

1.4.1 Structured Feedback year-wise and Report of Analysis of feedback
received from different stakeholders



THE TAMIL NADU Dr. AMBEDKAR LAW UNIVERSITY
தமிழ்நாடு டாக்டர் அம்பேத்கர் சட்டப் பல்கலைக்கழகம்



The Tamil Nadu Dr. Ambedkar Law University

IQAC

Feedback Analysis Report





Analysis of Students Feedback

A REPORT ON STUDENT FEEDBACK 2016-2017 TO 2020-2021

The Tamil Nadu Dr Ambedkar Law University organised the annual feedback session for the academic years 2016-2017, 2017-2018, 2018-2019, 2019-2020 and 2020-2021 on the academic and administrative aspects to ensure and uphold quality legal education delivered to the student fraternity. The Feedback Proforma was issued to the first year to final year students of the institution in respect of the academic years 2016-2017, 2017-2018, 2018-2019, 2019-2020 and 2020-2021.

The Feedback Proforma contained questions based on certain important aspects such as:

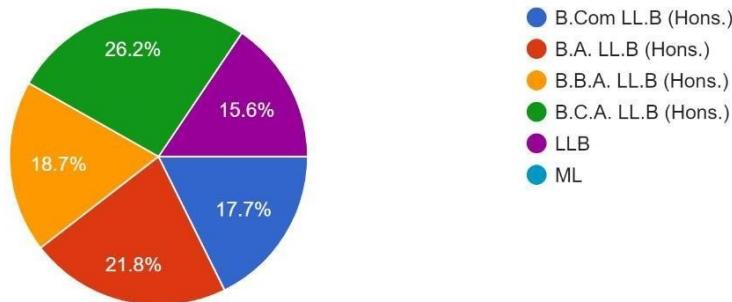
- The Outcome of the Curriculum and Syllabus
- Teaching Methodologies & Assessment Strategies
- Learning Resources, Facilities and Guidance
- Overall Impression of the Program & Facilities

This report presents the consolidated views and feedback of the students.

No. of questions: 10

2020-21

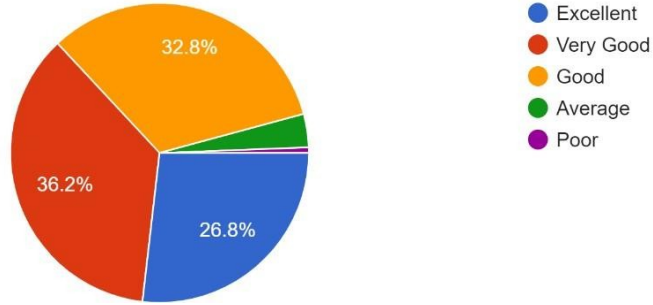
Course
1,696 responses





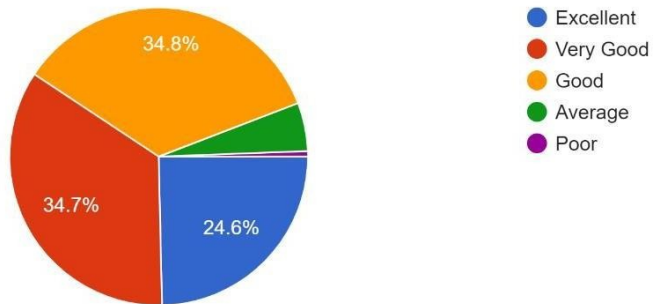
How do you rate the syllabus of the course that you have gone through in relation to the expected outcome of the course?

1,696 responses



How do you rate the allocation of credits and hours to the courses?

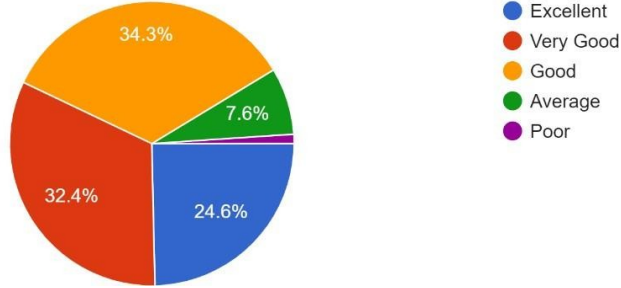
1,696 responses





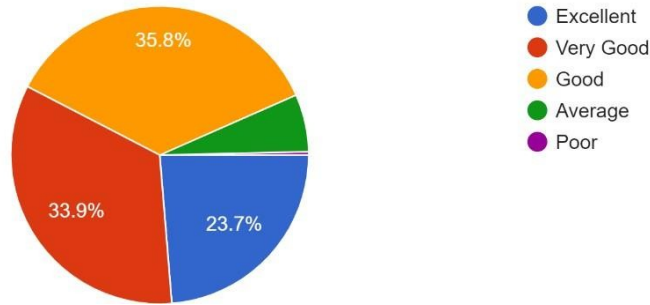
Syllabus of each course covers recent trends and developments

1,696 responses



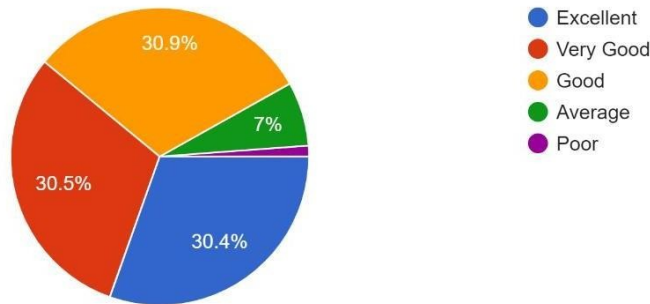
How do you rate the various papers in terms of their relevance to the specialization streams?

1,696 responses



Teaching methods followed by teachers

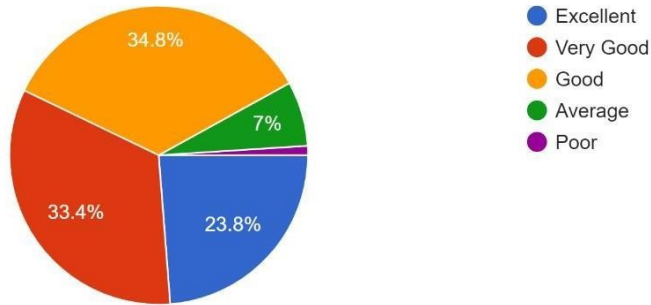
1,696 responses





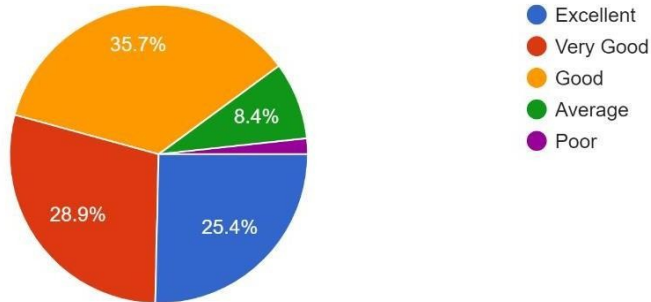
The objectivity of assessment and evaluation

1,696 responses



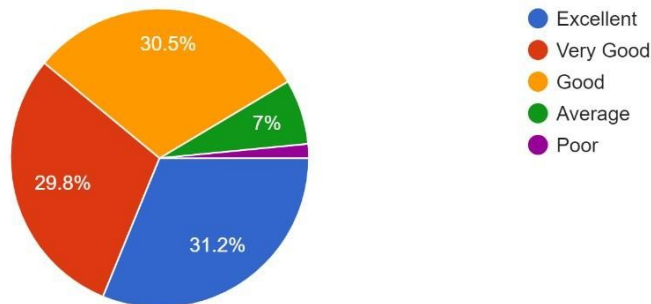
The provisions that are available for students accompaniment in the college

1,696 responses



How do you rate learning resources that are available in the college (Library, Lab, ICT Provisions and others)?

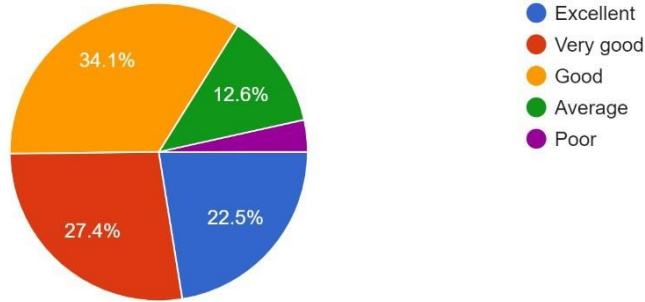
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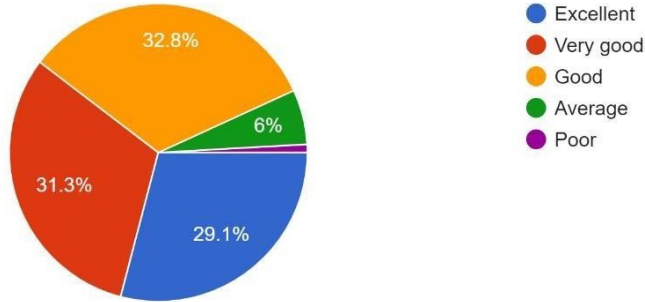
How do you rate various provisions of extension and co curricular activities of the college?

1,696 responses



Overall rating of the program and various facilities in the college

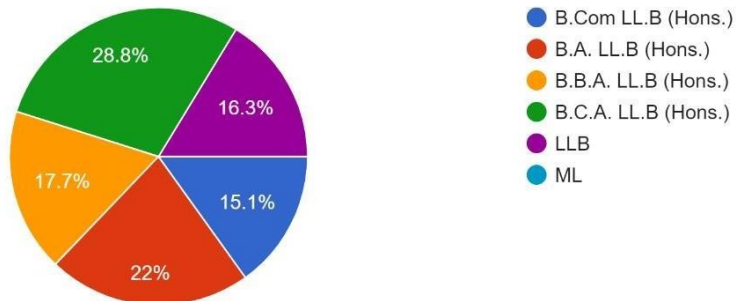
1,696 responses



2019-20

Course

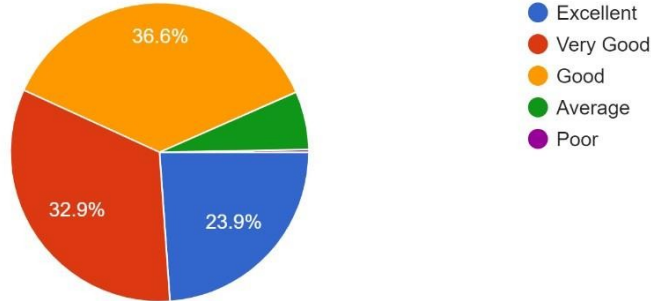
1,093 responses





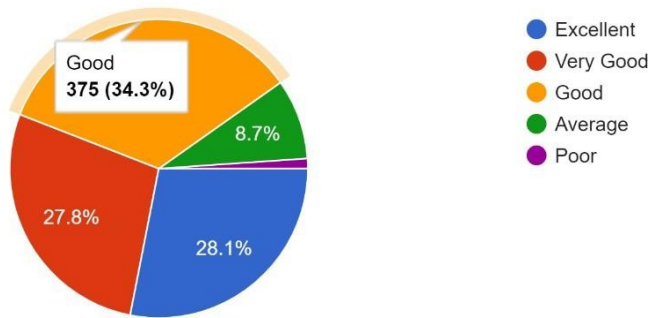
How do you rate the syllabus of the course that you have gone through in relation to the expected outcome of the course?

1,093 responses



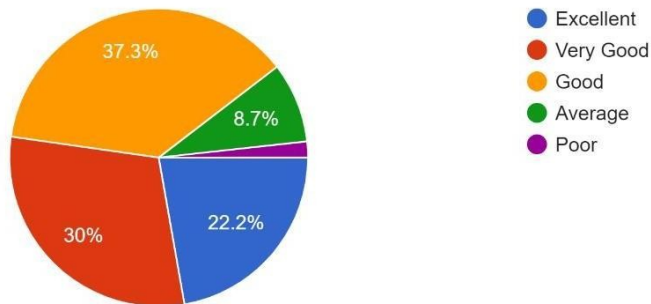
Teaching methods followed by teachers

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The objectivity of assessment and evaluation

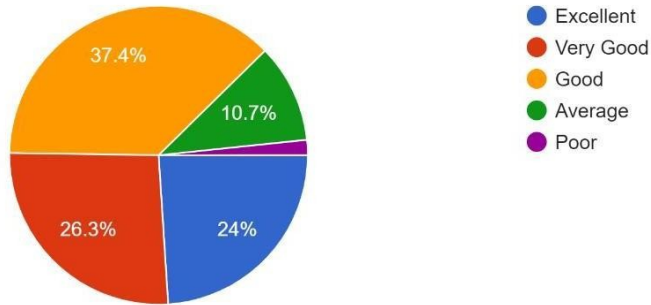
1,093 responses





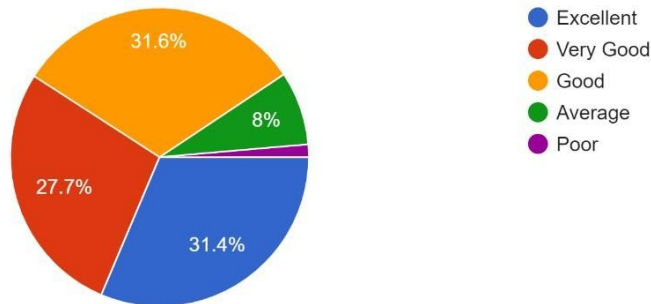
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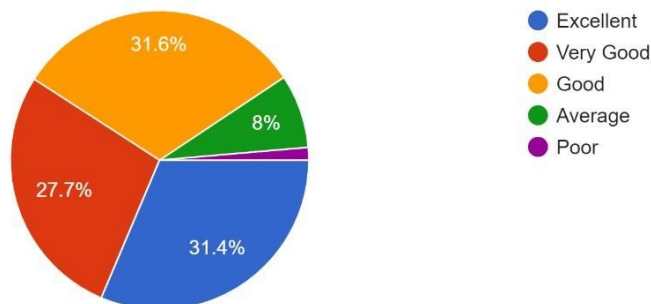
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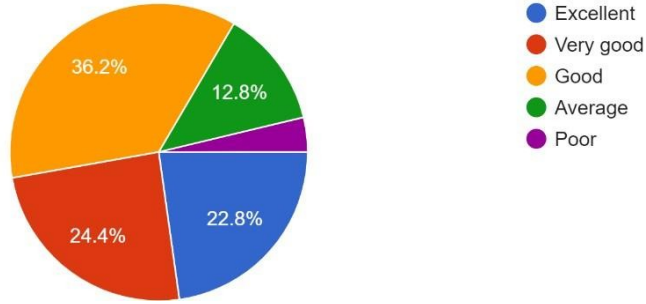
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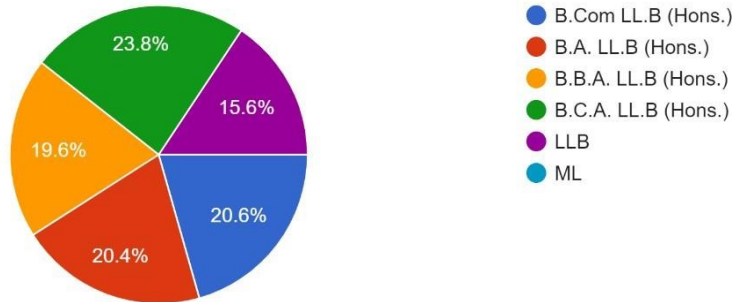
1,093 responses



2018-19

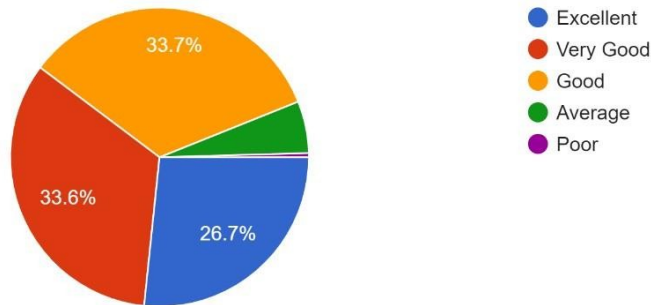
Course

908 responses



How do you rate the syllabus of the course that you have gone through in relation to the expected outcome of the course?

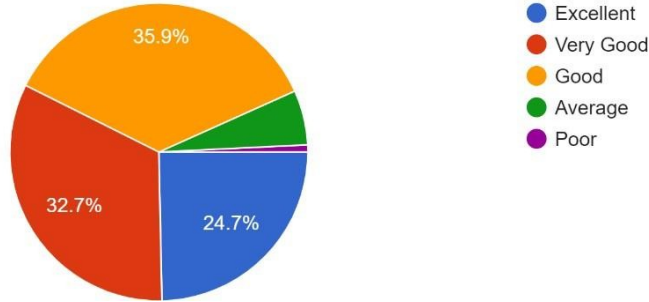
908 responses





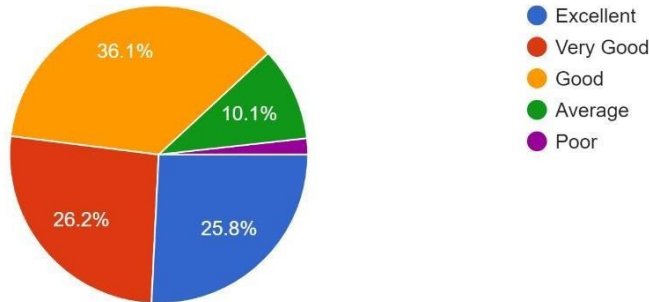
How do you rate the allocation of credits and hours to the courses?

908 responses



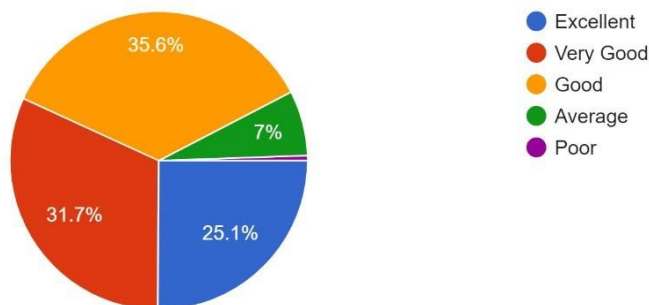
Syllabus of each course covers recent trends and developments

908 responses



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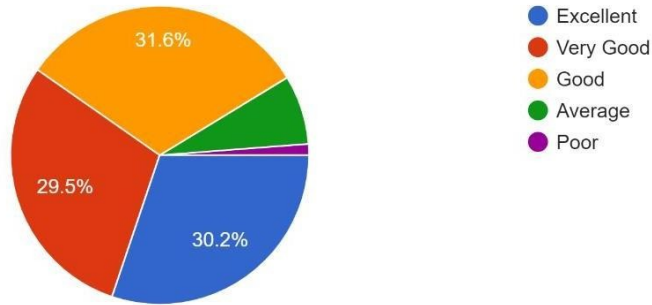
908 responses





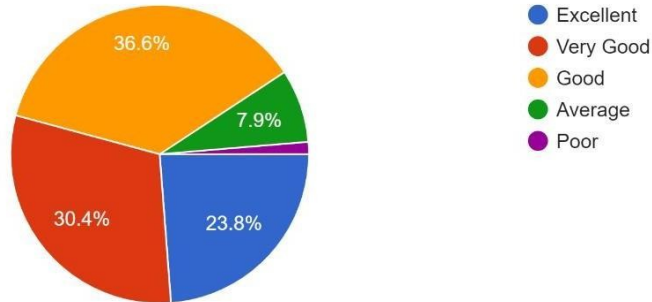
Teaching methods followed by teachers

908 responses



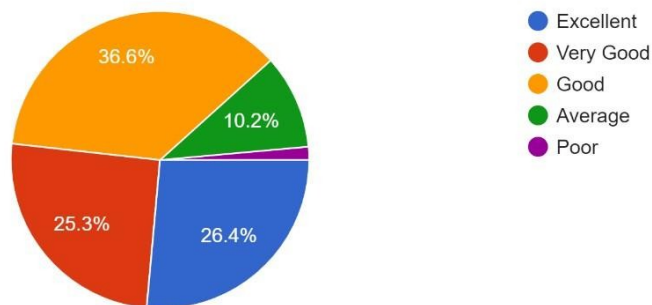
The objectivity of assessment and evaluation

908 responses



The provisions that are available for students accompaniment in the college

908 responses

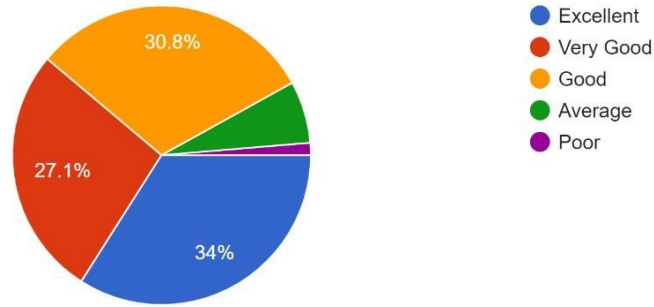




2017-18

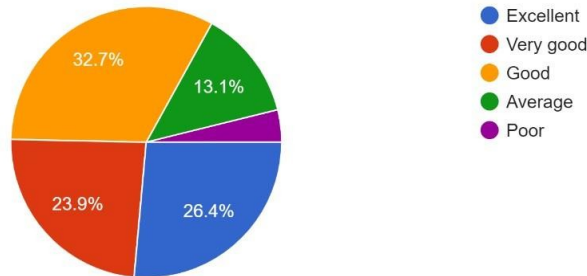
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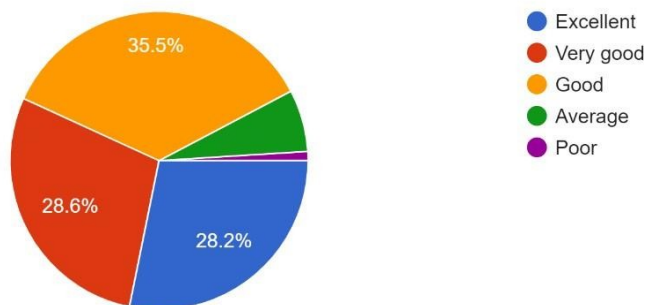
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908 responses



Overall rating of the program and various facilities in the college

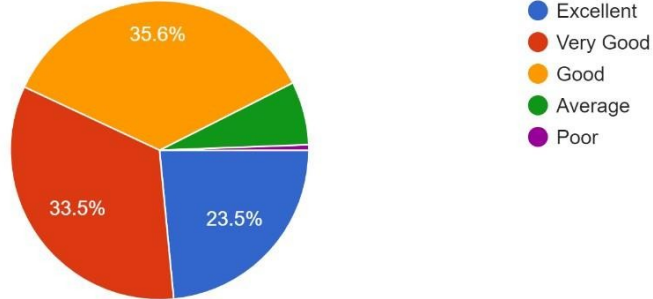
908 responses





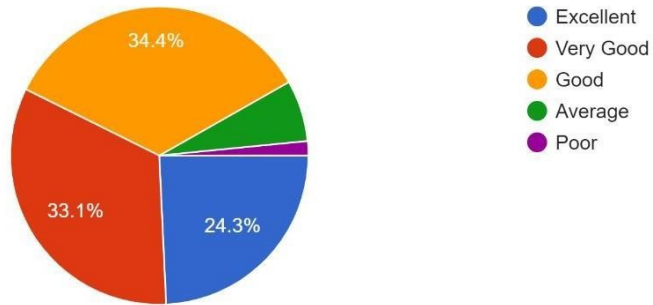
How do you rate the syllabus of the course that you have gone through in relation to the expected outcome of the course?

511 responses



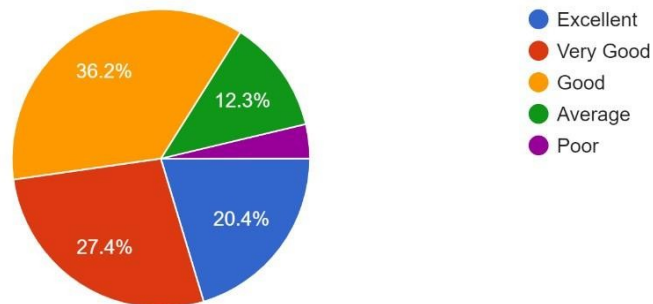
How do you rate the allocation of credits and hours to the courses?

511 responses



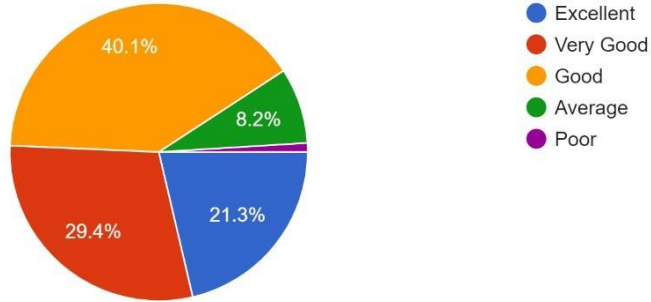
Syllabus of each course covers recent trends and developments

511 responses

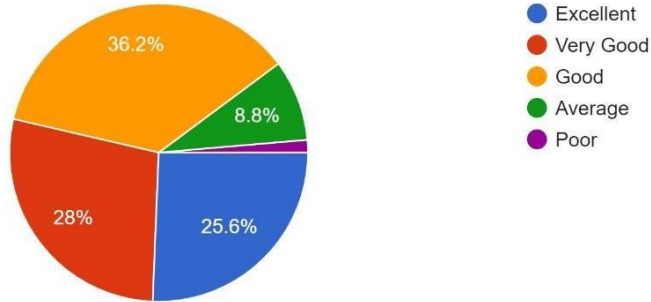




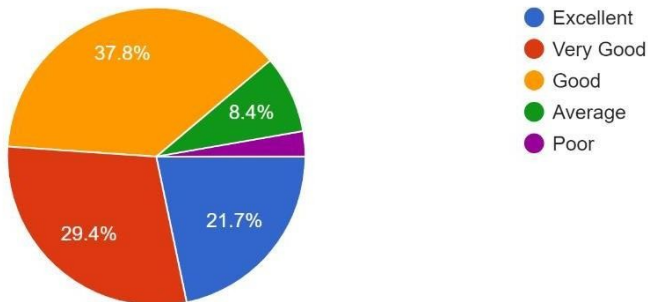
How do you rate the various papers in terms of their relevance to the specialization streams?
511 responses



Teaching methods followed by teachers
511 responses



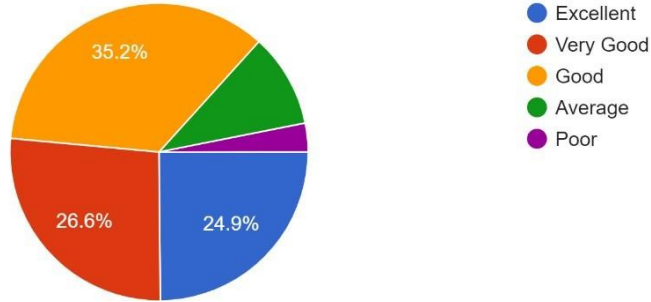
The objectivity of assessment and evaluation
511 responses





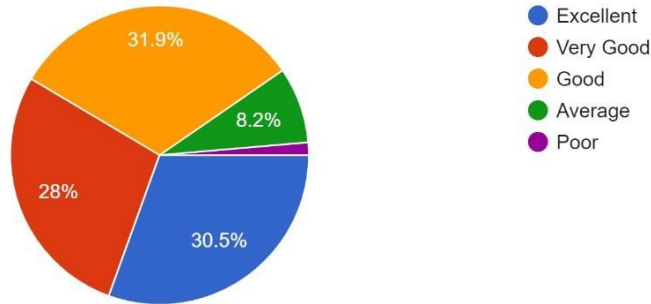
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511 responses



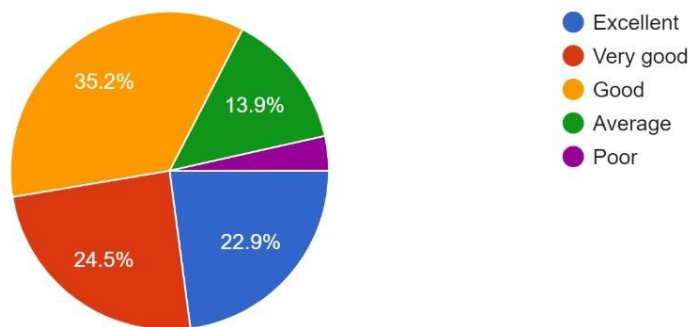
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511 responses



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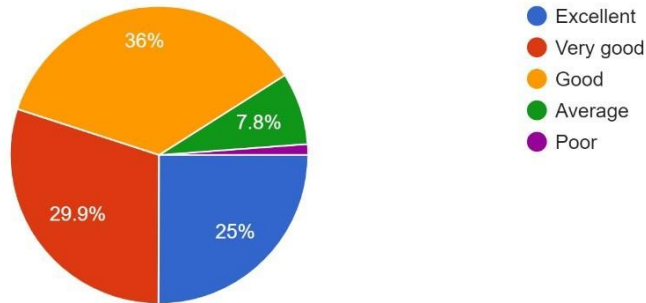
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Overall rating of the program and various facilities in the college

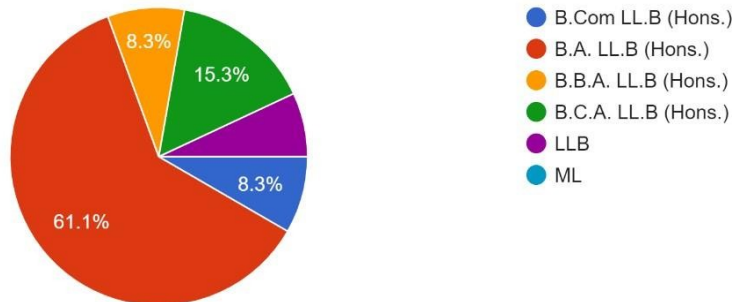
511 responses



2016-17

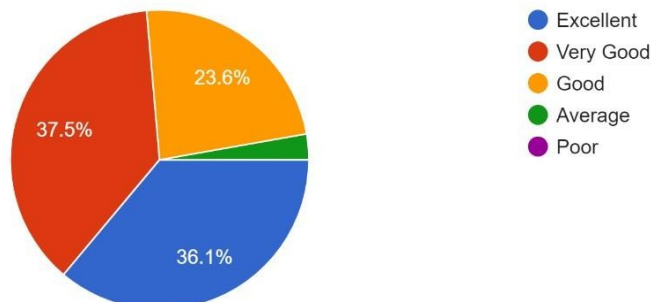
Course

72 responses



How do you rate the syllabus of the course that you have gone through in relation to the expected outcome of the course?

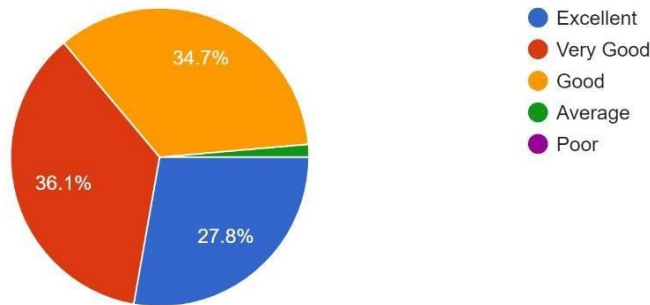
72 responses





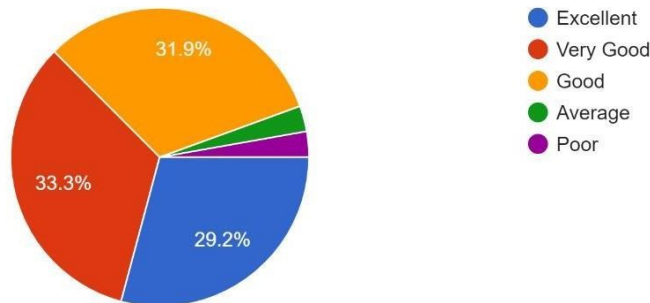
How do you rate the allocation of credits and hours to the courses?

72 responses



Syllabus of each course covers recent trends and developments

72 responses



The Outcome of the Curriculum and Syllabus:

Students who participated in the survey emphasized that they had 'good' to 'excellent' expected outcome from the courses they have undergone and more than 90% rated the allocation of credits and hours to the courses as 'good' and 'excellent'. There was a positive response to the question on the syllabus of each course covering the recent trends and developments while meagre number expressed their dissatisfaction. Most students responded good to excellent to the question on the various papers in terms of their relevance to the specialization streams whereas 9.1% of the students recorded that the relevance was poor and average. This goes to show that The Tamil Nadu Dr Ambedkar Law University has created a well-structured course with appropriate provisions for teaching and learning that ensures student satisfaction as well as accomplishes the objectives of each course.



Teaching Methodology & Assessment Strategies:

Most of the students who participated in the survey opined that the methodology used by the teachers were good to excellent whereas the remaining noted that they were poor and average. Students appreciated the objectivity of assessment and evaluation while the remaining 9.2% of them expressed that it was average and poor. TNDALU ensures that students do not face bias in any way and can focus on what is being taught. All the faculty, for the most part, use up-to-date methods and technology to impart the knowledge easily and effectively. While some may not be up to the standards of the university, we are doing the necessary steps to correct that as well and strive towards perfection.

Learning Resources, Facilities and Guidance:

With regard to the provisions that are available for students accompaniment in the college, maximum students expressed that they were good to excellent while the around 7% noted that it was average and poor. Most of the students expressed that the learning resources which are available in the college (Library, ICT Provisions and others) were excellent and the remaining 5% of them expressed their dissatisfaction. There was also a similar response of satisfaction, more than 90% when it came to various provisions of extension and co-curricular activities of the college while the remaining 6.6% of them showed dissatisfaction. TNDALU has best in class facilities, specifically designed and created with the needs of the students and faculty in mind. The response from the survey reflects the very same, thus showing that the university was successful in its aim and can continue the same while also adapting to the rapidly changing environment.



Overall Impression of the Programs & Facilities:

The overall rating of the various programmes offered and the facilities available in the institution reflected as 95.2% of the students' response as good to excellent and the remaining 4.8% recorded as average. Once again, the survey response indicates that the essence of the university's vision and mission has been successfully accomplished. Student satisfaction being the key indicator for any facility, the response received has been overwhelmingly positive showing that the university leads by example.

Conclusion:

The consolidated feedback report is shared at the HODs/Coordinators/Official Meeting and also with the departments for further appropriate actions and decision makings.

Dr. Reddivari Revathi
IQAC Co-ordinator/Director
The Tamil Nadu Dr.Ambedkar
Law University

Dr. Ranjit Oommen Abraham
Registrar i/c.
The Tamil Nadu Dr.Ambedkar
Law University

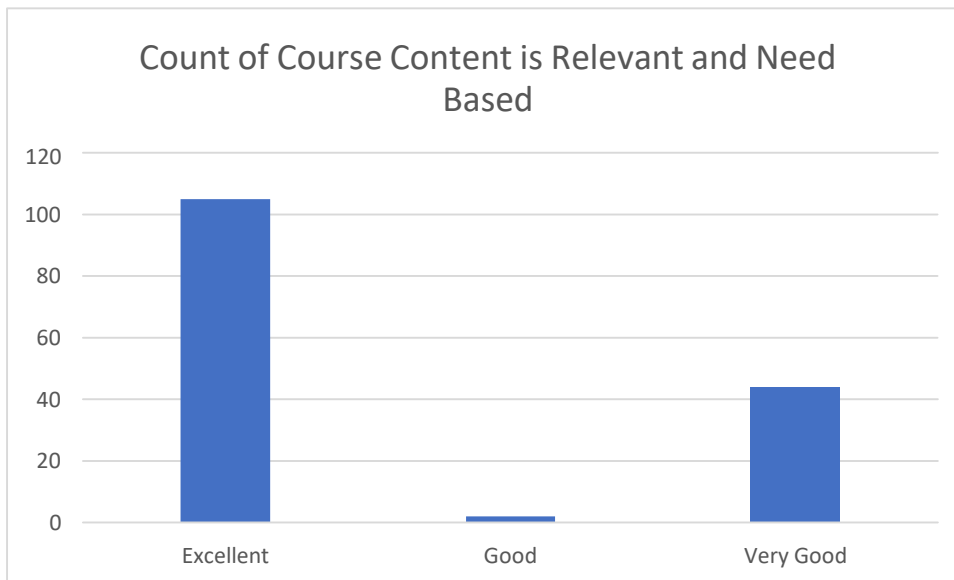


INTERNAL QUALITY ASSURANCE CELL (IQAC)

A REPORT ON THE FEEDBACK OF FACULTY FROM 2016-2017 TO 2020-2021

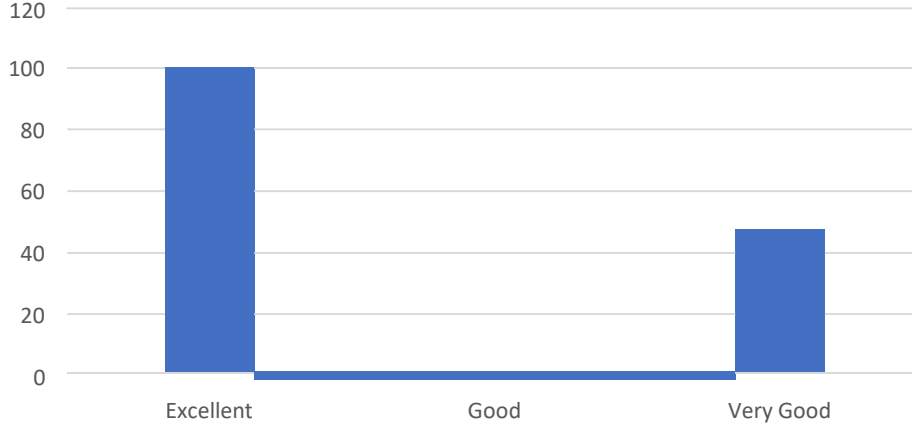
The Tamil Nadu Dr Ambedkar Law University, a unique institution has been imparting legal education throughout the State of Tamil Nadu and as a measure of sustaining the quality of legal education at global level and its administrative tasks, the institution obtains feedback from the teaching fraternity. It has been collected for the academic years 2016-2017, 2017-2018, 2018-2019, 2019-2020 and 2020-2021. IQAC conducted an online feedback session where the questionnaire includes important aspects of the curriculum like the need-based importance of the curriculum, clarity of course objectives, the effectiveness of course contents and activities, teaching-learning-assessment, various courses under CBCS etc.,

For the Year 2020-21:

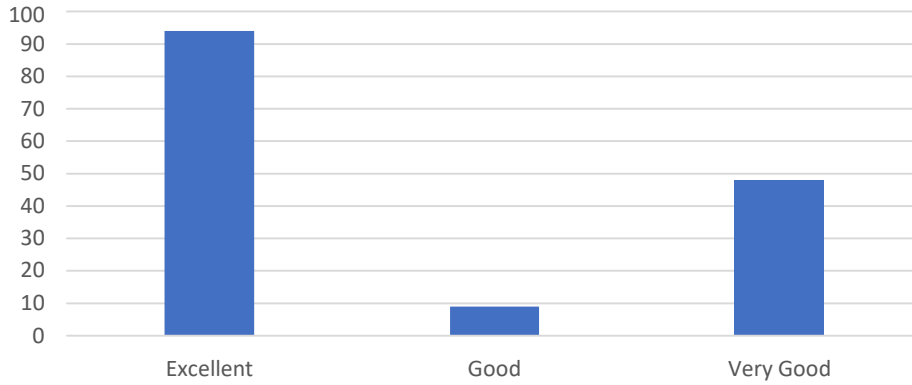




Count of Course Outcomes are well defined and clear to Staff and Students

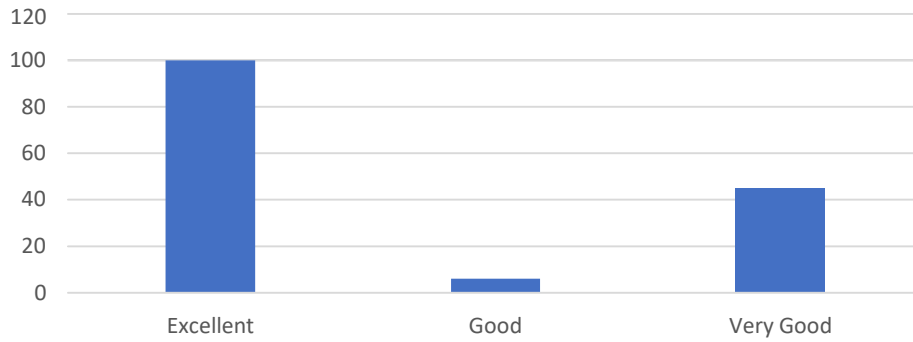


Count of Course Content has enough scope for development of analytical, logical, technical and creative skills to the students

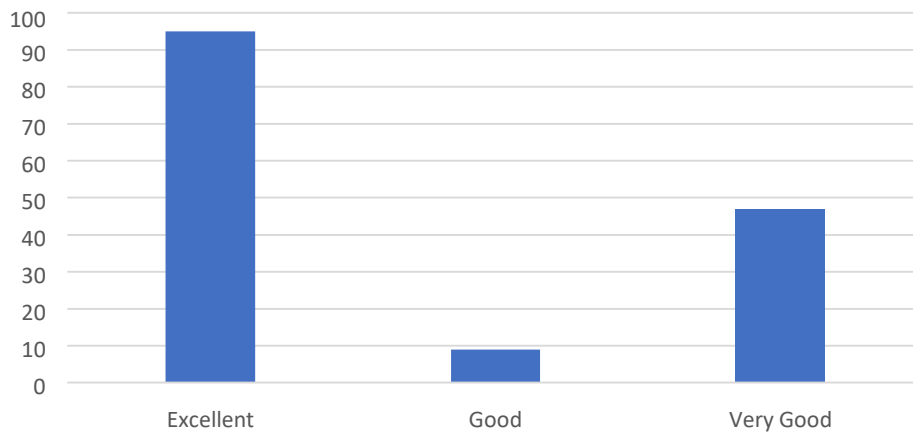


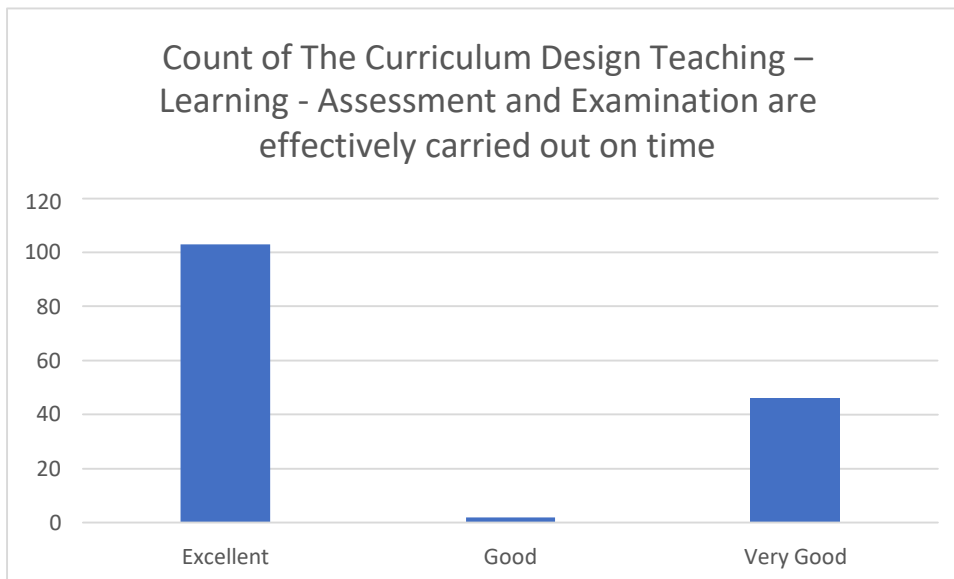
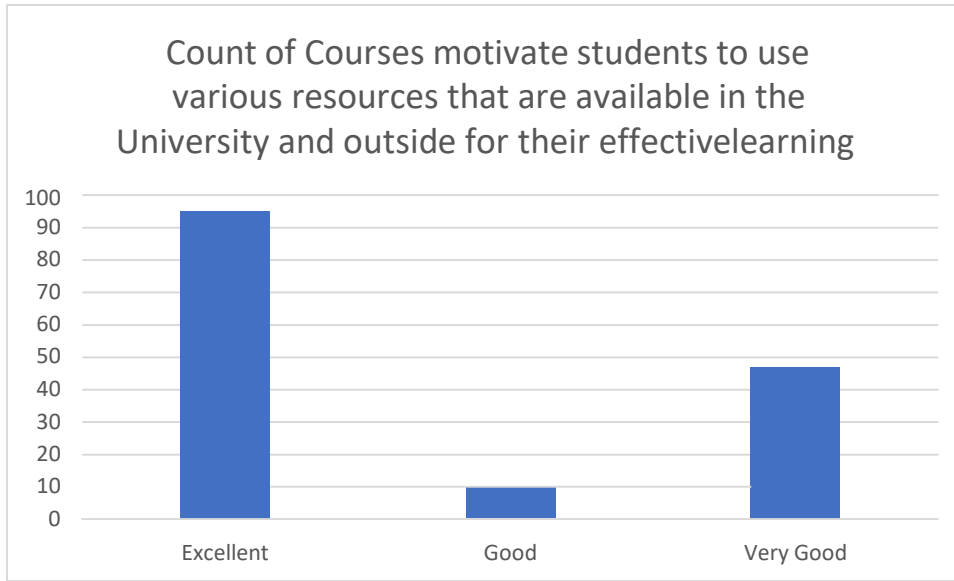


Count of Course activities (Internships / Field Visit / Guest Lectures / Assignments / Seminars / Others) are relevant for development of various skills for employment and self-employment



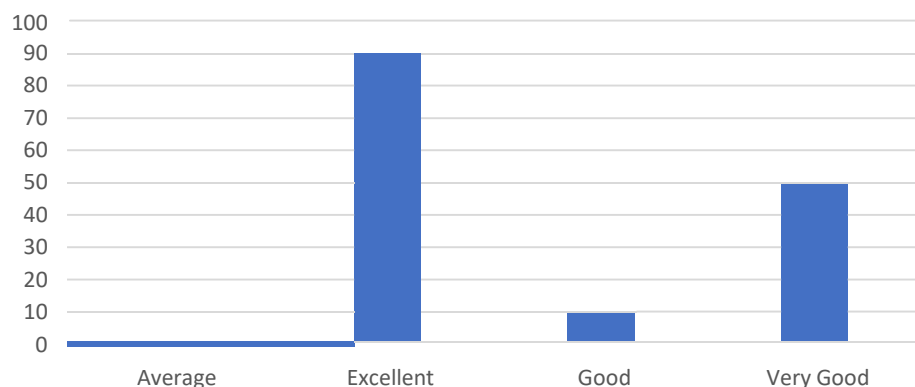
Count of The Course/Syllabus has good balance between theory and Clinical Practice



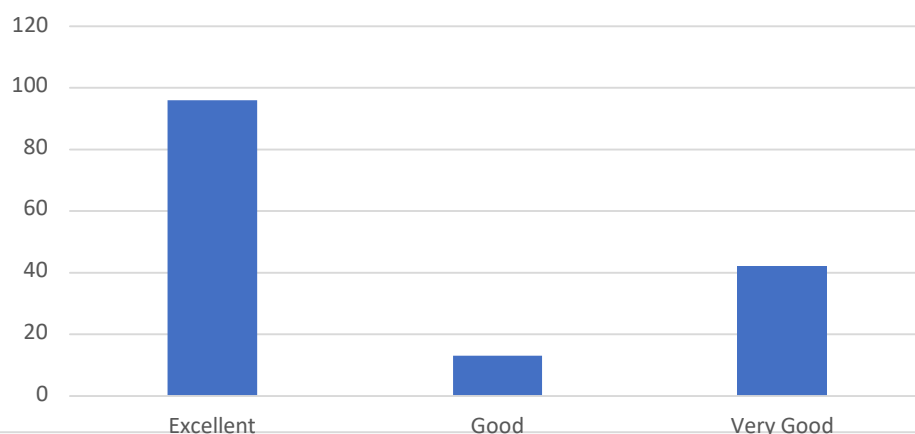




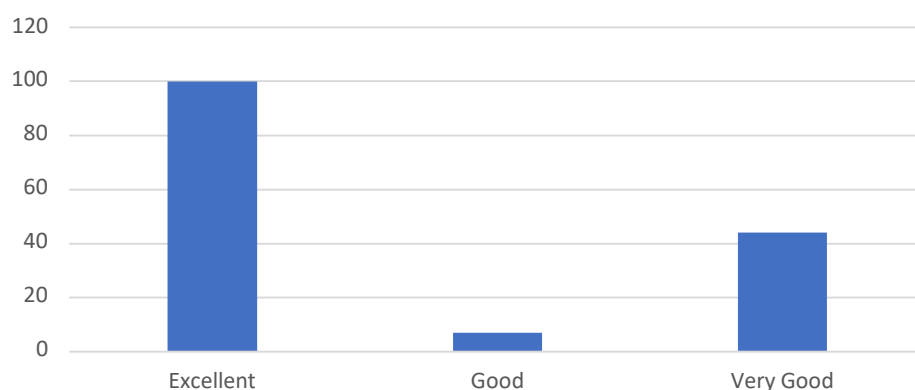
Count of The Assessment and Evaluation System
objectively measure the Course Outcomes (COs)
and Program Specific Outcome (PSOs)



Count of The Curriculum contains a wide range of
Courses under Choice Base Credit System

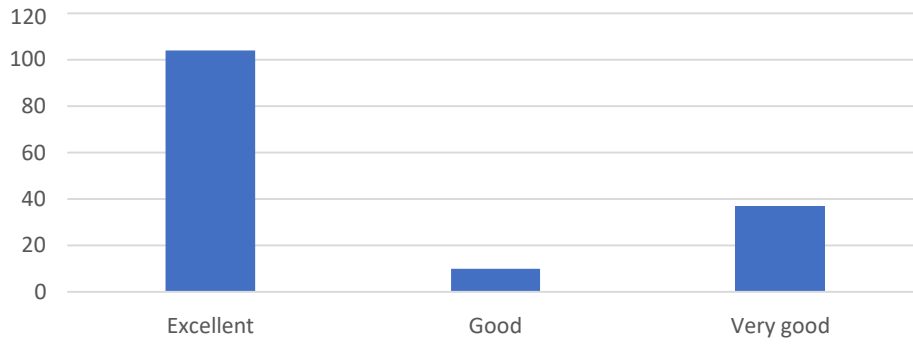


Count of The College has enough relevant
resources which are updated regularly for
Teaching Learning purposes

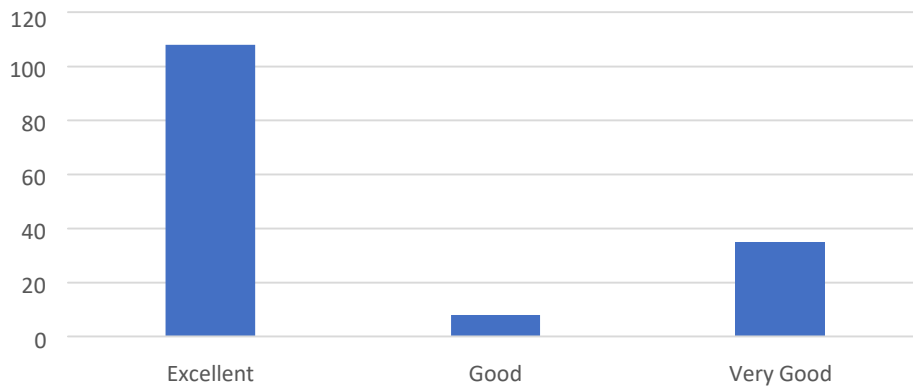




Count of The academic freedom and opportunity
that are available for the Curriculum
Development, Administration and Evaluation in
the University is:

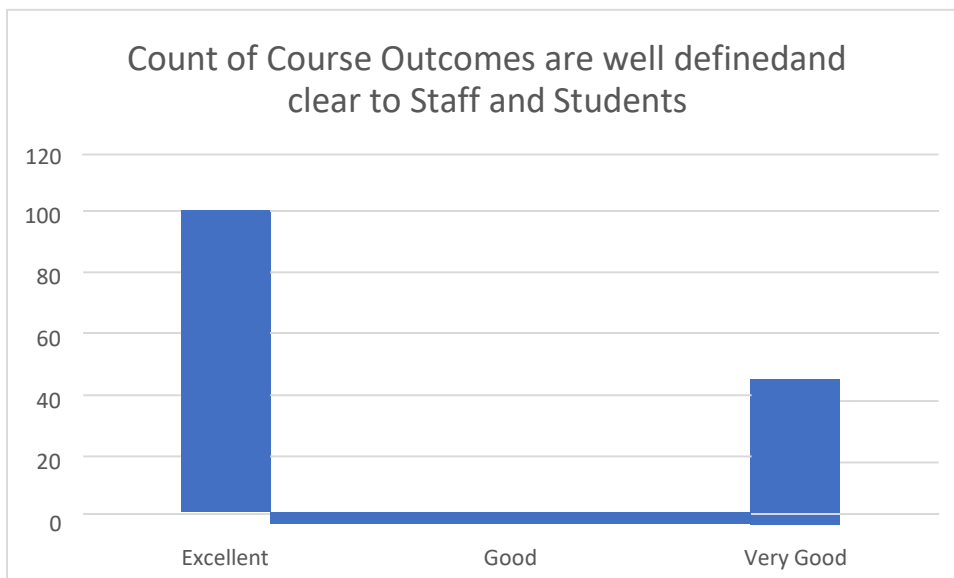
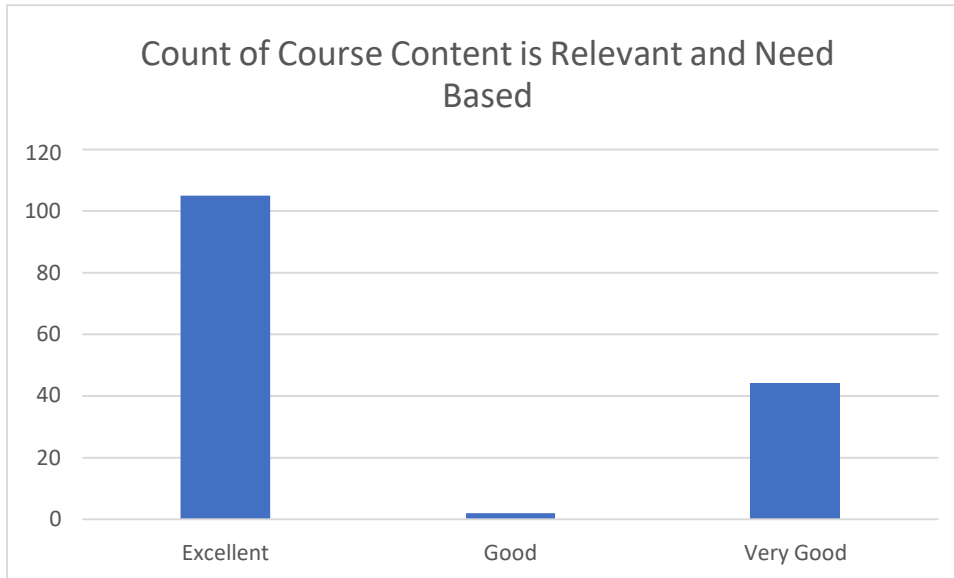


Count of The opportunity available out of the
Course / Syllabus for the enhancement of my
knowledge and perspective in the discipline is:





For the year 2019-20:

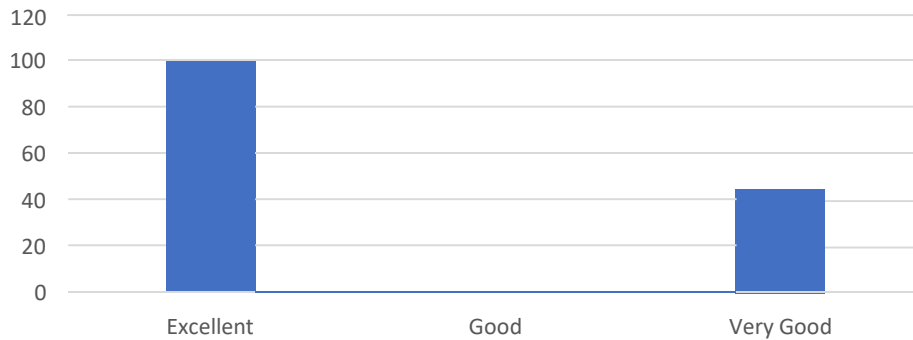




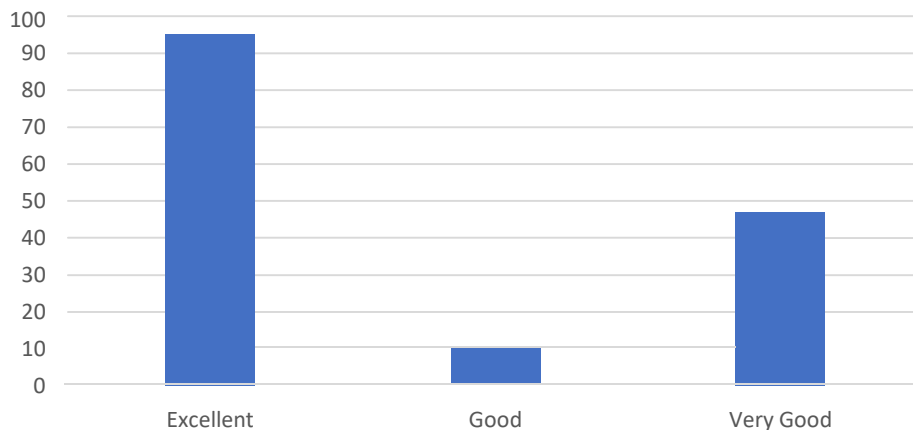
Count of Course Content has enough scope for development of analytical, logical, technical and creative skills to the students



Count of Course activities (Internships / Field Visit / Guest Lectures / Assignments / Seminars / Others) are relevant for development of various skills for employment and self-employment



Count of The Course/Syllabus has good balance between theory and Clinical Practice





Count of Courses motivate students to use various resources that are available in the University and outside for their effective learning

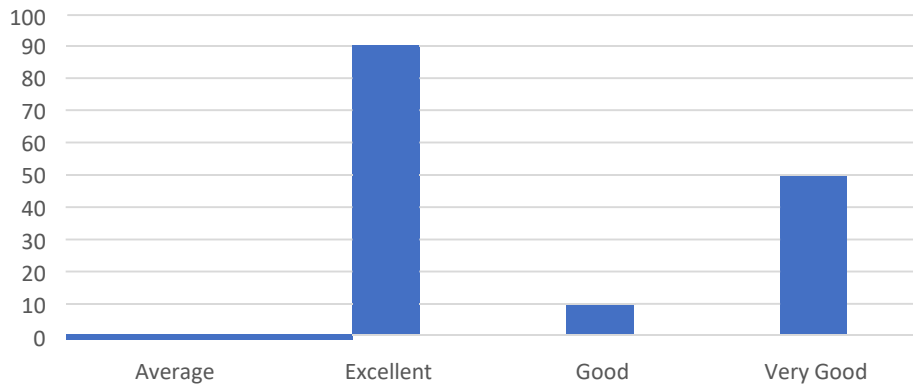


Count of The Curriculum Design Teaching – Learning - Assessment and Examination are effectively carried out on time

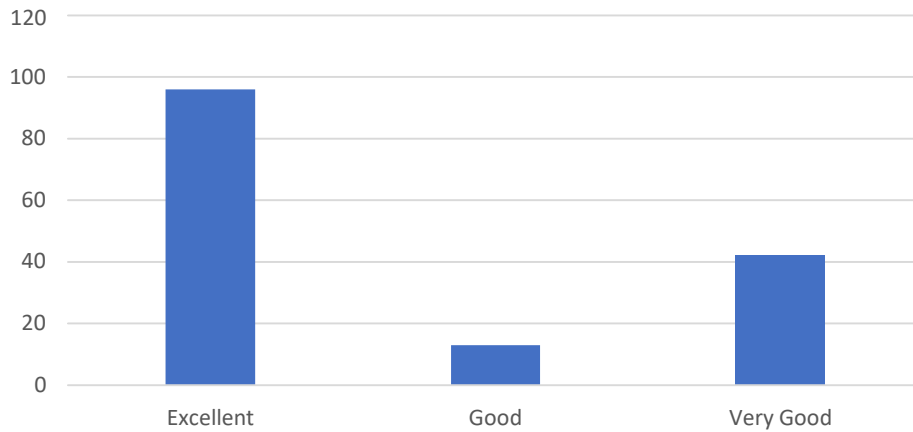




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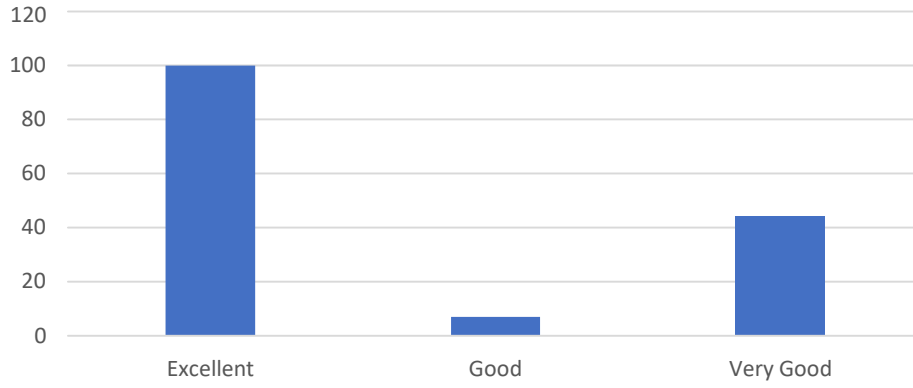


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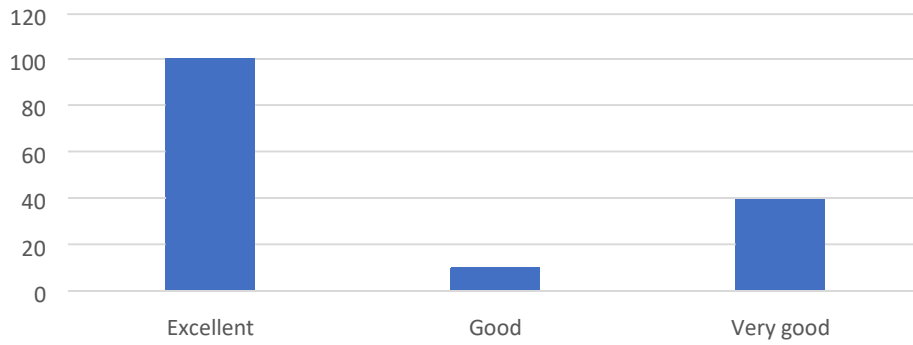




Count of The College has enough relevant resources which are updated regularly for Teaching Learning purposes

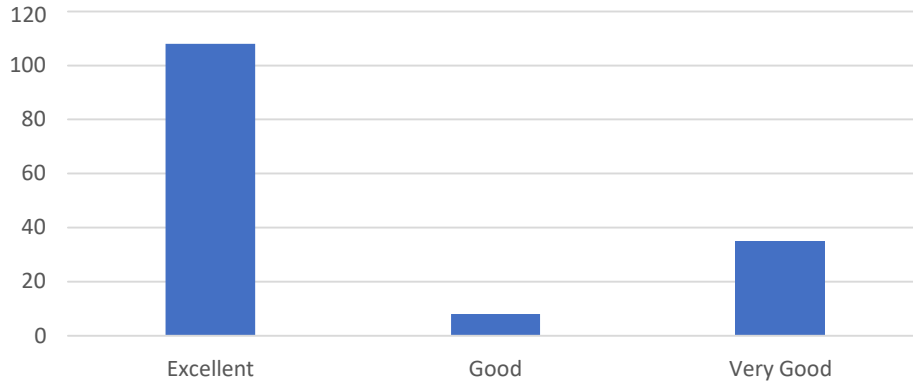


Count of The academic freedom and opportunity that are available for the Curriculum Development, Administration and Evaluation in the University is:



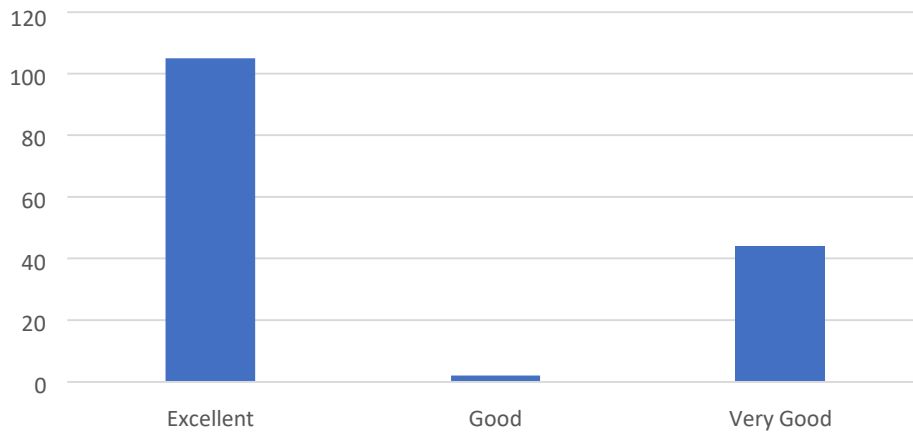


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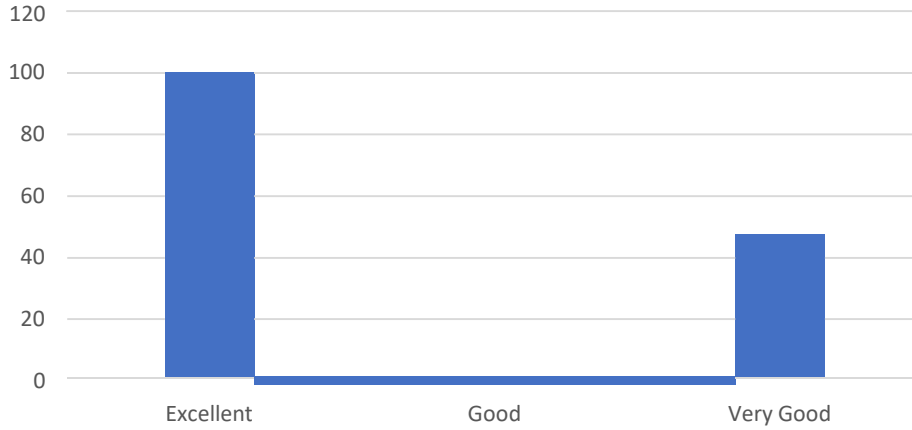
For the year 2018-19:

Count of Course Content is Relevant and Need Based





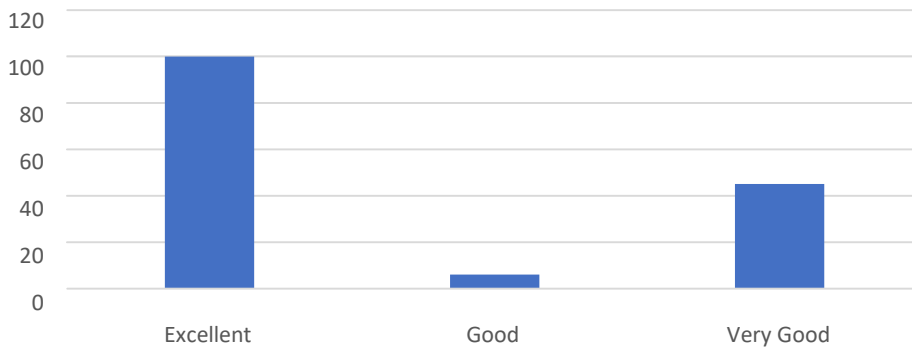
Count of Course Outcomes are well defined and clear to Staff and Students

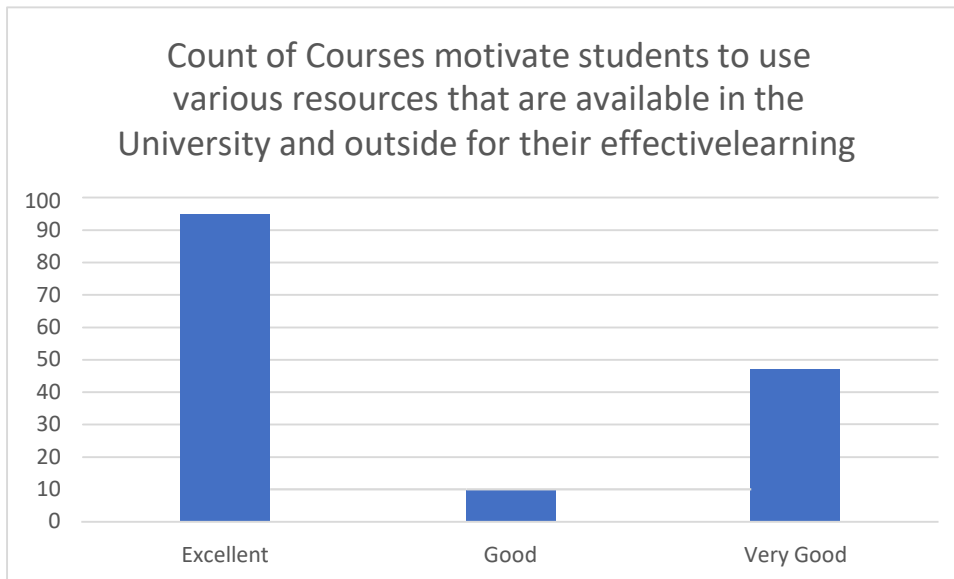
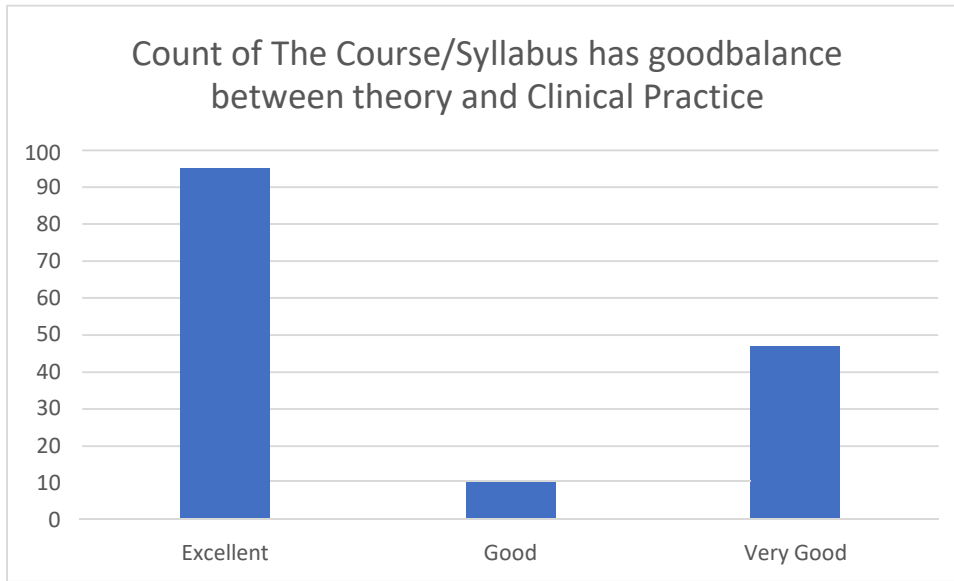


Count of Course Content has enough scope for development of analytical, logical, technical and creative skills to the students



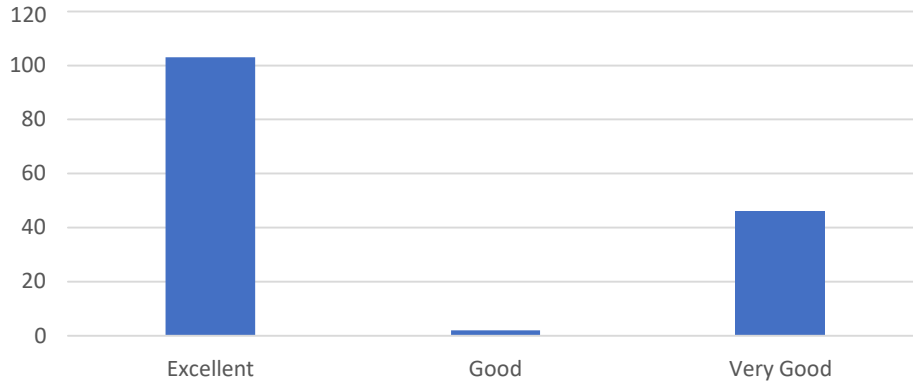
Count of Course activities (Internships / Field Visit / Guest Lectures / Assignments / Seminars / Others) are relevant for development of various skills for employment and self-employment



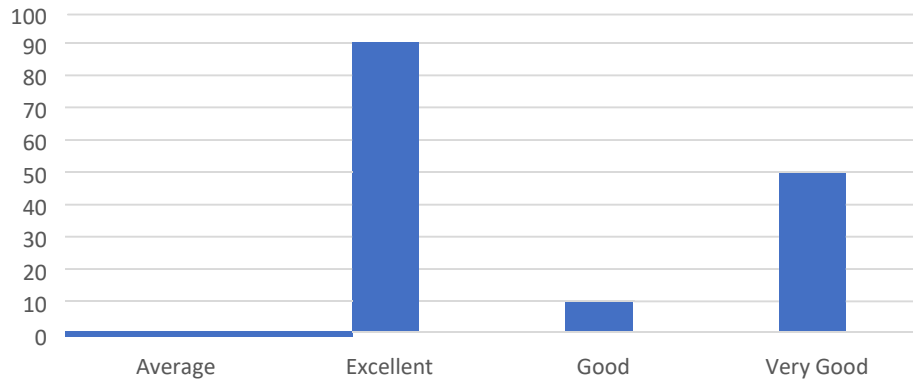




Count of The Curriculum Design Teaching –
Learning - Assessment and Examination are
effectively carried out on time

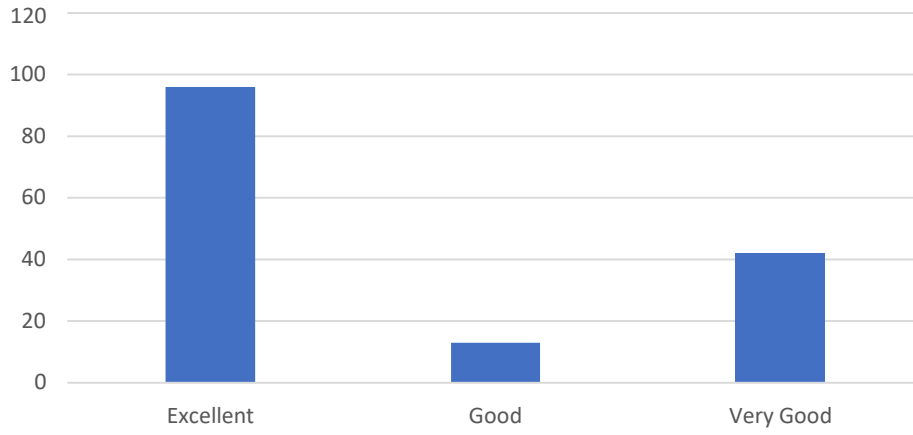


Count of The Assessment and Evaluation System
objectively measure the Course Outcomes (COs)
and Program Specific Outcome (PSOs)





Count of The Curriculum contains a wide range of Courses under Choice Base Credit System

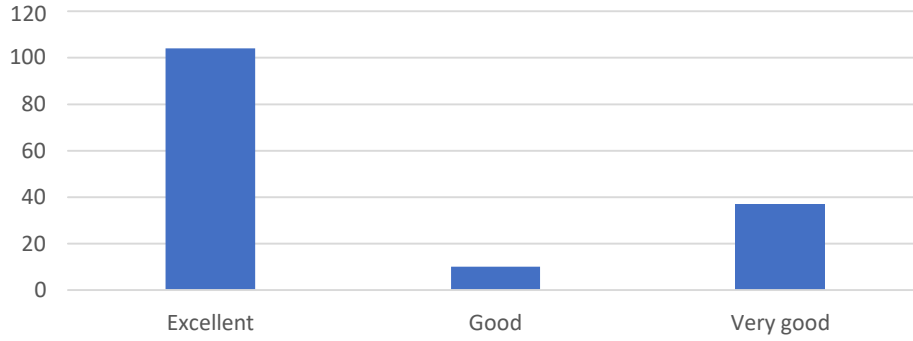


Count of The College has enough relevant resources which are updated regularly for Teaching Learning purposes

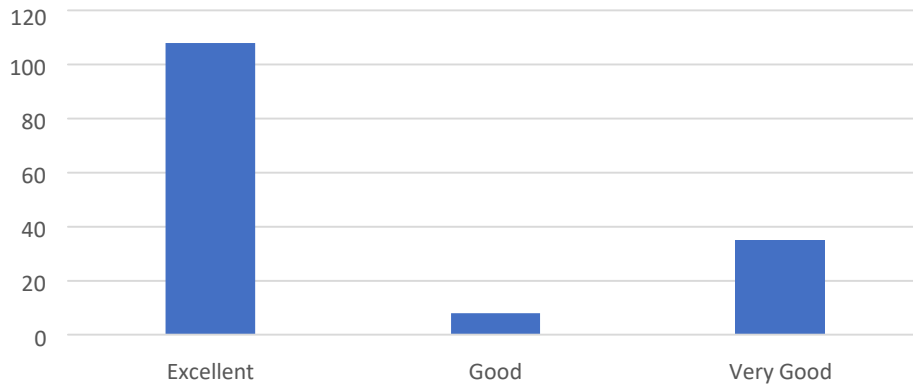




Count of The academic freedom and opportunity
that are available for the Curriculum
Development, Administration and Evaluation in
the University is:

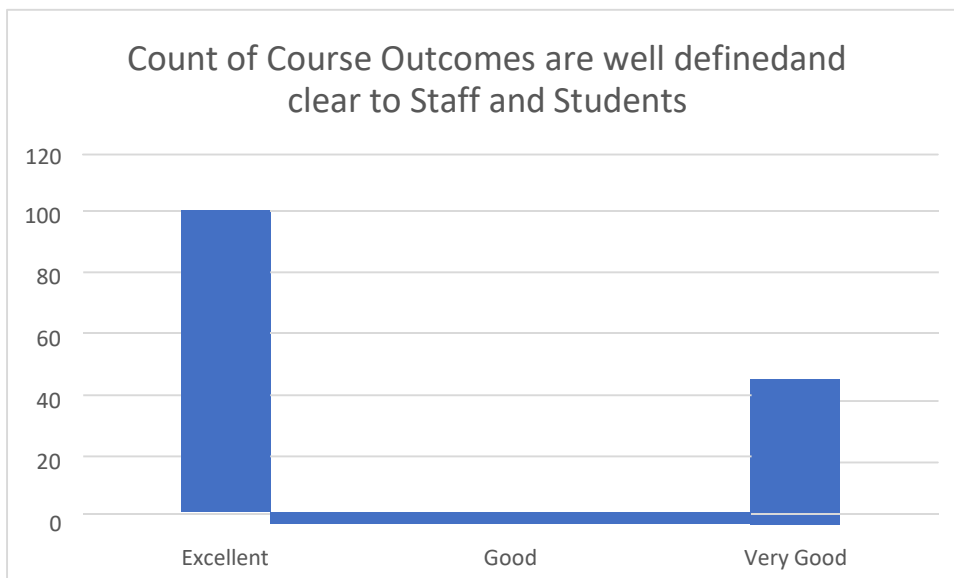
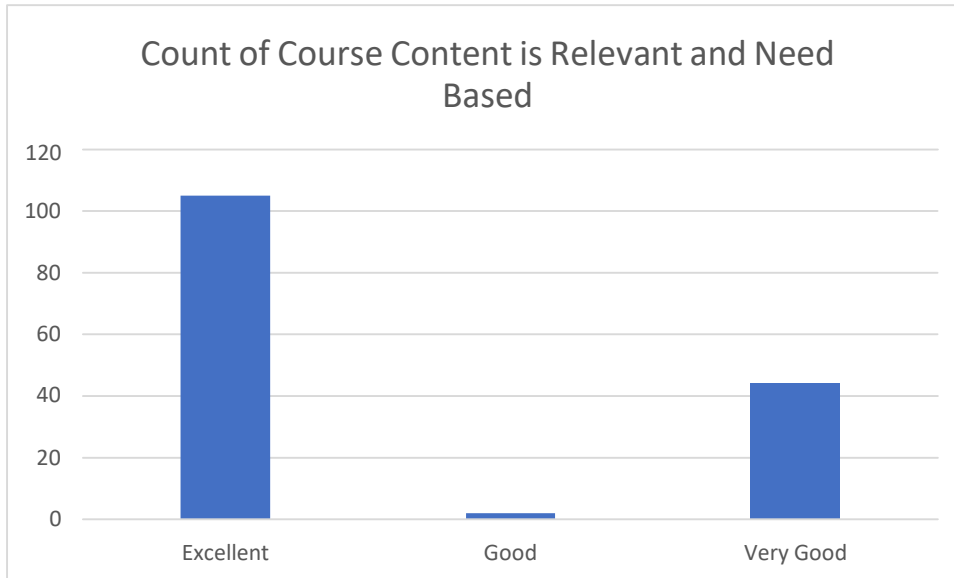


Count of The opportunity available out of the
Course / Syllabus for the enhancement of my
knowledge and perspective in the discipline is:





For the year 2017-18:

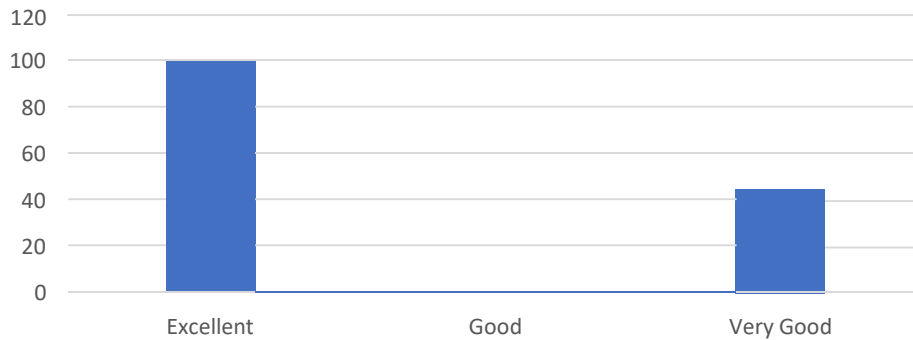




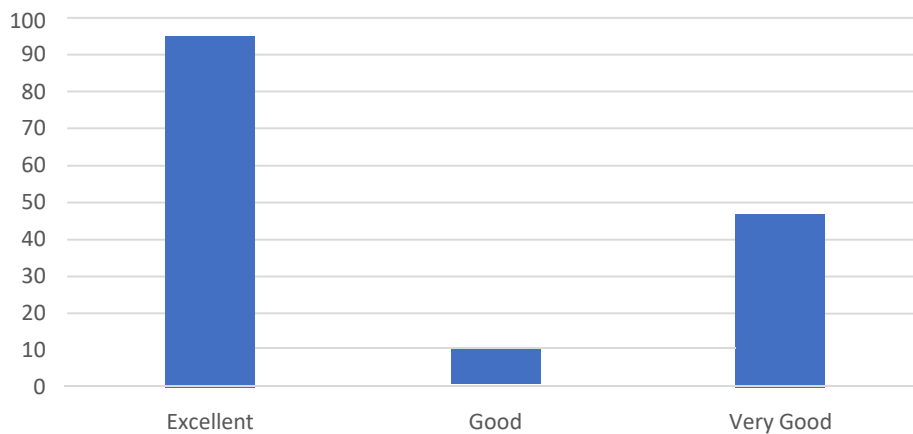
Count of Course Content has enough scope for development of analytical, logical, technical and creative skills to the students



Count of Course activities (Internships / Field Visit / Guest Lectures / Assignments / Seminars / Others) are relevant for development of various skills for employment and self-employment

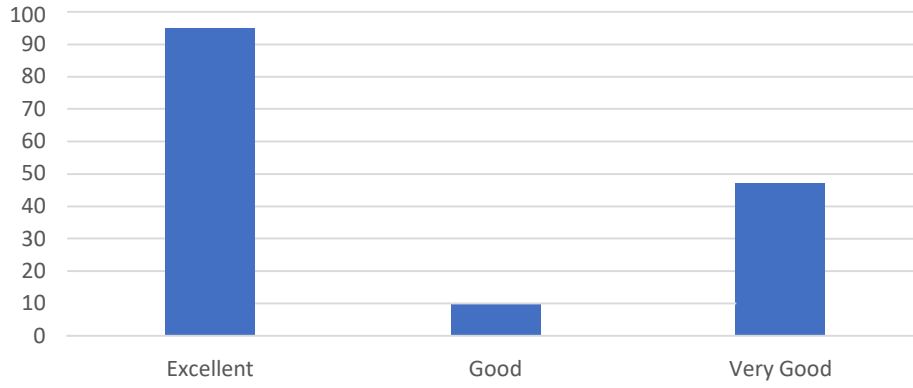


Count of The Course/Syllabus has good balance between theory and Clinical Practice





Count of Courses motivate students to use various resources that are available in the University and outside for their effective learning

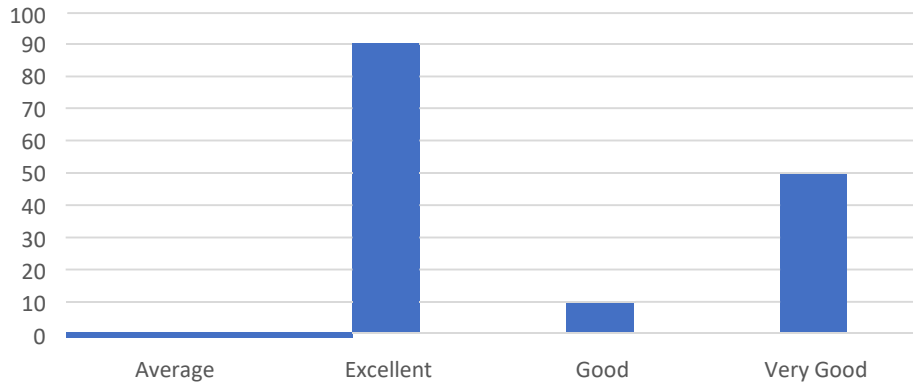


Count of The Curriculum Design Teaching – Learning - Assessment and Examination are effectively carried out on time

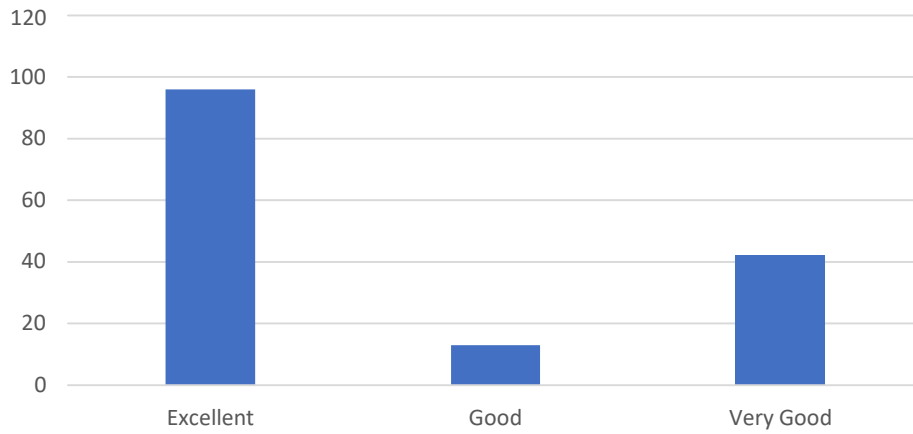




Count of The Assessment and Evaluation System
objectively measure the Course Outcomes (COs)
and Program Specific Outcome (PSOs)

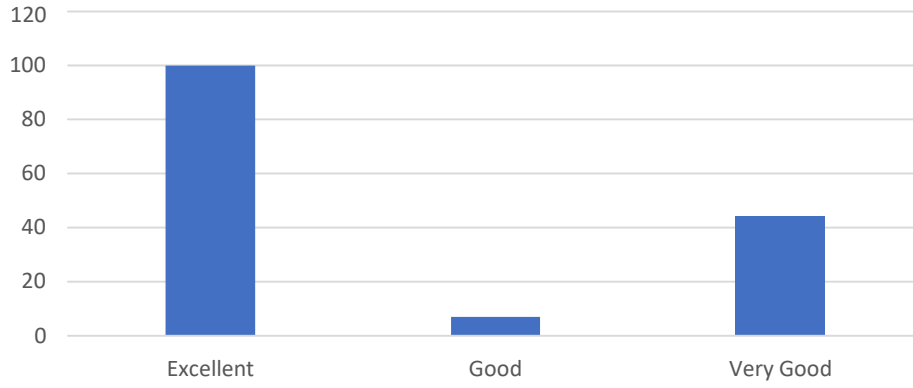


Count of The Curriculum contains a wide range of
Courses under Choice Base Credit System

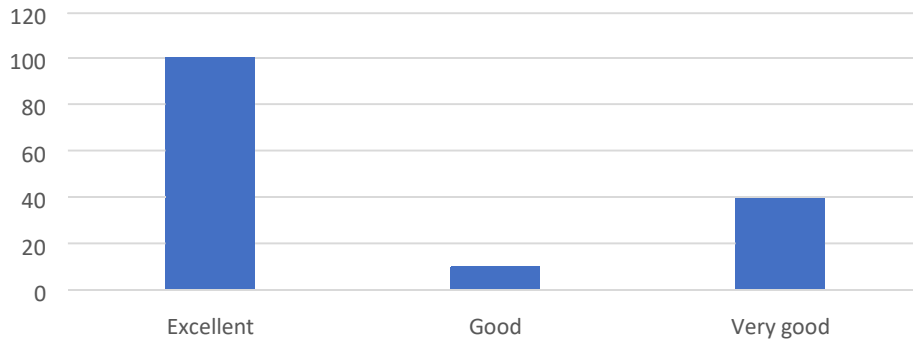




Count of The College has enough relevant resources which are updated regularly for Teaching Learning purposes

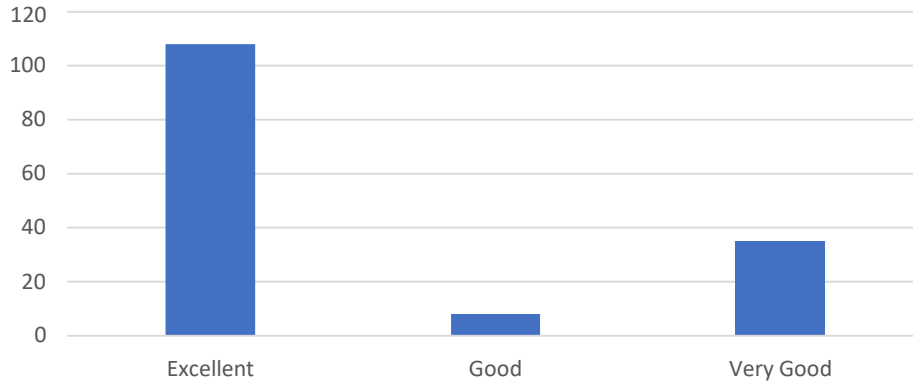


Count of The academic freedom and opportunity that are available for the Curriculum Development, Administration and Evaluation in the University is:



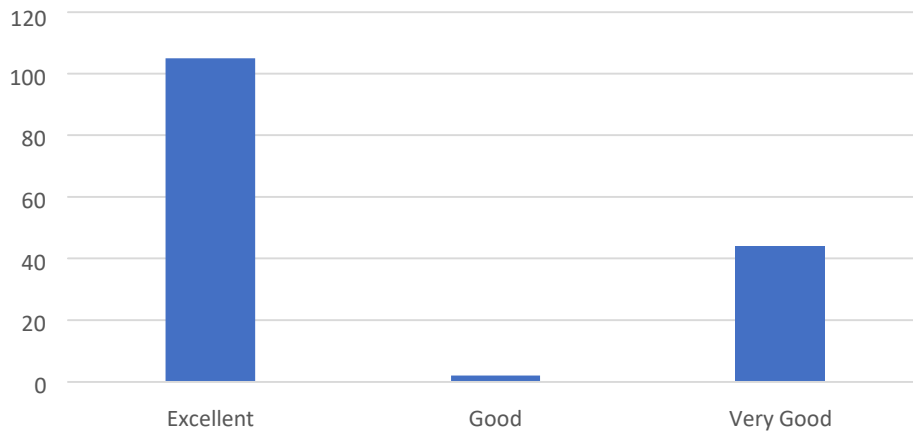


Count of The opportunity available out of the Course / Syllabus for the enhancement of my knowledge and perspective in the discipline is:



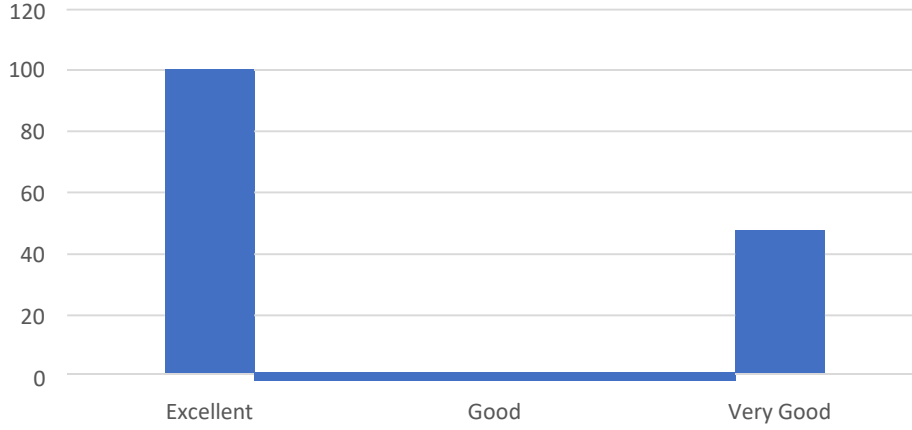
For the year 2016-17:

Count of Course Content is Relevant and Need Based

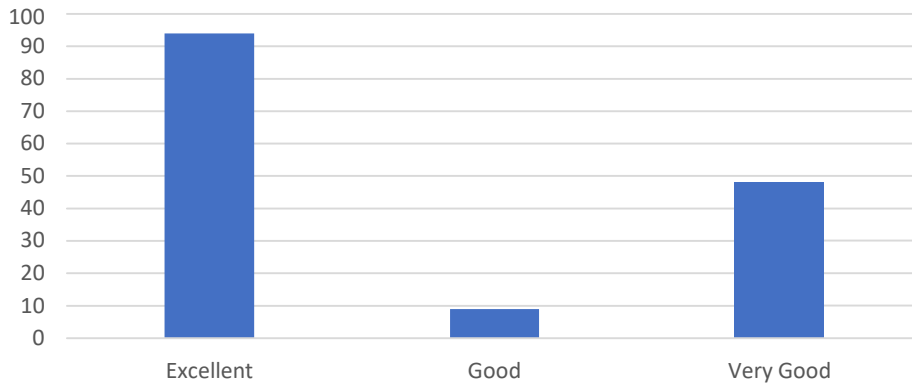




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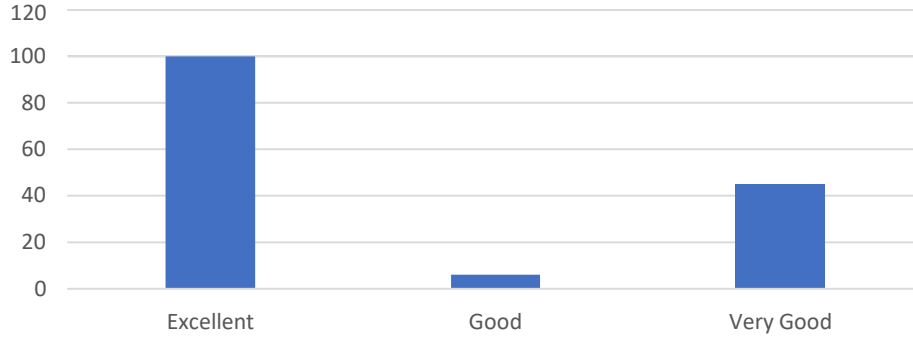


Count of Course Content has enough scope for development of analytical, logical, technical and creative skills to the students

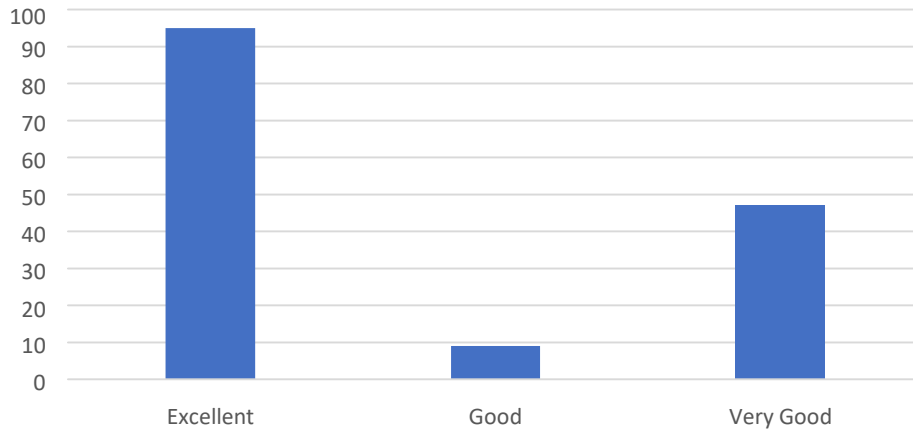




Count of Course activities (Internships / Field Visit / Guest Lectures / Assignments / Seminars / Others) are relevant for development of various skills for employment and self-employment

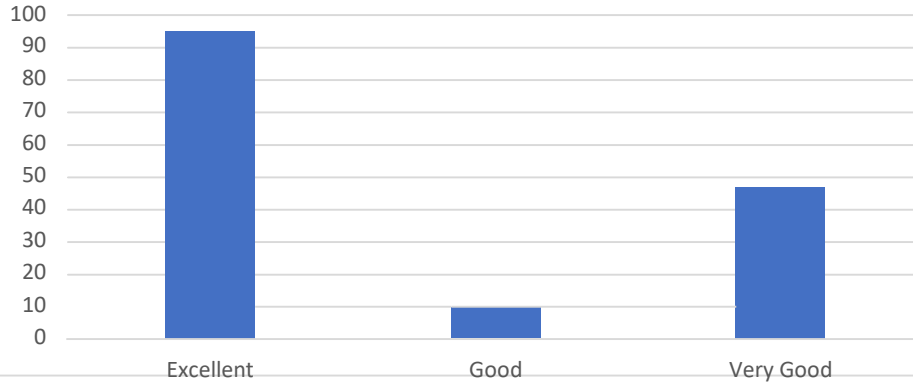


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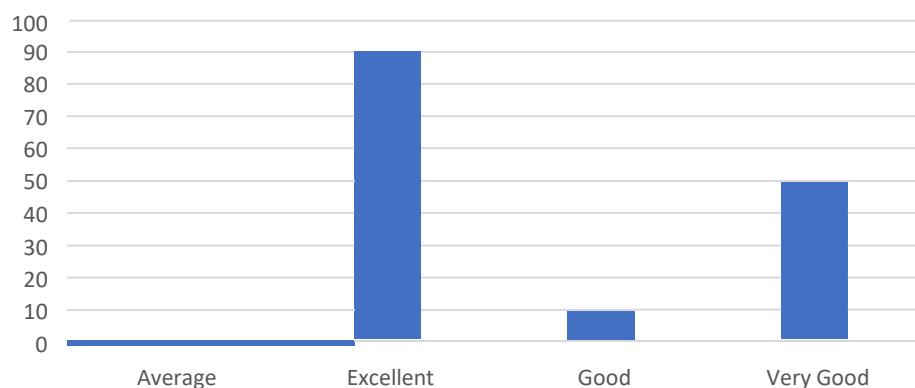


Count of The Curriculum Design Teaching – Learning - Assessment and Examination are effectively carried out on time

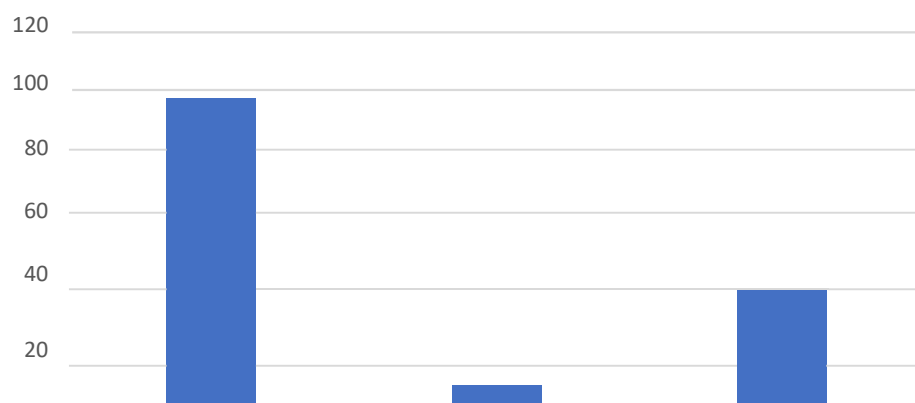




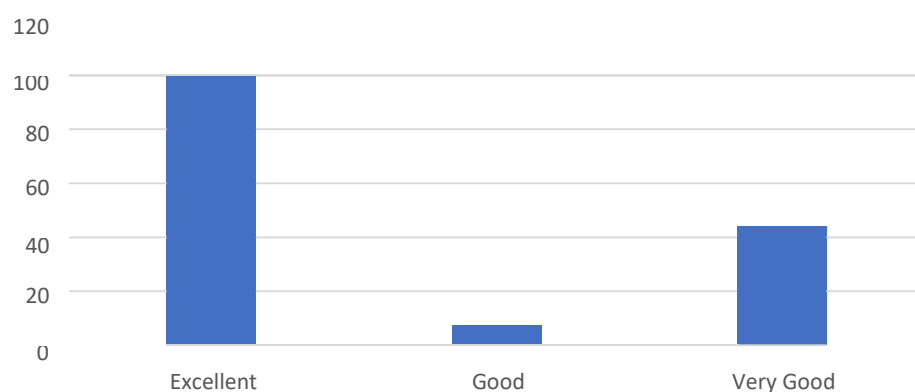
Count of The Assessment and Evaluation System objectively measure the Course Outcomes (COs) and Program Specific Outcome (PSOs)



Count of The Curriculum contains a wide range of Courses under Choice Base Credit System

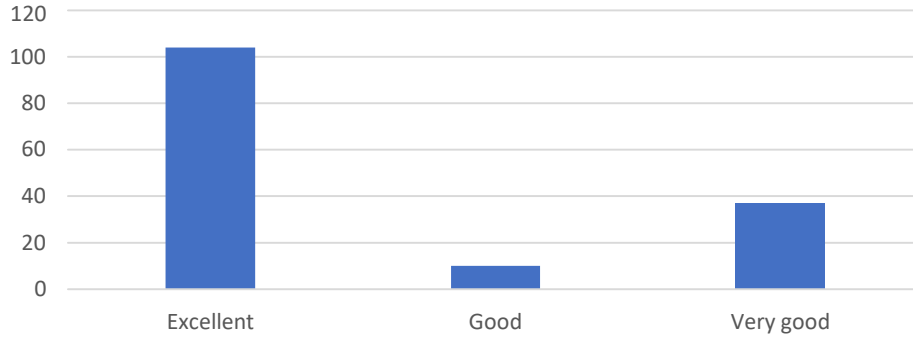


Count of The College has enough relevant resources which are updated regularly for Teaching Learning purposes

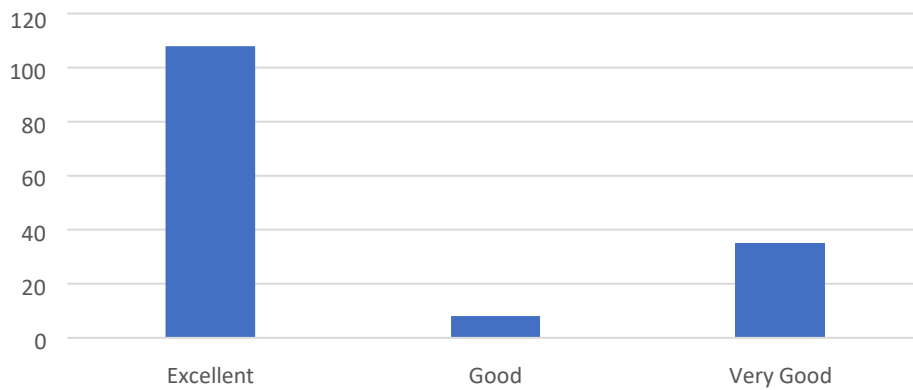




Count of The academic freedom and opportunity
that are available for the Curriculum
Development, Administration and Evaluation in
the University is:



Count of The opportunity available out of the
Course / Syllabus for the enhancement of my
knowledge and perspective in the discipline is:





Need-based importance of the curriculum:

From the perspective of the teachers, the course has been designed in the best possible method. The feedback indicates an entirely positive response with 85.2% of the faculty hailing the curriculum as excellent, 11.1% as very good and just 3.7% claiming it as good. The course has been designed keeping in mind the recent trends in the relevant subject matter. While the faculty are generally expected to keep themselves updated with such trends, the course itself ensures this so that the faculty can approve of the curriculum design.

Clarity of course objectives:

The faculty has given an overwhelmingly positive response with 85.2% saying that the course objectives are defined in an excellent manner and the remaining 14.8% saying that it's very good. This highlights that the course is well-structured and well-defined so that the students as well as faculty know what needs to be done to fulfil the objectives of that particular course.

Effectiveness of course contents and activities:

Any well-developed course requires that the students work well beyond the defined borders. The objectives are not limited to completion of the course alone but encourage the students to develop additional skills such as analytical, logical, technical, and creative skills. The teachers have opined that the course allows students to do so effectively. 77.8% have claimed it has excellent and 22.2% have said that it is very good. With regards to balance between theory and clinical practice, 74.1% have rated it as excellent and 25.9% have rated it as very good. The course emphasizes heavily on practical learning with a mandatory internship for all students. In the response of the teachers, many of whom have knowledge of practice as advocates, shows that such emphasis is well-intended. Finally, in response to the motivation received by students to utilise the facilities of the university as well as facilities outside for effective learning, 66.7% of the faculty have given a response of 'excellent' and 33.3% have responded as 'very good'.



Teaching-learning assessment:

75% of the teachers believe that the teaching-learning assessment is carried out in an excellent manner while the remaining 25% still feel it is very good. While the teachers themselves are liable to undergo performance appraisals, they themselves are qualified to know how and when such assessment must be undertaken. Thus, the response shows that the university's methods are excellent.

Dr. Reddivari Revathi
IQAC Co-ordinator/Director
The Tamil Nadu Dr.Ambedkar
Law University

Dr. Ranjit Oommen Abraham
Registrar i/c.
The Tamil Nadu Dr.Ambedkar
Law University



தமிழ்நாடு டாக்டர் அம்பேத்கர் சட்டப் பல்கலைக்கழகம்

The Tamil Nadu Dr. Ambedkar Law University



"Poompozhi", #5, Dr.D.G.S.Dinakaran Salai, Chennai – 600 028

INTERNAL QUALITY ASSURANCE CELL (IQAC)
A REPORT ON THE ALUMNI FEEDBACK 2016-2017 TO
2020-2021

The Tamil Nadu Dr Ambedkar Law University has been insisting on sustaining quality in the realm of academic and administrative services. As a professional exercise, the IQAC initiates the conduct of feedback from various stakeholders. On the day of the alumni meet and other similar re-union meetings, the institution used the opportunity to solicit feedback from the passed out alumni on important aspects, which include:

- The usefulness of the courses in terms of employment and entrepreneurship;
- The helpfulness of higher studies and career planning;
- Quality of teachers about subject knowledge, preparation and communication style and
- Mentoring and facilities to help learning, teaching, evaluation, and research

Program completed

The respondents are from UG, PG, and Ph.D.

Stream of the program completed

The respondents are from different programmes such as 5 year B.A.LL.B. (Hons.) Degree Course, 5 year B.Com.,LL.B.(Hons.) Degree Course 5year B.B.A.LL.B.(Hons.) Degree Course, 5 year B.C.A.LL.B.(Hons.) Degree Course, 3 year LL.B.(Hons.) Degree Course and P.G. Degree Course and Ph.D. Programme.

The usefulness of the Courses: Employment and Entrepreneurship

Most of the respondents agree with the usefulness of the course taught, and mostly rated as strongly agree and remaining alumni are neutral. Respondents have agreed that the course taught is helpful for employment and entrepreneurship, respondents strongly agreed and balance respondents are neutral.



The usefulness of the Courses: Higher Studies and Career Planning

Alumni expressed that course taught here are useful for their higher studies and career planning. Most of them strongly agree with the above statement and the remaining of them are neutral.

Syllabus Updation and Course Relevance

Alumni agreed with the above statement and strongly agreed with the above respondents and also agreed that courses are appropriate and relevant and as strongly agree with the appropriateness and relevancy of the programme.

Teachers Subject Knowledge/Expertise and Teaching/Communication style

Most Alumni rated the teacher's knowledge in the subject is very good. Some of the respondents rated the teaching style of the faculty is good. Most of them rated as good and excellent.

Helping slow Learners

Most of the respondents rated as good for helping slow learners. Most respondents have rated as very good, average, and excellent.

Evaluation

Alumni expressed evaluation is mainly on memory and followed by percentage of students based on analytical skills. Maximum percentage of students based on creativity and communication skills.

Most of the alumni have rated the facts as excellent in terms of library, digital library, and Wi-Fi for learning, teaching, evaluation, and research.

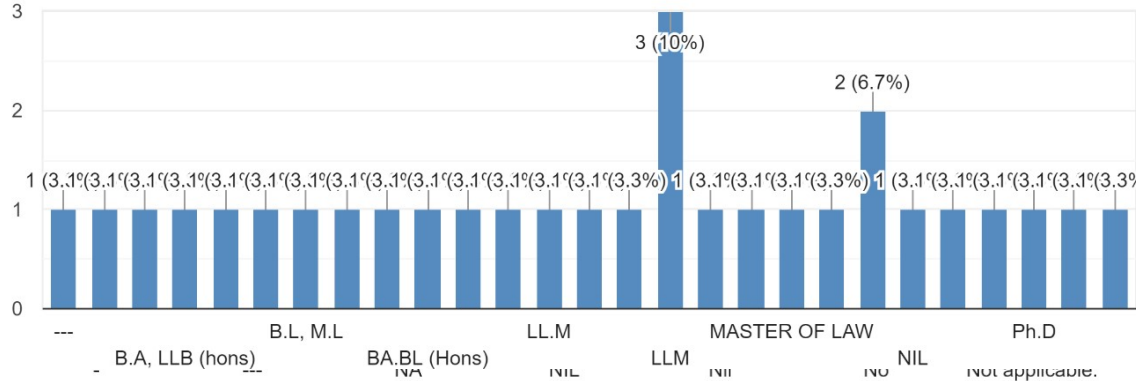


Analysis for 2016-2021:

NAME OF THE PROGRAM :

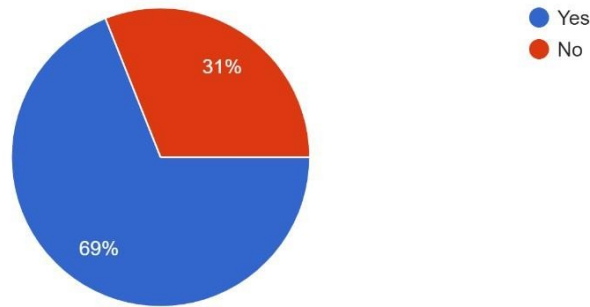
P.(30 responses

14



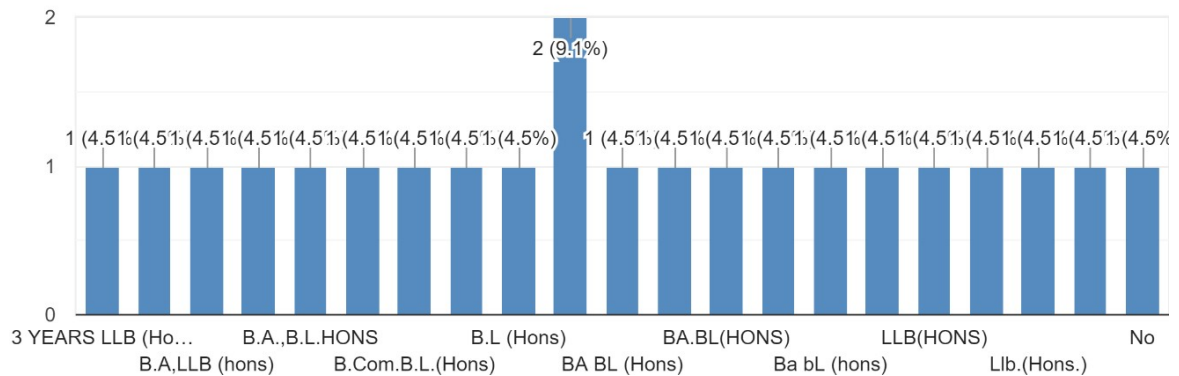
WHETHER STUDIED U.G. IN SOEL

29 responses



IF YES, SPECIFY THE NAME OF THE U.G. COURSE

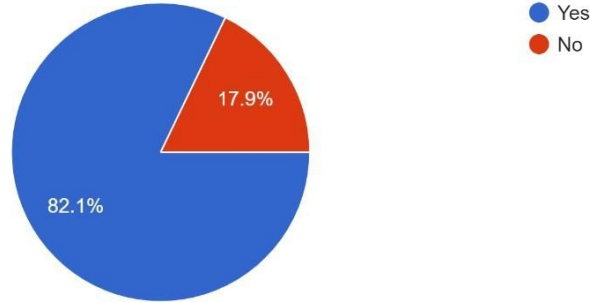
22 responses





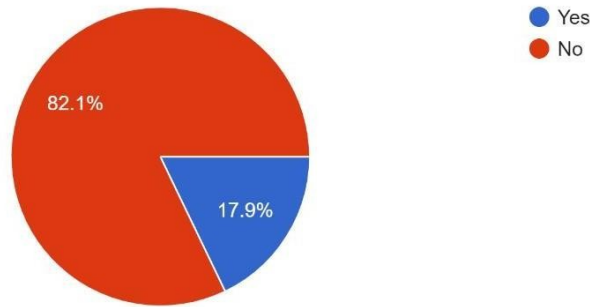
WHETHER STUDIED PG in SOEL

28 responses



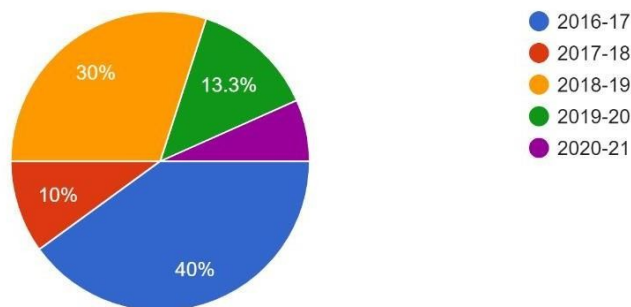
WHETHER DONE Ph.D IN SOEL?

28 responses



BATCH (Academic Year)

30 responses

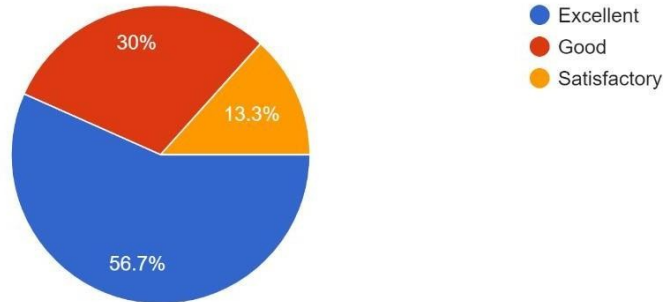




Academics

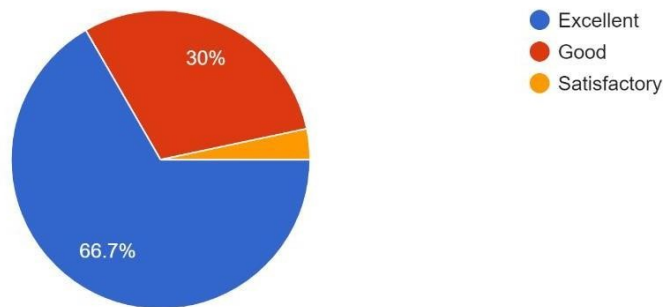
a. Course imparts more practical knowledge

30 responses



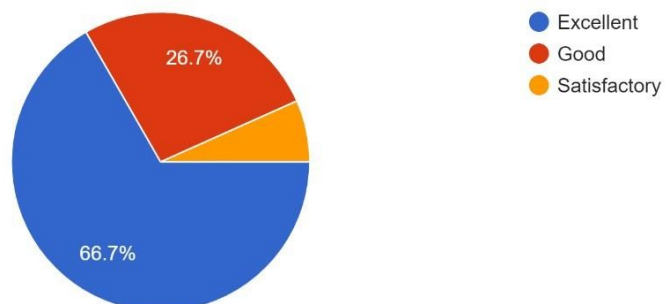
b. Courses in the Programme are appropriate and relevant

30 responses



c. Pedagogies are relevant to develop skills that are required for employment and self-employment

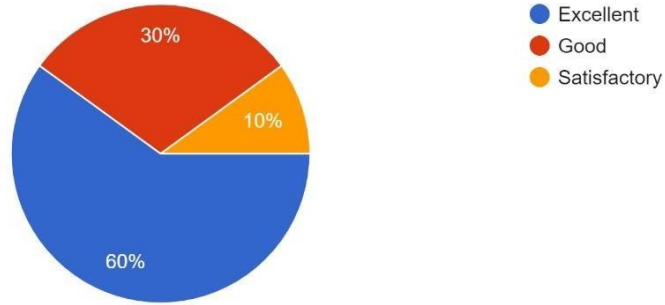
30 responses





d. Help to go for higher studies/career planning

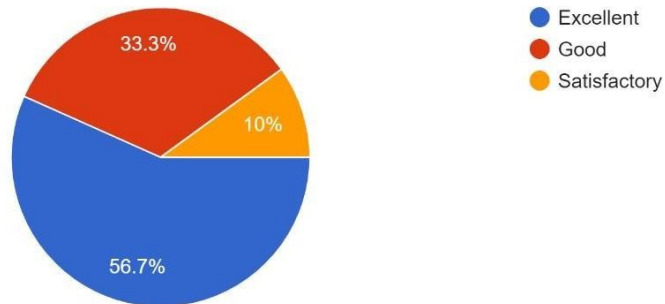
30 responses



Syllabus for each course

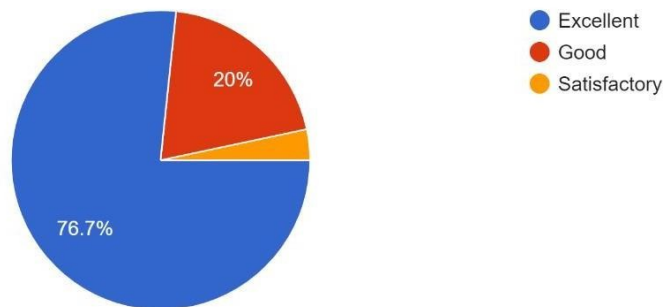
a. Syllabus updated regularly

30 responses



b. Courses are relevant to present scenario

30 responses

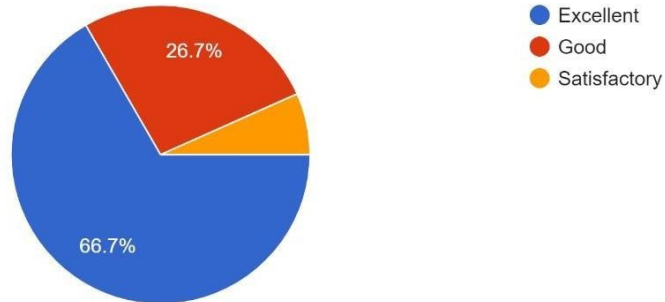




Teaching

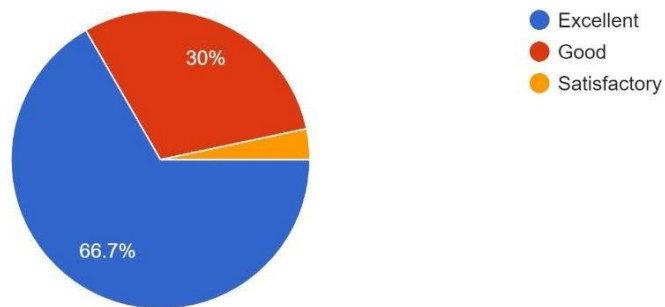
1. Teaching subject knowledge/expertise(Most of the teachers)

30 responses



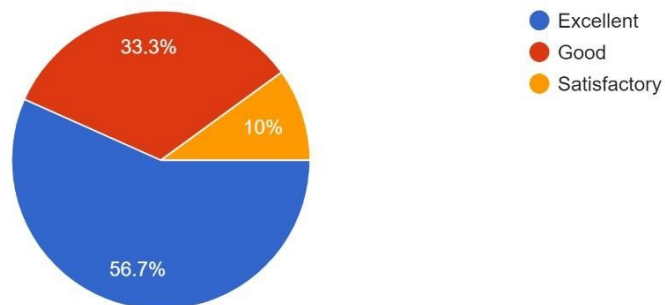
2. Teaching/Communication style - Most of the teachers teach the subject

30 responses



(3) Help for Slow – Learners: Most of the Teachers take extra efforts to make all the students understand the subjects

30 responses





(c) Evaluation

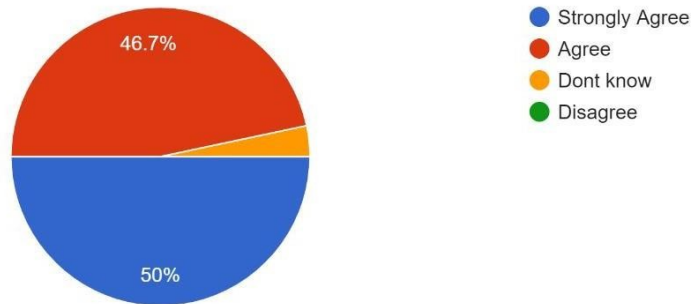
a. Memory

30 responses



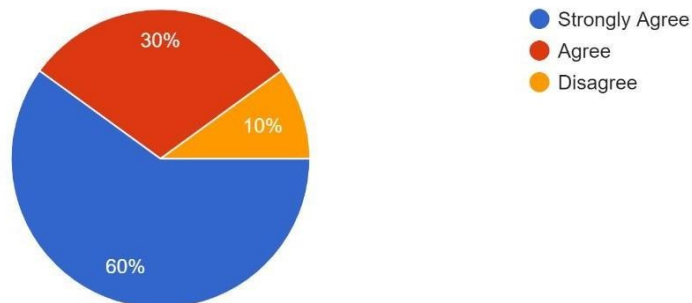
b. Analytical skills

30 responses



c. Creativity / Originality

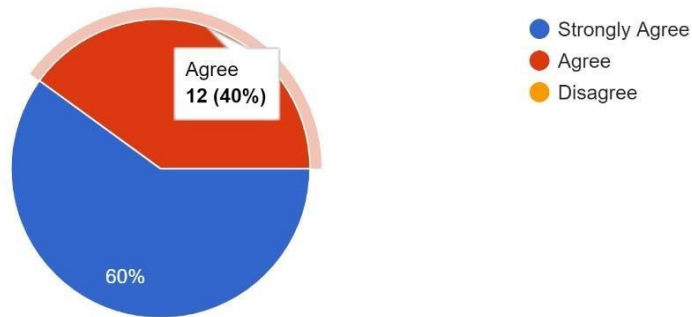
30 responses





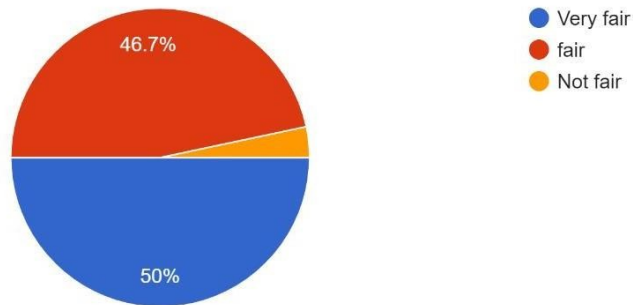
d. Communication

30 responses



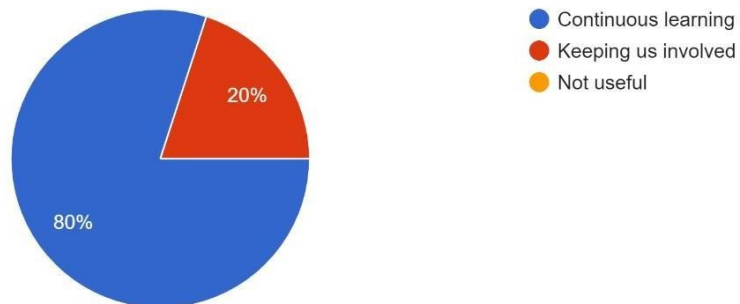
2. The Evaluation in general is

30 responses



3. Continuous internal assessment is an instrument of

30 responses

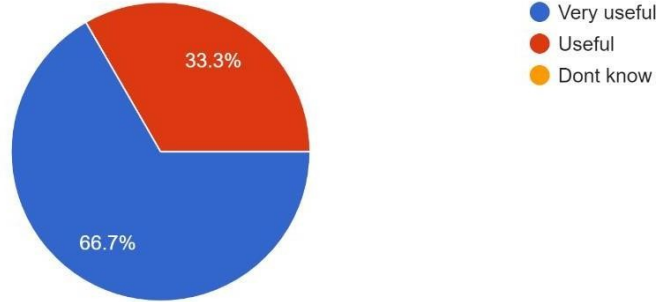




(d) Accompaniment

1. Mentoring in the college

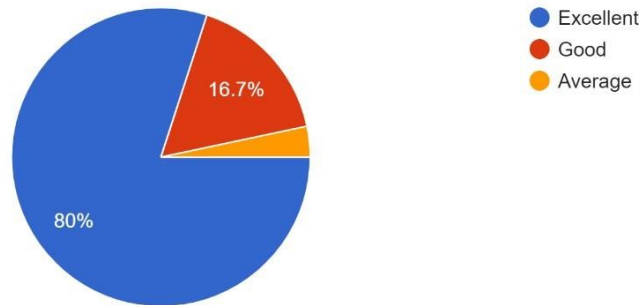
30 responses



(e) Infrastructure

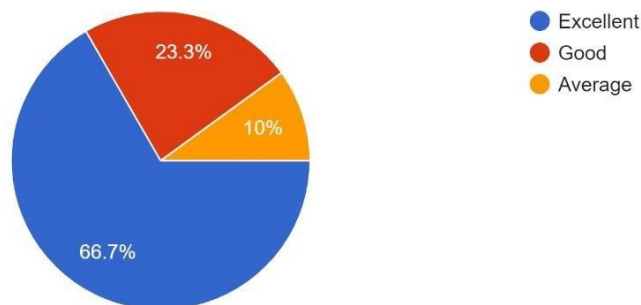
(a) Library

30 responses



(b) Digital Library

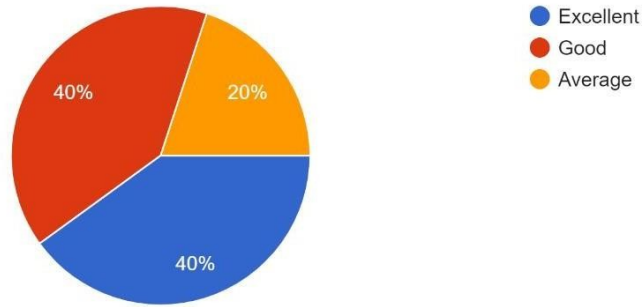
30 responses





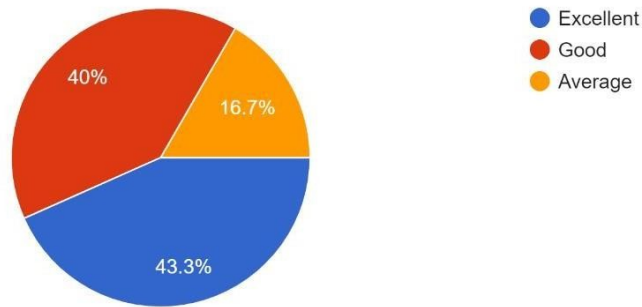
(c) Wifi & Internet

30 responses



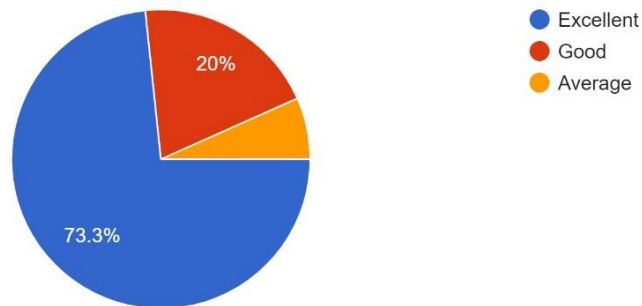
(d) Lab Facilities

30 responses



(e) Classroom

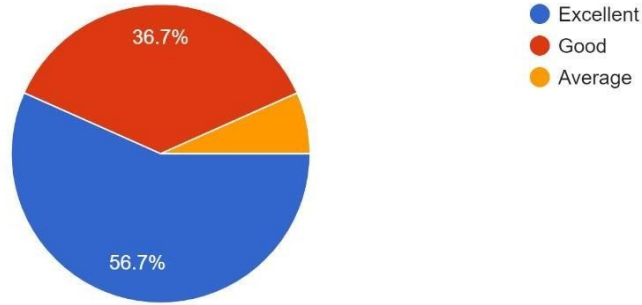
30 responses





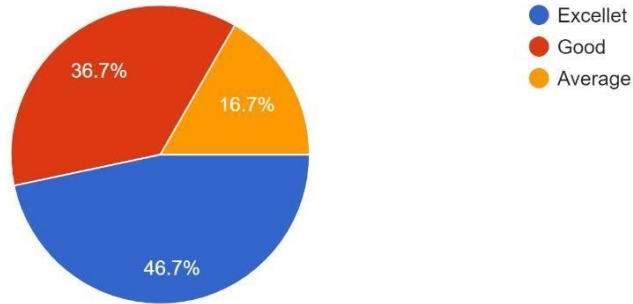
(f) Restroom

30 responses



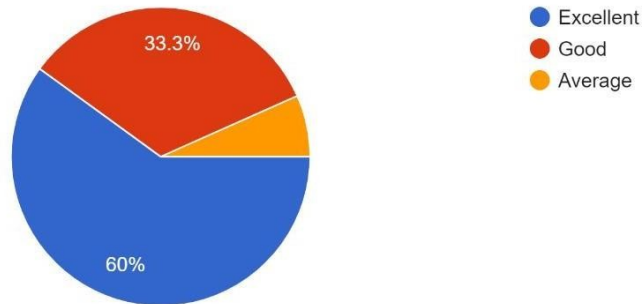
(g) Sports & Games

30 responses



(h) Special Provision for Physically Challenged

30 responses

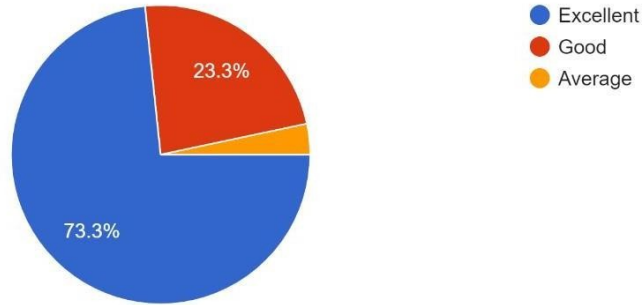




(F) Co-Curricular

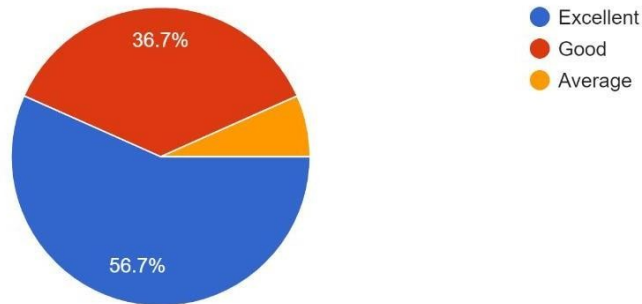
(a) Moot Court Training

30 responses



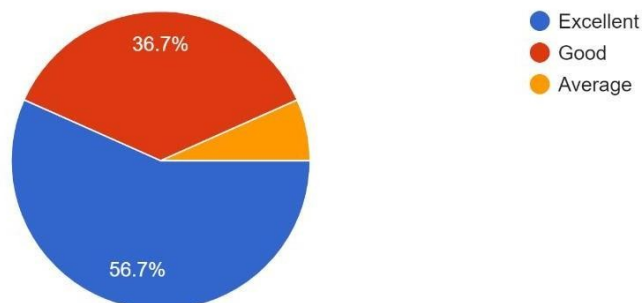
(b) Legal aid clinic

30 responses



(b) Legal aid clinic

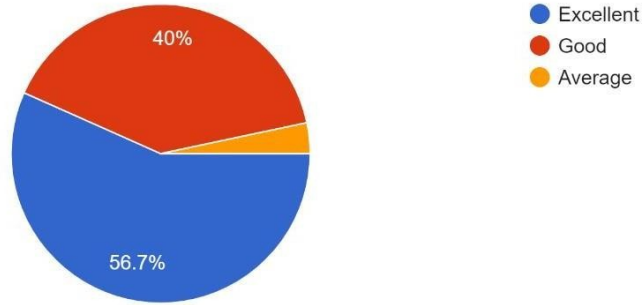
30 responses





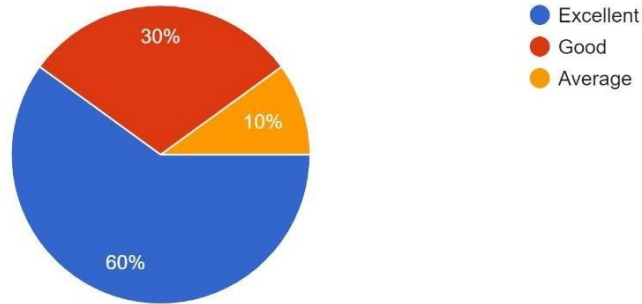
(c) Oratorical & Essay Competitions

30 responses



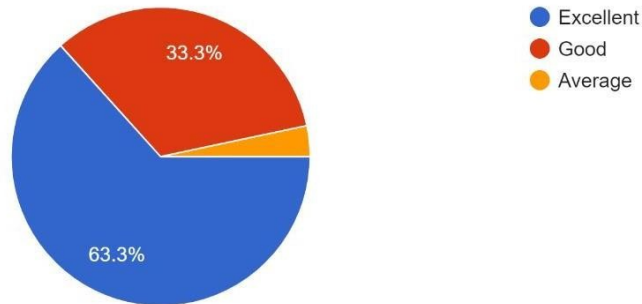
(d) Excellence Debating Association (EDA)

30 responses



(e) Special Lectures & Series

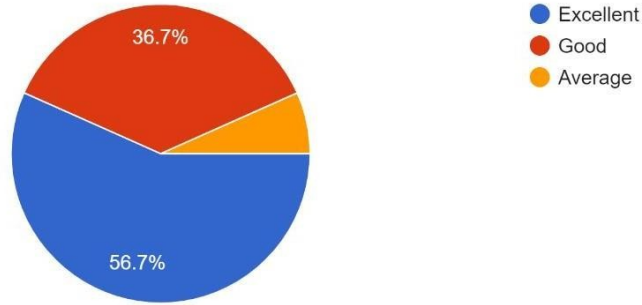
30 responses





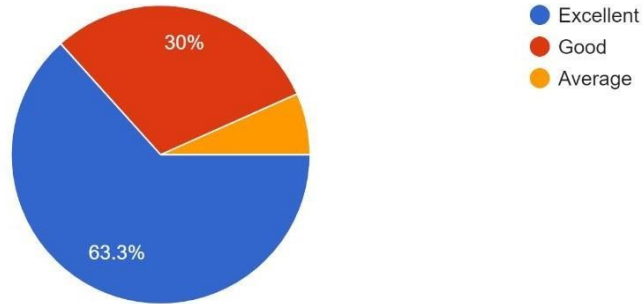
(f) Model United Nations

30 responses



(g) Model (India) Parliament

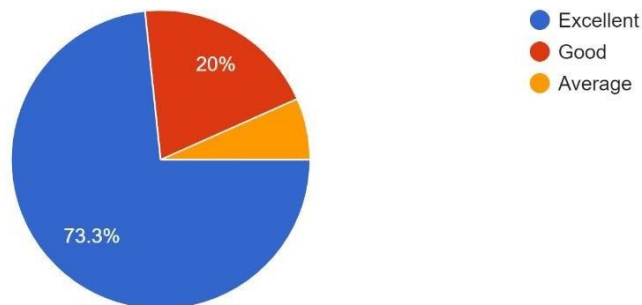
30 responses



Extra-Curricular

(a) National Cadet Corps (NCC)

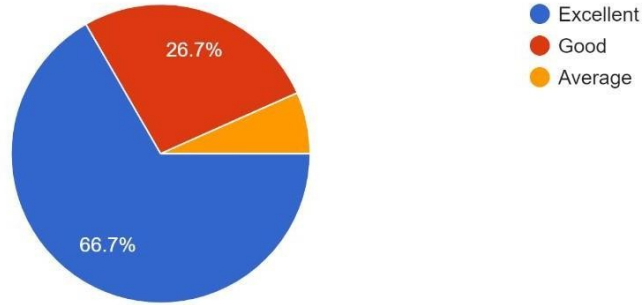
30 responses





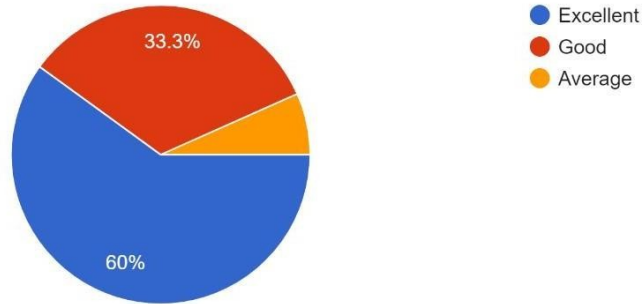
(b) Service Scheme (NSS)

30 responses



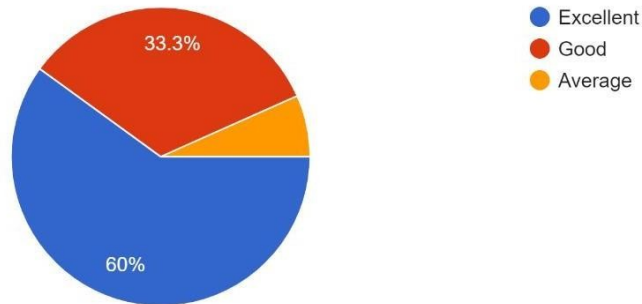
(c) Youth Red Cross (YRC)

30 responses



(d) Excellence Cultural Association (ECA)

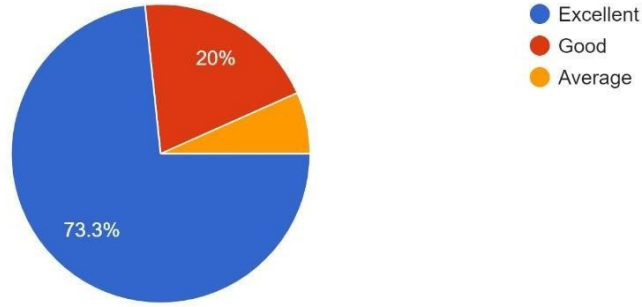
30 responses





(e) Athletics and Sports

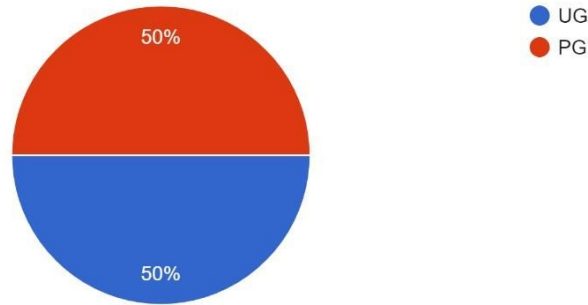
30 responses



(H) Training

Stream

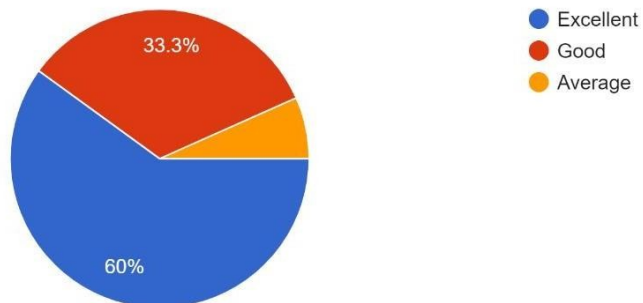
30 responses



(a) UG

(a) Union Public Service Commission (UPSC) Exams

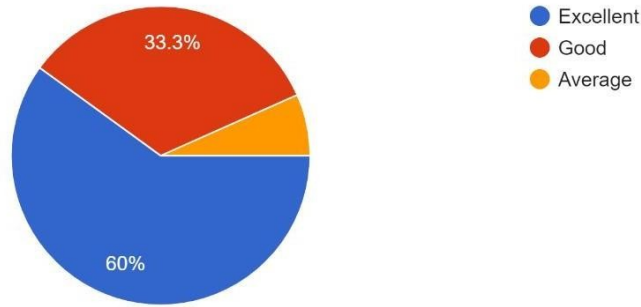
15 responses





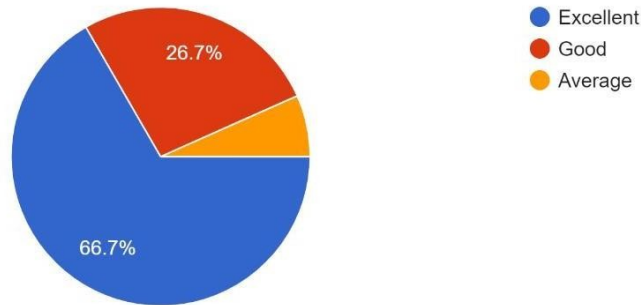
(b) Tamil Nadu Public Service Commission (TNPSC) Exams

15 responses



(c) Training to appear in Panel Interviews in Job Placement

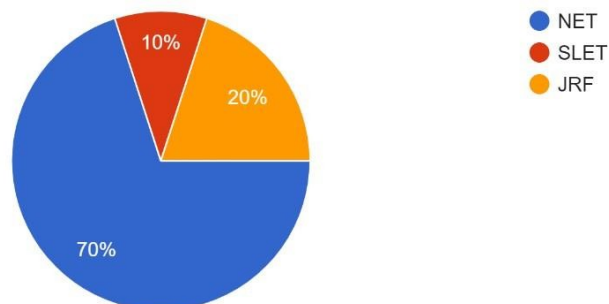
15 responses



PG

a. NET/SLET

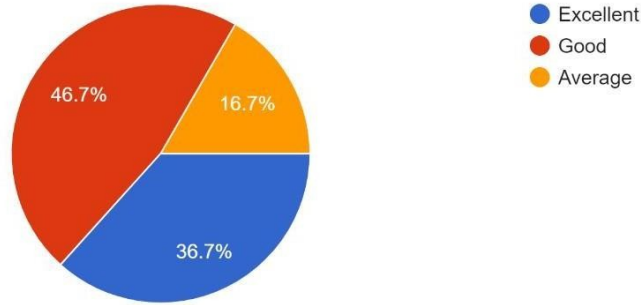
30 responses





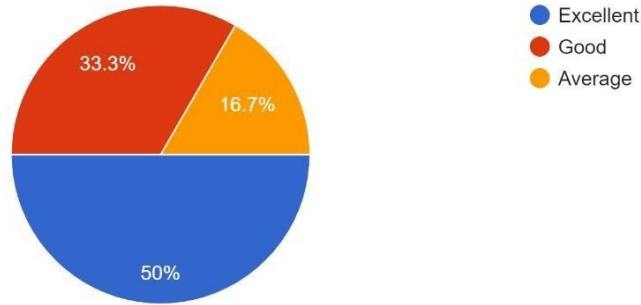
b. Junior Research Fellowship (JRF)

30 responses



c. Civil Judge Exam

30 responses



The consolidated feedback report is shared at the HODs/Coordinators/Official Meeting and also with the departments for further appropriate actions and decision makings.

Dr. Reddivari Revathi
IQAC Co-ordinator/Director
The Tamil Nadu Dr. Ambedkar
Law University

Dr. Ranjit Oommen Abraham
Registrar i/c.
The Tamil Nadu Dr. Ambedkar
Law University



தமிழ்நாடு டாக்டர் அம்பேத்கர் சட்டப் பல்கலைக்கழகம்
The Tamil Nadu Dr. Ambedkar Law University



Hon'ble Mr. Justice M. Jaichandren, Judge (Retd.), High Court of Madras has opined that the infrastructure facilities of the institution including the labs, classroom and library facilities is excellent. In response to pedagogies, it has been relevant in developing self employment skills. He also suggested more international exposure to the students and the faculty through moot courts, conferences, seminars could make a positive difference.

Hon'ble Dr. Justice S. Vimala, Judge (Retd.), High Court of Madras quoted law leads life. She stated that the course emphasizes on practical knowledge approach which helps students excel in internship programme. The students of law have been able to perceive and interpret the life of rural masses which has been the motto of the university. They've also been attached to rural Legal Aid clinic / centers. She esteemed the university intends to take the level of research to the extent of enabling thinking what Nobody Else has thought.

CHEER NGO remarked that the maintenance of standard is excellent. They also observed that the syllabus has been framed as per practical employability and relevancy. They reckoned the internal growth in Co-Curricular Activities such as Seminars, Symposia, Department Festival and College Culturals, NCC, NSS, YRC, Legal Aid Clinic.

The **IJM** has viewed that the students drafting and pleading skills are excellent. They also observed that the syllabus has been framed as per National & Global requirements which thereby motivates the students to contribute towards the society.

Cobra Legal Solutions conceived that the syllabus has been regularly updated and meet with contemporary applicability. **R&P Partners** regarded the university's library facility as student friendly and resourceful. They deemed the university's overall outlook as impressive

Dr. Reddivari Revathi

IQAC Co-ordinator/Director

The Tamil Nadu Dr. Ambedkar

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