



**Programme Handbook**  
**Masters of Laws**  
**[LL.M.]**

**School of Law**  
**Sushant University**

(\*Applicable to students admitted in the academic year 2024- 2025)

## **PROGRAMME HANDBOOK LLM**

(\*Applicable to students admitted in the academic year 2024- 2025)

### **PRELIMINARY DEFINITIONS AND NOMENCLATURE**

In this document, unless the context otherwise requires:

1. **“Programme”** means Degree Programme that is LL.M.
2. **“Discipline”** means specialization or branch of LL.M. Degree Programme, like Corporate Law, Real Estate Law, Human Rights Law, etc.
3. **“Course”** means a theory or practical subject that is normally studied in a semester, like Research Methodology, Comparative Systems of Governance, etc.
4. **“Director, Academic Affairs”** means the authority of the University who is responsible for all academic activities of the Academic Programmes for implementation of relevant rules of this Regulations pertaining to the Academic Programmes.
5. **“Dean/Director”** means head of the School concerned.
6. **“PD”** means Programme Director of the respective programme of the School concerned.
7. **“Controller of Examinations (COE)”** means the authority of the University who is responsible for all activities of the University Examinations.
8. **“SU/ University”** means Sushant University
9. **“MSE”**- Mid-Semester Evaluation, **“ESE”**- End Semester Examination, **“SGPA”**- Semester Grade Point Average, **“CGPA”**- Cumulative Grade Point Average, **“TDC”**- Trans Disciplinary Certificate Course

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## **1. PROGRAMME DETAILS**

### **1.1. About the Program- LL.M.**

Master's Degree is the well-recognized postgraduate qualification in higher education. The contents of this degree are determined in terms of knowledge and understanding, expertise and skills that a student intends to acquire. Often it does not come within the traditional boundaries recognizable at previous academic levels of study; it is specialized and close to the boundaries of current knowledge.

LL.M. is a one-year degree program, which helps the law graduates/ professionals to bridge the gap between their education and the entry requirements of leading law firms, PSUs and areas requiring special expertise. The student will choose his area of specialization out of numerous options offered in the LL.M. program. LL.M. is a one-year program divided into two semesters with enhanced emphasis on research through clinical legal education, case studies combined with theoretical lectures.

Specializations:

1. Corporate Law
2. Constitutional Law
3. Intellectual Property Law
4. Criminal Law
5. Human Rights Law
6. Alternate Dispute Resolution
7. Real Estate Law
8. Cyber Law and Artificial Intelligence

Note: A specialization will be offered at the discretion of the department depending upon the number of admissions in that specialization.

### **POSTGRADUATE ATTRIBUTES**

The postgraduate attributes in Law involve skills expected to be gained by a student through studies that support in sharpening competence for augmenting contemporary knowledge base, acquiring new learning and skills, identifying with future studies, engaging well in a preferred career and performing a positive role as enlightened citizen in the society. The characteristic, profundity and magnitude of the learning experiences made

available to the students support them to unfold the quality attributes in the following manner:

1. Disciplinary Knowledge:

Aptitude to manifest wide and extensive knowledge in the field of study and comprehension of one or more disciplines constitute part of postgraduate attributes including how other disciplines relate to the field of knowledge. An international perspective in the area of study also gives a wider learning of the subject. In the specialized course, the constant review and renewal of subject and courses assure coverage of recent developments. Quality education and training build a condition in which learning is exchanged, critically evaluated and used in contemporary situations with the aptitude to review, examine and integrate and utilize actual learning in the appropriate field.

2. Communication Skill:

Classroom discussion and formal presentations render a suitable opportunity to sharpen oral communication and written assessment skills. They create ability to manifest ideas and thoughts in writing and orally to communicate confidently their viewpoints. By expressing adeptness to listen meticulously, they can read and write logically as well as give obscure information in explicit and succinct manner. With practice as a part of interdisciplinary team, students become able to choose and employ the proper form and methods of communication.

3. Critical Thinking:

The ability to apply critical reasoning to issues through independent thought and informed judgment are important postgraduate attributes integrating information from a wide range of sources. The postgraduates are able to apply analytical thought to body of knowledge and critically evaluate ideas, arguments, claims, beliefs on the basis of empirical evidence from open-ended and reasoned perspectives. They become able to identify relevant assumptions or implications and formulate coherent arguments.

4. Research Related Skills:

Research papers and other research tasks are expected to develop a degree of creativity, originality and discovery that benefits a postgraduate programme of the highest quality and to which students are encouraged. An ability is developed to undertake supervised research, including the design and conduct of investigations in a systematic, critical manner. Identification of appropriate problem and research questions, a critical analysis of the

literatures, data analysis by using software and ICT, drawing logical conclusion are integral part of research skills. Postgraduate programme in Human Rights are designed to enhance skills in legal research and analysis, which are tested in all forms of assessment. All postgraduates demonstrate, through subject assessment, their ability to develop substantial research-based scholarship. Research related skill involves a sense of inquiry and capability for asking relevant questions, defining problems, articulation, ability to recognise cause and effect relationship, formulate hypothesis, and to report the result of experiment or investigation.

5. Self-Directed Learning:

The demanding nature of postgraduate attributes requires effective time-management and an ability to work independently. The rigour of programmes ensure that all postgraduates have developed the ability to work with relative autonomy which provides a foundation for future leadership roles. Ability to work and learn independently and effectively leads to generating innovative ideas in the changing environment to investigate problems and to have creative solution. Self-learning and application of competence in exploring also help in solving non- familiar problems. This leads to application of one's learning to real life situation and critical sensibility to lived experiences. Well-developed problem-solving abilities also contribute to flexibility of approach.

6. Ethical and Social Understanding:

Profound respect for truth and intellectual integrity including the ethics of scholarship add to the ability to embrace values in conducting one's life and in formulating position about ethical problems from multiple perspectives appreciating environmental and sustainability issues. This postgraduate attribute fosters understanding of social and ethical responsibility and ability to apply ethical standards in order to attain unbiased and truthful actions in all aspects of life. It also involves appreciation of the philosophical and social contexts of a discipline with knowledge of other cultures and appreciation of cultural diversity.

7. Quality of Team Work:

Team work, as postgraduate attributes, creates capacity to value and work effectively and respectfully with diverse team and to facilitate coordinated effort for a common cause. It involves training in mapping out tasks of a team, setting directions and formulating an inspiring vision.

### **Program Educational Objectives (PEOs)**

1. **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.
2. **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.
3. **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.
4. **IT Integrated learning:** Create an environment advancing use of technology and building e-innovations into the pedagogy.

It aims to provide students with a rigorous and integrated academic study of law, principles and practices recognizing the strong interrelationship and dependencies of the elements. Students who complete the LL.M. successfully should:

- acquire an understanding of the principles of law including their origins, assumptions, contents, limits and potential;
- acquire an improved ability to think analytically about the implementation and development of legal principles and to apply this knowledge in their professional settings;
- acquire an improved ability to conduct research;
- institutionalize framework for cross-national professional collaboration and the exchange of information;
- deal constructively and in an orderly way with politically and legally complex issues, even when information on them is incomplete;
- communicate the conclusions clearly;
- demonstrate self-direction and originality in tackling and solving problems, and in collecting and commenting on complex information;
- make a sophisticated assessment of the practical effectiveness of different mechanisms for implementing or enforcing human rights, including domestic courts, national human rights institutions, human rights treaty bodies, international institutions, specialized agencies and non-governmental organizations;
- analyze, interpret and assess the challenges posed to the

implementation of laws to develop and strengthen accountability and other mechanisms; and

- demonstrate autonomy, expert judgment and responsibility as advocate in the field of law.

### **Program Outcomes (POs)**

1. **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;
2. **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.
3. **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.
4. **Research related skills:** design, conduct, analyze 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.
5. **Self-directed learning:** analyze the gap between universal rights and grassroot realities in local, regional and global contexts with attention to issues of power, privilege, and marginalization.
6. **Ethical and Social Understanding:** provide opportunities for the development of practical skills necessary to work in organizations confronted by these challenges
7. **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.
8. **Employability:** Demonstrate core values relating to profession or job requirements and meet new challenges maintaining the dignity of the profession.

### PSOs (Program Specific Outcomes)

1. **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.
2. **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.
3. **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.
4. **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.

### 1.5. Programme Structure

#### 1.5.1. Credits requirement

Minimum credit requirement is 30 credits for a student to be eligible to get Post Graduate Degree in Law.

#### 1.5.2. Categorization of Courses

LL.M. Programme will have a curriculum with syllabi consisting of theory and practical courses that shall be categorized as follows:

S. No.	Category	Suggested breakup of Credits (Total 30)
1	Core Courses	6
2	Discipline Specific Electives	10

3	Generic Elective I (GE I)	2
4	Dissertation or Internship	5
5	Skill Enhancement Course (SEC)	2
6	Ability Enhancement Course (AEC)	3
7	Service Learning/Community Service Based Course	2
	<b>Total</b>	<b>30</b>

### 1.5.3 Induction Programme

An induction programme with two weeks duration will be conducted before the commencement of I semester class as per the school curriculum or preference. The program is aimed at making the students familiar with the environment, rules, regulations and processes of the university and smoothen their journey of education.

### 1.5.4. Bridge Courses

Lecture based Modules for Bridge Course – The bridge courses are offered before the commencement of the I Semester. The main objective of the course is to bridge the gap between subjects studied at Pre-university level and subjects they would be studying in Graduation. Students from diverse educational background will be acquainted with fundamental concepts of the discipline of Law.

The course covers historical development of law, contemporary developments in law and its ubiquitous presence in various fields like business, science and technology etc.

### 1.5.5. Number of courses per Semester

Each semester curriculum shall normally have a blend of lecture courses not exceeding 36 credits.

### 1.5.6 Credit Assignment

Each course is assigned certain number of credits based on the following:

Contact period per week	Credits
1 Lecture Period	1
1 Tutorial Period	1
2 Practical	1

### **1.5.7. Industrial Training/Internship**

**1.5.7.1.** The students may undergo Industrial training for a period (4 Weeks) as specified in the Curriculum summer/winter vacation. In this case the training has to be undergone continuously forth entire period.

**1.5.7.2.** The students may undergo Internship at a Law firm/Advocate/Judges/Industry/NGO (after due approval from the Dean/Director) for the period prescribed in the curriculum during summer/ winter vacation. The report and certificate of the internship has to be submitted to the Internship and Recruitment Cell and be presented as and when required.

### **2.8. Industrial Visit**

Every student will be required to go for an Industrial Visit as per the requirement of the curriculum. The Deans/Directors shall ensure that necessary arrangements are made in this regard.

### **2.9. Massive Open Online Courses**

Students may be permitted to credit online courses up to 40% under Massive Open Online Course. The approved list of online courses will be provided by the concerned department from portals like Swayam, NPTEL, edX, Udemy before the commencement of every semester. The credit attained through MOOC course has to be transferred to the mark sheet of their respective semester and will be a compulsory course to meet the programme requirements. In a scenario, where the complete assessment is not done by the MOOC platform the School may conduct its own exam for evaluation of the respective course. The details regarding online courses taken up by students should be sent to the Controller of Examinations one month before the commencement of End Semester Examination.

### **2.10. Medium of Instruction**

The medium of instruction is English for all courses, examinations, seminar presentations and project / thesis / dissertation reports.

## **2. ADMISSION CRITERIA**

**2.1. Candidates seeking admission to the first semester** of the two semester LLM Degree Programme: Three or Five-Year LL.B. Degree from any Indian or Foreign University recognized by the UGC with at least 50% marks or equivalent grade.

## **3. ATTENDANCE REQUIREMENTS FOR COMPLETION OF THE SEMESTER**

**3.1.** A student who has fulfilled the following conditions shall be deemed to have satisfied the requirements for completion of a semester.

Every student is expected to attend all classes of all the courses and secure 100% attendance. However, in order to give provision for certain unavoidable reasons such as Medical/participation in sports, the student is expected to attend at least 75% of the classes.

Therefore, **he/she shall secure not less than 75%** (after rounding off to the nearest integer) of overall attendance.

**3.2.** However, a student who secures attendance between 65% and 74% in the current semester due to medical reasons (prolonged hospitalization / accident / specific illness) / participation in sport events may be permitted to appear for the current semester examinations subject to the condition that the student shall submit the medical certificate/ sports participation certificate attested by the Dean/Director. The same, after approval of the VC shall be forwarded to the Controller of Examinations for record purposes.

**3.3.** Except special circumstances as mentioned in clause 3.2, students who secure less than 75% attendance in all the courses of the semester and students who do not satisfy the other requirements as specified by their respective programme shall not be permitted to write the University examination at the end of the semester. They are required to repeat the incomplete semester in the summer exams, as per the norms prescribed and duly notified by the Controller of Examination.

## **4. FACULTY MENTOR**

To help the students in planning their courses of study and for general advice on the academic programme, the Dean/Director of the Department will attach a certain number of students to a teacher of the Department who shall function as Faculty mentor for those students throughout their period of study. The Faculty Mentor shall

advise the students in registering and reappearances, registering of courses, authorize the process, monitor their attendance and progress and counsel them periodically. If necessary, the Faculty Mentor may also discuss with or inform the parents about the progress/performance of the students concerned.

The responsibilities for the faculty mentor shall be:

- To collect and maintain various statistical details of students.
- To act as the channel of communication between the Dean/Director and the students of the respective group.
- To inform the students about the various facilities and activities available to enhance the student's curricular and co-curricular activities.
- To guide student enrolment and registration of the courses.
- To authorize the final registration of the course at the beginning of each semester.
- To monitor the academic and general performance of the students including attendance and to counsel them accordingly.

## **5. PROGRAMME COMMITTEE**

**5.1.** Every Programme shall have a Programme Committee consisting of teachers of the programme concerned, student representatives and chaired by the Dean/Director. It is like a 'Quality Circle' (more commonly used in industries) with the overall goal of improving the teaching-learning process. The functions of the Programme committee include-

- Solving problems experienced by students in the classroom and in the laboratories.
- Informing the student representatives, the academic schedule including the dates of assessments and the syllabus coverage for each assessment.
- Informing the student representatives, the details of regulations regarding weightage used for each assessment. In the case of practical courses (laboratory/project work / seminar etc.) the breakup of marks for each exercise / module of work, should be clearly discussed in the Programme committee meeting and informed to the students.
- Analysing the performance of the students of the respective Programme after each test and finding the ways and means of solving problems, if any.
- Identifying the weak students, if any, and requesting the teachers concerned to provide some additional help or guidance or coaching to such weak students.

**5.2.** The Programme committee shall be constituted within the first week of each semester by the Dean/Director.

**5.3.** At least 4 student representatives (usually 2 boys and 2 girls) shall be included in the Programme committee depending upon the strength of the programme.

**5.4.** The Chairperson of the programme committee may invite the Faculty mentor(s) if required to the programme committee meeting.

**5.5.** The Programme Director is required to prepare the minutes of every meeting, submit the same to Dean/Director within two days of the meeting and arrange to circulate it among the students and faculty members concerned.

**5.6.** The first meeting of the Programme committee shall be held within one week from the date of commencement of the semester, in order to inform the students about the nature and weightage of assessments within the frame work of the regulations. Two or three subsequent meetings shall be held in a semester at suitable intervals. The Programme Committee shall put on the Notice Board the cumulative attendance particulars of each student at the end of every such meeting to enable the students to know their attendance details. During these meetings the student members representing the respective class, shall meaningfully interact and express the opinions and suggestions of the other students of the class in order to improve the effectiveness of the teaching-learning process.

## **6. COURSE COMMITTEE FOR COMMON COURSES**

Each common theory course offered to more than one discipline or group, shall have a “Course Committee” comprising all the teachers teaching the common course with one of them nominated as Course Coordinator. The nomination of the Course Coordinator shall be made by the Dean/ Director depending upon whether all the teachers teaching the common course belong to a single department or to several departments. The ‘Course committee’ shall meet in order to arrive at a common scheme of evaluation for the test and shall ensure a uniform evaluation of the tests. Wherever feasible, the course committee may also prepare a common question paper for the internal assessment test(s).

## **7. EXAMINATION SYSTEM**

**7.1.** The academic performance of students is adjudged by the aggregate of continuous mid Semester Evaluation (MSE) and the End Semester Examination (ESE).

**7.2.** Each course, both theory and practical (including project work & viva voce Examinations) shall be evaluated for a maximum of 100 marks.

- The weightage of End Semester Examination (ESE) to Mid Semester Evaluation (MSE) of all courses except TDCC/Soft-Skills/ Seminar Papers/ Internship and MOOC courses is 60% to 40%.

- The weightage of End Semester Examination (ESE) to Mid Semester Evaluation (MSE) of TDCC and Soft-Skills courses is 40% to 60%.
- The weightage of End Semester Examination (ESE) to Mid Semester Evaluation (MSE) of practical courses are 50% to 50%.

**7.3.** Industrial training and seminar shall be part of the course concerned.

**7.4.** The University examination (theory and practical) of 2 hours duration shall ordinarily be conducted twice in December and May for Odd and Even semester respectively.

**End Semester Examination question paper pattern is given below:**

A question paper for theory examinations of a course unit of any programme will be of 2 hours' duration with maximum marks 60/50 (weightage 60%) and will have three parts; Part A, Part-B and Part-C. (The duration of practical examinations will be as required and the value addition courses will have different format).

**Part-A: 28 Marks (students are advised to devote approximately 50 minutes to 60 minutes out of total 2 hours on this part)**

In this section, a student is required to answer 4 out of 5 given questions. Each question will be of 7 marks. These questions may include short numerical problems or theory questions to assess students' understanding of concepts and frameworks.

If needed in this part, a question might be designed to have maximum two sub- parts (a) and (b) with weight age of 3 and 4 or 4 and 3 marks respectively to enable testing on more concepts and frameworks.

**Part-B: 20 Marks (students are advised to devote approximately 30 minutes to 40 minutes out of total 2 hours on this part)**

In this part, a student is required to answer any 2 out of 3 given questions. Each question will have a weightage of 10 marks and may include long theory questions or numerical problems requiring students to apply the concepts to a given situation or in a given context and analyse a situation.

If a faculty feels that a question in this section needs to have sub-parts, there may be maximum two sub- parts provided that sub-part (a) involves understanding of a concept through a numerical or a theory question and sub- part (b) is application/ analysis of the concept used in sub-part (a).

**Part-C: 12 Marks (students are advised to devote approximately 20 to 30 minutes out of total 2 hours on this part)**

This part will be compulsory without any choice and will have a weightage of 12 marks. This may be a case study, a hypothetical problem or a situation seeking a possible solution(s), students' response to a situation based on general awareness of

the broad discipline of study etc. The objective is not only to judge the skills of students to apply the concept to a particular situation or context but also to assess his/her analytical ability and how a student make realistic assumptions and can ascribe meaning to data (given in the question paper or to be assumed). The students will also be tested on integrative and evaluative skills by making them apply more than one concept together in a given situation or the context.

**7.5.** The University examination for project work/dissertation shall consist of evaluation of the final report submitted by the student or students of the project group (of not exceeding X students) by an external examiner and an internal examiner, followed by a viva-voce examination conducted separately for each student by a committee consisting of the external examiner, the supervisor of the project group and an internal examiner.

**7.6.** For the University examination in both theory and practical courses including project work/Dissertation the internal and external examiners shall be appointed by the Dean/Director in consultation with the Controller of Examinations.

## **8. PROCEDURE FOR AWARDING MARKS FOR INTERNAL ASSESSMENT**

### **8.1. Internal Assessment**

For all theory and practical courses, the distribution of marks for various **components for the Internal Assessment** is shown below in the table:

#### **8.1.1. For a course of 100 marks containing only Theory Component**

Mid Semester Examination	Quiz(s)	Presentation/Viva	Assignment(s)	Total Internal Component	End Semester Examination
15	05	05	15	40	60

### **8.2. TDCC Courses**

For Inter disciplinary/trans disciplinary certificate courses the External Assessment Marks will be 40 and Internal Assessment will be 60.

### **8.3. Internship/Project Work**

**8.3.1.** The internship/project work is to be considered as purely INTERNAL (with 100% internal marks only).

**8.3.2.** If a student fails to submit the project report on or before the specified

deadline, he/ she is deemed to have failed in the Project Work and shall re-register for the same in a subsequent semester.

#### **8.4. Seminar Papers**

The seminar / Case study is to be considered as purely INTERNAL (with 100% internal marks only). Every student is expected to present a minimum of 1 seminar paper per semester as part of their internal component of the course decided in the academic calendar.

The committee appointed by the Dean /Director will evaluate the seminar and at the end of the semester the marks can be consolidated and taken as the final mark. The evaluation shall be based on the seminar paper, presentation and response to the questions asked during presentation.

#### **8.5. Attendance and Assessment Record**

Every teacher is required to upload on ERP the 'ATTENDANCE AND ASSESSMENT RECORD' which consists of attendance marked in each lecture or practical or project work class, the test marks and the record of class work (topic covered), separately for each course. The teacher is also expected to safely keep excel of the attendance and the assessments. The University or any inspection team appointed by the University may verify the records of attendance and assessment of both current and previous semesters.

### **9. EXAM REGULATIONS**

#### **9.1. Requirements for appearing for End Semester Examinations**

A student shall normally be permitted to appear for the End Semester Examinations for all the courses registered in the current semester (vide clause 9.10) if he/she has satisfied the semester completion requirements.

**9.2.** The students will be graded under absolute 10-point **Grading Scheme** as given below:

<b>Grade</b>	<b>Range</b>	<b>Grade Point Attached</b>
<b>O</b>	$\geq 95$	10
<b>A+</b>	$\geq 85$	9
<b>A</b>	$\geq 75$	8
<b>B+</b>	$\geq 70$	7

<b>B</b>	$\geq 60$	6
<b>C</b>	$\geq 50$	5
<b>D</b>	$\geq 40$	4
<b>F</b>	$< 40$	0
<b>AB</b>	—	0

### 9.3. Passing Criterion

A student has to fulfil the following conditions to pass any academic programme of the University:

- A student should earn minimum “D” grade in all courses separately. However, he/she can improve his/her grade (“D” grade onwards) by re-appearing.
- To pass a course, student must obtain 40% marks in the aggregate of Mid Semester Evaluation (MSE) & End Semester Examination (ESE). In order to pass a particular course, student must appear in the Final examination irrespective of the marks obtained in the Mid Semester Evaluation.
- For successful completion of a programme, the student should secure a minimum Cumulative Grade Point Average (CGPA) of 4.0 at the end of final year of the Programme.

**9.4. Promotion to Next Year (Only School specific rules as approved by COE to be mentioned)** The promotion rules are applicable only for under-graduate programs across the university.

The promotion rules for your programme will be as under:

1. The students will not be debarred from going to the 2nd year, irrespective of their result of the 1st year.
2. They will be promoted to 3rd year only if at least 60% of the courses prescribed in the 1st year (excluding TDCC & Soft Skills) are clear.
3. Similarly, the condition for promotion to 4th year and 5th year will be clearing of minimum of 60% courses in 2nd year and 3rd year respectively.
4. Finally, the students will become eligible to earn the degree only if they fulfil the passing criterion.

### 9.5. Exam Duration

All End Semester Examinations (ESE) would be of two hours duration unless specified

otherwise.

### 9.6. Re-Appearing

There is a provision for re-appearing in the examination (without attending the course-work again) for a course. Re-appearing in examination will be in following cases:

1. A student who fails to meet passing criteria in a course shall be eligible to re-appear in the examination of such course as and when scheduled, with a view to improve the performance.
2. A student who fails to appear in the examination shall be eligible to subsequently re-appear in the examination when scheduled for next batch of students.
3. The latest result obtained by the student in re-appear courses is considered as final and same will be considered for calculating his/her SGPA and CGPA.
4. There is no provision of re-appear in the Mid Semester Evaluation (MSE). **Students who have not passed a course need to take the re-appear of the End Semester Examination (ESE). The previous internal marks shall be carried forward.**
5. A student who has to re-appear in ESE in terms of provisions made above shall be examined as per the syllabus in the scheme of teaching applicable at the time of his/her joining the concerned programme. However, in cases where only some minor modifications have been made in the syllabus of the course(s) and the Dean/Director of the concerned Department certifies the same, the examination may be held in accordance with the revised syllabus.

### 9.7. Improvement of Score

- If a student has poor performance in number of courses in a particular term, he may at his option, take only one academic break for one year, and re-register for both the semesters of that academic year in the next academic year on payment of prescribed fee. Such a student may have the option of repeating any or all the courses in the semester(s) and retain the credits already earned by him in other course(s).
- A student shall be allowed to improve his SGPA and CGPA by re-appearing in the Examination(s) in the Courses of his choice when these examinations are held in normal schedule in which case his Mid Semester Evaluation (MSE) shall be carried forward. However, permission will not be granted to improve internal assessment. The best of the marks obtained in that subject(s) shall be taken into consideration for calculating the SGPA and CGPA and eligibility for award of a degree.

- A student, who has failed to meet the passing criteria (required CGPA), have the option to re-appear in the Final Examination (End Semester Examination) of those courses in which he/she desires to improve his/her performance in order to secure the minimum CGPA, when these examinations are scheduled for next batch of students. **Improvement is only possible in courses which have a written theory exam component in the ESE (VIVA, Jury and submission-based ESE cannot be taken for improvement).**
- Improvement in the score of courses completed by a student prior to his lateral entry in the University shall not be allowed.

### 9.8. Methods for Redressal of Grievances in Evaluation

#### Re-Checking/Re-Evaluation of Answer Books of ESE:

- Student is entitled to ask for re-checking or re-evaluation of any of his/her paper(s) on the payment of prescribed fee within the stipulated time as notified by the Controller of Examinations.
- If the re-evaluated/ re-checked marks are less than the earlier obtained marks, the same less marks will be treated as final.

### 9.9. Disciplinary Control of Students in Examinations

- The student shall maintain proper discipline and orderly conduct during the examinations. They shall not make use of any unfair or dishonest means or indulge in disorderly conduct in the examinations.
- No student will be allowed to appear in the Examination unless he/she is carrying his/her **ID Card and Admit Card during End Semester Examination**. All the students reappearing in End Term Examination will be allowed with the valid admit card.
- If a student is found in possession of written/printed matter related to the subject of examination on anything (such as mobile phone, piece of paper or cloth, scribbling pad etc.), other than the answer book, any other response sheet specifically provided by the University to the students, it will be treated as act of unfair means and such cases will be forwarded to Unfair Means Committee.

### 9.10. Duration of the Programme

The minimum period required for completion of a programme shall be as specified in the Scheme of Teaching and Examination and Syllabi for concerned programme approved by the Academic Council on the recommendations of the Board of Studies.

The maximum number of years within which a student must pass the credit requirements for award of a degree is as follows:

- The programs up to 2 years duration = n+1 year
- For 3 years and above Programs = n+2 years

The maximum permissible period includes, academic break, if availed by the student.

### **9.11. Grade sheet**

After results are declared, Grade Sheets will be issued to each student which will contain the following details:

- The list of courses registered during the semester and the grade scored.
- The Grade Point Average (GPA) for the semester.

The Cumulative Grade Point Average (CGPA) of all courses enrolled from first semester onwards would be shown on the final semester grade sheet.

The Semester performance of a student is indicated as “Semester Grade Point Average (SGPA)”. The SGPA is weighted average of Grade Points of all letter grades awarded to a student for all the Courses in the semester. The formula for Computing SGPA is given below:

$$\text{SGPA} = \frac{\text{Grade points secured in the Semester}}{\text{Associated Credits in the Semester}}$$

The overall performance of a student in all the previous Semester(s) including the current Semester is indicated as “Cumulative Grade Point Average (CGPA)”. The Cumulative Grade Point Average (CGPA) is the weighted average of grade points of all letter grades awarded to a student for all the courses in the previous Semester(s) including the current Semester. The formula for computing CGPA is given below:

$$\text{CGPA} = \frac{\text{Cumulative Grade points secured in all the previous Semester(s) including the Current Semester}}{\text{Associated Credits in the previous Semester(s) including the current Semester}}$$

CGPA to Percentage Conversion Formula is given below:

$$\text{Percentage (\%)} = \text{CGPA (X) } 10$$

### **9.12. Eligibility for the Award of the Degree**

A student shall be declared to be eligible for the award of the Degree provided student has:

- Successfully gained the required number of total credits as specified in the curriculum corresponding to the student's programme within the stipulated time.

- Successfully passed all the Courses as per curriculum.
- Successfully completed the Programme requirements, appeared for the End-Semester examinations and passed all the subjects prescribed.
- The award of Degree must be approved by the Academic Council of SU.

### **9.13. Declaration of Result**

The university shall strive to declare the results of every examination conducted by it within a period of thirty days from the last date of the examination for that particular programme/course and shall in any case declare the results latest within a period of forty-five days from such date

### **9.14. Convocation**

Convocation of the university shall be held every academic year for conferring degrees, diplomas, certificates and shall be conducted as specified in the Act/Statutes. The dates for the convocation (normally within six months) shall be notified well in advance to all the students.

## **10. PROVISION FOR AUTHORISED BREAK OF STUDY**

**10.1.** Students who apply for Academic Break and the case is recommended by the Deans/Directors for justifiable reasons to be recorded, can be granted academic break of one year to the students, if approved by the Vice Chancellor, under the following circumstances:

- The student has been continuously ill.
- Career advancement
- Justified personal reasons.

**10.2.** The student who is granted academic break shall not be required to pay the academic fee for that year. However, on re-joining, he/she will pay the fee applicable to the batch he/she joins.

## **11. DISCIPLINE**

Every student is required to observe discipline and decorous behaviour both inside and outside the University and not to indulge in any activity which will tend to bring down the prestige of SU. The disciplinary committee of the University enquires into acts of gross indiscipline and notify the University about the disciplinary action taken against the student.

## **12. REVISION OF REGULATIONS, CURRICULUM AND SYLLABI**

SU may from time-to-time revise, amend or change the Regulations, Curriculum, Syllabus and scheme of examinations as proposed by the BOS and approved by the

### **13. EXTRA/ CO-CURRICULAR ACTIVITIES OF THE SCHOOL**

The school aims at holistic development of the students and with the same objective the school has constituted many committees such as Moot Court Committee, Cultural Committee, Indian Youth Committee, Internship and Recruitment Committee, Sports Committee and Sushant Legal Aid Committee. The students represent our school in various co-curricular and extra-curricular activities not only at the university level but also outside the university by being a part of these committees.

**There are 6 Committees at the School level-**



#### **14. PROGRAM SCHEME (LLM)**

Master of Laws (LL.M.) [Master of Laws]							
SEMESTER-1				SEMESTER-2			
Course Code	Course Name	LTP	Credits	Course Code	Course Name	LTP	Credits
LLMGEN1	Research Method and Legal Writing	2-1-0	3		Discipline Specific Elective 4	1-1-0	2
LLMGEN2	Law and Justice in a Globalizing World	2-1-0	3		Discipline Specific Elective 5	1-1-0	2
LLMGEN3	Comparative Systems of Governance	2-1-0	3		Discipline Specific Elective 6	1-1-0	2
	Discipline Specific Elective 1	1-1-0	2	LLMGEN4	Dissertation	0-0-10	5
	Discipline Specific Elective 2	1-1-0	2	LLMGEN6	General Proficiency	1-0-2	2
	Discipline Specific Elective 3	1-1-0	2				
TDCCPG1	TDCC- MOOC Course 1	1-0-2	2				
	Semester Credits		17		Semester Credits		13
Total Credits	30						
Discipline Specific Electives 1-6 under each area of Specialization sequenced as per the Course Code							
CORPORATE LAW				CONSTITUTIONAL LAW			
LLMCORP11	Corporate Restructuring	1-1-0	2	LLMCST11	Administrative Process and Judicial Control	1-1-0	2
LLMCORP12	Corporate Governance	1-1-0	2	LLMCST12	Law of Fundamental Rights and Law of Writs	1-1-0	2
LLMCORP13	WTO and International Trade Relations	1-1-0	2	LLMCST13	Federalism : Centre - State Relations	1-1-0	2
LLMCORP14	Banking and Insolvency Laws	1-1-0	2	LLMCST14	Comparative Constitutional Law	1-1-0	2
LLMCORP15	International Commercial Arbitration	1-1-0	2	LLMCST15	Public Policy Framework in India	1-1-0	2
LLMCORP16	Law of Corporate Finance and Securities	1-1-0	2	LLMCST16	Citizenship and Immigration Laws	1-1-0	2
INTELLECTUAL PROPERTY LAW				CRIMINAL LAW			
LLMIPR11	Copyright & Allied Rights	1-1-0	2	LLMCML11	Criminology, Penology and Victimology	1-1-0	2
LLMIPR12	Trademarks & Trade Secrets	1-1-0	2	LLMCML12	International Criminal Justice System	1-1-0	2
LLMIPR13	Patents Law & Practice	1-1-0	2	LLMCML13	Financial and Systemic Frauds	1-1-0	2
LLMIPR14	Law Relating to Geographical Indications, Design	1-1-0	2	LLMCML14	Human Rights and Criminal Justice System	1-1-0	2
LLMIPR15	Biodiversity, Biotechnology, Biomedical	1-1-0	2	LLMCML15	Cyber World and Organised Crime	1-1-0	2
LLMIPR16	IP Law and Technology	1-1-0	2	LLMCML16	Juvenile Delinquency and Violence	1-1-0	2
REAL ESTATE				ALTERNATE DISPUTE RESOLUTION			
LLMREL11	Real Estate Regulation in India	1-1-0	2	LLMADR11	Evolution and Concept of ADR	1-1-0	2
LLMREL12	Land Acquisition Laws	1-1-0	2	LLMADR12	Institutional and Ad hoc Arbitration	1-1-0	2
LLMREL13	Transfer of Property and Easements	1-1-0	2	LLMADR13	Mediation and Conciliation	1-1-0	2
LLMREL14	Competition and Investment in Real Estate Sector	1-1-0	2	LLMADR14	Cross Border and Investment Arbitration	1-1-0	2
LLMREL15	Haryana Development and Regulations	1-1-0	2	LLMADR15	Negotiation - skills and techniques	1-1-0	2
LLMREL16	Sustainability of Real Estate Sector	1-1-0	2	LLMADR16	International Commercial Arbitration	1-1-0	2
HUMAN RIGHTS LAW				CYBER LAW AND ARTIFICIAL INTELLIGENCE			
LLMHRL11	Human Rights in the Indian Legal System	1-1-0	2	LLMCLA11	Intellectual Property in Cyber Space	1-1-0	2
LLMHRL12	Science Technology and Human Rights	1-1-0	2	LLMCLA12	Cyber Crime Evidence, Investigation and Procedure	1-1-0	2
LLMHRL13	International Human Rights Law	1-1-0	2	LLMCLA13	The Law of E-Commerce Transaction	1-1-0	2
LLMHRL14	International Humanitarian Law	1-1-0	2	LLMCLA14	Cyber World and Organised Crime	1-1-0	2
LLMHRL15	Refugee and Forced Migration Law	1-1-0	2	LLMCLA15	Data Protection Laws	1-1-0	2
LLMHRL16	Human Rights and Marginalised groups	1-1-0	2	LLMCLA16	Artificial Intelligence and Law	1-1-0	2

# **COURSE DESCRIPTION**

## **CORPORATE LAW**

### **SYLLABUS**

**SCHOOL OF LAW**  
**COMPARATIVE SYSTEM OF GOVERNANCE**

**Course Code- LLM GEN 3**

**Credit-03**

**Course Objectives:**

The objective of this course is to enable the students to understand and appreciate various forms and systems of governance existing in India and America. The students should particularly appreciate the role of judicial institutions in promotion of governance, its limitations and challenges. The course also tries to develop a basic understanding about the principles and various concepts of governance and further, to understand the Indian judicial responses in promoting governance.

**Course Outcomes:**

CO1: Identify the importance of the governance and its underlying principles.

CO2: Examine the concept of Corporative Federalism in India and relations between Union and States.

CO3: Analyze the contemporary cases in the light of expanding jurisdiction of the High Courts and the Supreme Court in promoting governance

CO4: Criticize and interpret various decisions of the judiciary in pursuance of principle governance of in India and their relationship with the other existing Laws.

**COURSE CONTENTS**

**MODULE 1: Introduction**

1. Meaning and Concept of Governance
2. Systems of Governance
3. Constitutional Governance: Democracy, Rule of Law and Separation of Powers
4. Law and Governance in India: Introduction

**MODULE 2: Federalism as a Pattern of Governance**

1. Nature and Principles of Federal Governance: Classical and Modern
2. Comparative Analysis of American, Canadian and Indian Systems
3. Corporative Federalism in India: Legislative, Administrative and Financial
4. Relations between Union and States.

### **MODULE 3: Judicial process and its role in Governance**

1. Concept and Practice of Judicial Review in India and USA
2. Judicial Accountability, Administrative and Parliamentary Ethics
3. Role of Judiciary in Promoting Governance: Human Rights, Criminal Justice System, Environment, Public Health etc.
4. Research and Development in Governance

### **MODULE 4: Emerging Trends and Challenges to Governance**

1. Challenges to Governance: Corruption, Criminalization, Caste, Poverty, Terrorism etc.
2. State Responsibility & PPP
3. Principles of compensatory discrimination, Religious and Linguistic Minorities
4. Role of Media in Governance

#### **PEDAGOGY:**

The module will be taught by combination of lectures, Seminar, Workshop and Tutorials. Role play, Quiz, Problem Solving, Mock Trial, Debate, Panel Discussions, Audio-Visual Presentation, Case analysis, Case Presentation, Project work, will be other methods of teaching beyond the lecture method. Field trip to Parliament of India and Supreme Court of India will be organized during the semester for gaining practical exposure. Experts in the field will be invited to deal with the practical aspects of the subject.

#### **BOOKS TO BE REFERRED**

1. Joseph Minattur, *Indian Legal System*, ILI Publication, 2006 (2nd Revised Edn)
2. Allot, A.N. "African Law", In J.D. M. Derret, Ed., *An Introduction to Legal Systems* (London: Sweet & Maxwell, 1968), 131.
3. Asean Law Association, *Asean Legal Systems* (Hong Kong/Malaysia/Singapore: Butterworths, 1995).
4. Basu, D. D., *Comparative Federalism*, New Delhi: Prentice-Hall, 1987.
5. Baxi, U., "The Colonial Heritage", In Legrand, P. And Munday, R., Eds., *Comparative Legal Studies: Traditions and Transitions* (Cambridge University Press, 2003), 46.
6. C. H. Mell Wain, *Constitutionalism: Ancient and Modern*. (1947).
7. A.V. Dicey, *Introduction to The Study of Law of the Constitution*. (1982) Edition.
8. Lary Alexander (Ed). *Constitutionalism: Philosophical Foundations*. Cambridge. (1998)
9. M. P. Singh 'Constitution of India. 11th Ed. 2008, Eastern Book Co.
10. K. C. Wheare. *Federal Government*. Ch. 1 & 2, 4th Edition 1963.
11. M. P. Singh. *Federalism, Democracy and Human Rights*. 47 J.I.L.I. 47 (2005).

12. Parmanand Singh 'Social Rights and Good Governance in C. Raj Kumar and D. K.Srivastava (Ed.) *Human Rights and Development: Law, Policy and Governance* Ch.24 Pp.437-54. Lexis Nexis. Hong Kong. (2006).
  13. Parmanand Singh 'Hunger Amidst Plenty: Reflections On Law, Poverty And Governance. 48, J.I.L.I. Pp 57-77. (2006).
  14. Virendra Kumar. *Dynamics of Reservation Policy: Towards A More Inclusive Social Order*, 50, J.I.L.I. Pp 478-517. (2007).
  15. Virendra Kumar, *Minorities' Rights to Run Educational Institutions: T. M. A. Pai Foundation in Perspective*. 45, J.I.L.I. Pp 200-238. (2003).
  16. Parmanand Singh 'Equality and Compensatory Discrimination: The Indian Experience, In Choklingam and C. Raj Kumar (Ed) *Human Rights, Criminal Justice And Constitutional Empowerment*, Chapter 7, Oxford, Delhi. (2006).
  17. Parmanand Singh. *Protecting the Rights of the Disadvantaged Groups Through Public Interest Litigation*, In M. P. Singh Et Al (Ed), *Human Rights and Basic Needs: Theory and Practice*, Universal Law Publishing Company, New Delhi, Pp 305-329. (2008).
- Balakrishnan, K. G. 'Judiciary in India: Problems and Prospects. 50, J.I.L.I. Pp 461-467 (2008)**

### Course Assessment Components

This course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class

Mid Semester Examination	Assignment	Presentation (s)	Project(s)	Total Internal Component	End Semester Examination
15	05	05	15	40	60

### Relationship between the Course Outcomes (COs) and Program Outcomes (POs) / Program Specific Outcomes (PSOs)

#### Matrix 1- Mapping of COs with POs and PSOs

Course Outcomes (COs)	Program Outcomes (POs)								Program Specific Outcomes (PSOs)			
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4
CO1	M	M	H	M		M		M	H	H	M	
CO2	H	H		H	M		H		M	M		H
CO3		M	M		H		H	H	H	H		

CO4	H	M	H		H	M		M	H		H	M
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Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

**SYLLABUS**  
**SCHOOL OF LAW**  
**LAW AND JUSTICE IN A GLOBALIZING WORLD**

**Course Code: LLMGEN2**

**Credits: 03**

**Course Objective-**

This course is a course on applied justice. The law is an ongoing process in society. Through various legal theories, we understand and analyze the concept of law. Through this course, they will inquire and investigate law's relationship to other political, economic and social institutions. We use law as a lens to better understand the society they live in. With the changes in the society, law is the best tool to understand the societal phenomena such as political movements, discriminatory practices etc. Justice is the outcome when the law is applied. In this course, we try and understand the relationship between law and justice. The debate on law and justice is an age old debate which is being increasingly interrogative in the contemporary times with the advent of globalization. Globalisation is a complex process which is making the world more interdependent. Globalisation has stimulated a revival of debates about law and justice. This course Globalisation has stimulated rethinking in several fields, especially in law and justice and the impact of globalization is pervasive. In recent times, words like 'global', 'globalization' and 'globalism' have entered common parlance in law as well as in other disciplines. This course will also consider the diffusion of law from a global perspective and the spread of legal ideas all over the world. In contemporary times, as the societies are witnessing rapid growth, there is an increasing debate about the concept of Law and Justice. The course aims to relate the idea of law and justice mainly in relation to some of the subjects dealt with.

**Course Outcomes**

By the end of the course, the student will:

CO1: Understand the basic knowledge of international law.

CO2: Learn the globalization and concept of justice in globalized world.

CO3: Study about Foreign Direct Investment, Special Economic Zone, Welfare State, Settlement of Disputes at International Level and UNO etc. which will explore the challenges of globalization to social, political and economic perspectives on law and justice.

CO4: Learn a comprehensive understanding of notion justice in the context of globalizing world particularly focusing on international law.

**COURSE CONTENTS**

**MODULE 1: Meaning and Concept of International Law**

1. Meaning
2. Nature of International Law
3. Public International Law and Private International Law
4. Basis of International Law
5. Functions of International Law
6. Sanctions in International Law
7. Sources of International Law
8. Historical Development of International Law
9. Relationship of International Law and Municipal Law

## **MODULE 2: Globalization**

1. Meaning of Globalization
2. Difference between Globalization and Internationalism
3. Salient feature of Globalization
4. Impact of Globalization on the function of the state
5. Globalization and Social Change
6. Globalization and Indian Economy

## **MODULE 3: Concept of Justice in Globalizing World**

1. Concept of Global Justice
2. International Human Rights Law
3. UNCHR and OHCHR
4. Vulnerable Groups and Human Rights
5. Role of International Mechanisms to control armed conflict, crime against humanity, environment and health, oppressive policies and the threat of terrorism

## **MODULE 4: Global Justice and International Organizations**

1. Foreign Direct Investment
2. Special Economic Zone
3. Welfare State
4. Settlement of Disputes at International Level
5. UNO

## **Pedagogy**

The application of specific pedagogy is motivated from the fact that strong foundations need to be developed. However, it is to be kept in mind that implied understanding also needs to be developed on current issues relating to legal scenario in India. Pedagogy for the module has to take care of two things. Firstly, a constant interaction among students and tutor is required, involving students

in active and participative manner. Secondly, an instructive strategy is required to understand implications emphasising learning by doing. Thus, in this module following pedagogical approaches are adopted:

- Student Lecture and Presentation: To support the development of theoretical construct.
- Research and analysis: Better understanding of the case structure and interpretation of law and procedure.

**Text Books:**

- Anghie, A, *Imperialism, sovereignty and the making of international law*. Cambridge: Cambridge University Press. (Ch. 1, 5) 2007
- *World poverty and human rights: Cosmopolitan responsibilities and reforms*. Cambridge: Polity. Ch. 4 & 7.
- Rajagopal B. (2003). *International law from below: Development, social movements and third world resistance*. Cambridge: Cambridge University Press. Ch. 5 & 7. Sen, A. (2009).
- *The idea of justice*. Cambridge: Harvard University Press. Ch. 18. Fraser, N. (2010).
- *Scales of justice: Reimagining political space in a globalizing world*. New York: Cambridge University Press. Ch. 2 & 6. Buchanan, A. (2004).
- *Justice, legitimacy, and self-determination: Moral foundations for international law*. Oxford: Oxford University Press. Ch. 10 & 11. Baxi, U. (2002).

**Reference Books:**

- The future of human rights. New Delhi: Oxford University Press. Ch.1 & 7
- Andrew Kuper, *Democracy Beyond Borders: Justice and Representations in Global Institutions* (OUP, 2006).
- Boaventura de Sousa Santos, Cesar A. Rodriguez-Garavito (eds.), *Law and Globalization from Below* (Cambridge University Press, 2005).
- David B. Goldman, *Globalization and the Western Legal Tradition: Recurring Patterns of Law and Authority* (Cambridge University Press, 2008).
- David Held, *A Globalizing World? Culture, Economics, Politics* (2004).
- David Kinley, *Civilizing Globalization: Human Rights and the Global Economy* (Cambridge University Press, 2009).
- David Schzeiderman, *Constitutionalizing Economic Globalization: Investment Rules and Democracy's Promise* (Cambridge University Press, 2008).
- Jean-Marc Coicaud, Michael W. Doyle et al (eds.), *The Globalization of Human Rights* (United Nations University Press, 2003).
- UpendraBaxi, *The Future of Human Rights* (OUP, 2002).
- Warner Menski, *Comparative Law in Global Context: The Legal Systems of Asia and Africa* (Cambridge University Press, 2006).
- Wenhua Shan, Penelope Simons et al., *Redefining Sovereignty in International Economic Law* (Hart Publishing, 2008).

- William Twining, *General Jurisprudence: Understanding Law from a Global Perspective* (Cambridge University Press, 2009).
- World Commission on Social Dimension of Globalization, *A Fair Globalization: Creating Opportunities for All* (2004).

Resources:

- [http://scholarship.law.uc.edu/fac\\_pubs/13](http://scholarship.law.uc.edu/fac_pubs/13)
- <https://www.jstor.org/stable/pdf/192292.pdf>
- <https://plato.stanford.edu/archives/spr2017/entries/justice-global/>

### Course Assessment Components

This course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class

Mid Semester Examination	Class Participation/ Attendance	Quiz(s)/ Presentation (s)	Assignment(s)	Total Internal Component	End Semester Examination
15	05	15	10	40	60

### Relationship between the Course Outcomes (COs) and Program Outcomes (POs) / Program Specific Outcomes (PSOs)

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CO1	H	M	H	M		H		M	H	H	M	
CO2	M	H		H	M		M		M			H
CO3	H	M		M	H		M	H	H		M	
CO4		M	H		H	M		M	H	M	H	M

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

**SYLLABUS  
SCHOOL OF LAW**

**RESEARCH METHOD AND LEGAL WRITING**

**Course Code-LLMGEN 1**

**Credit-03**

**Course Objectives:**

Gaining knowledge through research is the fundamental ideal which encapsulates the development of law in the modern world. This paper highlights the importance of the last two stages of Bloom's Taxonomy. This paper focuses on orientation of students to legal studies from the point of view of basic concepts of legal research and methods adopted for analysis of the research design. Finding the research gap, interpreting the provisions, critically analyzing the decided cases and calculating the results are some of the benchmarks of a successful legal research. It is imperative for the researchers to lay emphasis on quality research thereby ensuring that the research ethics are complied with and their research doesn't amount to copyright infringement.

**Course Outcomes**

By the end of the course, the student will:

CO1: Create an aptitude for undergoing research in the area of development of new laws at national as well as international level.

CO2: Hypothesize various concepts in mind and elaborate them to frame and incorporate it into writing.

CO3: Critically analyze the literature available on the research topic and introduce the same into the writing after amendments.

CO4: Develop the ability to write reviews on the recent judgments and articles.

**COURSE CONTENTS**

**Module 1: Legal Research: Fundamentals and Methodology**

Objective and Importance of Legal Research

Fundamentals of Legal Research

Legal Research Methodology:

Socio Legal Research

Doctrinal and non-doctrinal

Case based Research

Relevance of Empirical Research and Analytical research

**Module 2: Research Design and Instruments**

Area and Field of Research; Research Design

Identification of Research Gap

Research Problem: Identification and Formulation

Hypothesis

Literature Review

Structure of the Research Paper

Utilization of Legal Resources: Case law, Statutes, Reports, Journals, website

### **Module 3: Tools and Techniques for Research**

Role of Questionnaire and Schedule in Legal Research

Use of Modern Technology/ Computer Assisted Research

Data Collection and Identification of Sample

Importance of Pilot Study

Sampling

Analysis and Interpretation of Data

### **Module 4: Research Writing**

Research Ethics

Getting a Peer Feedback

Plagiarism: meaning and avoidance

Methods of Citation

Writing a literature review

Writing of case comments

Writing of Report/Thesis/Dissertation

### **Pedagogy:**

The application of specific pedagogy is motivated from the fact that strong foundations need to be developed. However, it is to be kept in mind that implied understanding also needs to be developed on current issues relating to legal scenario in India. Pedagogy for the module has to take care of two things. Firstly, a constant interaction among students and tutor is required, involving students in active and participative manner. Secondly, an instructive strategy is required to understand implications emphasising learning by doing.

The module will be taught by combination of lectures, Seminar, Workshop and Tutorials. Role play, Quiz, Problem Solving, Mock Trial, Debate, Panel Discussions, Audio-Visual Presentation, Case analysis, Case Presentation, Project work, Research Assignments will be other methods of teaching beyond the lecture method. Experts in the field will be invited to deal with the practical aspects of the subject.

### **Suggested Readings:**

1. Erwin C. Surrency, B. Fielf and J. Crea, A Guide to Legal Research, 1959.
2. Morris L. Cohan, Legal Research in Nutshell, West Publishing Co., 1996.

3. ILI Publication, Legal Research and Methodology
4. Rattan Singh, Legal Research Methodology, Lexis Nexis, 2018
5. Harvard's Bluebook, 19<sup>th</sup> edition.
6. Gideon Sjoberg; Nett, Roger. Methodology for Social Research Jaipur Rawat Publishers (2006)

### Course Assessment Components

This course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class

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CO1	H	M	H	M		H	H	M		H	M	
CO2		H		H	M				M			H
CO3	M		M		H		M	H	H			
CO4	M	M		M		M	H	M		M	H	M

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

**SYLLABUS**  
**SCHOOL OF LAW**  
**CORPORATE RESTRUCTURING**

**Course Code- LLMCORP11**

**Credit-2**

**Course Objectives:**

Business restructuring is an integral part of the new economic paradigm. As controls and restrictions give way to competition and free trade, rationalism and reorganization are a necessary concomitant. This trend is the natural outcome of the liberalized economic and trade policy being advocated and pursued the world over. Through adoption of such strategies corporates adjust themselves to the highly volatile business and economic scenario in order to enhance or at least maintain their competitiveness. Thus, the rationale for business combinations, acquisitions, mergers, demergers, amalgamations co-exists without any contradictions.

1. To provide students with a detailed understanding of the various concepts, doctrines and theories applicable in the area of M&A.
2. To enable to students to appreciate the comparative elements of M&A in an increasingly globalized world.
3. To instill the necessary skills in students that help in their development as transactional practitioners, including by way of analysis of specific fact situations, structuring of transactions and oral presentation of arguments

**Course Outcomes:**

CO1: Recognize the uses and implications of legal materials including the constitution, statutory law, statutory instruments, case law and judicial precedents.

CO2: Evaluate the implications of current and intended legislation plus contemporary decisions of various adjudicating bodies on  
on an organization's personnel policies, practices and procedures.

CO3: To make the students understand the fundamental principles of law relating to basics of Corporate Restructuring covering topics like Mergers and Acquisitions and its impact in Indian context.

CO4: Analyze the regulatory framework governing mergers and acquisitions in India.

## **Course Content**

### **Module -1. Introduction and Concepts of Corporate Restructuring**

- Meaning of Corporate Restructuring
- Need, Scope and Modes of Restructuring
- Historical Background
- Emerging Trends
- Planning, Formulation and Execution of Various Corporate Restructuring Strategies - Mergers, Acquisitions, Takeovers, Disinvestments and Strategic Alliances, Demerger and Hiving off

### **Module 2. Merger and Amalgamation**

- Introduction
- Legal, Procedural, Economic, Accounting, Taxation and Financial Aspects of Mergers and Amalgamations including Stamp Duty and Allied Matters
- Interest of Small Investors
- Merger Aspects under Competition Law
- Jurisdiction of Courts; Filing of Various Forms
- Amalgamation of Banking Companies and Government Companies
- Cross Border Acquisition and Merger

### **Module 3. Takeovers** (it highlight the concept and various forms of Takeover, the types of takeover defence, takeover code and disadvantage of takeovers and procedure of takeover)

- Meaning and Concept
- Types of Takeovers; Legal Aspects – SEBI Takeover Regulations
- Disclosure and Open Offer Requirements
- Bail Out Takeovers and Takeover of Sick Units
- Takeover Defences
- Cross Border Takeovers

**Module 4. Due diligence** (the concept of due diligence, need, types, process and parties involved, due diligence reporting, and reasons of failure of due diligence and method of avoiding failure)

- Valuation and accounting issues.
- Cross border Acquisitions
- Post mergers issues
- Alternatives for M&A

**Pedagogy:**

The module will be taught by combination of lectures, Seminar, Workshop and Tutorials. Role play, Quiz, Problem Solving, Mock Trial, Debate, Panel Discussions, Audio-Visual Presentation, Case analysis, Case Presentation, Project work, will be other methods of teaching beyond the lecture method. Field trip to Parliament of India and Supreme Court of India will be organized during the semester for gaining practical exposure. Experts in the field will be invited to deal with the practical aspects of the subject.

**Books to be Referred**

1. Weign Berg & Blank Takeovers and Mergers (2010) Ed., Part-1, Definitions. Pp6 -29
2. K.R. Sampath Law and Procedure on Corporate restructure leading to Mergers, Amalgamations/takeovers, Joint ventures LLP's and Corporate Restructure (7th Edn)2011 – pp611-615,1073-1081,1342-1344\
3. Michel C.Jenson , “ Takeovers : Their Causes and Consequences” 2 Journal of Economic Perspectives 21-48(1988).
4. Ronald Daniels , “ Stakeholders and Takeovers: Can contractarianism be compassionate”. 43 University of Toronto Law Journals315-351(1993)
5. Sayan, “ Types of synergy and economic value : The Impact of Acquisition on Merging and Rival firms” 7 Strategic Management Journal 119 ( 1986)
6. Peter A Hunt, Structuring Mergers and Acquisitions.
7. Mergers and Acquisitions: Cases, Materials and Problems. Wolter Kluwer(Aspen )
8. Athanasious Koulouridas, ‘ The Law and Economics of takeovers – Contemporary studies in Corporate Law’ Hart Publishing,( 2008)
9. Richard A .Posner, “The Social Cost of monopoly and Regulation” 83 Journal of Political Economy 807 ( 1975). ‘Fundamental Corporate Changes, Minority shareholders and Business Purposes’. 5 American Bar Foundation Research Journal 69 ( 1989)

10. Ken. T. Van den berg , “Approval of take-out mergers by minority shareholders : From substantive to procedural fairness” 93 Yale Law Journal 1113( 1984)
11. Shishir Vayattaden, SEBI(Substantial Acquisition of Shares and Takeovers) 1997 – commentaries
12. Brudney and Chirelstein , ‘ Fair shares in corporate Mergers and Takeovers’ 88 Harv.L.Rev 297( 1974)
13. Edward F.Greene, and James J. Junewicz, ‘ A Reappraisal of Current Regulation of Mergers and Acquisitions” 132 University of Pennsylvania Law Review 647( 1984).
14. Robert R. Pennington, ‘Takeover Bids in the United Kingdom’ 17 American Journal of Comparative Law 159( 1969) .
15. C. Bradely , “ Corporate Control: Market and Rules” ( 1990) 53 Modern Law Review 170
16. H. Manne , “ Mergers and the market for corporate Control” ( 1965) 73 Journal of Political economy 110
17. A. Ramaiya, “Guide to Companies Act, LexisNexis Butterworths, Wadhwa, Nagpur”
18. M.C. Bhandari : Guide to Company Law Procedures, LexisNexis Butterworths Wadhwa Nagpur
19. ICSI : Handbook on Mergers Amalgamations and takeovers.
20. K. R. Sampath: Mergers/Amalgamations, Takeovers, Joint Ventures, LLPs and Corporate Restructure, Snow White Publications
21. S. Ramanujam: Mergers et al, LexisNexis Butterworths Wadhwa Nagpur

### **Course Assessment Components**

This course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class:

Mid Semester Examination	Assignment	Presentation (s)	Project(s)	Total Internal Component	End Semester Examination
15	05	05	15	40	60

### **Relationship between the Course Outcomes (COs) and Program Outcomes (POs) / Program Specific Outcomes (PSOs)**

**Matrix 1- Mapping of COs with POs and PSOs**

Course Outcome s (COs)	Program Outcomes (POs)								Program Specific Outcomes (PSOs)			
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4
CO1		M	H	M		H		M	H	H	M	M
CO2	H	M		H	M		M		M			
CO3			M		M		M	H			M	M
CO4	M	M	H	M	H	M		M	M	M	H	H

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

**SYLLABUS**  
**SCHOOL OF LAW**  
**CORPORATE GOVERNANCE**

**Course Code: LLMCORP12**

**Credits: 02**

**Course Objective**

The course aims to inform and educate students as to the issues affecting both the business Community and the wider societal effects of the debate on corporate governance. As such the course will focus on the systems by which companies are or should be directed and controlled. The students will have an enhanced knowledge of the issues surrounding various corporate governance theories that seek to explain the position of, and relationship between, the company as a metaphysical entity and its members, managers and other interested constituencies (ie. stakeholders) and the different theoretical and industry perspectives on corporate governance. The concept of shareholder primacy will be critically examined and contrasted with alternative approaches. The course also aims to highlight future directions and trends in corporate governance.

**Course Outcomes**

By the end of the course, the student will:

CO1: Understand the meaning and importance of corporate governance.

CO2: Assess the nature and scope of the power wielded by corporations.

CO3: Demonstrate an understanding of the history (and its effect) of the corporate governance debates in a global context.

CO4: Discuss the impact of the debates on boardroom decision-making.

**COURSE CONTENTS**

**Module 1- INTRODUCTION TO CORPORATE GOVERNANCE**

- History of Corporate Governance
- Theories of Corporate Governance.
- Models of Corporate Governance.
- Committee Recommendations.
  - Kumar Mangalam Birla Committee Report
  - Naresh Chandra Committee Report
  - N.R. Narayan Murthy Committee Report
  - Cadbury Committee Recommendations
  - Greenbury Committee Recommendations
- Clause 49 of Listing Agreement of SEBI.

- Hurdles to Good Governance

### **Module 2- PILLARS OF CORPORATE GOVERNANCE (PART 1)**

- Board of Directors
- Powers and duties of Directors
- Independent Directors.
- Prevention of Oppression and Mismanagement
- Related Party Transaction

### **Module 3- PILLARS OF CORPORATE GOVERNANCE (PART 2)**

- Role of Auditors
- Audit Committee
- Shareholder and Stakeholder Theory
- Rights of Shareholders
- Protection of Minority Shareholders

### **Module 4- EMERGING TRENDS RELATED TO CORPORATES**

- Corporate Social Responsibility
- Corporate Environmental Liability
- Corporate Criminal Liability and Corporate Frauds

#### **Pedagogy:**

The application of specific pedagogy is motivated from the fact that strong foundations need to be developed. However, it is to be kept in mind that implied understanding also needs to be developed on current issues relating to legal scenario in India. Pedagogy for the module has to take care of two things. Firstly, a constant interaction among students and tutor is required, involving students in active and participative manner. Secondly, an instructive strategy is required to understand implications emphasising learning by doing. Thus, in this module following pedagogical approaches are adopted:

- Student Lecture and Presentation: To support the development of theoretical construct.
- Case study Method: Better understanding of the case structure and practical aspects of law and procedure.

#### **Books to Be Referred**

1. Institute of Company Secretaries of India (ICSI), Corporate Governance (Modules of best practices), 1st edition New Delhi: Taxmann Publication, 2003 (4)
2. Smerdon Richard, A Practical Guide to Corporate Governance, London: Sweet & Maxwell, 1998
3. Stapledon G.P., Institutional Shareholders & Corporate Governance, Oxford: Clarendon

Press, 1996

4. Prentice D.D., Contemporary Issues in Corporate Governance, New York: Clarendon Press Oxford, 1993

5. Machiraju H.R., Corporate Governance, 1st edition Mumbai: Himalaya, 2004. (2)

6. Rees William, Corporate Governance & Corporate Control 1st edition London: Cavendish Publishing Ltd., 1995 (Reprint in 2000)

7. McGregor Lynn, The Human face of Corporate Governance, New York: Palgrave Publications, 1994

8. Gopalswamy N., A Guide to Corporate Governance, 1st edition New Delhi: New Age International, 2006 (3)

9. Agarwal Sanjiv, Corporate Governance: Concepts and Dimensions, 1st edition Mumbai: Snow White Publication Pvt Ltd., 2003

10. Sheikh Saleem, Corporate Governance & Corporate Control, 1st edition, London: Cavendish Publishing Ltd., 1995

Statutes

- Companies Act, 2013

Note:

1. The students are required to take all the acts into consideration at the time of preparation.
2. Apart from the cases that have been mentioned above, the students are also advised to take note of the other cases mentioned in the books and discussed in the class.

### Course Assessment Components

This course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class

### Relationship between the Course Outcomes (COs) and Program Outcomes (POs) / Program Specific Outcomes (PSOs)

**Matrix 1- Mapping of COs with POs and PSOs**

Course Outcomes (COs)	Program Outcomes (POs)								Program Specific Outcomes (PSOs)			
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4
CO1		M		H	M	H	H	M		H	M	H

CO2	H		M						M			
CO3	M	H	H	H	M		M	H	H			M
CO4		M		M			H	M		M	H	M

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

**SYLLABUS**  
**SCHOOL OF LAW**  
**WTO & INTERNATIONAL TRADE RELATIONS**

**Course Code: LLMCORP13**

**Credit-2**

**Course Objectives:**

The objective of the course is to introduce the conceptual background International Trade and World Trade Organization's (WTO) Agreements. The course also aims to apprise the students with detailed analysis of various agreements of WTO. An analysis of the contemporary trends in international trade will help students approach things with an open mind. Special reference will also be made to India's response towards international trade scenarios.

**Course Outcomes:**

CO1 Explain the history of General Agreement on Trade and Tariff

CO2 Interpret the agreements of WTO on various aspects

CO3 Examine the contemporary issues in the sphere of international trade

CO4 Judge the cases in the light of agreements of WTO

**Module 1: Introduction of International Trade Law**

- GATT: Historical Background of GATT 1947
- Uruguay Round and Marrakesh Agreement
- Salient Features of GATT 1994
- Dispute Settlement Understanding

**Module 2: WTO Agreements I**

- Agreement on Agriculture
- Agreement on Subsidies and Countervailing Measures
- Agreement on Anti-Dumping

**Module 3: WTO Agreements II**

- Agreement on Trade in Services
- Trade Related Investment Measures (TRIMS)
- Agreement on Sanitary and Phytosanitary Measures

**Module 4: Contemporary Issues in Trade**

- Trade and Environment
- Doha Development Agenda
- Trade and SAPTA & SAFTA

**Cases:**

- (i) Brazilian Internal Taxes (1949)
- (ii) Germany Import of Sardines
- (iii) Japan Alcoholic Beverages (1996)
- (iv) EC Measures affecting importation of certain poultry products (1998)
- (v) EC Bananas
- (vi) US Measures affecting the Imports of Woven Wool Shirts and Blouses from India (1997)
- (vii) EC Bed Linen (2001)
- (viii) Thailand H-Beams Case
- (ix) Mexico Corn Syrup Case (2000)
- (x) Canada Periodicals Case (1997)
- (xi) EC Bananas III (1997)
- (xii) US Measures affecting Cross-Border supply of Gambling and Betting Services (2005)
- (xiii) Japan Apples Case
- (xiv) EC Measures concerning Meat and Meat products
- (xv) Australia Measures affecting the Importation of Salmon
- (xvi) US Restrictions on Imports of Tuna (Tuna-Dolphin I – 1992)
- (xvii) US Restrictions on Imports of Tuna (Tuna-Dolphin II – 1994)
- (xviii) US Imports Prohibition of certain Shrimp and shrimp products (1998)
- (xix) EC Asbestos Case (2001)

**Pedagogy**

The application of specific pedagogy is motivated from the fact that strong foundations need to be developed. However, it is to be kept in mind that implied understanding also needs to be developed on current issues relating to legal scenario in India. Pedagogy for the module has to take care of two things. Firstly, a constant interaction among students and tutor is required, involving students in active and participative manner. Secondly, an instructive strategy is required to understand implications emphasising learning by doing. Thus, in this module following pedagogical approaches are adopted:

- Student Lecture and Presentation: To support the development of theoretical construct.
- Case study Method: Better understanding of the case structure and interpretation of law and procedure.
- Moot Courts enable the students to practically implement the knowledge acquired by them.

**Text Books**

1. Raj Bhalla, International Trade Law: Theory and Practice, Lexis Nexis, 2001 (2nd Edn)
2. A.K.Kaul, Guide to the WTO and GATT: Economics, Law and Politics, Kluwer Law

International, 2006 3. Anil Arora, Jai Narayan Sharma, The International Trade Theories and Current Trend in the Globalised World, Deep & Deep Publications Pvt. Ltd., 2008

4. John H. Jackson, World Trade and the Law of GATT, Indianapolis: Bobbs-Merrill, 1969

5. S.R. Myneni, International Trade Law, Allahabad Law Agency, 2017

### Course Assessment Components

This course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class

Mid Semester Examination	Assignment	Presentation (s)	Project(s)	Total Internal Component	End Semester Examination
15	05	05	15	40	60

### Relationship between the Course Outcomes (COs) and Program Outcomes (POs) / Program Specific Outcomes (PSOs)

#### Matrix 1- Mapping of COs with POs and PSOs

Course Outcomes (COs)	Program Outcomes (POs)								Program Specific Outcomes (PSOs)			
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4
CO1	H	M		H	M	H	H		M		H	M
CO2			M		M	M	H	H		M		
CO3	M	H		M		M				H	H	M
CO4	H	M		M	H	M		H	M		M	

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

**SYLLABUS**  
**SCHOOL OF LAW**  
**BANKING AND INSOLVENCY LAWS**

**Course Code: LLMCORP 14**

**Credit: 2**

**Course Objectives:**

Banking sector has played a vital role in growth and development of Indian economy. After liberalization, the banking industry in India had undergone major changes. Hence, the objective of this course is to understand the banking sector and its services. This course will also apprise the students with the procedure for regulating securities and non-performing assets. Further, the process of Insolvency has also gained lot of importance. The second part of the course will focus on the need for establishing an Insolvency and Bankruptcy Board and how this is helping in easing the process of insolvency India.

**Course Outcome**

CO1 Describe the system of banking in India and the nature of relationship between banker and customer

CO2 Interpret how the recovery process is carried on by the banks

CO3 Examine the need for Insolvency and Bankruptcy Code

CO4 Appraise the various provisions of Insolvency and Bankruptcy Code

**MODULE I: The Evolution of Banking Services and its History in India**

- History of Banking in India.
- Bank nationalization and social control over banking.
- Various types of Banks and their functions.
- Relationship between banker and customer:
  - Legal character
  - Contract between Banker and Customer
  - Banks duty to Customers
  - Liability under Consumer Protection Act, 2019
- Banking Regulation Laws:
  - Reserve Bank of India Act, 1934
  - Banking Regulation Act, 1949

**MODULE II: Lending, Securities and Recoveries by Banks**

- Principles of Lending

- Nature of Securities and risks involved
- Default and Recovery
- Recovery of Debts with and without the intervention of Courts/Tribunal:
- The Securitization and Reconstruction of Financial Assets and Enforcements of Security Interest Act, 2002
- Recovery of Debts due to Bank and Financial Institutions

### **MODULE III: Insolvency and Bankruptcy Code**

- Historical background
- Need for Insolvency and Bankruptcy Code
- Important definitions
- Corporate Insolvency Resolution Process

### **MODULE IV: Insolvency and Bankruptcy Code (contd.)**

- Insolvency Resolution Professionals
- National Company Law Tribunal (NCLT)
- Cross-border Insolvency

### **Pedagogy**

The application of specific pedagogy is motivated from the fact that strong foundations need to be developed. However, it is to be kept in mind that implied understanding also needs to be developed on current issues relating to legal scenario in India. Pedagogy for the module has to take care of two things. Firstly, a constant interaction among students and tutor is required, involving students in active and participative manner. Secondly, an instructive strategy is required to understand implications emphasising learning by doing. Thus, in this module following pedagogical approaches are adopted:

- Student Lecture and Presentation: To support the development of theoretical construct.
- Case study Method: Better understanding of the case structure and interpretation of law and procedure.
- Moot Courts enable the students to practically implement the knowledge acquired by them.

### **Text Books**

- Singh A, *Banking and Negotiable Instruments* (3rd ed, Eastern Book Company)
- Tanman M.L., *Banking Law* (Student ed, Lexis Nexis)
- Institute of Company Secretaries of India, *Banking and Insurance Law and Practice* (Taxmann Publishers 2010)

- Ojha A, Baxi A, Insolvency and Bankruptcy Code- Law and Practice with Insolvency Courts- NCLT, NCLAT, IBC vis-à-vis Companies Act, SARFAESI, DRT & Other Laws (Tax Publishers 2020)
- Insolvency and Bankruptcy Code 2016 (Taxmann Publishers, 12<sup>th</sup> edition 2020)

### Course Assessment Components

This course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class

Mid Semester Examination	Quiz(s)	Presentation/Viva	Assignment(s)	Total Internal Component	End Semester Examination
15	05	05	15	40	60

### Relationship between the Course Outcomes (COs) and Program Outcomes (POs) / Program Specific Outcomes (PSOs)

#### Matrix 1- Mapping of COs with POs and PSOs

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CO2	M		M		H	M		H	M		M	
CO3		H	M	M	M		M		M		M	H
CO4	M	M		H		M	H	M	H	M		M

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

**SYLLABUS**  
**SCHOOL OF LAW**  
**INTERNATIONAL COMMERCIAL ARBITRATION**

**Course Code- LLMCORP15**

**Credit-2**

**COURSE OBJECTIVES**

This course provides a rigorous introduction to the field of international commercial arbitration, which has become the default means of settling international disputes. The course will deal with the internationalist elements of the subject matter, but will also examine international commercial arbitration from an American perspective. Students can expect to review both foreign and US commentaries, statutes and case law on the subject. The course will comprise of five main topics: (1) an introduction to the field of international commercial arbitration; (2) the agreement to arbitrate; (3) the arbitrators; (4) the arbitration process; and (5) the arbitral award. The course will also cover in brief the law of foreign investment and the pivotal role of arbitration both in resolving disputes and developing the law in that area.

**Course Outcomes:**

CO1: To understand the present legal regime and concepts concerning arbitration, Classify, recognize, and further categories the legal principles applicable to commercial laws.

CO2: Interpret the legislative intent behind international arbitration process and public policies

CO3: Practically understanding the process involved in an arbitration

CO4: Examine and further test the present Indian commercial law regime with the principles of arbitration and the global context.

**COURSE CONTENT**

**MODULE I:**

- 1) Legislative history of arbitration in India
- 2) Recap of Arbitration and Conciliation Act, 1996
- 3) Arbitration agreement: - Significance, requirement and forms
- 4) Introduction to International commercial arbitration
- 5) Dispute resolution in international trade
- 6) Hybrid nature of Arbitral Process

**MODULE II:**

- 1) History of International Commercial arbitration
- 2) Governing law of International Commercial arbitration
- 3) Law of enforcement and recognition of foreign arbitral award
- 4) Theory of competence-competence

**MODULE III:**

UNCITRAL Model Law on International Commercial Arbitration

**MODULE IV:**

- 1) International Commercial Arbitration with seat in India and seat in a reciprocating country
- 2) Foreign award- meaning
- 3) General policy for review foreign award in India
- 4) Grounds for refusal of recognition and enforcement of a foreign award
- 5) Recognition and enforcement of annulled awards

**LIST OF CASES**

- a) Bhatia International v. Bulk Trading (2002) 4 SCC 10
- b) Bharat Aluminium Co. V. Kaiser Aluminium Technical Services Inc. (2012) 9 SCC 552: (Bhatia International overruled)
- c) Venture Global Engineering v. Satyam Computer Services Ltd. (2008) 4 SCC 190
- d) SBP & CO. V. PATEL ENGINEERING (2005) 8 SCC 618
- e) ONGC Ltd. V. Saw Pipes Ltd. (2003) 5 SCC 705
- f) TDM INFRASTRUCTURE PVT. LTD. V. UE DEVELOPMENT INDIA PVT. LTD. (2008)
- g) Citation Infowares Ltd. Vs. Equinox Corp.(2009) 7 SCC 220
- h) SUNDARAM FINANCE LTD V ABDUL SAMAD AND ANOR

**PEDAGOGY:**

Thus, in this module following pedagogical approaches are adopted:

- Student Lecture and Presentation: To support the development of theoretical construct.
- Case study Method: Better understanding of the case structure and interpretation of law and procedure.
- Group Discussions on the recent issues revolving the new concepts as per the new Act.

### References:

- Nigel Blackaby and Constantine Partasides with Alan Redfern and Martin Hunter, Redfern and Hunter on International Arbitration, 5th ed. Oxford
- Gary Born, International Arbitration; Law and Practice 2012
- Reference books:
- Gary Born, International Commercial Arbitration, 2009 CCH
- Jean-François Poudret, Sébastien Besson Comparative Law of International Arbitration, 2007
- Fouchard, Gaillard, Goldman on International Commercial Arbitration, Gaillard and Savage ed.
- Emmanuel Giallard, Legal Theory of International Arbitration, Martinus Nijhoff, 2010
- Julian D.M. Lew et al. Comparative International Commercial Arbitration, Kluwer Law International.
- Poudret and Besson, Comparative Law of International Arbitration, 2007

### Course Assessment Components

This course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class

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CO2	H		M					H	M		M	
CO3	M	H	H	H	M		M		M		M	H
CO4		M		M			H	M	H	M		M

*Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)*

**SYLLABUS**  
**SCHOOL OF LAW**  
**LAW OF CORPORATE FINANCE AND SECURITIES REGULATION**

**Course Code: LLMCORP 16**

**Credit: 2**

**Course Objectives:**

The subject 'corporate finance' is a well-established discipline, which is concerned with corporations large enough to have issued shares that are 'quoted' on a stock market. We must, though, first clarify what we mean by the main issues, for the issues that are important to one person may be viewed as less important by others. The financial manager of a large company, for example, faces a different set of financial problems compared to the owner of a small business. And a stock market dealer and financial theorist will also be interested in different issues in corporate finance, and these will not necessarily be the same issues that concern the financial manager. Corporate finance gives an understanding of the reasons why shareholder wealth maximization is the primary financial objective of a company, rather than other objectives a company may consider. The object of the Corporate Finance is the acquisition and allocation of corporate funds or resources with the maximizing shareholders wealth.

The securities markets are vital to the growth, development and strength of market economies and the maturity of an economy are decided based on the robustness of securities market of an economy. Considering that the Securities market is the core area of practice for the Company Secretaries, it becomes very important for the professionals to be fully aware of various laws and regulations, both for practice and guiding the Board of Directors on securities laws related matters. The securities market is governed by various regulations enacted in the course of time by the competent legislative body and regulating bodies.

**Course outcome**

CO 1 familiarize the students with the substantive law governing the entire security market in India and have a strong understanding of the basics of securities law in India.

CO 2 Understand and analyse the Law of Corporate Finance and various facets thereof.

CO 3 Analyze the contemporary issues related to Securities market in India

CO 4 Interpret the various provisions of SEBI related to Securities Market

**COURSE CONTENT**

**MODULE 1. BASICS OF CORPORATE FINANCE**

- MEANING, IMPORTANCE AND SCOPE OF CORPORATE FINANCE
- OBJECTIVE OF CORPORATE FINANCE- PROFIT AND WEALTH MAXIMIZATION
- TIME VALUE OF MONEY

- RISK AND RETURN
- DETERMINANTS OF DIVIDEND POLICY

## **MODULE 2. EQUITY AND DEBT FINANCING**

- SHARE CAPITAL
- PUBLIC ISSUE- IPO AND FPO
- RIGHTS ISSUE
- BONUS ISSUE
- PROSPECTUS
- DEBENTURES- NATURE, ISSUE AND CLASS

## **MODULE 3. INTRODUCTION**

- BASIC CONCEPTS RELATED TO SECURITIES LAW- CAPITAL, PUBLIC OFFER AND SECURITIES
- MARKET
- GLOBALIZATION AND INVESTMENT
- INVESTMENT LAW - DEFINITION AND NATURE OF INVESTMENT LAW
- EVOLUTION OF SECURITIES AND INVESTMENT LAW IN INDIA

## **MODULE 4. SEBI**

- HISTORY OF SEBI
- ROLE OF SEBI AS A MARKET REGULATOR
- SEBI ACT, 1992
- SECURITIES LAWS (AMENDMENT) ACT, 2014
- SEBI (ICDR) REGULATIONS

## **Pedagogy**

The application of specific pedagogy is motivated from the fact that strong foundations need to be developed. However, it is to be kept in mind that implied understanding also needs to be developed on current issues relating to legal scenario in India. Pedagogy for the module has to take care of two things. Firstly, a constant interaction among students and tutor is required, involving students in active and participative manner. Secondly, an instructive strategy is required to understand implications emphasising learning by doing. Thus, in this module following pedagogical approaches are adopted:

- Student Lecture and Presentation: To support the development of theoretical construct.
- Case study Method: Better understanding of the case structure and interpretation of law and procedure.
- Moot Courts enable the students to practically implement the knowledge acquired by them.

### Text Books

- N.S. ZAD, CAPITAL MARKETS AND SECURITIES LAW (TAXMANN 2018)
- VINOD KUMAR AND ATUL GUPTA, FINANCIAL MARKETS INSTITUTIONS AND FINANCIAL SERVICES (TAXMANN 2017)
- IM PANDEY, FINANCIAL MANAGEMENT (VIKAS, 2018)
- CS MODULE

### Course Assessment Components

This course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class

Mid Semester Examination	Assignment	Presentation (s)	Project(s)	Total Internal Component	End Semester Examination
15	05	05	15	40	60

### Relationship between the Course Outcomes (COs) and Program Outcomes (POs) / Program Specific Outcomes (PSOs)

#### Matrix 1- Mapping of COs with POs and PSOs

Course Outcomes (COs)	Program Outcomes (POs)								Program Specific Outcomes (PSOs)			
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4
CO1		M	H	M		H		M	H	H		M
CO2	H	M		H	M		M		M		M	
CO3			M		M		M	H				M
CO4	M	M	H	M	H	M		M	M	M	H	H

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

# CONSTITUTIONAL LAW

**SYLLABUS**  
**SCHOOL OF LAW**  
**CITIZENSHIP AND IMMIGRATION LAWS**

**Course Code-LLMCST16**

**Credit-2**

**Course Objectives:**

This course has been designed to help the students:

1. Understand the evolution of the concept of citizenship in the era of globalization where one individual is not confined to the boundaries of one country.
2. Acquaint with the facilitations provided by the Government of India in recognizing the contributions made by the Persons of Indian origin to the development of Indian economy.
3. Identify the role played by the government of a foreign country in providing asylum to the refugees and furthering their protection under International Law.

**Course Outcomes:**

CO1: Understand the provisions of law relating to the facilitation of immigrants and its implementation by the Government.

CO2: Analyze the concept of citizenship and the implications arising due to the process of immigration.

CO3: Undertake a study in respect of the immigrants and analytically evaluate the results thereto.

CO4: Demonstrate a case study involving the problems encountered by the people in the process of immigration and steps taken to resolve the same and suggesting measures to protect their rights.

**COURSE CONTENT**

**Module 1: From migration to Immigration**

History of Immigration

Immigration to developed countries

Factors responsible for Immigration

Foundation of Immigration Law

**Module 2: Citizenship in India**

Nationality and Citizenship

Meaning and Types of Citizenship

Citizenship under the Indian Constitution

Object, Scope and salient features of the Citizenship Act, 1955

Overseas Citizenship of India and Citizenship (Amendment) Act, 2015

Citizenship (Amendment) Act, 2021

### **Module 3: Effects of Immigration**

Legal Effects: Introduction of new laws, International Migration System

Social Effects: Overseas Indian Marriages, Inter-Country Adoptions

Economic Effects: Remittances and economic development

### **Module 4: Effects of Forced Migration**

Asylum and Convention against Torture

Status of Refugees and their voluntary departure

Principle of Non-Refoulment

Immigration Enforcement Agencies

Role Played by UNHCR

### **Pedagogy:**

The module will be taught by combination of lectures, Seminar, Workshop and Tutorials. Role play, Quiz, Problem Solving, Mock Trial, Debate, Panel Discussions, Audio-Visual Presentation, Case analysis, Case Presentation, Project work, will be other methods of teaching beyond the lecture method. Field trip to Parliament of India and Supreme Court of India will be organized during the semester for gaining practical exposure. Experts in the field will be invited to deal with the practical aspects of the subject.

### **Suggested Readings:**

1. M.P. Jain, Constitutional Law of India, Lexis Nexis
2. H.M. Seervai, Constitutional Law of India, Vol. 1 Universal Publishers
3. Bare Act: The Citizenship Act, 1955.
4. Kanu Priya, Immigration Laws, Lexis Nexis 2015.

Note:

1. The students are required to take all the acts into consideration at the time of preparation.
2. Apart from the cases that have been mentioned above, the students are also advised to take note of the other cases mentioned in the books and discussed in the class.

### **Course Assessment Components**

This course is of 100 marks and will have the following assessment components. Final Grades will

be based on the relative performance of a student in the class

Mid Semester Examination	Assignment	Presentation (s)	Project(s)	Total Internal Component	End Semester Examination
15	05	05	15	40	60

### Relationship between the Course Outcomes (COs) and Program Outcomes (POs) / Program Specific Outcomes (PSOs)

#### Matrix 1- Mapping of COs with POs and PSOs

Course Outcomes (COs)	Program Outcomes (POs)								Program Specific Outcomes (PSOs)			
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4
CO1		M		H	M	H	H	M		H	M	H
CO2	H		M						M			
CO3	M	H	H	H	M		M	H	H			M
CO4		M		M			H	M		M	H	M

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

**SYLLABUS**  
**SCHOOL OF LAW**  
**PUBLIC POLICY FRAMEWORK IN INDIA**

**Course Code- LLMCST15**

**Credit-2**

**Objective-**

The objective of this course is to enable the students to understand and appreciate the system of policy formulation existing in India. The students should particularly appreciate the role of government and judicial institutions in promotion of public policy, its limitations and challenges. The course also tries to develop a basic understanding about the principles and various concepts of public policy and further, to understand the Indian judicial responses in promoting policy implementation.

**Course Outcome:**

**CO1:** Identify the importance of the policy formulation and its underlying principles

**CO2:** Interrelate and analyze, the concept of effective implementation of policies in different countries

**CO3:** Apply the concept of promotion of governance through judicial review and judicial activism.

**CO4:** Analyze and interpreting emerging trends and challenges to public policy

**COURSE CONTENTS:**

**MODULE 1: Introduction**

Nature, Scope and Importance of Public Policy

Evolution of Public Policy and Policy Sciences

Public Policy and Public Administration

Institutionalism

Policy as a Political Activity

Public Choice

Niti Ayog

**MODULE 2:**

National Education Policy 2020

National Policy on Software Products 2021

**MODULE 3:**

National Intellectual Property Rights Policy 2016

National Policy on Disaster Management 2009

**MODULE 4:**

Policy Implementation and Evaluation

Economic Constraints on Public Policy

Political Feasibility: Interests and Power

Institutional Constraints on Policy

Social and Cultural Factors: Constraining and Enabling Policy Reversals

Impact of Globalization on Policy Making

Liberalization and Growth of Indian Economy

Reservation

**Pedagogy-**

The application of specific pedagogy is motivated from the fact that strong foundations need to be developed. However, it is to be kept in mind that implied understanding also needs to be developed on current issues relating to legal scenario in India. Pedagogy for the module has to take care of two things. Firstly, a constant interaction among students and tutor is required, involving students in active and participative manner. Secondly, an instructive strategy is required to understand implications emphasising learning by doing. Thus, in this module following pedagogical approaches are adopted:

- Student Lecture and Presentation: To support the development of theoretical construct.
- Case study Method: Better understanding of the case structure and interpretation of law and procedure.
- Research and analysis: Better understanding of the case structure and interpretation of law and procedure.

**Reference Books:**

- Agarwal, J. C. (2009), Education policy in India, Neha Publishers & Distributors.
- Anne O. Krueger, (2002), Economic Policy Reforms and the Indian Economy (ed.), University of Chicago Press, Chicago.
- Bijoy Chandra Mohapatra (2013), Reservation Policy in India, Neha Publishers & Distributors.
- Dev, Mahendra (2008), Inclusive Growth in India, Oxford Collected Essays.
- Dube, Akhilesh (1997), Commercialization of education in India: Policy, law, and justice, A.P.H. Pub. Corp.
- Esharenana E. Adomi, (2010), Frameworks for ICT Policy: Government, Social and Legal Issues, IGI Global Snippet.

- Ram Ayodhya Singh (2012), Caste Based Reservation Policy and Human Development in India, Globus Press.
- S. K. Modi (2013), Discrimination Caste System And Reservation Policy of Modern India, Neha Publishers & Distributors Sen ,
- Amartya (2000), Social Exclusion: Concept, Application and Scrutiny, Papers No.1. Asian Development Bank.
- National Education Policy 2020
- National Policy on Software Products 2021
- National Intellectual Property Rights Policy 2016
- National Policy on Disaster Management 2009

Note:

1. The students are required to take all the acts into consideration at the time of preparation.
2. Apart from the cases that have been mentioned above, the students are also advised to take note of the other cases mentioned in the books and discussed in the class.

### Course Assessment Components

This course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class

Mid Semester Examination	Quiz(s)/ Presentation (s)	Assignment(s)	Total Internal Component	End Semester Examination
15	15	10	40	60

### Relationship between the Course Outcomes (COs) and Program Outcomes (POs) / Program Specific Outcomes (PSOs)

#### Matrix 1- Mapping of COs with POs and PSOs

Course Outcomes (COs)	Program Outcomes (POs)								Program Specific Outcomes (PSOs)			
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4
CO1	H	M		H	M	H	H		M		H	M

CO2			M		M	M	H	H		M		
CO3	M	H		M		M				H	H	M
CO4	H	M		M	H	M		H	M		M	

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

**SYLLABUS**  
**SCHOOL OF LAW**  
**FEDERALISM: CENTRE- STATE RELATIONS**

**Course Code- LLMCST13**

**Credit-2**

**Course Objectives:**

In this course, there will be extensive study on Centre and state relationship along with emerging trends in this area. The course attempts to cover theoretical and practice of federal principles. In order to make it intensive study, the comparative study of other common wealth countries is also brought within its fold. There is a value-addition in traditional sphere of federalism by adding fiscal relationship and local self-government module. The emerging challenges in financial relationship between Centre and state will help student to work with different research agencies and institutions. Some of the basic objective of this course are to understand the concept of federalism, to undertake a study of legislative and executive working of Centre-State relationship in smooth functioning of federal constitution, to analyze emerging trends in financial relationship between Centre and States and to understand the importance of third tier government in governance.

**Course Outcomes:**

- CO1; Identify the importance of Constitutionalism and its underlying principles.  
CO2; Examine the concept of Federalism in India and relations between Union and States.  
CO3: Analyze the contemporary cases in the light of expanding jurisdiction of the High Courts and the Supreme Court in promoting legislative and financial relations between Centre and State.
- CO4: Criticize and interpret various decisions of the judiciary in pursuance of principle of interpretation of laws in India and their applicability in maintaining harmony amid Centre and State.

**COURSE CONTENT**

**MODULE 1: Constitutionalism**

1. What is Constitutionalism?
2. What is Constitution?
3. Modern Constitutionalism
4. Constitutionalism in USA, UK, Canada and India.

**MODULE 2: Federalism**

1. What is a federal government?

2. Difference between confederation and Federation
3. Condition requisite for federalism
4. Patterns of Federal Government – USA, Australia, Canada and India

### **MODULE 3: Legislative Relations**

1. Territorial Jurisdictions
2. Distribution of Legislature powers
3. Principles of Interpretations
4. Repugnancy
5. Residuary Power
6. Parliamentary Legislation in the State field
7. Distributions of powering other Federations, Canada, USA, Australia

### **MODULE 4: Union – State Financial Relations**

1. Centre- State relations
2. Factors responsible for sub-ordination of States
3. Distribution of Fiscal Power
4. Scheme of Allocation of taxing
5. Extent of Union Power of Taxation
6. Residuary Power- inclusion of fiscal power
7. Restriction of fiscal power
8. Fundamental Rights
9. Inter-Government tax immunities
10. Difference between tax and Fee
11. Distribution of Tax Revenue
12. Borrowing power of the State
13. Planning and Financial Relations

### **PEDAGOGY:**

The module will be taught by combination of lectures, Seminar, Workshop and Tutorials. Role play, Quiz, Problem Solving, Mock Trial, Debate, Panel Discussions, Audio-Visual Presentation, Case analysis, Case Presentation, Project work, will be other methods of teaching beyond the lecture method. Experts in the field will be invited to deal with the practical aspects of the subject.

### **BOOKS TO BE REFERRED**

1. Austin, Granville, *The Indian Constitution: Cornerstone of a Nation*, Ch 8
2. Blackshield, T and Williams, G, *Australian Constitutional Law and Theory*, Ch 6
3. Dicey, A V, *An Introduction to the study of the Law of the Constitution*, Ch III
4. *Federalism: A Foreword*, 86 Yale Law Journal 1019 (1977)
5. Friedrich, Carl J, *Constitutional Government and Democracy*, Ch XI

Note:

1. The students are required to take all the acts into consideration at the time of preparation.
2. Apart from the cases that have been mentioned above, the students are also advised to take note of the other cases mentioned in the books and discussed in the class.

### Course Assessment Components

This course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class

Mid Semester Examination	Assignment	Presentation (s)	Project(s)	Total Internal Component	End Semester Examination
15	05	05	15	40	60

### Relationship between the Course Outcomes (COs) and Program Outcomes (POs) / Program Specific Outcomes (PSOs)

#### Matrix 1- Mapping of COs with POs and PSOs

Course Outcome s (COs)	Program Outcomes (POs)								Program Specific Outcomes (PSOs)			
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4
CO1		M	H	M		H		M	H	H		M
CO2	H	M		H	M		M		M		M	
CO3			M		M		M	H				M
CO4	M	M	H	M	H	M		M	M	M	H	H

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

**SYLLABUS**  
**SCHOOL OF LAW**  
**COMPARATIVE CONSTITUTIONAL LAW**

**Course Code- LLMCST14**

**Credit-2**

**Course Objective:**

The study of Constitutional law includes analysis of provisions, interpretation and suggestive modifications required to keep pace with the changing circumstances. The emergence of the Constitution from the minds of the framers and the comparative study of Constitutions of other countries of the world basis the adoption of principles needs to be highlighted. This course has been designed to apprise the students of the various comparative features of Constitution of different countries of the world. Focus is laid on comparative study and analysis of basic laws of different countries which serves as a source of reforming the law of our own country as per the conditions prevailing therein.

**Course Outcomes:**

- CO1: Identify the role played by the different constitutions in framing the Constitution of India.
- CO2: Evaluate the importance of written Constitution and analyze the difference between various forms of Government.
- CO3: Inter-relate various fundamentals of judicial review, Amendability and rights under the Constitution.
- CO4: Critically analyze and interpret various provisions of the Constitution of India in the light of provisions of other constitutions of the world.

**COURSE CONTENT**

**MODULE I: Comparative Law**

Extent and Scope of Comparative Constitution  
Importance of Comparative study in Constitution Making  
Written v/s Unwritten Constitution  
Federal and Unitary  
Doctrine of Separation of Powers

**MODULE II: Rights under the Constitution**

Principles of Natural justice: *Audi alteram partem*, *Nemo judex in causa sua*

Bill of Rights under the US Constitution  
Equality and Rule of Law  
Secularism  
Right to life  
Un-enumerated Fundamental Rights

### **MODULE III: Judicial Review**

Constitutional Supremacy  
Judiciary as Final Interpreter of the Constitution  
Limitations on the powers of the government  
Doctrine of *Stare decisis*  
Departures from Foreign Precedents

### **MODULE IV: Amendment and Basic structure**

Amendment of the Constitution  
Extent of Power of Legislature  
Doctrine of Basic Structure  
Theory of Implied Limitation

### **Suggested Readings:**

5. D.D.Basu, Comparative Constitutional Law, Lexis Nexis, 2014.
6. Tom Ginsburg, Rosalind Dixon, Comparative Constitutional Law, Edward Elgar Publishing.
7. Michel Rosenfeld, András Sajó, The Oxford Handbook of Comparative Constitutional Law, OUP Oxford.
8. Mark Tushnet, The Possibilities of Comparative Constitutional Law (1999) 108 Yale.L.J.1225.
9. Ran Hirschl, The Rise of Comparative Constitutional Law: Thoughts on Substance and Methods, Indian Journal of Constitutional Law, (2008).
10. Sujit Choudhry, Globalisation in Search of Justification: Toward a Theory of Comparative Constitutional Interpretation, (1999) 74 Ind. L. J. 819.
11. E-Module, Comparative Constitutional law, e-paathshala, MHRD.
12. Iftikhar Hussian Bhat, "Doctrine of Basic Structure as a Constitutional Safeguard in India: Reflection in the Jurisprudence of Other Countries", International Journal of Research in Humanities and Social Sciences, Vol.1, Issue:3, May 2013.

Note:

1. The students are required to take all the acts into consideration at the time of preparation.
2. Apart from the cases that have been mentioned above, the students are also advised to take note of the other cases mentioned in the books and discussed in the class.

### Course Assessment Components

This course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class

Mid Semester Examination	Assignment	Presentation (s)	Project(s)	Total Internal Component	End Semester Examination
15	05	05	15	40	60

### Relationship between the Course Outcomes (COs) and Program Outcomes (POs) / Program Specific Outcomes (PSOs)

#### Matrix 1- Mapping of COs with POs and PSOs

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CO2	H		M						M			
CO3	M	H	H	H	M		M	H	H			M
CO4		M		M			H	M		M	H	M

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

**SYLLABUS**  
**SCHOOL OF LAW**  
**ADMINISTRATIVE PROCESS AND JUDICIAL CONTROL**

**Course Code- LLMCST11**

**Credit-2**

**Course Objectives:**

The objective of this course is to enable the students to understand and appreciate the concept of administrative process and its constitutional standards existing in India. The students should particularly appreciate the role of judicial institutions in interpreting the administrative actions, its limitations and challenges. The course also tries to develop a basic understanding about the principles and various concepts of judicial review and further, to understand the dimensions of emerging liabilities.

**Course Outcomes:**

- CO1:** Understand the concept and system of administrative process and judicial review in India.
- CO2:** Develop general critical approach to the new law and to problem solving.
- CO3:** Learn the role/contribution of various judicial and non-judicial institutions and their functionaries.
- CO4:** Gather knowledge about the emerging liabilities and its dimensions.

**COURSE CONTENT**

**Module 1:**

1. Administrative Law : Meaning and Nature and Scope.
2. Administrative process: Nature and Meaning,
3. The role of civil service and administrative agencies.
4. Doctrine of Police Power, Doctrine of Eminent Domain, Rule of Law, Doctrine of Separation of Powers

**Module 2:**

1. Delegated Legislation
2. Natural Justice
3. Administrative Adjudication
4. Taxing Power

**Module 3:**

1. Administration of Justice

2. Role of Judiciary
3. Writs
4. Injunctions and Declaration

**Module 4:**

1. Liability of Government
2. Constitutional Protection of Civil Servants
3. Public Interest Litigation
4. Doctrine of Estoppel
5. Doctrine of Waiver

**Pedagogy:**

The module will be taught by combination of lectures, Seminar, Workshop and Tutorials. Role play, Quiz, Problem Solving, Mock Trial, Debate, Panel Discussions, Audio-Visual Presentation, Case analysis, Case Presentation, Project work, will be other methods of teaching beyond the lecture method. Field trip to Parliament of India and Supreme Court of India will be organized during the semester for gaining practical exposure. Experts in the field will be invited to deal with the practical aspects of the subject.

**Books to be Referred**

1. Glanville Austin, *Indian Constitution-Cornerstone of the Nations*, Oxford University Press, 1999
2. H.M Seervai, *Constitutional Law of India*, Universal Law Publishing, 4<sup>th</sup> Edition, 2015
3. M.P. Jain, *Indian Constitutional Law*, Lexis Nexis, 2013
4. Peter H. Schuck, *Foundations of Administrative Law* (1994), Oxford, New York
5. De Smith, *Judicial Review of Administrative Action* (1995)
6. M.P. Jain, *Cases and Materials on Administrative Law* (1996), Vol.I, Wadha, Nagpur
7. S.P. Sathe, *Administrative Law*, Butterworths, India.
8. Bagawati Prasad Banerjee, *Writ Remedies*, Wadhwa, Nagpur
9. Jain & Jain, *Principles of Administrative Law*
10. Ivor Jennings, *Law & the Constitution*

**Course Assessment Components**

This course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class

Mid Semester Examination	Assignment	Presentation (s)	Project(s)	Total Internal Component	End Semester Examination
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15	05	05	15	40	60
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**Relationship between the Course Outcomes (COs) and Program Outcomes (POs) / Program Specific Outcomes (PSOs)**

**Matrix 1- Mapping of COs with POs and PSOs**

Course Outcome s (COs)	Program Outcomes (POs)								Program Specific Outcomes (PSOs)			
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CO1	H	M		H	M	H	H		M		H	M
CO2			M		M	M	H	H		M		
CO3	M	H		M		M				H	H	M
CO4	H	M		M	H	M		H	M		M	

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

**SYLLABUS**  
**SCHOOL OF LAW**

**LAW OF FUNDAMENTAL RIGHTS AND LAW OF WRITS**

**Course Code- LLMCST12**

**Credit-2**

**Course Objectives:**

The Fundamental law of the land is its Constitution and it deals with the framework of governance of a country, functions of institutions such as legislative, executive and judicial. The study of Constitutional law includes analysis of provisions, interpretation and suggestive modifications required to keep pace with the changing circumstances. The most magnificent part of the Constitution deals with Fundamental Rights and their enforcement. This course deals with the evolutionary aspect of fundamental rights, relaxation of the rule of locus standi, enforcement of rights through writs and the expanding power of judicial review and activism through writ jurisdiction. The Course is aimed at understanding and analyzing the role of judiciary in enforcing the fundamental rights and applying the writ jurisdiction of the High Courts and the Supreme Court.

**Course Outcomes:**

**CO1:** Identify and understand the importance of writs in the enforcement of Fundamental Rights under the Indian Constitution.

**CO2:** Examine the role of judiciary in enforcing rights and relaxing principles of application of law.

**CO3:** Analyze the contemporary cases in the light of expanding writ jurisdiction of the High Courts and the Supreme Court.

**CO4:** Criticize and interpret various decisions of the judiciary in pursuance of the law of writs in India and their relationship with the other existing Laws.

**COURSE CONTENT**

**Module 1: Fundamental Rights, Fundamental Duties and Directive Principles of State Policy**

1. Concept of Fundamental Rights and Relation with Natural Rights
2. Enforcement of Fundamental Rights
  - ☐ Definition of 'State' - Rights against state
  - ☐ Rights against non-state actors
  - ☐ Is there need to enlarge the definition of State?
3. Fundamental Rights: Limitations, Suspendability and Amendability

4. Remedies against Violation/Threat of Violation of Fundamental Rights – Effects of Indemnity Granted under Article 34.
5. Significance and Importance of Fundamental Duties
6. Significance of Directive Principles of State Policy and their Unenforceability
7. Emerging Regime of New Rights and Remedies under the Garb of Fundamental Rights – Use of DPSP and International Instruments in Interpreting FRs.
8. Constitutional Torts
9. FRs and Judicial Review
  - ☐ Reasonableness Test and Strict Scrutiny Test
  - ☐ Rights Test and Essence of Rights Test

## **Module 2: Media and Law**

1. The Concept of Freedom of Thought, Speech and Expression
2. Role of Mass Media in Democratic Countries
3. Media and Freedom of Expression under the Indian Constitution
4. Ownership Pattern: Press, Film and other Electronic Media
5. Pre-censorship
6. Media and Rights of Others
  - ☐ Media and Right to Privacy
  - ☐ Media and Parliamentary Privileges
  - ☐ Media and Contempt of Court
7. Right to Advertisement
8. Media Rights During Emergency
9. Media and Accountability

## **Module 3: Judicial Review**

1. The Concept of Judicial Review – Origin and Its Democratic Legitimacy
2. Judicial Review of Legislation
3. Judicial Review of Administrative Actions
  - ☐ Grounds
  - ☐ Scope – Permissibility of Merits Review
4. Limits on Judicial Review
5. Doctrine of Political Questions
6. Judicially Manageable Standards
7. Policy Matters

## **Module 4: Writs**

1. Constitutional Framework for Judicial Review of Administrative Actions in India

- ☐ Power and Jurisdiction of the Supreme Court
- ☐ Power and Jurisdiction of High Courts
- 2. Subordinate Courts and Judicial Review of Administrative Actions – Is there a need to invoke Article 32 (3)?
- 3. Writs
  - ☐ Mandamus
  - ☐ Certiorari
  - ☐ Quo warranto
  - ☐ Prohibition
  - ☐ Habeas Corpus
- 4. Judicial Activism as an Extension of Power of Judicial Review
- 5. Exclusion of Judicial Review

### **Pedagogy:**

The module will be taught by combination of lectures, Seminar, Workshop and Tutorials. Role play, Quiz, Problem Solving, Mock Trial, Debate, Panel Discussions, Audio-Visual Presentation, Case analysis, Case Presentation, Project work, will be other methods of teaching beyond the lecture method. Field trip to Parliament of India and Supreme Court of India will be organized during the semester for gaining practical exposure. Experts in the field will be invited to deal with the practical aspects of the subject.

### **Cases to be Referred**

1. Kesavananda Bharati v. State of Kerala, AIR 1973 SC 1461
2. S. R. Bommai v. Union of India, AIR 1994 SC 1918
3. State of West Bengal v. Union of India, AIR 1963 SC 1241
4. Ram Jawaya Kapur v. State of Punjab, AIR 1955 SC 549
5. Kuldeep Nayar v. Union of India, AIR 2006 SC 3127
6. State of Haryana v. State of Punjab, AIR 2002 SC 685
7. In re Berubari Union and Exchange of Enclaves, AIR 1960 SC 845 3 | P a g e
8. Ram Kishore Sen v. Union of India, AIR 1966 SC 644
9. Union of India v. Sukumar Sengupta, AIR 1990 SC 1692
10. N. Masthan Sahib v. Chief Commissioner Pondicherry, AIR 1962 SC 797
11. R. C. Poudyal v. Union of India, AIR 1993 SC 1804
12. Babulal Parate v. State of Bombay, AIR 1960 SC 51
13. Som Prakash v. Union of India, AIR 1981 SC 212 1
14. 4. Pradeep Kumar Biswas v. Indian Institute of Chemical Biology (2002) 5 SCC 111
15. G. Basi Reddy v. International Crops Research Institute, JT 2003 (2) SC 180
16. Zee Telefilms Ltd. v. Union of India (2005) 4 SCC 649
17. Keshavan Madhava Menon v. State of Bombay, AIR 1955 SC 128

18. State of Gujarat v. Sri Ambika Mills, AIR 1974 SC 1300

19. Bhikaji Narain Dhakras v. State of M. P., AIR 1955 SC 781

### Books to be Referred

- Glanville Austin, *Indian Constitution-Cornerstone of the Nations*, Oxford University Press, 1999
- H.M Seervai, *Constitutional Law of India*, Universal Law Publishing, 4<sup>th</sup> Edition, 2015
- M.P. Jain, *Indian Constitutional Law*, Lexis Nexis, 2013
- P.M. Bakshi, *The Constitution of India*, Universal Law Publishing Co., 2014
- V.N. Shukla, *Constitution of India*, Eastern Book Agency, 2014

### Course Assessment Components

This course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class

Mid Semester Examination	Assignment	Presentation (s)	Project(s)	Total Internal Component	End Semester Examination
15	05	05	15	40	60

### Relationship between the Course Outcomes (COs) and Program Outcomes (POs) / Program Specific Outcomes (PSOs)

#### Matrix 1- Mapping of COs with POs and PSOs

Course Outcome s (COs)	Program Outcomes (POs)								Program Specific Outcomes (PSOs)			
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4
CO1	H	M	H	M		H		M	H	H	M	
CO2	M	H		H	M		M		M			H
CO3	H	M		M	H		M	H	H		M	
CO4		M	H		H	M		M	H	M	H	M

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

# **INTELLECTUAL PROPERTY LAW**

**SYLLABUS**  
**SCHOOL OF LAW**

**BIODIVERSITY, BIOTECHNOLOGY, BIOMEDICAL INNOVATIONS AND IP LAW**

**Course Code- LLMIPR15**

**Credit-2**

**Course Objectives:**

The course aims at analyzing the provisions of law relating to the course, implementation of the same by the Government and their applications to the affected individuals. The increasing biodiversity has further increased the scope of inventions in biomedical fields. The course focusses on the lack of implementation and recognition of protection of these inventions.

**Course Outcomes:**

CO1: Knowledge of basic fundamentals of Law other than IPR to understand the legal system and its administration not only at the national but also international level.

CO2: To incline towards practical oriented understanding of Law in general and IPR Law in particular.

CO3: Students will understand the concept of biodiversity Act. It will also enable the students to understand the concept of generic resources and its usage.

CO4: The course will enable the student to learn the substantive and procedural aspects of the law relating to biodiversity.

**COURSE CONTENTS:**

**Module I: Introduction**

1. Meaning and Definitions of Biodiversity
2. Importance and Value of Biodiversity
3. Decline of Biodiversity: Past, Present and Future
4. Natural Extinction Process
5. Human-Induced Extinction Process

**Module II: Protection and Conservation of Biodiversity at International Level**

1. Salient Features of the Convention on Biological Diversity, 1992
2. Basics of the Cartagena Protocol on Biosafety, 2000 to the Convention on Biological Diversity.
3. Basics of the Nagoya Protocol on Access to Genetic Resources and the Fair and Equitable

Sharing of Benefits Arising from their Utilization, 2010 to the Convention on Biological Diversity.

4. An Overview of the Ramsar Convention on Wetlands, 1971

5. An Overview of the Convention on International Trade in Endangered Species (CITES), 1972

### **Module III: Protection and Conservation of Biodiversity at National Level**

1. Salient Features of the Biological Diversity Act, 2002

2. Composition, Power and Function of the National Biodiversity Authority

3. Composition, Power and Function of the State Biodiversity Authority

4. An Overview of Biodiversity Management Committee

5. Power and Duty of the Central Government and the State Government

6. An Overview of the Protection of Plant Varieties and Farmers Right Act, 2001

### **Module IV: Conservation Methods**

1. Importance of Sanctuaries and National Parks

2. Community and Conservation Reserves

3. Biosphere Reserves

4. Protected Forest and Reserved Forests

5. Role of Judiciary and Protection of Biodiversity

### **Pedagogy:**

The application of specific pedagogy is motivated from the fact that strong foundations need to be developed. However, it is to be kept in mind that implied understanding also needs to be developed on current issues relating to legal scenario in India. Pedagogy for the module has to take care of two things. Firstly, a constant interaction among students and tutor is required, involving students in active and participative manner. Secondly, an instructive strategy is required to understand implications emphasising learning by doing. Thus, in this module following pedagogical approaches are adopted:

- Student Lecture and Presentation: To support the development of theoretical construct.
- Case study Method: Better understanding of the case structure and interpretation of law and procedure.
- Group discussions

### **Text Books:**

U.Baxi, Biotechnology and Legal Order: Dilemmas of the Future of Law and Human Nature (1993)

D. Bull, A Growing Problem : Pesticide and the Third World Poor (1982)

J. Doyle, Altered Harvest, Agriculture, Genetics and Fate of The World's Food Supply (1986)

Z. Harsanyi & R. Hutton, Genetic Prophecy: Beyond the Double Helix (1987)

United Nations, Our Common Future : The World Commission on Environment and Development (1987)

Symposium on Biotechnology and Law, 11 Rutgers Computer and Technology Law Journal (1985)

Iver P. Cooper, Biotechnology and Law (1998), Clerk Boardman Callaghan, New York

Arjun Prasad Nagore, Bibliological Diversity and International Environmental Law (1996) A.P.H. Publishing Corporation, New Delhi.

Project Large, Plant Variety Protection and Plant Biotechnology - Options for India (1999), Allied.

M.S. Swaminathan, Genetic Conservation: Microbes to Man, Presidential Address at XV International Congress of Genetics, New Delhi, India, December 12-21, 1983

Wild Genetic Resources, Earthscan Press Briefing Document No.33, Earthscan, London (1982).

K.L.Mehta and R.L. Arora, Plant Genetic Resources of India; their Diversity and Conservation (1982), National Bureau of Plant Genetic Resources, New Delhi.

P.N. Bhat et.al., Animal Genetic Resources in India (1981)

P.N. Bhat, "Conservation of Animal Genetic Resources in India, "Animal Genetic Resources, Conservation and Management FAO, Rome, (1981)

### Course Assessment Components

This course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class

Mid Semester Examination	Assignment	Presentation (s)	Project(s)	Total Internal Component	End Semester Examination
15	05	05	15	40	60

### Relationship between the Course Outcomes (COs) and Program Outcomes (POs) / Program Specific Outcomes (PSOs)

#### Matrix 1- Mapping of COs with POs and PSOs

Course Outcomes (COs)	Program Outcomes (POs)	Program Specific Outcomes (PSOs)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4
CO1	H	M		H	M	H	H		M		H	M
CO2			M		M	M	H	H		M		
CO3	M	H		M		M				H	H	M
CO4	H	M		M	H	M		H	M		M	

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

**SYLLABUS**  
**SCHOOL OF LAW**  
**COPYRIGHT AND ALLIED RIGHTS**

**Course Code- LLMIPR11**

**Credit-2**

**Course objective-**

The objective of this course is to enable the students to Identify common beliefs about copyright law and fair use, define and apply permissions granted by copyright law to various scenarios, distinguish differences between legitimate creative uses and infringement of copyrighted material. The course will help students to explore the relationship between copyright law and innovation, showing how the courts and lawmakers have struggled to build a legal framework to both compensate artists and encourage innovative uses of creative works and new technologies and will further help students understand legal rights and responsibilities with respect to copyright and technology use.

**Course Outcomes:**

- CO1 Identify the importance of the copyright laws, conventions and its underlying principles
- CO2 Understanding the application of copyright law in the present scenario
- CO3 Apply the concept of Performers rights, Broadcast Reproduction Rights and Public Interest under the Indian Copyright Law and under International Conventions
- CO4 Analyze and interpreting emerging trends and challenges in copyright law

**COURSE CONTENTS:**

**MODULE 1: Historical Background of Copyright**

1. Introduction to Copyright
  - a) Meaning and nature of Copyright
  - b) Historical development of the law of copyright
  - c) Justification for Copyright and need for Registration
  - d) Nature and scope of Copyright Law
2. International Conventions and Treaties on Copyright
  - a) Berne Convention
  - b) Universal Copyright Convention
  - c) Rome Convention, 1961

- d) Phonogram Convention, 1971
- e) TRIPs Agreement
- f) WIPO Copyright Treaty, 1996
- g) WIPO performance and Phonogram Treaty, 1996

## **MODULE 2: Subject Matter of Copyright**

- 1. Subject matter of Copyright
  - a) Literacy, Computer, Dramatic, Musical, and Cinematograph film etc.
  - b) Provisions under Indian Law and International Conventions
- 2. Ownership, duration and assignment of copyright
  - a) Ownership of literacy, dramatic, artistic and computer generated works etc.
  - b) Economic and moral rights of copyright owners
  - c) Terms of copyright
  - d) Assignment of copyright and licenses

## **MODULE 3: Performers Rights, Broadcast and reproduction rights**

- 1. Performers rights under the Indian Copyright Law and under International Conventions
  - a) Historical development of performers rights
  - b) Economic and moral rights of performers
  - c) Exception of performers rights
- 2. Broadcast Reproduction Rights and Public Interest
  - a) Meaning of Broadcast Reproduction Rights
  - b) Exception under Indian Law
  - c) International Convention

## **MODULE 4: Infringement of copyright**

- 1. Infringement of copyright
  - a) Mode of infringement of various copyright works
  - b) Statutory exception under Indian law and international convention
- 2. Remedies of infringement of copyright under national and international perspective
  - a) Preventive and compensatory civil remedies
  - b) Criminal remedies
  - c) Administrative remedies

### **Pedagogy-**

The application of specific pedagogy is motivated from the fact that strong foundations need to be developed. However, it is to be kept in mind that implied understanding also needs to be developed on current issues relating to legal scenario in India. Pedagogy for the module has to take care of two things. Firstly, a constant interaction among students and tutor is required, involving students in active and participative manner. Secondly, an instructive strategy is required to understand implications emphasising learning by doing. Thus, in this module following pedagogical

approaches are adopted:

- Student Lecture and Presentation: To support the development of theoretical construct.
- Case study Method: Better understanding of the case structure and interpretation of law and procedure.
- Research and analysis: Better understanding of the case structure and interpretation of law and procedure.

**Textbooks:**

1. Shiv Sahai Singh, *The Law of Intellectual Property Rights* (Deep & Deep publication Pvt. Ltd. 2004)
2. Phillippe Culet, *Intellectual Property Protection and Sustainable development* (Lexis Nexis Butterworth, 2004)
3. W R Cornish, *Intellectual Property: Patents, copyright, Trademarks and allied rights* (London: Sweet & Maxwell, 1996)
4. Jayanti Bagachi, *World Trade organization; an Indian Perspective* (2000).
5. Narayanan, P., *Intellectual Property Rights*, (Eastern Book House)
6. International Copyright and Neighboring Rights; Stephen M. Steward (Londong, 1983)
7. Cornish, *Intellectual property: patents, copyrights, trademarks and allied rights* (Sweet and Maxwell eighth edition)
8. Cornish, *Cases and materials on Intellectual property*, (Sweet and Maxwell fifth edition)

## Course Assessment Components

This course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class

Mid Semester Examination	Assignment	Presentation (s)	Project(s)	Total Internal Component	End Semester Examination
15	05	05	15	40	60

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs) / Program Specific Outcomes (PSOs)**

### Matrix 1- Mapping of COs with POs and PSOs

<b>Course Outcome s (COs)</b>	<b>Program Outcomes (POs)</b>								<b>Program Specific Outcomes (PSOs)</b>			
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4

CO1	M	M	H	M		M		M	H	H	M	
CO2	H	H		H	M		H		M	M		H
CO3		M	M		H		H	H	H	H		
CO4	H	M	H		H	M		M	H		H	M

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

**SYLLABUS**  
**SCHOOL OF LAW**  
**IP LAW & TECHNOLOGY**

**Course Code- LLM IPR 16**

**Credit-2**

**Course Objectives:**

The Course seeks to cover all the aspects of Cyber Law particularly the Information Technology Act 2002, understand the cyber space and its regulatory framework, important issues in global e-commerce, and IPR Issues with special attention to copyright and trademark issues.

**Course Outcomes:**

- CO1 Understand the Cyber world and cyber law in general
- CO2 Understand the various facets of cyber crimes and enhance the understanding of problems arising out of online transactions and provoke them to find solutions
- CO3 .Clarify IP issues in the cyber space and the growth and development of law in this regard
- CO4 Educate about the regulation of cyber space at national and international level

**COURSE CONTENTS**

**MODULE 1: Introduction to the Cyber World and Cyber Law**

Cyber World: An Overview

- The internet and online resources
- Security of information
- Digital signature
- An Overview Cyber Law
- Introduction about the cyber space
- Regulation of cyber space – introducing cyber law
- Scope of Cyber laws – e-commerce; online contracts; IPRs (copyright, trademarks)

**MODULE 2: Regulatory Framework**

- International Legal Regime
- International legal regime relating to Intellectual Property Rights – (i) Berne Convention; (ii) Rome Convention; (iii) WIPO Copyright Treaty; (iv) WIPO Performance and Phonograms Treaty; (v) UDRP; (vi) OECD convention on Database protection
- Domestic Legal Regime – Cyber Law in India - Information Technology Act, 2000 – Digital Signature; E-Governance; Regulation of Certifying Authorities; Duties of

Subscribers; Penalties and Adjudications; Offences under the Act; Making of Rules and Regulations etc

### **MODULE 3: E-Commerce**

Online business, Definition of E-commerce, Types of E-commerce, Important Issues in Global E-commerce

- Issues relating to Access (to infrastructure; to contents; universal access; Digital Divide and Universal Divide);
- Trust, Privacy
- Security
- Consumer Protection
- Content Regulation; Uniformity in Legal Standards pertaining to internet.
- Application of conventional territory based law to E-commerce – Taxation, Intellectual Property Rights, International Trade, Commercial law and standards, Dispute resolution

### **MODULE 4: Cyber space and Intellectual Property issues**

- IPR – An Overview
- Copyright Issues in Cyberspace
- Trademark Issues in cyberspace - Domain Name Dispute, Cybersquatting, Uniform Dispute Resolution Policy, Meta-tags and Key words, Computer Software and Related IPR Issues

#### **Pedagogy:**

Thus, in this module following pedagogical approaches are adopted:

- Student Lecture and Presentation: To support the development of theoretical construct.
- Case study Method: Better understanding of the case structure and interpretation of law and procedure.
- Group Discussions on the recent issues revolving the new concepts as per the new Act.

#### **Books to be Referred**

- Chris Reed & John Angel, Computer Law, OUP, New York, (2007).
- Justice Yatindra Singh, Cyber Laws, Universal Law Publishing Co, New Delhi, (2012).
- Verma S, K, Mittal Raman, Legal Dimensions of Cyber Space, Indian Law Institute, New Delhi, (2004)
- Jonthan Rosenoer, Cyber Law, Springer, New York, (1997).

- Sudhir Naib, The Information Technology Act, 2005: A Handbook, OUP, New York, (2011)
- S. R. Bhansali, Information Technology Act, 2000, University Book House Pvt. Ltd., Jaipur (2003).
- Vasu Deva, Cyber Crimes and Law Enforcement, Commonwealth Publishers, New Delhi
- Prashant Mali, Cyber Law & Cyber Crimes, Snow White publications, Mumbai.
- Farooq Ahmad, Cyber Law in India, Pioneer Books.
- Suresh T. Vishwanathan, Indian Cyber Law, Bharat Law House, New Delhi.

#### Reference websites:

1. <https://www.karnikaseth.com/protecting-intellectual-property-in-cyber-space.html>
2. <https://www.mondaq.com/india/privacy-protection/257328/an-overview-of-cyber-laws-vs-cyber-crimes-in-indian-perspective>
3. <https://shodhganga.inflibnet.ac.in/bitstream/10603/45071/10/chapter%205.pdf>
4. [https://www.lkouniv.ac.in/site/writereaddata/siteContent/202004131505182050sanjana\\_mittal\\_law\\_IPR\\_and\\_Cyber\\_law.pdf](https://www.lkouniv.ac.in/site/writereaddata/siteContent/202004131505182050sanjana_mittal_law_IPR_and_Cyber_law.pdf)
5. <https://blog.ipleaders.in/laws-tackling-cyber-squatters-cyber-squatting/>
6. <https://blog.ipleaders.in/effectiveness-of-cyber-laws-in-restricting-cyber-crimes-vis-a-vis-national-security-concerns/>
7. <https://blog.ipleaders.in/an-overview-on-e-commerce/>
8. <https://blog.ipleaders.in/cyber-laws-in-india/>

#### Course Assessment Components

This course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class

Mid Semester Examination	Assignment	Presentation (s)	Project(s)	Total Internal Component	End Semester Examination
15	05	05	15	40	60

#### Relationship between the Course Outcomes (COs) and Program Outcomes (POs) / Program Specific Outcomes (PSOs)

##### Matrix 1- Mapping of COs with POs and PSOs

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	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4
CO1	H	M	H	M		H		M	H	H	M	
CO2	M	H		H	M		M		M			H
CO3	H	M		M	H		M	H	H		M	
CO4		M	H		H	M		M	H	M	H	M

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

**SYLLABUS**  
**SCHOOL OF LAW**  
**PATENTS: LAW AND PRACTICE**

**Course Code- LLMIPR13**

**Credit-2**

**Course Objectives:**

The paper is aimed to give students a detailed account of the mandates in relation to patentability and patent eligibility which will equip them as better practitioners and researchers. The paper aims to give adequate emphasis to the procedural aspect of patent law in relation to acquisition and transfer of rights. The paper aims to analyze in detail the concept of infringement through interpretation of claims which carries a lot of significance in relation to patent litigation and research.

**Course Outcomes:**

**CO1:** Develop a clear understanding about the requirements in relation to patentable subject matter and the criteria for the grant of patents Constitution.

**CO2:** Challenges in relation to specific fields such as biotechnology, computer software and pharmaceuticals

**CO3:** Students exposed to the procedural aspects of patent acquisition, both national and international. It will also familiarize the students with the system of maintenance of patent by the right holder and also the practical aspects of transfer of rights.

**CO4:** Understand the claim interpretation techniques and the concept of infringement.

**COURSE CONTENT**

**MODULE I: Evolution and Growth**

1. History of Patent Law in U.K–Beginning of concept
2. History of Patent Law in India- Patent Act, 1970 to Patent (Amendment) Act, 2005
3. Impact TRIPS Agreements
4. The International Patent System

**MODULE 2: Patentability, Registration and Licensing**

1. Patentability and Non-patentability inventions
2. Patenting of Bio-technological inventions
3. Registration, Rights of Patentee, Working of Patents
4. Compulsory Licensing

### **MODULE 3: Traditional Knowledge**

1. Traditional Knowledge and Protection
2. Process for the medicinal and surgical treatment of human being
3. Patenting for life forms – Plants or Animals
4. Pharma Patent vis-à-vis copyright software and computer programs
5. Utility Patent

### **MODULE 4: Infringement of Patent and Remedies**

1. Modes of Infringement
2. National / International Infringement
3. Injunction and other equitable remedies
4. **Emerging Problems Damage and other monetary benefits**
  - i) Cross border patent violation
  - ii) Emerging technologies

### **Pedagogy:**

The module will be taught by combination of lectures, Seminar, Workshop and Tutorials. Role play, Quiz, Problem Solving, Mock Trial, Debate, Panel Discussions, Audio-Visual Presentation, Case analysis, Case Presentation, Project work, will be other methods of teaching beyond the lecture method. Field trip to Parliament of India and Supreme Court of India will be organized during the semester for gaining practical exposure. Experts in the field will be invited to deal with the practical aspects of the subject.

### **Cases To Be Referred**

1. *Bajaj Auto Limited v. TVS Motor Company Ltd.*, 2008 (36) PTC 417 (Mad)
2. *Bayer Corp. v. Union of India*, 162 (2009) DLT 371
3. *Coca Cola Company v. Bisleri International Pvt. Ltd.*, MANU/DE/2698/2009.
4. *Novartis v. Union of India*, Civil Appeal No. 2706-2716 of 2013
5. *Snehlata C. Gupte v. Union of India*, Del HC 2007.
6. *Eastern Book Company v. DB Modak*, (2008) 1 SCC 1.
7. *G. Anand v. Delux Films*, AIR 1978 1613.
8. *Yahoo Inc. v. Akash Arora*, 78 (1999) DLT 285.
9. *Kaviraj Pandit Durga Dutt Sharma v. Navaratna Pharmaceutical Laboratories*, AIR 1965 980
10. *Indian Performing Rights Society v. Eastern Indian Motion Pictures Ltd.*, AIR 1977 SC 1443

### **BOOKS TO BE REFERRED**

1. Feroz Ali Khader, *The Law of Patents with a special focus on Pharmaceuticals in India*, Lexis Nexis. 2011.
2. H.S. Chawla, *Introduction to Intellectual Property Rights*, Oxford and IBH Publishing, 2020.
3. Kalyan C. Kankanala, Arun K. Narasani, and R. Vineetha, *Indian Patent Law and Practice*, Oxford India, 2012.
4. V.K. Ahuja, *Law relating to Intellectual Property Rights*, Lexis Nexis, 2017.

### **Course Assessment Components**

This course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class

Mid Semester Examination	Assignment	Presentation (s)	Project(s)	Total Internal Component	End Semester Examination
15	05	05	15	40	60

### **Relationship between the Course Outcomes (COs) and Program Outcomes (POs) / Program Specific Outcomes (PSOs)**

#### **Matrix 1- Mapping of COs with POs and PSOs**

Course Outcomes (COs)	Program Outcomes (POs)								Program Specific Outcomes (PSOs)			
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4
CO1		M	H	M		H		M	H	H		M
CO2	H	M		H	M		M		M		M	
CO3			M		M		M	H				M
CO4	M	M	H	M	H	M		M	M	M	H	H

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

**SYLLABUS**  
**SCHOOL OF LAW**  
**LAW RELATING TO GEOGRAPHICAL INDICATIONS, DESIGN & TRADITIONAL**  
**KNOWLEDGE**

**Course Code- LLMIPR14**

**Credit-2**

**Course Objectives:**

The course aims at analyzing the provisions of law relating to the course, implementation of the same by the Government and their applications to the affected individuals. The increasing biodiversity has further increased the scope of inventions in biomedical fields. The course focusses on the lack of implementation and recognition of protection of these inventions.

**Course Outcomes:**

CO1: Identify and understand International Evolution of Geographical Indication.

CO2: Examine the role of Geographical Indications and related conventions

CO3: Students will understand the concept of biodiversity Act. It will also enable the students to understand the concept of generic resources and its usage.

CO4: The course will enable the student to learn the substantive and procedural aspects of the law relating to biodiversity.

**COURSE CONTENT**

**Module 1: Historical Background**

- (a) Introduction
- (b) International Evolution of Geographical Indication.
  - i. Indication of Source
  - ii. Appellations of Origin.
- (c) Paris Convention.
- (d) Madrid Agreement
- (e) Lisbon Agreement
- (f) NAFTA
- (g) TRIPs

**Module 2. Emerging Issues**

- (a) Genericide of Geographical Indication.
- (b) TRIPs Article 23 Controversy
- (c) Registration
- (d) Registration of Geographical Indication

- (e) Effect of Registration
- (f) Infringement & Remedies
- (g) Infringement and Passing off of Geographical Indication.

### **Module 3. Protection and Conservation of Biodiversity at National Level**

1. Salient Features of the Biological Diversity Act, 2002
2. Composition, Power and Function of the National Biodiversity Authority
3. Composition, Power and Function of the State Biodiversity Authority
4. An Overview of Biodiversity Management Committee
5. Power and Duty of the Central Government and the State Government
6. An Overview of the Protection of Plant Varieties and Farmers Right Act, 2001

### **Module 4. Traditional Knowledge (TK)**

- a. Meaning, Nature and Characteristics
- b. Need for protection of TK
  - Interface between IPR & TK
- i. Protection of Traditional Knowledge under the Existing Modes of Intellectual Property and Issues thereof
- ii. Concepts of Prior Informed Consent (PIC) and Agreement to benefit sharing (ABS)
- b. National Initiatives
  - i. Defensive protection of TK through legislative efforts: Constitutional Provisions, The Biological Diversity Act, 2002; Protection of Plant Varieties and Farmers' Rights Act, 2001; The Patent Amendment Acts 2002 and 2005; The Geographical Indications of Goods (Registration and Protection) Act, 1999 ;The Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006 etc.
  - ii. TKDL
  - iii. Need for a sui generis protection

### **Pedagogy:**

The module will be taught by combination of lectures, Seminar, Workshop and Tutorials. Role play, Quiz, Problem Solving, Mock Trial, Debate, Panel Discussions, Audio-Visual Presentation, Case analysis, Case Presentation, Project work, will be other methods of teaching beyond the lecture method. Field trip to Parliament of India and Supreme Court of India will be organized during the semester for gaining practical exposure. Experts in the field will be invited to deal with the practical aspects of the subject.

**Books To Be Referred****TEXT BOOKS:**

1. DAVID I. BAINBRIDGE, INTELLECTUAL PROPERTY, LONGMAN, 9TH EDITION, 2012
- 2.
2. PETER GROVES, SOURCEBOOK ON INTELLECTUAL PROPERTY LAW, ROUTLEDGE-CAVENDISH, 1997.

**REFERENCES:**

1. SUSAN K SELL, PRIVATE POWER, PUBLIC LAW: THE GLOBALIZATION OF INTELLECTUAL PROPERTY RIGHTS, CAMBRIDGE UNIVERSITY PRESS, 2003
2. N.S. GOPALAKRISHNAN & T.G. AJITHA, PRINCIPLES OF INTELLECTUAL PROPERTY, EASTERN BOOK COMPANY, 2ND EDITION, 2014
3. JAYASHREE WATAL, INTELLECTUAL PROPERTY RIGHTS IN THE WTO AND DEVELOPING COUNTRIES, OXFORD UNIVERSITY PRESS, 2001
4. LIONEL BENTLY & BRAD SHERMAN, INTELLECTUAL PROPERTY LAW, OXFORD UNIVERSITY PRESS, 3RD EDITION, 2008
5. PETER DRAHOS, A PHILOSOPHY OF INTELLECTUAL PROPERTY, DARTMOUTH PUB CO, 1996
6. DUGGAL PAVAN, LEGAL FRAMEWORK ON ELECTRONIC COMMERCE & INTELLECTUAL PROPERTY RIGHTS, UNIVERSAL PUBLISHING HOUSE, 2014
7. PAUL TORREMANS, INTELLECTUAL PROPERTY AND HUMAN RIGHTS, KLUWER LAW INTERNATIONAL, 2008
8. STEVEN D ANDERMAN, INTERFACE BETWEEN INTELLECTUAL PROPERTY RIGHTS AND COMPETITION POLICY, CAMBRIDGE UNIVERSITY PRESS, 2007.
9. PHILIPPE CULLET, INTELLECTUAL PROPERTY PROTECTION AND SUSTAINABLE DEVELOPMENT, LEXIS NEXIS, 2005

**Course Assessment Components**

This course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class

Mid Semester Examination	Assignment	Presentation (s)	Project(s)	Total Internal Component	End Semester Examination
15	05	05	15	40	60

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs) / Program Specific Outcomes (PSOs)****Matrix 1- Mapping of COs with POs and PSOs**

Course Outcome s (COs)	Program Outcomes (POs)								Program Specific Outcomes (PSOs)			
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4
CO1		M		H	M	H	H	M		H	M	H
CO2	H		M						M			
CO3	M	H	H	H	M		M	H	H			M
CO4		M		M			H	M		M	H	M

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

**SYLLABUS**  
**SCHOOL OF LAW**  
**TRADEMARK AND TRADE SECRETS**

**Course Code- LLMIPR12**

**Credit-2**

**Course Objective-**

This course is designed to give an overview / survey of trademarks and trademark law and practice in countries around the world. There will also be some attention given to various international treaties, conventions and agreements. The focus will vary from historical, philosophical, legal and even practical aspect. In the present day, the creation of brands and brand value has made trademarks popular even among the common man. Free-riding is a common issue in trademark protection and to effectively deal with the same, lawyers must be familiar with the nitty-gritty of the trademark law. With this objective in mind, this paper aims to cover the substantive and procedural aspects of trademark law, including the licensing issues, infringement and remedies. The paper also aims to cover the law relating to geographical indications in India which has close resemblance with trademark in its function.

**Course Outcomes:**

CO1: Understand the historical and theoretical foundations of trademark protection.

CO2: The students will learn the practical aspects of acquisition and transfer of trademarks

CO3: Students will understand the concept of deceptive similarity underlying the notion of infringement. It will also enable the students to understand the concept of dilution and the recent trends in passing off.

CO4: The course will enable the student to learn the substantive and procedural aspects of the law relating to trade secrets in India.

**COURSE CONTENTS:**

**MODULE I: Evolution and Introduction of Trademark**

1. Evolution of Trademark Law and International Treaties
  - (a) Paris Convention (history and continuing influence over national trademark laws)
  - (b) Madrid Agreement
  - (c) Madrid Protocol
  - (d) TRIPs Agreement
  - (e) Trademark Law Treaty
2. Purpose of Trademark
  - (a) Meaning of Trademarks: Definition, Function, Kind and usage
  - (b) Economic and Social Justification for Trademarks.
  - (c) Overview of general types of laws applicable to trademarks/ service marks globally.

## **MODULE 2: Registration and refusal of Trademarks**

1. Registration of Trademark and Scope of Protection
  - (a) Principle for Registration of Trademarks.
  - (b) Rights Conferred by Registration of Trademarks.
  - (c) Procedure for Registration.
  - (d) Doctrine of Deceptive Similarity.
2. Refusal of Trademark, Licensing of Trademark/Assignment
  - (a) Assignment and Transmission of Trademarks
  - (b) Limitations on Licensing.

## **MODULE 3: Infringement and passing off**

1. Development of Doctrine of Passing off in action
  2. Criteria of Infringement
  3. Passing off and Infringement of Trademark
  4. Unfair Competition Law
  5. Remedies and Enforcement
- New Challenges
- (a) Trademarks in cyberspace- Domain names, Cyber squatting
  - (b) Concept of Well-known Trademarks.

## **MODULE 4: Trade Secrets**

1. Trademarks vs. Patent, Copyrights, Trade secrets & Geographical indication.
2. Trade-secret information
3. Fundamentals of Trade-secret
4. Misappropriation and remedies
5. Role of Non-compete agreements in Trade-secret

### **Pedagogy-**

The application of specific pedagogy is motivated from the fact that strong foundations need to be developed. However, it is to be kept in mind that implied understanding also needs to be developed on current issues relating to legal scenario in India. Pedagogy for the module has to take care of two things. Firstly, a constant interaction among students and tutor is required, involving students in active and participative manner. Secondly, an instructive strategy is required to understand implications emphasising learning by doing. Thus, in this module following pedagogical approaches are adopted:

- Student Lecture and Presentation: To support the development of theoretical construct.
- Case study Method: Better understanding of the case structure and interpretation of law and procedure.
- Research and analysis: Better understanding of the case structure and interpretation of law and procedure.

### Textbooks-

1. A.K. Bansal, *Law of Trade Marks in India* (2009 Edition) Institution of Constitutional and Parliamentary Studies and Centre for Law, Intellectual Property and Trade, New Delhi.
2. Christoher Wadlow, *The Law of Passing Off*, 1995
3. Dorr. C. Robert, *Protecting Trade Secrets, Patents, Copyrights and Trademarks*, 1990, University of Michigan.
4. Hilary E. Pearson and Clifford G. Miller, *Commercial Exploitation of Intellectual Property*, Indian Reprint, 1994. *Trademarks in the Marketplace: selection and adoption of trademarks, proper use and protection*, by United State Trademarks Association, 1964, University of Michigan.
5. J. S. Sarkar, *Trademarks- Law and Practice*, 1997.
6. P.S.Sangal and K. Ponnuswamy, *Intellectual Property Law*, 1994.
7. Kerly's *Law of Trade Marks and Trade Names*, 14th Edition, Thomson, Sweet & Maxwell.
8. Marsha A. Echols, *Geographical Indications for Food Products, International Legal and Regulatory Perspectives* (2008), Wolters Kluwer.
9. N.S. Gopalakrishnan & T.G. Agitha, *Principles of Intellectual Property* (2009), Eastern Book Company, Lucknow Narayanan P., Trademarks & Passing off, Eastern Law House, 6th edition, 2006.
10. Shiv Sahai Singh, *The Law of Intellectual Property Rights*, Deep & Deep Publication Pvt. Ltd. 2004.
11. W. R. Cornish, *Intellectual Property: Patents. Copyrights, Trademarks and allied rights*, London: Sweet & Maxwell, 1996.
12. W.R. Cornish, *Intellectual Property*, Sweet & Maxwell, London (2000)

### Course Assessment Components

This course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class

Mid Semester Examination	Assignment	Presentation (s)	Project(s)	Total Internal Component	End Semester Examination
15	05	05	15	40	60

### Relationship between the Course Outcomes (COs) and Program Outcomes (POs) / Program Specific Outcomes (PSOs)

#### Matrix 1- Mapping of COs with POs and PSOs

Course Outcome s (COs)	Program Outcomes (POs)								Program Specific Outcomes (PSOs)			
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4
CO1	H	M		H	M	H	H		M		H	M
CO2			M		M	M	H	H		M		
CO3	M	H		M		M				H	H	M
CO4	H	M		M	H	M		H	M		M	

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

# CRIMINAL LAW

**SYLLABUS**  
**SCHOOL OF LAW**  
**FINANCIAL AND SYSTEMATIC FRAUDS**

**Course Code- LLMCML13**

**Credit-2**

**Course Objective-**

In the wake of the recent global financial crisis a huge amount of financial crime has been exposed. The objective of this course is to develop students' analytical skills in relation of the function, scope and operation of the corporate criminal liabilities and its likely future development, as well as to enable students to apply the law to the various situations. The course further aims at providing students the insight into the evolution and development of the economic crimes.

**Course Outcome-**

- CO1: Identify the development of financial frauds and various forms of systematic frauds.  
CO2: Detailed understanding of various specific legislations passed by the Government of India to deal with financial and systematic frauds.  
CO3: Apply the concept of corporate criminal liabilities and special procedure and practice with respect to economic crimes.  
CO4: Analyze and interpret various actions taken at national and international level to prevent and control financial and systematic frauds

**COURSE CONTENTS:**

**MODULE 1: Introduction**

1. Evolution of the Concept of Financial Crimes
2. Emergence of Economic Crimes in India
3. Relationship with other types of crimes: White Collar Crime, Blue Collar Crime, Corporate Crime, Organized trans-national Crime, Occupational Crime, Corporate Scams and Tax Evasion
4. Mens Rea, Nature of Liability, Burden of Proof and Sentencing Policy.
5. Social Learning Theory: (a) Sutherland's Differential Association theory (b) Differential Reinforcement theory (c) Neutralization Theory

**MODULE II: Corporate Crime**

1. Development of the Corporate crime, Impact of Industrial Revolution and advancement of technologies and scientific developments on corporate crimes.
2. Nature, Extent and consequences of corporate corruption, Prominent patterns and incidences, Corporate Tax Evasion

3. Theories of Corporate Criminal Liability: Theory of Vicarious Liability, Identification Theory, Aggregation Theory
4. Punishment and Offences under Companies Act 2013.

### **MODULE III Corruption**

The Prevention of Corruption Act, 1988

### **MODULE IV: Money-Laundering**

The Prevention of Money-Laundering Act, 2002

#### **Pedagogy-**

The application of specific pedagogy is motivated from the fact that strong foundations need to be developed. However, it is to be kept in mind that implied understanding also needs to be developed on current issues relating to legal scenario in India. Pedagogy for the module has to take care of two things. Firstly, a constant interaction among students and tutor is required, involving students in active and participative manner. Secondly, an instructive strategy is required to understand implications emphasising learning by doing. Thus, in this module following pedagogical approaches are adopted:

- Student Lecture and Presentation: To support the development of theoretical construct.
- Case study Method: Better understanding of the case structure and interpretation of law and procedure.
- Research and analysis: Better understanding of the case structure and interpretation of law and procedure.

#### **Textbooks:**

1. Seth and Kapoor, *Prevention of Corruption Act with a treatise on Anti- Corruption Laws* (3rd Ed., 2000)
2. M. C. Mehanathan, *Law on Prevention of Money Laundering in India* (2014)
3. Mahesh Chandra, *Socio- Economic Offences* (1979)
4. J.S.P. Singh, *Socio- Economic Offences* (1st Ed., 2005, Reprint 2015)
5. Ahmed Siddiqui, *Criminology: Problems and Perspectives* (4th Ed., 1997)

#### **Course Assessment Components**

This course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class

Mid Semester Examination	Assignment	Presentation (s)	Project(s)	Total Internal Component	End Semester Examination

15	05	05	15	40	60
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**Relationship between the Course Outcomes (COs) and Program Outcomes (POs) / Program Specific Outcomes (PSOs)**

**Matrix 1- Mapping of COs with POs and PSOs**

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CO1	M	M	H	M		M		M	H	H	M	
CO2	H	H		H	M		H		M	M		H
CO3		M	M		H		H	H	H	H		
CO4	H	M	H		H	M		M	H		H	M

*Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)*

**SYLLABUS**  
**SCHOOL OF LAW**  
**CRIMINOLOGY, PENOLOGY AND VICTIMOLOGY**

**Course Code- LLMCML11**

**Credit-2**

**Course Objective-**

With the technological development and advancements, the crime techniques have also changed. Crimes like cyber-crime which were earlier unheard off, are now making the job of the Police administration really tough. The *modus operandi* of crime has changed to a significant level. To punish an offender is comparatively easy than to understand, why the particular crime was committed and is there any possibility of the criminal reformation or that he has to be punished in such a manner that it creates a deterrence for other. The objective of this course is to understand how the concept of crime has evolved, what the theories and objective of punishment. Further to understand the concept of victim, what compensation can be provided to the victim.

**Course Outcomes:**

CO1: Understanding the concept of crime and the rehabilitation of criminals

CO2: Introduction to modern crimes and law governing it.

CO3: Introduction to the Concept of Victim Compensation Scheme, Safeguards available to the victims

CO4: Practical application of the aspects of this subject

**COURSE CONTENT**

**MODULE I: Introduction to crime**

1. Recap of Code of criminal procedure, 1973 (jurisdiction of Criminal Courts, procedure of arrest, framing of charges, inherent powers of High Court), Evidence Act, 1872 (Dying declaration, Burden of Proof).
2. Study of crimes like culpable homicide and murder, honor killing, mob lynching, cyber-crimes, modern day crimes
3. Juvenile in Conflict with laws

**MODULE 2: Penology**

1. Sentencing and Penal Policy: History of Sentencing,
2. Theories of Punishment,
3. Justifications and Forms of Punishment,
4. Sentencing and the Constitution.
5. Punishments under the Indian Penal code.

### **MODULE 3: Penology in India**

1. Penal policy in India: Capital Punishment (Rarest of Rare doctrine),
2. Law Commission's report on prison reforms,
3. Rights of prisoners,
4. Concept of plea bargaining,
5. Concept of bail or jail.

### **MODULE 4: Victimology**

1. Definition, Nature & Scope of Victimology.
2. Definition of Victim & Victims of crime and impact of Victimization.
3. Theories of Victimology,
4. Fair Trial, Compensation.
5. Indian Law and approach of Courts to Victims of Crime,
6. Constitutional remedies and provisions under the Indian Criminal Law.
7. Access to Justice: Participation in Trial,
8. Compensation to Victim of Crime, Fine & Compensation distinction, right of appeal, rights of victim during trial, legal assistance to victim, grant of bail & the victim (including recent amendments).
9. Malimath Committee Report on victims- Victim Compensation Scheme.

### **Pedagogy-**

The application of specific pedagogy is motivated from the fact that strong foundations need to be developed. However, it is to be kept in mind that implied understanding also needs to be developed on current issues relating to legal scenario in India. Pedagogy for the module has to take care of two things. Firstly, a constant interaction among students and tutor is required, involving students in active and participative manner. Secondly, an instructive strategy is required to understand implications emphasising learning by doing. Thus, in this module following pedagogical approaches are adopted:

- Student Lecture and Presentation: To support the development of theoretical construct.
- Case study Method: Better understanding of the case structure and interpretation of law and procedure.
- Research and analysis: Better understanding of the case structure and interpretation of law and procedure.

### **Textbooks-**

1. R V Kelkar, *Criminal Procedure Code, 1973*
2. K D Gaur, *Indian Penal Code*
3. N V Paranjape, *Criminology, Penology Victimology*
4. Malimath Committee Report

5. Rabindra K Mohanty, Satyajit Mohanty, '*Criminology Penology and Victimology*' 2012
6. Sutherland, E. and Cressy, *Principles of Criminology*
7. S. Rao, "*Crimes in Our Society*", (1983).

### Course Assessment Components

This course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class

Mid Semester Examination	Assignment	Presentation (s)	Project(s)	Total Internal Component	End Semester Examination
15	05	05	15	40	60

### Relationship between the Course Outcomes (COs) and Program Outcomes (POs) / Program Specific Outcomes (PSOs)

#### Matrix 1- Mapping of COs with POs and PSOs

Course Outcomes (COs)	Program Outcomes (POs)								Program Specific Outcomes (PSOs)			
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4
CO1	H	M	H	M		H		M	H	H	M	
CO2	M	H		H	M		M		M			H
CO3	H	M		M	H		M	H	H		M	
CO4		M	H		H	M		M	H	M	H	M

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

**SYLLABUS**  
**SCHOOL OF LAW**  
**CYBER WORLD AND ORGANISED CRIME**

**Course Code- LLMCML15**

**Credit-2**

**Objective:**

The Internet provides criminals with access to victims and customers anywhere in the world with an Internet connection. These criminals take advantage of the ease with which information, communications and money traverse cyberspace. They utilize the Internet to share knowledge and communicate undetected, sell stolen data, goods, and services, launder illicitly acquired money, as well as exchange cybercrime tactics and tools used to commit cyber crimes. These criminals can operate alone or in different types of organized criminal groups. This Module examines the types of crimes that are considered as cyber organized crime and the types of organized criminal groups that engage in cybercrime. This Module further explores the measures used to counter cyber organized crime.

**Course Outcomes:**

CO1: Describe cyber organized crime and criminal groups that engage in cyber organized crime

CO2: Identify and discuss the structures and characteristics of organized criminal groups that engage in cyber organized crime

CO3: Identify different types of cyber organized crime

CO4: Explain and analyse the ways in which information and communication technology is used to commit cyber organized crime

**COURSE CONTENTS:**

**MODULE 1: BASICS OF CYBER LAW**

- a) Cyber Law
  - i. Concept
  - ii. History
  - iii. Evolution
- b) Importance and Need of Cyber Law
- c) Cyber Jurisprudence at Indian and International Level

**MODULE 2: CYBER CRIMES-I**

- a) Difference between Cyber Crime and Conventional Crime
- b) Cyber Pornography

- c) Cyber Defamation
- d) Hacking and Cracking
  - i) Unethical and Ethical Hacking
  - ii) Difference between Hacking and Cracking

### **MODULE 3: CYBER CRIMES-II**

- a) Crime through Mobile Phones
  - i) SMS Spoofing
  - ii) Bluetooth Hacking
  - iii) Mobile Hacking
  - iv) Obscene material published in electronic form
- b) Cyber Terrorism
- c) Cyber Security and Cyber Privacy – Issues and Challenges

### **MODULE 4: ORGANISED CRIMES IN INDIA**

- a) Money Laundering
- b) Cyber Thefts
- c) Trafficking
- d) Terrorism

### **Pedagogy:**

The application of specific pedagogy is motivated from the fact that strong foundations need to be developed. However, it is to be kept in mind that implied understanding also needs to be developed on current issues relating to legal scenario in India. Pedagogy for the module has to take care of two things. Firstly, a constant interaction among students and tutor is required, involving students in active and participative manner. Secondly, an instructive strategy is required to understand implications emphasising learning by doing. Thus, in this module following pedagogical approaches are adopted:

Student Lecture and Presentation: To support the development of theoretical construct. Case study Method: Better understanding of the case structure and interpretation of law and procedure. Moot Courts enable the students to practically implement the knowledge acquired by them.

### **Course Assessment Components**

This course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class

Mid Semester Examination	Quiz(s)	Presentation/Viva	Assignment(s)	Total Internal Component	End Semester Examination
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**Relationship between the Course Outcomes (COs) and Program Outcomes (POs) / Program Specific Outcomes (PSOs)**

**Matrix 1- Mapping of COs with POs and PSOs**

Course Outcomes (COs)	Program Outcomes (POs)								Program Specific Outcomes (PSOs)			
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4
CO1		M	H	M		H		M	H	H		M
CO2	H	M		H	M		M		M		M	
CO3			M		M		M	H				M
CO4	M	M	H	M	H	M		M	M	M	H	H

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

**SYLLABUS**  
**SCHOOL OF LAW**  
**HUMAN RIGHTS AND CRIMINAL JUSTICE SYSTEM**

**Course Code- LLMCML14**

**Credit-2**

**Course Objectives:**

Through this course, the students will gain systematic knowledge and understanding of criminal justice and human rights theory and practice, and be equipped with the ability to critically engage with core debates in these areas. The course will provide students with the conceptual and methodological tools required to analyse and explore the ideas, actors, and practices central to criminal justice and human rights law.

**Course Outcomes:**

- CO1: Identify and understand the human rights of those suspected of committing criminal offences including heinous crimes
- CO2: Examine the role of judiciary in enforcing rights and relaxing principles of application of law.
- CO3: Analyze the contemporary cases in the light of expanding jurisdiction of the High Courts and the Supreme Court in protecting the rights of accused
- CO4: Criticize and interpret various decisions of the judiciary in safeguarding the rights of victims and witnesses in India

**COURSE CONTENT**

**MODULE 1: Human Rights and Investigation**

1. Protection of the Rights of the accused in Police Stations
2. Rights against Cruel, Inhuman and Degrading treatment
3. U.N. Committee against Torture
4. Code of Conduct for law enforcement officials in India.
5. Measures taken by Government of India and Judiciary against Torture, cruel, inhuman and degrading treatment.

**MODULE 2: Protection of Human Rights in Court**

1. Speedy Trial
2. Free Legal Aid and Poor Accused
3. Equal opportunity of hearing to prosecution and defense in Adversarial Justice System.
4. Right against Illegal detention and Bail

5. Camera Trial

**MODULE 3: Specific Rights**

1. Right against Self-incrimination
2. Right to information (RTI Act)
3. Right to Silence
4. Euthanasia
5. Right to Life

**MODULE 4: Victim and Witness Protection**

1. United Nations Declaration of Basic Principles of Justice for Victim of Crime and Abuse of Power
2. Compensation to Victim of Crime (Supreme Court Guidelines in India)
3. UN Guidelines on Witness Protection
4. Measures for Witness Protection in India
5. Protection of Human Rights Act in India
6. Safeguards guaranteeing protection of the Rights of those facing death penalties.

**Pedagogy:**

The module will be taught by combination of lectures, Seminar, Workshop and Tutorials. Role play, Quiz, Problem Solving, Mock Trial, Debate, Panel Discussions, Audio-Visual Presentation, Case analysis, Case Presentation, Project work, will be other methods of teaching beyond the lecture method. Field trip to Parliament of India and Supreme Court of India will be organized during the semester for gaining practical exposure. Experts in the field will be invited to deal with the practical aspects of the subject.

**Books To Be Referred**

1. *The Constitution of India*, Universal Law Publishing Co. Pvt. Ltd.
2. Kaul, Jawahar L, 1995, *Human Rights: Issues and Perspectives*, Regency Publications
3. Krishnamurthy S, 2003, *Investigation of Human Rights abuses committed by Law Enforcement Agencies*, R.R. Publishers.
4. Sharma, B.R, 1990, *Constitutional Law and Judicial Activism*, Ashish Publishing House, Delhi.
5. Vijapur, Abdulrahim P, 1991, *Essays on International Human Rights*, South Asian Publishers Pvt. Ltd.
6. Palai Arun Kumar, 1999, *National Human Rights Commission: Formation, Functioning and Future Prospects*, Atlantic Publishers and Distributors.
7. Sen Shanker, 1998, *Human Rights in a Developing Society*, A.P.H. Publishing Corporation, Delhi

8. Goswami B, and Chaturvedi, R.G., 2007, *Post constitutional laws: A study in Social Justice*, Raj Publishing House.
9. Thailgaraj, R, 2002, *Human Rights and Criminal Justice Administration*, A.P.H Publishing House.
10. Batra Manjula, 1989, *Protection of Human Rights in criminal justice Administration*, Deep and Deep Publications.

### Course Assessment Components

This course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class

Mid Semester Examination	Assignment	Presentation (s)	Project(s)	Total Internal Component	End Semester Examination
15	05	05	15	40	60

### Relationship between the Course Outcomes (COs) and Program Outcomes (POs) / Program Specific Outcomes (PSOs)

#### Matrix 1- Mapping of COs with POs and PSOs

Course Outcome s (COs)	Program Outcomes (POs)								Program Specific Outcomes (PSOs)			
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4
CO1		M		H	M	H	H	M		H	M	H
CO2	H		M						M			
CO3	M	H	H	H	M		M	H	H			M
CO4		M		M			H	M		M	H	M

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

**SYLLABUS**  
**SCHOOL OF LAW**  
**INTERNATIONAL CRIMINAL JUSTICE SYSTEM**

**Course Code- LLMCML12**

**Credit-2**

**Course Objectives:**

The subject focuses on the institutional developments in international criminal law as well as the definition and application of the crimes of genocide, crimes against humanity, war crimes. The objective is to develop students' analytical skills in relation of the function, scope and operation of the international criminal justice system and its likely future development, as well as to enable students to apply the law to the various situations.

**Course Outcomes:**

CO1: Understand the concept of international criminal law and its objectives and policies. Constitution.

CO2: Develop general critical approach to the new law and to problem solving.

CO3: Learn the role/contribution of various judicial and non-judicial institutions and their functionaries in preventing international crimes.

CO4: Gather the knowledge of rights and protections available to accused, victims and witnesses of international crimes.

**COURSE CONTENT**

**MODULE 1: Development of International criminal law**

1. The concept and sources of International Criminal Law
2. Evolution of the Concept of Individual Criminal Responsibility
3. The objectives and policies of International Criminal Law; including issues of amnesty, truth and justice
4. Principle of Liability and Participation in International Criminal Law
5. International Military Tribunals (Nuremberg and Tokyo Tribunals).

**MODULE 2: Nature and forms of International Crimes**

1. The crime of aggression, Genocide, War crimes, Terrorism as International crime
2. Mechanism in dealing cases related to International Crime

3. Rights of Accused and Protection of Victims and Witnesses
4. Obligation of State Parties and Non Party States to International Criminal Court
5. Emerging issues under International Criminal Jurisprudence.

### **MODULE 3: Strategies for Prevention, Control and Correctional Actions**

1. Extradition Act 1962 (Relevant Provisions) and Extradition Treaty
2. International investigative agencies (Interpol etc), Adjudication authorities (including ad hoc and permanent criminal tribunals),
3. Conflicting issues between International humanitarian law and International Crimes (Case Study).
4. Sentencing policy, prosecution in International crime

### **MODULE IV: Organized Crime in Transnational Jurisdiction**

1. Features of transnational organized crime
2. India's perspective on transnational organized crime
3. Naples Declaration and Global Action Plan 24 Dec. 1994
4. Role of United Nations in preventing International crime

### **Pedagogy:**

The module will be taught by combination of lectures, Seminar, Workshop and Tutorials. Role play, Quiz, Problem Solving, Mock Trial, Debate, Panel Discussions, Audio-Visual Presentation, Case analysis, Case Presentation, Project work, will be other methods of teaching beyond the lecture method. Field trip to Parliament of India and Supreme Court of India will be organized during the semester for gaining practical exposure. Experts in the field will be invited to deal with the practical aspects of the subject.

### **Books To Be Referred**

1. Robert Cryer, Hakan Friman, Darryl Robinson, An Introduction to International Criminal Law and Procedure, Paperback – June 28, 2010, Cambridge University Press, 2003.
2. Philippe Sands, From Nuremberg to The Hague: The Future of International Criminal Justice, Cambridge University Press, 2003.
3. The International Criminal Court: Challenges to Achieving Justice and Accountability in the 21st Century by Mark S. Ellis; Richard J. Goldstone. International Debate Education Association, 2008.
4. International Criminal Law: Cases and Commentary (Paperback) By (author) Antonio Cassese, By (author) Guido Acquaviva, By Mary De Ming Fan, Alex Whiting.
5. An Introduction to Transnational Criminal Law (Paperback) by Neil Boister
6. The International Criminal Court: A Commentary on the Rome Statute (Oxford

Commentaries on International Law) By William A. Schabas

7. An Introduction to the International Criminal Court by William A. Schabas
8. International and Transnational Criminal Law by David Luban, Julie R. O'Sullivan, David P. Stewart
9. Transnational Organized Crime- An Overview from Six Continents by Jay Albanese, Philip Reichel
10. Transnational Organized Crime: A Commentary on the United Nations Convention and its Protocols (Oxford Commentaries on International Law) Hardcover – May 17, 2007 by David McClean, Oxford University Press (May 17, 2007)
10. Handbook of Transnational Crime and Justice by Jay Albanese, Philip Reichel, Sage Publication.

### Course Assessment Components

This course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class

Mid Semester Examination	Quiz(s)	Presentation/Viva	Assignment(s)	Total Internal Component	End Semester Examination
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	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4
CO1	H	M		H	M	H	H		M		H	M
CO2			M		M	M	H	H		M		
CO3	M	H		M		M				H	H	M
CO4	H	M		M	H	M		H	M		M	

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

**SYLLABUS**  
**SCHOOL OF LAW**  
**JUVENILE DELINQUENCY AND VIOLENCE**

**Course Code- LLMCML16**

**Credit-2**

**Course Objectives:**

A study of deviant behavior by legal minors in contemporary society; factors and conditions contributing to delinquency; control and treatment of offenders and programs for prevention. This course will explore some of the causes and consequences of such forms of juvenile delinquency as violence.

**Course Outcomes:**

CO1: Identify and understand the concept of juvenile delinquency and Beijing Rules-Riyadh Guidelines related to it.

CO2: Examine the role of judiciary in enforcing rights and relaxing principles of application of law.

CO3: Analyze the contemporary cases in the light of juvenile delinquency.

CO4: Criticize and interpret various decisions of the judiciary in pursuance of Children in need of Care and Protection and in child in conflict with laws.

**COURSE CONTENT**

**Module 1: Introduction**

1. Definition Nature and forms of juvenile delinquency
2. Beijing Rules-Riyadh Guidelines
3. UNCRC
4. National Policy for Children
5. History of Juvenile Legislations in India

**Module II - Juvenile Justice System**

1. Salient features of JJ Act.
2. CWCs and JJBs
3. Institutions for Juveniles/children
4. The role of police with reference to children – SJPU, Child Welfare Officer.
5. Role of NGOs in handling juveniles.

**Module III - Children in need of Care and Protection**

1. Street Children
2. Child Labour
3. Child Abuse-physical, Psychological and Sexual

4. Child Trafficking
5. Children in Disturbed Areas-Identity, Livelihood

#### **Module IV – Children in Conflict with Law**

1. Youth Deviance-Recent Trends-Pornography, MMS, Date Rapes Ragging Sexual Harassment.
2. Youth Violence-State Response-State Violence
3. Juvenile Gangs, Status Offence
4. Youth Alienation and Crimes
5. Intervention Strategies- Counselling, Restoration/Repatriation of Children
6. After-Care, Adoption, Foster Care & Sponsorship
7. Issues and Problems in Reintegration

#### **Pedagogy:**

The module will be taught by combination of lectures, Seminar, Workshop and Tutorials. Debate, Panel Discussions, Audio-Visual Presentation, Project work, will be other methods of teaching beyond the lecture method. Experts in the field will be invited to deal with the practical aspects of the subject.

#### **Course Assessment Components**

This course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class

#### **Relationship between the Course Outcomes (COs) and Program Outcomes (POs) / Program Specific Outcomes (PSOs)**

Mid Semester Examination	Assignment	Presentation (s)	Project(s)	Total Internal Component	End Semester Examination
15	05	05	15	40	60

#### **Matrix 1- Mapping of COs with POs and PSOs**

Course Outcomes (COs)	Program Outcomes (POs)								Program Specific Outcomes (PSOs)			
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4
CO1	M	M	H	M		M		M	H	H	M	
CO2	H	H		H	M		H		M	M		H
CO3		M	M		H		H	H	H	H		

CO4	H	M	H		H	M		M	H		H	M
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Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

# HUMAN RIGHTS LAW

**SYLLABUS**  
**SCHOOL OF LAW**  
**INTERNATIONAL HUMANITARIAN LAW**

**Course Code- LLMHRL14**

**CREDIT-2**

**Objective:**

International Law has traditionally been a law which regulates relations among states. Individuals have been objects and not subjects of International Law. A logical extension of these principles led to the theory that international law could not confer rights nor impose duties on individuals. What it could do was to appeal to the conscience of the nations that unnecessary suffering of human being should be avoided. In view of territorial and personal character of sovereignty of a state, treatment of its own nationals and stateless persons, subject to limited exceptions, remained under the exclusive jurisdiction of a state. Although this unsatisfactory state of law was hardly adequate to prevent ill-treatment of individuals, particularly during war, it became the starting point for a new branch of international law towards the end of the last century. The total character of modern war and threat of annihilation due to use of nuclear weapons have been responsible for a new concern for survival of humanity. To meet this challenge, the United Nations and other voluntary international agencies have been actively involved in prescribing standards of treatment based upon dictates of humanity and overseeing their implementation in difficult situations. The underlying purpose is to ensure a human treatment of all individuals, a minimum standard of treatment which may not be departed from even under the necessities of war or grave provocation.

This course seeks to undertake the following objectives-

1. Introduction to International Humanitarian Law
2. Understanding the concept of War crimes, treatment to the prisoners of war
3. Learning the International conventions on war, war crimes
4. Understanding the role of United Nations

**Course Outcomes-**

CO1: Appreciate the need for International Humanitarian Law

CO2: Understanding the concept of War crimes, treatment to the prisoners of war

CO3: Understand changing of philosophy relating to wars and moving towards peace.

CO4: Understand and analyze the basic issues involved in the implementation of the International Humanitarian Law

**Course Contents:**

**MODULE 1: Introduction to Humanitarian Law**

1. History and Development of International Humanitarian Law
2. *Jus ad Bellum* and *Jus in Bello*
3. Basic Principles and Sources of International Humanitarian Law
4. International Armed Conflict and Non- International Armed Conflict
5. Applicability of International Humanitarian Law  
(Material Scope of Applicability, Personal Scope of Applicability, Spatial Scope of applicability, Temporal Scope of Applicability and Applicability by Special Agreements)
6. Relationship of International Human Rights Law and the International Humanitarian Law

**MODULE 2: Conduct of Hostilities and Protected Persons and Properties**

1. Introduction
2. Combatants and Non- Combatants, and Direct Participation in Hostilities
3. The Principle of Distinction, Civilian and Military Objectives, Proportionality and Military Necessity
4. Prisoners of War
5. Protection of Civilians

**MODULE 3: Implementation of International Humanitarian Law**

1. Basic Issues Involved in Implementation of International Humanitarian Law
2. Implementation of International Humanitarian Law at National Level
3. Accountability and Criminal Jurisdiction
4. Protecting Power System

**MODULE 4: International Movement for Humanization of Warfare**

1. History of the Red Cross;
2. Geneva conventions of 1864 for Amelioration of the Condition of wounded Soldiers in Land Army,
3. The Hague Conventions of 1899 and 1907,
4. Geneva Conventions of 1929 and 1949 on treatment of Prisoners of war, Wounded and Sick persons and Civilian Persons.

**Pedagogy:**

The application of specific pedagogy is motivated from the fact that strong foundations need to be developed. However, it is to be kept in mind that implied understanding also needs to be developed on current issues relating to legal scenario in India. Pedagogy for the module has to take care of two things. Firstly, a constant interaction among students and tutor is required, involving students in active and participative manner. Secondly, an instructive strategy is required to understand implications emphasising learning by doing. Thus, in this module following pedagogical

approaches are adopted:

1. Student Lecture and Presentation: To support the development of theoretical construct.
2. Case study Method: Better understanding of the case structure and interpretation of law and procedure.
3. Group Discussions on the recent issues revolving the new concepts as per the new Act

#### Textbooks:

1. B.S.Chimni, *International Refugee Law*,
2. M.K.Balachandran, Rose Varghese, *Introduction to International Humanitarian Law*, (1997).
3. Guy S. Goodwin-Gill, *The Refugee in International Law*, (1996).
4. G.Tunkin, *Theory of International Law* (1974)
5. G.Schwarzenberger, *The Law of Armed Conflicts* (Vol.II)

#### Course Assessment Components

This course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class

Mid Semester Examination	Assignment	Presentation (s)	Project(s)	Total Internal Component	End Semester Examination
15	05	05	15	40	60

#### Relationship between the Course Outcomes (COs) and Program Outcomes (POs) / Program Specific Outcomes (PSOs)

##### Matrix 1- Mapping of COs with POs and PSOs

Course Outcomes (COs)	Program Outcomes (POs)								Program Specific Outcomes (PSOs)			
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4
CO1	H	M	H	M		H		M	H	H	M	
CO2	M	H		H	M		M		M			H
CO3	H	M		M	H		M	H	H		M	
CO4		M	H		H	M		M	H	M	H	M

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

## SYLLABUS

### SCHOOL OF LAW

#### HUMAN RIGHTS AND MARGINALISED GROUP

**Course Code- LLMHRL16**

**Credit-2**

#### **Objective-**

Human Rights have never shown any kind of discrimination towards any individual or group of people. They apply equally to any country or culture without any bias on grounds of sex, race, religion, caste or community and language. They only advocate the welfare and well-being of all persons with equal treatment everywhere at all times. However, the socio-economic, political and cultural diversities, prevailing in each state across the world, and politics of the nation states, deprive the free exercise of human rights to a certain number of people. Any type of deprivation, which has a direct bearing on the right to life and dignity of people, certainly deprives them of the enjoyment of their guaranteed human rights. Such deprived people are normally referred to as vulnerable groups and disadvantaged communities or groups. The objective of this course is to provide students with a rigorous and integrated academic study of human rights law, principles and practices recognizing the strong interrelationship and dependencies of the elements.

#### **Course Outcome-**

CO1: Analyze, interpret and assess the challenges posed to the implementation of human rights obligations

CO2: Reflect on the role of the law in shaping the experiences of marginalized groups, including the protection of their rights

CO3: Apply the concept of enforcement of rights through judicial review and judicial activism.

CO4: Analyze and interpret various actions taken at national and international level to prevent the violation of human rights of the vulnerable groups

#### **COURSE CONTENTS:**

##### **MODULE 1: Rights of Women\_**

1. Convention on the Elimination of All Forms of Discrimination Against Women (1979)
2. Declaration on the Elimination of Violence against Women 1993
3. Constitutional Perspectives on the Status of Women in India
4. The National Commission for Women Act, 1990

**MODULE 2: Rights of Children**

1. UN Convention on the Rights of the Child (1989)
2. ILO Convention on Restriction and Prohibition on Child Labour Including ILO Convention on Child Labour (1990)
3. National Charter for Children, 2003
4. The Commission for Protection of Child Rights Act, 2005
5. Declaration of Social and Legal Principles Relating to the Protection and Welfare of Children with Special Reference to Foster Placement and Adoption.

**MODULE 3: Rights of Socially and Economically Disadvantaged People**

1. Status of Indigenous People and the role of UN
2. UN Declaration on the Rights of Indigenous Peoples 2007
3. Rights of the Elderly Persons- Maintenance and Welfare of Parents and Senior Citizens Act 2007
4. Rights of Persons with Disabilities- The Person's with Disabilities (Equal opportunities, Protection of Rights and full participation) Act, 1995 and Rules 1996

**MODULE 4: Rights of Minorities**

1. Role of Minorities in the Development of Human Rights.
2. Constitutional rights and safeguards provided to the minorities in India 19. National Commission for Minorities - India
3. Sub commission on Prevention of Discrimination and Protection of Minorities
4. The National Commission for Minorities Act, 1992

**Pedagogy-**

The application of specific pedagogy is motivated from the fact that strong foundations need to be developed. However, it is to be kept in mind that implied understanding also needs to be developed on current issues relating to legal scenario in India. Pedagogy for the module has to take care of two things. Firstly, a constant interaction among students and tutor is required, involving students in active and participative manner. Secondly, an instructive strategy is required to understand implications emphasising learning by doing. Thus, in this module following pedagogical approaches are adopted:

- Student Lecture and Presentation: To support the development of theoretical construct.
- Case study Method: Better understanding of the case structure and interpretation of law and procedure.
- Research and analysis: Better understanding of the case structure and interpretation of law and procedure.

### Textbooks:

1. Bagula, A.M, (2006), *Child and Crime*, SBS publishing & Distributors, New Delhi
2. Nirmal, C.J., (1999), *Human Rights in India*, Oxford, New Delhi
3. Pachauri, S.K., (1999), *Women and Human Rights*, APH Publications, New Delhi
4. Bajpai, Rochana, *Debating Difference: Group Rights and Liberal Democracy in India*, 1st Paperback Edition (Oxford University Press, 2016)
5. Sehgal and Singh, *Human Rights in India* New Delhi: Deep and Deep, 1996,
6. Bajpai, Asha, *Child Rights in India*, Oxford University Press, 2017
7. D'Costa, Bina, *Children and Violence*, Cambridge University Press, 2016

### Course Assessment Components

This course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class

Mid Semester Examination	Assignment	Presentation (s)	Project(s)	Total Internal Component	End Semester Examination
15	05	05	15	40	60

### Relationship between the Course Outcomes (COs) and Program Outcomes (POs) / Program Specific Outcomes (PSOs)

#### Matrix 1- Mapping of COs with POs and PSOs

Course Outcomes (COs)	Program Outcomes (POs)								Program Specific Outcomes (PSOs)			
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4
CO1		M	H	M		H		M	H	H		M
CO2	H	M		H	M		M		M		M	
CO3			M		M		M	H				M
CO4	M	M	H	M	H	M		M	M	M	H	H

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

**SYLLABUS**  
**SCHOOL OF LAW**  
**INTERNATIONAL HUMAN RIGHTS LAW**

**Course Code- LLMHRL13**

**Credit-2**

**Course Objective:**

The basic objective of the Course are:

1. This course aims at providing the students with a deeper insight into the International Human Rights Standards.
2. The course also tries to develop a basic understanding about the principles and concepts of human rights at the international level and the UN Mechanisms in their formulation and implementation.
3. To develop a basic understanding about the issues involving the human rights and the various process contained therein.

**Course Outcomes:**

CO1: Understand the basic standards of International Human Rights norms and its implementation mechanism.

CO2: Gather knowledge about the principles and theories revolving around international human rights.

CO3: Develop a basic understanding about the issues involving the human rights and the various process contained therein

CO4: Practical application of Human rights

**COURSE CONTENT**

**Module I: International Bill of Human Rights**

1. Introduction
2. The Universal Declaration of Human Rights (1948)
3. The International Covenant on Economic, Social and Cultural Rights (1966) and its Optional Protocol (2008): Provisions and Implementation Mechanisms
4. The International Covenant on Civil and Political Rights (1966) and the two Optional

## Protocols: Provisions and Implementation Mechanisms

### 5. Human Rights Committee

## **Module II: Vulnerable Groups and Human Rights**

1. Introduction
2. Women and Child
3. Disable Persons
4. Migrant Workers
5. Minority and Indigenous Peoples
6. Protection against Torture and Enforced Disappearance
7. International Trafficking and Human Rights

## **Module III: UN Organs and Non-treaty Human Rights Bodies**

1. UN Charter Bodies: UN organs
2. The Commission on Human Rights, the Human Rights Council; the Sub-Commission on Human Rights/ Advisory Committee of the Human Rights Council; Human Rights and International Criminal Court
3. Specialized Agencies and Promotion of Human Rights: ILO, UNHCR, WHO
4. Role of ICJ in the Development of International Human Rights
5. Non-treaty procedures to promote human rights

## **Module IV: Regional Protection of Human Rights**

1. The advantages of Regional systems
2. The European Convention of Human Rights
3. The European Commission and Court of human rights
4. European Social Charter

5. Inter-American Convention on Human Rights: Provisions and Implementation Mechanisms;
6. African Charter on Human and Peoples' Rights: Provisions and Implementation Mechanisms
7. Arab Charter of Human Rights and its Predecessors: Provisions

### **Pedagogy:**

Thus, in this module following pedagogical approaches are adopted:

- Student Lecture and Presentation: To support the development of theoretical construct.
- Case study Method: Better understanding of the case structure and interpretation of law and procedure.
- Group Discussions on the recent issues revolving the new concepts as per the new Act.

### **Books To Be Referred**

- Textbook on International Human Rights: Rhona Smith
- Implementation of Basic Human Rights: Manoj Kumar Sinha
- International Human Rights: Philip Alston
- International Human Rights Law: David Harris
- International Human Rights Law, South Asia Edition, O D Schutter

### **Course Assessment Components**

This course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class

Mid Semester Examination	Quiz(s)	Presentation/Viva	Assignment(s)	Total Internal Component	End Semester Examination
15	05	05	15	40	60

### **Relationship between the Course Outcomes (COs) and Program Outcomes (POs) / Program Specific Outcomes (PSOs)**

#### **Matrix 1- Mapping of COs with POs and PSOs**

Course Outcome s (COs)	Program Outcomes (POs)								Program Specific Outcomes (PSOs)			
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4
CO1		M		H	M	H	H	M		H	M	H
CO2	H		M						M			
CO3	M	H	H	H	M		M	H	H			M
CO4		M		M			H	M		M	H	M

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

**SYLLABUS**  
**SCHOOL OF LAW**  
**REFUGEES AND FORCED MIGRATION LAWS**

**Course Code- LLM HRL 15**

**Credit-2**

**Objective-**

The course will provide an in-depth introduction to international refugee law. It covers core concepts, the historical development of international refugee law, the Refugee Convention, particularly its definition, regional refugee treaties, particularly in Africa, refugee law and practice worldwide, the relationship between refugee law and human rights law, and broader questions of global refugee law and policy. It also explores cross-cutting issues, such as race, gender, age, and intersectionality, which have been of increasing importance in the field of international refugee law. The course builds on a range of theoretical perspectives that enable students to critically interrogate the genesis of, and current developments in international refugee law. Students will engage with case law and policy documents, as well as key academic texts to acquire both sound knowledge of the law and critical awareness of the biases, gaps and challenges in the current system. Students will deliver presentations on topical developments in the field, with a particular focus on regional and critical perspectives. The course locates the subject matter in systemic tensions between sovereignty and global migration. In this context, it explores whether, and to what extent international human rights law can provide adequate protection, and examines alternatives to the current system of refugee law.

**Course Outcome-**

- CO1 Identify and critically assess the implications of those concepts in the substantive exposition of various issues relating to the protection of refugees and migrants
- CO2 Critically reflect on the role of the law in shaping the experiences of refugees and asylum seekers, including the protection of their rights
- CO3 Apply the concept of enforcement of rights through judicial review and judicial activism.
- CO4 Demonstrate cognizance of the interface between legal regulation of migration/refugee status and the contemporary international order.

**COURSE CONTENTS:**

**MODULE 1: Introduction to International Refugee Law**

1. The development of international refugee law

2. The Refugee Convention-
  - 1951 Convention Relating to the Status of Refugees
  - 1967 Protocol Relating to the Status of Refugees
3. Regional refugee law, with a particular focus on the OAU Convention and Cartagena Declaration
4. International Refugee Law and its Relationship with International Human Rights Law,

## **MODULE 2: Institutional Framework for Refugee Protection: UNHCR**

1. Structure and Mandate of UNHCR
2. Role of the UNHCR: Problems in Refugee Protection and Voluntary Repatriation
3. Reintegration of Refugees – Political and Social Dimension

## **MODULE 3: Forced Migrants**

1. The State and Forced Migrants: Origins of International Protection, International Protection System
2. Principles and institutions of migrants and refugee regimes;
3. International Organization for Migrants
4. Role of the other International Organizations and NGOs and Refugee and Migrants' Rescue at Sea.

## **MODULE 4: International Protection Needs of Women and Children**

1. Introduction: Terms, Concepts and the Reality of Women and Children Seeking Protection
2. Situation of Women Refugees in Camps-Gender Based Violence
3. Situation of Children Refugees
4. Refugee Protection in India: Protection outside international framework

### **Pedagogy-**

The application of specific pedagogy is motivated from the fact that strong foundations need to be developed. However, it is to be kept in mind that implied understanding also needs to be developed on current issues relating to legal scenario in India. Pedagogy for the module has to take care of two things. Firstly, a constant interaction among students and tutor is required, involving students in active and participative manner. Secondly, an instructive strategy is required to understand implications emphasising learning by doing. Thus, in this module following pedagogical approaches are adopted:

- Student Lecture and Presentation: To support the development of theoretical construct.
- Case study Method: Better understanding of the case structure and interpretation of law and procedure.

- Research and analysis: Better understanding of the case structure and interpretation of law and procedure.

### Textbooks:

1. Chimni, B.S. *International Refugee Law: A Reader*, New Delhi: Sage Publications, 2000
2. Goodwin-Gill, Guy S., McAdam, Jane, *The Refugee in International Law*, Third Revised Edition, Oxford University Press, 2007
3. M. Rafiqul Islam, Md. Jahid Hossain Bhuiyan, *An Introduction to International Refugee Law*, Martinus Nijhoff Publishers, April 2013, ISBN: 9004226168, 9789004226166
4. Feller, Erica, Türk, Volker and Nicholson, Frances (Edited), *Refugee Protection in International Law*.

### References:

1. Marina Sharpe, *The Regional Law of Refugee Protection in Africa* (Oxford University Press, 2018)
2. James C. Hathaway and Michelle Foster, *The Law of Refugee Status*, 2nd edn (Cambridge University Press, 2014)
3. Thomas Gammeltoft-Hansen, *Access to Asylum: International Refugee Law and the Globalisation of Migration Control* (Cambridge University Press, 2011)
4. B.S. Chimni (ed.), *International Refugee Law: A Reader* (Sage, 2000)

### Course Assessment Components

This course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class

Mid Semester Examination	Assignment	Presentation (s)	Project(s)	Total Internal Component	End Semester Examination
15	05	05	15	40	60

### Relationship between the Course Outcomes (COs) and Program Outcomes (POs) / Program Specific Outcomes (PSOs)

#### Matrix 1- Mapping of COs with POs and PSOs

Course Outcomes	Program Outcomes (POs)	Program Specific Outcomes (PSOs)

(COs)												
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4
CO1	H	M		H	M	H	H		M		H	M
CO2			M		M	M	H	H		M		
CO3	M	H		M		M				H	H	M
CO4	H	M		M	H	M		H	M		M	

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

**SYLLABUS**  
**SCHOOL OF LAW**  
**HUMAN RIGHTS IN INDIAN LEGAL SYSTEM**

**Course Code- LLMHRL11**

**Credit-2**

**Course Objective:**

The Course is concerned with the international structures of human rights protection. It deals with the various conventions and covenants for the protection of human rights at the international level. The paper also puts light on the regional protection of the human rights and various mechanisms at the regional and international level for the protection of human rights.

This subject is concerned to the study of Human rights norms at the international level and the related implementation mechanisms.

The basic objective of the Course are:

1. This course aims at providing the students with a deeper insight into the International Human Rights Standards.
2. The course also tries to develop a basic understanding about the principles and concepts of human rights at the international level and the UN Mechanisms in their formulation and implementation.

**Course Outcomes:**

CO1: Understand the basic standards of International Human Rights norms and its implementation mechanism.

CO2: Gather knowledge about the principles and theories revolving around international human rights.

CO3: Develop a basic understanding about the issues involving the human rights and the various process contained therein

CO4: Practical application of Human rights

**COURSE CONTENT**

**Module I: International Bill of Human Rights**

1. Introduction
2. The Universal Declaration of Human Rights (1948)

3. The International Covenant on Economic, Social and Cultural Rights (1966) and its Optional Protocol (2008): Provisions and Implementation Mechanisms
4. The International Covenant on Civil and Political Rights (1966) and the two Optional Protocols: Provisions and Implementation Mechanisms
5. Human Rights Committee

## **Module II: Vulnerable Groups and Human Rights**

1. Introduction
2. Women and Child
3. Disable Persons
4. Migrant Workers
5. Minority and Indigenous Peoples
6. Protection against Torture and Enforced Disappearance
7. International Trafficking and Human Rights

## **Module III: UN Organs and Non-treaty Human Rights Bodies**

1. UN Charter Bodies: UN organs
2. The Commission on Human Rights, the Human Rights Council; the Sub-Commission on Human Rights/ Advisory Committee of the Human Rights Council; Human Rights and International Criminal Court
3. Specialized Agencies and Promotion of Human Rights: ILO, UNHCR, WHO
4. Role of ICJ in the Development of International Human Rights
5. Non-treaty procedures to promote human rights

## **Module IV: Regional Protection of Human Rights**

1. The advantages of Regional systems
2. The European Convention of Human Rights
3. The European Commission and Court of human rights
4. European Social Charter
5. Inter-American Convention on Human Rights: Provisions and Implementation Mechanisms;
6. African Charter on Human and Peoples' Rights: Provisions and Implementation Mechanisms
7. Arab Charter of Human Rights and its Predecessors: Provisions

### **Pedagogy:**

Thus, in this module following pedagogical approaches are adopted:

- Student Lecture and Presentation: To support the development of theoretical construct.
- Case study Method: Better understanding of the case structure and interpretation of law and

procedure.

- Group Discussions on the recent issues revolving the new concepts as per the new Act.

### Books To Be Referred

- Textbook on International Human Rights: Rhona Smith
- Implementation of Basic Human Rights: Manoj Kumar Sinha
- International Human Rights: Philip Alston
- International Human Rights Law: David Harris
- International Human Rights Law, South Asia Edition, O D Schutter

### Course Assessment Components

This course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class

Mid Semester Examination	Assignment	Presentation (s)	Project(s)	Total Internal Component	End Semester Examination
15	05	05	15	40	60

### Relationship between the Course Outcomes (COs) and Program Outcomes (POs) / Program Specific Outcomes (PSOs)

#### Matrix 1- Mapping of COs with POs and PSOs

Course Outcomes (COs)	Program Outcomes (POs)								Program Specific Outcomes (PSOs)			
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4
CO1	M	M	H	M		M		M	H	H	M	
CO2	H	H		H	M		H		M	M		H
CO3		M	M		H		H	H	H	H		
CO4	H	M	H		H	M		M	H		H	M

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

**SYLLABUS**  
**SCHOOL OF LAW**  
**SCIENCE TECHNOLOGY AND HUMAN RIGHTS**

**Course Code- LLMHRL12**

**Credit-2**

**Course Objectives:**

The basic objective of the Course are:

1. This course aims at providing the students with a deeper insight into many aspects of the inter-relationships science, technology and human rights.
2. The course also tries to develop a basic understanding about the principles and various concepts related to the science and human rights.

**Course Outcomes:**

CO1: Understand the inter-linkages between Science, technology and human rights.

CO2: Gather knowledge about the principles and theories revolving around various issues related to the subject.

CO3: Enable students to theoretically understand the concepts for deeper engagement with cyber warfare and human rights.

CO4: To analyse human rights based methodologies in human growth.

**COURSE CONTENTS:**

**Module I: Introduction**

1. Interface between Science, Technology and Human Rights
2. International Human Rights documents and Science and Technology

**Module II: Bioethics and Human Rights**

1. Genetic Modification and Human Rights
2. Robotics and Human Rights
3. Reproductive Rights and Human Rights

**Module III: Cyber World and Human Rights**

1. Cyber warfare and Human Rights
2. Cyber privacy and Human Rights
3. Surveillance and Human Rights

**Module IV: Specific Issues**

1. Nuclear Science and Human Rights : Chernobyl, Three Mile island and other disasters
2. Scientific education versus faith based values : The Human Rights conundrum
3. Human Rights based approaches to Human Development
4. Clinical Trials and Human Rights

### **Pedagogy:**

In this module following pedagogical approaches are adopted:

- Student Lecture and Presentation: To support the development of theoretical construct.
- Case study Method: Better understanding of the case structure and interpretation of law and procedure.
- Group Discussions on the recent issues revolving the new concepts as per the new Act.

### **CASES TO BE REFERRED**

*Gobind vs State of Madhyapradesh and Anothers*  
*UPSC Petitioner vs R.K Jain*  
*R.rajpgopal and Another vs state of Tamil Nadu and Others*  
*People's Union for Civil Liberties vs Union of India and Another*  
*District Registrar and Collector vs Canara Bank*  
*K.S Puttaswamy and Another vs Union of Indi and Others*  
*Shyambabu Verma vs State of Madhyapradesh and Others*  
*Vijay Prakash vs Union of India and Others*  
*Sunil Batra vs Delhi Administration*  
*Kharak Singh vs State of UP and Others*

### **BOOKS TO BE REFERRED**

1. Richard Pierre Claude, **Science in the Service of Human Rights**
2. John Lannon, **Human Rights and Information Communication Technologies: Trends and Consequences of Use**

### **Course Assessment Components**

This course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class

Mid Semester Examination	Assignment	Presentation (s)	Project(s)	Total Internal Component	End Semester Examination
15	05	05	15	40	60

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs) / Program Specific Outcomes (PSOs)**

**Matrix 1- Mapping of COs with POs and PSOs**

Course Outcome s (COs)	Program Outcomes (POs)								Program Specific Outcomes (PSOs)			
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4
CO1	H	M	H	M		H		M	H	H	M	
CO2	M	H		H	M		M		M			H
CO3	H	M		M	H		M	H	H		M	
CO4		M	H		H	M		M	H	M	H	M

*Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)*

# **ALTERNATE DISPUTE RESOLUTION**

**SYLLABUS**  
**SCHOOL OF LAW**  
**INSTITUTIONAL & ADHOC ARBITRATION**

**Course Code- LLM ADR 12**

**CREDIT-2**

**COURSE OBJECTIVE**

International arbitration is similar to domestic court litigation, but instead of taking place before a domestic court it takes place before private adjudicators known as arbitrators. It is a consensual, neutral, binding, private and enforceable means of international dispute resolution, which is typically faster and less expensive than domestic court proceedings.

Its importance is growing in due to globalization and increase in trade.

This course aims at proving the students with a deep insight into the nature of international arbitration in the larger gamut of international law. The course also tries to develop a basis understanding of the rules of international arbitration.

**Course Outcomes:**

CO1: Understand the nature, meaning, purpose of International Arbitration

CO2: Gather knowledge about diverse legal systems in the realm of private transactions.

CO3: Understand India's approach Ad Hoc and Institutional Arbitration

CO4: Understanding the emerging trends in India in this domain

**COURSE CONTENT**

**Module 1. Arbitration in India**

- Arbitration and Conciliation Act 1996
- Arbitration and Conciliation Act 2015 Amendments
- Ad-hoc and Institutional Arbitration in India
- Recognition and Enforcement of Arbitral Foreign Award

**Module 2. Adhoc International Arbitration**

- Origin and development
- ICSID

**Module 3. Institutional International Arbitration**

- Origin and development
- International Court of Arbitration, The London Court of Arbitration, International Domestic Arbitration Centre India, Mumbai Centre for International Arbitration

**Module 4. Recent Developments.**

- Singapore Model Arbitration and its Importance

#### PEDAGOGY:

Thus, in this module following pedagogical approaches are adopted:

- Student Lecture and Presentation: To support the development of theoretical construct.
- Case study Method: Better understanding of the case structure and interpretation of law and procedure.
- Group Discussions on the recent issues revolving the new concepts as per the new Act.

#### **BOOKS TO BE REFERRED**

##### **Books Prescribed:**

McIlwrath M and Savage J, *International Arbitration and Mediation a practical guide* ( Kluwer Law International 2010)

Ralston J, *International Arbitration from Athens to Locarno* ( Stanford University Press 1929)

Sammartano M, *International Arbitration Law and Practice* ( 3 rd edn, Juris Publishing 2014)

Saharay M, *Textbook on Arbitration & Conciliation with Alternative Dispute Resolution* ( 4 th edn 2017)

#### **Note:**

1. *Apart from the books that have been mentioned above, the students are also advised to take note of the other cases mentioned in other books in light of discussions in class.*

#### **Course Assessment Components**

This course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class

Mid Semester Examination	Assignment	Presentation (s)	Project(s)	Total Internal Component	End Semester Examination
15	05	05	15	40	60

#### **Relationship between the Course Outcomes (COs) and Program Outcomes (POs) / Program Specific Outcomes (PSOs)**

**Matrix 1- Mapping of COs with POs and PSOs**

Course Outcome s (COs)	Program Outcomes (POs)								Program Specific Outcomes (PSOs)			
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4
CO1		M	H	M		H		M	H	H		M
CO2	H	M		H	M		M		M		M	
CO3			M		M		M	H				M
CO4	M	M	H	M	H	M		M	M	M	H	H

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

**SYLLABUS**  
**SCHOOL OF LAW**  
**CROSS BORDER AND INVESTMENT ARBITRATION**

**Course Code- LLMADR14**

**Credit-2**

**Course Objectives:**

The course aims at enabling students to appreciate one of the important areas of law and the nitty-gritty involved in it. It explains in detail the concept of Cross-border Arbitration and Investment Arbitration. It introduces students to the importance of alternate dispute resolution in international commercial disputes by studying cases and analyzing the peculiarities of the procedure in main international commercial arbitration institutions. Students will gain knowledge on legal mechanism of international commercial arbitration in national, comparative and transnational (de-localized) aspects, understand the role of international commercial arbitration in modern commercial world, and obtain practical legal skills.

**Course Outcomes:**

- CO1: Gain knowledge on arbitration as a dispute settlement mechanism in international commercial disputes.
- CO2: Recognize the importance of Arbitration in solving international investment disputes
- CO3: Understand the difference between commercial and investment arbitration
- CO4: Understand the international treaties for investment arbitration

**COURSE CONTENT**

**MODULE 1:**

Meaning: International Commercial Arbitration; Cross-border Arbitration; International Investment Arbitration.

Difference between Commercial and Investment Arbitration.

Evolution of International Investment Arbitration,

International treaties for Investment Arbitration- Bilateral Investment Treaty; ICSID Convention; NAFTA; CAFTA; Energy Charter Treaty.

**MODULE 2:**

Protections under Bilateral Investment Treaties: Protection from Expropriation; fair and equitable treatment; National Treatment; Most- Favored Nation Treatment; Freedom to transfer means and funds; Full Protection and Security.

Procedural Rules for International Investment Arbitration: ICSID, UNCITRAL, ICC, LCIA, and

SCC rules.

Issues under International Investment Arbitration: Selection of Arbitrators, Jurisdiction, Confidentiality and Transparency, Choice of Law.

### **MODULE 3:**

International Centre for Settlement of Investment Disputes-  
Overview of ICSID.

Resolution of Investors State Dispute with specific reference to Washington Convention 1965.

Preliminary issues in respect of jurisdictional proceedings.

Essentials for the jurisdiction of ICSID, patterns of consent and meaning of foreign investment under Article 25 of the ICSID.

### **MODULE 4:**

Case Study:

White Industries Australia Limited v. Republic of India, Final Award

Antrix Limited v. Devas Multimedia Ltd.

Board of Trustees of the Port of Kolkata v. Louis Dreyfus Armateurs SAS & Ors.

### **Pedagogy:**

The module will be taught by combination of lectures, Seminar, Workshop and Tutorials. Role play, Quiz, Problem Solving, Mock Trial, Debate, Panel Discussions, Audio-Visual Presentation, Case analysis, Case Presentation, Project work, will be other methods of teaching beyond the lecture method. Field trip to Parliament of India and Supreme Court of India will be organized during the semester for gaining practical exposure. Experts in the field will be invited to deal with the practical aspects of the subject.

### **Books to be Referred**

1. Campbell Mc Lachlan, Laurence Shore & Matthew Weiniger, International Investment Arbitration: Substantive Principles, Oxford University Press, 1st ed, 2008.
2. Todd Weiler, International Investment Law and Arbitration: Leading Cases from the ICSID, NAFTA, Bilateral Treaties and Customary International Law, Cameron, 2005.
3. A.K Bansal, Law of International Commercial Arbitration, Universal Law Publishing, 2003.
4. Margaret L. Moses, The Principles and Practice of International Commercial Arbitration, 2<sup>nd</sup> Edition, Cambridge University Press, 2012.
5. Gary B. Born, International Arbitration: Cases and Materials, 2<sup>nd</sup> Edition, Kluwer Law International, 2015.
6. Gary B. Born, International Commercial Arbitration, 2<sup>nd</sup> Edition, Kluwer Law International, 2014.

7. Arbitration under International Investment Agreements: A Guide to the Key Issues (2010) INTL K3830 .A75 2010.
8. Kroll & Horn, Arbitrating Foreign Investment Disputes: Procedural and Substantive Legal Aspects, Kluwer Law, (2004).

### Course Assessment Components

This course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class

Mid Semester Examination	Assignment	Presentation (s)	Project(s)	Total Internal Component	End Semester Examination
15	05	05	15	40	60

### Relationship between the Course Outcomes (COs) and Program Outcomes (POs) / Program Specific Outcomes (PSOs)

#### Matrix 1- Mapping of COs with POs and PSOs

Course Outcome s (COs)	Program Outcomes (POs)								Program Specific Outcomes (PSOs)			
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4
CO1		M		H	M	H	H	M		H	M	H
CO2	H		M						M			
CO3	M	H	H	H	M		M	H	H			M
CO4		M		M			H	M		M	H	M

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

**SYLLABUS**  
**SCHOOL OF LAW**  
**EVOLUTION AND CONCEPT OF ADR**

**Course Code- LLMADR11**

**Credit-2**

**Course Objectives:**

This course provides a rigorous introduction to the field of arbitration, which has become the default means of settling international disputes. The course will deal with the conceptual elements of the subject matter, but will also examine arbitration from Indian and international perspectives. Students can expect to review both foreign commentaries, statutes and case law on the subject. ADR services, under the control, guidance and supervision of the court would have more authenticity and smooth acceptance. It would ensure the feeling that mediation is complementary and not competitive with the court system. The system will get a positive and willing support from the judges who will accept mediators as an integral part of the system. If reference to mediation is made by the judge to the court annexed mediation services, the mediation process will become more expeditious and harmonized.

**Course Outcomes:**

- CO1: To understand the present legal regime and concepts concerning arbitration. Constitution.
- CO2: To apply the international jurisprudential principles within International framework and identify the evolving gaps.
- CO3: To analyze and evaluate the need for integrating arbitration laws with the principles of international laws through bottom up approach.
- CO4: To evaluate the need for creating a new legal regime integrating the arbitration and other forms of dispute resolution.

**COURSE CONTENT**

**MODULE 1: Introduction to ADR-I**

- Disputes - meaning and Kinds of Disputes
- Dispute Resolution in adversary system, Justiciable court structure and jurisdiction
- ADR- Meaning and philosophy, Need for ADR
- Overview of ADR processes

**MODULE 2: Indian Perspective of ADR**

- Types of ADR in India
- Current Trends- Online Dispute Resolution
- Acceptability

**MODULE 3: Dispute Resolution at Grass Root Level**

- Lok Adalats
- Nyaya Panchayath
- Legal Aid
- Preventive and Strategic legal aid.

**MODULE 4: ADR Application**

- Commercial and Financial Disputes
- Real estate and Land Disputes
- Consumer Disputes
- Accident Claim
- Matrimonial Disputes

**Pedagogy:**

The module will be taught by combination of lectures, Seminar, Workshop and Tutorials. Role play, Quiz, Problem Solving, Mock Trial, Debate, Panel Discussions, Audio-Visual Presentation, Case analysis, Case Presentation, Project work, will be other methods of teaching beyond the lecture method. Field trip to Parliament of India and Supreme Court of India will be organized during the semester for gaining practical exposure. Experts in the field will be invited to deal with the practical aspects of the subject.

**Books:**

- P.C. Rao and William Sheffield, Alternative Dispute Resolution, Universal Law Publication, 2004
- Sarfaraz Ahmed Khan, Lok Adalat: An Effective Alternative Dispute Resolution, New APCON Publication, Daryaganj, 2006.
- Madabhushi Sridhar - Alternative Dispute Resolution, Butterworth Lexis Nexis, (Reprint 2010) 1st edition.

**References:**

- Federal Judicial Centre, Manual for Litigation Management and Cost and Delay Reduction (1992).
- Henry Brown and Arthur L. Marriott, ADR Principles and Practices (2nd ed.) Sweet and Maxwell, 1999.

**Course Assessment Components**

This course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class

Mid Semester Examination	Quiz(s)	Presentation/Viva	Assignment(s)	Total Internal Component	End Semester Examination
15	05	05	15	40	60

### Relationship between the Course Outcomes (COs) and Program Outcomes (POs) / Program Specific Outcomes (PSOs)

#### Matrix 1- Mapping of COs with POs and PSOs

Course Outcomes (COs)	Program Outcomes (POs)								Program Specific Outcomes (PSOs)			
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4
CO1	H	M		H	M	H	H		M		H	M
CO2			M		M	M	H	H		M		
CO3	M	H		M		M				H	H	M
CO4	H	M		M	H	M		H	M		M	

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

**SCHOOL OF LAW**  
**SYLLABUS**  
**INTERNATIONAL COMMERCIAL ARBITRATION**

**COURSE CODE- LLMADR16**

**Credit-2**

**COURSE OBJECTIVES-**

This course provides a rigorous introduction to the field of international commercial arbitration, which has become the default means of settling international disputes. The course will deal with the internationalist elements of the subject matter, but will also examine international commercial arbitration from an American perspective. Students can expect to review both foreign and US commentaries, statutes and case law on the subject. The course will comprise of five main topics: (1) an introduction to the field of international commercial arbitration; (2) the agreement to arbitrate; (3) the arbitrators; (4) the arbitration process; and (5) the arbitral award. The course will also cover in brief the law of foreign investment and the pivotal role of arbitration both in resolving disputes and developing the law in that area.

**Course Outcomes:**

CO1: To understand the present legal regime and concepts concerning arbitration, Classify, recognize, and further categories the legal principles applicable to commercial laws.

CO2: Interpret the legislative intent behind international arbitration process and public policies

CO3: Practically understanding the process involved in an arbitration

CO4: Examine and further test the present Indian commercial law regime with the principles of arbitration and the global context.

**COURSE CONTENT**

**MODULE I:**

Legislative history of arbitration in India

Recap of Arbitration and Conciliation Act, 1996

Arbitration agreement: - Significance, requirement and forms

Introduction to International commercial arbitration

Dispute resolution in international trade

Hybrid nature of Arbitral Process

**MODULE II:**

History of International Commercial arbitration

Governing law of International Commercial arbitration

Law of enforcement and recognition of foreign arbitral award

Theory of competence-competence

**MODULE III:**

UNCITRAL Model Law on International Commercial Arbitration

**MODULE IV:**

International Commercial Arbitration with seat in India and seat in a reciprocating country

Foreign award- meaning

General policy for review foreign award in India

Grounds for refusal of recognition and enforcement of a foreign award

Recognition and enforcement of annulled awards

**LIST OF CASES**

1. Bhatia International v. Bulk Trading (2002) 4 SCC 10
2. Bharat Aluminium Co. V. Kaiser Aluminium Technical Services Inc. (2012) 9 SCC 552: (Bhatia International overruled)
3. Venture Global Engineering v. Satyam Computer Services Ltd. (2008) 4 SCC 190
4. SBP & CO. V. PATEL ENGINEERING (2005) 8 SCC 618
5. ONGC Ltd. V. Saw Pipes Ltd. (2003) 5 SCC 705
6. TDM INFRASTRUCTURE PVT. LTD. V. UE DEVELOPMENT INDIA PVT. LTD. (2008)
7. Citation Infowares Ltd. Vs. Equinox Corp.(2009) 7 SCC 220
8. SUNDARAM FINANCE LTD V ABDUL SAMAD AND ANOR

**Pedagogy:**

Thus, in this module following pedagogical approaches are adopted:

- Student Lecture and Presentation: To support the development of theoretical construct.
- Case study Method: Better understanding of the case structure and interpretation of law and procedure.
- Group Discussions on the recent issues revolving the new concepts as per the new Act.

**References:**

- Nigel Blackaby and Constantine Partasides with Alan Redfern and Martin Hunter, Redfern and Hunter on International Arbitration, 5th ed. Oxford
- Gary Born, International Arbitration; Law and Practice 2012
- Reference books:
- Gary Born, International Commercial Arbitration, 2009 CCH
- Jean-François Poudret, Sébastien Besson Comparative Law of International Arbitration, 2007
- Fouchard, Gaillard, Goldman on International Commercial Arbitration, Gaillard and Savage ed.
- Emmanuel Giallard, Legal Theory of International Arbitration, Martinus Nijhoff, 2010

Julian D.M. Lew et al. Comparative International Commercial Arbitration, Kluwer Law International.

Poudret and Besson, Comparative Law of International Arbitration, 2007

### Course Assessment Components

This course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class

Mid Semester Examination	Assignment	Presentation (s)	Project(s)	Total Internal Component	End Semester Examination
15	05	05	15	40	60

### Relationship between the Course Outcomes (COs) and Program Outcomes (POs) / Program Specific Outcomes (PSOs)

#### Matrix 1- Mapping of COs with POs and PSOs

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CO2	H	H		H	M		H		M	M		H
CO3		M	M		H		H	H	H	H		
CO4	H	M	H		H	M		M	H		H	M

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

**SCHOOL OF LAW**  
**SYLLABUS**  
**NEGOTIATION-SKILLS AND TECHNIQUES**

**Course Code- LLMADR15**

**Credit-2**

**Course Objectives:**

Negotiations are a particular kind of social interactions that are explicitly designed to determine which parties get their interests and goals fulfilled or thwarted. Negotiations are necessary whenever you cannot attain your goals without the cooperation of others. Some negotiations might be small, such as what movie to watch tonight or who will wash the dishes this week—and some might involve large stakes, such as what price your client's company will be sold for or what policy provisions will be implemented or dropped. The purpose of the course is to teach you the theory and enable you to see the complexities involved in putting theory to practice. The students must be able to understand how to complete a negotiation analysis to lead them to success. This course provides an appreciation of what makes a good negotiator in the context of international business, alliances and joint ventures, acquisitions, contracts & projects. The main focus of this course shall be to inculcate the skills and techniques in the students and take them through the journey of negotiating process leading to amicable and positive outcomes.

**Course Outcomes:**

CO1: Identify the skills and techniques used in the process of negotiation.

CO2: Proactively and strategically prepare for individual, team and multi-party negotiations.

CO3: Apply the concept of negotiation on a business deal after reaching an initial agreement to create a binding contract.

CO4: Categorize and practice the techniques and skills to become a successful negotiator in their personal life and business transactions.

**COURSE CONTENTS:**

**MODULE 1: Introduction to Negotiation**

Negotiation Strategy

Negotiation in Dispute Resolution or a deal making

Analyzing Negotiation

Techniques in Dispute Resolution Negotiation

**MODULE 2: Factors affecting Negotiations**

Negotiation Planning

Negotiator Identity and Negotiation Context: The Effects of Culture, Gender and Race

Maintaining Ethics in process of Negotiation

Cognitive biases in negotiations

Emotional biases in negotiations

### **MODULE 3: Party Negotiations**

Multi-party negotiations

Using an agent in negotiation

Using Psychological Tools in Negotiation

Negotiation Counseling

Pre-Assumption, Wider Perspective, Contrast Principle

### **MODULE 4: Negotiations in Business**

Use of Negotiating skills in Contracts

Legality of negotiation in fixing consideration

Focus on Business Objectives

### **Pedagogy:**

The application of specific pedagogy is motivated from the fact that strong foundations need to be developed. However, it is to be kept in mind that implied understanding also needs to be developed on current issues relating to legal scenario in India. Pedagogy for the module has to take care of two things. Firstly, a constant interaction among students and tutor is required, involving students in active and participative manner. Secondly, an instructive strategy is required to understand implications emphasising learning by doing. Thus, in this module following pedagogical approaches are adopted:

- Student Lecture and Presentation: To support the development of theoretical construct.
- Case study Method: Better understanding of the case structure and interpretation of law and procedure.
- MOOC Courses enable the students to practically implement the knowledge acquired by them.

### **Suggested Readings:**

#### **Books :**

- Dr. S. Anandamurugan, Negotiation Skills, Global Vision Publishing House (2018).
- Roger Fisher, William Ury, Getting to Yes: Negotiating an agreement without giving in, RHUK (2012).
- Himanshu Rai, Negotiation, McGraw Hill Education (2017).

### **Reference websites:**

[www.livelaw.in/](http://www.livelaw.in/)

<https://www.coursera.org/learn/negotiation-skills>

<https://www.pon.harvard.edu/daily/business-negotiations/solutions-for-avoiding-intercultural-barriers/>

<https://www.negotiations.com/articles/negotiating-phases/>

### Course Assessment Components

This course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class

Mid Semester Examination	Assignment	Presentation (s)	Project(s)	Total Internal Component	End Semester Examination
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### Relationship between the Course Outcomes (COs) and Program Outcomes (POs) / Program Specific Outcomes (PSOs)

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CO3	H	M		M	H		M	H	H		M	
CO4		M	H		H	M		M	H	M	H	M

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

**SCHOOL OF LAW**  
**SYLLABUS**  
**MEDIATION AND CONCILIATION**

**Course Code- LLMADR13**

**Credit-2**

**Course Objectives:**

Alternative Dispute Resolution (ADR) methods have gained a lot of importance and have been given a primary role in reducing arrears and promoting fast and affordable settlement of disputes. Mediation and Conciliation are two methods of ADR. The objective of this course to provide theoretical understanding of Mediation and Conciliation and at the same time distinguish between the two methods. Secondly, the course is geared to train students about the techniques and ethics involved in these two methods.

**Course Outcomes:**

CO1: Interpret the concept of mediation and conciliation and also the techniques and modes of mediation and conciliation

CO2: Implement the ethics learnt in cases which come before them

CO3: Compare different kinds of mediation and conciliation methods

CO4: Appraise the methods of mediation and conciliation internationally

**COURSE CONTENT**

**Module 1: Introduction**

- Mediation: Meaning, scope and importance
- Conciliation: Meaning, scope and importance
- Difference between mediation, conciliation and other forms of ADR

**Module 2: Mediation**

- Adjudication v Mediation
- Techniques of Mediation
- Mediation ethics
- Supreme Court's module on Mediation
- Kinds of Mediation: Civil, Commercial, Family

**Module 3: Conciliation**

- Conciliation: Nature and Modes
- Law relating to Conciliation

#### **Module 4: International Practices**

- Comparative study of Mediation
- Comparative study of Conciliation

#### **Pedagogy:**

The application of specific pedagogy is motivated from the fact that strong foundations need to be developed. However, it is to be kept in mind that implied understanding also needs to be developed on current issues relating to legal scenario in India. Pedagogy for the module has to take care of two things. Firstly, a constant interaction among students and tutor is required, involving students in active and participative manner. Secondly, an instructive strategy is required to understand implications emphasising learning by doing. Thus, in this module following pedagogical approaches are adopted:

- Student Lecture and Presentation: To support the development of theoretical construct.
- Analysis of Cases: For better understanding of the system of WTO and interpretation of the agreements.
- Research and analysis: Better understanding of the case structure and interpretation of law and procedure.

#### **Text Books:**

1. Sriram Panchu, Mediation Practices & Law, Lexis Nexis Butterworth, 1st ed. (2011).
2. S. Susheela, Mediation Readers Handbook, Asia Law House, 1st ed. (2012)

#### **Reference books:**

1. Abraham P. Ordoover and Andrea Doneff, Alternatives to Litigation: Mediation, Arbitration, and the Art of Dispute Resolution, Notre Dame: National Institute for Trial Advocacy, 2002
2. Mediation Training Manual of India, Supreme Court of India
3. The Mediator's Handbook by Ruth Chariton and Micheline Dewdney.
4. The Fundamentals of Family Mediation by John M. Haynes and Stephanie Charlesworth.

#### **Course Assessment Components**

This course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class

Mid Semester Examination	Assignment	Presentation (s)	Project(s)	Total Internal Component	End Semester Examination
15	05	05	15	40	60

## Relationship between the Course Outcomes (COs) and Program Outcomes (POs) / Program Specific Outcomes (PSOs)

**Matrix 1- Mapping of COs with POs and PSOs**

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CO2	H	M		H	M		M		M		M	
CO3			M		M		M	H				M
CO4	M	M	H	M	H	M		M	M	M	H	H

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

# REAL ESTATE

**SYLLABUS**  
**SCHOOL OF LAW**

**COMPETITION AND INVESTMENT IN REAL ESTATE SECTOR**

**Course Code- LLMREL14**

**Credit-2**

**Course Objective:**

The objective of the course is to introduce the background of the real estate sector in India. Earlier the sector was unregulated but with the coming of The Real Estate (Regulation and Development) Act, 2016 the sector seems to be a bit regulated. The course aims at discussing the competition issues that arise in real estate sector with special reference to abuse of dominance by real estate giants. The course also aims at analyzing the investment issues the real estate sector faces.

**Course Outcomes:**

CO1: Describe the real estate sector in India and how it is regulated in India

CO2: Interpret the competition law issues existing in real estate sector

CO3: Compare the challenges faced by real estate sector with respect to investment in India, US and UK

CO4: Appraise the investment issues in real estate sector with special reference to Real Estate Investment Trusts

**COURSE CONTENT**

**MODULE 1: Introduction to Real Estate Sector in India**

1. Brief background of Real Estate Sector in India
2. Analysis of The Real Estate (Regulation and Development) Act, 2016 with respect to competition and investment issues

**MODULE 2: Competition Issues in Real Estate Sector**

1. Interplay between real estate sector and competition law
2. Anti-Competitive practices existing in the real estate sector –
  - ✓ Dominance
  - ✓ Abuse of dominance
  - ✓ Relevant market
- Analysis of the DLF Case and other similar cases

**MODULE 3: Investment Issue in Real Estate Sector**

1. Problems faced by real estate sector due to lack of investments
2. Regulation by SEBI –
  - ✓ Concept of Real Estate Investment Trusts (REITs)
  - ✓ FDI allowed in Real Estate sector
3. REITs v Real Estate Funds

#### **MODULE 4: International Perspective of the Issues in Real Estate Sector**

1. Position of USA –
  - ✓ Regulation of real estate sector at state and federal level
  - ✓ Concept of REIT
2. Position of UK –
  - ✓ Regulation of real estate sector by the Office of Fair Trading (OFT): The Estate Agents Act, 1979; The Consumer, Estate Agents and Redress Act, 2007; The Consumer Protection from Unfair Trading Regulations, 2008 and The Business Protection from Misleading Marketing Regulations, 2008
  - ✓ Concept of REIT

#### **Pedagogy:**

The application of specific pedagogy is motivated from the fact that strong foundations need to be developed. However, it is to be kept in mind that implied understanding also needs to be developed on current issues relating to legal scenario in India. Pedagogy for the module has to take care of two things. Firstly, a constant interaction among students and tutor is required, involving students in active and participative manner. Secondly, an instructive strategy is required to understand implications emphasising learning by doing. Thus, in this module following pedagogical approaches are adopted:

- Student Lecture and Presentation: To support the development of theoretical construct.
- Analysis of Cases: For better understanding of the competition and investment challenges in the real estate sector.
- Research and analysis: Better understanding of the case structure and interpretation of law and procedure.

#### **Text Books:**

- Dr. V.K. Aggarwal, “The Competition Act, 2002” (2012)
- D.P Mittal, “Competition Law” (2003)
- MV Durga Prasad, “Law relating to Real Estate Regulation in India”, 5<sup>th</sup> edition, Asia Law House (2021)

- Stephen Mettling, David Cusic and Ryan Mettling, “Buying and Selling Real Estate in the United States” (2015)
- Ralph L. Block, “Investing in REIT’s” (2012)

#### **Suggested Online resources:**

- [www.legislation.gov.uk](http://www.legislation.gov.uk)
- <https://www2.deloitte.com/content/dam/Deloitte/in/Documents/tax/in-tax-reit-talk-book.pdf>
- [https://www.sebi.gov.in/legal/regulations/jun-2020/securities-and-exchange-board-of-india-real-estate-investment-trusts-second-amendment-regulations-2020\\_46887.html](https://www.sebi.gov.in/legal/regulations/jun-2020/securities-and-exchange-board-of-india-real-estate-investment-trusts-second-amendment-regulations-2020_46887.html)
- [www.reit.com](http://www.reit.com)
- [www.cci.gov.in](http://www.cci.gov.in)

#### **Course Assessment Components**

This course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class

Mid Semester Examination	Assignment	Presentation (s)	Project(s)	Total Internal Component	End Semester Examination
15	05	05	15	40	60

#### **Relationship between the Course Outcomes (COs) and Program Outcomes (POs) / Program Specific Outcomes (PSOs)**

##### **Matrix 1- Mapping of COs with POs and PSOs**

Course Outcome s (COs)	Program Outcomes (POs)								Program Specific Outcomes (PSOs)			
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4
CO1		M		H	M	H	H	M		H	M	H
CO2	H		M						M			
CO3	M	H	H	H	M		M	H	H			M
CO4		M		M			H	M		M	H	M

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

**SCHOOL OF LAW**  
**SYLLABUS**  
**REAL ESTATE REGULATION LAWS**

**Course Code- LLM REL 11**

**Credit-2**

**Course Objectives:**

Indian Real Estate sector has witnessed tremendous growth in the last decade in terms of contribution to India's GDP and also in relation to development of legal regime leveraging the expansion and restricting the empowering role of the developers. The era of development is marked by growth in real estate sector that encompasses not only residential sector but commercial and industrial as well. The launch of RERA in 2016 is determined to increase the confidence of the buyers and increase the transparency in the dealing of investors and agents of real estate. This course will enable the students to identify and analyze the compliances mandated by the Act for the builders as well as buyers. The course is also aimed at building professionals skilled in undertaking real estate disputes.

**Course Outcomes:**

CO1: Acquire in-depth knowledge about the processes of registration under RERA, 2016.

CO2: Analyze various provisions of the Act relating to agents and promoters and their duties.

CO3: Hypothesize the rights available to the allottees of the property and the process for its enforcement.

CO4: Devise and draft various petitions as a real estate RERA consultant, capable of working in any real estate company

**COURSE CONTENT**

**Module 1: Real Estate Regulation Act, 2016**

Problems faced by the Real estate sector in India

Project delays

Land Availability

Property Prices

Outdated Building Bye laws

Funding

Regulatory Pressures

## Need and Importance of RERA, 2016

### **Module 2:**

Registration of Real Estate Projects and Registration of Real Estate Agents  
Conditions for grant, extension and revocation of registration  
Mandatory Public Disclosure of all project details

### **Module 3:**

Functions and Duties of Promoter  
Compulsory deposit of 70 percent  
Rights and Duties of Allottees  
Establishment of Real Estate Regulatory Authority

### **Module 4: Dispute Settlement**

Adjudication and Resolution of Disputes under RERA  
Establishment of Real Estate Appellate Tribunal  
Punitive Measures  
Case Studies

### **Pedagogy:**

The module will be taught by combination of lectures, Seminar, Workshop and Tutorials. Role play, Quiz, Problem Solving, Mock Trial, Debate, Panel Discussions, Audio-Visual Presentation, Case analysis, Case Presentation, Project work, will be other methods of teaching beyond the lecture method. Experts in the field will be invited to deal with the practical aspects of the subject.

### **Suggested Readings:**

1. Bare Act, Real Estate (Regulation and Development) Act, 2016.
2. Sachin Mittal, The ABC of Real Estate in India, White Falcon Publishing, 2018.
3. MV Durga Prasad, Law relating to Real Estate Regulation in India, Asia Law House, 2021.
4. Rajdeep Banerjee & Joyeeta Banerjee, RERA: Real Estate (Regulation and Development) Act, 2016, Notion Press, 2020
5. Kanu Priya, Komal, Contours of Real Estate Laws, Thomson Reuters, 2020.

### **Weblinks:**

<https://www.indiacode.nic.in/handle/123456789/2158?locale=en>

<https://www.manifestias.com/2021/01/18/real-estate-regulation-and-development-act-2016-rera/>

### Course Assessment Components

This course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class

Mid Semester Examination	Assignment	Presentation (s)	Project(s)	Total Internal Component	End Semester Examination
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#### Matrix 1- Mapping of COs with POs and PSOs

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CO2			M		M	M	H	H		M		
CO3	M	H		M		M				H	H	M
CO4	H	M		M	H	M		H	M		M	

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

**SYLLABUS**  
**SCHOOL OF LAW**  
**HARYANA DEVELOPMENT AND REGULATIONS**

**Course Code- LLM REL 15**

**Credit-2**

**Course Objectives:**

The Considering how fast the world is developing an intelligent city with high quality infrastructure, attractive surroundings, high speed communication is what one hopes for. Hence, it becomes important to regulate development and planning. Haryana is a state which has tremendously grown in recent years specially cities like Gurugram, Rohtak, Karnal etc. With such fast paced development in terms of infrastructure if not checked may result into an ill planned and haphazard urbanization. This subject is relevant to this course for understanding laws relating to development and regulation in real estate in Haryana which would prevent haphazard planning in the state of Haryana. The course aims to provide an outline of laws which regulates the use of land in order to prevent ill-planned and haphazard urbanization in or around the towns of Haryana.

**Course Outcomes:**

CO1: Identify and understand Basic laws relating to planned development in the state of Haryana. Constitution.

CO2: Analyze the basic concepts of development and law

CO3: Criticize and interpret various decisions of the judiciary in pursuance of the law relating to development

CO4: Understand the contrast between the laws in Uttar Pradesh and Haryana.

**COURSE CONTENT**

**Module 1: THE HARYANA DEVELOPMENT AND REGULATION OF URBAN AREAS ACT, 1975 (HARYANA ACT 8 OF 1975) AND INDIAN EASEMENT ACT, 1882.**

Definitions: Urban Area, Building, Colony, Colonizer, Flat, Group Housing, Integrated Commercial Complex, External Development Works, Internal Development Works, Owner (Section 2)

Application for License, Cancellation of License and exemptions from obtaining License (Section 3, Section 8, Section 9)

Easement: Definition, Kinds, Imposition, Acquisition and Transfer (Chapter 1 and Chapter 2)

License: Definition, Grant of License, Duties of granter, revocation of license (Chapter 4)

**Module 2: HARYANA APARTMENT OWNERSHIP ACT, 1983. (HARYANA ACT NO. 10 OF 1983)**

Application of the act and definitions: Apartment, Apartment owner, Building, Common areas and facilities, limited common area and facilities, common expenses, common profits, declaration, person, property (Section 1, Section 2 and Section 24)

Contents of Declaration (Section 11, Deed of Apartment (Section 12) and Registration thereof (Section 13)

Use of Common areas and facilities (Section 6), common profits and expenses (Section 10) and charge on property for common expenses (Section 19).

Administration of Property by Bye-Laws (Section 16, Penalties and prosecution (Section 24A-24C).

**Module 3: UTTAR PRADESH APARTMENT (PROMOTION OF CONSTRUCTION, OWNERSHIP AND MAINTENANCE) ACT, 2010 (U.P. ACT 16 OF 2010)- PART 1**

Application of the Act and Definitions: Apartment, Apartment owner, Building, Common areas and facilities, limited common area and facilities, common expenses, common profits, declaration, person, property. (Section 2 and Section 3)

Declaration of Building and Deed of Apartment (Chapter 5)

Duties promoter (Chapter 2)

Liabilities of Promoter (Chapter 2)

**Module 4: UTTAR PRADESH APARTMENT (PROMOTION OF CONSTRUCTION, OWNERSHIP AND MAINTENANCE) ACT, 2010 (U.P. ACT 16 OF 2010)- PART 2**

Rights of Apartment owners (Chapter 3)

Obligations of Apartment Owners (Chapter 3)

Ownership, Heritability and Transferability of Apartments (Chapter 4)

Rights of Re-entry (Chapter 4)

**Pedagogy:**

The module will be taught by combination of lectures, Seminar, Workshop and Tutorials. Role play, Quiz, Problem Solving, Mock Trial, Debate, Panel Discussions, Audio-Visual Presentation, Case analysis, Case Presentation, Project work, will be other methods of teaching beyond the lecture method. Field trip to Parliament of India and Supreme Court of India will be organized during the semester for gaining practical exposure. Experts in the field will be invited to deal with the practical aspects of the subject.

### Books to be Referred

Himanshu Bangia and Lovdeep Bangia: Haryana Urban Development Laws (Amended Up-to-date) Hardcover – 1 January 2015

### Course Assessment Components

This course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class

Mid Semester Examination	Assignment	Presentation (s)	Project(s)	Total Internal Component	End Semester Examination
15	05	05	15	40	60

### Relationship between the Course Outcomes (COs) and Program Outcomes (POs) / Program Specific Outcomes (PSOs)

#### Matrix 1- Mapping of COs with POs and PSOs

Course Outcome s (COs)	Program Outcomes (POs)								Program Specific Outcomes (PSOs)			
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4
CO1	M	M	H	M		M		M	H	H	M	
CO2	H	H		H	M		H		M	M		H
CO3		M	M		H		H	H	H	H		
CO4	H	M	H		H	M		M	H		H	M

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

**SYLLABUS**  
**SCHOOL OF LAW**  
**LAND ACQUISITION LAWS**

**Course Code- LLMREL12**

**Credit-2**

**Objective-**

Land acquisition law has remained among the most controversial areas in modern jurisprudence. Constitutional and civil litigation on the subject has been defining feature of post-independence jurisprudence in the country. Issues like adequate compensation, the precise extent of eminent domain continue to remain controversial even today. In light of these aspects, LLM students will be getting a rigorous learning opportunity in the subject. The basic objectives of the Course are:

1. This course aims at providing the students with a deeper insight into the legal aspects of land acquisition.
2. The course also tries to develop a basic understanding about the principles and various concepts of land acquisition.
3. To understand the Indian judicial response to land acquisition claims.

**Learning Outcome-**

At the end of this course, the students will be able to:

1. Understand the connection between Land acquisition and public policy in India.
2. Gather knowledge about the principles and theories revolving around land acquisition.
3. Understand the role/contribution of the Supreme Court of India in sustaining India's land acquisition policy.
4. Analyze and apply the various provision of Land acquisitions law.

**Course Outcomes:**

CO1: Identify and understand the importance of writs in the enforcement of Fundamental Rights under the Indian Constitution.

CO2: Examine the role of judiciary in enforcing rights and relaxing principles of application of law.

CO3: Analyze the contemporary cases in the light of expanding writ jurisdiction of the High Courts and the Supreme Court.

CO4: Criticize and interpret various decisions of the judiciary in pursuance of the law of writs in India and their relationship with the other existing Laws.

## **COURSE CONTENT**

### **MODULE 1: Evolution and Constitutional Basis.**

1. Doctrine of 'Eminent Domain.'
2. Constitutional Provisions.
3. Abolition of Private Landlordism.
4. Urbanization: Effects and Issues (Displacement, Rehabilitation and Resettlement).

### **MODULE 2: Land Acquisition Act, 1894 (Part-1)**

1. Public Purpose: Definition and Judicial Decisions.
2. Procedure of Land Acquisition (From Preliminary Notification to Award of Collector).
3. Determination and Payment of Compensation.
4. Reference to Court and Procedure thereon.

### **MODULE 3: Land Acquisition Act, 1894 (Part-2)**

1. Acquisition of Land for Companies.
2. Special powers in case of urgency.
3. Temporary Occupation of Land.
4. Lacunae in law and need for a revisit.

### **MODULE 4: Right to Fair Compensation and Transparency in Land Acquisition, Rehabilitation and Resettlement Act, 2013. (RFCTLARR Act, 2013)**

1. Definitions: 'Affected Area,' 'Affected Families,' 'Appropriate Government,' 'Family,' 'Holding of Land,' 'Infrastructure Project,' 'Landowner,' 'Person Interested,' 'Requiring Body,'
2. Public Purpose and Social Impact Assessment.
3. Procedure and Manner of Rehabilitation and Resettlement and Establishment of Land Acquisition, Rehabilitation and Resettlement Authority.
4. Temporary Occupation of Land, Offences and Penalties and RFCTLARR (Amendment) Ordinance, 2014 (w.e.f 01.01.2015).

### **Pedagogy-**

The application of specific pedagogy is motivated from the fact that strong foundations need to be developed. However, it is to be kept in mind that implied understanding also needs to be developed on current issues relating to legal scenario in India. Pedagogy for the module has to take care of two things. Firstly, a constant interaction among students and tutor is required, involving students in active and participative manner. Secondly, an instructive strategy is required to understand implications emphasising learning by doing. Thus, in this module following pedagogical approaches are adopted:

- Student Lecture and Presentation: To support the development of theoretical construct.

- Research and analysis: Better understanding of the case structure and interpretation of law and procedure.

### Textbooks-

Taxman: Guide to Land Acquisition

Vijay Kumar: Law Relating to Land Acquisition

### Course Assessment Components

This course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class

Mid Semester Examination	Assignment	Presentation (s)	Project(s)	Total Internal Component	End Semester Examination
15	05	05	15	40	60

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CO1	H	M	H	M		H		M	H	H	M	
CO2	M	H		H	M		M		M			H
CO3	H	M		M	H		M	H	H		M	
CO4		M	H		H	M		M	H	M	H	M

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

**SYLLABUS**  
**SCHOOL OF LAW**  
**TRANSFER OF PROPERTY AND EASEMENTS**

**Course Code- LLMREL13**

**Credit-2**

**Course Objectives:**

This course will discuss the theoretical nature and justification of property and the important features of the Australian common law and statutory provisions relating to real and personal property, with emphasis being given to the former. The principal aim is to acquaint students with the fundamental proprietary interests and to teach students how to apply the relevant laws and concepts to practical situations where such interests are in dispute. The following topics will be considered: the theoretical nature and justification of common, private and public/state property; ownership and possession of real and personal property; adverse possession and limitation of actions legislation; limits to land (including fixtures, the ownership of airspace and subsoil, land boundaries and encroachments); estates and tenure; legal rights recognised in land (including bare and contractual licences; mortgages; co- ownership); future interests and equitable intervention; creation and enforceability of equitable interests, including assignments of property; the Torrens system of land title registration; leases; easements; and restrictive covenants.

**Course Outcomes:**

- CO1 Identify and understand the basic concept of property
- CO2 Examine the nature and kinds of Mortgage
- CO3 Analyze the meaning and concept of sale
- CO4 Criticize and interpret various concepts associated with lease and Easements Law

**COURSE CONTENT.**

**Unit I – Concept of Property**

- a. Real and Impersonal Property
- b. Sections 3, 5, 6 and 7 of Transfer of Property Act
- c. Ostensible Owner Section 41 and Benami Transaction Act, 1988

**Unit II – Mortgage**

- a. Kinds of Mortgage
- b. Redemption/ Foreclosure

- c. Clog/ Clog of Redemption

### **Unit III- Sale**

- a. Meaning and Concept of Sale
- b. Essential of Sale
- c. Registration of Sale Property
- d. Rights and Liabilities of seller and buyer

### **Unit IV – Lease**

- a. Definition of Lease and Concept of Lease- Sections 105 to 116
- b. Cancellation of Lease
- c. Duration of Lease
- d. Determination of Lease and Surrender and Merger under Section 111
- e. Liability

### **UNIT-V Indian Easements Law**

- a. Indian Easements Act 1882
- b. Leading Cases

### **PEDAGOGY**

The application of specific pedagogy is motivated from the fact that strong foundations need to be developed. However, it is to be kept in mind that implied understanding also needs to be developed on current issues relating to legal scenario in India. Pedagogy for the module has to take care of two things. Firstly, a constant interaction among students and tutor is required, involving students in active and participative manner. Secondly, an instructive strategy is required to understand implications emphasising learning by doing. Thus, in this module following pedagogical approaches are adopted:

- Student Lecture and Presentation: To support the development of theoretical construct.
- Case study Method: Better understanding of the case structure and interpretation of law and procedure.
- Research and analysis: Better understanding of the case structure and interpretation of law and procedure.

### **Prescribed Books:**

1. Poonam Pradhan Saxena (Rev.), Mulla's The Transfer of Property Act(11th ed. 2012)
2. Poonam Pradhan Saxena, 'Property and Easement', Halsbury Laws of India; Vol. 12 (2002). 3. Poonam Pradhan Saxena, Property Law (2nd ed. 2011)
4. Vepa. P. Sarathi (Rev.) G.C.V. Subba Rao's Law of Transfer of Property(3rd ed., 2002)

5. Sen Gupta (Rev.), Mitra's Transfer of Property Act (18th ed., 2004)

6. S.M. Lahiri, Transfer of Property Act (10th ed., 1986)

### Course Assessment Components

This course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class

Mid Semester Examination	Assignment	Presentation (s)	Project(s)	Total Internal Component	End Semester Examination
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CO2	H	M		H	M		M		M		M	
CO3			M		M		M	H				M
CO4	M	M	H	M	H	M		M	M	M	H	H

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**SYLLABUS**  
**SCHOOL OF LAW**  
**SUSTAINABILITY OF REAL ESTATE SECTOR**

**Course Code- LLMREL16**

**Credit-2**

**Course Objectives:**

The idea of an ecological business is raising up in the corporate agenda. Thinking about environment is intrinsic in the productivity concept. Companies and brands must think how to supply more sustainable products, and this is a must that also the real estate market has to be aware of. Sustainable properties are increasingly required and the governments are now creating advantages for companies which are increasing energy conservation, recycling and reducing natural resources. Governmental programs are a good way for organizations to save money and strive to a degree of ecological ethics: certain local governments recognize the importance of the green agenda and offer tax incentives to encourage sustainable practices that reduce waste disposal, water use and energy demand. In the near future, the real estate sector needs to consider an increase of regulatory pressures on their operations, such as carbon accounting. The new Indian trend is green, so it's clear that companies must begin to be involved more and more in the green technologies spirit in their short- and long-term strategies to satisfy the demand of investors and tenants.

**Course Outcomes:**

- CO1: To make the students define and understand the concept of liability and sustainability
- CO2: To highlight and articulate the concept of Corporate Social Responsibility and its relation to real estate sector
- CO3: To examine the impact of real estate on Environment
- CO4: To understand various facets of sustainability and real estate at international level

**COURSE CONTENTS:**

**MODULE 1: INTRODUCTION TO REAL ESTATE SECTOR IN INDIA**

- a) Concept of Liability
- b) Concept of Sustainability

**MODULE 2: REAL ESTATE SECTOR AND CORPORATE SOCIAL RESPONSIBILITY**

- a) Concept of CSR in India
- b) CSR in Real Estate Sector in India
- c) Impact of CSR on FDI in Real Estate Sector

**MODULE 3: REAL ESTATE SECTOR AND ENVIRONMENT**

- a) Environment Impact Assessment for Real Estate Projects
- b) Case Studies of EIA
  - a. Arravali Case Study
  - b. Kol-Dam Hydropower Project

#### MODULE 4: INTERNATIONAL PERSPECTIVE

- a) Sustainable measures in real estate sector in Scandinavia
- b) Sustainable measures in real estate sector in USA

#### **Pedagogy:**

Thus, in this module following pedagogical approaches are adopted:

- Student Lecture and Presentation: To support the development of theoretical construct.
- Case study Method: Better understanding of the case structure and interpretation of law and procedure.
- Group Discussions on the recent issues revolving the new concepts as per the new Act.

#### **STATUTES/ ARTICLES TO BE REFERRED:**

- COMPANIES ACT 2013
- [HTTPS://WWW.FORBES.COM/SITES/FORBESREALESTATECOUNCIL/2021/06/25/THE-INCREASED-IMPORTANCE-OF-ENVIRONMENTAL-SUSTAINABILITY-IN-REAL-ESTATE/?SH=3FFB982737A1](https://www.forbes.com/sites/forbesrealestatecouncil/2021/06/25/the-increased-importance-of-environmental-sustainability-in-real-estate/?sh=3fffb982737a1)
- [HTTPS://WWW.RICS.ORG/EN-IN/WBEF/MEGATRENDS/NATURAL-ENVIRONMENT/SUSTAINABLE-INVESTMENT-IN-REAL-ESTATE/](https://www.rics.org/en-in/wbef/megatrends/natural-environment/sustainable-investment-in-real-estate/)
- [HTTPS://WWW.RESEARCHGATE.NET/PUBLICATION/277309991\\_SUSTAINABILITY\\_ASPECTS\\_OF\\_REAL\\_ESTATE\\_DEVELOPMENT\\_LITHUANIAN\\_CASE\\_STUDY\\_OF\\_SPORTS\\_AND\\_ENTERTAINMENT\\_ARENAS](https://www.researchgate.net/publication/277309991_Sustainability_Aspects_of_Real_Estate_Development_Lithuanian_Case_Study_of_Sports_and_Entertainment_Arenas)
- [HTTPS://ASSETS.EY.COM/CONTENT/DAM/EY-SITES/EY-COM/EN\\_US/TOPICS/REAL-ESTATE-HOSPITALITY-AND-CONSTRUCTION/EY-SUSTAINABLE-SUSTAINABILITY-IN-REAL-ESTATE.PDF](https://assets.ey.com/content/dam/ey-sites/ey-com/en_us/topics/real-estate-hospitality-and-construction/ey-sustainable-sustainability-in-real-estate.pdf)
- [HTTP://WWW.JOSRE.ORG/WP-CONTENT/UPLOADS/2012/09/JOSRE-VOLUME1-20091.PDF](http://www.josre.org/wp-content/uploads/2012/09/JOSRE-VOLUME1-20091.pdf)

#### **Course Assessment Components**

This course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class

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	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1		M		H	M	H	H	M		H	M	H
CO2	H		M						M			
CO3	M	H	H	H	M		M	H	H			M
CO4		M		M			H	M		M	H	M

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

# **CYBER LAW AND ARTIFICIAL INTELLIGENCE**

**SYLLABUS**  
**SCHOOL OF LAW**  
**CYBER CRIME EVIDENCE, INVESTIGATION AND PROCEDURE**

**Course Code-LLMCLA12**

**Credit-2**

**Course Objective**

1. To enable students to identify and recall the fundamental concepts of cybercrime, its types, and the differences between traditional and cyber crimes.
2. To develop an understanding of the legal framework for cybercrime prevention, including the provisions of The IT Act, 2000, and to critically examine the interplay between freedom of speech, human rights, and cyberspace.
3. To equip students with the practical skills necessary to investigate cybercrimes, including the use of digital forensic tools, first responder procedures, and digital evidence collection and analysis.
4. To foster the ability to critically analyze the role of international and national regulatory bodies, case laws, and treaties, and their implications on privacy, cyber warfare, and human rights in the context of global cybercrime.

**Course Outcome**

CO1: Identify and define key concepts of cyber crimes, including the various types such as data theft, hacking, and cyber terrorism, along with differentiating between traditional and cyber crimes.

CO2: Explain the critical aspects of The IT Act, 2000, its role in the prevention of cyber crimes, and analyze the associated human rights and freedom of speech issues in cyberspace.

CO3: Demonstrate the process of investigating cyber crimes by applying knowledge of digital forensic tools, procedures for securing and documenting evidence, and the roles of investigative agencies in India.

CO4: Critically analyze case laws and international regulations (such as ICANN, WTO, Interpol) related to cyber crimes, and evaluate their impact on privacy, net neutrality, and human rights in the context of cyber warfare.

**COURSE CONTENT-**

**Module 1**

**Cyber Forensic and Computer Crimes and types, Crimes targeting Computers:**

**Definition of Cyber Crime & Computer related crimes, Classification & Differentiation between traditional crime and cyber crimes.**

- a. Data Theft
- b. Hacking
- c. Spreading Virus & Worms
- d. Phishing
- e. Cyber Stalking/Bullying

- f. Identity Theft & Impersonation
  - g. Credit card & Online Banking Frauds
  - h. Obscenity, Pornography & Child Pornography
  - i. Cyber Defamation, Defacement,
  - j. Illegal online selling & Gambling
  - k. Denial of Service Attacks
  - l. Cyber terrorism
  - m. Software Piracy & illegal downloading
- Reasons for Cyber Crimes.  
Cyber Criminal Mode and Manner of Committing Cyber Crime

## **Module 2**

Prevention of Cyber Crimes & Frauds Critical analysis & loop holes of The IT Act, 2000  
Cyber Crimes : freedom of speech in cyber space & human right issues

## **Module 3**

Investigation of Cyber Crimes  
Investigation of malicious applications  
Agencies for investigation in India, their powers and their constitution as per Indian Laws  
Procedures followed by First Responders; search and Seizure Procedures of Digital Evidence

## **Module 4**

### **Securing the Scene, Documenting the Scene, Evidence Collection and Transportation**

- a. Data Acquisition
- b. Data Analysis
- c. Reporting

### **Digital Forensics**

- a. Computer Forensics
- b. Mobile Forensics
- c. Forensic Tools
- d. Anti-Forensics

### **Electronic/Digital Evidence laws & case Laws**

### **International Organizations and Their Roles**

- a) ICANN
- b) URDP
- c) WTO and TRIPS
- d) Interpol & Europol
- e) Impact of Cyber warfare on Privacy Identity
- f) Net Neutrality and EU Electronic communication Regulatory framework
- g) WCAG
- h) Social Networking sites Vis-a-vis Human Right

### **Case Laws : Indian & International Cases**

### Pedagogy:

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- Student Lecture and Presentation: To support the development of theoretical construct.
- Analysis of Cases: For better understanding of the competition and investment challenges in the real estate sector.
- Research and analysis: Better understanding of the case structure and interpretation of law and procedure.

### Course Assessment Components

This course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class

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15	05	05	15	40	60

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CO2			M		M	M	H	H		M		
CO3	M	H		M		M				H	H	M
CO4	H	M		M	H	M		H	M		M	

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**SCHOOL OF LAW**  
**SYLLABUS**  
**ARTIFICIAL INTELLIGENCE AND LAW**

**Course Code: LLMCLA16**

**Credit: 2**

**Course Objective**

Artificial Intelligence in Law will reflect on broad range of legal and policy challenges posed by artificial intelligence (AI), machine learning and other emergent technologies. Through this course students will explore the many promises and perils of AI. This course is innovative and cutting edge. The law in the areas is either nonexistent or nascent. There will be plenty of opportunity to think about how existing laws might be adapted to meet the regulatory and policy needs relevant to these emerging technologies. The course covers the legal relevance of the use of artificially intelligent software in the areas viz., IPR, Competition Law, Health Law, Labor Law, Judicial Process and Administration of Justice.

**Course Outcomes**

By the end of the course, the student will:

**CO1:** To gain the understanding and knowledge of Artificial intelligence and its Merits and Demerits

**CO2:** To appreciate the various integral and finer aspects of Artificial Intelligence in Law

**CO3:** To gain the understanding and knowledge of AI in legal fields, labour law, competition law and health law etc.

**CO4:** To study various case study of use of AI in various law firms.

**COURSE CONTENTS**

**MODULE 1: General Introduction of AI and Law**

- a) Introduction to Artificial Intelligence. History of AI and Its Applications.
- b) AI and Law
  - Law and AI Software
  - Law and AI Hardware
- c) Legal Personhood, Responsibility and AI
- d) AI and Morality
- e) AI and Ethics
- f) AI and Regulatory Challenges
- g) AI in tort and criminal Law

**MODULE 2: Implication of AI in various legal field**

- a) Application of AI in Legal profession
- b) AI and Smart Contracts and financial transactions
- c) AI and Elections
- d) AI National Security and War
- e) AI and IP law
- f) AI and Cyber Crimes and Cyber Security
- g) AI and Health law
- h) CASE STUDY (Data management in Legal Firm through AI)

### **MODULE 3: AI and Judiciary**

- a) AI and Judiciary
- b) Using AI tools in judicial process
- c) Using AI in judicial administration and reducing pendency of cases
- d) AI and Justice Delivery

### **MODULE 4: AI and Niche Technology**

- a) Introduction to Algorithms, Machine Learning, and Artificial Intelligence
- b) Promise and Problems in Emerging Technology
- c) Robots, Algorithms,
- d) AI and Financial Technology
- e) Anaqua Studio
- f) LEX Machina
- g) Neota Logic Systems
- h) Using Technology to Solve Sociotechnical Problems
- i) CASE STUDY (Decision Making Through AI)

### **Pedagogy**

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- Student Lecture and Presentation: To support the development of theoretical construct.
- Case study Method: Better understanding of the case structure and interpretation of law and procedure.

- Moot Courts enable the students to practically implement the knowledge acquired by them.

**Text Books:**

Duggal, Pawan (2017). Artificial intelligence Law, Amazon .

**Articles**

1. Lauren Kirchner, Julia Angwin, Jeff Larson & Surya Mattu, Machine Bias: There's Software Used Across the Country to Predict Future Criminals. And It's Biased Against Blacks, ProPublica, 2016 <https://www.propublica.org/article/machine-bias-risk-assessments-in-criminal-sentencing>
2. Ryan Calo, Artificial Intelligence Policy: A Primer and Roadmap (2017) <https://ssrn.com/abstract=3015350>
3. "How Artificial Intelligence is Transforming the Legal Profession," ABA Journal, posted April 1, 2016 (Julie Sobowale).
4. "Artificial Intelligence Looms Larger in the Corporate World," The Wall Street Journal, posted January 11, 2017 (Steven Norton).

**Course Assessment Components**

This course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class

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CO3		M	M		H		H	H	H	H		
CO4	H	M	H		H	M		M	H		H	M

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**SYLLABUS**  
**SCHOOL OF LAW**  
**INTELLECTUAL PROPERTY IN CYBER SPACE**

**Course Code- LLMCLA11**

**Credit-2**

**Course Objectives**

1. To provide a foundational understanding of intellectual property (IP) laws and their application in the digital environment.
2. To analyze the challenges and implications of protecting intellectual property in cyberspace.
3. To explore the legal frameworks and mechanisms available for IP protection in a globalized digital context.
4. To study the emerging trends and issues related to IP, such as domain names, digital copyrights, and open-source licensing.
5. To enable critical thinking about balancing innovation, access, and protection in the realm of digital IP.

**Course Outcomes**

By the end of the course, students will be able to:

CO1: Demonstrate a comprehensive understanding of intellectual property rights and their significance in cyberspace.

CO2: Analyze and apply legal principles related to copyrights, trademarks, patents, and domain names in the digital environment.

CO3: Evaluate the challenges and enforcement mechanisms of IP laws in addressing online infringement and piracy.

CO4: Explore emerging issues, such as data protection, open-source licensing, and AI's role in IP development.

**COURSE CONTENT**

**Module 1: Introduction to Intellectual Property in Cyberspace**

- **Overview of Intellectual Property (IP)**
  - Definition, types, and significance.
  - The role of IP in the digital age.
- **Legal Framework Governing IP**
  - International treaties (e.g., TRIPS Agreement, Berne Convention, WIPO).
  - National laws related to IP.
- **IP Challenges in Cyberspace**

- The impact of digitization on IP.
- Issues of enforcement and jurisdiction in the online environment.
- **Case Studies**
  - Landmark cases on IP in cyberspace.

## **Module 2: Copyright in the Digital Environment**

- **Digital Copyrights**
  - Protection of digital content (e.g., e-books, music, software, videos).
  - Copyright in multimedia and creative works online.
- **Fair Use Doctrine in Cyberspace**
  - Scope and limitations in the digital context.
  - Copyright exceptions for educational and research purposes.
- **Technological Protection Measures (TPM)**
  - Digital Rights Management (DRM) systems.
  - Circumvention of TPMs and its legal implications.
- **Online Copyright Infringement**
  - File sharing, streaming, and piracy.
  - Legal remedies and challenges.

## **Module 3: Trademarks, Patents, and Domain Names**

- **Trademarks in Cyberspace**
  - Protection of online brands and logos.
  - Trademark dilution and infringement in the online context.
- **Patents in Technology**
  - Software patents and patentability of online inventions.
  - Impact of AI and blockchain on patent laws.
- **Domain Name Disputes**
  - Cybersquatting and reverse domain name hijacking.
  - Uniform Domain-Name Dispute-Resolution Policy (UDRP).
- **Case Studies**
  - Notable cases of trademark and domain name conflicts.

## **Module 4: Emerging Issues and Cyber IP Governance**

- **IP and Social Media**
  - Ownership and infringement on platforms.
  - User-generated content and copyright issues.
- **Data and Database Protection**
  - IP issues in big data, AI, and machine learning.
  - Database rights and protection under IP law.
- **Open Source and Creative Commons**
  - Licensing models for free and open-source software.
  - Role of Creative Commons in the digital world.

- **Policy and Governance**

- Role of governments and international organizations.
- Future trends and challenges in IP in cyberspace.

- **Cybersecurity and IP**

- Protection of IP from cyberattacks.
- Role of encryption and cyber law in securing IP.

## **Pedagogy**

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**SYLLABUS**  
**SCHOOL OF LAW**  
**CYBER WORLD AND ORGANISED CRIME**

**Course Code- LLMCLA14**

**Credit-2**

**Course Objectives:**

The global reach of the Internet, the low marginal cost of online activity, and the relative anonymity of users have contributed to a wide escalation in cybercrimes. Consequently, information and communications technologies (ICT) are being increasingly employed to instigate threats to global civil society. This course provides an overview of cybercrime and the digital law enforcement practices put in place to respond to them. The course will focus on the types and extent of current cybercrimes, how the justice system responds to these crimes, the various constitutional protections afforded to computer users, the law and policies that govern cybercrime detection and prosecution, and related technologies.

**Course Outcomes-**

CO1: Define and describe the nature and scope of cybercrime and develop knowledge of major incidents of cybercrime and their resulting impact

CO2: Analyze and discuss national and global digital law enforcement efforts

CO3: Critically consider specific laws and policies governing cybercrime detection and prosecution

CO4: Identify and evaluate the specific technology that facilitates cybercrime and digital law enforcement

**COURSE CONTENTS:**

**MODULE 1: BASICS OF CYBER LAW**

- a. Cyber Law
  - i. Concept
  - ii. History
  - iii. Evolution
- b. Importance and Need of Cyber Law
- c. Cyber Jurisprudence at Indian and International Level

**MODULE 2: CYBER CRIMES-I**

- a. Difference between Cyber Crime and Conventional Crime
- b. Cyber Pornography
- c. Cyber Defamation
- d. Hacking and Cracking
  - i. Unethical and Ethical Hacking
  - i. Difference between Hacking and Cracking

**MODULE 3: CYBER CRIMES-II**

- a) Crime through Mobile Phones
  - i) SMS Spoofing
  - ii) Bluetooth Hacking
  - iii) Mobile Hacking
  - iv) Obscene material published in electronic form
- b) Cyber Terrorism
- c) Cyber Security and Cyber Privacy – Issues and Challenges

**MODULE 4: ORGANISED CRIMES IN INDIA**

- a. Money Laundering
- b. Cyber Thefts
- c. Trafficking
- d. Terrorism

**Pedagogy:**

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CO3			M		M		M	H				M
CO4	M	M	H	M	H	M		M	M	M	H	H

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**SYLLABUS**  
**SCHOOL OF LAW**  
**THE LAW OF E-COMMERCE TRANSACTIONS**

**Course Code- LLMCLA13**

**Credit-2**

**Course Objectives**

1. To understand the legal and regulatory frameworks governing e-commerce transactions globally and locally.
2. To examine the legal issues related to digital contracts, online payments, and consumer protection in e-commerce.
3. To explore the role of technology in shaping e-commerce laws, including issues related to data protection and cybersecurity.
4. To provide practical insights into dispute resolution and compliance in e-commerce operations.

**Course Outcomes**

By the end of the course, students will be able to:

**CO1:** Analyze the legal principles governing e-commerce transactions.

**CO2:** Apply knowledge of laws to draft and evaluate digital contracts.

**CO3:** Address issues related to data privacy, cybersecurity, and online consumer protection in e-commerce.

**CO4:** Understand the complexities of cross-border e-commerce and legal compliance.

**COURSE CONTENT**

**Module 1: Fundamentals of E-Commerce and Legal Framework**

• **Introduction to E-Commerce:**

- Definition, scope, and significance of e-commerce.
- Evolution of e-commerce and its legal implications.
- Types of e-commerce: B2B, B2C, C2C, C2B.

• **Legal Framework for E-Commerce:**

- Overview of e-commerce laws globally and regionally.
- UNCITRAL Model Law on Electronic Commerce.
- E-commerce provisions under WTO and regional trade agreements.

• **Key Concepts in E-Commerce Law:**

- Jurisdiction and applicable law in e-commerce disputes.
- Electronic governance and recognition of e-documents.
- Role of intermediaries and liability issues.

## **Module 2: Digital Contracts and Payments**

- **Digital Contracts:**
  - Formation and validity of electronic contracts.
  - Key elements: offer, acceptance, consideration, and consent in the digital context.
  - Click-wrap, browse-wrap, and shrink-wrap agreements.
  - Digital signatures and electronic authentication.
- **Online Payment Systems:**
  - Legal frameworks for online payment systems.
  - Issues with payment gateways, cryptocurrencies, and digital wallets.
  - Consumer protection in online payments.
- **Legal Challenges in Contractual E-Commerce Transactions:**
  - Non-repudiation, fraud, and enforcement issues.
  - Cross-border enforceability of digital contracts.

## **Module 3: Consumer Protection and Data Privacy in E-Commerce**

- **Consumer Protection in E-Commerce:**
  - Consumer rights in the digital marketplace.
  - Misleading advertisements, defective goods, and unfair trade practices.
  - Legal remedies for e-commerce disputes (refunds, cancellations, warranties).
- **Data Protection and Privacy Laws:**
  - Impact of GDPR, CCPA, and other global data protection laws on e-commerce.
  - Online tracking, cookies, and targeted advertising.
  - Data breaches and liability in e-commerce.
- **Cybersecurity and Fraud Prevention:**
  - Security measures for e-commerce platforms.
  - Legal implications of hacking, phishing, and other cybercrimes.

## **Module 4: Cross-Border E-Commerce and Dispute Resolution**

- **International E-Commerce:**
  - Challenges in cross-border e-commerce transactions.
  - Taxation issues in international e-commerce.
  - Legal compliance for international e-commerce platforms.
- **Dispute Resolution in E-Commerce:**
  - ADR mechanisms for e-commerce disputes (arbitration, mediation).
  - Online Dispute Resolution (ODR) platforms.
  - Enforcement of e-commerce dispute resolutions across jurisdictions.
- **Future Trends in E-Commerce Law:**
  - Emerging issues: AI in e-commerce, blockchain, and smart contracts.
  - Legal implications of new technologies on e-commerce operations.

### Pedagogy:

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**SYLLABUS  
SCHOOL OF LAW  
DATA PROTECTION LAWS**

**Course Code- LLMCLA15**

**Credit-2**

**Course Objectives**

1. To provide a comprehensive understanding of the principles and significance of data protection in the modern digital landscape.
2. To familiarize students with global and regional legal frameworks governing data protection and privacy.
3. To equip students with knowledge of technological tools and practices that ensure data security and compliance.
4. To develop practical skills to design, implement, and manage data protection strategies in organizations.
5. To critically analyze emerging challenges in data protection, including ethical concerns and advancements in technology.

**Course Outcomes**

By the end of this course, students will be able to:

CO1: Understand the foundational principles and concepts of data protection and privacy.

CO2: Analyze and compare global and regional data protection laws, including GDPR, CCPA, and other frameworks.

CO3: Apply technical and legal knowledge to assess and enhance data protection mechanisms in various contexts.

CO4: Design organizational policies and strategies to ensure compliance with data protection regulations.

**COURSE CONTENT**

**Module 1: Introduction to Data Protection**

- **Overview of Data Protection:**
  - Definition and importance of data protection.
  - Evolution of data protection laws globally.
  - Key principles of data protection.
- **Types of Data:**
  - Personal data, sensitive personal data, and anonymized data.
  - Concepts of data ownership and data sovereignty.
- **Data Privacy vs. Data Protection:**
  - Differentiating privacy rights and data protection measures.
- **Global Trends and Challenges:**

- Growing importance of data protection in the digital age.
- Cross-border data transfer issues.

## **Module 2: Legal Frameworks for Data Protection**

- **International Data Protection Laws:**

- General Data Protection Regulation (GDPR) of the European Union.
- California Consumer Privacy Act (CCPA) and other U.S. frameworks.
- Data protection laws in Asia-Pacific, including India's Digital Personal Data Protection Act.
- Other regional and sector-specific regulations.

- **Core Legal Principles:**

- Lawful basis for data processing.
- Consent and its limitations.
- Rights of individuals: access, rectification, erasure, portability, and objection.
- Accountability and transparency.

- **Enforcement and Penalties:**

- Role of regulatory authorities (e.g., Data Protection Authorities).
- Sanctions for non-compliance and case studies.

## **Module 3: Technological Aspects of Data Protection**

- **Data Management Practices:**

- Data collection, storage, processing, and disposal.
- Data anonymization and pseudonymization techniques.

- **Data Security Measures:**

- Encryption, firewalls, intrusion detection systems, and endpoint security.
- Risk assessment and breach management protocols.

- **Emerging Technologies:**

- Challenges posed by AI, IoT, blockchain, and cloud computing.
- Ensuring compliance in digital ecosystems.

- **Cross-Border Data Flows:**

- Legal and technological implications.
- Data localization requirements and adequacy decisions.

## **Module 4: Practical Applications and Emerging Issues**

- **Compliance and Implementation:**

- Developing privacy policies and frameworks for organizations.
- Role of Data Protection Officers (DPOs).
- Best practices for privacy-by-design and privacy-by-default.

- **Case Studies and Practical Scenarios:**

- Analysis of landmark cases (e.g., Schrems II, Facebook-Cambridge Analytica).
- Compliance strategies in multinational organizations.

- **Emerging Issues in Data Protection:**

- Ethical dilemmas in data processing.
- Big data, surveillance, and implications for civil liberties.
- Future of global harmonization in data protection laws.

### **Pedagogy:**

The application of specific pedagogy is motivated from the fact that strong foundations need to be developed. However, it is to be kept in mind that implied understanding also needs to be developed on current issues relating to legal scenario in India. Pedagogy for the module has to take care of two things. Firstly, a constant interaction among students and tutor is required, involving students in active and participative manner. Secondly, an instructive strategy is required to understand implications emphasising learning by doing. Thus, in this module following pedagogical approaches are adopted:

- Student Lecture and Presentation: To support the development of theoretical construct.
- Analysis of Cases: For better understanding of the competition and investment challenges in the real estate sector.
- Research and analysis: Better understanding of the case structure and interpretation of law and procedure.

### **Suggested Online resources:**

- [www.legislation.gov.uk](http://www.legislation.gov.uk)
- <https://www2.deloitte.com/content/dam/Deloitte/in/Documents/tax/in-tax-reit-talk-book.pdf>

### **Course Assessment Components**

This course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class

Mid Semester Examination	Assignment	Presentation (s)	Project(s)	Total Internal Component	End Semester Examination
15	05	05	15	40	60

### **Relationship between the Course Outcomes (COs) and Program Outcomes (POs) / Program Specific Outcomes (PSOs)**

#### **Matrix 1- Mapping of COs with POs and PSOs**

Course Outcomes (COs)	Program Outcomes (POs)								Program Specific Outcomes (PSOs)			
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	H	M		H	M	H	H		M		H	M

CO2			M		M	M	H	H		M		
CO3	M	H		M		M				H	H	M
CO4	H	M		M	H	M		H	M		M	

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)