



Key Indicator – 1.1 Curriculum Design and Development
(50)

1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs, which is reflected in the Programme outcomes (POs), and Course Outcomes(COs) of the Programmes offered by the University
(20)

Criterion 1 – Curricular Aspects
(150)



KEY INDICATOR – 1.1.1

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PSO, PSO, PO's Development Process

PROCESS OF DEFINING PEOs/ POs/ PSOs/COs

The process of defining Program Educational Objectives (PEOs), Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) at the School of Law is a systematic approach to align the curriculum with the school's vision, mission, and the evolving needs of the legal profession. It involves a collaborative effort among faculty, industry experts, legal professionals, and accreditation bodies to ensure that the curriculum not only meets academic standards but also prepares students for real-world legal challenges. This process ensures that the educational experience is dynamic, relevant, and prepares graduates for success in diverse legal careers, whether in law firms, government, academia, or corporate settings. Through this structured framework, the law school develops well-rounded professionals with the necessary legal knowledge, skills, and ethical grounding.

Vision and Mission of the School of Law

The Vision and Mission of the School of Law are defined to guide the development of its academic programs, shape its culture, and prepare graduates to meet the challenges of the legal profession. It aligns with University's long-term goals and the evolving needs of the legal profession.

Vision

"To establish an institute of excellence in legal education, dedicated to impart quality education with a focus on experiential learning, and to nurture the next generation of world-class leaders in the field of law"

Mission

- To provide the dynamic learning environment that fosters critical thinking, innovation and collaborations.
- To provide the academic rigor and excellence by engaging students in practical experiences, internships and research opportunities that bridge theory with real-world application.
- To establish the platforms for students to connect with legal professionals, industry experts, and academic institutions facilitating networking, mentorship and research opportunities to enhance their educational experience and career advancement
- To promote continuous learning and professional growth through ongoing faculty development, innovative pedagogy and cutting-edge legal research ensuring that our students remain at the forefront in the legal profession.
- To foster a culture of inclusivity, diversity, and ethical awareness where the students can develop a strong sense of social responsibility and commitment to justice, equity and the rule of law.

PROCESS OF DEFINING

1. Understanding the Curriculum Framework

In the process of designing the **Program Outcomes (POs)**, **Program Specific Outcomes (PSOs)**, **Course Outcomes (COs)**, and **Program Educational Objectives (PEOs)** for the **BALLB**, **BBALLB**, **LLB**, and **LLM** curricula, the overall curriculum structure, vision, and mission of the program were thoroughly reviewed. Key steps involved:

- **Reviewing Accreditation Standards:** Accreditation guidelines from bodies such as the Bar Council of India and UGC were examined.
- **Engaging Stakeholders:** Faculty members, legal professionals, and alumni were consulted to understand the evolving needs of the legal profession.
- **Focusing on Competency Development:** The curriculum balanced theoretical knowledge with real-world legal practice.

2. Developing Program Educational Objectives (PEOs)

The **Program Educational Objectives (PEOs)** were developed through a structured process that included:

1. **Consultation with Stakeholders:** Feedback from faculty, practising lawyers, and alumni helped identify the competencies expected of law graduates.
2. **Alignment with Vision and Mission:** PEOs were aligned with the program's vision to produce well-rounded legal professionals.
3. **Identifying Key Focus Areas:** Emphasis was placed on building legal knowledge, professional ethics, communication skills, and a commitment to lifelong learning.
4. **Align with SDGs and Accreditation Requirements:** PEOs were aligned with national and international standards (such as accreditation bodies like ABET, NBA, etc.) and broader goals like the **Sustainable Development Goals (SDGs)**.

PEOs developed for the BALLB/BBALLB/LLB programs included:

- **Professional Efficiency:** To develop the art of lawyering, including such skills as research, writing, legal analysis, client counselling, negotiation and advocacy.
- **Promote e-learning:** Create an environment advancing use of technology and building e-innovations into the pedagogy.
- **Enhance employability:** Explore and understand specific issues relating to workplace such as time management, discipline, work place culture, teamwork, giving and



receiving feedback, and achieving balance in one's life in a multidisciplinary environment.

- **Inculcate communication skills:** To inculcate all the required skills such as Good oral and written communication skills, Analytical and Reasoning Skills, Initiative, Personal Impact, Resilience, Teamwork, Legal Awareness, Planning and organizing, through its innovative course matrix.

PEOs developed for the LLM

- **Analytical Thinking and Research:** Acquire an improved ability to think analytically about the implementation and development of legal principles and to apply this knowledge in their professional settings; ability to conduct research.
- **Professional Expertise:** deal constructively and in an orderly way with politically and legally complex issues, demonstrate self-direction and originality in tackling and solving problems.
- **Enhance Employability:** analyse, interpret and assess the challenges posed to the implementation of laws to develop and strengthen accountability and other mechanisms; demonstrate autonomy, expert judgment and responsibility as advocate in the field of law.
- **IT Integrated learning:** Create an environment advancing use of technology and building e-innovations into the pedagogy.

3. Defining Program Outcomes (POs)

Once the PEOs were set, the **Program Outcomes (POs)** were defined. The process for this involved:

1. **Identifying Core Competencies:** The focus was on key legal competencies such as legal analysis, critical thinking, legal ethics, and effective communication.
2. **Industry Consultation:** Feedback from legal professionals ensured that the POs met the requirements of the legal field.
3. **Aligning with PEOs:** The POs were designed to support the achievement of the PEOs, reinforcing the necessary skills for graduates to succeed professionally.
4. **Bloom's Taxonomy:** Used **Bloom's Taxonomy** to define the cognitive levels at which students should operate (knowledge, comprehension, application, analysis, synthesis, evaluation).



The POs defined for the BALLB/BBALLB/LLB programs included:

- **Instilling professionalism:** Students are equipped with knowledge, passion and drive to excel as leaders in the legal profession, judiciary, public service, non-profit & non-governmental organizations, entrepreneurships, and corporate entities through academic exposure and professional internships.
- **Effective communication:** Graduates are able to communicate effectively to various stakeholders and practice their profession with high regard to societal needs, diversity, constraints in the professional workplace and ethical responsibilities.
- **Understanding the legal system:** Students are able to understand the Indian legal system in the global context and various principles and theories addressing the international issues.
- **Construction and Ability:** Students are able to use various legal tools and techniques through classroom and moot court exercises to be able to read, understand and interpret statutes and other enacted rules to solve legal problems or construct legal knowledge.
- **Active participation in professional training:** Students develop the skills to actively participate, as professionals, in legal counselling, advocacy and decision-making through legal aid clinic, workshops, seminars and internship program.
- **Dealing with contemporary issues:** The students are able to recognize the need for identifying contemporary issues due to changing scenario by participating in classroom debates, special lectures and moot court exercises on latest cases.
- **Building up teamwork:** Students are adapted to work in a team through participation in Moot Court competitions, Parliamentary Debates and various other co-curricular and extra-curricular activities strengthening their organizing skills and leadership qualities.
- **Employability:** Demonstrate core values relating to profession or job requirements and meet new challenges maintaining the dignity of the profession.
- **Lifelong Learning:** Demonstrate participation and learning process by updating knowledge and practice in order to meet the professional needs and priorities of the system.



The POs defined for the LLM programs included:

- **Disciplinary knowledge:** provide an advanced qualification for students wanting to better understand the nature of Legal provisions in the face of global political, economic, social, legal, ethical and environmental challenges;
- **Effective communication:** Graduates are able to communicate effectively to various stakeholders and practice their profession with high regard to societal needs, diversity, constraints in the professional workplace and ethical responsibilities.
- **Critical thinking:** describe and critique the differing approaches, perspectives, and models of legal practices and research and how they impact the ways in which education is carried out in diverse settings;
- **Research related skills:** design, conduct, analyse and present findings using diverse research tools and methods in order to create knowledge and awareness about legal research, identify diverse methodological tools and skills needed to conduct ethical research synthesize contextual understanding, reflective analysis, theoretical frameworks, and methodological training to inform the production of a thesis and field-based research projects;
- **Self-directed learning:** analyse the gap between universal rights and grassroots realities in local, regional and global contexts with attention to issues of power, privilege, and marginalization;
- **Ethical and Social Understanding:** provide opportunities for the development of practical skills necessary to work in organizations confronted by these challenges;
- **Building Up Teamwork:** provide prospects for the development of practical skills necessary to work in team work by doing various activities in groups confronted by these challenges;
- **Employability:** Demonstrate core values relating to profession or job requirements and meet new challenges maintaining the dignity of the profession.

5. Identifying Program Specific Outcomes (PSOs)

The **Program Specific Outcomes (PSOs)** were identified to reflect the unique competencies developed in the **BALLB, BBALLB, LLB, and LLM** programs. The process involved:

1. **Defining Specialization Areas:** For the **BALLB/LLB** programs, core areas such as Constitutional Law, Criminal Law, and Corporate Law were prioritized, while the **LLM** program focused on specialized fields like Arbitration Dispute Resolution, and criminal Law.



2. **Defining Core Skills:** Key skills, including legal research, case analysis, and courtroom advocacy, were emphasized.
3. **Stakeholder and Faculty Inputs:** Continuous consultation with faculty and legal professionals ensured that the PSOs aligned with the demands of both academia and the legal industry.
4. **Bloom's Taxonomy:** Ensured that PSOs correspond to specific cognitive and skill levels of Bloom's Taxonomy.
5. **Integration with POs and PEOs:** PSOs were aligned with the POs and PEOs to maintain coherence and focus within the program.

PSOs developed included:

- **PSO (for BALLB/LLB):**
 - **Drafting, Counselling and Negotiation:** Develop the skill of drafting various complaints, petitions, writs, letters, using proper legal language with clarity. Students learn the skills of mediation, negotiation and counselling for imparting justice.
 - **Demonstrate knowledge:** To study law in the context of Humanities and Social Sciences to groom students to respond to governance, administration and Human behavior.
- **PSO (for BBALLB):**
 - **Drafting, Counselling and Negotiation:** Develop the skill of drafting various complaints, petitions, writs, letters, using proper legal language with clarity. Students learn the skills of mediation, negotiation and counselling for imparting justice.
 - **Demonstrate knowledge:** To study law in the context of managerial and business science to groom students to respond to corporate administration and economic development.
- **PSO (for LLM):**
 - **Advanced Legal Research:** Demonstrate a deep understanding of legal theories and principles through rigorous research, contributing to developing innovative and evidence-based legal frameworks that address complex societal and global challenges.
 - **Professional Competence and Leadership:** Exhibit expertise in exploring politically and legally complex environments, demonstrating self-



direction, originality, and leadership in solving legal challenges and shaping policy frameworks.

- **Global and Local Engagement:** Demonstrate the ability to address legal issues with a dual focus on global best practices and local relevance, fostering sustainable development and equitable justice systems.
- **Enhancing Employability and Advocacy:** Develop the skills necessary to excel as an advocate, policymaker, legal consultant, or academic, showcasing autonomy, accountability, and expert judgment in professional settings.

5. Creating Course Outcomes (COs)

For each course, specific and measurable **Course Outcomes (COs)** were developed. The process used involved:

1. **Analyzing Course Content:** Each syllabus was reviewed to identify core themes, concepts, and skills.
2. **Defining Learning Objectives:** Specific objectives and competencies were defined, ensuring alignment with the program's broader goals.
3. **Using Measurable Action Verbs:** Clear and measurable action verbs (such as "analyze," "evaluate," "apply," "demonstrate," and "compare") were used to ensure the COs were assessable.
4. **Aligning with POs and PSOs:** Each CO was aligned with the program's **POs** and **PSOs** to ensure consistency across the curriculum.
5. **Bloom's Taxonomy:** Each CO were mapped to a particular level of Bloom's Taxonomy (e.g., knowledge, application, analysis).

For example, the **COs for a Constitutional Law course** were developed as follows:

- **CO 1:** Identify the importance of the Constitution of India and its underlying principles
- **CO2:** Interrelate the provisions relating to fundamental rights, their importance in the life of a common man and the provisions enforcing the same
- **CO3:** Apply the concept of enforcement of fundamental rights through judicial review and judicial activism
- **CO4:** Analyze and interpret various actions taken by the Government of India in pursuance of the Directive Principles of State Policy and their relationship with fundamental rights.



For a **Criminal Law** course, the **COs** developed included:

- **CO1:** Identify the importance of substantive criminal law in the society.
- **CO2:** Identify different forms of offences and its punishability.
- **CO3:** Apply the concept of criminal liability through judicial activism.
- **CO4:** Analyzing and interpreting the relationship existing between mens rea and actus reus to impose criminal liability.

6. Assessing COs

The **COs** were assessed through various methods designed to directly measure the outcomes:

- **Written Examinations** tested theoretical knowledge.
- **Practical Assignments** involved tasks like drafting legal documents and conducting research.
- **Moot Court Simulations** were used to assess practical skills in legal argumentation and advocacy.
- **Presentations and Group Discussions** were used to evaluate oral communication, teamwork, and critical thinking.

These assessment methods ensured that the **COs** were fully measurable and aligned with the intended learning outcomes for each course.



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