



Key Indicator – 1.3 Curriculum Enrichment
(50)

1.3.1 Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment & Sustainability and other value framework enshrined in Sustainable Development goals and National Education Policy – 2020 into the Curriculum
(15)

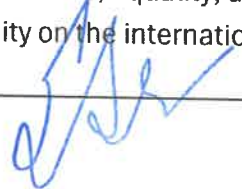
Criterion 1 – Curricular Aspects
(150)

School of Law			
Category	Name of the course	Relevance/Description of Courses	Activities
Environment and Sustainability	Corporate Governance and CSR	This Course ensures accountability and ethical decision-making, fostering environmentally sustainable practices and long-term value creation.	<ul style="list-style-type: none"> ■ To create a sustainability report for a fictional company. ■ To design a CSR strategy focused on ethical and environmental practices.
Environment and Sustainability	Environmental Law	It provides the legal framework to protect natural resources and enforce sustainable practices, promoting environmental conservation and long-term ecological balance.	<ul style="list-style-type: none"> ■ To debate on the effectiveness of current environmental laws in protecting natural resources. ■ To research and present a case study on a landmark environmental law and its impact on sustainability.
Environment and Sustainability	Constitutional Law	This Subject upholds the right to a healthy environment and empowers the state to enact policies that promote environmental protection and sustainable development.	<ul style="list-style-type: none"> ■ To analyze and debate the constitutional right to a healthy environment in different countries. ■ To research and present how constitutional law has been used to enforce environmental protection policies.
Environment and Sustainability	Disaster, Development & Human Rights	The purpose of this subject is to examine how sustainable development can reduce disaster risks, protect human rights, and promote environmental justice.	<ul style="list-style-type: none"> ■ To conduct a case study analysis on a disaster response that integrated sustainable development and human rights. ■ To organize a group discussion on the role of sustainable development in reducing disaster risks and ensuring environmental justice.



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Environment and Sustainability	Clean Energy & Sustainability Laws	To promoting the transition to renewable energy sources, reducing environmental impact, and ensuring long-term ecological balance and sustainable development.	<ul style="list-style-type: none"> ■ To research and present a policy proposal for transitioning to renewable energy in a specific region. ■ To organize a debate on the effectiveness of clean energy laws in reducing environmental impact and promoting sustainability.
Environment and Sustainability	Law Relating to Geographical Indications, Design and Traditional Knowledge	To promote sustainable practices by preserving biodiversity, supporting eco-friendly production methods, and ensuring the responsible use of natural resources.	<ul style="list-style-type: none"> ■ To present a case study on how geographical indications preserve biodiversity. ■ To host a workshop on traditional knowledge and sustainable resource management.
Environment and Sustainability	Biodiversity, Biotechnology, Biomedical Innovations and IP Law	It play a crucial role in advancing sustainable practices, protecting ecosystems, and ensuring responsible use of genetic resources for environmental and public health benefits.	<ul style="list-style-type: none"> ■ To analyze a case on the use of biotechnology in protecting biodiversity and its IP implications. ■ To organize a discussion on the ethical use of genetic resources in biomedical innovations.
Human Values	Family Law	To protect individual rights, promoting equality, and fostering social justice within the family unit, ensuring the well-being and dignity of all members.	<ul style="list-style-type: none"> ■ Role-play a family law case to discuss the protection of individual rights and equality. ■ Debate the impact of family law on social justice and the well-being of family members.
Human Values	Political Science III (global Politics)	It address global justice, human rights, and ethical governance, emphasizing the importance of fairness, equality, and respect for human dignity on the international stage.	<ul style="list-style-type: none"> ■ To Conduct a mock UN debate on a global human rights issue. ■ Present a case study on ethical governance in international politics.



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Human Values	Jurisprudence	To shape legal systems that uphold justice, protect individual rights, and promote ethical principles, ensuring the law serves the common good and human dignity.	<ul style="list-style-type: none"> ■ To analyze a legal theory that promotes justice and human dignity. ■ To discuss the role of ethics in shaping modern legal systems.
Human Values	Labour Laws	It safeguard workers' rights, promoting fair treatment, and ensuring dignity, equality, and social justice within the workplace.	<ul style="list-style-type: none"> ■ Present a case study on enforcement of workers' rights under labour laws. ■ Conduct a role-play on resolving a workplace rights dispute.
Human Values	International Humanitarian Law	To ensure the humane treatment of all individuals, and upholding the principles of justice, equality, and compassion in times of war.	<ul style="list-style-type: none"> ■ Analyze a real-world conflict case under International Humanitarian Law. ■ Role-play a war crimes tribunal to understand humanitarian law principles.
Human Values	Human Rights Law and Practice	To promoting equality, and ensuring the protection of human dignity, justice, and respect for all individuals.	<ul style="list-style-type: none"> ■ Present a case study on a landmark human rights judgment. ■ Conduct a mock human rights commission hearing.
Human Values	Humanitarian Law	To ensure the protection of human dignity during conflict, promoting compassion, justice, and respect for human rights, and minimizing suffering in times of war.	<ul style="list-style-type: none"> ■ Analyze a conflict scenario for violations of humanitarian law. ■ Simulate a humanitarian response plan for a war-affected region.
Professional Ethics	Professional Ethics & Accounting System	To ensure transparency, integrity, and accountability in financial reporting, fostering trust and upholding ethical standards in the accounting profession.	<ul style="list-style-type: none"> ■ Analyze a case of ethical misconduct in financial reporting. ■ Conduct a role-play on resolving an ethical dilemma in accounting.



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SYLLABUS
SCHOOL OF LAW
CORPORATE GOVERNANCE AND CSR

Course Code: SLHCORP475

Credits: 05

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 (i.e. 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: Analyze the Corporate Social Responsibility practices in India.

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



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Module 2- PILLARS OF CORPORATE GOVERNANCE

- Board of Directors
- Powers and duties of Directors
- Independent Directors.
- Prevention of Oppression and Mismanagement
- Related Party Transaction
- Role of Auditors and Audit Committee
- Rights of Share holders and Protection of Minorities Shareholders

Module 3-INTRODUCTION TO CORPORATE SOCIAL RESPONSIBILITY

- Definition, Evolution and Significance
- Need for CSR
- Types of CSR
- Theories of CSR

Module 4- EMERGING TRENDS RELATED TO CORPORATES

- Corporate Environmental Liability
- Regulatory enforcement mechanisms for CSR
- Corporate Criminal Liability and Corporate Frauds
- CSR practice in India

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



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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.

Further readings can be added as the course progresses-

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

Course Outcomes to Program Outcomes and Program Specific Outcomes Mapping Matrix

POs (Program Outcomes) - At the end of the program the students will be able to:

PO-1	Instilling professionalism: Students are equipped with knowledge, passion and drive to excel as leaders in the legal profession, judiciary, public service, non-profit & non-governmental organizations, entrepreneurships, and corporate entities through academic exposure and professional internships.
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PO-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.
PO-3	Understanding the legal system: Students are able to understand the Indian legal system in the global context and various principles and theories addressing the international issues.
PO-4	Construction and Ability: Students are able to use various legal tools and techniques through classroom and moot court exercises to be able to read, understand and interpret statutes and other enacted rules to solve legal problems or construct legal knowledge.
PO-5	Active participation in professional training: Students develop the skills to actively participate, as professionals, in legal counselling, advocacy and decision-making through legal aid clinics, workshops, seminars and internship programs.
PO-6	Dealing with contemporary issues: The students are able to recognize the need for identifying contemporary issues due to changing scenarios by participating in classroom debates, special lectures and moot court exercises on latest cases.
PO-7	Building up teamwork: Students are adapted to work in a team through participation in Moot Court competitions, Parliamentary Debates and various other co-curricular and extracurricular activities strengthening their organizing skills and leadership qualities.
PO-8	Employability: Demonstrate core values relating to profession or job requirements and meet new challenges maintaining the dignity of the profession.
PO-9	Lifelong Learning: Demonstrate participation and learning process by updating knowledge and practice in order to meet the professional needs and priorities of the system.

PSOs (Program Specific Outcomes)

PSO-1	Drafting, Counselling and Negotiation: Develop the skill of drafting various complaints, petitions, writs, letters, using proper legal language with clarity. Students learn the skills of mediation, negotiation and counselling for imparting justice.
PSO-2	Demonstrate knowledge: To study law in the context of Humanities and Social Sciences to groom students to respond to governance, administration and Human behavior.

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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Course Outcomes (COs)	Program Outcomes (POs)									Program Specific Outcomes (PSOs)	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2
CO1	H	M	H	M		M	H	H	M		M
CO2	H	H		H	M		M	M	M	H	
CO3		M	H	H	H		H	H	H	H	H
CO4	H	M	H		H	M	H	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)



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SYLLABUS
SCHOOL OF LAW
ENVIRONMENTAL LAW

Course Code: SLL354

Credits: 05

Course Objective

Environmental laws play a huge part in protecting humans, animals, resources, and habitats. Without these laws, there would be no regulations concerning pollution, contamination, hunting, or even response to disasters. Environmental law works to protect land, air, water, and soil. The basic objective of the Course are as follows:

1. This course aims at providing the students with a deeper insight into the regime of environmental issues.
2. The course also tries to develop a basic understanding about the principles and various concepts revolving around the domain of environment legislations, their procedures and their best possible uses as well.
3. It also distinguishes the art of legal composition from the art of ordinary composition or literature, which deals not with rights but with thoughts or facts.

Course Outcomes

By the end of the course, the student will:

- CO1: Understand the meaning and importance of the Environmental Law.
- CO2: Assess the nature and scope of the power given the State and Central Board.
- CO3: Interrelate the constitutional provisions relating to environment as fundamental rights, directive principles and fundamental duties.
- CO4: Analyze and interpret various actions taken by the Government of India, Supreme Court and NGT in pursuance of environment protection.

Course Contents

MODULE 1: Introduction

- Meaning and Definition of environment, environmental pollution, factors responsible for Environmental pollution.
- Noise- Definition, Sources, Harmful effects, Remedies against noise pollution, Noise Pollution (Regulation and Control) Rules 2000.
- Development in International Environmental Law - From Stockholm to Paris
- Important Doctrines- Sustainable Development-Meaning and Scope, Precautionary Principle, Polluter pays, Public Trust Doctrine, Strict Liability, Principle of No Fault and

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Absolute Liability, Environment Impact Assessment (EIA).

Case-laws

- Indian Council for Enviro Legal Action v. Union of India, AIR 1996 SC 1446
- M.C. Mehta v. Kamal Nath, (1997) 1 SCC 388
- Union Carbide Corporation v. Union of India, 1989 SCC (2) 540
- Church of God (Full Gospel) in India v. KKR Majestic Colony Welfare Association, (2000) 7 SCC 28
- In Re Noise Pollution Case, AIR 2005 SC 3136
- Rural Litigation and Entitlement v. State of U.P., AIR 1989 SC 594

MODULE 2: Constitutional Mandates and Environment

- Constitution and 42nd Amendment Act of 1976
- Directive Principles of State Policy
- Fundamental Duties
- Right to Pollution Free Environment
- Public Interest Litigation and Social Action Litigation

Case-laws

- M.C. Mehta v. Union of India (Kanpur Tanneries), AIR 1988 SC 1115
- M.C. Mehta v. Union of India, AIR 1987 SC
- Murli S. Deora v. Union of India, (2001) 8 SCC 765
- M.C. Mehta v. Union of India, 2002 (CNG Vehicular Pollution Case)

MODULE 3: Prevention and Control of Water and Air Pollution

- The Environment (Protection) Act, 1986 and Rules
- The Water (Prevention and Control of Pollution) Act, 1974
- Air (Prevention and Control of Pollution) Act, 1981

Case-laws

- Murli S. Deora v. Union of India, (2001) 8 SCC 765
- M.C. Mehta v. Union of India, 2002 (CNG Vehicular Pollution Case)
- M.C. Mehta v. Union of India, (1997) 2 SCC 353 (Taj Trapezium Case)
- M.C. Mehta v. Union of India, (Kanpur Tanneries), AIR 1988 SC 1115
- Narmada Bachao Andolan v. Union of India, (2000) 10 SCC 664

MODULE 4: Protection of Forests and Wild Life and General Environmental Legislations

- The Indian Forest Act, 1927 and The Forest (Conservation) Act, 1980
- The Wild Life (Protection) Act, 1972
- The National Green Tribunal Act, 2010

Case-laws



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- Blackbuck and Chinkara Poaching Case (Salman Khan)
- M.C. Mehta v. Union of India, (2004) 11 SCC 582
- Rural Litigation and Entitlement v. State of U.P., AIR 1989 SC 594
- Tarun Bharat Sangh v. Union of India, 1992 Supp (2) SCC 448

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.
- Group Discussions on the recent issues revolving the new concepts as per the new Act

Books to Be Referred

1. Amod S. Tilak, Environmental Law, Snow White Publication, Mumbai, 1 st ed.
2. D.K. Asthana and Meera Asthana, Environmental Problems and Solution (S. Chand & Company Ltd., New Delhi, 2 nd rev. ed. 2001).
3. I.A. Khan, Environmental Law, Central Law Agency, Allahabad, 2 nd ed. 2002.
4. Maheshwara Swamy, Textbook on Environmental Law, Asia Law House, Hyderabad, 2 nd ed. 2008.
5. P. Leelakrishnan, Environmental Law in India, Lexis Nexis, New Delhi, 2005 ed.
6. P.S. Jaswal, Environmental Law, Allahabad Law Agency, 3 rd ed. 2009.
7. S. Shantakumar, Introduction to Environmental Law, Wadhwa & Co., Nagpur, 2 nd ed. 2005.
8. S.C. Shastri, Environmental Law, Eastern Book Company, Lucknow, 2 nd ed. 2005.
9. Shyam Divan and Armin Rosencrnz, Environmental Law and Policy in India, Oxford University Press, New Delhi, 2005.
10. T.S. Doabia, Environment and Pollution Law in India, Wadhwa and Company, New Delhi, Vol. 1, 2005 ed.

ARTICLES

1. Abhijit Sen, 'Environmental Pollution and Role of Judiciary', AIR 1997 Journal 34.
2. Akshay Sarathi, 'Sustainable Development: Implementation Issues', A Socio-Political Journal of Symbiosis Society, Vol. 3, 2006.
3. Anwar Sadat, 'Some Legal Aspects of Bali Summit on Climate Change' Indian Journal of International Law, Vol. 48, No. 1, Jan-March 2008.
4. Gianluca Rubagotti, 'The Clean Development Mechanism: Establishing a Regulatory Framework to Favour Climate-Friendly Investments in Developing Countries', Indian Journal of International Law, Vol. 46, No. 2, April-June 2006.

5. K.C. Leelavathy, 'Global Warming: A Global Concern', Peace and Development Digest, New Delhi, Vol. 5 No. 3-4, 2000.
6. Krushna Chandra Jena, 'Ecological and Environmental Protection Movements: A Brief Conspectus', AIR 2005 Journal 288.
7. Madhumita Dhar Sarkar, 'Contribution of Indian Judiciary towards the Development of Environmental Jurisprudence', AIR 2005 Journal 298.
8. R.A. Malviya, 'International Regulation of Global Warming: Problems and Prospects', The Banaras Law Journal, Vol. 31, Jan. 2002.
9. Ramya Seetharaman, 'The Law on Wildlife and Protected Areas in India: An Analysis', Indian Journal of Environmental Law 68, Vol. 2, 2001.
10. Venkatesh Vijayaraghavan, 'Implementation of the Biodiversity Convention in India and Canada', 2001 Indian Journal of Environmental Law, 21, Vol.2.

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Course Assessment Components

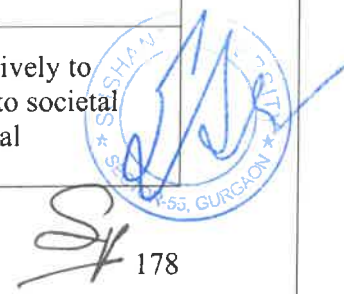
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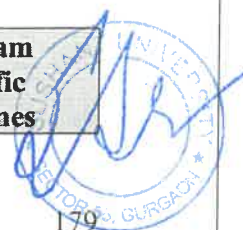
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Relationship between the Course Outcomes (COs) and Program Outcomes (POs) / Program Specific Outcomes (PSOs)

Matrix 1- Mapping of COs with POs and PSOs

Course Outcomes (COs)	Program Outcomes (POs)				Program Specific Outcomes
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										(PSOs)	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2
CO1	H	M	H	M		M	H	H	M		M
CO2	H	H		H	M		M	M	M	H	
CO3		M	H	H	H		H	H	H	H	H
CO4	H	M	H		H	M	H	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)



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**SYLLABUS
SCHOOL OF LAW
CONSTITUTIONAL LAW I**

Course Code: SLL125

Credits: 05

Course 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. New dimensions of the fundamental rights, their emergence and relevance with the directive principles has been discussed. 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. A critical analysis of the significant judicial decisions is offered to highlight judicial restraint, judicial passivity, judicial activism and judicial balancing.

Course Outcomes (COs):

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

Module I:

INDIAN CONSTITUTION: PREAMBLE, FEATURES AND CITIZENSHIP OF INDIA

Nature and Significance of Indian Constitution

Preamble: Nature and Significance

- *Re Berubari Union Case* AIR 1960 SC 845
- *Golak Nath v. State of Punjab* AIR 1967 SC 1643
- *Keshavanand Bharati v. State of Kerala* AIR 1973 SC 1461

Citizenship under the Indian Constitution (Articles 5-11): Person vis-a-vis Citizen

- *Pradeep Jain (Dr.) v. Union of India* (1984) 3 SCC 654

Citizenship under the Citizenship Act, 1955

Citizenship (Amendment) Act, 2005 and 2015



Module II

FUNDAMENTAL RIGHTS AND CONCEPT OF STATE AND LAW

Concept of State (Article 12): Definition of State & Judicial Interpretation

- *Zee Telefilms Ltd. v. Union of India* AIR 2005 SC 2677

Concept of Law: Meaning of Law, Judicial Review, Doctrine of Eclipse and Doctrine of Severability

- *Kihota Hollohan v. Zuchilhu* AIR 1993 SC 412
- Right to Equality (Article 14): Equality Before Law and Equal Protection of Laws; Test of reasonable classification; Test of Arbitrariness
- *M. Nagaraj v. Union of India* AIR 2007 SC 71
- *D.S. Nakara v. Union of India* AIR 1983 SC 130
- Prohibition on Discrimination (Article 15); Equality in Public Employment (Article 16); Reservation.
- *Air India v. Nargesh Mirza* AIR 1981 SC 1829
- *Indra Sawhney v. Union of India* AIR 2000 SC 498
- *Indian Medical Association v. Union of India & Ors.* AIR 2011 SC 2365
- Freedoms and Restrictions (Article 19);
- Protection against Ex-post facto law; Double Jeopardy; Privilege against Self-incrimination (Article 20).
- *Indian Express Newspaper v. Union of India* AIR 1986 SC 515
- *Bombay Hawkers' Union v. Bombay Municipal Corporation* AIR 1985 SC 1206
- *Jitendra Panchal v. Intelligence Officer, NCB* AIR 2009 SC 1938
- Right to Life and Personal Liberty (Article 21)
- *A.K. Gopalan v. State of Madras* AIR 1950 SC 27 (liberty given narrow meaning)
- *Maneka Gandhi v. Union of India* AIR 1978 SC 597 (right to travel abroad: procedure established by law must be just, fair and reasonable)
- *Bandhua Mukti Morcha v. Union Of India* AIR 1984 SC 802 (right to live with human dignity)
- *Vishaka v. State of Rajasthan* AIR 1997 SCW 3043 (right against sexual harassment)
- *R. Rajagopal v. State of Tamil Nadu* AIR 1995 SC 264 (Auto Shankar case- right to privacy)
- *Justice K. S. Puttaswamy (Retired) and another v. Union of India* 2017 Indlaw SC 641 (Right to Privacy)
- *Khatril (II) v. State of Bihar* AIR 1981 SC 928 (right to legal aid and speedy trial)
- *Rudul Shah v. State of Bihar* AIR 1983 SC 1086 (right to compensation)
- Right to Education (Article 21A)
- *Unnikrishnan v. State of Andhra Pradesh* AIR 1993 SC 2178
- *T.M.A. Pai Foundation v. State of Karnataka* AIR 2003 SC 355
- Protection against Arrest and Preventive Detention (Article 22)
- *ADM Jabalpur v. Shivakant Shukla* AIR 1976 SC 1207
- *D.K. Basu v. State of West Bengal* AIR 1997 SC 610

Module III



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FUNDAMENTAL RIGHTS AND THEIR ENFORCEMENT

Right Against Exploitation (Articles 23-24): Prohibition of Forced Labour & Child Labour *M. C. Mehta v. State of Tamil Nadu* AIR 1997 SC 699

Right to Religion (Articles 25-28): Concept of Secularism; Religious Freedom to Individual and Religious Denominations; Restrictions on Right to Religion; State Responsibility in matters of Religion.

- *Bijoe Emmanuel v. State of Kerala* AIR 1987 SC 748
- *M. Ismail Faruqui v. Union of India* AIR 1995 SC 605

Cultural and Educational Rights (Articles 29-30): Right to Minorities

- *P. A. Inamdar v. State of Maharashtra* AIR 2005 SC 3226

Right to Constitutional Remedies: Art.32- Meaning, Nature and Significance; Writs under Art.32 and 226; Judicial Review, *res judicata*, Public Interest Litigation

- *Sunil Batra v. Delhi Administration* AIR 1980 SC 1579 (Writ of *Habeas corpus*)
- *Hussainara Khatoon v. State of Bihar* AIR 1979 SC 1360 (first PIL)
- *Rural Litigation and Entitlement Kendra, Dehradun v. State of U.P.* AIR 1988 SC 2187 (*res judicata*)
- *Avishek Goenka v. Union of India* (2012) 5 SCC 321 (PIL)
- *Centre for PIL v. Union of India* AIR 2012 SC 3725 (PIL and judicial activism)

Module IV:

DIRECTIVE PRINCIPLES OF STATE POLICY AND FUNDAMENTAL DUTIES

Directive Principles of State Policy (Articles 36-51): Meaning, Nature and Scope; Concept of Welfare State and Social Justice; Justiciability of Directive Principles; Relationship between Fundamental Rights and Directive Principles-Rule of Harmonious Construction

- *State of Madras v. Champakam Dorairajan* AIR 1951 SC 226
- *Minerva Mills Ltd. v. Union of India* AIR 1980 SC 1789
- *Kesavananda Bharati v. State of Kerala* AIR 1973 SC 1461

Fundamental Duties (Article 51A): Right-Duty Relationship; Enforceability of Fundamental Duties Issues and Challenges: Parliamentary Privileges and Fundamental Rights- Enforceability of Directive Principles

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:



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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.

References:

- M.P.Jain, Indian Constitutional Law, Lexis Nexis, 2016
- J.N.Pandey, Constitutional Law of India, Central Law Agency, Allahabad, 2016
- D.D.Basu, Constitutional Law of India, Lexis Nexis, 2016
- Granville Austin, Indian Constitution-Cornerstone of a Nation, OUP, New Delhi
- H.M.Seervai, Constitutional Law of India (in 3 Volumes), N.M.Tripathi, Bombay
- G.C.V.Subba Rao, Indian Constitutional Law, S.Gogia & Co., Hyderabad
- Zia Mody, 10 Judgements that Changed India, Penguin Publishers, 2013
- B.Shiva Rao, Framing of India's Constitution (in 5 Volumes), Indian Institute of Public Administration, New Delhi
- www.prsindia.org/
- www.constitution.org/cons/india/const.html
- <https://indconlawphil.wordpress.com/>
- www.livelaw.in/
- Constitutional History: <https://www.youtube.com/watch?v=atSSN6ZLzXQ>

Further readings can be added as the course progresses-

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

Course Outcomes to Program Outcomes and Program Specific Outcomes Mapping Matrix

POs (Program Outcomes) - At the end of the program the students will be able to:

PO-1	Instilling professionalism: Students are equipped with knowledge, passion and drive to excel as leaders in the legal profession, judiciary, public service, non-profit & non-governmental organizations, entrepreneurships, and corporate entities through
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	academic exposure and professional internships.
PO-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.
PO-3	Understanding the legal system: Students are able to understand the Indian legal system in the global context and various principles and theories addressing the international issues.
PO-4	Construction and Ability: Students are able to use various legal tools and techniques through classroom and moot court exercises to be able to read, understand and interpret statutes and other enacted rules to solve legal problems or construct legal knowledge.
PO-5	Active participation in professional training: Students develop the skills to actively participate, as professionals, in legal counselling, advocacy and decision-making through legal aid clinics, workshops, seminars and internship programs.
PO-6	Dealing with contemporary issues: The students are able to recognize the need for identifying contemporary issues due to changing scenarios by participating in classroom debates, special lectures and moot court exercises on latest cases.
PO-7	Building up teamwork: Students are adapted to work in a team through participation in Moot Court competitions, Parliamentary Debates and various other co-curricular and extracurricular activities strengthening their organizing skills and leadership qualities.
PO-8	Employability: Demonstrate core values relating to profession or job requirements and meet new challenges maintaining the dignity of the profession.
PO-9	Lifelong Learning: Demonstrate participation and learning process by updating knowledge and practice in order to meet the professional needs and priorities of the system.

PSOs (Program Specific Outcomes)

PSO-1	Drafting, Counselling and Negotiation: Develop the skill of drafting various complaints, petitions, writ, letters, using proper legal language with clarity. Students learn the skills of mediation, negotiation and counselling for imparting justice
PSO-2	Demonstrate knowledge: To study law in the context of Humanities and Social Sciences to groom students to respond to governance, administration and Human behavior.



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	PO9	PSO1	PSO2
CO1	H	M	H	M		M	H	H	M		M
CO2	H	H		H	M		M	M	M	H	
CO3		M	H	H	H		H	H	H	H	H
CO4	H	M	H		H	M	H	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)



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SYLLABUS
SCHOOL OF LAW
DISASTER, DEVELOPMENT AND HUMAN RIGHTS

Course Code: SLO488

Credits: 05

Course 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. Further, development efforts guided by human rights principles strive to achieve social justice and equity. This involves addressing underlying structural inequalities and systemic injustices that perpetuate poverty, discrimination, and exclusion. Besides development, the impact of disasters undoing the development achieved on human rights is profound and multifaceted. Disasters, whether natural or human-made, can have severe consequences for individuals' enjoyment of their human rights. The objective of this course is to provide students with a rigorous and integrated academic study of development, disaster and human rights law, principles and practices recognizing the strong interrelationship and dependencies of these elements.

Course Outcomes

By the end of the course, the student will be able:

CO1: To develop the understanding towards the legal frameworks, policies, and regulations that govern development activities at the national, regional, and international levels.

CO2: To explore law that emphasizes the protection of human rights and the needs of vulnerable populations before, during, and after disasters.

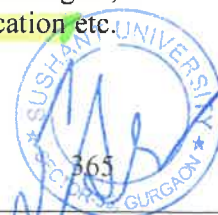
CO3: To equip themselves with ability to acquire knowledge and skills to advocate for social justice, equality, and the protection of human dignity.

CO4: To be able to provide a comprehensive understanding of the principles, norms, and standards that underpin human rights.

Course Contents

MODULE 1: DEVELOPMENT LAW IN INDIA AND WORLD

- The Constitution of India and principles of social justice, equality, and fundamental rights, including the right to equality, right to life, right to livelihood, and right to education etc. aimed at development of citizens and directive principles of state policy



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Olga Tellis and Ors. vs. Bumbai Municipal Corporation and Ors. Etc., 1985

Charan Lal Sahu Etc. Etc vs. Union of India and Ors., 1989

- Development and environment: Environment Protection Act, 1986
- Tehri Vidrohi Sangharsh Samiti and Ors. vs. State of Uttar Pradesh and Ors., 1990*
- Pradeep Krishen vs. Union of India and Ors., 1996*
- Micro, Small, and Medium Enterprises Development Act, 2006
- United Nations Sustainable Development Goals (SDGs)
- The Paris Agreement on Climate Change

MODULE 2: Concept of Disaster and Right to Life and Security Understanding Disaster

- Definition of Disaster
- Disaster, pandemic and impact on societies, economies, and individuals.
- The National Disaster Management Act, 2005
- The National Disaster Response Force (NDRF) Act, 2006
- The National Policy on Disaster Management, 2009
- Violation of the Human Rights at the time of the disaster

MODULE 3: National and International Perspective of Human Rights:

- United Nations and the Universal Declaration of Human Rights
- Convention on the Prevention and Punishment of the Crime of Genocide (1948)
- The International Convention on the Elimination of All Forms of Racial Discrimination (1965),
- The Convention on the Elimination of All Forms of Discrimination against Women (1979),
- The Convention on the Rights of the Child (1989) and
- The Convention on the Rights of Persons with Disabilities (2006),
- Indian Perspectives of Human Rights Law- Constitution of India and Human Rights obligations.
- Role of Indian Judiciary in the development of Human Rights Law.
- Indian and International Human Rights Law.

MODULE 4: Implementation of Human Rights in India:

- Human Rights and Institutional Mechanisms in India (National Human Rights Commission)
- The Protection of Human Rights Act, 1993
- Rights of Women with specific reference to the Sexual Harassment of Women at Workplace, 2013
- Rights of Child with specific reference to the Commission for Protection of Children and POCSO Act
- Rights of Person's with Disability with specific reference to The Person's with Disabilities (Equal opportunity, Protection of Rights and full participation) Act, 1995 and Rules 1996

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



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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.
- Simulation Exercises enable the students to practically implement the knowledge acquired by them.

Books and Legislations:

- The Constitution of India, 1950
- The National Disaster Management Act, 2005
- The National Disaster Response Force (NDRF) Act, 2006

Article Links and Web Links:

- <https://ndma.gov.in/sites/default/files/PDF/COMPENDIUM-OF-LAWS-ON-DISASTER-MANAGEMENT.pdf>
- <https://www.un.org/en/global-issues/human-rights#:~:text=International%20Human%20Rights%20Law&text=The%20United%20Nations%20has%20defined,in%20carrying%20out%20their%20responsibilities.>

Course Assessment Components

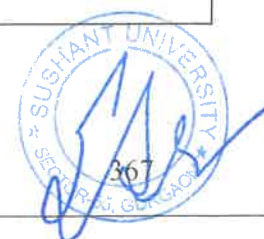
This course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

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

Course Outcomes to Program Outcomes and Program Specific Outcomes Mapping Matrix

POs (Program Outcomes)- At the end of the program the students will be able to:

PO-1	Instilling professionalism: Students are equipped with knowledge, passion and drive to excel as leaders in the legal profession, judiciary, public service, non-profit & non-governmental organizations, entrepreneurship, and corporate entities through academic exposure and professional internships.
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PO-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.
PO-3	Understanding the legal system: Students are able to understand the Indian legal system in the global context and various principles and theories addressing the international issues.
PO-4	Construction and Ability: Students are able to use various legal tools and techniques through classroom and moot court exercises to be able to read, understand and interpret statutes and other enacted rules to solve legal problems or construct legal knowledge.
PO-5	Active participation in professional training: Students develop the skills to actively participate, as professionals, in legal counselling, advocacy and decision-making through legal aid clinics, workshops, seminars and internship programs.
PO-6	Dealing with contemporary issues: The students are able to recognize the need for identifying contemporary issues due to changing scenarios by participating in classroom debates, special lectures and moot court exercises on latest cases.
PO-7	Building up teamwork: Students are adapted to work in a team through participation in Moot Court competitions, Parliamentary Debates and various other co-curricular and extracurricular activities strengthening their organizing skills and leadership qualities.
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PO-9	Lifelong Learning: Demonstrate participation and learning process by updating knowledge and practice in order to meet the professional needs and priorities of the system.

PSOs (Program Specific Outcomes)

PSO-1	Drafting, Counselling and Negotiation: Develop the skill of drafting various plaints, petitions, writ, letters, using proper legal language with clarity. Students learn the skills of mediation, negotiation and counselling for imparting justice
PSO-2	Demonstrate knowledge: To study law in the context of Humanities and Social Sciences to groom students to respond to governance, administration and Human behavior.

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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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	PO9	PSO1	PSO2
CO1	H	M	H	M		M	H	H	M		M
CO2	H	H		H	M		M	M	M	H	
CO3		M	H	H	H		H	H	H	H	H
CO4	H	M	H		H	M	H	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)



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**SYLLABUS
SCHOOL OF LAW**

CLEAN ENERGY AND SUSTAINABILITY LAWS

Course Code: SLO597

Credit-05

COURSE OBJECTIVE:

1. To understand the present legal regime and concepts concerning energy law and sustainability.
2. To apply the international energy and sustainability jurisprudential principles within Indian framework and identify the evolving gaps.
3. To analyze and evaluate the need for integrating energy laws with the principles of sustainability through bottom up approach.
4. To evaluate the need for creating a new legal regime integrating the economic, environment, and energy perspectives with business and public policy.

Course Outcome:

At the end of the course the students will be able to:

CO1: Classify, recognize, and further categories the legal principles applicable to energy and sustainability sector.

CO2: Interpret the legislative intent behind international business and public policies concerning energy and sustainability sector.

CO3: Examine and further test the present Indian energy law regime with the principles of sustainability and the global context.

CO4: Develop and formulate a proposed bill integrating 1) energy business policy, 2) sustainability principles, 3) evolving best practices worldwide.

Course Contents:

MODULE I: INTRODUCING ENERGY AND SUSTAINABILITY SCENARIO

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World energy scenario; Indian energy needs and gaps; sustainability principles: introductions; need for clean energy: global and Indian context.

MODULE II: ENERGY LAWS IN INDIA

Oil and gas laws, electricity laws, upstream-midstream-downstream laws, economic perspectives of energy laws, climate change and energy laws (carbon trading)

MODULE III: SUSTAINABILITY LAWS

Sustainable Development Goals (SDGs), Precautionary principles, NGT ACT, Public trust doctrine, economic viability principles, renewable energy policies, hydrocarbon vision and sustainability

MODULE IV: COMPARATIVE UNDERSTANDING OF ENERGY AND SUSTAINABILITY LAW

International legal regime concerning carbon emissions, conventional hydrocarbon laws, unconventional hydrocarbon laws, comparative environmental laws, oil and gas law best practices, evolving Indian laws concerning energy and sustainability.

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:

1. World Energy Council, World Energy Scenarios Composing energy futures to 2050' <https://www.worldenergy.org/wp-content/uploads/2013/09/World-Energy-Scenarios_Composing-energy-futures-to-2050_Full-report.pdf> accessed 18 October 2018
2. Rogers H, "Shale Gas--the Unfolding Story" (2011) 27 Oxford Review of Economic Policy 117
3. Krupnick A, Wang Z and Wang Y, "Environmental Risks of Shale Gas Development in China" (2014) 75 Energy Policy 117

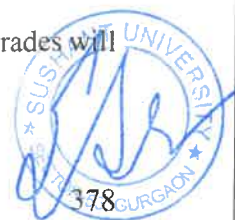
4. Liz Thomas, 'Shale-gas extraction and hydraulic fracturing accompany methane contamination of drinking water' (Yale Environment Review, 17 September 2011) <<https://environment-review.yale.edu/shale-gas-extraction-and-hydraulic-fracturing-accompany-methane-contamination-drinking-water-0>> accessed 18 October 2018
5. Osborn SG, Vengosh A and Jackson RB. "Methane Contamination of Drinking Water Accompanying Gas-Well Drilling and Hydraulic Fracturing" (2011) 108 Proceedings of the National Academy of Sciences of the United States of America
6. Directorate General of Hydrocarbon, 'Hydrocarbon Exploration and Licensing Policy' <<http://pib.nic.in/newsite/PrintRelease.aspx?relid=137638>> accessed 18 October 2018
7. Department of Industrial Policy and Promotion, 'Reform Update on Ease of Doing Business Reform' <<http://dipp.nic.in/ease-doing-business-reforms/reform-update-india>> accessed 18 October 2018
8. Mohammed S. Hashem M. Mehany and Angela Guggemos/ Procedia Engineering 118 (2015) 169-176
9. Darrah, T.H., Vengosh, A., Jackson, R.B., Warner, N.R., Poreda, R.J. (2014) Noble gases identify the mechanisms of fugitive gas contamination in drinking-water wells overlying the Marcellus and Barnett Shales. Proceedings of the National Academy of Sciences of United States of America, 111 no. 39, 14076–14081.
10. Lisa Molofsk et al., Methane in Pennsylvania Water Wells unrelated to Marcellus Shale Fracturing, Oil and Gas Journal 2011.
11. United States Environment Protection Agency, 'Assessment of the Potential Impacts of Hydraulic Fracturing for Oil and Gas on Drinking Water Resources', <https://www.epa.gov/sites/production/files/2015-06/documents/hf_es_erd_jun2015.pdf> accessed on 18 October 2018
12. Jean-Philippe Nicot and others, 'Methane Occurrences In Aquifers Overlying The Barnett Shale Play With A Focus On Parker County, Texas' (2017) 55 Groundwater:

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

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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PSOs (Program Specific Outcomes)



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PSO-1	Drafting, Counselling and Negotiation: Develop the skill of drafting various complaints, petitions, writs, letters, using proper legal language with clarity. Students learn the skills of mediation, negotiation and counselling for imparting justice
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CO2	H	H		H	M		M	M	M	H	
CO3		M	H	H	H		H	H	H	H	H
CO4	H	M	H		H	M	H	H	H		M

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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



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- (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.


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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

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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)



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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)



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**SYLLABUS
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FAMILY LAW-I**

Course Code: SLL236

Credits:05

Course Objective

The purpose of the course is to acquaint the students with various personal laws that exist in our country. The course also aims at apprising the students with the concepts of marriage, dissolution of marriage, matrimonial remedies, adoption, guardianship and maintenance with particular reference to the laws applicable to Hindus and Muslims. The contemporary trends with respect to family as an institution will also be discussed in this course. An analysis of these contemporary trends will help students approach things with an open mind.

Course Outcomes: Upon successful completion of the course, the student should be able to: -
CO1: To comprehend the rights and duties of members of family towards each other, with special reference to spousal relationship.
CO2: Identify why there are different personal laws for different communities in our country and compare the basis of various provisions under different personal laws in our country.
CO3: Enhance their understanding on the current laws on marriage, divorce, maintenance, adoption and guardianship.
CO4: To understand the emerging trends in area of family law.

Course Contents:

MODULE 1: Hindu Marriage and Dissolution

a. Institution of Marriage under Hindu Law

- i. Evolution, Nature and Concept of the Institution of Marriage
- ii. Applicability of Legislation (Sec 2 HMA, 1955).
- iii. Conditions for the validity of marriage (Sec 3 & 5 HMA, 1955).
- iv. Solemnisation of marriage (Sec 7 HMA, 1955)
- v. Registration of marriage (Sec 8 HMA, 1955)

Case:

- *Dr. Surajmani Stella Kujur v. Durga Charan Hansda* AIR 2001 SC 938.
- *S. Nagalingam v. Sivagami* (2001) 7 SCC 487.
- *Lily Thomas v. Union of India* AIR 2000 SC 1650 12.
- *Courts on its own motion Lajja v. State* 2012 (193) DLT 61 37.
- *Seema v. Ashwani Kumar* (2006) 2 SCC 578.

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- vi Void Marriages (Sec 11 r/w 17,18 HMA,1955 r/w 494,495 IPC,1860)
- vii. Voidable Marriage (Sec 12 HMA,1955)

b. Matrimonial Remedies

i. Restitution of Conjugal Rights

Cases:

- *T. Sareetha v. Venkat Subbaiah* AIR 1983 AP356.
- *Harinder Kaur v. Harmander Singh* AIR 1984 DELHI 66
- *Saroj Rani v. Sudarshan Kumar* AIR 1984 SC 1562

ii. Judicial Separation

- *Hirachand Srinivas Managaonkar v. Sunanda* AIR 2001 SC 1285

iii. Divorce

a) Forms of Divorce.

b) Grounds of Divorce with special emphasis on grounds specifically available for women

Cases:

- *Bhagawat v. Bhagawat* AIR 1977 Bom. 80.
- *Dastane v. Dastane* AIR 1975 SC 1534.
- *Shobha Rani v. Madhukar Reddy* AIR 1988 SC 121.
- *S. Hanumantha Rao v. S Ramani* AIR 1999 SC 1318.
- *G.V.N. Kameshwar Rao v. G. Jabilli* (2002) 2 SCC 296.
- *Geeta Jagdish Mangtani v. Jagdish Mangtani* AIR 2005 SC 3508.
- *Bipin Chandra v. Prabhavati* 1957 AIR 176.
- *N.G. Dastane v. S. Dastane*, AIR 1975 SC 1534
- *Bipin Chander Jaisinghai Shah v. Prabhavati* 1957 SC 176.
- *Samar Ghosh v. Jaya Ghosh* AIR 2007 (3) SCJ 253.

iv. Divorce by Mutual Consent

v. Irretrievable Breakdown as a Ground for Dissolution

Case:

- *Ashok Hurra v. Rupa Bipin Zaveri* (1997) 4 SCC 226.

MODULE 2: Muslim Marriage and Dissolution of Marriage

a. *Nikah* (Muslim Marriage)

i. Definition, Object and Nature

ii. Essentials for Validity

iii. Obligations Arising out of Marriage – under Classical and Statutory Law

Case:

- *Shahzadu Qanum v. Fakhar Jahan* (1953)

b. Dissolution of Marriage

a. *Talaq*: Concept and Modes

b. Grounds:

i. Under Classical Law

ii. Under Statutory Law: Dissolution of the Muslim Marriage Act, 1939

Case:



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- *Veeran Sayu v. Beevathumma* (2002)
- iii. Triple Talaq

Case:

- *Shayara Bano v. UOI* (2017) 9 SCC 1
- *Shamim Ara v. State of UP & another* AIR 2002 SC 4726

MODULE 3: Adoption, Maintenance of Guardianship

a. Adoption:

(i) Nature

(ii) Law on adoption

- *Brijendra Singh v. State of M.P.* AIR 2008 SC1058.
- *In Re: Adoption of Payal at Sharinee Vinayak Pathak and Sonika Pathak* 2010 1 Bom CR 434.
- *Shabnam Hashmi v. Union of India and Ors.* (2014) 4 SCC 1

(iii) Inter Country Adoption

Cases:

- *Hubert Pournow & Kirsten Rsmussen v. Indian Council of Child Welfare* (2005)
- *Lakshmi Kant Pandey v. UOI* 1984 AIR 469.

b. Adoption: Conditions and Effect

(i) Ceremonies

(ii) Capability

(iii) Effect

c. Maintenance

(i) Entitlement

(ii) Enforcement

Case:

- *Bipta Devi v. Chander* 2004 AIR JHAR. H.C.R. 2091

(iii) Maintenance Rights of Muslim Women

(iv) Maintenance under the Code of Criminal Procedure, 1973

Cases:

- *Mohd. Ahmed Khan. v. Shah Bano Begum* 1985 AIR 945.
- *Danial Latifi v. UOI* (2001) 7 SCC 740
- *Shamim Ara v. State of UP* (2002) SC 4726
- *Iqbal Bano v. State of UP* (2007)

d. Guardianship

Cases:

- *Hanuman Persuad v. Mussumat Babooee* (1856)
- *Gita Hariharan v. RBI* AIR 1999SC 1149
- *Subramaniam v. Gounder* AIR 1972 MAD 377

MODULE 4: Civil Marriage and Emerging trends in Family Law

a. Provisions of Special Marriage Act, 1954

b. Emerging trends:

i. Surrogacy

Cases:

- *Baby Manji*



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- *B.K. Parthasarathi v. Government of Andhra Pradesh*
- ii. Live-in Relationship

Cases:

- *Badri Prasad vs. Dy. Director of Consolidation* AIR 1978 SC 1557.
- *S. Khushboo vs. Kanniammal & Anr.* 5 SCC 600 2010.
- *D. Velusamy v. D. Patchaiammal* 10 SCC 469.
- *Abhijit Bhikaseeth Auti v. State Of Maharashtra and Others* 2008

iii. IVF

iv. Domestic Violence

Cases:

- *S.R. Batra & Another Vs. Smt. Taruna Batra* AIR 2007 SC 1118
- *Bhartiben Bipinbhai Tamboli v. State of Gujarat and ors.* 2018

v. Same Sex Marriage

Case:

- *Navtej Singh Johar v. Union of India* 5 SCC 1 2018

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.
- Group Discussions on the recent issues revolving the new concepts.

TextBooks:

1. Ranganath Misra (Rev.), *Mayne's Treatise on Hindu Law & Usage*
2. Satyajeet A. Desai, *Mulla's Principles of Hindu Law*
3. Paras Diwan, *Law of Marriage and Divorce*
4. M. Hidayatulla and Arshad Hidayatulla, *Mulla's Principles of Mohomedan Law*
5. Tahir Mahmood, *Fyzee's Outlines of Muhammedan Law*

Prescribed Legislations:

1. The Hindu Marriage Act, 1955
2. The Hindu Adoptions and Maintenance Act, 1956
3. The Hindu Minority and Guardianship Act, 1956
4. The Dissolution of Muslim Marriages Act, 1939
5. The Muslim Woman (Protection of Rights on Divorce) Act, 1986
6. Prohibition of Child Marriages Act, 2006



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7. Protection of Women from Domestic Violence Act, 2005.

Reference Books:

1. A.A.A. Fyzee, Outlines of Muhammadan Law, Oxford University Press, 1998.
2. Kusem, Marriage and Divorce Law Manual, Universal Law Publishing Co. Pvt. Ltd., 2000.
3. Mulla, Principles of Hindu Law, Lexis Nexis, 2007.
4. Mulla, Principles of Mohammadan Law, Lexis Nexis, 1906.
5. Machanda S.C., Law and Practice of Divorce in India (2000), Universal.
6. J.D.M. Derrett, Hindu Law: Past and Present.
7. J.D.M. Derrett, A Critique of Modern Hindu Law, (1970).

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

Course Outcomes to Program Outcomes and Program Specific Outcomes Mapping Matrix

POs (Program Outcomes) - At the end of the program the students will be able to:

PO-1	Instilling professionalism: Students are equipped with knowledge, passion and drive to excel as leaders in the legal profession, judiciary, public service, non-profit & non-governmental organizations, entrepreneurship, and corporate entities through academic exposure and professional internships.
PO-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.
PO-3	Understanding the legal system: Students are able to understand the Indian legal system in the global context and various principles and theories addressing the international issues.
PO-4	Construction and Ability: Students are able to use various legal tools and techniques through classroom and moot court exercises to be able to read, understand and interpret statutes and other enacted rules to solve legal problems or construct legal knowledge.
PO-5	Active participation in professional training: Students develop the skills to actively participate, as professionals, in legal counselling, advocacy and decision-making through legal aid clinics, workshops, seminars and internship programs.

PO-6	Dealing with contemporary issues: The students are able to recognize the need for identifying contemporary issues due to changing scenarios by participating in classroom debates, special lectures and moot court exercises on latest cases.
PO-7	Building up teamwork: Students are adapted to work in a team through participation in Moot Court competitions, Parliamentary Debates and various other co-curricular and extracurricular activities strengthening their organizing skills and leadership qualities.
PO-8	Employability: Demonstrate core values relating to profession or job requirements and meet new challenges maintaining the dignity of the profession.
PO-9	Lifelong Learning: Demonstrate participation and learning process by updating knowledge and practice in order to meet the professional needs and priorities of the system.

PSOs (Program Specific Outcomes)

PSO-1	Drafting, Counselling and Negotiation: Develop the skill of drafting various complaints, petitions, writs, letters, using proper legal language with clarity. Students learn the skills of mediation, negotiation and counselling for imparting justice.
PSO-2	Demonstrate knowledge: To study law in the context of Humanities and Social Sciences to groom students to respond to governance, administration and Human behaviour.

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	PO9	PSO1	PSO2
CO1	H	M	H	M		M	H	H	M		M
CO2	H	H		H	M		M	M	M	H	
CO3		M	H	H	H		H	H	H	H	H
CO4	H	M	H		H	M	H	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)

IMPORTANT NOTE:

1. The topics, cases and suggested readings given above are not exhaustive. The teachers teaching the course shall be at the liberty to revise the topics/cases/suggested readings.
2. Students are required to study/refer to the legislations as amended from time to time, and consult the latest editions of books.


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**SYLLABUS
SCHOOL OF LAW
POLITICAL SCIENCE-III**

Course Code: SLA231

Credits: 05

Course Objectives:

This course introduces International Relations and Global Politics focusing in particular on its origins and historical evolution, its key concepts, major theoretical frameworks, main actors and institutions, the global architecture of power, and its dynamic nature in the process of Globalization. The course also offers insights into key contemporary global issues such as the proliferation of nuclear weapons, ecological issues, international terrorism, and human security.

The course aims to convey an understanding of current issues and interdependencies within global politics and area studies. The student will learn how to comprehend, critically analyse, and evaluate trends in international politics, economics, culture, communication, and law. It will help students understand the major concepts; critically evaluate the theories and approaches to international relations. The ultimate goal of this course is to help the students forge their own analytical framework to understand as well as explain international affairs.

Course Outcomes:

CO1	Understand the key debates on the meaning and nature of globalization by addressing its political, economic, social, cultural and technological dimensions.
CO2	Analyse the changing nature of relationship between the state and trans-national actors and networks.
CO3	Articulate the key global issues and problems with the aid of the theoretical and conceptual tools. Examples include the enduring problem of war, the difficulties involved with achieving lasting international cooperation, and the role international institutions play in attempting to solve transnational problems.
CO4	Critically think, analyse information, and express their ideas by writing research papers and engaging in debates for better formulation of policies.

List out topics (s) to be introduced in teaching the subject in this semester:

Module I: Introduction to Global Politics

1. Difference between International Relations and Global Politics
2. Why Study Global Politics?
3. Concepts and Themes:
 - (i) Power
 - (ii) Anarchy
 - (iii) National Interest
 - (iv) Balance of Power
 - (v) Polarity
 - (vi) State

Module II: Theories in International Relations

1. Realism and Neorealism
2. Liberalism and Neoliberalism
3. World Systems Theory
4. Feminist Theory

Module III: Globalization: Concepts and Perspectives

1. An Overview of 20th Century International Events
2. Globalization: Political, Cultural, and Technological Dimensions
3. Global Economy: Its Significance and Anchors
4. Transnational Companies
5. International Monetary Fund and World Trade Organization

Module IV: Contemporary Global Issues

1. Ecological Issues
2. Proliferation of Nuclear Weapons
3. International Terrorism
4. Nationalism vs. Internationalism

Pedagogy:

The course will be taught by combination of lectures 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 enlighten students with the relevance of the discipline

References:

Text Books:

- Andrew Heywood, *Global Politics*, (Palgrave Foundations, Macmillan, 2014)
- Peu Ghosh, *International Relations*, (PHI Learning Pvt. Ltd, Haryana, 2016)

Reference Books:

- Bhupinder S. Chimni and Siddharth Mallavarapu (eds.), *International Relations*, (Pearson Publication, (2015)
- John Baylis, Steve Smith et. al. (eds,) *The Globalization of World Politics: An Introduction to International Relations*, (Oxford University Press, 2014)
- Mahendra Kumar, *Theoretical Aspects of International Politics*, (Shiva Lal Publishers)

Online Sources:

<https://www.jstor.org>

Further readings can be added as the course progresses-

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

Mid Term Exam: -

- Mid-term examination will be from Unit I and II.
- It will either be MCQ or will be subjective type exam.

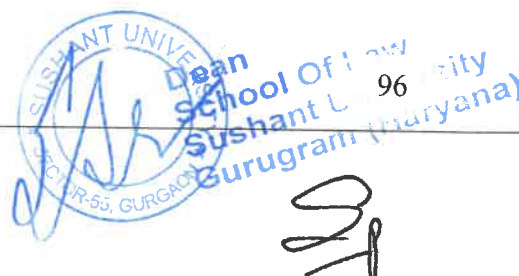
Project + Viva: -

- Student has to do a compulsory MOOC short self-paced course on United Nations. It will help students to understand the importance of UN-like agencies in world politics

Link to the course

<https://www.coursera.org/learn/global-diplomacy-un>

Course Outcomes to Program Outcomes and Program Specific Outcomes Mapping Matrix



POs POs (Program Outcomes)- At the end of the program the students will be able to:

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

PSOs Program Specific Outcomes (PSOs)

1. Drafting, Counselling and Negotiation: Develop the skill of drafting various complaints, petitions, writs, letters, using proper legal language with clarity. Students learn the skills of mediation, negotiation and counselling for imparting justice.
2. Demonstrate knowledge: To study law in the context of Humanities and Social Sciences to groom students to respond to governance, administration and Human behaviour.


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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)	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2
CO1	L	L	M	L	M	H	L	L	H	M	M
CO2	L					H		L	H	M	M
CO3	L	L	L	H	H	H	L	L	H	M	H
CO4			H	H			H		H	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
JURISPRUDENCE**

Course Code: SLL363

Credit:05

Course Objectives:

The basic objectives of the Course are to acquaint the students with a deeper insight into the science and philosophy of law. The course also tries to develop a basis understanding about the principles and various concepts revolving around the domain of legal philosophy. The course also aims to develop a basic understanding pertaining to legal concepts and their practical application.

Course Outcomes:

By the end of the course students will be able to-

	Course Outcomes (COs)
CO1	Identify the importance of Jurisprudence and its broad nature and scope
CO2	To interpret and to gain knowledge about the principles and theories revolving around the nature, meaning and function of law.
CO3	Apply the concept and the role/contribution of jurisprudence in the growth development in the legal arena.
CO4	Analyze the use of legal terminologies and the actual rules of law and in tracing out principles underlying therein.

Scheme:

This course is comprised of about 40 lectures of one-hour duration divided into four modules with 10-12 lectures in each module.

Course Contents:**MODULE 1: Introduction to Jurisprudence: Natural law School and Legal Positivism**

1. Basic Introduction to Jurisprudence
2. Meaning, Content and Nature of Jurisprudence
3. Scope of Jurisprudence
4. Relation of Jurisprudence with other social sciences.
5. Jurisprudence and Legal Theory

Module 2: Schools of Jurisprudence

1. Natural Law School
2. Analytical School
3. Historical School
4. Anthropological School
5. Sociological School
6. Kelson's Pure Theory of Law
7. Realist School

Module 3: Fundamental Concepts of Jurisprudence

1. Administration of Justice, Theories of Punishment
2. Definition of Law, Kinds of Law
3. Law and Morals, Hart-Devlin Debate
4. Sources of Law - Custom, Legislation and Precedent



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5. Codification

Module 4: Concepts of Law

1. Legal Rights and Duties
2. Possession
3. Ownership
4. Persons

Pedagogy:

Thus, in this module following pedagogical approaches are adopted:

- Student Lecture and Presentation: To support the development of theoretical construct.
- Research analysis: Better understanding of the edifice and interpretation of law and procedure.
- Group Discussions on the recent issues revolving the new concepts as per the new Acts and Statutes.

Text Books:

B, N Mani Tripathi, *Jurisprudence*, Allahabad Law Agency, 2023

V. D. Mahajan, *Jurisprudence and Legal Theory* (Eastern Book Company) 5th Edition, Reprinted 2016

Lloyd's Introduction to Jurisprudence [Chapters 2, 11, 12, 113]

Dias, *Jurisprudence*, Lexis Nexis

P. J. Fitzgerald, *Salmond on Jurisprudence* (Universal Law Publishing), 12th Edition, 2012

M. Davies, *Asking the Law Question*, Thomson Reuters, 2017.

R. Wacks, *Understanding Jurisprudence and Introduction to legal Theory*, Oup-Uk

Reference Books:

Edgar Bodenheimer, *Jurisprudence: The Method and Philosophy of Law*, (Universal Law Publishing), Revised Edition 2011

Examination Scheme:

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

Mid Term Exam: -

- Mid-term examination will be from Unit I and II.
- It will either be MCQ or will be a subjective type exam.

Project + Viva: -

- Students will be asked to prepare powerpoint presentations on individual topics.
- Different topics will be provided to students for preparing assignments which will comprise of their own research work.

Course Outcomes to Program Outcomes and Program Specific Outcomes Mapping Matrix

POs (Program Outcomes) - At the end of the program the students will be able to:

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

PO-1	Instilling professionalism: Students are equipped with knowledge, passion and drive to excel as leaders in the legal profession, judiciary, public service, non-profit & non-governmental organizations, entrepreneurships, and corporate entities through
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	academic exposure and professional internships.
PO-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.
PO-3	Understanding the legal system: Students are able to understand the Indian legal system in the global context and various principles and theories addressing the international issues
PO-4	Construction and Ability: Students are able to use various legal tools and techniques through classroom and moot court exercises to be able to read, understand and interpret statutes and other enacted rules to solve legal problems or construct legal knowledge.
PO-5	Active participation in professional training: Students develop the skills to actively participate, as professionals, in legal counselling, advocacy and decision-making through legal aid clinic, workshops, seminars and internship program.
PO-6	Dealing with contemporary issues: The students are able to recognize the need for identifying contemporary issues due to changing scenario by participating in classroom debates, special lectures and moot court exercises on latest cases.
PO-7	Building up teamwork: Students are adapted to work in a team through participation in Moot Court competitions, Parliamentary Debates and various other co-curricular and extra-curricular activities strengthening their organizing skills and leadership qualities.
PO-8	Employability: Demonstrate core values relating to profession or job requirements and meet new challenges maintaining the dignity of the profession.
PO-9	Lifelong Learning: Demonstrate participation and learning process by updating knowledge and practice in order to meet the professional needs and priorities of the system.

PSOs (Program Specific Outcomes)

PSO-1	Drafting, Counselling and Negotiation: Develop the skill of drafting various complaints, petitions, writ, letters, using proper legal language with clarity. Students learn the skills of mediation, negotiation and counselling for imparting justice.
PSO-2	Demonstrate knowledge: To study law in the context of Humanities and Social Sciences to groom students to respond to governance, administration and Human behavior.

Matrix 1- Mapping of COs with POs and PSOs



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Course Outcome s (COs)	Program Outcomes (POs)									Program Specific Outcomes (PSOs)	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2
CO1	H	H	H	M		M	H	H	M		H
CO2	H	H		H	H		H	M	M	H	
CO3		H	H	H	H		H	H	H	H	H
CO4	H	M	H		H	M	H	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)



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**SYLLABUS
SCHOOL OF LAW
LABOUR LAWS**

Course Code: SLL670

Credit:05

Course Objectives:

'A nation may do without its millionaires and without its capitalists, but a nation can never do without its labour'.

These words of Mahatma Gandhi, Father of our Nation highlights the importance of the labourers in our country. The labour force or the workmen constitute an important segment of the society and play a vital role in the development and progress of the Country. Due to the fast pace of industrialization there is a need to regulate and control the relation between the employer and employees. This has led to the evolution and development of labour laws all over the world. After Independence the government of India has enacted numerous legislations for the regulation of labour relations and their welfare. An understanding of Labour Laws is very essential for law students because of the fact that the scope and ambit of these is very wide and is touching the lives of millions of people in the country. The basic objective of the Course are as follows:

1. This course aims at providing the students with a deeper insight into the regime of all procedures.
2. The course also tries to develop a basic understanding about the principles and various concepts revolving around the domain of all legislations, their procedures and their best possible uses as well.
3. It also distinguishes the art of legal composition from the art of ordinary composition or literature, which deals not with rights but with thoughts or facts.

Course Outcomes

By the end of the course, the student will:

CO1	Knowledge and understanding of Labour relations as well as Essential Labour laws governing terms and conditions of employment.
CO2	Explores the role of law in ordering Industrial Relations in India
CO3	Critical analysis of the significant judicial decisions is offered to highlight judicial restraint, judicial passivity, judicial activism and judicial balancing.



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CO4	Understanding the various factors in the industrial relations system, the institutional relationships, and some of the norms developed within the Labour law system.
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Course Contents:

MODULE 1: The Industrial Dispute Act 1947 - I

1. Object and main features of the Act.
2. Definitions: Appropriate Government, Employer, Industry, Industrial Dispute, Workmen, Public Utility Service, Industrial Establishment or Undertaking
3. Authorities under the Act (Section 3-9 and 11-15), Notice of Change (Section 9-A)
4. Reference of Disputes to Boards, Court and Tribunal (section 10)
5. Voluntary Reference of Disputes to Arbitration (section 10-A)
6. Power of Labour Court and Tribunal to give relief in case of Discharge or Dismissal of Workmen (section 11-A)
7. Awards and Settlements (section, 16-21)

MODULE 2: The Industrial Disputes Act 1947 - II

1. Definition of Strike and Lockout (section-2)
2. Statutory Provisions of ID Act, 1947 relating to Strikes and Lockouts (section 22-28)
3. Layoff and Retrenchment (section 2, 25A-26E and 25F-25H)
4. Compensation to Workmen in case of Transfer of Undertakings (section 25 FF), 60 days' notice to be Given of Intention to Close Down the Undertaking (section 25 FFA) compensation to workmen in case of closing down of undertaking (section 25 FFF)
5. Special provisions relating to lay off, retrenchment and closure in certain establishments (section 25K-25S)
6. Unfair labour practice (section 25 I-25U), scope of section 33 and 36 of ID Act, 1947

MODULE 3: The Trade Unions Act, 1926

1. Development of Trade Unions Law in India
2. Definition: Executive, Registrar, Trade Union, Registration of Trade Union, Registration of Trade Union (section 3-9)
3. Cancellation of Registration (section-10), Appeals (section-II), Incorporation of Registered Trade Union (Section 13)
4. Right and Liabilities of Registered Trade Union (section 15-18)
5. Right to Inspect Books of Trade Union (section 20)
6. Right of Minor to be Membership of Trade Union (section 21), Disqualification of Office Bearers of Trade Unions (section-21a)
7. Proportion of Office Bearers to be connected with an Industry (section 22), Change of Name and Amalgamation of Trade Union (section 23 to 26)
8. Dissolution and Returns (section 27 & 28)

The Minimum Wages Act, 1948:

1. Scope and object of the Act (including definitions, concept of fair wage and living wage).
2. Fixation and revision of minimum wage.
3. Enforcement of the Act

MODULE 4: The Factories Act, 1948

1. Definitions: Adult, Adolescent, Child Hazardous Process, Manufacturing Process, Worker, Factory
2. Approval of Licensing and Registration of Factories (section 6)
3. Notice by Occupier and Duties of Occupier (section 7)
4. Inspector and Certifying Surgeons (section 8 to 10)
5. Statutory Provisions relating to Health and Safety (section 11 to 41)
6. Welfare (section 42 to 50)
7. Working Hours of Adult (51 to 66)
8. Employment of Young Persons (section 67 to 77)
9. Annual Leave with Wages (section 78 to 84)

Note : All the Statutes to be read with up to date amendments.

Textbooks-

1. O.P. Malhotra, *The Law of Industrial Disputes (Volume-I)*, Lexis Nexis, 2015
2. S.N. Mishra, *Labour and Industrial Law*, Central Law Publication, 2013
3. Avatar Singh, *Introduction to Labour and Industrial Law*, Lexis Nexis, 2016
4. K.D. Srivastava: *Law relating to Trade Unions Indian Act*, Eastern Book Company
5. Dr. S.K. Puri : *Labour and Industrial Law*
6. Dr. L.C. Dhingra : *Law on Industrial Adjudication in India*
7. B.D Singh, *Labour Law for Managers*, Excel Books, New Delhi, 2007, Chapter I
8. Bruce E. Kaufman, *Industrial Relations*, ILO, Geneva, 2006
9. EM Rao, *Industrial Jurisprudence*, Lexis Nexis, New Delhi, 2004, Chapter 1
10. G M Kothari, *A Study of Industrial Law*, 5thEdn.- 2000, Wahdwa Publications
11. GB Pai, *Labour Law in India*, Butterworth's India, New Delhi, 2001, Vol. 1

Reference websites:

<https://clc.gov.in/clc/labour-law>

<https://labour.gov.in/>

Course Assessment Components

Examination Scheme:

Components	Assignm ent/Quiz	Mid Semester Examinati on	Project	Presentation	End-Term Examination	Total
Weightage	05	15	15	05	60	100

Course Outcomes to Program Outcomes and Program Specific Outcomes Mapping Matrix

POs (Program Outcomes)- At the end of the program the students will be able to:

PO-1	Instilling professionalism: Students are equipped with knowledge, passion and drive to excel as leaders in the legal profession, judiciary, public service, non-profit & non-governmental organizations, entrepreneurships, and corporate entities through academic exposure and professional internships.
PO-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.
PO-3	Understanding the legal system: Students are able to understand the Indian legal system in the global context and various principles and theories addressing the international issues
PO-4	Construction and Ability: Students are able to use various legal tools and techniques through classroom and moot court exercises to be able to read, understand and interpret statutes and other enacted rules to solve legal problems or construct legal knowledge.
PO-5	Active participation in professional training: Students develop the skills to actively participate, as professionals, in legal counselling, advocacy and decision-making through legal aid clinic, workshops, seminars and internship program.
PO-6	Dealing with contemporary issues: The students are able to recognize the need for identifying contemporary issues due to changing scenario by participating in classroom debates, special lectures and moot court exercises on latest cases.
PO-7	Building up teamwork: Students are adapted to work in a team through participation in Moot Court competitions, Parliamentary Debates and various other co-curricular and extra-curricular activities strengthening their organizing skills and leadership qualities.
PO-8	Employability: Demonstrate core values relating to profession or job requirements and meet new challenges maintaining the dignity of the profession.
PO-9	Lifelong Learning: Demonstrate participation and learning process by updating knowledge and practice in order to meet the professional needs and priorities of the system.



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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)	
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO9	PSO 1	PSO 2
CO1	H	H	H	M		H	H	H	H		H
CO2	H	H		H	H		H	M	H	H	
CO3		H	H	H	H		H	H	H	H	H
CO4	H	M	H		H	H	H	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)



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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



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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

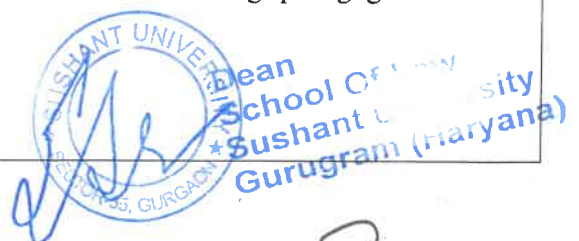
1. Basic Issues Involved in Implementation of International Humanitarian Law
2. Implementation of International Humanitarian Law at National Level
3. Accountability and Criminal Jurisdiction
4. Protecting Power System

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



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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 LAW AND PRACTICE

Course Code: SLHCST475

Credit 05

Course Objectives:

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

By the end of the course, the student will:

CO 1 Identify and understand the basic idea and concept of human rights and the UN Charter and conventions

CO 2 Analyzing the role of United Nation in enforcing rights and relaxing principles of application of law.

CO3 Undertaking the study of cases in the light of expanding writ jurisdiction of the High Courts and the Supreme Court.

CO 4 Examining various decisions of the judiciary in pursuance of the law of human rights in India and their relationship with the other existing Laws.

MODULE 1:INTRODUCTION

- Meaning and Concept of Human Rights.
- Theoretical Foundation of Human Rights - Natural Law and Natural Rights.
- History and Development of Human Rights
- Generations of Human Rights - Civil and Political Rights -Economic, Social and Cultural Rights and Solidarity rights.

MODULE 2:INTERNATIONAL RECOGNITION OF HUMAN RIGHTS

- Universal Declaration of Human Rights 1948 (UDHR)

- United Nations Commission on Human Rights (Human Rights Council)
- Sub commission on Prevention of Discrimination and Protection of Minorities
- Commission on Status of Women
- UN Centre for Human Rights & UN Commissioner for Human Rights
- Office of UN High Commissioner for Human Rights
- UN High Commissioner for Refugees
- Role of UN in Protection and Promotion of Human Rights

MODULE 3: NATIONAL PERSPECTIVE OF HUMAN RIGHTS:

- Indian Perspectives of Human Rights Law- Constitution of India and Human Rights obligations.
- Role of Indian Judiciary in the development of Human Rights Law.
- India and International Human Rights Law.

MODULE 4: IMPLEMENTATION OF HUMAN RIGHTS IN INDIA:

- Human Rights and Institutional Mechanisms in India (National Human Rights Commission)
- The Protection of Human Rights Act, 1993
- Rights of Women with specific reference to The Sexual Harassment of Women at Workplace, 2013
- Rights of Child with specific reference to The Commission for Protection of Children and POCSO Act
- Rights of Person's with Disability with specific reference to The Person's with Disabilities (Equal opportunity, Protection of Rights and full participation) Act, 1995 and Rules 1996

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.

Books Prescribed:

1. Galus Esejoifer – Protection of Human Rights under the Law
2. John Locke – Civil Government
3. Raphael D.D., Macmillan – Human Rights old and new
4. R.Dworkin – Taking rights seriously
5. Dr.U.Chandra – Human Rights, Allahabad Law Agency Publications
6. Paras Diwan – Human Rights and Law Universal Publication

Books for Reference:

1. Basic Documents on Human Rights – Ian Brownlie Guy S. Goodwin-Gill
2. Salient Documents on International Law – R.P. Anand
3. Hand Book of Human Rights and Criminal Justice in India
4. International Law & Human Rights – K.C. Joshi
5. Human Law and Human Justice – Julius Stone
6. Right of Persons with Disabilities – Indian Law Institute, Edited by S.K. Verma, S.C. Srivastava
7. Genocide in International Law - William A. Schabas
8. International Human Rights Law - Michael Haas

Course Outcomes to Program Outcomes and Program Specific Outcomes Mapping Matrix

POs (Program Outcomes) - At the end of the program the students will be able to:

PO-1	Instilling professionalism: Students are equipped with knowledge, passion and drive to excel as leaders in the legal profession, judiciary, public service, non-profit & non-governmental organizations, entrepreneurs, and corporate entities through academic exposure and professional internships.
PO-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.
PO-3	Understanding the legal system: Students are able to understand the Indian legal system in the global context and various principles and theories addressing the international issues.
PO-4	Construction and Ability: Students are able to use various legal tools and techniques through classroom and moot court exercises to be able to read, understand and interpret statutes and other enacted rules to solve legal problems or construct legal knowledge.
PO-5	Active participation in professional training: Students develop the skills to actively participate, as professionals, in legal counselling, advocacy and decision-making through legal aid clinics, workshops, seminars and internship programs.
PO-6	Dealing with contemporary issues: The students are able to recognize the need for identifying contemporary issues due to changing scenarios by participating in classroom debates, special lectures and moot court exercises on latest cases.
PO-7	Building up teamwork: Students are adapted to work in a team through participation in Moot Court competitions, Parliamentary Debates and various other co-curricular and extracurricular activities strengthening their organizing skills and leadership qualities.



PO-8	Employability: Demonstrate core values relating to profession or job requirements and meet new challenges maintaining the dignity of the profession.
PO-9	Lifelong Learning: Demonstrate participation and learning process by updating knowledge and practice in order to meet the professional needs and priorities of the system.

PSOs (Program Specific Outcomes)

PSO-1	Drafting, Counselling and Negotiation: Develop the skill of drafting various complaints, petitions, writs, letters, using proper legal language with clarity. Students learn the skills of mediation, negotiation and counselling for imparting justice
PSO-2	Demonstrate knowledge: To study law in the context of Humanities and Social Sciences to groom students to respond to governance, administration and Human behavior.

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	PO9	PSO1	PSO2
CO1	H	M	H	M		M	H	H	M		M
CO2	H	H		H	M		M	M	M	H	
CO3		M	H	H	H		H	H	H	H	H
CO4	H	M	H		H	M	H	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)



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**SYLLABUS
SCHOOL OF LAW
HUMANITARIAN LAW**

Course Code: SLHCST477

Credit 05

Course Objectives:

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 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.

Course Outcomes (COs):

CO1	Appreciate the need for International 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 the International theories on humanitarian law, and role of United Nations

COURSE CONTENTS

Unit-I	<u>INTRODUCTION TO HUMANITARIAN LAW</u>
	<ol style="list-style-type: none"> 1. International Humanitarian Law: History, Scope and Conceptual Background, 2. Conduct of Hostilities, 3. Treatment of Victims, 4. Prisoners of War, 5. International Institutions State and Individual Accountability,



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	6. Enforcement of Humanitarian Law, Human Rights and Humanitarian Law.
Unit-II	<u>INTERNATIONAL MOVEMENT FOR HUMANIZATION OF WARFARE</u> <ol style="list-style-type: none"> 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.
Unit-III	<u>SELF DETERMINATION</u> <ol style="list-style-type: none"> 1. Introduction to the right of self-determination. 2. Importance and trends of self-determination in the international arena. 3. Crisis in Syria
Unit-IV	<u>INTERNATIONAL REFUGEE</u> <ol style="list-style-type: none"> 1. Definition of refugees and displaced persons - their problems, 2. The UN Relief and Rehabilitation Administration 3. Other International Refugee organizations: international protection, 4. Protection under national 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:

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.

References:

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

Further readings can be added as the course progresses-

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

Course Outcomes to Program Outcomes and Program Specific Outcomes Mapping Matrix

POs (Program Outcomes) - At the end of the program the students will be able to:

PO-1	Instilling professionalism: Students are equipped with knowledge, passion and drive to excel as leaders in the legal profession, judiciary, public service, non-profit & non-governmental organizations, entrepreneurship, and corporate entities through academic exposure and professional internships.
PO-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.
PO-3	Understanding the legal system: Students are able to understand the Indian legal system in the global context and various principles and theories addressing the international issues.
PO-4	Construction and Ability: Students are able to use various legal tools and techniques through classroom and moot court exercises to be able to read, understand and interpret statutes and other enacted rules to solve legal problems or construct legal knowledge.
PO-5	Active participation in professional training: Students develop the skills to actively participate, as professionals, in legal counselling, advocacy and decision-making through legal aid clinics, workshops, seminars and internship programs.
PO-6	Dealing with contemporary issues: The students are able to recognize the need for identifying contemporary issues due to changing scenarios by participating in classroom debates, special lectures and moot court exercises on latest cases.
PO-7	Building up teamwork: Students are adapted to work in a team through participation in Moot Court competitions, Parliamentary Debates and various other co-curricular and extracurricular activities strengthening their organizing skills and leadership qualities.
PO-8	Employability: Demonstrate core values relating to profession or job requirements and meet new challenges maintaining the dignity of the profession.
PO-9	Lifelong Learning: Demonstrate participation and learning process by updating knowledge and practice in order to meet the professional needs and priorities of the system.

PSOs (Program Specific Outcomes)

PSO-1	Drafting, Counselling and Negotiation: Develop the skill of drafting various plaints, petitions, writ, letters, using proper legal language with clarity. Students learn the skills of mediation, negotiation and counselling for imparting justice
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PSO-2	Demonstrate knowledge: To study law in the context of Humanities and Social Sciences to groom students to respond to governance, administration and Human behavior.
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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)	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2
CO 1	H	L	M	L	M	L	L	L	H	L	H
CO 2	H	L	L	L	M	M	M	L	H	L	H
CO 3	H	L	H	L	M	H	-	M	H	M	H
CO 4	H	L	H	L	M	H	-	M	H	L	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)



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SYLLABUS
SCHOOL OF LAW
PROFESSIONAL ETHICS AND ACCOUNTING SYSTEM

Course Code: SLC591

Credit:05

Course Objective

Professional ethics encompasses an ethical code governing the conduct of persons engaged in the practice of law as well as persons engaged in the legal sector. All members of the legal profession have a paramount duty to the court and towards the administration of justice. This duty prevails over all other duties, especially in the circumstances where there may be a conflict of duties. It is important that legal practitioners conduct themselves with integrity, provide proper assistance to the court, and promote public confidence in the legal system. In carrying out their duties, they are required and expected to deal with other members of the legal profession with courtesy and integrity. The basic objectives are-

1. To understand the ethical code in lawyering and its application
2. To analyze the evolving ethical conduct and accountability laws in advocacy
3. To examine the evolving ethical practices and the role of various institutions
4. To comprehend the rules of BCI related to advocacy.

Course Outcomes

By the end of the course, the student will:

CO1: Understanding of various rules, regulations, and statutes concerning ethical code of conduct

CO2: Application of professional standards of utmost supremacy in lawyering.

CO3: To explain about importance of Ethics in Legal profession, various qualities of Advocates, various skills to maintain Bar –Bench relation.

CO4: To explicate role of BCI and various types of contempt of Court.

Course Contents

Module 1

Development of Legal Profession in India

Seven Lamps of Advocacy

All India Bar Examination

Right to Legal Practice of Foreign Lawyers and Firms

Bench Bar Relations

Module 2



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Advocates Act 1961

- Definitions
- Bar Councils
- Admission and Enrolment of Advocates
- Right to Practise
- Conduct of Advocates

Module 3

Advocates Welfare Fund Act 2001

- Constitution of Advocates Welfare Fund
- Establishment of Trustee Committee
- Recognition of any Association of Advocates
- Membership and Payment out of Advocates Welfare Fund
- Printing, Distribution and Cancellation of Stamps

Contempt of Courts Act 1971

Module 4

Meaning, Importance and Sources of Professional Ethics

Professional Misconduct

Part VI Rules Governing Advocates (Bar Council of India Rules)

Part VII Disciplinary Proceedings and Review (Bar Council of India Rules)

Pedagogy

Introduction to various tools used in the course delivery:

- Case Studies
- Sharing of knowledge through explanation and discussion
- Power Point presentations
- Day-to-day political examples for clarification of concepts
- Interactive Learning
- Moot Courts enable the students to practically implement the knowledge acquired by them.

Text Books:

1. Raju Ramachandran, Professional Ethics: Changing Profession and Changing Ethics (LexisNexis, Butterworths).
2. Dr. P. B. Mukharji, Professional Ethics of The Advocate (University of Burdwan)
3. P. Ramanatha Aiyer, Legal & Professional Ethics – Legal Ethics, Duties & Privileges of a Lawyer (Wadhwa Publications, Nagpur).
4. Justice V. R. Krishna Iyer, Law, Lawyers and Justice (b. R. Publishing Corpn, Delhi).



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Reference Books:

1. Stephen Gillers, Regulation of Lawyers: Problems of Law & Ethics (Little, Brown & Co, Boston Toronto, London).
2. Ross Grauston (ed.), Legal Ethics & Professional Responsibility (Clarendon Press, Oxford).
3. Gary Bellow & Bea Moulton, The Lawyering Process: Ethics and Professional Responsibility, (The Foundation Press, Inc.).
4. D.V. SubbaRao, Sanjiva Row's The Advocates Act, 1961 (LexisNexis, Butterworths).
5. Nicolson and Webb, Professional Legal Ethics (OUP).
6. S. C. Sarkar, Modern Advocacy and Professional Ethics.

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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PO-4	4. Construction and Ability: Students are able to use various legal tools and techniques through classroom and moot court exercises to be able to read, understand and interpret statutes and other enacted rules to solve legal problems or construct legal knowledge.
PO-5	Active participation in professional training: Students develop the skills to actively participate, as professionals, in legal counselling, advocacy and



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	decision-making through legal aid clinics, workshops, seminars and internship programs.
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CO2	H	H		H	M		M	M	M	H	
CO3		M	H	H	H		H	H	H	H	H
CO4	H	M	H		H	M	H	H	H		M

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