERION 1 – ALUMNI FEEDBACK 2020-2021 FEEDBACK
ANALYSIS REPORT

Total Number of responses: 106

Law Program Completed

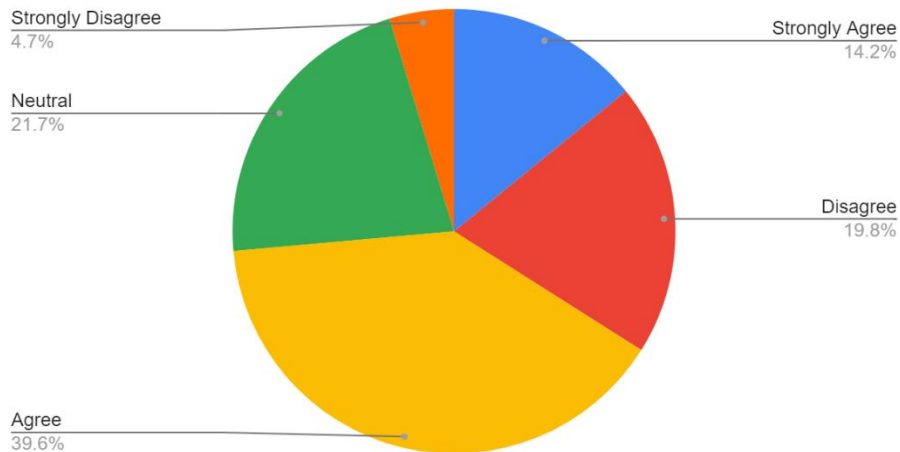
106 responses



An analysis of the above graph indicates that 58.5% of the respondents are alumni who have completed their Five Years Law Program from VMSCL. 29.2% of them have completed their Three Years Law Program from the college. 29.2% of respondents have completed their Post-Graduation from VMSCL, while 0.9% have pursued the Doctor of Philosophy (Ph.D) from the college.

The respondents of this questionnaire were asked a series of questions pertaining to the Law Curriculum. The following is the analysis of each of the questions asked and responses received.

Count of Whether the Law Curriculum bridges the gap between Theory and Practice?



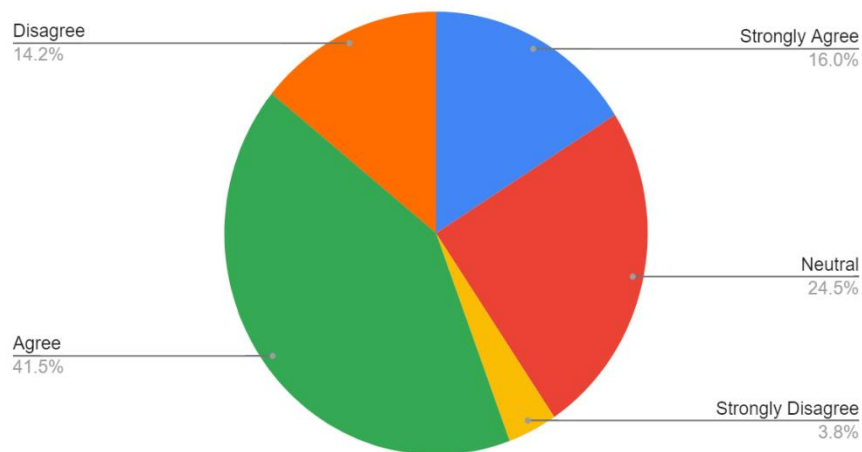
The above figure indicates that 14.2% of respondents Strongly Agree that the Law Curriculum has helped in bridging the gap between theory and practice, while 39.6% of respondents Agree with the same. 21.7% of the respondents are Neutral with respect to the above aspect of the Law Curriculum while 19.8% of them Disagree and 4.7% Strongly Disagree that the Law Curriculum has bridged the gap between Theory and Practice.

Respondents that do not agree to the above parameter of the Law Curriculum were asked to provide suggestions for improvement of the same. Few of the suggestions received are as follows:

1. Greater emphasis on practical aspects of the legal process and profession. Increased interaction between the students and members of the profession and industry would greatly aid in bridging this yawning gap.
2. Stronger Practical component to explain context behind content of laws rather than mere knowledge of the law would be more conducive to real life litigation.
3. Practical aspects should be incorporated, inclined towards practice and profession.
4. Guest lectures by practitioners in non-procedural subjects to be encouraged.
5. To bridge the gap practical oriented skill courses need to be developed. More importance to internship and contemporary fields of law.
6. Newer fields need to be covered. Technology, privacy laws etc. Also, some understanding of Stamp Act, Registration Act etc.
7. Introduce some practical training courses apart from moots and internships, maybe practising advocates can also take sessions on how theory is applied to facts, what procedures are actually followed in courts, drafting methodologies used while drafting plaints, what is the course of progression of cases.

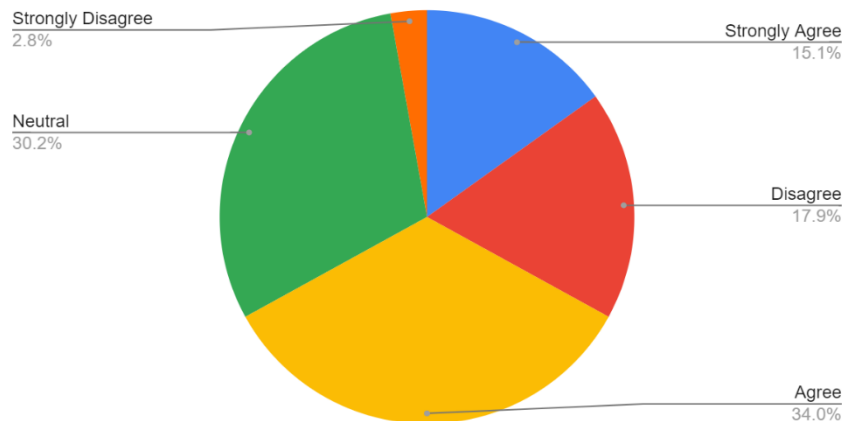
8. More practical knowledge and stimulus is required, as law students. Career Cells and Internships our of utmost importance, so educating students about the same and giving them opportunities is also something where improvement is required.
9. the curriculum has not yet developed the bridge to cover the gap in order to achieve that more practicality in terms of court experience as well as outer court experience for instance knowledge of conveyance local laws are to given more attention.
10. In final year of law program whether 3 years or 5 years more emphasis should be given on procedural aspect of legal practice which can be done by extending 30 days internship to at least 90 days and that internship need not be restricted to advocate's office students may be instructed that they can do internship with any panel advocates or law firm and there should be separate presentation to verify the authenticity of internship done by the student.

Count of Whether the Law Curriculum enables students to start legal practice?



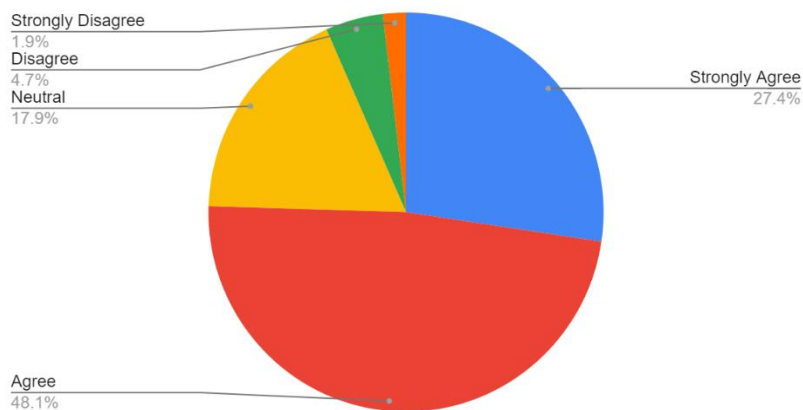
The above figure indicates that 3.8% of respondents Strongly Agree that the Law Curriculum enables students to start legal practice, while 41.5% of respondents Agree with the same. 24.5% of the respondents are Neutral with respect to the above aspect of the Law Curriculum while 14.2% of them Disagree and 3.5% Strongly Disagree that the Law Curriculum enables students to start legal practice.

Count of Whether the Law Curriculum provides sufficient importance to drafting and reasoning skills?



The above figure indicates that 15.1% of respondents Strongly Agree that the Law Curriculum provides sufficient importance to drafting and reasoning skills, while 34.0% of respondents Agree with the same. 30.2% of the respondents are Neutral with respect to the above aspect of the Law Curriculum while 17.9% of them Disagree and 2.8% Strongly Disagree that the Law Curriculum provides sufficient importance to drafting and reasoning skills.

Count of Whether the Law Curriculum has well designed Internal Semester Assessment pattern?

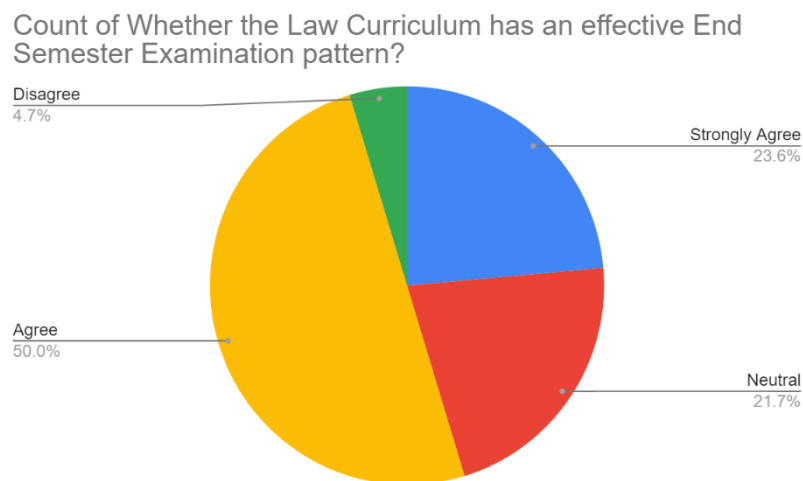


The above figure indicates that 27.4% of respondents Strongly Agree that the Law Curriculum has a well-designed Internal Semester Assessment pattern, while 48.1% of respondents Agree with the same. 17.9% of the respondents are Neutral with respect to the above aspect of the Law Curriculum while 4.7% of them Disagree and 1.9%

Strongly Disagree that the Law Curriculum has a well-designed Internal Semester Assessment pattern.

Respondents that did not agree to the above parameter were asked whether they strongly suggest an Internal Semester Assessment pattern. Following are few of the suggestions received:

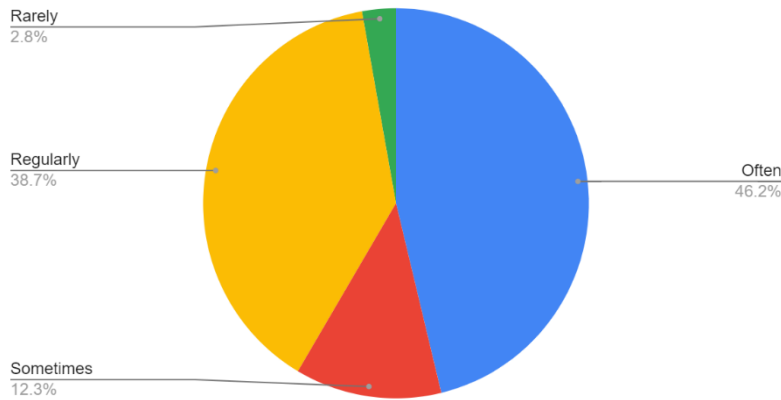
1. Students should be given more practical topics for seminar wherein they have to share their experience rather than the same topics available in the book.
2. Rather than having theory-based test as internal exams, Research Paper writing should be made an assessment criterion.
3. Instead of just writing answers to questions, it would be better to encourage more of case-studies and analysis, projects, problem solving etc. This also helps in building up skills in research.
4. More importance should be given to procedural aspects. Drafting pleading and conveyancing should be given more importance.



The above figure indicates that 50.0% of respondents Agree that the Law Curriculum has an effective Semester Examination pattern. 21.7% of the respondents are Neutral with respect to the above aspect of the Law Curriculum while 4.7% of them Disagree and 23.6% Strongly Disagree that the Law Curriculum has an effective Semester Examination pattern.

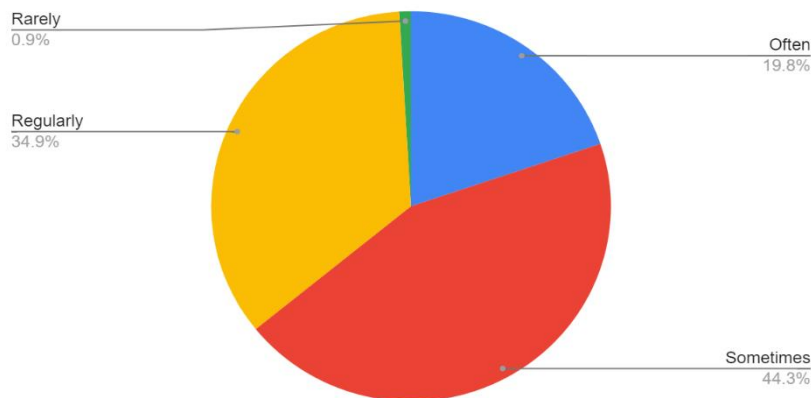
The questionnaire contained a series of questions with regards to Skill Development. Below is an analysis of the responses given by the respondents to each of the parameters of Skill development.

Count of The college helps in harnessing the following skills [Communication Skills]



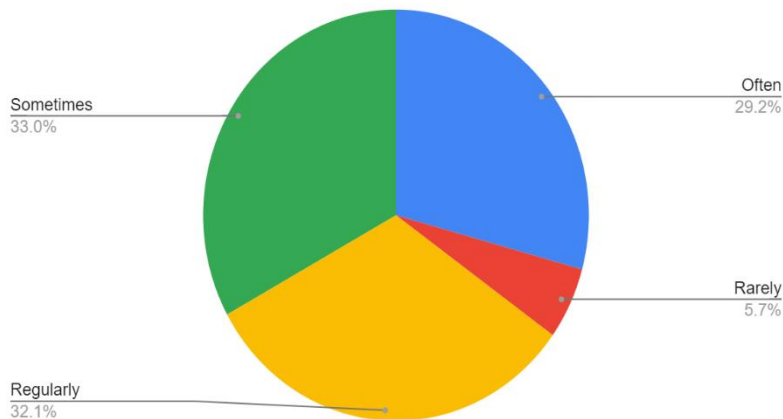
An analysis of the above figure indicates that 46.2% of the respondents feel that the college Often helps in harnessing Communication Skills of the students, while 38.7% of the respondents feel that it Regularly harnesses Communication Skills of the students. 12.3% of respondents feel that it helps to harness the Communication Skills Sometimes, while 2.8% of respondents Rarely think so.

Count of The college helps in harnessing the following skills [Counseling Skills]



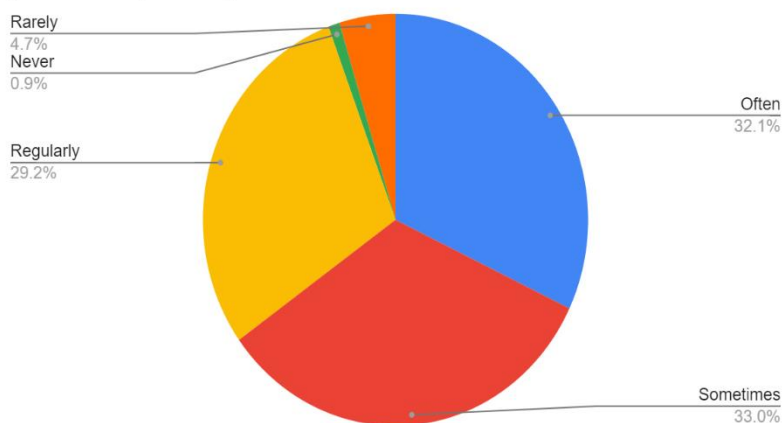
An analysis of the above figure indicates that 19.8% of the respondents feel that the college Often helps in harnessing Counselling Skills of the students, while 34.9% of the respondents feel that it Regularly harnesses Counselling Skills of the students. 44.3% of respondents feel that it helps to harness the Counselling Skills Sometimes, while 0.9% of respondents Rarely think so.

Count of The college helps in harnessing the following skills
[Critical Thinking]



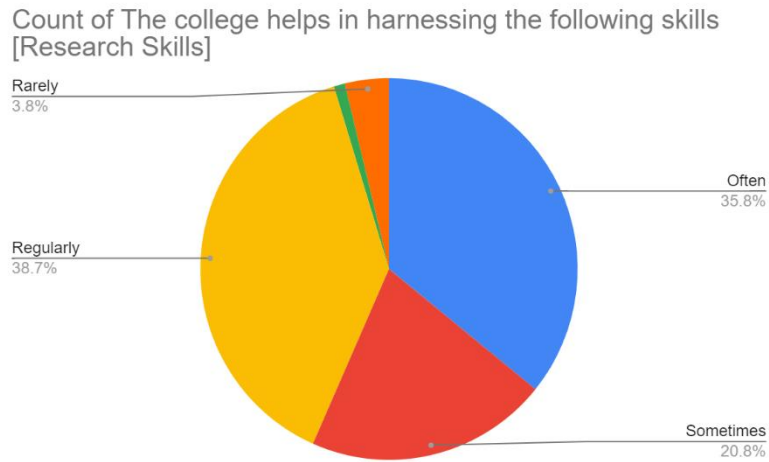
An analysis of the above figure indicates that 29.2% of the respondents feel that the college Often helps in harnessing Critical Thinking skills among the students, while 32.1% of the respondents feel that it Regularly harnesses Critical Thinking Skills of the students. 33.0% of respondents feel that it helps to harness the Critical Thinking Skills Sometimes, while 5.7% of respondents Rarely think so.

Count of The college helps in harnessing the following skills
[Leadership Skills]

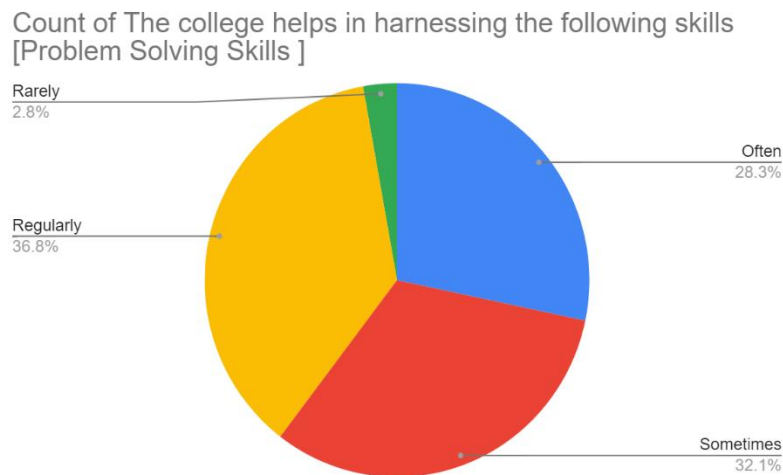


An analysis of the above figure indicates that 32.1% of the respondents feel that the college Often helps in harnessing Leadership Skills among the students, while 29.2% of the respondents feel that it Regularly harnesses Leadership Skills of the students. 33.0% of respondents feel that it helps to harness the Leadership Thinking Skills

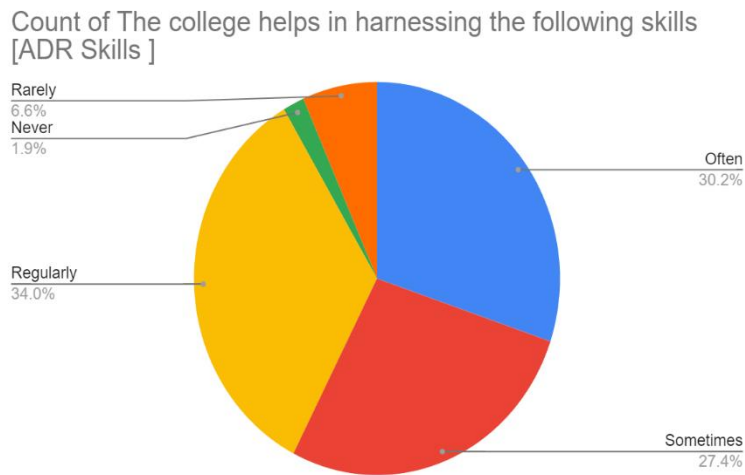
Sometimes, while 4.7% of respondents Rarely think so. Further, 0.9% of the respondent felt that the college Never helps in harnessing Leadership Skills among the students.



An analysis of the above figure indicates that 35.8% of the respondents feel that the college Often helps in harnessing Research Skills among the students, while 38.7% of the respondents feel that it Regularly harnesses Research Skills of the students. 20.8% of respondents feel that it helps to harness the Research Skills Sometimes, while 3.8% of respondents Rarely think so.

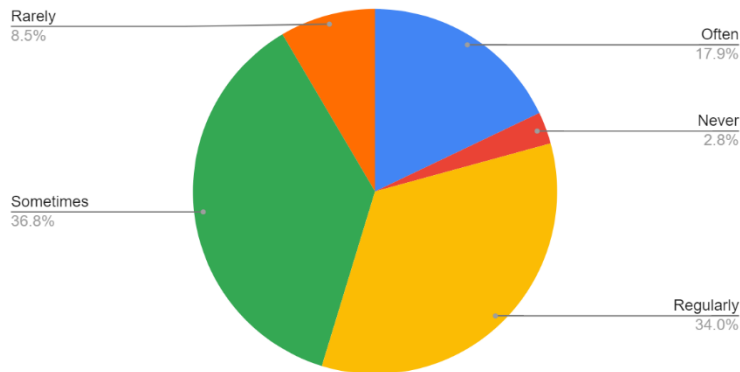


An analysis of the above figure indicates that 28.3% of the respondents feel that the college Often helps in harnessing Problem-Solving Skills among the students, while 36.8% of the respondents feel that it Regularly harnesses Problem-Solving Skills of the students. 32.1% of respondents feel that it helps to harness the Problem-Solving Skills Sometimes, while 2.8% of respondents Rarely think so.



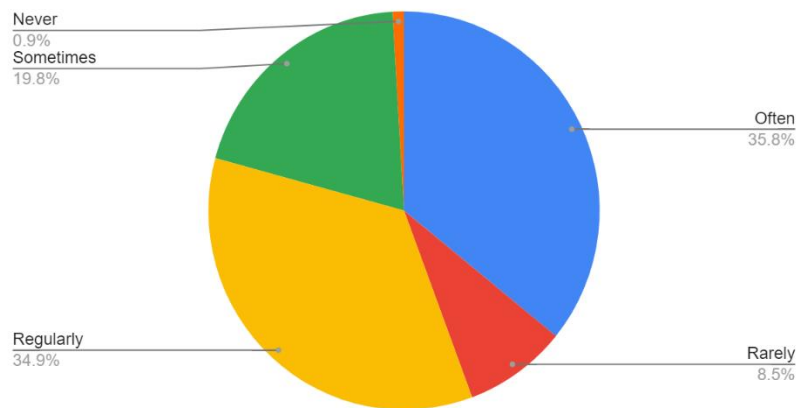
An analysis of the above figure indicates that 30.2% of the respondents feel that the college Often helps in harnessing Alternative Dispute Resolution (ADR) skills among the students, while 34.0% of the respondents feel that it Regularly harnesses Alternative Dispute Resolution (ADR) Skills of the students. 27.4% of respondents feel that it helps to harness the Alternative Dispute Resolution (ADR) Skills Sometimes, while 5.7% of respondents Rarely think so. Further, 1.9% respondents feel that the college Never helps in harnessing Alternative Dispute Resolution (ADR) Skills among the students.

Count of The college helps in harnessing the following skills [Drafting Skills]



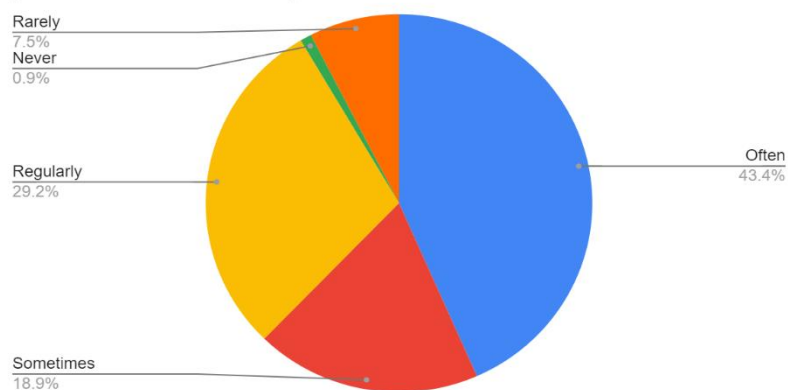
An analysis of the above figure indicates that 17.9% of the respondents feel that the college Often helps in harnessing Drafting Skills among the students, while 34.0% of the respondents feel that it Regularly harnesses Alternative Drafting Skills of the students. 36.8% of respondents feel that it helps to harness the Drafting Skills Sometimes, while 8.5% of respondents Rarely think so. Further, 2.8% respondents feel that the college Never helps in harnessing Drafting Skills among the students.

Count of The college helps in harnessing the following skills [Argumentative Skills]



An analysis of the above figure indicates that 35.8% of the respondents feel that the college Often helps in harnessing Argumentative skills among the students, while 34.9% of the respondents feel that it Regularly harnesses Argumentative Skills of the students. 19.8% of respondents feel that it helps to harness the Argumentative Skills Sometimes, while 8.5% of respondents Rarely think so. Further, 0.9% respondents feel that the college Never helps in harnessing Argumentative Skills among the students.

Count of The college helps in harnessing the following skills
[Professional Conduct]



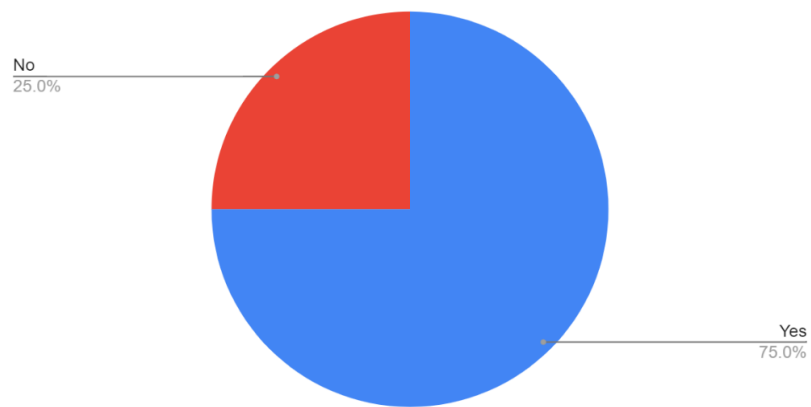
An analysis of the above figure indicates that 43.4% of the respondents feel that the college Often helps in harnessing Professional Conduct among the students, while 29.2% of the respondents feel that it Regularly harnesses Professional Conduct among the students. 18.9% of respondents feel that it helps to harness the Professional Conduct Sometimes, while 7.5% of respondents Rarely think so. Further, 0.9% respondents feel that the college Never helps in harnessing Professional Conduct among the students.

Respondents were asked to provide suggestions for addition of any further skill training. Few of the suggestions given are documented below:

1. Sessions on understanding ADR is much required in a way to help reducing the pendency in court considering law students are budding advocates. There should be a harmonious triangle between the bar, bench and litigants.
2. Better drafting, language skills need to be inculcated. Lawyers could be involved in training for consulting, counselling skills.
3. More tests, assignments, moot courts with respect to drafting and communication. Every year internship can be initiated.
4. Integration of bar and bench into teaching. Case study method as adopted in NLUs. Language and expression development.
5. Regular exposure to the court proceedings and beyond.

The VMSCAL Alumni were asked if they were interested in assisting their Alma Mater in improving skill-based teaching.

Count of Are you interested in assisting Alma Mater in improving skill based teaching?



The above figure indicates that 75% of the respondents responded positively that were interested in assisting their Alma Mater in improving skill-based teaching while 25% of the respondents responded in the negative.