Sushant University

Key Indicator – 1.3 Curriculum Enrichment (50)

1.3.2 Number of certificate / value-added courses / Diploma Programme/ online courses of MOOCS / SWAYAM / e-Pathshala / NPTEL etc. where the students of the institution have enrolled and successfully completed
(30)

Criterion 1 – Curricular Aspects (150)

Metric 1.3.2

Annual Report consolidated including objective & Outcome of all VAPs with graphs, charts /photographs

(2019-20 to 2023-24)

Appendix V

SOL

Gurugram,HR,India
Gwal Pahadi Road, Sector 55, Gurugram,
122011, HR, India
Lat 28.428233, Long 77.112556
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Note : Captured by GPS Map Camera

SCHOOL OF LAW

Sushant University

GPS Map Camera

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Gwal Pahadi Road, Sector 55, Gurugram,
122011, HR, India
Lat 28.428233, Long 77.112556
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Note : Captured by GPS Map Camera

MOOT COURT

Memorial (30) | Application & Fact & laws | Advocacy
→ Arguments
→ Framing of ISSUES
→ Expression & Articulation

Use of Authorities & Citations
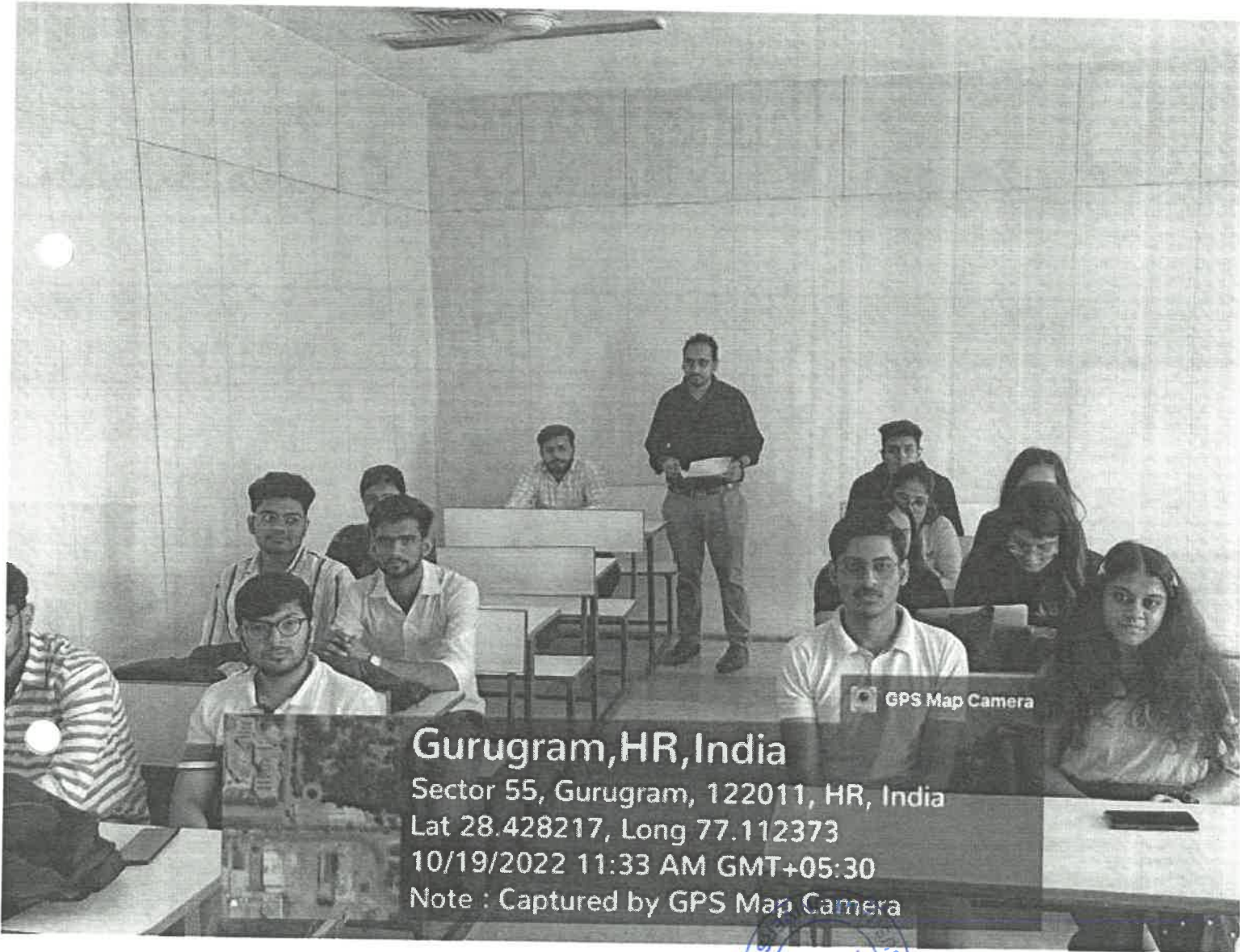
General Impression & court Manners

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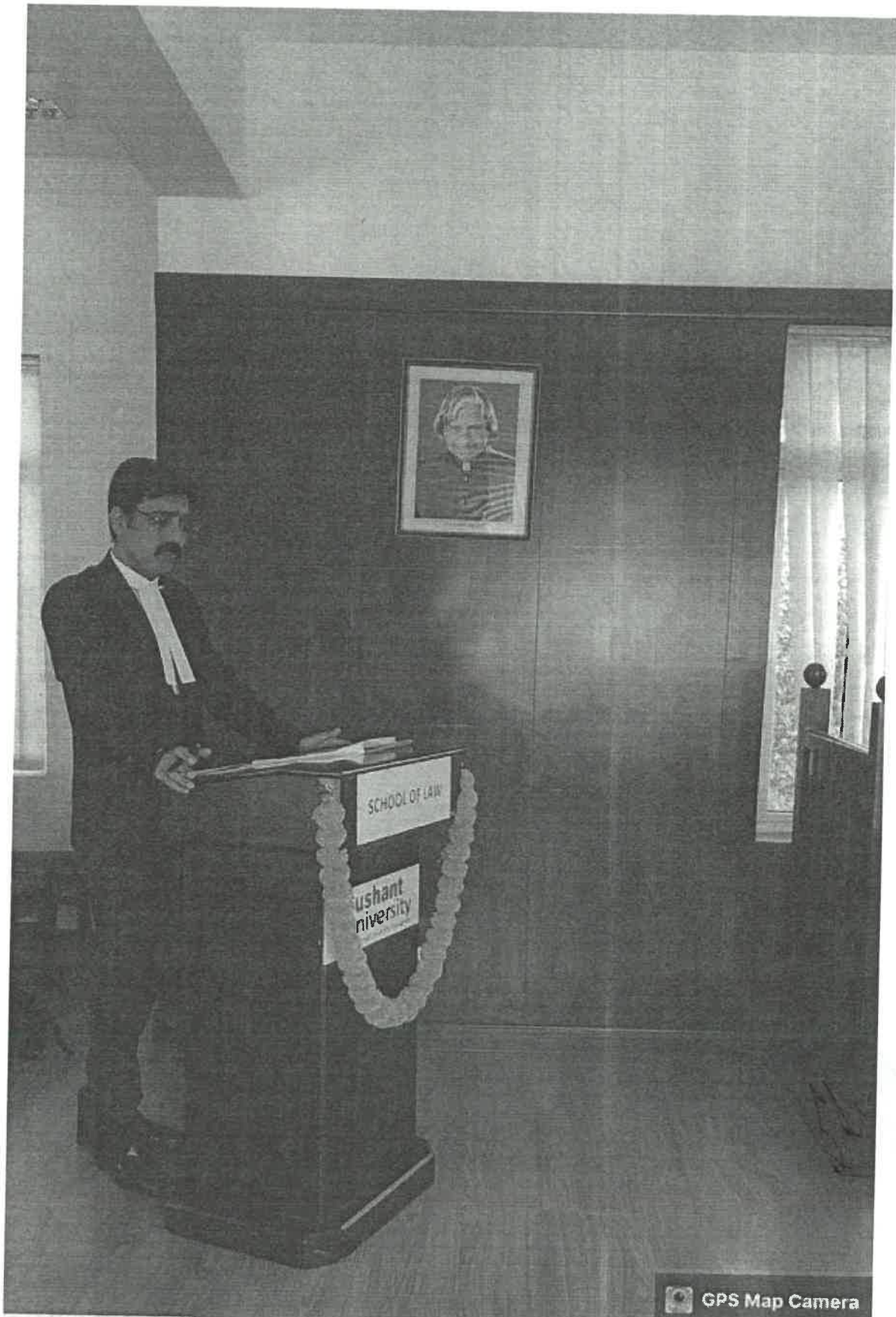10/19/2022 11:33 AM GMT+05:30
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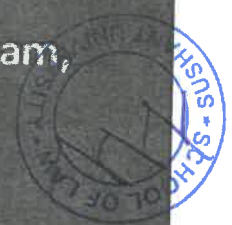11/25/2022 12:43 PM GMT+05:30

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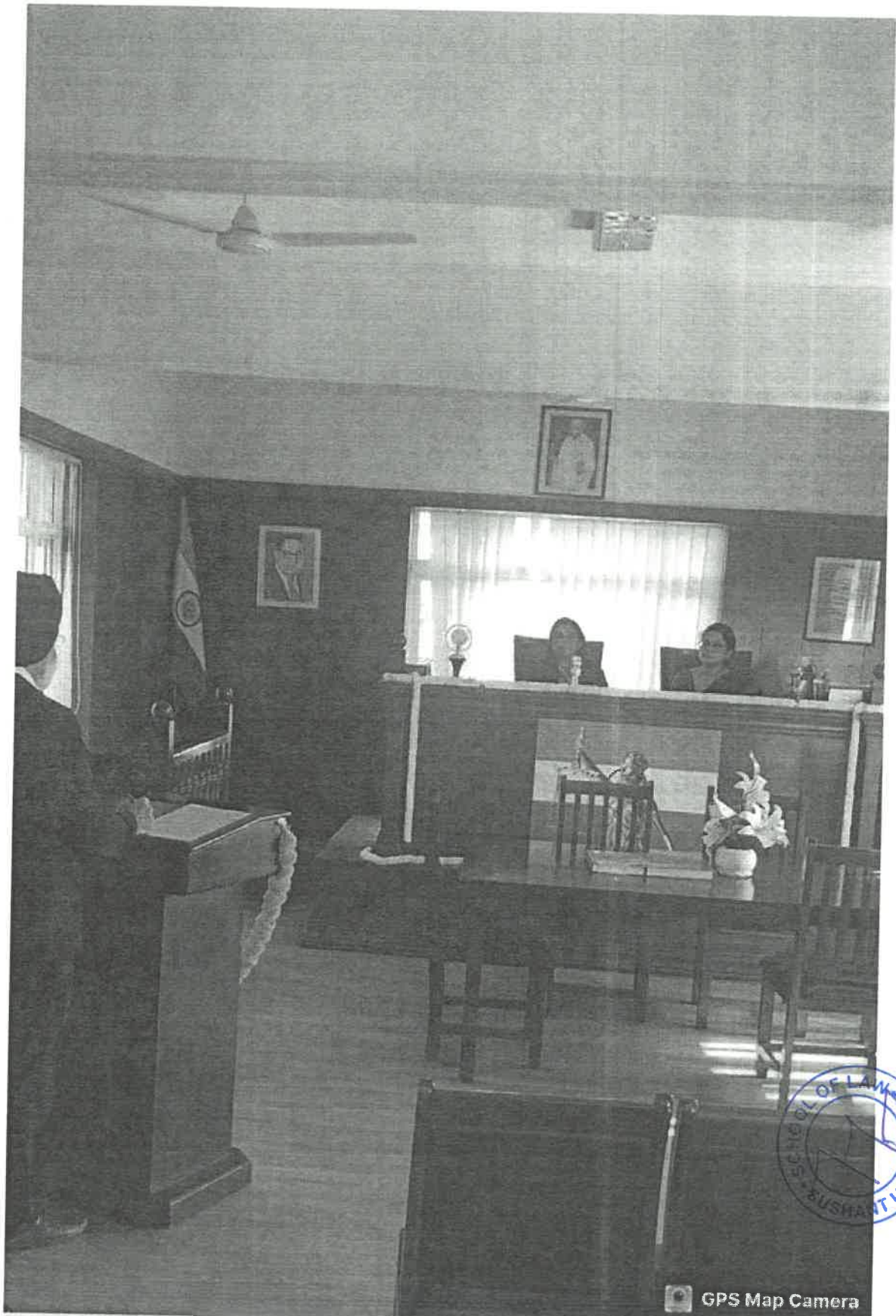
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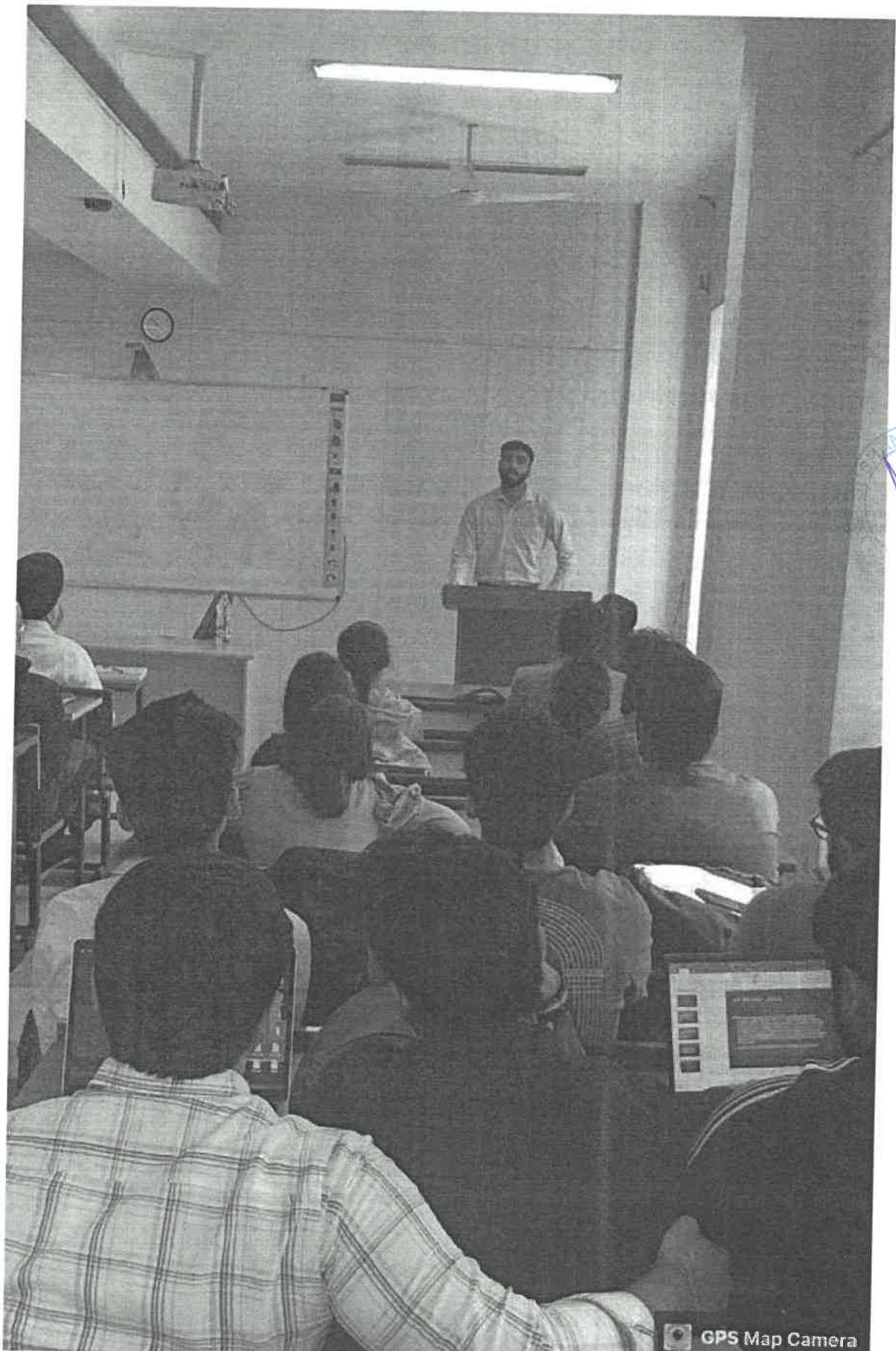
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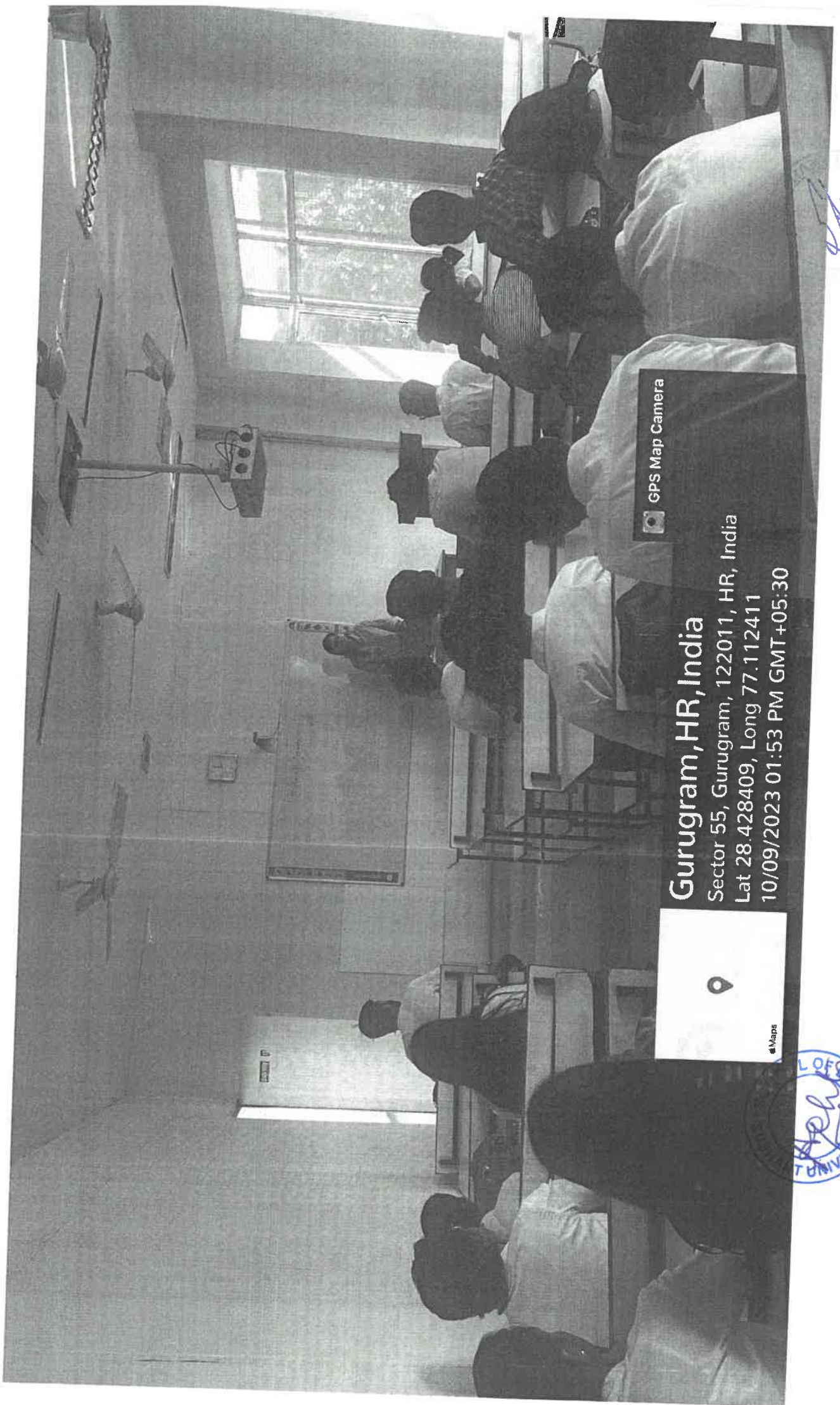
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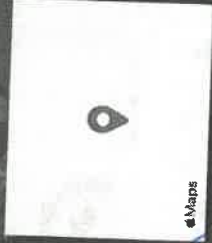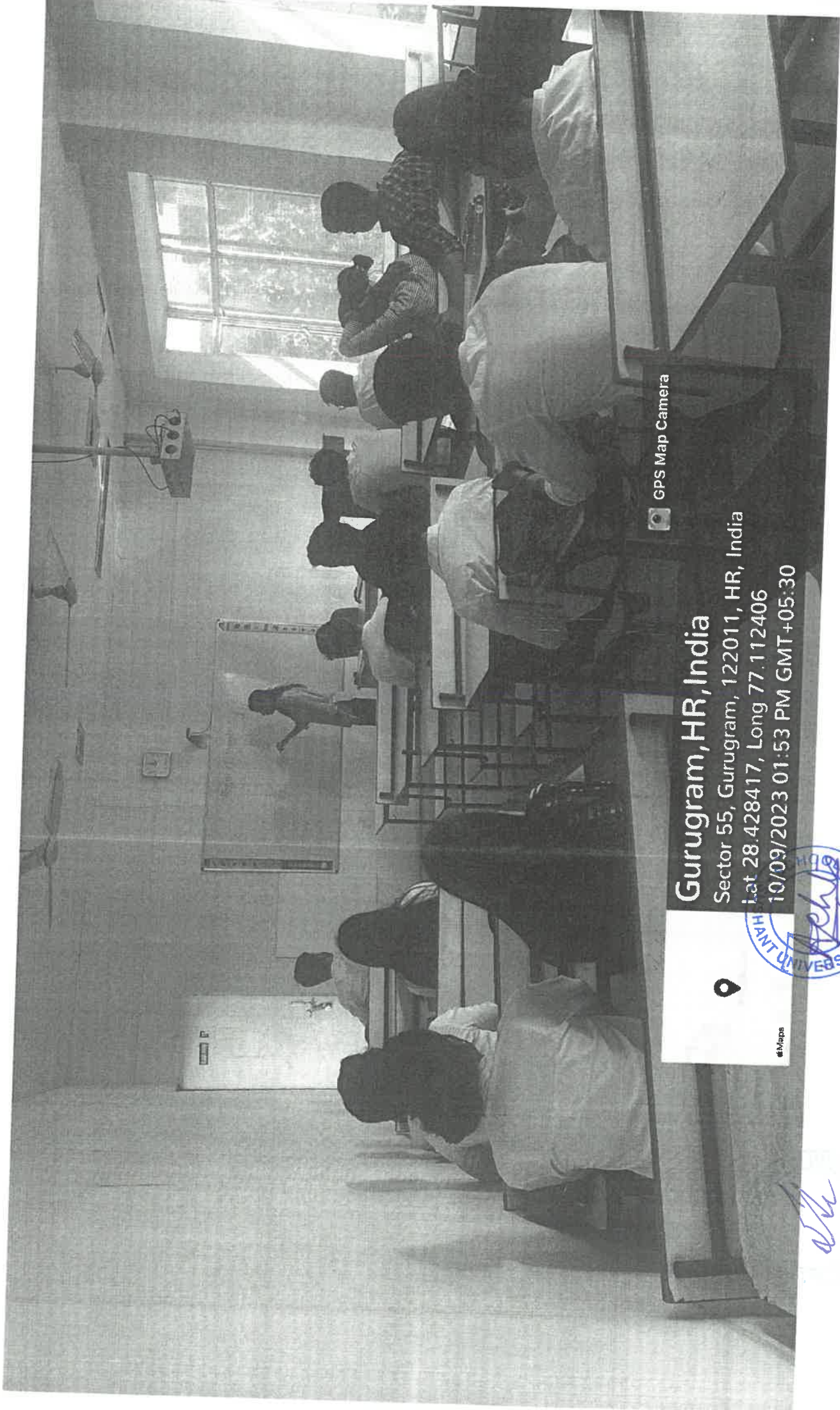
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Gurugram, Haryana, India
201, Block C, Sushant Lok 2, Sector 55, Gurugram, Ghata, Haryana 122003, India
Lat 28.428348°
Long 77.112378°
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GPS Map Camera

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Gurugram, Haryana, India
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GPS Map Camera

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GPS Map Camera

Gurugram, Haryana, India
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GAP ANALYSIS FOR LEGAL DIMENSIONS OF ARTIFICIAL INTELLIGENCE
(VALUE ADDED COURSE)

Law as a dynamic subject always need to change with the changing needs of the society. The importance of Artificial Intelligence plays a very significant area in the field of law. AI can help with case prediction, document appraisal, contract analysis, and legal research. AI may assist in resolving disputes by providing mediation and arbitration services. AI can assist in reducing case backlogs and improve judicial efficiency. Artificial intelligence (AI) is rapidly changing the way litigation is conducted. This course aims to shape the students as resourceful in professional arena and to comprehend the importance of AI technology and its successful implication in legal profession.

Why this course is being offered?

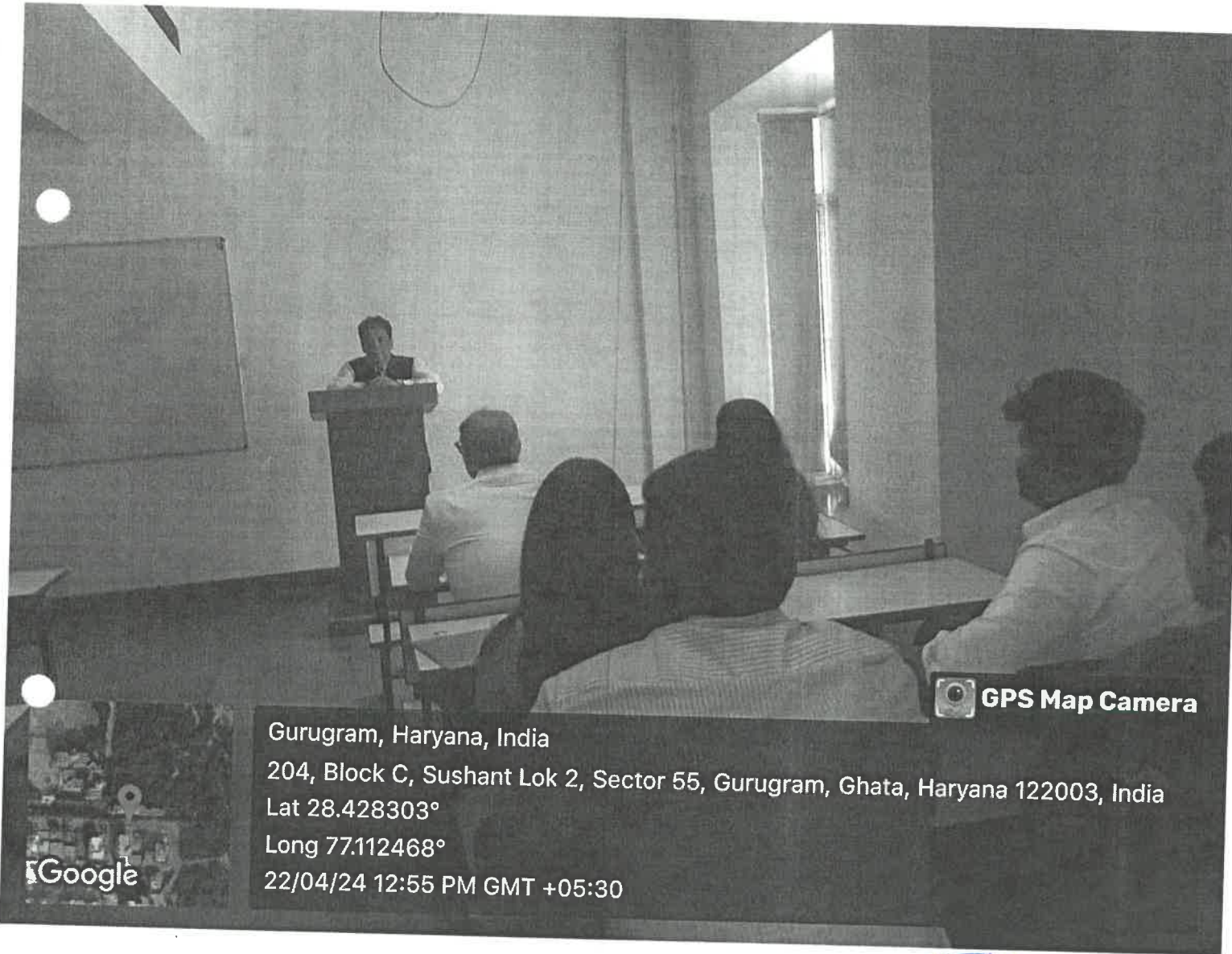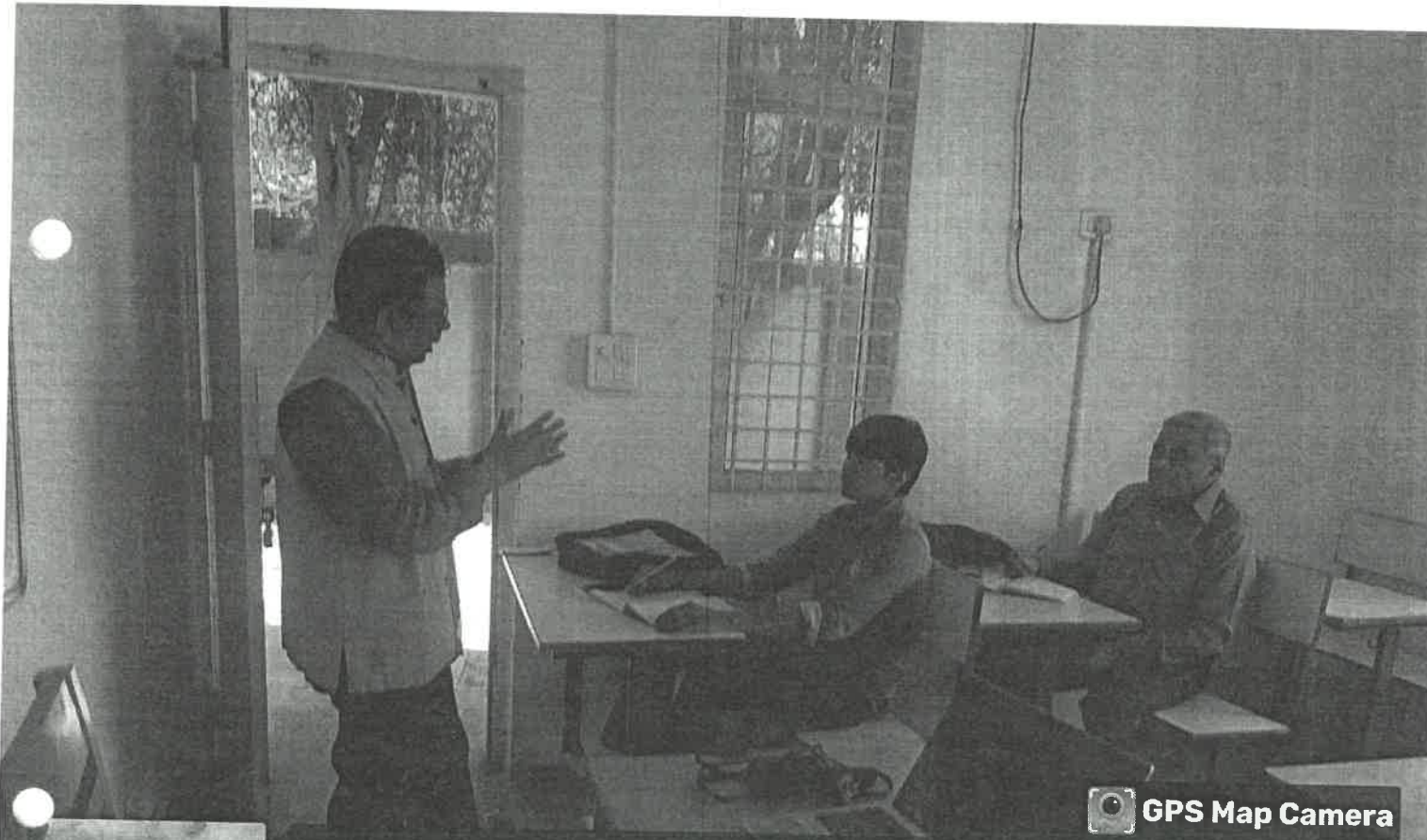- Self –development & Prosperity- Going by global trends, greater adoption of these tools in the Indian legal system is inevitable. AI and ML should assist but do not replace human decision making. The ethical and responsible use of AI and ML for the advancement of efficiency enhancement can be increasingly embedded in legal and judicial processes.

- Professional enhancement- AI can be used to very quickly produce initial drafts, citing the relevant case law, advancing arguments, and rebutting (as well as anticipating) arguments advanced by opposing counsel. Human input will still be needed to produce the final draft, but the process will be much faster with AI.

- Skill Based Learning- Artificial intelligence (AI) is rapidly changing the way litigation is conducted. AI-powered tools are being used to automate tasks, analyze data, and generate legal documents, which is helping to make the legal process more efficient and cost-effective.

- Advance Technical Skills to acclimatize - The software enables lawyers to enter complex legal tasks in simple instructions to achieve desired results. The Supreme Court of India has also begun using AI software to transcribe arguments before the court and dialogue between the bar and the bench. This has made the apex court a court of record in the true sense.
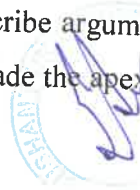
- Employability- One of the motto of Value Added Course is to provide employability. AI can use literal truckloads of data and sort through it using various parameters like the previous ruling of the judge, similar case judgments, emotional triggers, etc. It can also help a legal practitioner predict the outcome of any case on hand. Gaining knowledge in AI and Law will open the path for employment for the legal students.

Overall, this course will enhance a holistic development of students in this competitive era. This course will also develop the self-confidence and perception of the students.

Prof. (Dr.) J.S. Dahiya
Dean
School of Law

Dr. Sulakshana
Course Coordinator
School of Law

Sushant
University

GAP ANALYSIS REPORT FOR DRAFTING A WRIT PETITION

The Course has been assessed to identify strengths and areas that need improvement. The Course effectively covers the basic principles of drafting writ petitions, providing a solid understanding of the subject. It incorporates real life examples and case-studies enhancing practical application. The Course Content shall lack updates regarding recent developments in writ jurisprudence. Legal precedents and amendments to relevant laws have to be included. Certain crucial areas as such as PIL receive limited attention. It is essential to explore various writs. By implementing these points, the "Drafting of Writ Petitions in India" course can offer a more current and comprehensive learning experience for participants, aligning with its objectives effectively.

Why this Course is being offered:

- Empowering citizens: The Course would enable individuals to asset their constitutional rights effectively through writ petitions in the Indian legal system.

- Ensure access to justice: It will equip the students with the knowledge and skills needed to seek legal redressal for violation of the fundamental rights.

- Practical Application: Offers hands-on exercises and simulations for participants to apply the knowledge gained.

- Demystifying legal process: Provides a clear, step by step guide to drafting a writ petition, making it accessible even to those without legal backgrounds.

- Facilitates legal advocacy: Benefits legal professionals fostering a more informed and empowered civil society.

- Contribute to a just society: Empowers individuals to uphold constitutional values, promoting social justice and equity.

To summarize, the Course on drafting the writ petition empowers individuals with the essential legal expertise to assert their fundamental rights effectively. By providing accessible guidance, practical application, and fostering legal advocacy, it contributes to a more just and equitable society, ensuring access to justice for all.

Prof. (Dr.) J S. Dahiya
Dean
School of Law

Prof. (Dr.) Kanu Priya
Course Coordinator
School of Law

GAP ANALYSIS FOR STEPS TO EFFECTIVE MOOTING

Mooting form one of the most essential elements in the learning at law school. It helps the students to understand the working of an actual court room. Moot Court exercises not only part of the curriculum, but it also effectively helps the students to understand the basics of research, writing and oratory skills.

The students have a basic understanding of the functioning of the Court rooms which may be influenced due to the classrooms teaching or through other research and understanding but the moot court exercises open more dimensions in their understanding to the court proceedings. The course would be helpful in the following manner

1) This course is especially designed to help the students improve their court room skills including ethics of dress code and speaking manners.

2) The course helps the student find their skills and further refine it so they can be a good lawyer.

3) The students may have many fears while speaking in the classroom or open discussions but the course through the classroom discussions and exercises assists the students to participate in such events.

4) It helps the students to improve their researching and writing methods.

Overall this course would be helpful for the wholesome development of the student helping them to under the court room more effectively before actually entering the court. It is more to train and encourage the students to participate in various moot court competitions organized by various Universities. ·

Dean

School of Law

Mr. Vipul Gaur

Course Coordinator

Sushant University

Gap Analysis Report Value Added Course: "Art of Writing a Research Paper"

I. Executive Summary:

This Gap Analysis Report aims to evaluate the effectiveness of the Value Added Course titled "Art of Writing a Research Paper" offered to law students. The course was designed to enhance students' research paper writing skills, a crucial competence in their academic and professional journey. The report summarizes the key findings, identifies gaps, and provides recommendations for improving the course.

II. Methodology:

The analysis was conducted through a combination of methods, including student surveys, faculty feedback, and a review of course materials and assessments. The data was collected over the duration of the course and through post-course assessments.

III. Findings:

1. **Course Objectives and Alignment:**
   - The course objectives were generally clear, but some students expressed confusion about specific learning outcomes.
   - Alignment between the course content and stated objectives could be strengthened.

2. **Course Content and Delivery:**
   - The course content was relevant and comprehensive, covering various aspects of research paper writing.
   - While most students found the content engaging, a few reported that the pace was sometimes too fast.
   - Incorporating more interactive elements such as workshops and peer-review sessions may enhance engagement.

3. **Assessments and Feedback:**
   - Assessment methods (quizzes, assignments, and a final research paper) were appropriate for gauging student understanding.
   - Some students suggested providing more timely and detailed feedback on assignments to aid their improvement.

4. **Resource Material:**
   - The course materials, including readings and online resources, were generally helpful.
   - Updating and expanding the list of resources to include recent publications could further enrich the course material.

5. **Technological Support:**
   - Technical issues were encountered by a minority of students during online sessions, impacting their learning experience.
   - Ensuring a robust IT support system is in place can help mitigate these issues.

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IV. Recommendations:

Based on the findings, the following recommendations are made to enhance the effectiveness of the "Art of Writing a Research Paper" course:

1. **Clarify Learning Objectives:** Refine and explicitly communicate the learning objectives at the beginning of the course to provide students with a clear roadmap.
2. **Interactive Learning:** Incorporate more interactive elements like workshops, group discussions, and peer-review sessions to enhance student engagement and understanding.
3. **Feedback Enhancement:** Provide timely and detailed feedback on assignments to facilitate students' improvement in research paper writing skills.
4. **Resource Enrichment:** Regularly update and expand the list of course resources to include recent publications, ensuring students have access to the latest research tools.
5. **IT Support:** Ensure a robust IT support system is in place to address technical issues promptly and minimize disruptions during online sessions.

V. Conclusion:

This Gap Analysis Report provides valuable insights into the "Art of Writing a Research Paper" course, highlighting areas of strength and areas that require improvement. By implementing the recommended changes, we can enhance the overall learning experience and equip our law students with essential research paper writing skills.

We appreciate your dedication to continuously improving our courses and look forward to seeing these enhancements benefit our students in future offerings of the course.

Dean, School of Law
Sushant University

Course Coordinator

GAP ANALYSIS FOR MODERNISATION OF INDIAN TRADITIONS

Why this course is offered

- General Understanding of Indian Society- The offered value-added course on the Modernization of Indian Tradition adduces value to the existing law program of Law. The course makes a student able to understand Indian Society and its basic ideal –typical nature and how changes occur in Indian sociological landscape through the process of orthogenesis and heterogenesis.

- Dynamic nature of Indian Society-The course covers the changes that happened in Indian Society by the influence of Islam, and the advent of Western powers and ideologies. The course prompts our attention to various facets like urbanization, modernization, education, formation of different categories of elite. As society is the bedrock of law and social changes bring changes in the legal spectrum, the course endeavors to take up the questions of law and its relation with morality, the dynamism of law, comparison of Indian society with other societies in general, and the differences of law among Indian society and other societies.

- Benefits in the study of Law -The course definitely helps in bridging the gap in legal studies by bringing a diversified understanding of the field of law which gives us the pigeonhole method of research orientation and gives a better understanding of legal studies.

Overall, Modernization of Indian Tradition is an important value-added course to complement the present curriculum of Law.

Course Coordinator

Dean
School of Law

Sushant University	SCHOOL OF LAW Gap Analysis Report	
Subject Code: 23SOL-VA01	Certificate Course	Program Name: BALLB (H) /BBALLB (H) /LLB (H)
Value Added Course: Exploring Indian Knowledge Systems	Course Coordinator: Dr. Anjali Sehrawat anjalidabas@sushantuniversity.edu.in	Version: 2023

Gap Analysis Report

Objective: Identify gaps in the syllabus and suggest improvements for a more comprehensive learning experience.

Observations:

1. **Lack of Practical Application:**
   - The syllabus lacks a practical application component, such as real-world case studies related to IKS principles.
   - Students might struggle to connect theoretical knowledge to practical scenarios, limiting their ability to apply IKS concepts in real life.
2. **Emphasis on Philosophical Aspects:**
   - While there is a notable emphasis on philosophical and ethical aspects of IKS, there is limited coverage of the practical applications in contemporary scenarios.
   - This gap may hinder students from understanding how IKS principles can be integrated into various aspects of modern life.
3. **Skewed Assignment Weightage:**
   - The assignment weightage seems skewed, with a significant emphasis on research papers.
   - The imbalance might result in a disproportionate focus on theoretical aspects, potentially impacting student engagement and interest.
4. **Absence of Guest Lectures:**
   - The syllabus lacks a dedicated section for guest lectures or industry experts, limiting exposure to real-world applications of IKS.
   - Students are missing opportunities to connect with professionals who can provide insights and practical perspectives on IKS.
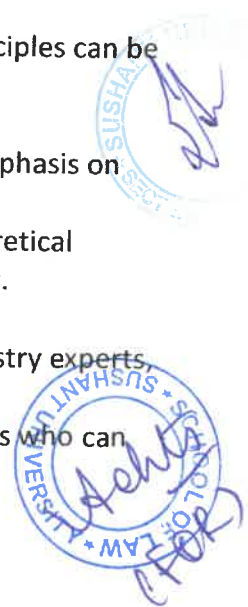
Recommendations:

1. **Integration of Real-World Case Studies:**
   - Integrate real-world case studies related to IKS principles into the curriculum.
   - This will bridge the gap between theoretical knowledge and practical application, providing students with tangible examples.

2. **Introduction of Practical Exercises or Projects:**
   - Introduce more practical exercises or projects that allow students to actively apply IKS concepts in real-life scenarios.
   - This hands-on approach will enhance their understanding and foster critical thinking skills.

3. **Re-evaluation of Assignment Weightage:**
   - Re-evaluate the assignment weightage to ensure a more balanced distribution among different assessment criteria.
   - A more equitable distribution will cater to the diverse learning preferences of students and promote holistic understanding.

4. **Incorporation of Contemporary Expressions:**
   - Consider incorporating a dedicated section for contemporary expressions of IKS in art, literature, or other creative domains.
   - This addition will provide a holistic perspective, showcasing the relevance and influence of IKS in modern artistic and literary creations.

Conclusion: These recommendations aim to address the identified gaps and enhance the overall learning experience, ensuring that students receive a comprehensive understanding of Indian Knowledge Systems, both in theory and practice. This approach aims to make the subject more engaging and relevant to students who may not have been previously exposed to this enriching field.

GAP ANALYSIS REPORT

CONSTITUTIONAL ASSEMBLY DEBATES A MICROCOSM IN ACTION

Value-added courses like Constitutional Assembly Debates play a crucial role in bridging the gap in present legal studies. These courses provide students with a deeper understanding of the historical context, evolution, and intricacies of constitutional law, thereby enriching their legal education in several ways.

Firstly, such courses offer insights into the founding principles and values that underpin modern legal systems. By studying the debates of the Constitutional Assembly, students gain a nuanced understanding of the intentions behind constitutional provisions, helping them interpret laws more effectively in contemporary contexts.

Secondly, these courses foster critical thinking and analytical skills by examining the arguments, compromises, and controversies that shaped constitutional frameworks. Students learn to evaluate different perspectives and develop the ability to articulate their own reasoned opinions on legal issues.

Furthermore, Value-added courses like Constitutional Assembly Debates promote interdisciplinary learning by integrating history, political science, and philosophy into legal education. This interdisciplinary approach enables students to appreciate the multidimensional nature of law and its intersection with other fields of study.

Overall, by offering a deeper understanding of constitutional principles and fostering critical thinking skills, Value-added courses like Constitutional Assembly Debates contribute significantly to bridging the gap in present legal studies, producing more knowledgeable and competent legal professionals.

Prof. (Dr.) Mohd. Imran (HOD)

Director

School of Law

Mr. Amit Singh

Course Coordinator

School of Law

Sushant University

Submitted to Dr. Anjali Sehrawat

By- Mr. Abhishek

LLB (H) 1 semester

Assignment 1:

My Learnings from Bhagavad Gita

The Bhagavad Gita, a revered scripture within the Indian epic Mahabharata, is a philosophical discourse between Lord Krishna and the warrior Arjuna. Its teachings delve into the complexities of life, duty, and spirituality, providing timeless insights.

Key Teachings

The Bhagavad Gita imparts wisdom on Dharma—the righteous path—and the importance of detached action. It navigates the intricacies of existence, urging individuals to fulfill their duties with dedication while remaining detached from the outcomes.

Transformative Experiences:

In my study of the Bhagavad Gita, specific teachings have become guiding principles in my life. The concept of Dharma has influenced my decision-making, instilling a sense of purpose and resilience in facing challenges. The understanding of the impermanence of life has prompted introspection and personal growth.

Conclusion:

The Bhagavad Gita, to me, is a philosophical guide that offers solace, direction, and profound insights into the human condition. Its teachings continue to shape my mindset, decision-making, and approach to challenges.

Assignment 2:

Why I Feel Proud to be Indian while Reading Indian Knowledge Systems

Exploring Indian Knowledge Systems is a journey into a vast reservoir of intellectual, cultural, and spiritual wealth that India has contributed to the world. From ancient philosophies to scientific achievements, India's legacy is a source of immense pride.

Indian Philosophy and Contributions:

Indian philosophical traditions, including Vedanta, Nyaya, and others, showcase a depth of thought that rivals any in the world. India's contributions to mathematics, astronomy, medicine, and other fields, as documented in ancient texts, signify an intellectual legacy that has transcended time.

Cultural Values and Traditions:

Preservation of cultural values and traditions, evident in epics like the Ramayana and Mahabharata, fosters a strong sense of identity and

continuity. These narratives are not mere stories but repositories of moral and ethical guidance that resonate across generations.

Inclusivity and Diversity:

The inclusivity and diversity embedded in Indian Knowledge Systems reflect the ethos of a nation that celebrates unity in diversity. The interconnectedness of all living beings, a central theme in these systems, aligns seamlessly with contemporary ideals of global citizenship.

Personal Reflections:

Being proud to be Indian is not just a matter of nationality but an acknowledgment of a heritage that continues to inspire and contribute to humanity's collective knowledge. The awareness of Indian Knowledge Systems enhances not just my cultural identity but also my appreciation for the enduring legacy that shapes the world positively.

Conclusion:

India's intellectual, cultural, and spiritual contributions have left an indelible mark on the global stage. Feeling proud to be Indian is an appreciation of a culture that has nurtured intellectual giants, preserved timeless wisdom, and contributed significantly to humanity's shared heritage. The awareness

of Indian Knowledge Systems enhances my understanding of the richness of

my roots and encourages a sense of responsibility to carry this legacy

forward.

┃Sushant
University

Submitted by –

Tarini Kaushik
Student BALLB(1ˢᵗ Semester)

Importance of Ayurveda in my life.

Ayurveda, originating from ancient Indian scriptures, is a holistic system of medicine that goes beyond mere symptom alleviation. It focuses on the interconnectedness of mind, body, and spirit, offering personalized wellness solutions through its foundational principles—the doshas: Vata, Pitta, and Kapha.

Principles of Ayurveda:
Ayurveda perceives health as a delicate balance of the doshas. The system provides personalized dietary recommendations, herbal remedies, and lifestyle adjustments to maintain or restore equilibrium. This individualized approach addresses not only the symptoms but the root causes of ailments.

Holistic Well-being:
Ayurveda extends its reach beyond physical health. Practices such as meditation, yoga, and mindful living are integral components. These promote mental clarity, emotional balance, and spiritual growth, contributing to a harmonious connection between the individual and the universe.

Personal Reflections:
In my personal journey with Ayurveda, I've witnessed the transformative power of aligning with its principles. By incorporating personalized Ayurvedic practices into my lifestyle, I've experienced improved physical health, mental well-being, and a profound sense of spiritual connectedness.

Conclusion:
Ayurveda, to me, is not just a system of medicine; it's a profound philosophy for living in harmony with the natural rhythms of life. Its emphasis on preventive healthcare, natural remedies, and holistic well-being has become an integral part of my daily life.

Assignment 2

Significance of Yoga in Holistic Development

Yoga, an ancient practice originating from India, is not merely a physical exercise regimen but a comprehensive system fostering holistic development. It encompasses physical postures (asanas), breath control (pranayamas), meditation, and ethical principles.

Physical, Mental, and Spiritual Benefits:
Physically, Yoga enhances flexibility, strength, and overall fitness. Mentally, it cultivates focus, reduces stress, and fosters emotional equilibrium. Spiritually, Yoga provides a path to self-discovery and inner peace, transcending the boundaries of conventional exercise.

Personal Journey with Yoga:
In my personal journey, the practice of Yoga has been transformative. The physical postures have strengthened my body, the breath control techniques have calmed my mind, and meditation has connected me with a deeper sense of self. Beyond the physical benefits, Yoga has influenced my interactions, decision-making, and overall approach to life.

Conclusion:

Yoga, to me, is a holistic lifestyle that extends beyond the mat. Its profound impact on physical, mental, and spiritual dimensions makes it an invaluable tool for achieving balanced and fulfilling living.

Pradeep Singh

210LLB011

Constituent Assembly Debates

Correcting Historical Wrongs to Religious Places

Ram Janambhoomi & Babri Masjid Controversey

During the Constituent Assembly debates in India, the question of historical damage to religious properties was a significant topic of discussion. This issue revolved around whether the state should take responsibility for restoring or compensating for religious properties that had been damaged or destroyed in the past.

Some of the places mentioned included:

Somnath Temple:

- The Somnath Temple, located in the state of Gujarat, was a prominent example discussed during the debates. It had a history of being invaded and destroyed multiple times by various rulers, including Mahmud of Ghazni. The issue of whether the Indian state should take responsibility for the reconstruction and restoration of the Somnath Temple was debated at length.

Ram Janmabhoomi:

- The debate also touched upon the Ram Janmabhoomi in Ayodhya, which has been a contentious site for Hindus and Muslims. The question of historical damage to this site was discussed, especially in the context of the Babri Masjid-Ram Janmabhoomi dispute.

Jain Temples:

- Some Assembly members also mentioned Jain temples that had been damaged historically. Jain temples, like those in Palitana and Girnar, were cited as examples where historical damage had occurred, and the question of their restoration was raised.

Nankana Sahib:

- The Assembly also discussed Nankana Sahib, the birthplace of Guru Nanak Dev Ji, the founder of Sikhism. This site had suffered damage historically, and members debated whether it should be restored.

Other Places:

- Beyond these specific examples, there were mentions of temples, mosques, gurdwaras, and other religious sites across India that had faced damage or destruction over centuries of invasions and conflicts.

The Ram Janmabhoomi issue was discussed in the Constituent Assembly of India on two occasions:

1. **November 29, 1949**:

   The discussion on the Ram Janmabhoomi took place during the debate on the objectives resolution, which was presented by Jawaharlal Nehru on December 13, 1946. On November 29, 1949, Dr. Syama Prasad Mookerjee raised the issue of the reconstruction of the Somnath Temple and the restoration of religious places such as the Ram Janmabhoomi.

2. **December 7, 1949**:

   The Ram Janmabhoomi issue was discussed again on December 7, 1949, during the Constituent Assembly debates. Dr. P. Subbarayan brought up the topic of historical damage to religious places, specifically mentioning the Ram Janmabhoomi and the need to rectify past injustices.

Historical Background of Ram Janambhoomi:

The discussion on the Ram Janmabhoomi during the Constituent Assembly debates in India revolved around its historical significance and the contentious nature of the site. The Ram Janmabhoomi is believed by Hindus to be the birthplace of Lord Ram, a central figure in the Hindu epic, the Ramayana. However, it was also the location of the Babri Masjid, a mosque built during the Mughal period.

Hindu tradition asserts that the Babri Masjid was constructed at the site of a pre-existing temple marking the birthplace of Lord Ram. The dispute intensified during the colonial era and continued into the post-independence period, becoming a symbol of religious and cultural tensions. These discussions were part of the broader deliberations on the role of the state in matters related to religious properties and the challenges of balancing religious sentiments with the principles of secularism. The Assembly did not arrive at a conclusive decision on the Ram Janmabhoomi issue during these discussions, leaving the matter unresolved.

Constituent Assembly Perspectives:

Many members of the Assembly argued that the state had a duty to rectify these wrongs and provide restitution. The idea was that religious communities should not suffer due to past injustices, and the state should ensure their right to practice their religion freely.

However, there were also opposing views. Some members, including B.R. Ambedkar, were cautious about the state getting involved in religious matters. They believed that the state should maintain a secular stance and not interfere in religious affairs, including the restoration of religious properties. Ambedkar, in particular, emphasized the need to separate religion from the functions of the state.

1. **Historical Injustice:**

   Members, particularly those with Hindu nationalist leanings, argued that historical injustices, such as the destruction of temples, needed to be rectified. They saw the restoration of the Ram Janmabhoomi as a matter of historical justice.

2. **Secularism and State Neutrality:**

   Many members, including Dr. B.R. Ambedkar, emphasized the principle of secularism and the need for the state to maintain neutrality in religious matters. They argued that the state should not involve itself in rectifying historical wrongs related to religious properties, as it might lead to favouritism towards one religion over another. Ambedkar, in particular, believed that the

state should not interfere in religious affairs and should focus on governing without bias towards any religion.

3. **Avoiding Religious Conflicts:**

There were concerns about the potential for communal tensions and conflicts if the state intervened in matters related to religious properties. Members feared that taking steps to correct historic wrongs could lead to disputes and unrest among different religious communities. Some argued that it was better to leave historical issues untouched to prevent reopening old wounds and maintain peace and harmony.

4. **Complexity and Practicality:**

Some members highlighted the complexity and practical challenges involved in correcting historic wrongs. They pointed out that identifying and rectifying all past injustices related to religious properties would be an immense and perhaps impossible task. It was argued that the state's resources and energy should be focused on more pressing issues of nation-building and governance.

5. **Role of the State:**

There was a debate about the role of the state in religious matters, with some members arguing that the state's primary role should be governance and not interference in religious affairs. The idea of keeping the state separate from religious institutions and practices was emphasized by several members.

6. **Precedent and Legal Concerns:**

Some members raised concerns about setting a precedent for the state's involvement in religious issues. They argued that allowing the state to correct historic wrongs related to religious properties could lead to future demands and complications. Legal implications and questions about the constitutionality of state involvement in such matters were also raised.

Overall, these reasons reflected a cautious approach towards state intervention in religious affairs and a desire to uphold principles of secularism, peace, and governance without favouritism towards any religion. The Constituent Assembly did not arrive at a consensus on this issue, leaving the question of correcting historic wrongs related to religious properties to be addressed through subsequent legislation and policies in independent India.

Conclusion:

In hindsight, the decision of the Constituent Assembly not to resolve the Ram Janmabhoomi issue can be seen as reflective of the complex and sensitive nature of religious disputes in India. The Assembly's focus on secularism, governance, and nation-building set the tone for India's democratic principles.

Some argue that resolving the Ram Janmabhoomi issue during the Constituent Assembly debates could have provided clarity and closure on a longstanding and contentious matter. Addressing the issue at that time might have prevented decades of legal battles, political conflicts, and social unrest that followed in the later years. The unresolved nature of the Ram Janmabhoomi issue led to decades of legal battles, political tensions, and ultimately, the demolition of the Babri Masjid in 1992, followed by further legal and social ramifications.

Whether resolving the issue during the Constituent Assembly debates would have mitigated or exacerbated these conflicts is a matter of speculation.

In the end, the Constituent Assembly's decision not to resolve the Ram Janmabhoomi issue left it to be dealt with through subsequent legal and political processes, shaping India's history and its ongoing challenges with religious diversity and communal harmony.

The debates often used these specific instances as examples to discuss the broader question of the state's role in addressing historical damage to religious properties and whether restitution or compensation should be provided.

Received & evaluated

Amitsingh.

23/3/24

Project Title:

Unveiling the Discourse: Constituent Assembly Debate on **Uniform Civil Code** and the Current Scenario in India

Project by:
Amit Sachdeva
Roll Number; 210LLB021
LLB(H) 2021-24
Semester-VI

Submitted to:
Prof. Amit Singh
Sushant University, Gurugram, Haryana, India

Introduction:

Soon after India gained independence, the issue of personal laws became entangled in the intricate web of national politics. Within the hallowed halls of the Constituent Assembly, spanning a period of nearly two years, this matter underwent tumultuous scrutiny. Progressive legislators championed its cause, while dissenting voices from the so-called conservative faction, apprehensions from minority community representatives, and criticism from legal and lay experts outside the Assembly, all contributed to the fervent debates.

The Constituent Assembly of India, entrusted with the monumental task of drafting the Indian Constitution, engaged in spirited deliberations over various fundamental aspects of governance and society. Among the contentious issues debated was the proposition of a Uniform Civil Code (UCC), aiming to provide a unified legal framework for personal laws governing matters such as marriage, divorce, inheritance, and adoption. This article delves into the Constituent Assembly debates on the UCC, highlighting key arguments, viewpoints of prominent figures, and the contemporary scenario surrounding the UCC in India.

Constituent Assembly Debate on Uniform Civil Code:

The Constituent Assembly's deliberations during the constitution-making process shed light on the conceptualization, relevance, and utility of the Uniform Civil Code (UCC). Notably, Muslim members of the Assembly vehemently opposed the idea, showcasing their vehement opposition. Against the backdrop of India's religious, cultural, and linguistic diversity, the arguments for and against the UCC remain pertinent.

The Assembly, convened in December 1946, embarked on the monumental task of envisioning a Sovereign Democratic Republic founded on principles of justice, liberty, equality, and fraternity. Subsequently, in 1976, the Preamble was augmented to include 'secularism' and 'socialism'. Fundamental rights, including the right to freedom of religion, were enshrined in the Constitution even before its formal inception in 1950. Since then, extensive discussions on personal laws have pervaded not only the Constituent Assembly but also various other platforms.

The debate on the UCC in the Constituent Assembly was characterized by fervent discussions, reflecting divergent perspectives rooted in historical, cultural, and religious contexts. Proponents of the UCC argued for its implementation as a means to promote gender equality, social justice, and national integration. They contended that a common civil code would ensure uniform rights and obligations for all citizens, irrespective of their religious affiliations, thus upholding the principles of equality before the law enshrined in the Constitution.

However, opponents of the UCC raised concerns regarding its potential infringement upon religious freedoms and cultural diversity. They argued that personal laws were deeply intertwined with religious beliefs and customs, and any attempt to impose a uniform code would undermine the autonomy of religious communities. Moreover, fears of backlash from conservative factions and communal tensions loomed large, adding complexity to the deliberations.

Key Figures and Statements:

During the Constituent Assembly debates, several prominent figures articulated their viewpoints on the UCC, shaping the contours of the discourse. **Dr. B.R. Ambedkar**, the Chairman of the Drafting Committee, staunchly advocated for the inclusion of a UCC in the Constitution, viewing it as a crucial step towards achieving social reform and gender equality. He emphasized the need to transcend religious barriers and establish a common civil code based on principles of justice and equality.

Conversely, leaders such as **Maulana Hasrat Mohani and Maulana Abul Kalam Azad** voiced apprehensions about the UCC, citing concerns about minority rights and the potential for religious interference in personal matters. Their impassioned pleas underscored the delicate balance between individual freedoms and societal cohesion in a diverse democracy like India.

Under Article 35, the Constituent Assembly delved into the question of the Uniform Civil Code, prompting **Mohammad Ismail** from Madras to propose a proviso emphasizing the right to adhere to one's personal laws as a fundamental right. He argued that personal laws were intrinsic to religious and cultural identities and any infringement upon them would disrupt the societal fabric. **Mahboob Ali Beg** echoed similar sentiments, emphasizing the need to clarify that the civil code would not encroach upon family law and inheritance matters governed by personal laws.

Amidst the debates, M.A. Ayyangar underscored the contractual nature of matrimonial arrangements, rooted in religious scriptures. He advocated for the autonomy of religious communities to practice their beliefs and adhere to their respective personal laws. However, concerns were raised by Hindu and Muslim organizations regarding the Constituent Assembly's authority to intervene in religious laws, suggesting that Article 35 posed a threat to religious freedom.

Despite dissenting voices, **K.M. Munshi** asserted the Parliament's authority to enact a Uniform Civil Code, independent of Article 35, under the guise of regulating secular activities associated with religion. **A.K. Iyer** supported this stance, urging the Assembly to pass legislation on the Uniform Civil Code.

Current Scenario on Uniform Civil Code in India:

Despite the spirited debates in the Constituent Assembly, the issue of a Uniform Civil Code remains a subject of ongoing contention in contemporary India. While Article 44 of the Constitution calls for the enactment of a UCC, successive governments have grappled with the complexities and sensitivities surrounding its implementation. The Indian legal landscape continues to be governed by disparate personal laws based on religion, leading to disparities in rights and obligations across different communities.

In recent years, calls for the implementation of a UCC have gained renewed momentum, driven by concerns about gender justice, secularism, and national unity. Proponents argue that a uniform code would eliminate discriminatory practices inherent in personal laws, particularly with regard to issues such as triple talaq, polygamy, and inheritance rights. Moreover, they contend that a UCC is essential for fostering a sense of common citizenship and ensuring equal rights for all individuals, irrespective of their religious affiliations.

However, the path to enacting a UCC remains fraught with challenges, including political opposition, religious sensitivities, and legal complexities. Critics caution against the imposition of a uniform code without adequate consultation and consensus-building among diverse stakeholders. They argue that any attempt to codify personal laws must be mindful of India's pluralistic ethos and respect the autonomy of religious communities.

Conclusion:

The Constituent Assembly debates on the Uniform Civil Code serve as a poignant reminder of the complexities inherent in forging a consensus on matters of personal law and religious freedom. While the vision of a unified legal framework remains enshrined in the Constitution, the journey towards its realization is fraught with challenges and dilemmas. As India navigates the intricate terrain of social reform and constitutional values, the discourse on the Uniform Civil Code continues to evolve, reflecting the aspirations, anxieties, and aspirations of a diverse nation striving for justice and equality.

Thank You!

The assignment is meticulously crafted through a comprehensive approach, drawing upon a wide array of authoritative sources. Online research serves as a dynamic tool, providing access to current information and diverse perspectives on the subject matter. In tandem, consulting law books and bare acts offers foundational knowledge and detailed legal provisions, grounding the analysis in established principles. By synthesizing insights from these varied sources, the assignment is poised to deliver a thorough and well-informed examination of the subject matter.
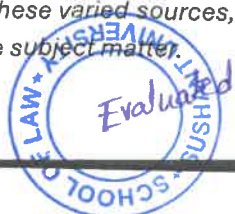
Course 1

Course Title: LEGAL DIMENSIONS OF ARTIFICIAL INTELLIGENCE
Course Code 21SOL-VA01

Duration – 31 Hours
Mode – Offline
No of Registrations – 103
No of students completed the course - 103
Course Coordinator – Dr Sulakshana
Course Instructor – Dr Sulakshana

Course Fee – Nil

List of Students –

S.No	Enrollment Number	Name
1	160BLLCBL033	Shourya Godara
2	170BLLCBL004	Kunal Khatana
3	170BLLCBL006	Diksha
4	170BLLCBL010	Rashita Jain
5	170BLLCBL012	Keshav Thakur
6	170BLLCBL017	Bharti Rana
7	170BLLCBL019	Anjali Rawat
8	170BLLCBL020	Kartik Yadav
9	170BLLCBL023	Mohit
10	170BLLCBL025	Rananjay Singh Aswal
11	170BLLCBL026	Ankit Kumar
12	170BLLCBL031	Tamanna Dalal
13	170BLLCBL032	Hitesh
14	170BLLCBL033	Sohal Singh Gehlot
15	170BLLCBL036	Ruhi Kamboj
16	170BLLCBL038	Vikas Khari
17	170BLLCBL039	Amit Pawar
18	170BLLCBL040	Komal Vashist
19	170BLLCBL041	Suryansh Kumar
20	170BLLCBL043	Amit Kumar
21	192BLLCBL001	Mirika
22	170BBALLB004	Devina Poonia
23	170BBALLB008	Samarth Katyal
24	170BBALLB013	Aarjun Rikhie

25	170BBALLB018	Vijay Dahiya
26	170BBALLB021	Sidharth Tanwar
27	170BBALLB022	Aastha Miglani
28	170BBALLB025	Rohit Ghadia
29	170BBALLB027	Rajat Patel
30	190LLB001	Mehul Jain
31	190LLB002	Aarushi Rao
32	190LLB003	Shareen Vandal
33	190LLB004	Jayant Tewathia
34	190LLB005	Suman Lata Khatri
35	190LLB007	Nishant Dhanda
36	190LLB009	Jatin Yadav
37	190LLB010	Sandeep Yadav
38	190LLB011	Ishan Sachdeva
39	190LLB015	Manisha Ranjan
40	190LLB019	Badal Tewathia
41	190LLB020	Yash Yadav
42	190LLB022	Rajesh Sharma
43	190LLB023	Nishant Yadav
44	160BLLCBL033	Shourya Godara
45	170BLLCBL004	Kunal Khatana
46	170BLLCBL006	Diksha
47	170BLLCBL010	Rashita Jain
48	170BLLCBL012	Keshav Thakur
49	170BLLCBL017	Bharti Rana
50	170BLLCBL019	Anjali Rawat
51	170BLLCBL020	Kartik Yadav
52	170BLLCBL023	Mohit
53	170BLLCBL025	Rananjay Singh Aswal
54	170BLLCBL026	Ankit Kumar
55	170BLLCBL031	Tamanna Dalal
56	170BLLCBL032	Hitesh
57	170BLLCBL033	Sohal Singh Gehlot
58	210LLB003	COL CHANJEET SINGH GAUBA
59	210LLB004	RAJINDER PRASAD SHARMA
60	210LLB006	MANISH THAKRAN
61	210LLB007	LAKSHMIRAJ RATHORE
62	210LLB008	NANDITA KASHYAP
63	210LLB009	ABHISHEK AHUJA

64	210LLB011	PRADEEP SINGH
65	210LLB012	RUBY
66	210LLB013	ANSHIKA GREWAL
67	210LLB014	LAVI THAKRAN
68	210LLB015	UTKARSH YADAV
69	210LLB016	SHIVANI BHARGAVA
70	210LLB017	VIVIENNE MIMI NABAM
71	210LLB018	RAHUL YADAV
72	210LLB020	MANISH TANWAR
73	200LLB003	ABHIMANYU DAYMA
74	210LLB021	AMIT SACHDEVA
75	210LLB022	RAGHAV CHAWLA
76	210LLB003	COL CHANJEET SINGH GAUBA
77	210LLB004	RAJINDER PRASAD SHARMA
78	210LLB006	MANISH THAKRAN
79	210LLB007	LAKSHMIRAJ RATHORE
80	210LLB008	NANDITA KASHYAP
81	210LLB009	ABHISHEK AHUJA
82	200BBALLB002	Animesh Shekhawat
83	200BBALLB003	Atikant Rathee
84	200BBALLB007	Soumen Roy
85	200BBALLB008	Kushagarh Choudhary
86	200BBALLB010	Rohit Bhati
87	200BBALLB011	Abhimanyu Choudhary
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91	200BBALLB003	Atikant Rathee
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94	200BBALLB010	Rohit Bhati
95	200BBALLB011	Abhimanyu Choudhary
96	200BBALLB012	Shubham Jain
97	200BALLB001	Aryan Dahiya
98	200BALLB002	Kanchan .
99	200BALLB003	Ridhi Sharma
100	200BALLB004	Khushi Vashistha
101	200BALLB007	Priyanshu Dagar

| 102 | 200BALLB008 | Himanshi Raghav |
| 103 | 200BALLB009 | Rishi Deb |

1. Course Introduction and Objectives

This Value-added Course will teach students how to develop a professional skills in today's technology era. 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.

2. Learning Outcomes

By the end of the lesson, Students will be able to:

- To gain the understanding and knowledge of Artificial intelligence and its Merits and Demerits
- To appreciate the various integral and finer aspects of Artificial Intelligence in Law
- To gain the understanding and knowledge of AI in legal fields, labour law, competition law and health law etc.
- To study various case study of the use of AI in various law firms.

3. Problems Encountered: Appropriate content assortment as per students was challenging.

CERTIFICATE
OF COMPLETION

THIS IS TO CERTIFY THAT

Anjali Rawat

Has completed Value Added Course on **"Legal Dimensions of Artificial Intelligence"** organised by School of Law, Sushant University

Dean, School of Law
Prof. (Dr.) J S Dahiya

Course Instructor
Dr. Sulakshana Banerjee

Sushant University
Erstwhile Ansal University Gurugram

OFFERED BY SCHOOL OF LAW

VALUE
ADDED
COURSE

Legal
Dimensions
of Artificial
Intelligence
NON CREDIT COURSE

Course Instructor: Dr. Sulakshana Banerjee

Course Duration: 31 Hrs

Venue: School of Law,
Sushant University

Gurugram, HR, India
Gwal Pahadi Road, Sector 55, Gurugram,
122011, HR, India
Lat 28.428233, Long 77.112556
11/25/2022 11:03 AM GMT+05:30
Note : Captured by GPS Map Camera

Course 2
Course Title: Drafting a Writ Petition

Duration – 31 Hours
Mode – Offline
No of Registrations – 103
No of students completed the course - 103
Course Coordinator – Arushi Mehta
Course Instructor – Prof. (Dr.) Kanu Priya
Course Fee – Nil

List of Students –
List of Students –

S.No	Enrollment Number	Name
1	160BLLCBL033	Shourya Godara
2	170BLLCBL004	Kunal Khatana
3	170BLLCBL006	Diksha
4	170BLLCBL010	Rashita Jain
5	170BLLCBL012	Keshav Thakur
6	170BLLCBL017	Bharti Rana
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9	170BLLCBL023	Mohit
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11	170BLLCBL026	Ankit Kumar
12	170BLLCBL031	Tamanna Dalal
13	170BLLCBL032	Hitesh
14	170BLLCBL033	Sohal Singh Gehlot
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16	170BLLCBL038	Vikas Khari
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19	170BLLCBL041	Suryansh Kumar
20	170BLLCBL043	Amit Kumar
21	192BLLCBL001	Mirika
22	170BBALLB004	Devina Poonia
23	170BBALLB008	Samarth Katyal
24	170BBALLB013	Aarjun Rikhie
25	170BBALLB018	Vijay Dahiya
26	170BBALLB021	Sidharth Tanwar

27	170BBALLB022	Aastha Miglani
28	170BBALLB025	Rohit Ghadia
29	170BBALLB027	Rajat Patel
30	190LLB001	Mehul Jain
31	190LLB002	Aarushi Rao
32	190LLB003	Shareen Vandal
33	190LLB004	Jayant Tewathia
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54	170BLLCBL026	Ankit Kumar
55	170BLLCBL031	Tamanna Dalal
56	170BLLCBL032	Hitesh
57	170BLLCBL033	Sohal Singh Gehlot
58	210LLB003	Col Chanjeet Singh Gauba
59	210LLB004	Rajinder Prasad Sharma
60	210LLB006	Manish Thakran
61	210LLB007	Lakshmiraj Rathore
62	210LLB008	Nandita Kashyap
63	210LLB009	Abhishek Ahuja
64	210LLB011	Pradeep Singh

65	210LLB012	Ruby
66	210LLB013	Anshika Grewal
67	210LLB014	Lavi Thakran
68	210LLB015	Utkarsh Yadav
69	210LLB016	Shivani Bhargava
70	210LLB017	Vivienne Mimi Nabam
71	210LLB018	Rahul Yadav
72	210LLB020	Manish Tanwar
73	200LLB003	Abhimanyu Dayma
74	210LLB021	Amit Sachdeva
75	210LLB022	Raghav Chawla
76	210LLB003	Col Chanjeet Singh Gauba
77	210LLB004	Rajinder Prasad Sharma
78	210LLB006	Manish Thakran
79	210LLB007	Lakshmiraj Rathore
80	210LLB008	Nandita Kashyap
81	210LLB009	Abhishek Ahuja
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85	200BBALLB008	Kushagarh Choudhary
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92	200BBALLB007	Soumen Roy
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94	200BBALLB010	Rohit Bhati
95	200BBALLB011	Abhimanyu Choudhary
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97	200BALLB001	Aryan Dahiya
98	200BALLB002	Kanchan
99	200BALLB003	Ridhi Sharma
100	200BALLB004	Khushi Vashistha
101	200BALLB007	Priyanshu Dagar
102	200BALLB008	Himanshi Raghav
103	200BALLB009	Rishi Deb

1. Course Introduction and Objectives

The purpose of the course is to acquaint the students with the Basic Postulates of the Constitution and to give them a picture of Constitutional Parameters regarding the rights and duties accorded to the citizens of India and the corresponding responsibilities of the Government to ensure social welfare. A citizen's accessibility to justice through their power of filing a writ for the violation of a fundamental right is focused upon with the enhancing diameter of judicial approach towards their basic duty.

2. Learning Outcomes

By the end of the lesson, Students will be able to:
  a) Identify the importance of the Constitution of India and its underlying principles
  b) Interrelate the provisions relating to fundamental rights, their importance in the life of a common man and the provisions enforcing the same
  c) Apply the concept of enforcement of fundamental rights through judicial review and judicial activism

3.   **Problems Encountered:** Appropriate content selection as per students was difficult.
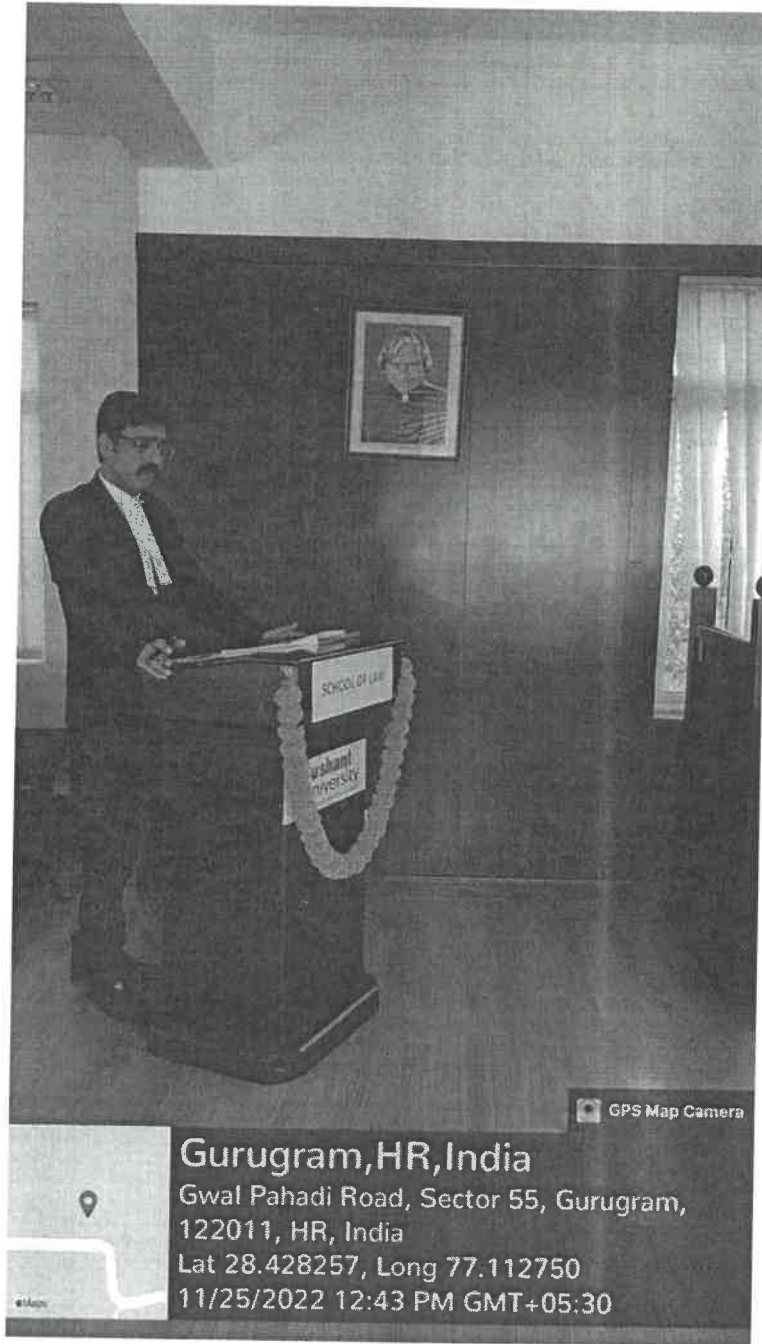
CERTIFICATE
OF COMPLETION
THIS IS TO CERTIFY THAT

Lavanya Gupta

Has completed Value Added Course on "Drafting Writ Petition" organised by
School of Law, Sushant University

Dean, School of Law
Prof. (Dr.) J S Dahiya

Course Instructor
Prof. (Dr.) Kanu Priya

Gurugram,HR,India
Gwal Pahadi Road, Sector 55, Gurugram,
122011, HR, India
Lat 28.428231, Long 77.112738
11/25/2022 11:44 AM GMT+05:30

GPS Map Camera

Gurugram,HR,India
Gwal Pahadi Road, Sector 55, Gurugram,
122011, HR, India
Lat 28.428257, Long 77.112750
11/25/2022 12:43 PM GMT+05:30

Course 3
Course Title: STEPS TO AN EFFECTIVE MOOTING

Duration – 31 Hours
Mode – Offline
No of Registrations – 47
No of students completed the course - 47
Course Coordinator – Arushi Mehta
Course Instructor – Mr. Vipul Gaur
Course Fee – Nil

List of Students –

180BBALLB001	Vanshika Kapoor
180BBALLB004	Anushka Gupta
180BBALLB005	Shubhrattan Singh
180BBALLB007	Dhruv Jain
180BBALLB010	Sahil Yadav
180BBALLB011	Bhavuk Yadav
190BALLB029	Dhaarna Sehgal
190BALLB030	Yaduven
201BALLB001	Chatan
200BALLB002	Kanchan
200BALLB003	Ridhi Sharma
200BALLB004	Khushi Vashistha
200BALLB007	Priyanshu Dagar
200BALLB008	Himanshi Raghav
200BALLB009	Rishi Deb
200BALLB013	Dakshita Sharma Katare
200BALLB015	Megha
200BALLB016	Vishakha Gupta
200BALLB017	Inderpreet Singh
200BALLB018	Prashant Yadav
200BALLB020	Vrinda Gupta
200BALLB022	Anchal Mehta
200BALLB023	Pranav Kapoor
200BALLB024	Mousam Gupta
200BALLB026	Peehu Gupta
211BALLB001	Nitansha Bhatia
200BBALLB002	Animesh Shekhawat
200BBALLB003	Atikant Rathee
200BBALLB007	Soumen Roy

200BBALLB008	Kushagarh Choudhary
200BBALLB010	Rohit Bhati
200BBALLB011	Abhimanyu Choudhary
200BBALLB012	Shubham Jain
200BBALLB013	Nripesh Mahlawat
200LLB006	Sonam Srivastava
200LLB008	Devansh Garg
200LLB013	Rishabh Goyal
200LLB014	Ajay Joon
200LLB015	Nikhil Rana
210LLB007	LAKSHMIRAJ RATHORE
210LLB008	NANDITA KASHYAP
210LLB012	RUBY
210LLB013	ANSHIKA GREWAL
210LLB014	LAVI THAKRAN
190BBALLB002	Bhumika Dandona
190BBALLB013	LAVANYA GUPTA
190BALLB026	Manisha

1. Course Introduction and Objectives

Moot Court forms an essential part of the Law School curriculum. It gives an added advantage and a platform to the students to argue as a lawyer. This exercise is important for the students to familiarize the students with the working of actual court. The students learn how to file a brief and give guidance and practical training about the court practices and etiquettes

2. Learning Outcomes

a) To train the students to find the legal problems, research methods, framing of arguments
b) Inculcate confidence in the students
c) Preparing the students for legal research and techniques
d) To help students become successful lawyers

3. **Problems Encountered:** Appropriate content selection as per students was difficult.

CERTIFICATE
OF COMPLETION

THIS IS TO CERTIFY THAT

Dhaarna Sehgal

*Has completed Value Added Course on "**Steps to Effective Mooting**" organised by School of Law, Sushant University*

Dean, School of Law
Prof. (Dr.) J S Dahiya

Course Instructor
Mr. Vipul Gaur

Gurugram,HR,India
Sector 55, Gurugram, 122011, HR, India
Lat 28.428211, Long 77.112278
10/19/2022 11:33 AM GMT+05:30
Note : Captured by GPS Map Camera

Gurugram,HR,India
Sector 55, Gurugram, 122011, HR, India
Lat 28.428217, Long 77.112373
10/19/2022 11:33 AM GMT+05:30
Note : Captured by GPS Map Camera

Sushant University	SCHOOL OF LAW	
	VALUE-ADDED COURSE REPORT	
22SOL-VA01	NON-CREDIT COURSE	BA/ BBA LLB (H)/ LLB (H)
ART OF WRITING A RESEARCH PAPER	DR ANJALI SEHRAWAT anjalidabas@sushantuniversity.edu.in	VERSION: 2023

Duration – 30 Hours
Mode – Offline
No of Registrations – 31
No of students completed the course - 13
Course Coordinator –Dr. Anjali Sehrawat
Course Instructor – Dr. Anjali Sehrawat
Course Fee – Nil

List of Students –

Sweksha Singh	swekshasingh.ballb21@sushantuniversity.edu.in	BA LLB
Satvik	satvikbhola.ballb21@sushantuniversity.edu.in	BA LLB
Abhiraj	abhiraj.bballb21@sushantuniversity.edu.in	BBA LLB
Dhaarna Sehgal	dhaarnasehgal.ballb19@sushantuniversity.edu.in	BA LLB
RITU KAUSHIK	reetu.220LLB017@sushantuniversity.edu.in	LLB
Neeshant ghudaiya	neeshantghudaiya.ballb21@sushantuniversity.edu.in	BA LLB
Taniya	taniya.ballb19@sushantuniversity.edu.in	BA LLB
Nikhil Rana	nikhilrana.llb20@sushantuniversity.edu.in	LLB
Abhinav kapoor	Abhinavkapoor.bballb21@sushantuniversity.edu.in	BBA LLB
ruhani monga	ruhani.220ballb@sushantuniversity.edu.in	BA LLB

Name	Email	Program
Dakshita Sharma Katare	dakshitakatare.ballb20@sushantuniversity.edu.in	BA LLB
Akshat K Gupta	Akshatgupta.bballb21@sushantuniversity.edu.in	BBA LLB
SANIYA AHMED	Saniya.220ballb028@sushantuniversity	BA LLB
Bilha Susan Jiji	bilhajiji.bballb19@sushantuniversity.edu.in	BBA LLB
AUM KUMAR CHAINAY	aum.220bballb003@sushantuniversity.edu.in	BBA LLB
Abhishek	abhishek.220ballb014@sushantuniversity.edu.in	BA LLB
Natwar Sharma	Natwar.220llb016@sushantuniversity.edu.in	LLB
Vedang Visen	vedang.220ballb005@sushantuniversity.edu.in	BA LLB
Anshumat vats	220ballb003@susantuniversity	BA LLB
AJAY JOON	ajayjoon.llb20@sushantuniversity.edu.in	LLB
Gaurav Dikshit	gauravdikshit.ballb21@sushantuniversity.edu.in	BA LLB
Aniket Bhadana	Aniketbhadana.bballb21@sushantuniversity.edu.in	BBA LLB
Nikita Thakran	nikita.220BALLB038@sushantuniversity.edu.in	BA LLB
Ayush Shrestha	Ayush.220BALLB010@sushantuniversity.edu.in	BA LLB
Mahadev Singh	Mahadevsingh.ballb21@sushantuniversity.edu.in	BA LLB
Sonia Balhara	soniabalhara.ballb19@sushantuniversity.edu.in	BA LLB
Ujjwal nath Tiwari	ujjwal.220ballb027@sushantuniversity.edu.in	BA LLB
Nitin pal	nitin.220bballb005@sushantuniversity.edu.in	BBA LLB
Mansih Garg	Manish.220ballb030@sushantuniversity.edu.in	BA LLB
Ritvik Bharadwaj	ritvik.220llb001@sushantuniversity.edu.in	LLB
HEMUNG KAPOOR	hemung.220BBALLB009@sushantuniversity.edu.in	BBA LLB

1. **Course Objectives:**

To familiarize students with the fundamentals of research. The course will also help students to make appropriate grammatical and lexical choices while writing research articles and organize information effectively. The students will be taught how to integrate theoretical research knowledge with practical skills that will help students to undertake research.

2. **Learning Outcomes:** 1. Students will learn to develop and write a complete research paper (including an abstract, citations, references etc.).

2. Students will learn how to find, evaluate, and use data for research.

3. Students will improve the quality of research writing through the study of standard published research work in the respective majoring (specialized subject) areas.
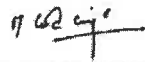
3. **Problems Encountered: Preparing students for original research**

Sushant University

CERTIFICATE
OF COMPLETION

This Certificate is awarded to

Abhiraj Gandhi

of class ___**BBA LLB (H)**___ School of Law, Sushant University for completion of the Value added course in 2023, titled **ART OF WRITING A RESEARCH PAPER**

Prof. (Dr.) Jagbir Singh Dahiya
(DEAN, SOL)

Dr. Anjali Sehrawat
(Faculty Co-ordinator)

Sushant University

CERTIFICATE
OF COMPLETION

This Certificate is awarded to

Ajay Joon

of class ___**LLB (H)**___ School of Law, Sushant University for completion of the Value added course in 2023, titled **ART OF WRITING A RESEARCH PAPER**

Prof. (Dr.) Jagbir Singh Dahiya
(DEAN, SOL)

Dr. Anjali Sehrawat
(Faculty Co-ordinator)

Course 5
Course Title: Modernization of Indian Tradition

Duration – 31 Hours
Mode – Offline
No of Registrations – 50
No of students completed the course - 50
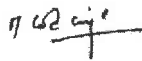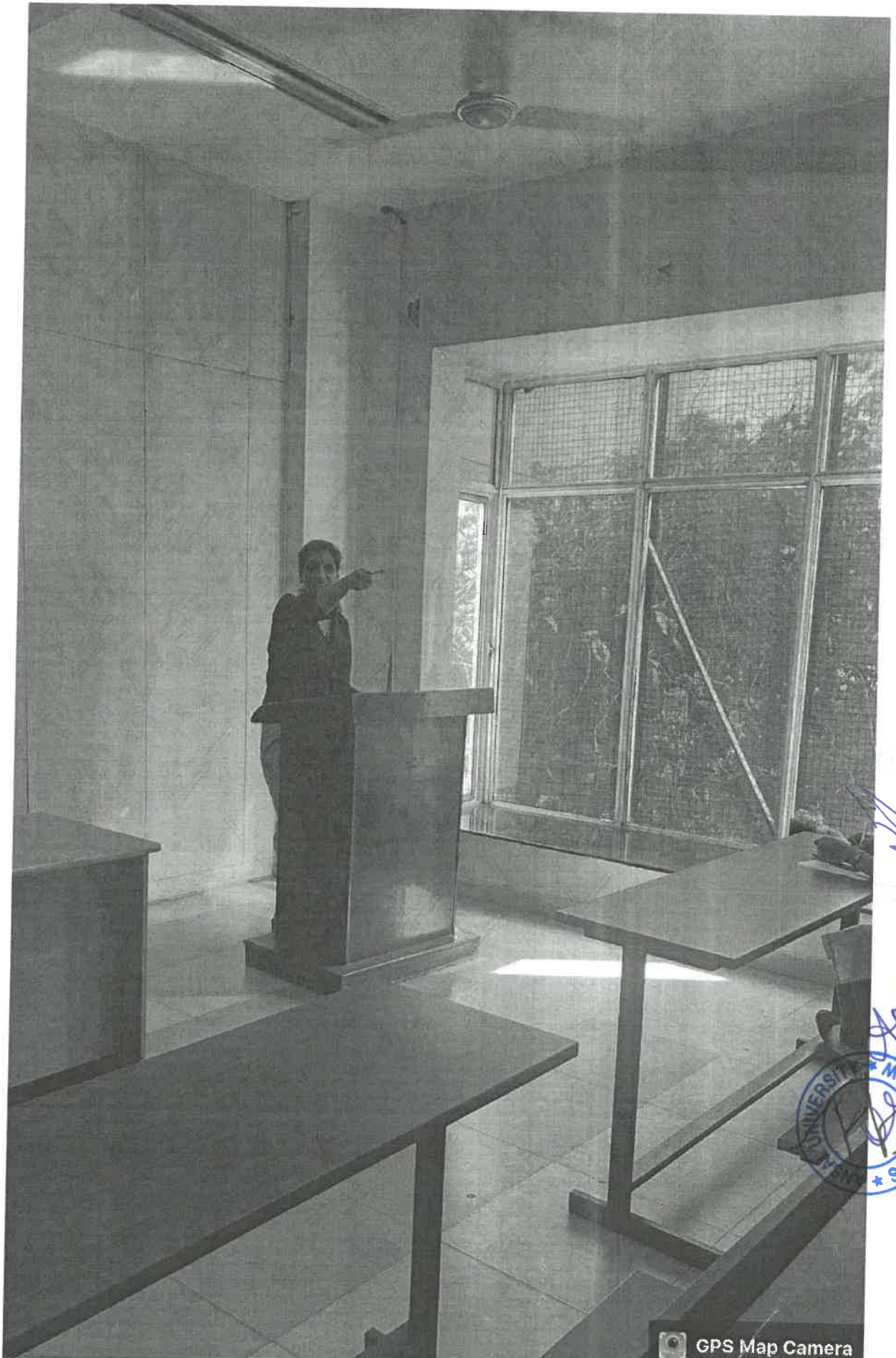**Course Coordinator – Arushi Mehta**
Course Instructor – Amit Kumar Singh
Course Fee – Nil

List of Students –

S.No.	Program	Name
1	BBA LLB	Chetan Sharma
2	BBA LLB	Ritik yadav
3	BA LLB	Bhavya bansal
4	LLB	Rajat chauhan
5	LLB	Upasana Gupta
6	BBA LLB	Soumen Roy
7	LLB	Khushi bhadana
8	LLB	Shivani Bhargava
9	BA LLB	Sonam
10	BBA LLB	Deepak Yadav
11	LLB	Rajinder prasad sharma
12	BA LLB	ANSH MISHRA
13	BA LLB	Nitin
14	BA LLB	Garvita Paliwal
15	BBA LLB	Nripesh mahlawat
16	LLB	Honey Thakran
17	LLB	LAKSHMIRAJ RATHORE
18	BA LLB	Kanchan
19	BA LLB	Megha
20	BA LLB	Devesh Kumar
21	LLB	Rahul yadav
22	LLB	Amit Sachdeva
23	LLB	Anshika grewal
24	LLB	Ruby
25	LLB	Aditi Malhotra
26	BA LLB	Kamya Singh
27	BA LLB	Rupesh
28	BBA LLB	Ashish janghu
29	LLB	Aakrit Bhargava
30	BBA LLB	Anushka Gupta
31	BBA LLB	Vinay yadav
32	LLB	Nandita Kashyap
33	BA LLB	Shakshi saini
34	BA LLB	Latika Bhardwaj
35	BA LLB	Kartik kaim
36	LLB	Madhav mittal

37	LLB	Gaurav Saluja
38	BA LLB	Inderpreet Singh
39	BBA LLB	Abhimanyu choudhary
40	BA LLB	Prateek Sehrawat
41	LLB	Hari Singh
42	LLB	Priya Singh
43	BA LLB	Sourav Yadav
44	BA LLB	Kartik
45	BA LLB	Varenlohia
46	BA LLB	Harsh harsana
47	LLM	Nandini Kumar
48	LLB	Aaradhy ohri
49	LLB	Parmeet singh
50	LLB	Abhishek

1. **Course Introduction and Objectives**

To familiarize students with the concept of Modernization. The course will also help students to understand the processes involved in Modernization. The modernization which happens due to to orthogenesis and heterogenesis will make students familiar with the internal and external factors which
lead the process of modernization.

2. **Learning Outcomes**

By the end of the lesson, Students will be able to:
- 1. Students will learn the concept of Modernization.
- 2. Students will learn the factors responsible for Modernization
- 3. Students will able to comprehend , analyse and synthesis the concept of Modernization holistically.

3. **Problems Encountered:** Underatnding of true understanding of Modernization .

Sushant University

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OF COMPLETION
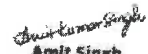
This Certificate is awarded to

Chetan Sharma

of class _____ **BBA LLB** _____ School of Law, Sushant University for

completion of the Value added course in 2023, titled **MODERNIZATION OF**

INDIAN TRADITIONS

Prof. (Dr.) Jagbir Singh Dahiya
(DEAN, SOL)

Amit Singh
(Faculty Co-ordinator)

Gurugram,HR,India
Sector 55, Gurugram, 122011, HR, India
Lat 28.430734, Long 77.112202
01/16/2023 02:20 PM GMT+05:30
Note : Captured by GPS Map Camera

Sushant University	SCHOOL OF LAW	
	Syllabus	
Subject Code: 23SOL-VA01	Certificate Course	Program Name: BALLB (H) /BBALLB (H) /LLB (H)
Value Added Course: Exploring Indian Knowledge Systems	Course Coordinator: Dr. Anjali Sehrawat anjalidabas@sushantuniversity.edu.in	Version: 2023

Duration – 30 Hours
Mode – Offline
No of Registrations – 172
No of students completed the course - 170
Course Coordinator –Dr. Anjali Sehrawat
Course Instructor – Dr. Anjali Sehrawat
Course Fee – Nil

List of Students –
LLB (H) BATCH 2023

S.No.	Roll Number	Full Name
1	230LLB001	Gunjan Gupta
2	230LLB002	Rashi Mehrotra
3	230LLB003	Harshal Yadav
4	230LLB005	Akanksha Tyagi
5	230LLB006	Manish Kumar
6	230LLB007	Deepali Khurana

7	230LLB008	Minal Taneja
8	230LLB009	Shivani Lakra
9	230LLB010	Anurag
10	230LLB011	Sahil Ghudaiya
11	230LLB012	Thejaneinuo Kense
12	230LLB013	Avantika Yadav
13	230LLB014	Nishant Khosia
14	230LLB016	Areeb Zafar
15	230LLB018	Sumit Ambawat
16	230LLB019	Shiv sehrawat
17	230LLB020	Aseem Chaudhary
18	230LLB021	Nishi Gandotra
19	230LLB022	Rishab Khatana
20	230LLB024	Gourav Tanwar
21	230LLB025	Prince Kumar
22	230LLB026	Abhishek Singh Chauhan
23	230LLB027	Ankita Bharti
24	230LLB028	Satish Kumar
25	230LLB029	Jyoti Thapliyal
26	230LLB030	Sandeep Ahuja
27	230LLB031	Karan singh yadav

BBALLB (H) BATCH 2023

1	230BBALLB001	Kanav Grover
2	230BBALLB003	Sakshi Rathore
3	230BBALLB004	Deepanshi Chauhan

4	230BBALLB005	Naman Tyagi
5	230BBALLB006	Ansh Sehrawat
6	230BBALLB007	Sakshi Bhati
7	230BBALLB008	Vaibhav Yadav
8	230BBALLB010	Charvi Jhamb
9	230BBALLB011	Madhav Aggarwal
10	230BBALLB012	Rajneesh Raj Kathuria
11	230BBALLB013	Sahil Nath Tiwari
12	230BBALLB014	Sharanya Variyar
13	230BBALLB015	Karina
14	230BBALLB016	Jai Kumar
15	230BBALLB017	Jagjit Singh Bawa
16	230BBALLB018	Nishu Raghav
17	230BBALLB019	Arvind Janghu
18	230BBALLB020	Daksh Lohiya
19	230BBALLB021	Sakshi

BBALLB (H) BATCH 2022

1	220BBALLB001	Zeenat Sultana
2	220BBALLB003	Aum Kumar Chainay
3	220BBALLB004	Deepanshu Yadav
4	220BBALLB005	Nitin Pal
5	220BBALLB006	Yash Arora
6	220BBALLB007	Aditya Bhutyal
7	220BBALLB008	Samarjeet Mann
8	220BBALLB009	Hemung Kapoor
9	220BBALLB010	Aryan Gulati

10	231BBALLB001	Nikhil Tanwar

BALLB (H) BATCH 2023

1	230BALLB001	Aayush Yadav
2	230BALLB003	Saniya Kaner
3	230BALLB004	Anshul
4	230BALLB005	Jitender Yadav
5	230BALLB006	Kunal Sharma
6	230BALLB007	Tarini Kaushik
7	230BALLB009	Nishita Singla
8	230BALLB012	Ritesh Choudhary
9	230BALLB013	Dheer Singh Tanwar
10	230BALLB014	Abhishek Ambawata
11	230BALLB015	Ayushman Baisoya
12	230BALLB016	Tushar Sharma
13	230BALLB019	Kuldeep Bhati
14	230BALLB020	Shivam
15	230BALLB021	Ayush
16	230BALLB022	Sunder Singh
17	230BALLB023	deepanshi i ii
18	230BALLB027	Piyush kadyan
19	230BALLB028	Arun Chawdi
20	230BALLB029	Sameer Tanwar
21	230BALLB031	Chirag Lohia
22	230BALLB032	Abhishek Lohia
23	230BALLB034	Madhu
24	230BALLB035	Mahesh Ambawata
25	230BALLB036	Dhruv Singh Kundu
26	230BALLB037	Satish Sangwan

27	230BALLB038	Param Bansal
28	230BALLB039	Divyanjali Chauhan
29	230BALLB040	Annu Bhadana
30	230BALLB041	Gaurav Yadav
31	230BALLB042	Vineeta Khairwal
32	230BALLB043	Ayushi Gupta
33	230BALLB044	Tarun Tanwar
34	230BALLB045	Mahima Yadav
35	230BALLB046	Jatin Rana
36	230BALLB047	Riddhi Dagar
37	230BALLB048	Sahil Tanwar
38	230BALLB049	Shakti Choudhary
39	230BALLB050	imtihan hossein mandal
40	230BALLB051	Vandana Tanwar

BALLB (H) BATCH 2022

1	220BALLB001	Ruhani Monga
2	220BALLB003	Anshumat Vats
3	220BALLB004	Sourav Yadav
4	220BALLB005	Vedang Visen
5	220BALLB006	Bhanita Baruah
6	220BALLB007	Kartik Harsana
7	220BALLB008	Sumaiya Bano
8	220BALLB009	Hemant Kumar
9	220BALLB010	Ayush Shreshtha
10	220BALLB011	Lakshay Yadav
11	220BALLB012	Latika Bhardwaj
12	220BALLB013	Anjelikka Ojha

13	220BALLB014	Abhishek
14	220BALLB015	Karan Saini
15	220BALLB017	Yash Yadav
16	220BALLB018	Muskan
17	220BALLB019	Saurav Mehlawat
18	220BALLB020	Ansh Mishra
19	220BALLB022	Piyush Choudhary
20	220BALLB023	Harsh
21	220BALLB024	Vinay Nagar
22	220BALLB027	Ujjwal Nath Tiwari
23	220BALLB028	Saniya Ahmed
24	220BALLB029	Jhanvi Nagar
25	220BALLB030	Manish Garg
26	220BALLB031	Vipin Dagar
27	220BALLB032	Shakshi Saini
28	220BALLB033	Sneha Singhal
29	220BALLB034	Varen Lohia
30	220BALLB035	Chandra Prava Mohapatra
31	220BALLB036	Shifa
32	220BALLB038	Nikita Thakran
33	220BALLB039	Vishal Lohia
34	220BALLB041	Shivam Alhawat
35	220BALLB043	Aryan Choudhary
36	220BALLB044	Pardeep Harsana
37	220BALLB045	Prateek Sehrawat
38	220BALLB046	Akshat Aryan

39	231BALLB001	Nidhi yadav

BALLB (H) BATCH 2021

1	210BALLB001	SATVIK BHOLA
2	210BALLB002	SHIVANI SEJWAL
3	210BALLB003	HEMANG GOYAL
4	210BALLB007	GAURAV DIKSHIT
5	210BALLB009	ASHA YADAV
6	210BALLB010	SHUBHAM GOEL
7	210BALLB013	SWEKSHA SINGH
8	210BALLB014	PRIYANSHU GUPTA
9	210BALLB015	SHANTAM ARORA
10	210BALLB018	NEESHANT GHUDAIYA
11	210BALLB021	Aryan Yadav
12	210BALLB022	SHIKHA .
13	210BALLB023	PRIYA TANWAR
14	210BALLB026	VISHAL YADAV
15	210BALLB027	Ketan Karaliya
16	210BALLB028	mahadev singh
17	210BALLB029	ujjwal khatana
19	210BALLB031	Arshiya Yadav
20	210BALLB032	Dushyant Gupta
21	210BALLB033	bhavya bansal
22	210BALLB034	Sonam ..
23	210BALLB036	KHUSHAL GARG
25	221BALLB001	Sarthak Dabas

BBALLB (H) BATCH 2021

1	210BBALLB001	ANIKET BHADANA
2	210BBALLB002	ABHIRAJ
3	210BBALLB003	VIVAAN SETHI
4	210BBALLB006	ABHINAV KAPOOR
5	210BBALLB008	CHIRAG VERMA
6	210BBALLB011	Aastha Shrivastav
7	210BBALLB012	BHAGAT SINGH
8	210BBALLB013	VANSHIKA RIKHIE
9	210BBALLB014	DEEPAK YADAV
10	210BBALLB016	RONIT YADAV
11	210BBALLB018	AKSHAT KUMAR GUPTA
12	210BBALLB020	PREKSHA SINGHANIA

1. **Course Overview:** This value-added course introduces undergraduate students to the rich tapestry of Indian Knowledge Systems (IKS). By exploring the diverse wisdom and cultural heritage of India, students gain a deeper understanding of the philosophical, ethical, and cultural foundations that underpin Indian thought.

2. **Objectives of the Course:**

After the completion of the course the student will be able to-

- Discussing the future of IKS in a globalized world
- Identifying challenges and opportunities for preserving and promoting IKS
- Have discussions on the relevance of IKS in various fields
- Provide Propose Future Applications in the promotion of IKS, particularly in fields like education, healthcare, and environmental sustainability.

3. **Course Challenges:** to look for Resources online and offline

Sushant
University

CERTIFICATE

OF COMPLETION

This Certificate is awarded to

_____

of class _____ School of Law, Sushant University for

completion of the Value added course in 2023, titled **EXPLORING INDIAN**
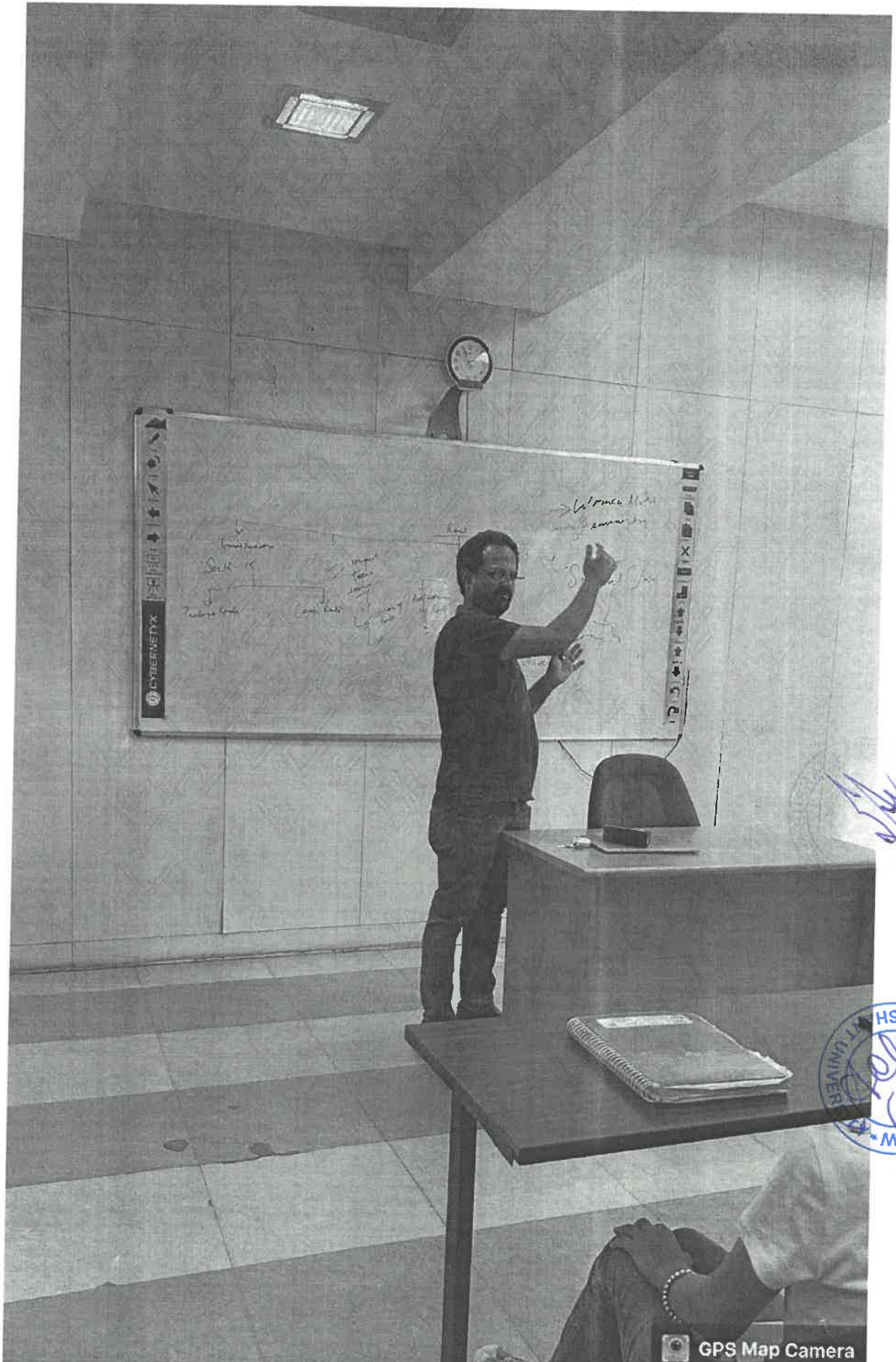
KNOWLEDGE SYSTEMS

Dr. Astha Mehta
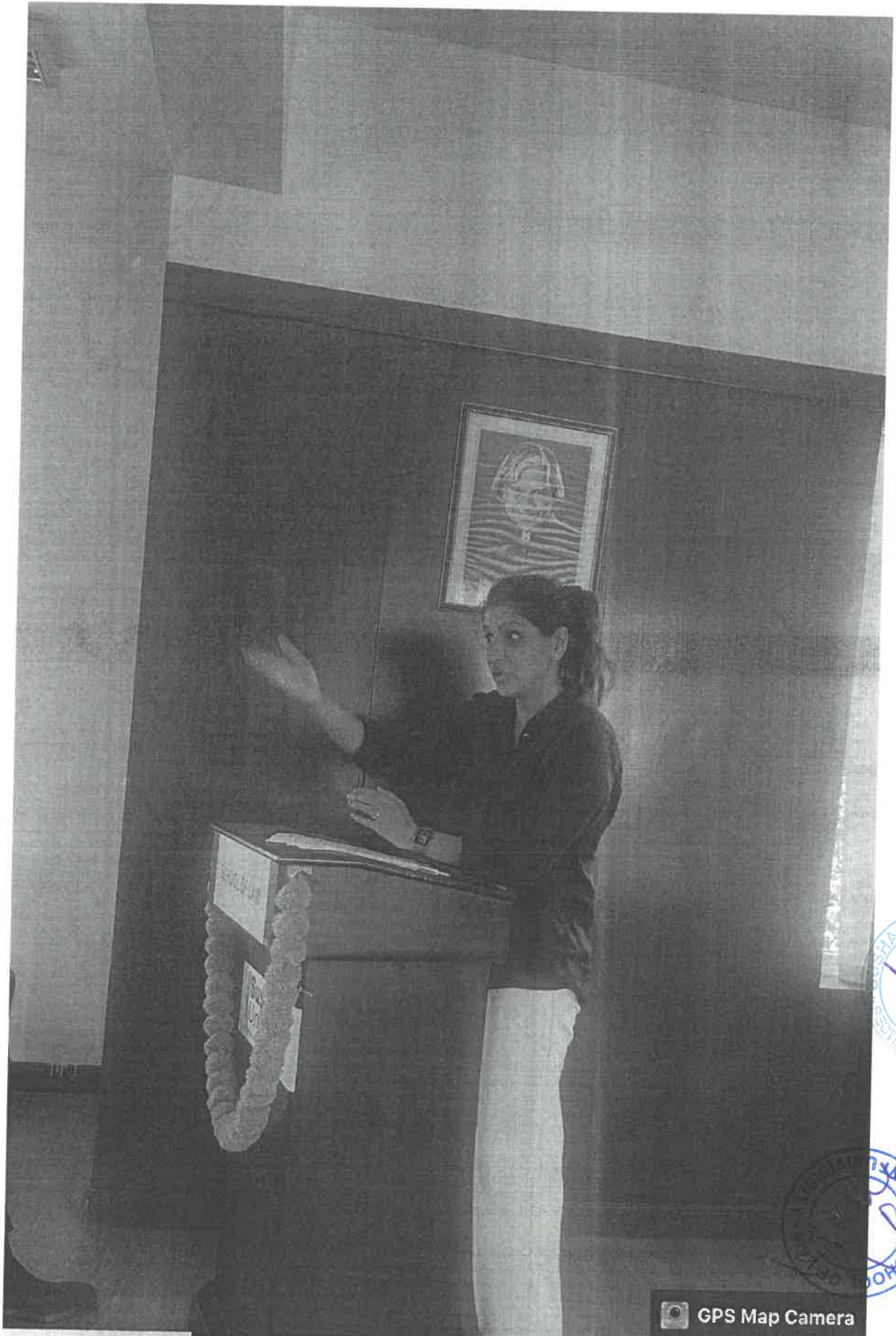(SOL Consortium Member)

Dr. Anjali Sehrawat
(Faculty Co-ordinator)

Gurugram, HR, India
Gwal Pahadi Road, Sector 55, Gurugram, 122011, HR, India
Lat 28.428266, Long 77.112778
08/18/2023 12:51 PM GMT+05:30

(FOR·DEAN)

COURSE 2

Constitutional Assembly Debates a Microcosm in Action

Duration – 31 Hours
Mode – Offline
No of Registrations – 129
No of students completed the course - 129
Course Coordinator – Dr Astha Mehta
Course Instructor – Amit Kumar Singh
Course Fee – Nil

List of Students –

Name	Roll No.
Nitansha Bhatia	211BALLB001
Aryan Dahiya	200BALLB001
Kanchan	200BALLB002
Ridhi Sharma	200BALLB003
Khushi Vashistha	200BALLB004
Priyanshu Dagar	200BALLB007
Himanshi Raghav	200BALLB008
Rishi Deb	200BALLB009
Kartik Tokas	200BALLB012
Dakshita Sharma Katare	200BALLB013
Megha	200BALLB015
Vishakha Gupta	200BALLB016
Inderpreet Singh	200BALLB017
Prashant Yadav	200BALLB018
Vrinda Gupta	200BALLB020
Anchal Mehta	200BALLB022
Pranav Kapoor	200BALLB023
Mousam Gupta	200BALLB024
Nitin	200BALLB025
Peehu Gupta	200BALLB026
Naveen Kumar	200BALLB027
Garvita Paliwal	200BALLB029
Chetan Singh	200BALLB033

Nripesh Mahlawat	200BBALLB013
Shubham Jain	200BBALLB012
Abhimanyu Choudhary	200BBALLB011
Rohit Bhati	200BBALLB010
Kushagarh Choudhary	200BBALLB008
Soumen Roy	200BBALLB007
Atikant Rathee	200BBALLB003
Animesh Shekhawat	200BBALLB002
Prashant	180BALLB012
Raajshree Vardhan	190BALLB001
V Bhavya	190BALLB003
Sonia Balhara	190BALLB004
Divya Kapoor	190BALLB005
Taniya	190BALLB006
Pari Khurana	190BALLB007
Shivam Tyagi	190BALLB008
Rinki Rana	190BALLB009
Parthiv Ghosh	190BALLB010
Dhriti Singh Kundu	190BALLB011
Prashant Sehrawat	190BALLB012
Rajat Yadav	190BALLB013
Nishtha Ahlawat	190BALLB014
Gaurav Dhandi	190BALLB015
Naveen Sharma	190BALLB016
Sonu Yadav	190BALLB019
Anmol Azad	190BALLB020
Dushyant	190BALLB021
Yogesh Ambawat	190BALLB025
Manisha	190BALLB026
Nitish Mehlawat	190BALLB027
Shubham Tyagi	190BALLB028
Dhaarna Sehgal	190BALLB029
Yaduven	190BALLB030
Chatan	201BALLB001
Simran Gulia	190BBALLB015
Bilha Susan Jiji	190BBALLB014

Name	ID
Lavanya Gupta	190BBALLB013
Chirag Tanwar	190BBALLB012
Vinay Yadav	190BBALLB009
Ishaanvi	190BBALLB008
Vaibhav Yadav	190BBALLB007
Chetan	190BBALLB006
Anurag Rohilla	190BBALLB005
Ritik Yadav	190BBALLB004
Dipesh Ambawat	190BBALLB003
Bhumika Dandona	190BBALLB002
Ashish	190BBALLB001
Ritika Malhotra	231LLB001
Ritvik Bharadwaj	220LLB001
Karan Chaudhary	220LLB002
Aditi Malhotra	220LLB003
Khushi bhadana	220LLB004
Nikunja Ranjan Rout	220LLB006
Manish Singh Bisht	220LLB007
Upasana Gupta	220LLB008
Ashish Kumar Singh	220LLB009
Yash Rathi	220LLB010
Suez Dhankhar	220LLB011
Madhav Mittal	220LLB012
Navdeep Singh	220LLB014
Priya Singh	220LLB015
Natwar Sharma	220LLB016
Ritu Kaushik	220LLB017
Hari Singh	220LLB018
Prateek Thareja	220LLB019
Rajat Chauhan	220LLB020
Gaurav Saluja	220LLB021
Nikhil Gautam	220LLB022
Nischay Aggarwal	220LLB023
Abhishek	220LLB024
Puneet Taneja	220LLB027
Ronit Yadav	220LLB031

Nandini Kumar	220LLB032
Aaradhy Ohri	220LLB034
Parmeet Singh	220LLB035
Aum Kumar Chainay	220BBALLB003
Deepanshu Yadav	220BBALLB004
Nitin Pal	220BBALLB005
Yash Arora	220BBALLB006
Aditya Bhutyal	220BBALLB007
Samarjeet Mann	220BBALLB008
Nikhil Tanwar	231BBALLB001
Ruhani Monga	220BALLB001
Anshumat Vats	220BALLB003
Sourav Yadav	220BALLB004
Vedang Visen	220BALLB005
Bhanita Baruah	220BALLB006
Kartik Harsana	220BALLB007
Sumaiya Bano	220BALLB008
Hemant Kumar	220BALLB009
Ayush Shreshtha	220BALLB010
Lakshay Yadav	220BALLB011
Latika Bhardwaj	220BALLB012
Anjelikka Ojha	220BALLB013
Abhishek	220BALLB014
Karan Saini	220BALLB015
Yash Yadav	220BALLB017
Muskan	220BALLB018
Saurav Mehlawat	220BALLB019
Ansh Mishra	220BALLB020
Piyush Choudhary	220BALLB022
Harsh	220BALLB023
Vinay Nagar	220BALLB024
Ujjwal Nath Tiwari	220BALLB027
Saniya Ahmed	220BALLB028
Manish Garg	220BALLB030

Course Introduction and Objectives

This course aims to provide students with a comprehensive understanding of constitutional assembly debates, exploring their historical context, significance, and contemporary relevance. Through critical analysis of primary sources and scholarly interpretations, students will examine diverse perspectives on constitutional principles, governance structures, and rights. By engaging in discussions, presentations, and research projects, students will develop analytical skills, enhance their ability to articulate positions, and cultivate a nuanced understanding of the complexities involved in constitution-making processes. Ultimately, students will be equipped to evaluate, participate in, and contribute to constitutional debates in various contexts, fostering informed citizenship and professional readiness.

Learning Outcomes

By the end of the course, the student will:

CO1: Identify the basic tenets of Indian constitution.

CO2: Understanding the contrary views on the sub of constitution

CO3: Examine the role of CAD in making the constitution

CO4: Suggesting solutions to major economic problems in India

Problems Encountered: To equip students with the historical background of the Constitution other than the Constitutional Assembly debates.
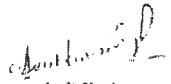
Sushant University
soaring high

CERTIFICATE

OF COMPLETION
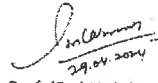
This Certificate is awarded to

Mr/Ms _RAJSHREE_ of _BALLB_ School of Law on successful completion of the Value added course on

CONSTITUTIONAL ASSEMBLY DEBATES: A MICROCOSM IN ACTION

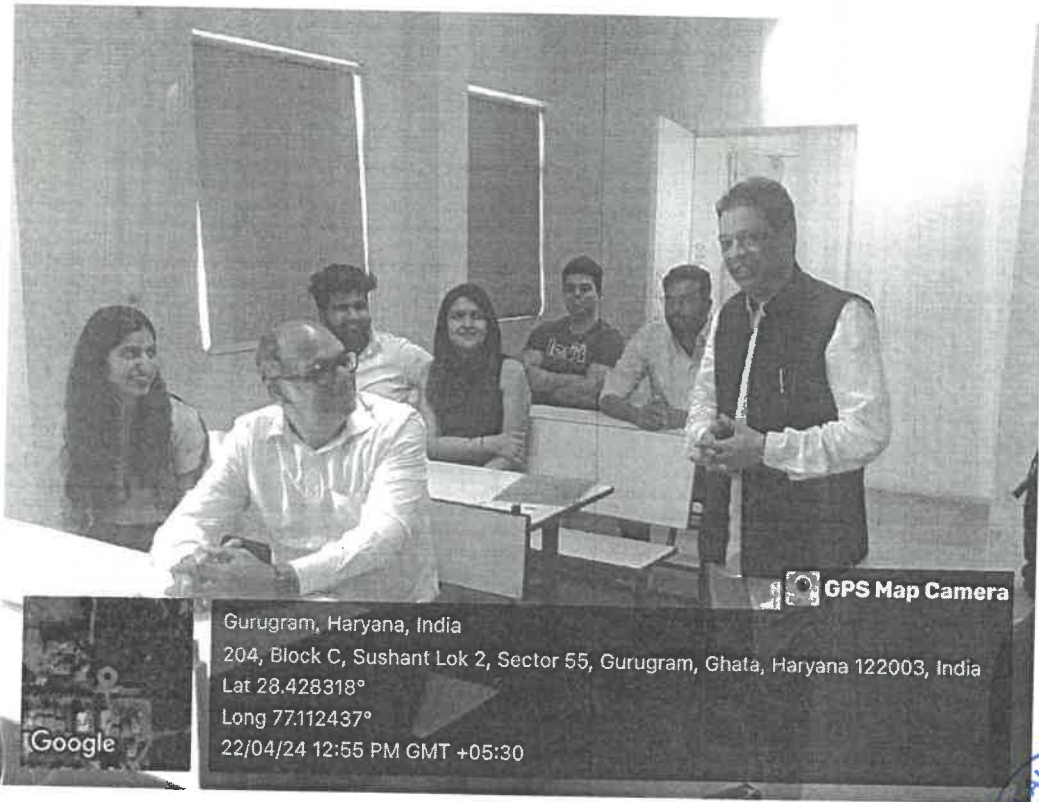offered by School Of Law during even semester 2023-2024

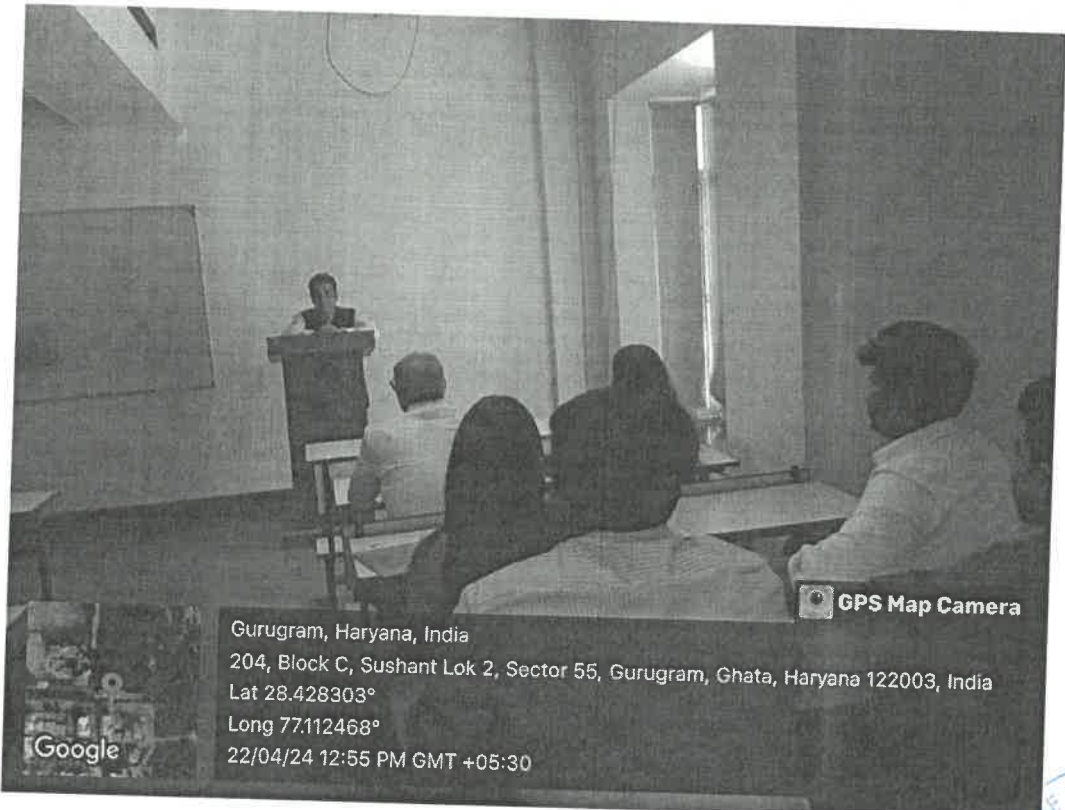**Amit Singh**
Course Co-ordinator

29.04.2024

Prof. (Dr.) Mohd. Imran
Director, School of Law

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