

Master of Laws

Postgraduate Program Grids & Syllabus

2024-25



MANUU LAW SCHOOL (MLS)
Maulana Azad National Urdu
University, Gachibowli,
Hyderabad,

Preface

Maulana Azad National Urdu University (MANUU) is an internationally acclaimed and premier institution of higher education in India. Quality education aimed at directing the students towards research, innovation and extension is the defining element of MANUU. The MANUU, is a Central University, established in 1998 by an Act of the Parliament and recognized by UGC, aspires to be a global leader in the 21st Century higher education ecosystem through its core values. The University is accredited with NACC A+.

The MANUU Law School has been established in 2023 to provide the cutting edge legal education and ensure excellence. It envisions all its programmes in the best interest of the students. It imbibes an outcome-based curriculum for all its programmes to provide a focused, student- centric syllabus with an agenda to structure the teaching-learning experiences in an outcome-based manner.

The outcome-based curriculum strengthens students' experiences and prepares the students for academia, employability and life-long learning.

Each programme reflects the promise to accomplish the learning outcomes by studying the courses. The graduate attributes encompass values related to the well-being, emotional stability, critical thinking, and social justice.

The LL.M program leads the students in a comprehensive and dynamic journey into the world of law. In addition to fostering critical thinking, ethical awareness, and the development of practical skills necessary for a successful career in the legal field, this program has been painstakingly designed to give students a thorough understanding of the fundamental ideas, procedures, and intricacies of the legal system. The study of law is now more important than ever in a constantly shifting global environment. Law controls social structures, directs economic activity, and protects individual liberties. It is a field that straddles the lines of human rights, governance, and justice, and it is essential to upholding fairness and order in our world. With a strong commitment of giving the students a comprehensive and current education, esteemed legal scholars, practitioners, and educators came together to create this program. The students will be exposed to a wide range of legal topics along the way, including corporate law, criminal justice, and constitutional law. Legal theory, case studies, and hands-on activities will be covered, and students will have the know-how and abilities needed to confidently negotiate the challenging legal environment. In addition, this program's course material goes beyond what is typically taught in law schools. It promotes interdisciplinary inquiry and invites the students to look at the connections between law and other disciplines like ethics, economics, sociology, and technology. The students will study developing fields like cyber security law, intellectual property, and data privacy in a time when law and technology are becoming more and more entwined. MANUU Law School hopes that the outcome-based curriculum will help students in realizing their careers as informed, sensitive and creative law professionals.

Salient features of this model curriculum are:

1. Curriculum has been designed in such a way that it encourages innovation and research in the field of Law.

2. The curriculum has been designed where the students can understand the legal industry requirements and have hands-on experience.
3. The students will develop a problem-solving approach and will meet the challenges of future.
4. Emphasis on hands-on training in the arena of academic practices to make the students a successful academician in the field of Law.
5. The Law Department will ensure the revision of the curriculum to help students to achieve better employability, start-ups, and other avenues for higher studies.

ACKNOWLEDGEMENT

Programme : LL.M
Year/ Semester : 1 Years/ 2 Semesters
Session: 2024-2025

The development of an outcome-based Model Curriculum for Postgraduate degree program in the MANUU Law School is a result of thoughtful deliberations at various stages of dedicated and specialized experts. This model curriculum has been framed to meet the expectations of an academically challenging environment, develop problem-solving skills by students and align with current standards and to enrich the students to make themselves-enablers and/or match job requirements on successful completion of their degree.

MANUU administration has been instrumental and encouraging throughout the process of developing this curriculum. We also sincerely thank to all those who have contributed for development of this curriculum.

Curriculum Developed by,



Prof. (Dr) Tabrez Ahmad.
Professor and Founding Dean, MANUU Law School,

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Introduction: The MANUU is a comprehensive University with an all India jurisdiction and consists of various Schools and departments. It has 7 Schools and MANUU Law School is the 8th School added in the University. It has the presence in the 11 states of the country.

Objectives: The Objective of the MANUU Law School is to provide an opportunity to the underprivileged sections of the society who could not get the chance to have legal education. The University will make sincere efforts to make them comparable to the best in the county by the effective teaching and learning process. The LLM program will be a rare opportunity to the students to make their career in Higher education of Law.

About The School

The MANUU Law School aims to explore and identify novel areas of law and policy through relentless engagement in developing legal theory and practice, academic potential, critical analytical ability and advocacy skills so as to fully equip the students with a learning which is intellectually stimulating, socially vital and professionally enriching. It has adopted multidisciplinary approach towards legal education and develops a positive attitude in students to make them realize that the lawyers are an integral part of the system of adjudication, determination of policies and setting up of standards for regulation of various activities through relevant institutions. It, therefore, trains them for placements in judicial and quasi-judicial bodies, regulatory authorities, commissions, voluntary organizations and other sectors. The MANUU Law School offers 5 Years BA., LL.B (Hons) and 3-Years LL.B. programmes. These programmes offers are intended to impart intensive knowledge and training in Social Science subjects as well as Law subjects and helps students to acquire wider perspectives both for managerial responsibilities and professional application. The LLM One Year Program provides candidates with the opportunity to equip themselves for active and effective participation, as professionals, in legal counseling, advocacy and decision-making. Whether the context be courtroom or legislative hearing, attorney's office or corporate board room, state agency, community center or international conference table, our graduates are being prepared. Techniques of instruction includes lectures, problem-based learning, seminars, informal small group discussions, moot court competitions, individually supervised field and library research projects, and a variety of experiential methods. "Clinical" components, in the form of case law, real or simulated lawyers' tasks, are an essential part of the program. The LLM Students are also required to practice teaching as well as a dissertation work.

The MANUU Law School currently offers:

1. 2 Years MA (Legal Studies)
2. 5 Years BA., LL.B (Hons).
3. 3 Years LL.B
4. *One Year LL.M (Proposed)*
5. *Ph.D in Law (Proposed)*

3.1 School Vision

To be an institution of excellence in legal education, research, innovation and entrepreneurship which prepares socially responsible legal professionals.

3.2 School Mission

To prepare socially responsible legal professionals through:

- World class academic, innovative pedagogical approach and research infrastructure to groom legal professionals
- Collaboration with leading legal institutions on Interdisciplinary projects that instill team-based and problem-solving skills
- Emphasis on professional ethics to ensure sustainable contribution towards society
- Incorporation of rule of law into the curriculum to drive governance essential for sustainable development
- Inculcate adoption of best practices and technology to ensure access to timely delivery of justice

3.3 Sustainable Development Goals:

Through the curriculum, pedagogy and execution of various programmes, School of Law will be trying to achieve some of the important Sustainable Development Goals:

1. **Quality Education:** Achieving inclusive and quality education for all is an important goal that will be achieved through extension activities related to the curriculum. Students of Law will be doing collaborative work with neighborhood communities through their various projects and esp through Legal Aid Cell.
2. **Affordable and Clean Energy:** As the demand for cheap, clean energy is rising, MLS through its curriculum will encourage students to understand and apply alternative sources of energy and material.
3. **Reduced Inequalities:** As there is a large disparity between economic backgrounds that dictate the opportunities available to students for education, MLS will be involved in creating access for students in neighboring communities to Computer learning through its activities and Programmes. Removing inequality is a major Constitutional goal which is enshrined in Preamble.
4. **Sustainable Cities and Communities:** Through courses like Environment Laws & related areas, students will be encouraged to think in terms of sustainable communities and cities. The students will also make the urban dweller aware about the value of sustainable cities through the various legal aid camps etc.
5. **Climate Action:** Through courses like Environment Laws & related areas, MLS will be educating the students about Climate change and action required to deal with it.
6. **Life on Land:** To reduce the loss of natural habitat, forests and change in soil quality, students will be taught sustainable, natural risk measures, resource management through courses on Environment sustainability.

7. **Partnerships for the Goals:** Through its Legal Aid Cell, MLS collaborates with the local community, and other organizations and universities to research and execute SDG related targets through its curriculum and its practical execution. Time to time the Legal Aid Cell organizes its camp to the nearby areas

3.4 NEP Implementation: The importance of short term professional and vocational courses with exit options has been emphasized in the New Education Policy 2020.

1. MANUU Law school

MLS propose to offer one-year UGC approved LL.M Programme. Besides it also offers 3 Years and Five Years UG Programme being approved by the Bar Council of India (Inspection is done and the Approval is in process).

1.1. Graduate Attributes

- GA1: Professional and Adaptable Legal Professionals
- GA2: Equipped with Professional Ethics
- GA3: Good at communication and mootng.
- GA4: Rational decision maker
- GA5: Collaborative with multidisciplinary knowledge
- GA6: Good at legal knowledge along with Modern Technology Usage.

1.2. Programme Outcomes

PROGRAMME OUTCOMES (POs) of LL.M MANUU Law School:

Upon the completion of the Programme –

- PO1** - Students will possess the understanding of various academic practices in the area of legal education.
- PO2**- Students will demonstrate the understanding of outcome-based education.
- PO3** -Students will possess understanding of legal theory, substantive & procedural Laws.
- PO4** -The students will be able to analyze critically the existing Laws by applying legal reasoning.
- PO5** - Students will demonstrate the ability of class room management and effective teaching.
- PO6** - Students will demonstrate the ability to perform Legal Research and Problem solving.
- PO7** - Students will demonstrate proficiency in written and oral communication in the legal context
- PO8** - Students will display a high degree of professional skills of counseling, negotiation, argument and collaboration.
- PO9** - Students will understand and apply the rules of professional ethics towards their clients and society at large
- PO10** -Students will understand and appreciate the rules relating to environment protection.
- PO11** - Students will develop requisite skills to act as an informed legal professional to participate in civic life through volunteering.

4. The Programme: LL.M

The aim of the LL.M program is to provide a range of local, national, international and global themes for study in a critical legal perspective. It aims to provide considerable freedom to individual students to devise their own program by choosing from the varied options available. The program is majorly research based while offering students the flexibility of choosing research areas within the modules and for their dissertation. The LL.M program equips students with skills for global research enabling them to adapt, innovate and apply their knowledge to international legal issues. The following six specializations are proposed for the LL.M Programme –

1. CONSTITUTIONAL LAW
2. CRIMINAL LAW
3. CORPORATE LAW
4. INTERNATIONAL ECONOMIC LAW AND POLICY
5. INTELLECTUAL PROPERTY LAW
6. ARBITRATION

4.1. Eligibility Criteria

BCI approved law degree from a recognized University in India or equivalent.

4.2. Career Options

Abundance of career opportunities exist in both public & private sector, a holder of LL.M degree of from MLS may practice in the court or do a job in law firms, corporations or can work as an academician in the university.

4.3. Programme Duration

The Minimum duration for the completion of one year, divided into two semester.

4.4. Programme Specific Outcomes

PSO1 - Post Graduates will be able to apply and evaluate the existing laws in the respective field of knowledge.

PSO2- Post Graduates will be able to develop and create policy documents and legal instruments in the specialized field of practice.

4.5. Class Timings

The classes will be held from Monday to Friday form 9.00 am to 4.00 pm.

4.6. Programme scheme

For LL.M Programme Scheme is attached in Annexure-I.

4.7 Syllabus:

The syllabi of all courses for one year for L.L.M. program offered by are given in the following pages.

This is followed by the course objectives, syllabus (Unit I to IV), Text book and reference books.

4.7.1 One Year L.L.M Program at a Glance:

	Courses	Credits
Semester I	Research Method and Legal Writing	3
	Comparative Systems of Governance	3
	Law and Justice In a Globalizing World	3
	Legal Education and Teaching Methods-I	2
	Total	11
SEMESTER II – Constitutional Law	History and Evolution of Constitutional Law	2
	The Law of Fundamental Rights and Lawof Writs	2
	Federalism :Centre-State Relations	2
	Comparative ConstitutionalLaw	2
	Dissertation	5
	Legal Education and Teaching Methods–II	2
	Total	15
SEMESTERII – Criminal Law	Contemporary Crimes and the Law	2
	Criminology, Penology, Victimology	2
	Human Rights and Criminal Justice System	2
	International Criminal Justice System	2
	Dissertation	5
	Legal Education and Teaching Methods–II	2
	Total	15
SEMESTERII- Corporate Law	Companies Act 2013	2
	Capital Market Regulation	2

	Corporate Finance	2
	Law relating to Mergers and Acquisitions	2
	Dissertation	5
	Legal Education and Teaching Methods-II	2
	Total	15
SEMESTERII- International Economic Law and Policy	International Trade Law	2
	International Investment Law	2
	International Commercial Arbitration	2
	International Banking, Finance and Monetary Framework	2
	Dissertation	5
	Legal Education and Teaching Methods-II	2
	Total	5
SEMESTERII – Intellectual Property Law	Copyright & Allied Rights	2
	Trademarks & Trade Secrets	2
	Patents and Design: Law & Practice	2
	Law Relating to Geographical Indications, Traditional Knowledge, Folklore & Biodiversity.	2
	Dissertation	5
	Legal Education and Teaching Methods-II	2
	Total	15
SEMESTERII- Arbitration	UNCITRAL and International Commercial Arbitration	2
	International Commercial Arbitration- Indian perspective	2
	Institutional and Administered Arbitration	2
	Cross Border and Investment Arbitration	2
	Dissertation	5
	Legal Education and Teaching Methods-II	2
	Total	15

4.7.2 Program Structure for L.L.M. Programme

SEMESTER I			
S.no	Course Code	Course Title	Credits
1		Research Method and Legal Writing	3
2		Comparative Systems of Governance	3
3		Law and Justice in a Globalizing World	3
4		Legal Education and Teaching Methods-I	2
		Total	11

SEMESTER II			
–			
Constitutional Law			
S.no	Course Code	Course Title	Credits
1		History and Evolution of Constitutional Law	2
2		The Law of Fundamental Rights and Law of Writs	2
3		Federalism :Centre-State Relations	2
4		Comparative Constitutional Law	2
5		Dissertation	5
6		Legal Education and Teaching Methods-II	2
7		Total	15

SEMESTER II – Criminal Law			
S.no.	Course Code	Course Title	Credits
1		Contemporary Crimes and the Law	2
2		Criminology, Penology, Victimology	2
3		Human Rights and Criminal Justice System	2
4		International Criminal Justice System	2
5		Dissertation	5
6		Legal Education and Teaching Methods-II	2
7		Total	15

SEMESTER II- Corporate Law			
S.no.	Course Code	Course Title	Credits
1		Companies Act 2013	2

2		Capital Market Regulation	2
3		Corporate Finance	2
4		Law relating to Mergers and Acquisitions	2
5		Dissertation	5
6		Legal Education and Teaching Methods-II	2
7		Total	15
8			

**SEMESTERII-
International
Economic Law
and Policy**

S.no.	CourseCode	Course Title	Credits
1		International Trade Law	2
2		International Investment Law	2
3		International Commercial Arbitration	2
4		International Banking, Finance and Monetary Framework	2
5		Dissertation	5
6		Legal Education and Teaching Methods-II	2
7		Total	5

**SEMESTERII
– Intellectual
Property Law**

S.no.	Course Code	Course Title	Credits
1		Copyright & Allied Rights	2
2		Trademarks & Trade Secrets	2
3		Patents and Design: Law & Practice	2
4		Law Relating to Geographical Indications, Traditional Knowledge, Folklore & Biodiversity.	2
5		Dissertation	5
6		Legal Education and Teaching Methods-II	2
7		Total	15

**SEMESTERII-
Arbitration**

S.no.	CourseCode	Course Title	Credits
1		UNCITRAL and International Commercial Arbitration	2
2		International Commercial Arbitration-Indian	2

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		perspective	
3		Institutional and Administered Arbitration	2
4		Cross Border and Investment Arbitration	2
5		Dissertation	5
6		Legal Education and Teaching Methods-II	2
7		Total	15

LIST OF ELECTIVES			
S.no.	Course Code	Course Title	Credits
1		History and Evolution of Constitutional Law	2
2		The Law of Fundamental Rights and Law of Writs	2
3		Federalism :Centre-State Relations	2
4		Comparative Constitutional Law	2
5		Contemporary Crimes and the Law	2
6		Criminology, Penology, Victimology	2
7		Human Rights and Criminal Justice System	2
8		International Criminal Justice System	2
9		Companies Act 2013	2
10		Capital Market Regulation	2
11		Corporate Finance	2
12		Law relating to Mergers and Acquisitions	2
13		International Trade Law	2
14		International Investment Law	2
15		International Commercial Arbitration	2
16		International Banking, Finance and Monetary Framework	2
17		Copyright & Allied Rights	2
18		Trademarks & Trade Secrets	2
19		Patents and Design: Law & Practice	2
20		Law Relating to Geographical Indications, Traditional Knowledge, Folklore & Biodiversity.	2
21		UNCITRAL and International Commercial Arbitration	2
22		International Commercial Arbitration-Indian perspective	2
23		Institutional and Administered Arbitration	2
24		Cross Border and Investment Arbitration	2

SEMESTER - I

Research Methods and Legal Writings

1. Department/ School:		School of Law		
Course Name: : Research Methods and Legal Writings		2. Course Code	3. L-T-P	4. Credits
[LL.M]			L-T-P 3-0-0	03
5. Type of Course (Tick one):	Programme Core <input checked="" type="checkbox"/>	Programme Elective <input type="checkbox"/>	Open Elective <input type="checkbox"/>	
	VAC <input type="checkbox"/>			
6. Prerequisite(s), if any (Mention course code and name): NA				
7. Frequency of offering (check one): Odd <input checked="" type="checkbox"/> Even <input type="checkbox"/> Any Semester <input type="checkbox"/> Both Semester <input type="checkbox"/>				
Focus: Employability <input type="checkbox"/> Entrepreneurship <input type="checkbox"/> Skill Development <input checked="" type="checkbox"/> Basic Knowledge <input checked="" type="checkbox"/>				
8. Student centric methods used for enhancing learning experiences (Tick relevant)		<input type="checkbox"/> Experiential learning <input checked="" type="checkbox"/> Participative Learning <input checked="" type="checkbox"/> Problem solving methodologies		
Brief Syllabus: Syllabus shall cover: Module– I: Research Module II: Research Methods Module III: Legal Writings				
Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)				
Lectures: 36		Tutorials: 00		Practical's: NA
9. Course Outcomes (COs) Possible usefulness of this course after its completion i.e., how this course will be practically useful to the students once it is completed: *Courses with 3 credits must have at least four Course Outcomes.				
CO1	Understand and appreciate the research process and fundamentals of research methodology in legal research.			
CO2	Apply the research methods and effective legal writings in resolution of emerging socio-legal issues			

CO3	Evaluate the legal writing and its methodological approach
CO4	Create legal documents based on acquired knowledge of legal writings.
10. UNIT WISE DETAILS No. of Units: 03	
Unit Number: 1 No. of Lectures: 12 Title: Research	
<p>Content Summary:</p> <p>Module I: Research</p> <ul style="list-style-type: none"> A. What is Research? Meaning and Objectives B. Legal Research - Meaning, scope and purpose. Relation between law and society C. Types/kinds: <ul style="list-style-type: none"> a. Doctrinal and Non-Doctrinal (empirical); b. Applied Research; c. Fundamental Research; d. Library Research; e. Field Research and Laboratory Research; f. Analytical Research; g. Descriptive and Conceptual; h. Participatory and Non-Participatory; i. Comparative and Historical; j. Statistical and Critical; k. Socio-legal Research; l. Mono disciplinary and Trans disciplinary; m. Quasi disciplinary and Inter disciplinary (multi- disciplinary) research; n. Quantitative and qualitative Research; o. One time and longitudinal; p. Clinical or diagnostic research; q. Research for Legal Reform 	
Unit Number: 2 No. of Lectures: 12 Title: Research Methods	
<p>Content Summary:</p> <p>Module II: Research Methods</p> <ul style="list-style-type: none"> A. Research Design B. Various Steps in Research: Research Process C. Research Problem: Identification and Formulation D. Hypothesis E. Use of Library F. Use of Modern Technology/ Computer Assisted Research G. Tools and Techniques for Collection of Data <ul style="list-style-type: none"> a. Primary and Secondary Sources b. Literature Review c. Observation Method d. Questionnaire e. Interview f. Case study 	

- g. Sampling
- h. Jurimetrics
- H. Analysis and Interpretation of Data**
 - a. Use of Deductive and Inductive Methods in Research
 - b. Preparation of Research Report and Writing of Research report
 - c. Budgeting of Research
 - d. Ethical and Legal Issues: Plagiarism and Copyright Violation

Unit Number: 3 No. of Lectures: 12 Title: Legal Writings

Module III: Legal Writings

- A.** Essentials of Good Legal Writing
- B.** Structured Legal Writing: Organization of Legal Materials
- C.** Framing of Write Up: Research Question, Title, Identifying relevant areas of law, Identifying Literature and Case Laws, Analysis, Discussion, Recommendations and Conclusion
- D.** Sources of Authority
- E.** Kinds: Informative, Persuasive; Writing for Individual Purposes; Writing for Academic Purpose; Writing for Court Purposes: Briefs, Plaints etc.; Writing for Publication: reviews, articles, books etc.; Judicial writing
- F.** Citation, Reference and Footnoting
- G.** Editing and Proof reading
- H.** Writing of Research Proposal
- I.** Dissertation/ Thesis Writing

11. Instructions for students

(Write the step-wise instructions for the students)

- a) Before coming in the class please read about basics of family law.
- b) Please read about the basics of different perspectives of family law.
- c) All student must secure at least 40% marks in each evaluation component
- d) All students must maintain the attendance at least 75%
- e) All student must submit a project either in group or single.

12. Multi-Disciplinary Approach

(Please mentioned whether this course is multidisciplinary or not)

Yes No

Describe (if yes):

NA

13. SDG Number

(Mention SDGs number out of 17 SDGs for which this course is mapping)

SDG level of correlation

(Mention the level of correlation for each SDG)

SDG 16

1. Weak 2. Moderate 3. High

15. Title of Lab Manual (if applicable): NA**16. Books Recommended:**

Robert Watt, *Legal Research*, (5thEdn.), Universal Law Pub. Co., 2009

Reference Books:

1. Bruce L. Berg, *Qualitative Research Methods For The Social Sciences* (London, Allyn and Bacon, 2001).
2. C.R. Kothari, *Research Methodology: Methods and Techniques* (New Delhi: Wiley Eastern Ltd., 1985).
3. Dennis P. Force and Stephen Richer (ed.), *Stages of Social Research – Contemporary Perspectives* (New Jersey : Prentice Hall Inc., Englewood Cliffs, 1970).
4. Frederic Charles Hicks, *Materials and Methods in Legal Research* (Lawyers Cooperative Publishing, New York).
5. Goode and Hall, *Methods in Social Research* (Singapore : MacGraw Hill Book Co., 1985).
6. Harvard Law Review Association, *The Bluebook: Uniform system of Citation* (Harvard Law Review, Harvard).
7. Janathan Anderson, *Thesis and Assignment Writing* (Wiley Eastern Ltd., New Delhi).
8. Johan Galtung, *Theory And Methods of Social Research* (London: George Allen & Unwin Ltd., 1970).
9. Leon Festinger (ed.), *Research Methods in Behavioral Sciences* (Holt, Rinehart and Winston, New York, 1953).
10. Pauline V. Young, *Scientific Social Surveys and Research* (New Delhi : Prentice Hall of India Pvt. Ltd., 1984).
11. S. K. Verma and Afzal Vani, *Legal Research and Methodology*, ILI, New Delhi Selltiz, Jahoda *et.al.*, *Research Methods in Social Relations* (Holt, Rinehart and Winston, New York, 1964).
12. Vijay K. Gupta, *Decision Making In The Supreme Court of India (A Jurimetric Study)– Alternatives in Judicial Research* (Delhi : Kaveri Books, 1995).

E-Book: NA**Reference websites:**

- AIR Database
- JSTOR
- SCC Online
- Westlaw Database
- Hein online
- Manupatra
- Lexis- Nexis

17. E-Learning Resources: NA

NPTEL:

Animated Lab Videos:

MOOC Supplemented

Experiential Learning Component:

Sr. No.	Topic	Submissions/Assessment	COs covered
1.	Case Law Analysis	Classroom Assessment	CO1 and CO2
2.	Research Project Topics	Assignment	CO3 and CO4

Practical Content

Sr. No.	Title of the Experiment	Software/Hardware based	Unit covered	Time Required
1.	NA	NA	NA	NA

Activities for Differential learning Needs

Sr. No.	Learning Level	Activities	Assessment
1.	Slow learners	Extra classes, assignment, one to one interaction, guest lectures	Assignment, MSE, Test, viva
2.	Intermediate learners	Skill training, Journal club activities, guest lectures	Test, feedback, viva
3.	Advanced Learners	VAC courses, skill training	Presentation, viva, feedbacks

Value Added Experiments: NA

Project (To be done as individual/in group): Individual case law- analysis to be done.

Evaluation Scheme (Choose one)

S. No.	TYPE OF COURSE	PARTICULAR	ALLOTTE D RANGE OF MARKS	PASS CRITERIA
1	Theory (L-0-0)/(L-T-0)/(L-0-P)*	Minor Test (MSE)	20%	Must Secure 30% Marks Out of Combined Marks of Major Test Plus Minor Test with Overall 40% Marks in Total.
		Major Test (End Term)	60%	
		Continuous Evaluation Through Class Tests/Practice/Assignments/Presentation/Quiz	20%	

		<ul style="list-style-type: none"> - Assignment: 10% - Viva/Quiz: 10% 		
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**RUBRIC FOR EVALUATION:
(At least 5 Criteria)**

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
Case Study	Preliminary study	Product characterization	Development strategy for new product
Market Survey	Basic survey	Comparative survey	Survey for product launch
Project	Plagiarism more than 20%	Plagiarism 10- 20%	Plagiarism less than 10%
Internal evaluation (MSE + class assignment)	50-70%	70-90%	>90%
External Evaluation (ETE)	50-70%	70-90%	>90%

Mapping of PO's and CO's

CO Code	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
1	1		2	1		3				1		1	3
			2	1		3	1	2		1		1	3

	1	1	1		2	3	1	1	1		1		3
	1	1	1		2	3	1	1	2		1		3
Overall CO's (Average)	0.75	0.5	1.5	0.5	1	3	0.75	1	0.75	0.5	0.5	0.5	3

COMPARATIVE SYSTEM OF GOVERNANCE

1. Department/School:	School of Law		
Course Name: : Comparative Public Law/Comparative Systems of Governance	2. Course Code	3. L-T-P	4. Credits
		3-0-0	03
5. Type of Course (Tick one):	Programme Core <input checked="" type="checkbox"/>	Programme Elective <input type="checkbox"/>	Open Elective <input type="checkbox"/>
	VAC <input type="checkbox"/>		
6. Prerequisite(s), if any (Mention course code and name): Constitutional Law and Criminal Law			
7. Frequency of offering (check one): Odd <input checked="" type="checkbox"/> Even <input type="checkbox"/> Any Semester <input type="checkbox"/> Both Semester <input type="checkbox"/>			
8. Focus: <input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Employability <input type="checkbox"/> Entrepreneurship <input type="checkbox"/> Skill Development <input type="checkbox"/> Basic			
9. Student centric methods used for enhancing learning experiences (Tick relevant)		<input type="checkbox"/> Experiential learning	
		<input checked="" type="checkbox"/> Participative Learning	
		<input checked="" type="checkbox"/> Problem solving methodologies	
Brief Syllabus: Syllabus shall cover: Module– I: Public Law and its Role in Governance Module II: Comparative Constitutional Law and Administrative Law-Common Law and Civil Law Module III: Comparative Criminal Law- Common Law and Civil Law			
Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)			

Lectures: 36	Tutorials: 00	Practical's: NA
10. Course Outcomes (COs) Possible usefulness of this course after its completion i.e., how this course will be practically useful to the students once it is completed: *Courses with 3 credits must have at least four Course Outcomes.		
CO1	Understand and appreciate a particular legal system in the wider socio-political context in which it operates.	
CO2	Analyze new constitutional movements that are changing the boundaries of constitutionalism and constitutional systems.	
CO3	Evaluate the common legal systems of governance with reference to criminal justice administration and public law governance.	
CO4	Create the rationale arguments for development of constitutional law and criminal law interpretation for resolution of contemporary legal issues.	
11. UNIT WISE DETAILS No. of Units: 03		
Unit Number: 1 No. of Lectures: 12 Title: Public Law and its Role in Governance		
Content Summary: Module– I: Public Law and its Role in Governance <ul style="list-style-type: none"> • Nature of Public Law • Distinction between public and private law • Scope of Public law – Constitutional law, Administrative law and Criminal law • Basic concepts of Public Law • Principles of Accountability and Public Law 		
Unit Number: 2 No. of Lectures: 12 Title: Comparative Constitutional Law and Administrative Law-Common Law and Civil Law		
Content Summary: Module II: Comparative Constitutional Law and Administrative Law-Common Law and Civil Law <ul style="list-style-type: none"> • Presidential and Parliamentary forms of Government • Federal and Unitary Governments • Supremacy of Legislature in Law Making • Rule of Law • Separation of Powers • Judicial Review • Constitutionalism, writs and fundamental Rights • Amendment of the Constitution 		
Unit Number: 3 No. of Lectures: 12 Title: Comparative Criminal Law- Common Law and Civil Law		
Module III: Comparative Criminal Law- Common Law and Civil Law		

- Domestic Violations-International, National
- Provisions relating to Rape
- Plea Bargaining-USA, India
- White Collar Crimes
- Juvenile Justice

12. Instructions for students

(Write the step-wise instructions for the students)

- a) Before coming in the class please read about basics of family law.
- b) Please read about the basics of different perspectives of family law.
- c) All student must secure at least 40% marks in each evaluation component
- d) All students must maintain the attendance at least 75%
- e) All student must submit a project either in group or single.

13. Multi-Disciplinary Approach

(Please mentioned whether this course is multidisciplinary or not)

Yes No

Describe (if yes):

NA

14. SDG Number

(Mention SDGs number out of 17 SDGs for which this course is mapping)

SDG 16

SDG level of correlation

(Mention the level of correlation for each SDG)

1. Weak 2. Moderate 3. High

15. Title of Lab Manual (if applicable): NA

16. Books Recommended:

D.D. Basu, Comparative Constitutional Law (2nd ed., Wadhwa Nagpur).

Reference Books:

- A. Harding & E. Oeruecue (eds), Comparative Law in the 21stCentury(Kulwer Academic Publishers, London, Hague, NY, 2002)
- Christopher Forsyth, Mark Elliott, Swati Jhaveri, Effective Judicial Review: A Cornerstone of Good Governance (Oxford University Press, 2010).
- David Strauss, The Living Constitution (Oxford University Press, 2010)
- Dr. Subhash C Kashyap, Framing of Indian Constitution (Universal Law, 2004)
- Elizabeth Giussani, Constitutional and Administrative Law (Sweet and Maxwell, 2008).
- Erwin Chemerinsky, Constitutional Law, Principles and Policies (3rd ed., Aspen, 2006)

- H.C. Gutteridge, *Comparative Law*(Camb. Uni. Press 2nd ed., 1949)
- M.A. Glendon, M.W. Gordon & C. Osakwe, *Comparative Legal Traditions*(West Publishing Co., St Paul, 1985) Introduction.
- M.V. Pylee, *Constitution of the World* (Universal, 2006)
- Mahendra P. Singh, *Comparative Constitutional Law* (Eastern Book Company, 1989).
- Neal Devins and Louis Fisher, *The Democratic Constitution* (Oxford University Press, 2010)
- R. David & J.E.C Bierley, *Major Legal Systems in the World Today*(Stevens & Sons, London, 3rd ed., 1985)
- R. Khan & S. Kumar, *An Introduction to the Study of Comparative Law*(N.M Tripathi, Bombay for ILI, 1971)
- S.N Ray, *Judicial Review and Fundamental Rights* (Eastern Law House, 1974).
- Sudhir Krishna Swamy, *Democracy and constitutionalism in India – A Study of the Basic Structure Doctrine* (Oxford University Press, 2009)
- Sunil Khilnani, Vikram Raghavan, Arun Thiruvengadam, *Comparative Constitutionalism in South Asia* (Oxford University Press, 2013).
- Vikram David Amar, Mark Tushnet, *Global Perspectives on Constitutional Law* (Oxford University Press, 2009).
- W.F. Menski, *Comparative Law in a Global Context*(Platinum, London, 2000)
- W.Hug, the History of Comparative Law, *45 Harv. L. Rev.* 1027(1932)
- Zachery Elkins, Tom Ginsburg, James Melton, *The Endurance of National Constitutions* (Cambridge University Press, 2009).
- Aman Ullah and Uzair Samee, “Basic Structure of Constitution: Impact of Kesavananda Bharati on Constitutional Status of Fundamental Rights”, Vol. 26 (2) *South Asian Studies* 299-309 (July-December 2011).
- Anne Smith, “Internationalization and Constitutional Borrowing in Drafting Bills of Rights”, 60(4) *International and Comparative Law Quarterly* 867-894 (2011 October).
- Bruce Ackerman, “The New Separation of Powers” 113 (3) *Harv. L. Rev.* 634-729 (2000)
- Bryan Clark and Amanda Leiter, “Regulatory hide and seek: What agencies can (and can’t) do to limit judicial review” 52(5) *Boston College Law Review* 1687-1732 (2011 November)
- Chhavi Agarwal, “ Rule of Law: Reflection upon we the People and Beyond” 252 (1) *Madras Law Journal* 8-16 (2010)
- Daniel B. Rodriguez, “Change that matters: Essay on State Constitutional Development”, 115(4) *Penn State Law Review* 1073-1098 (Spring 2011).
- Daryl Levinson and Richard H. Pildes “Separation of Parties, Not Powers” 119(8) *Harvard Law Review* 2311-2386 (2006).
- David King, “Formalizing Local Constitutional Standards of Review and the Implications for Federalism” 97 (7) *Virginia Law Review* 1685-1726 (November 2011). * Suggested Readings are not exhaustive. Need to be supplemented with additional readings.
- David Staruss, “Do we Have a Living Constitution” 59 (4) *Drake Law Review* 973-984 (2011 Summer)
- Devi Prasad Singh, “Sovereignty, Judicial Review and Separation of Power”, 7(5) *Supreme Court Cases* 1-13 (2012 September)
- Glen Staszewski, “Political Reasons, Deliberative Democracy and Administrative Law”, 97(3) *Iowa Law Review* 849-912 (2012 March):
- Ishwara Bhat, “Why and how Federalism matters in Elimination of Disparities and Promotion of Equal Opportunities for Positive Rights”, 54(3) *Journal of the Indian Law Institute* 324-363 (July-Sept 2012).
- Jessica Bulman, “Federalism as a safeguard of the Separation of Powers”, 112(3) *Columbia Law Review* 459-506 (2012 April)
- Jonathan Siegel, “Institutional case for Judicial Review” 97(4) *Iowa Law Review* 1147-1200 (2012 May).
- K.K. Venugopal, “Separation of Power and the Supreme Court of India”, Vol. 2 No. 2 *Journal of*

Law and Social Policy 64-82 (July 2008).

- Linda Bosniak, “Persons and Citizens in Constitutional Thought” 8 (1) International Journal of Constitutional Law 9-29 (January 2010).
- Mark Tushnet, “The Possibilities of Comparative Constitutional Law”, 108 Yale.L.J. 1225 (1999). 18. Nathan Chapman, “Due Process as Separation of Powers”, 121(7) Yale Law Journal 1672-1807 (2012 May).
- Quinn Rosenkranz, “Subjects of the Constitution” 62 (5) Stanford Law Review 1209-1292 (May 2010)
- Rajvir Sharma, “Judiciary as Change Agent: Some insights into the Changing role of Judiciary in India”, 58(2) Indian Journal of Public Administration 264-286 (2012 April-June).
- Rebecca Brown, “Assisted Living for the Constitution” 59 (4) Drake Law Review 985-1000 (2011 Summer).
- Schapiro., “Judicial Federalism and the Challenges of State Constitutional Contestation”, 115(4) Penn State Law Review 983-1006 (2011 Spring). 23. Tom Ginsburg, Eric Posner, “Sub Constitutionalism” 62 (6) Stanford Law Review 1583-1628 (June 2010).

E-Book: NA

Reference websites:

- AIR Database
- JSTOR
- SCC Online
- Westlaw Database
- Hein online
- Manupatra
- Lexis- Nexis

17. E-Learning Resources: NA

- NPTEL:
- **Animated Lab Videos:**
- **MOOC Supplemented**

Experiential Learning Component:

Sr. No.	Topic	Submissions/Assessment	COs covered
1.	Case Law Analysis	Classroom Assessment	CO1, CO2 and CO3
2.	Research Project Topics	Assignment	CO3 and CO4

Practical Content

Sr. No.	Title of the Experiment	Software/Hardware based	Unit covered	Time Required

1.	NA	NA	NA	NA
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Value Added Experiments: NA

Activities for Differential learning Needs

Sr. No.	Learning Level	Activities	Assessment
1.	Slow learners	Extra classes, assignment, one to one interaction, guest lectures	Assignment, MSE, Test, viva
2.	Intermediate learners	Skill training, Journal club activities, guest lectures	Test, feedback, viva
3.	Advanced Learners	VAC courses, skill training	Presentation, viva, feedbacks

Project (To be done as individual/in group): Individual case law- analysis to be done.

Evaluation Scheme (Choose one)

S. No.	TYPE OF COURSE	PARTICULAR	ALLOTTE D RANGE OF MARKS	PASS CRITERIA
1	Theory (L-0-0)/(L-T-0)/(L-0-P)*	Minor Test (MSE)	20%	Must Secure 30% Marks Out of Combined Marks of Major Test Plus Minor Test with Overall 40% Marks in Total.
		Major Test (End Term)	60%	
		Continuous Evaluation Through Class Tests/Practice/Assignments/Presentation/Quiz - Assignment: 10% - Viva/Quiz: 10%	20%	

**RUBRIC FOR EVALUATION:
(At least 5 Criteria)**

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
Case Study	Preliminary study	Product characterization	Development strategy for new product
Market Survey	Basic survey	Comparative survey	Survey for product

			launch
Project	Plagiarism more than 20%	Plagiarism 10- 20%	Plagiarism less than 10%
Internal evaluation (MSE + class assignment)	50-70%	70-90%	>90%
External Evaluation (ETE)	50-70%	70-90%	>90%

Mapping of PO's and CO's

	Students will possess the understanding of various academic	Students will demonstrate the understanding of outcome-based	Students will possess understanding of legal theory, substantive &	The students will be able to analyze critically the existing Laws by	Students will demonstrate the ability of class room management and	Students will demonstrate the ability to perform Legal Research and	Students will demonstrate proficiency in written <i>and</i> oral	Students will display a high degree of professional skills of counseling, negotiation, argument and	Students will understand and apply the rules of professional ethics towards their clients and society at	Students will understand and appreciate the rules relating to	Students will develop requisite skills to act as an informed legal	Graduates will be able to apply and evaluate the existing laws in the	Graduates will be able to develop and create policy documents and
CO Code	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
	1		2	1		2				1		1	
			2	1		2	1	2		1		1	
	1	1	1		2	3	1	1	1		1		
	1	1	1		2		1	1	2		1		2
Overall CO's (Average)	0.75	0.5	1.5	0.5	1	1.75	0.75	1	0.75	0.5	0.5	0.5	0.5

LAW AND JUSTICE IN GLOBALIZING WORLD

1. Department/	School of Law
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School:				
2. Course Name: LAW AND JUSTICE IN GLOBALIZING WORLD	3. Course Code	4. L-T-P	5. Credits	
		3-0-0	3	
6. Type of Course (Tick one):	Programme Core <input checked="" type="checkbox"/>	Programme Elective <input type="checkbox"/>	Open Elective <input type="checkbox"/>	
	VAC <input type="checkbox"/>			
7. Prerequisite(s), if any (Mention course code and name) Criminal and Civil Procedural Law				
8. Frequency of offering (check one): Odd Semester <input type="checkbox"/> Even <input checked="" type="checkbox"/> Any Semester <input type="checkbox"/> Both <input type="checkbox"/>				
9. Focus: <input type="checkbox"/> Employability Knowledge <input type="checkbox"/> Entrepreneurship <input type="checkbox"/> Skill Development <input checked="" type="checkbox"/> Basic				
10. Student centric methods used for enhancing learning experiences (Tick relevant)		<input type="checkbox"/>	Experiential learning	
		<input checked="" type="checkbox"/>	Participative Learning	
		<input checked="" type="checkbox"/>	Problem solving methodologies	
11. Brief Syllabus:				
<p>This course builds on the understanding of international law gained by students at the undergraduate level and is intended as an advanced course. It looks at the process of globalization and its impact on law in the light of history. This course will discuss the debates surrounding globalization, justice, its changing meaning and the impact that it has on many fields of law. It will provide an understanding of how law and legal institutions has to change in order to align with the global rules. The shrinking policy space at the national level will also be discussed. The discussions end with the demand for change in international law and global institutions heard from different quarters.</p> <p>Globalization is the free movement of goods, services and people across the world in a seamless and integrated manner. Globalization can be thought of to be the result of the opening up of the global economy and the concomitant increase in trade between nations. In other words, when countries that were hitherto closed to trade and foreign investment open up their economies and go global, the result is an increasing interconnectedness and integration of the economies of the world. This is a brief introduction to globalization.</p> <p>Globalization is the process of international integration arising from the interchange of world views, products, ideas, and other aspects of culture. The International Monetary Fund (IMF) identified four basic aspects of globalization-</p> <ul style="list-style-type: none"> • Trade and transactions • Capital and investment movement • Migration and movement of people • Dissemination of knowledge. <p>This course aims to connect globalization and different aspects of human rights and the international legal institutional framework for its protection, as well as its philosophical and</p>				

political underpinnings and challenges to the idea of universal human rights. We then cover the practical functioning of globalization with emphasis on their effectiveness and the political and institutional challenges and obstacles they face. This segment will constitute the core of the course. It will allow students to explore the foundations of globalization and their significance in concrete interpretive contexts.

Globalization has had a dual effect on the sovereignty of the nation-state. Yet, simultaneously, economic integration has limited the range of policy options available to states. This has diminished their capacity to meet these obligations. Sovereignty is the absolute authority over a certain territory. Economic globalization is an Irreversible Trend. Economic globalization refers to the increasing interdependence of world economies because of the growing scale of cross-border trade of commodities and services, flow of international capital and wide and rapid spread of technologies.

Globalization opens new possibilities and generates new challenges. As many have noted, whether it is a blessing or a curse very much depends on how it is managed, or on how we, humankind, respond to it. In turn, our responses to globalization may be evaluated from a plurality of different perspectives: one of them is that of morality. The present course needs to be taught in the light of the new era of Globalization and how it impacts Law and Justice. This course will take a comparative analysis of how the concept of Justice is in a globalized world and how globalization impact on law and market.

Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)

Lectures: 36

Tutorials: -

Practical's: 0

12. Course Outcomes (COs)

Possible usefulness of this course after its completion i.e., how this course will be practically useful to the students once it is completed:

To identify the fundamental principles of globalization and how it affects the world in different aspects.

To discuss the impact of globalization in maintaining the sovereignty of States

To examine the scope of globalization and its impact on economic activities.

To analyze the scope, relevance and contribution of Law and Justice in this globalized world

To critically map the scope of globalization in negative and positive impact on human rights

To apprise the demands for change raised by different groups to the international legal order and institutions in the light of globalization

13. UNIT WISE DETAILS No. of Units: 06

Unit Number: 1 No. of Lectures: 5 Title: Module -I: Meaning and Introduction to Globalization

Content Summary:

- Globalization: Meaning, Reach and Form
- Social, Political, and Economic Dimensions of Globalization
- Emergence of Transnational Law in a Globalizing World

Unit Number: 2 No. of Lectures: 5 Title: Module II- Globalization and State Sovereignty

Content Summary:

- a) Impact of Globalization on Sovereignty of States
- b) Impact of Globalization on Federalism and Democratic Law Making
- c) Impact of globalization on
 - Human Rights

Unit Number: 3 No. of Lectures: 5 Title: Module - III: Impact of Globalization on Human Life

Content Summary:

- a) Globalization and Free Market: Impact on welfare state
- b) Globalization and Displacement for Development
- c) Globalization and Problem of Unemployment

Unit Number: 4 No. of Lectures: 5 Title: Module - IV Impact of Globalization on Environment

Content Summary:

- a. Globalization and Natural Resources
- b. Globalization and Environment
- c. Globalization and Sustainable Development

Unit Number: 5 No. of Lectures: 6 Title: Module - V Discourse on Global Justice

Content Summary:

- A. Concept of Justice in a Globalizing World
- B. Globalization and Universal Values
- C. Concept of Global Justice
- D. Cosmopolitanism

Unit Number: 6 No. of Lectures: 6 Title: Module - VI Globalization and Social Justice

Content Summary:

- a) Globalization and Social Justice/ Global Distributive Justice
- b) Impact of Globalization on Judicial Process
- c) Impact of Globalization on administration of Justice

14. INSTRUCTIONS

- Please read about the basics of about the subject.
- All student must secure at least 50% marks in each evaluation component i.e. 20 MSE, 20 Internal, 60 ETE.
- All students must maintain the attendance at least 75 %
- Please see introductory mail for the subject sent by the Course Faculty.
- Read the material before hand that is shared with you during the classes.
- Keep your queries ready during the ongoing classes.

There will be one discussion class immediately after completion of one module.

15. Multi-Disciplinary Approach

(Please mentioned whether this course is multidisciplinary or not)

Yes No

Describe (if yes): The subject will help to make understand the inter-nexus of trade, technology, and human rights in the globalized world.	
16. SDG Number . (Mention SDGs number out of 17 SDGs for which this course is mapping)	SDG level of correlation (Mention the level of correlation for each SDG)
a) SDG.....17 (partnerships for the goals)	1. Weak <input type="checkbox"/> 2. Moderate <input type="checkbox"/> 3. High <input checked="" type="checkbox"/>
17. . Title of Lab Manual (if applicable): NA	
18. Books Recommended:	
<ol style="list-style-type: none"> 1. Anghie, A. (2007). Imperialism, sovereignty and the making of international law. Cambridge: Cambridge University Press. Ch. 1, 5 & 6. Pogge, T. (2002). 2. World poverty and human rights: Cosmopolitan responsibilities and reforms. Cambridge: Polity. Ch. 4 & 7. Rajagopal B. (2003). 3. International law from below: Development, social movements and third world resistance. Cambridge: Cambridge University Press. Ch. 5 & 7. Sen, A. (2009). 4. The idea of justice. Cambridge: Harvard University Press. Ch. 18. Fraser, N. (2010). 5. Scales of justice: Reimagining political space in a globalizing world. New York: Cambridge University Press. Ch. 2 & 6. Buchanan, A. (2004). 6. Justice, legitimacy, and self-determination: Moral foundations for international law. Oxford: Oxford University Press. Ch. 10 & 11. Baxi, U. (2002). 7. The future of human rights. New Delhi: Oxford University Press. Ch.1 & 7. 8. Andrew Kuper, <i>Democracy Beyond Borders: Justice and Representations in Global Institutions</i> (OUP,2006). 9. Boaventura de Sousa Santos, Cesar A. Rodriguez-Garavito (eds.), <i>Law and Globalization from Below</i> (Cambridge University Press,2005). 10. David B. Goldman, <i>Globalization and the Western Legal Tradition: Recurring Patterns of Law and Authority</i> (Cambridge University Press,2008). 11. David Kinley, <i>Civilizing Globalization: Human Rights and the Global Economy</i> 12. (Cambridge University Press,2009). 13. Jean-Marc Coicaud, Michael W. Doyle <i>et al</i> (eds.), <i>The Globalization of Human Rights</i> (United Nations University Press,2003). 14. John Baylis, Steve Smith, <i>et al</i> (eds.) <i>The Globalization of World Politics: An Introduction to International Relations</i> (OUP,2008). 15. Laura Valentini, <i>Justice in a Globalizing World: A Normative Framework</i> (OUP,2011). 16. Pablo De Greiff and Ciaran Cronin (eds.), <i>Global Justice and Transnational Politics: Essays on the Moral and Political Challenges of Globalization</i> (MIT Press,2002). 17. Simon Coney, <i>Justice Beyond Borders: A Global Political Theory</i> (Oxford University Press,2005). 18. Wenhua Shan, Penelope Simons <i>et al.</i>, <i>Redefining Sovereignty in International Economic Law</i> (Hart Publishing,2008). 19. William Twining, <i>General Jurisprudence: Understanding Law from a Global Perspective</i> (Cambridge University Press,2009). 20. World Commission on Social Dimension of Globalization, <i>A Fair Globalization: Creating Opportunities for All</i> (2004) 	

ARTICLES

1. Ajit Pal Singh, “Globalization and its Impact on National Policies with Reference to India: An Overview of Different Dimensions” 42 (1-2) *Journal of Constitutional and Parliamentary Studies* 62-78(2008).
2. Amit Kumar Sinha, “Human Rights in the Era of Globalization” 245 (6) *Madras Law Journal* 124-136(2010).
3. B.S.Chimni, “A Just World Under Law: A View From South” 22(2) *Am. U. Int. Law. Rev.* 199-220(2007).
4. B.S. Chimni, “International Institutions Today: An Imperial Global State in the Making” 15 *E.J.I.L.* 1(2004).
5. Benedict Kingsbury, Nico Krisch, et al., “The Emergence of Global Administrative Law” 68 *Law and Contemporary Problems*(2005).
6. Surya Deva, “Globalization and its Impact on the Realization of Human Rights: Indian Perspective on a Global Canvas” in C. Raj Kumar, K. Chockalingam (eds.) *Human Rights, Justice and Constitutional Empowerment* 237 – 263 (OUP, 2003).
7. Susan Marks, “Human Rights and Root Causes” 74 (1) *Modern Law Review* 57-78 (January 2011).
8. Swapna Banerjee, “Contemporary Globalization and the Politics of Space” 46:52 *Economic and Political Weekly* 41-44 (December 2011).
9. T.N. Dhar, “Special Economic Zones and Impacts on Land Resources and Socioeconomic Implications” 57 (1) *Indian Journal of Public Administration* 15-25 (Jan-March 2011)
10. Usha Ramanathan, “Land Acquisition, Eminent Domain and the 2011 Bill” 46 (44&45) *Economic and Political Weekly* 10-14 (November 2011).

Note:

1. *Apart from the suggested reading 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.*

Reference Books: NA

E-Book: NA

Reference websites: NA

19. E-Learning Resources

NPTEL: NA

Animated Lab Videos: NA

MOOC Supplemented. NA

20. Participative Learning Component

Sr. No.	Topic	Submissions/Assessment	COs covered
3.	All six modules	Exams (MSE & ETE) Assignment	CO1 – CO 6

4.	Preparation of different types of projects like video, handwritten assignments, case studies	Exams (MSE & ETE) Assignment	CO1 – CO 6
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21. Activities for Differential learning Needs

Sr. No.	Learning Level	Activities	Assessment
4.	Slow learners	Remedial classes, Hand written assignment, one to one interaction, guest lectures	Assignment, MSE, Test, viva
5.	Intermediate learners	Skill training, Journal club activities, guest lectures, Online Courses	Test, feedback, viva
6.	Advanced Learners	VAC courses, skill training, Online Courses with certificate	Presentation, viva, feedbacks

22. Experiential Learning Component

Sr. No.	Topic	Submissions/Assessment	COs covered
	NA	NA	NA

23. Practical Content NOT APPLICABLE

24. Project (To be done as individual/in group):

- The title of your research projects are allotted by 10th December 2022 on individual basis.
- Students are advised to prepare a research project on any of the topic from the syllabus. (10 Marks)
- Students are advised to prepare a power-point presentation for the purposes of viva voce. (5 +5 Marks) 01st December 2022. Only on google form, assignments will be submit. No submission will be accepted via-email.
- Students are advised to provide hard copies of aforesaid Write up and PPT with cover page. Sample of Cover Page for assignments is shared for their reference.

26. Evaluation Scheme (Choose one)

S. No.	TYPE OF COURSE	PARTICULAR	ALLOTTE D RANGE OF MARKS	PASS CRITERIA
1	Theory (L-0-0)/(L-T-0)/	Minor Test (MSE)	20 %	Must Secure 40% Marks Out of

(L-0-P)*	Major Test	60 %	Combined Marks of Major Test Plus Minor Test with Overall 50% Marks in Total.
	Continuous Evaluation Through Assignments/Presentation	20%	

27. Mapping of PO's and CO's

	Students will possess the understanding of various academic practice in the area of legal education.	Students will demonstrate the understanding of outcome-based education.	Students will possess understanding of legal theory, substantive & procedural Laws.	The students will be able to analyse critically the existing Laws by applying legal reasoning.	Students will demonstrate the ability of class room management and effective teaching.	Students will demonstrate the ability to perform Legal Research and	Students will demonstrate proficiency in written and oral communication in the legal context.	Students will display a high degree of professional skills of counselling,	Students will understand and apply the rules of professional ethics towards their	Students will understand and appreciate the rules relating to environment protection.	Students will develop requisite skills to act as an informed legal professional to participate in civic	Post Graduates will able to apply and evaluate the existing laws in their chosen fields of knowledge.	Post Graduates will able to develop and create policy documents and legal instruments in their specialized fields of
CO Code	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
	3	2		2						1		3	3
	3	3	3		2	2					2	3	3
	3	3	1			2		2		1	2	3	3
	3	3				2				2		3	3
	3	3			3	2				1		3	3
	3	3										3	3
	3	0.5	0.16	0.33	0.33	0.33	0.0	0.33	0.4	0.33	0.33	3	3

Level of Mapping/correlation

3- Indicates Highest Correlation

2-Indicates Moderate Correlation

1-Indicate-Lowest Correlation

SLO6506 - Legal Education and Teaching Methods-II

1. Department/ School:	School of Law			
2. Course Name: Legal Education and Teaching Methods	3. Course Code	4. L-T-P	5. Credits	
		2-0-0	2	
6. Type of Course (Tick one):	Programme Core <input checked="" type="checkbox"/>	Programme Elective <input type="checkbox"/>	Open Elective <input type="checkbox"/>	VAC <input type="checkbox"/>
7. Prerequisite(s), if any (Mention course code and name): None				
Frequency of offering (check one): Odd <input type="checkbox"/> Even <input checked="" type="checkbox"/> Any Semester <input type="checkbox"/> Both Semester <input type="checkbox"/>				
8. Focus:	<input checked="" type="checkbox"/> Employability	<input checked="" type="checkbox"/> Skill Development	<input type="checkbox"/> Basic Knowledge	<input type="checkbox"/>
9. Student centric methods used for enhancing learning experiences (Tick relevant)		<input type="checkbox"/>	Experiential learning	
		<input checked="" type="checkbox"/>	Participative Learning	
		<input type="checkbox"/>	Problem solving methodologies	
10. Brief Syllabus:				
<ul style="list-style-type: none"> • Objectives of Legal Education & Problems in Legal Education; • Designing the Curriculum with objectives and outcomes and mapping it with Programme Objectives and Outcomes; • Lecture Method of Teaching – Merits and Demerits; • Problem Method/Case Method/Langdell Method; • Discussion Method / Small Group Teaching; • Seminar Method; and other popular methods; • Assessment and Evaluation techniques; • Use of ICT; • Clinical Legal Education – Legal Aid, Legal Literacy, Law Reform, Legal Survey; • Experiential Learning through Internships and Externships 				
Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)				
Lectures: 30		Tutorials: 0		Practicals: 0
11. Course Outcomes (COs)				
Possible usefulness of this course after its completion i.e., how this course will be practically useful to the students once it is completed:				
CO1	To learn various teaching tools & techniques of legal education			
CO2	To acquire a solid foundation with regard to the various pedagogies and teaching techniques			

CO3	To apply knowledge and understanding of the pedagogy and teaching techniques through experiential learning while conducting the actual classes
CO4	To create a curriculum for courses with course plans.
12. UNIT WISE DETAILS No. of Units: 3	
Unit Number: 1 No. of Lectures: 6 Title: Background: Legal Education and Teaching Methods	
Content Summary:	
<ul style="list-style-type: none"> • Meaning & Objective of Legal Education <ul style="list-style-type: none"> • Need & Purpose of studying Teaching Methods • Meaning & objectives of outcome-based education & its drawback 	
Unit Number: 2 No. of Lectures: 12 Title: Designing the curriculum with objectives & outcomes & mapping it with course outcomes & assessment	
Content Summary:	
<ul style="list-style-type: none"> • Learning method of Teaching- Hierarchy Model • Discussion methods & its suitability at postgraduate level teaching- Washington Accord, NAAC • Component of Outcome based education, Program education objective- difference b/w Program outcome, course outcome, course objectives, program specification outcome, vision, mission • The problem Methods- Genesis of Bloom taxonomy , Revised Bloom Taxonomy, success & failures 	
Unit Number: 3 No. of Lectures: 12 Title: Educational Transformation-Blended Learning Mode	
Content Summary:	
<ul style="list-style-type: none"> • Other popular types of taxonomy- Pedagogy • Comparison of Gurukul system with present learning education • Advantages of BL learning, Role of teachers in BL learning • Blended education structures in education, Blended MOOC, Rotation model • NEP (National Education Policy), 2020 	
13. Instructions for students	
<p>f) Before coming in the class please read about legal education</p> <p>g) Please read about the basics of legal education</p> <p>h) All student must secure at least 50% marks in each evaluation component</p> <p>i) All students must maintain the attendance at least 80%</p> <p>j) All student must submit a project individually</p>	
14. Multi-Disciplinary Approach	
(Please mentioned whether this course is multidisciplinary or not)	
Yes	<input checked="" type="checkbox"/>
No	<input type="checkbox"/>

Describe (if yes):	
NA	
15. SDG Number (Mention SDGs number out of 17 SDGs for which this course is mapping)	SDG level of correlation (Mention the level of correlation for each SDG)
a) SDG.....4.....	1. Weak <input type="checkbox"/> 2. Moderate <input type="checkbox"/> 3. High <input checked="" type="checkbox"/>
b) SDG.....9.....	1. Weak <input type="checkbox"/> 2. Moderate <input checked="" type="checkbox"/> 3. High <input type="checkbox"/>

14. Books Recommended:

- **Educating Lawyers: Preparation for the Profession of Law, William M. Sullivan, Anne Colby, Judith Welch Wegner, Lloyd Bond, Lee S. Shulman; ISBN: 978-0-7879-8261-4; February 2007, Jossey-Bass**
- **Best Practices for Legal Education Roy Stuckey and Others Copyright 2007 by Roy Stuckey Published in the United States by the Clinical Legal Education Association. Available at http://www.cleaweb.org/Resources/Documents/best_practices-full.pdf**
- **Clinical Legal Education: Curriculum Lessons And Materials, Ernest Ojukwu, Sam Erugo, Charles Adekoya; Network of University Legal Aid Institutions Abuja; Available at https://www.gaje.org/wp-content/uploads/gravity_forms/27-61ffabe162d29b7fe6c279abe68e27eb/2013/12/Clinical-Legal-Education-Curriculum-Lessons-and-Materials-Published.pdf**
- **What's Wrong with Langdell's Method, and What to Do About It; Vanderbilt law review 60 · March 2007 Available at https://www.researchgate.net/publication/242725823_What's_Wrong_with_Langdell's_Method_and_What_to_Do_About_It**
- **Law Commission of India, 184th Report on The Legal Education & Professional Training and Proposals for Amendments to the Advocates Act, 1961 and the University Grants Commission Act, 1956.**

Reference Books:

- **E-Book: Stein, Ralph Michael, "The Path of Legal Education from Edward I to Langdell: A History of Insular Reaction" (1981). Pace Law Faculty Publications. Paper 228. <http://digitalcommons.pace.edu/lawfaculty/228>**
- **The Value of Variety in Teaching: A Professor's Guide; Heather Garretson, et.al., Journal of Legal Education, Volume 64, Number 1, August 2014 available at https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2508066**

14. E-Learning Resources: [What is Outcome Based Education \(OBE\) system? | WASHINGTON](#)

[ACCORD - YouTube](#)

[The Basics of Blended Learning - YouTube](#)

NPTEL: [Outcome based Education - YouTube](#)

Participative Learning Component

Sr. No.	Topic	Submissions/Assessment	COs covered
1.	Curriculum Designing	Classroom Presentation	CO1
2.	Summary notes from videos in E-content	Classroom Presentation	CO2 and CO3

Activities for Differential learning Needs

Sr. No.	Learning Level	Activities	Assessment
1.	Slow learners	Extra classes, assignment, one to one interaction, guest lectures	Assignment, MSE, Test, viva
2.	Intermediate learners	Skill training, Journal club activities, guest lectures	Test, feedback, viva
3.	Advanced Learners	skill training	Presentation, viva, feedbacks

Experiential Learning Component

Sr. No.	Topic	Submissions/Assessment	COs covered
5.	Flipped Classes	30	1,2,3
6.	Legal Aid Camps	20	1,2,3
7.	Create curriculum	10	4

Project (To be done as individual/in group): Write project report of Legal Education, (Individual)

Evaluation Scheme (Choose one)

S. No	TYPE OF COURSE	PARTICULAR	ALLOTTE D RANGE	PASS CRITERIA
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			OF MARKS	
1.	Project Based Course (L-T-P/L-T-0/L-0-P/L-0-0)	End Term Project	40%	Must Secure 30% Marks Out of Combined Marks of End Term Project Plus Major Test with Overall 40% Marks in Total.
		Major Test	35%	
		Class Test/ Assignment	15%	
		Class Participation Evaluation Through Class Tests/Practice/Assignments/Presentation/Quiz	10%	

**RUBRIC FOR EVALUATION:
(At least 5 Criteria)**

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
Classroom Teaching Assignment	1. Not full one hour 2. Poor content 3. Poor communication	1. 30 Minute 2. Mediocre content 3. Average communication and presentation	1. One hour utilized 2. Use of of ICT Tools 3. Good content 4. Good communication
Organizing a Legal Aid Camp / Legal Literacy Program	Poor organization	Mediocre organization	Excellent organization
Project Report	Plagiarism more than 20%	Plagiarism 10- 20%	Plagiarism less than 10%

Mapping of PO's and CO's

SEMESTER II

CONSTITUTIONAL LAW

History And Evolution Of Constitutional Law

1. Department/ School: School of Law							
Course Name: : History and Evolution of Constitutional Law	<table border="1"> <tr> <td>2. Course Code</td> <td>3. L-T-P</td> <td>4. Credits</td> </tr> <tr> <td></td> <td>2-0-0</td> <td>02</td> </tr> </table>	2. Course Code	3. L-T-P	4. Credits		2-0-0	02
2. Course Code	3. L-T-P	4. Credits					
	2-0-0	02					
5. Type of Course (Tick one):	Programme Core <input type="checkbox"/> Programme Elective <input checked="" type="checkbox"/> Open Elective <input type="checkbox"/> VAC <input type="checkbox"/>						
6. Prerequisite(s), if any (Mention course code and name): Legal History							
7. Frequency of offering (check one): Odd <input type="checkbox"/> Even <input checked="" type="checkbox"/> Any Semester <input type="checkbox"/> Both Semester <input type="checkbox"/>							
8. Focus: <input checked="" type="checkbox"/> Employability <input type="checkbox"/> Entrepreneurship <input type="checkbox"/> Skill Development <input type="checkbox"/> Basic Knowledge							
9. Student centric methods used for enhancing learning experiences (Tick relevant)	<input type="checkbox"/> Experiential learning <input checked="" type="checkbox"/> Participative Learning <input checked="" type="checkbox"/> Problem solving methodologies						
<p>Brief Syllabus:</p> <p>Module I:Constitution – Constitutionalism – Constitutional Law – Rule of Law — Concept of Welfare Model – Universal Human Rights and Indian Values;</p> <p>Module II: Human Rights Impact on the making on the Constitution-Comparative Perspectives and Opinions from other countries-Philosophy of Democratic Governance in the Constitution making;</p> <p>Module III:Utility of Historical Retrospect– evolution of major legal systems - coming of British (1600-1765) – Beginning of British Rule (1765-1858) – End of Company’s Rule (1858 - 1919) – Introduction of self-government(1919-1947) – ideology behind framing of new constitution (1947 - 1950);</p> <p>Module IV:Constitutional Assembly Debates viz. legislature, executive, judiciary , fundamental rights;</p> <p>Module V: Philosophy of the Constitution – Essence of Preamble – Doctrine of Pleasure;</p> <p>Module VI: Nature of Indian Constitution – salient features of Indian Constitution - Constitution as Higher Law – Interpretation of the Constitution - – Doctrine of Basic Structure – Amendment Clause – Emergency Clause</p>							
Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)							
Lectures: 24	Tutorials: 00 Practical’s: NA						
<p>10. Course Outcomes (COs)</p> <p>Possible usefulness of this course after its completion i.e., how this course will be practically useful to the students once it is completed:</p> <p>*Courses with 2 credits must have at least four Course Outcomes.</p>							
CO1	Understand the historical importance of Indian Constitution;						

CO2	Differentiate and identify the importance of policy and core principles of Constitutional Governance.
CO3	Analyze the provisions of the Constitution with respect to the functions performed by each organ of the Government.
CO4	Create the rationale arguments for development of new constitutional interpretation of existing articles of Indian Constitution.
11. UNIT WISE DETAILS No. of Units: 06	
Unit Number: 1 No. of Lectures: 02 Title: Constitution and Constitutionalism	
<p>Content Summary:</p> <p>Module I: Constitution and Constitutionalism</p> <p><i>Important Highlights:</i> Constitution – Constitutionalism – Constitutional Law – Rule of Law — Concept of Welfare Model – Universal Human Rights and Indian Values</p> <p>Reading references:</p> <ul style="list-style-type: none"> • Bhansali S.R., D. D. Basu Human Rights in Constitutional Law, LexisNexis, 2008 • Khanna H.R., Making of India’s Constitution, EBC, 2008 • Jain M.P., Indian Constitutional Law 7th Edition, LexisNexis,2016 	
Unit Number: 2 No. of Lectures: 03 Title: Democratic Perspective of Constitution Making	
<p>Content Summary:</p> <p>Module II: Democratic Perspective of Constitution Making</p> <p><i>Important Highlights:</i> Human Rights Impact on the making on the Constitution-Comparative Perspectives and Opinions from other countries-Philosophy of Democratic Governance in the Constitution making</p> <p>Reading References:</p> <ul style="list-style-type: none"> • Dicey A.V., An Introduction to the Study of the Law of the Constitution, Universal Law Publishing Co. Pvt. Ltd. ,2012 • Dhamia Dr. Ashok, Need to Amend a Constitution and Doctrine of Basic Features, Wadhwa Nagpur,2007 • Jain S. Sanjay & Narayan Sathya, Basic Structure Constitutionalism: Revisiting Kesavananda Bharti, EBC,2011 	
Unit Number: 3 No. of Lectures: 04 Title: Evolution of Constitution	
<p>Module III: Evolution of Constitution</p> <p>Content Summary:</p> <p><i>Important Highlights:</i> Utility of Historical Retrospect– evolution of major legal systems - coming of British (1600-1765) – Beginning of British Rule (1765-1858) – End of Company’s Rule (1858 - 1919) – Introduction of self- government(1919-1947) – ideology behind framing of new constitution (1947 - 1950)</p> <p>Reading References:</p> <ul style="list-style-type: none"> • Khanna H.R., Making of India’s Constitution, EBC, 2008 • Jain M.P., Indian Constitutional Law 7th Edition, LexisNexis,2016 • EBC, Constitution of India, 2016 • Dicey A.V., An Introduction to the Study of the Law of the Constitution, Universal Law Publishing Co. Pvt. Ltd. ,2012 	

<p>Unit Number: 4 No. of Lectures: 05 Title: Making of the Constitution of India</p> <p>Content Summary:</p> <p>UNIT IV: Making of the Constitution of India</p> <p>Important Highlights: Constitutional Assembly Debates viz. legislature, executive, judiciary , fundamental rights</p> <p>Reading References:</p> <ul style="list-style-type: none"> • Jain S. Sanjay & Narayan Sathya, Basic Structure Constitutionalism: Revisiting Kesavananda Bharti, EBC,2011 • Iyer V.R. Krishna, Constitutional Miscellany, EBC, 2007
<p>Unit Number: 5 No. of Lectures: 05 Title: Constitutional Philosophy</p> <p>Content Summary:</p> <p>Module V: Constitutional Philosophy</p> <p>Important Highlights: Philosophy of the Constitution – Essence of Preamble – Doctrine of Pleasure</p> <p>Reading References:</p> <ul style="list-style-type: none"> • Jain M.P., Indian Constitutional Law 7th Edition, LexisNexis,2016 • EBC, Constitution of India, 2016 • Dicey A.V., An Introduction to the Study of the Law of the Constitution, Universal Law Publishing Co. Pvt. Ltd. ,2012
<p>Unit Number: 6 No. of Lectures: 05 Title: <u>Enforcement of Fundamental Rights through Writ Petition</u></p> <p>Module VI: Structure of Indian Constitution Post Independence</p> <p>Important Highlights: Nature of Indian Constitution – salient features of Indian Constitution - Constitution as Higher Law – Interpretation of the Constitution - – Doctrine of Basic Structure – Amendment Clause – Emergency Clause</p> <p>Reading References:</p> <ul style="list-style-type: none"> • 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 • B.Shiva Rao, Framing of India’s Constitution (in 5 Volumes), Indian Institute of Public Administration, New Delhi
<p>12. Instructions for students</p> <p>k) (Write the step-wise instructions for the students)</p> <p>l) Before coming in the class please read about basics of family law.</p> <p>m) Please read about the basics of different perspectives of family law.</p> <p>n) All student must secure at least 40% marks in each evaluation component</p> <p>o) All students must maintain the attendance at least 75%</p> <p>p) All student must submit a project either in group or single.</p>
<p>13. Multi-Disciplinary Approach (Please mentioned whether this course is multidisciplinary or not)</p> <p style="text-align: center;"> <input type="checkbox"/> <input checked="" type="checkbox"/> </p>

Yes	No
Describe (if yes):	
NA	

14. SDG Number (Mention SDGs number out of 17 SDGs for which this course is mapping)	SDG level of correlation (Mention the level of correlation for each SDG)
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SDG 16	1. Weak <input type="checkbox"/> 2. Moderate <input checked="" type="checkbox"/> 3. High <input type="checkbox"/>
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15. Title of Lab Manual (if applicable): NA

16. Books Recommended:
 Jain M.P., Indian Constitutional Law 7th Edition, LexisNexis,2016

Reference Books:

- Datar Arvind P., Commentary on the Constitution of India Volume 1-3, Wadhwa Nagpur, 2007
- 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

E-Book: NA

Reference websites: NA

17. E-Learning Resources: NA

NPTEL:

Animated Lab Videos:

MOOC Supplemented

Experiential Learning Component:

Sr. No.	Topic	Submissions/Assessment	COs covered
8.	Case Law Analysis	Classroom Assessment	CO1, CO2 and CO3
9.	Research Project Topics	Assignment	CO3 and CO4

Practical Content: NA

Project (To be done as individual/in group): Individual case law- analysis to be done.

Activities for Differential learning Needs

Sr. No.	Learning Level	Activities	Assessment
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1.	Slow learners	Extra classes, assignment, one to one interaction, guest lectures	Assignment, MSE, Test, viva
2.	Intermediate learners	Skill training, Journal club activities, guest lectures	Test, feedback, viva
3.	Advanced Learners	VAC courses, skill training	Presentation, viva, feedbacks

Evaluation Scheme (Choose one)

S. No	TYPE OF COURSE	PARTICULAR	ALLOTTE D RANGE OF MARKS	PASS CRITERIA
1	Theory (L-0-0)/(L-T-0)/(L-0-P)*	Minor Test (MSE)	20%	Must Secure 30% Marks Out of Combined Marks of Major Test Plus Minor Test with Overall 40% Marks in Total.
		Major Test (End Term)	60%	
		Continuous Evaluation Through Class Tests/Practice/Assignments/Presentation/Quiz - Assignment: 10% - Viva/Quiz: 10%	20%	

**RUBRIC FOR EVALUATION:
(At least 5 Criteria)**

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
Case Study	Preliminary study	Product characterization	Development strategy for new product
Market Survey	Basic survey	Comparative survey	Survey for product launch
Project	Plagiarism more than 20%	Plagiarism 10- 20%	Plagiarism less than 10%
Internal evaluation (MSE + class assignment)	50-70%	70-90%	>90%
External Evaluation (ETE)	50-70%	70-90%	>90%

Mapping of PO's and CO's

	Students will possess the understanding of various academic	Students will demonstrate the understanding of outcome-based	Students will possess understanding of legal theory, substantive &	The students will be able to analyze critically the existing Laws by	Students will demonstrate the ability of class room management and	Students will demonstrate the ability to perform Legal Research and	Students will demonstrate proficiency in written <i>and</i> oral communication in the legal context	Students will display a high degree of professional skills of counselling,	Students will understand and apply the rules of professional ethics towards their clients and society at	Students will understand and appreciate the rules relating to	Students will develop requisite skills to act as an informed legal	Graduates will be able to apply and evaluate the existing laws in the	Graduates will be able to develop and create policy documents and
CO Code	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
	1		2	1		2				1		1	
			2	1		2	1	2		1		1	
	1	1	1		2	3	1	1	1		1		
	1	1	1		2		1	1	2		1		2
Over all CO's (Average)	0.75	0.5	1.5	0.5	1	1.75	0.75	1	0.75	0.5	0.5	0.5	0.5

The Law Of Fundamental Rights And Writs

1. Department/ School:	School of Law		
Course Name: : The Law of Fundamental Rights and Writs [LL.M]	2. Course Code	3. L-T-P	4. Credits
		2-0-0	02
5. Type of Course (Tick one):	Programme Core <input type="checkbox"/>	Programme Elective <input checked="" type="checkbox"/>	Open Elective <input type="checkbox"/>
	VAC <input type="checkbox"/>		
6. Prerequisite(s), if any (Mention course code and name): Constitutional Law			
7. Frequency of offering (check one): Odd <input type="checkbox"/> Even <input checked="" type="checkbox"/> Any Semester <input type="checkbox"/> Both Semester <input type="checkbox"/>			
8. Focus: <input checked="" type="checkbox"/> Employability Knowledge <input type="checkbox"/> Entrepreneurship <input type="checkbox"/> Skill Development <input type="checkbox"/> Basic			
9. Student centric methods used for enhancing learning experiences (Tick relevant)		<input type="checkbox"/>	Experiential learning
		<input checked="" type="checkbox"/>	Participative Learning
		<input checked="" type="checkbox"/>	Problem solving methodologies
Brief Syllabus:			
<p>Module I: Evolution of Universal Basic Rights — Governance and Human Security – Globalization – Personal and National Security — Introduction to Indian Fundamental Rights and International Bill of Rights – Difference of Human Rights and Fundamental Rights;</p> <p>Module II: Vedic Age – Hindu Period – Mughal Period – European Settlements in India – Administration of Justice in Bombay, Madras & Calcutta – Inauguration of <i>Adalat</i> System in Bengal – Regulation Act – Progress of Judicial Reforms – Establishment of the High Court – Privy Council – Federal Court of India – Supreme Court of India;</p> <p>Module III: Importance of Fundamental Rights – Influence of English Law in India Concept of Equality – Sovereignty – Secularism - Reflection of Judicial Enforcement of Fundamental Rights - Minority Protection – Forms of Fundamental Rights - Fundamental Rights: Limitations, Suspendability and Amendability - FRs and Judicial Review : Reasonableness Test and Strict Scrutiny Test , Rights Test and Essence of Rights Test;</p> <p>Module IV: The Concept of Judicial Review – Origin and Its Democratic Legitimacy- Subordinate Courts and Judicial Review of Administrative Actions – Is there a need to invoke Article 32 (3)? - Judicial Activism as an Extension of Power of Judicial Review -Exclusion of Judicial Review;</p> <p>Module V: Origin of the Writ System - Early writ jurisdiction of the Courts of India in pre - independence era – Writs under the Constitution of India post-independence era – Power of Supreme</p>			

<p>Court and High Courts – Importance and objective of Article 32 and 226 – Application of Writs, namely, Habeas Corpus, Mandamus, Prohibition, Certiorari, Quo-warranto; Module VI:Writ Petition-Formulation of Writ Petition-Nuances of Writ Petition Drafting-Process of Filing Writ Petition</p>		
<p>Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)</p>		
<p>Lectures: 24</p>	<p>Tutorials: 00</p>	<p>Practical's: NA</p>
<p>10. Course Outcomes (COs) Possible usefulness of this course after its completion i.e., how this course will be practically useful to the students once it is completed: *Courses with 2 credits must have at least four Course Outcomes.</p>		
<p>CO1</p>	<p>Understand the distribution of powers between legislature, executive and judiciary.</p>	
<p>CO2</p>	<p>Analyze the provisions of the Constitution with respect to the functions performed by each organ of the Government.</p>	
<p>CO3</p>	<p>Evaluate the evolutionary case studies relating to power exercised by the judiciary to keep a check on the laws passed by the legislature.</p>	
<p>CO4</p>	<p>Apply the reasoning and case studies to the emerging issues and violation of fundamental rights</p>	
<p>11. UNIT WISE DETAILS No. of Units: 06</p>		
<p>Unit Number: 1 No. of Lectures: 02 Title: <u>Introduction: Historical Retrospect</u></p>		
<p>Content Summary: <u>Module I: Introduction: Historical Retrospect</u></p> <p><i>Important Highlights:</i> Evolution of Universal Basic Rights — Governance and Human Security – Globalization – Personal and National Security — Introduction to Indian Fundamental Rights and International Bill of Rights – Difference of Human Rights and Fundamental Rights</p> <p>Reading references:</p> <ul style="list-style-type: none"> • Jois Rama, Seeds of Modern Public Law in Ancient Indian Jurisprudence, EBC, 2000 • Singh Mahendra P., V.N.Shukla's Constitution of India, EBC, 2008 		
<p>Unit Number: 2 No. of Lectures: 03 Title: <u>Judicial System in India: Ancient, Mediaeval, Pre & Post Colonized Period</u></p>		
<p>Content Summary: <u>Module II: Judicial System in India: Ancient, Mediaeval, Pre & Post Colonized Period</u></p> <p><i>Important Highlights:</i> Vedic Age – Hindu Period – Mughal Period – European Settlements in India – Administration of Justice in Bombay, Madras & Calcutta – Inauguration of <i>Adalat</i> System in Bengal – Regulation Act – Progress of Judicial Reforms – Establishment of the High Court – Privy Council – Federal Court of India – Supreme Court of India</p> <p>Reading References:</p> <ul style="list-style-type: none"> • Jois Rama, Seeds of Modern Public Law in Ancient Indian Jurisprudence, EBC, 2000 • Singh Mahendra P., V.N.Shukla's Constitution of India, EBC, 2008 		

- Bhansali S.R., D. D. Basu Human Rights in Constitutional Law, LexisNexis, 2008

Unit Number: 3 No. of Lectures: 04 Title: Fundamental Rights

Content Summary:

Module III: Fundamental Rights

Important Highlights:

Importance of Fundamental Rights – Influence of English Law in India Concept of Equality – Sovereignty – Secularism - Reflection of Judicial Enforcement of Fundamental Rights - Minority Protection – Forms of Fundamental Rights - Fundamental Rights: Limitations, Suspendability and Amendability - FRs and Judicial Review : Reasonableness Test and Strict Scrutiny Test , Rights Test and Essence of Rights Test

Reading References:

- Khanna H.R., Making of India’s Constitution, EBC, 2008
- Jain M.P., Indian Constitutional Law 7th Edition, LexisNexis,2016
- EBC, Constitution of India, 2016
- Dicey A.V., An Introduction to the Study of the Law of the Constitution, Universal Law Publishing Co. Pvt. Ltd. ,2012

Unit Number: 4 No. of Lectures: 05 Title: Fundamental Rights and Judicial Review

Content Summary:

Module IV: Fundamental Rights and Judicial Review

Important Highlights:

- The Concept of Judicial Review – Origin and Its Democratic Legitimacy- Subordinate Courts and Judicial Review of Administrative Actions – Is there a need to invoke Article 32 (3)? - Judicial Activism as an Extension of Power of Judicial Review -Exclusion of Judicial Review

Reading References:

- Jain S. Sanjay & Narayan Sathya, Basic Structure Constitutionalism: Revisiting Kesavananda Bharti, EBC,2011
- Iyer V.R. Krishna, Constitutional Miscellany, EBC, 2007

Unit Number: 5 No. of Lectures: 05 Title: Writs in India

Content Summary:

Module V: Writs in India

Important Highlights:

Origin of the Writ System - Early writ jurisdiction of the Courts of India in pre - independence era – Writs under the Constitution of India post-independence era – Power of Supreme Court and High Courts – Importance and objective of Article 32 and 226 – Application of Writs, namely, Habeas Corpus, Mandamus, Prohibition, Certiorari, Quo-warranto

Reading References:

- Jain M.P., Indian Constitutional Law 7th Edition, LexisNexis,2016
- EBC, Constitution of India, 2016
- Dicey A.V., An Introduction to the Study of the Law of the Constitution, Universal Law Publishing Co. Pvt. Ltd. ,2012

Unit Number: 6 No. of Lectures: 05 Title: Enforcement of Fundamental Rights through Writ Petition

Module VI: Enforcement of Fundamental Rights through Writ Petition

Important Highlights:

Writ Petition-Formulation of Writ Petition-Nuances of Writ Petition Drafting-Process of Filing Writ Petition

Reading References:

- 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
- B.Shiva Rao, Framing of India’s Constitution (in 5 Volumes), Indian Institute of Public Administration, New Delhi

12. Instructions for students

- q) (Write the step-wise instructions for the students)
- r) Before coming in the class please read about basics of family law.
- s) Please read about the basics of different perspectives of family law.
- t) All student must secure at least 40% marks in each evaluation component
- u) All students must maintain the attendance at least 75%
- v) All student must submit a project either in group or single.

13. Multi-Disciplinary Approach

(Please mentioned whether this course is multidisciplinary or not)

Yes No

Describe (if yes):

NA

<p>14. SDG Number (Mention SDGs number out of 17 SDGs for which this course is mapping)</p>	<p>SDG level of correlation (Mention the level of correlation for each SDG)</p>
<p style="text-align: center;">SDG 16</p>	<p>1. Weak <input type="checkbox"/> 2. Moderate <input checked="" type="checkbox"/> 3. High <input type="checkbox"/></p>

15. Title of Lab Manual (if applicable): NA

16. Books Recommended:

Jain M.P., Indian Constitutional Law 7th Edition, LexisNexis,2016

Reference Books:

- Jois Rama, Seeds of Modern Public Law in Ancient Indian Jurisprudence, EBC, 2000
- Singh Mahendra P., V.N.Shukla's Constitution of India, EBC, 2008
- Bhansali S.R., D. D. Basu Human Rights in Constitutional Law, LexisNexis, 2008
- Khanna H.R., Making of India's Constitution, EBC, 2008
- Jain M.P., Indian Constitutional Law 7th Edition, LexisNexis,2016
- EBC, Constitution of India, 2016
- Dicey A.V., An Introduction to the Study of the Law of the Constitution, Universal Law Publishing Co. Pvt. Ltd. ,2012
- Dhamia Dr. Ashok, Need to Amend a Constitution and Doctrine of Basic Features, Wadhwa Nagpur,2007
- Jain S. Sanjay & Narayan Sathya, Basic Structure Constitutionalism: Revisiting Kesavananda Bharti, EBC,2011
- Iyer V.R. Krishna, Constitutional Miscellany, EBC, 2007
- Kulshreshtha V.D., A Textbook of English Legal History, EBC, 2007
- Fletcher George P., Basic Concepts of Legal Thought, Oxford University Press, 1996
- Chandrachud Abhinav, Due Process of Law,EBC,2011
- Chapalgaonkar Narendra P., Three Judges and Their Times Colonial Education Nationalist Consciousness, LexisNexis,2013
- Jois, Justice M.Rama, Ancient Indian Law Eternal Values in ManuSmriti, Universal Law Publishing,2012
- Goldman David B., Globalization and the Western Legal Tradition: Recurring Patterns of Law and Authority, Cambridge University Press, 2007
- Gandhi, Prof. B.M., D.D. Basu Comparative Federalism , Wadhwa Nagpur,2008
- Pond Roscoe, An Introduction to the Philosophy of Law, Universal Law Publishing House Pvt. Ltd., 2012
- Hart HLA, The Concept of Law, 3rd Edition , Clarendron Law Series, 2012
- Cane Peter, The Hart- Fuller Debate in the 21st Century, Oxford and Portland,Oregon,2010
- Cardozo Benjamin N., The Growth of Law, Yale University Press,2012
- Sinha Manoj Kumar, Implementation of Basic Human Rights, LexisNexis,2013
- Taylor A.J.P, The Origins of the Second World War, Simon & Schuster Paperbacks,2005
- Abouharb M. Rodwan&Cingranelli David, Human Rights and Structural Adjustment, Cambridge University Press, 2007
- Kataria R.P & Salahuddin, Commentary on Human Rights, Orient Publishing Company, 2013
- Malik Surendra and Malik Sumeet, Supreme Court : Words and Phrases, EBC, 2012
- Bhansali Prof. S.R., D.D. Basu Human Rights in Constitutional Law, LexisNexis Buttersworth Wadhwa,2008
- Datar Arvind P., Commentary on the Constitution of India Volume 1-3, Wadhwa Nagpur, 2007
- 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
- B.Shiva Rao, Framing of India's Constitution (in 5 Volumes), Indian Institute of Public Administration, New Delhi
- J.N.Pandey, Constitutional Law of India, Central Law Agency, Allahabad

E-Book: NA			
Reference websites: NA			
17. E-Learning Resources: NA			
NPTEL:			
Animated Lab Videos:			
MOOC Supplemented			
Experiential Learning Component:			
Sr. No.	Topic	Submissions/Assessment	COs covered
10.	Case Law Analysis	Classroom Assessment	CO1 and CO2,
11.	Research Project Topics	Assignment	CO3 and CO4

Practical Content- NA

Project (To be done as individual/in group): Individual case law- analysis to be done.

Activities for Differential learning Needs

Sr. No.	Learning Level	Activities	Assessment
1.	Slow learners	Extra classes, assignment, one to one interaction, guest lectures	Assignment, MSE, Test, viva
2.	Intermediate learners	Skill training, Journal club activities, guest lectures	Test, feedback, viva
3.	Advanced Learners	VAC courses, skill training	Presentation, viva, feedbacks

Value Added Experiments: NA

Evaluation Scheme (Choose one)

S. No.	TYPE OF COURSE	PARTICULAR	ALLOTTED RANGE OF MARKS	PASS CRITERIA
1	Theory (L-0-0)/(L-T-0)/(L-0-P)*	Minor Test (MSE)	20%	Must Secure 30% Marks Out of Combined Marks of Major Test Plus Minor Test with Overall 40% Marks in
		Major Test (End Term)	60%	

		<p>Continuous Evaluation Through Class Tests/Practice/Assignments/Presentation/Quiz</p> <ul style="list-style-type: none"> - Assignment: 10% - Viva/Quiz: 10% 	20%	Total.
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**RUBRIC FOR EVALUATION:
(At least 5 Criteria)**

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
Case Study	Preliminary study	Product characterization	Development strategy for new product
Market Survey	Basic survey	Comparative survey	Survey for product launch
Project	Plagiarism more than 20%	Plagiarism 10- 20%	Plagiarism less than 10%
Internal evaluation (MSE + class assignment)	50-70%	70-90%	>90%
External Evaluation (ETE)	50-70%	70-90%	>90%

Mapping of PO's and CO's

	Students will possess the understanding of various academic	Students will demonstrate the understanding of outcome-based	Students will possess understanding of legal theory, substantive &	The students will be able to analyze critically the existing Laws by	Students will demonstrate the ability of class room management and	Students will demonstrate the ability to perform Legal Research and	Students will demonstrate proficiency in written <i>and</i> oral communication in the legal context	Students will display a high degree of professional skills of counselling,	Students will understand and apply the rules of professional ethics towards their clients and society at	Students will understand and appreciate the rules relating to	Students will develop requisite skills to act as an informed legal	Graduates will be able to apply and evaluate the existing laws in the	Graduates will be able to develop and create policy documents and
CO Code	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
1	1		2	1		2				1		1	
2			2	1		2	1	2		1		1	
3	1	1	1		2	3	1	1	1		1		
4	1	1	1		2		1	1	2		1		2
Overall CO's (Average)	0.75	0.5	1.5	0.5	1	1.75	0.75	1	0.75	0.5	0.5	0.5	0.5

- Federalism: Centre- State Relations

15. Department/ School: School of Law	
2.Course Name: Federalism: Centre- State Relations	3. Course Code
	4. L-T-P
	5. Credits 02
6. Type of Course (Tick one):	Programme Core <input type="checkbox"/> Programme Elective <input type="checkbox"/> Open Elective <input checked="" type="checkbox"/> VAC <input type="checkbox"/>
8. Prerequisite(s), if any (Mention course code and name): NA	
9.Frequency of offering (check one):	Both Semester <input type="checkbox"/> Odd <input type="checkbox"/> Even <input checked="" type="checkbox"/> Any Semester <input type="checkbox"/>
10. Focus:	Knowledge <input type="checkbox"/> Employability <input type="checkbox"/> Entrepreneurship <input checked="" type="checkbox"/> Skill Development <input checked="" type="checkbox"/> Basic <input type="checkbox"/>
11. Student centric methods used for enhancing learning experiences (Tick relevant)	Experiential learning <input type="checkbox"/> Participative Learning <input type="checkbox"/> Problem solving methodologies <input checked="" type="checkbox"/>
12.Brief Syllabus: This course aims at providing an insight into the working of Indian federalism particularly with reference to distribution of legislative administrative and financial powers between Centre and State in the light of important judicial delineations so as to capture the true nature of Indian model of federalism and its distinctive characteristics <i>vis-a-vis</i> other federal models prevailing in USA Canada and Australia.	
Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)	
Lectures: 30	Tutorials: 00
	Practical's: 00
13. Course Outcomes (COs) The course is designed to present an understanding about the working of the Indian Union under the federal structure. Students shall get to lean how Centre and State in their respective jurisdiction exercise their legislative, administrative and financial powers under the scheme of the Constitution of India. In addition to it, the students shall also get to learn about the intricacies involved in invocation of Art 356 of the Constitution and the judicial role over it.	
	Students will be able to conceptualize the nature of Indian polity and its working principles under the written constitution.

	Students will be able to understand the meaning nature and scope of federalism <i>vis-a-vis</i> constitutional mandate concerning Indian federalism.
	Students will be able to distinguish between federalism and confederation and get clarity over the operative aspect of federalism prevailing in USA Canada and Australia with reference to important judicial delineations. In addition to it Students will also be able to understand and appreciate the scheme of distribution of legislative powers between Centre and State under Part XI of the Indian Constitution and their operational aspects particularly with reference to important and significant judicial delineations through various doctrines.
	Students will be able to understand and appreciate the scheme of distribution of administrative and financial powers between Centre and State under the scheme of the Indian Constitution and their operational aspects particularly with reference to important and significant judicial delineations.
	Students will be able to conceptualize understand and explain the emergency provisions under the Indian Constitution in light of significant judicial decisions.
	Students will be able to develop a critical thinking about the complexity of Indian polity under the federal structure.

13 UNIT WISE DETAILS No. of Units ____ 4 ____

Unit Number: I No. of Lectures: 08 Title: Nature of the Indian Polity

1. Forms of constitution – Unitary, federal, confederation – merits and demerits
2. Historical evolution of federal features:
3. Government of India Act of 1919,
4. Government of India Act 1935
5. Nature of Indian polity
6. Judicial perspective over the nature of Indian polity

S. No.	Lecture/Tutorial(L/T)	Topics / Sub- Topics	Course Outcome	Pre-Reading
1.	L	Forms of constitution – Unitary, federal, confederation – merits and demerits	3.1 3.6	Any text book and reference book of your choice including research articles as per the list of readings provided.
2.	L	Historical evolution of federal features	3.1 3.6	Any text book and reference book of your choice

				including research articles as per the list of readings provided.
3.	L	<ul style="list-style-type: none"> ➤ Government of India Act of 1919, ➤ Government of India Act 1935 	3.1 3.6	Any text book and reference book of your choice including research articles as per the list of readings provided.
4.	L	Nature of Indian polity Concept of Sovereignty, difference between Sovereign and dominion status.	3.1 3.6	Any text book and reference book of your choice including research articles as per the list of readings provided.
5.	L	Nature of Indian polity – Concept of democratic socialism. How does the Indian model of socialism differ from other models prevailing in Russia and China	3.1 3.6	Any text book and reference book of your choice including research articles as per the list of readings provided.
6.	L	Nature of Indian polity Concept of Secular State and India as a Secular State. Comparative discourses with USA, and France. Conceptualizing religious complexity in India.	3.1 3.6	Any text book and reference book of your choice including research articles as per the list of readings provided..
7.	L	Nature of Indian polity Concept of Democracy and Republic. Direct and Indirect democracy Tools of direct democracy.	3.1 3.6	Any text book and reference book of your choice including

				research articles as per the list of readings provided.
8.	L	Judicial perspective over the nature of Indian polity.	3.1 3.6	Any text book and reference book of your choice including research articles as per the list of readings provided.

Unit Number: II No. of Lectures/ Practical: 08 Title: Concept of Federalism and nature of Indian Federalism

S. No.	Lecture/Tutorial(L/T)	Topics / Sub- Topics	Course Outcome	Pre-Reading
1.	L	Concept of Federalism and Confederation	3.2 3.3 3.6	Any text book and reference book of your choice including research articles as per the list of readings provided.
2.	L	Nature of Indian Federalism	3.2 3.3 3.6	Any text book and reference book of your choice including research articles as per the list of readings provided.
3.	L	Scheme of Distribution of Legislative Powers under the Constitution of India.	3.2 3.3 3.6	Any text book and reference book of your choice including research articles as

				per the list of readings provided.
4.	L	General principles of interpretation relating to the various lists; Doctrine of Territorial Nexus.	3.2 3.3 3.6	Any text book and reference book of your choice including research articles as per the list of readings provided.
5.	L	Doctrine of pith and Substance. Residuary powers	3.2 3.3 3.6	Any text book and reference book of your choice including research articles as per the list of readings provided.
6.	L	Parliament's power to legislative on the State List	3.2 3.3 3.6	Any text book and reference book of your choice including research articles as per the list of readings provided.
7.	L	Concept of cooperative Federalism under the Indian polity	3.2 3.3 3.6	Any text book and reference book of your choice including research articles as per the list of readings provided.
8.	L	Concept of competitive Federalism under the Indian polity	3.2 3.3 3.6	Any text book and reference book of your choice including research articles as per the list

				of readings provided.
<p>Unit Number: III No. of Lectures: 08 Title: Administration and Financial Relations</p> <p>1. Distribution of Executive and Financial Powers 2. Finance commission 3. All India Services 4. Centre's direction to the State under Art 365 of the Indian Constitution</p>				
S. No.	Lecture/Tutorial(L/T)	Topics / Sub- Topics	Course Outcome	Pre-Reading
1.	L	Distribution of Executive and Financial Powers	3.3 3.6	Any text book and reference book of your choice including research articles as per the list of readings provided.
2.	L	Extend of executive power of the Union and the mandate of Art 73 of the Indian Constitution	3.3 3.6	Any text book and reference book of your choice including research articles as per the list of readings provided.
3.	L	Extend of executive power of the State and the mandate of Art 162 of the Indian Constitution	3.3 3.6	Any text book and reference book of your choice including research articles as per the list of readings provided.
4.	L	Finance commission and distribution of financial power between Centre and State.	3.3 3.6	Any text book and reference book of

				your choice including research articles as per the list of readings provided.
5.	L	Concept of All India Services under Art 312 of the Indian Constitution and the existing scenario.	3.3 3.6	Any text book and reference book of your choice including research articles as per the list of readings provided.
6.	L	Centre's direction to the State under Art 365 of the Indian Constitution.	3.3 3.6	Any text book and reference book of your choice including research articles as per the list of readings provided.
7.	L	Specific Case Study	3.3 3.6	As per the citation of the case.
8.	L	Specific Case Study	3.3 3.6	As per the citation of the case.

Unit Number: IV No. of Lectures/ Practical: 06 Title: Emergency Provisions under the Indian Constitution

1. Object and purpose of Emergency
2. National Emergency
3. State emergency under Art 356 of the Indian Constitution
4. Financial Emergency

S. No.	Lecture/Tutorial(L/T)	Topics / Sub- Topics	Course Outcome	Pre-Reading
1.	L	Object and purpose of Emergency and the working of the Indian Constitution	CO 3.5 CO 3.6	Any text book and reference book of your choice including research articles as per the list of readings provided.
2.	L	Concept of National Emergency under Art 352 of the Indian Constitution	CO 3.5 CO 3.6	Any text book and reference book of your choice including research articles as per the list of readings provided.
3.	L	State emergency under Art 356 of the Indian Constitution read with Art 355 of the Indian Constitution.	CO 3.5 CO 3.6	Any text book and reference book of your choice including research articles as per the list of readings provided.
4.	L	Concept of financial emergency in India and the mandate of Art 360 of the Indian Constitution	CO 3.5 CO 3.6	Any text book and reference book of your choice including research articles as per the list of readings provided.
5.	L	Specific Case Study	CO 3.5 CO 3.6	As per the citation of the case.
6.	L	Specific Case Study	CO 3.5 CO 3.6	As per the citation of the case.

14. Instructions for the students

1. Students are required to identify some good text books on the subject in consultation with the subject teacher.
2. Students are required to bring bare text of the Constitution of India on a daily basis.
3. Students are required to come prepared for the topics by their self study and see how teacher approaches to the topic. Students are required to identify where they lack and also take feedback from the teacher after each class as to their academic progression
4. Students to attend the lectures attentively and prepare class notes and get it checked by the subject teacher.
5. Students should make every effort to secure 60% of the marks in their subject
6. Students are required to maintain 85% of the students in the subject, however in exceptional cases; the attendance can be reduced to 10% in consultation with the mentor and HOD.
7. Students should follow the project submission guidelines as per the direction of the subject teacher.

15. Multi-Disciplinary Approach

(Please mentioned whether this course is multidisciplinary or not)

Yes No

Describe (if yes): The subject has a very close relationship with the sociology and history, where students get to learn the application of constitutional norms in real society and how the changes have evolved over a period of time.

16.SDG Number	17. SDG level of correlation		
a) SDG 16	1. Weak <input type="checkbox"/>	2. Moderate <input type="checkbox"/>	3. High <input checked="" type="checkbox"/>

18. Title of Lab Manual (if applicable): NA

19.COURSE READINGS

Text Books

1. M.P Jain, Indian Constitutional Law (8thedn, 2018).
2. M.P. Singh, V.N. Shukla's Constitution of India 794 (EBC, 2017).
3. Durga Das Basu, Comparative Federalism 5-6 (Wadhwa, Nagpur, 2008).
4. H.M. Seervai, Constitutional Law of India (Vol.I) 286 (Universal Law Publishing, New Delhi, 2008).
5. M.V. Pylee, Constitutional Government in India 29 (S. Chand & Company, New Delhi, 2011).

Reference Books

1. A.G. Noorani, (ed.), Centre State Relations in India, Bombay: Lesley Saehney Programme for Training, 1972.
2. K.C. Wheare, Federal Government (4thEdn., 1963 Oxford University Press).
3. Jain, M. P. Outlines of Indian legal & constitutional history (Wadhwa and Co. Nagpur, 2006 New Delhi).
4. M.C Setalvad , Union and state relations under the Indian Constitution(Tagore law Lecture Series, 1974 ,Eastern Law House , Calcutta).
5. H.M. Seervai, Critical commentary on Constitutional Law of India –Vol. I and II (N.M Tripathi 1991).
6. G.C.V. Subbarao, Legislative powers in India Constitutional law (Asia Law House, Law Booksellers & Publishers, 1982).
7. Glanville Austin, The Indian Constitution: Cornerstone of a nation, Delhi; Oxford University Press, 1966).
8. Daniel Ziblatt (2008). Structuring the State: The Formation of Italy and Germany and the Puzzle of Federalism. Princeton University Press.
9. Daniel J. Elazar (ed), Federal Systems of the World: A Handbook of Federal, Confederal and Autonomy of Arrangements 104 (Longman Current Affairs, 1991).
10. H.R. Khanna, The Making of India's constitution 85 (Eastern Book Company, Lucknow, 1981).

Research Articles

1. Anthony, O. E. (2019). The Theory, Practice and Current Trends in Federalism. Journal of Social Service and Welfare, 1(1), 10.
2. Alice Jacob, "Centre-State Governmental Relations in Indian Federal System" 10 (4) Journal of Indian Law Institute (1968).
3. K. Ghosal, Federalism In The Indian Constitution, Vol. 14, No. 4. The Indian Journal of Political Science, 317, 317-318 (1953).
4. S. A. Paleker, Federalism : A Conceptual Analysis, Vol. 67, No. 2. The Indian Journal of Political Science, 303, 304-305 (2006).
5. Mahendra Prasad Singh, "Federalism, Nationalism and Multicultural Secularism in India" 13 (1) Indian Journal of Federal Studies 22 (2012).
6. Raghav Dhoot, Comparative Analysis Of Indian And American Federalism, Volume 4, Issue 1. International Journal Of Advance Research, Ideas And Innovations In Technology, 490, 490-496 (2018).
7. Burgess, M. (2006). Comparative Federalism: Theory and Practice. New York :Routledge 270 Madison Ave, New York, NY 10016.

8. Dosenrode, S. (2010). "Federalism Theory and Neo- Functionalism: Elements for Analytical Framework" . 2(3), 10. Perspectives on Federalism.
9. Tariq, M. (2018). Prospects of Federalism in Pakistan . Global Social Sciences Review (GSSR) , III(II), 356-368.
10. Satyanarayana, B. H. (2011, December). " The Theory of Federalism" International Journal of Current Research , 3(12), 213.
11. An Analysis of the Major Theories of Federalism, Global Social Sciences Review (GSSR) Page: 400 – 412 (2018), *available* at: <https://www.gssrjournal.com/article/An-Analysis-of-the-Major-Theories-of-Federalism>
12. K.C. Agarwal, *Crusade India* 369-70 (Knowledge Books Inc, 2007)
13. Rahul Rishi, Puja Shah and Sonakshi Singh, *Cooperative Federalism vis-à-vis Establishment of Authorities under Consumer Protection Act, 2019*, *available* at: <http://rsrr.in/wp-content/uploads/2021/04/COOPERATIVE-FEDERALISM-VIS-%C3%80-VIS.pdf>
14. M.Asad Malik , *Changing Dimensions of Federalism in India: an appraisal* ILI Law Review Vol. II, Winter Issues (2019)*available* at: <https://ili.ac.in/pdf/mam.pdf>
15. Indira Jaisingh, *Attack on federalism*, *available* at: <http://www.millenniumpost.in/opinion/attack-on-federalism-339409> (Feb 05, 2019 Millennium Post)

Important Reports of the Commission

1. Administrative Reforms Commission, 1966,
2. Raj Mannar Commission, 1971,
3. BhagwanSahai Commission, 1971
4. Sarkaria Commission Report on Centre-State Relations -1984
5. National Commission to Review the working of the Constitution (NCRWC) 2002
6. Second Administrative Reform Commission, 2005
7. Puncchi Commission, 2007

The Constituent Assembly Debates

1. Constituent Assembly Debates, 657-58. 27(Volume I)
2. Constituent Assembly Debates, 57-58 (Volume IX)

Important Cases

1. *Prafulla Kumar v. Bank of Commerce , Khulna* ,AIR 1947 PC 60
2. *M.P. V. Sundararamier and Co. v. State of Andhra Pradesh*, AIR 1958 SC 468
3. *State of Bihar v.CharusilaDasi*,AIR 1959 SC 1002
4. *State of Rajasthan v. G Chawala*, AIR 1959 SC544.
5. *BabulalParatev. State of Bombay*, 1960 SCR (1) 605
6. *Union of India v.H.S Dhillon* ,AIR 1972 SC 1061
7. *Keshavananda Bharti v. State of Kerala* , AIR 1973 SC 1461
8. *State of Rajasthan v. Union of India* (1977) 3 SCC 592
9. *Gujarat University v. K.R Madholkar*AIR 1963 SC 703
10. *S R Bommai v. Union of India*, AIR 1994 SC 1918
11. *State of Haryana v. State of Punjab*,(2002)
12. *Shamsher Singh v. State of Punjab*, 1974 AIR 2192
13. *State of West Bengal v. Union of India*, 1963 AIR 124.
14. *Hoehst Pharmaceuticals Ltd. v. State of Bihar* ,AIR 1983 SC 1019.
15. *Special Reference No.1 of 1964 UP Assembly Case*, AIR 1965 SC 745
16. *State of Karnataka v. Drive-in Enterprises* AIR 2001 SC 1328.

17. *KuldipNayarv. Union of India*, AIR 2006 SC 3127.
18. *State of West Bengal v. The Committee for Protection of Democratic Rights, West Bengal*, AIR 2010 SC 1476.
19. *Pradeep Chaudhary v. Union of India*, 2009 (6) SCJ 357.
20. *M.C Mehta v. Union of India*, (2015) SCC Online SC 1327.
21. *Govt. (NCT of Delhi) v. Union of India*, (2018) 8 SCC 501
22. *State Bank of India v. Santosh Gupta*, Civil Appeal Nos. 12240-12246_OF 2016.
23. *UCO Bank v.DipakDebbarma*, (2017) 2 SCC 585.
24. *Younger v. Harris*, 401 U.S. 37 (1971).
25. *The Amalgamated Society of Engineers v. Adelaide Steamship Co Ltd*, 28 CLR 129 (1920).

20. E-Learning Resources:

- i. http://14.139.60.153/bitstream/123456789/11041/1/Commission%20on%20Centre-State%20Relations%20Report%20-%20Volume-II_Constitutional%20Governance%20and%20the%20Management%20of%20Centre-State%20Relations%20%28Justice%20Madam%20Mohan%20Punchhi%20Commission%20Report%29.pdf
- ii. <http://interstatecouncil.nic.in/wp-content/uploads/2015/06/volume1.pdf>
- iii. <http://interstatecouncil.nic.in/report-of-the-sarkaria-commission/>
- iv. <https://egyankosh.ac.in/bitstream/123456789/63005/1/Block-6.pdf>
- v. <https://www.ijsr.net/archive/v11i11/MR221029214444.pdf>
- vi. <https://www.iipa.org.in/new/upload/theme2014.pdf>
- vii. <https://www.cpim.org/documents/2008-nov-centre-state%20relations.pdf>
- viii. <http://14.139.60.153/bitstream/123456789/1707/1/Report%20of%20the%20Study%20Team%20Centre%20State%20Relationships%20Volume-I%2C%20September%2C1967-DC-4613-pdf.pdf>
- ix. <https://www.jstor.org/stable/41854386>
- x. <https://ili.ac.in/pdf/mam.pdf>

Participative Learning Component:

Sr. No.	Topic	Submissions/Assessment	COs covered
12.	Value of the Preamble <i>Keshavananda Bharti v. State of Kerala</i> , AIR 1973 SC 1461	Exams (MSE & ETE) Assignment	CO1

13.	Relationship between Centre and UT Govt. (NCT of Delhi) v. Union of India, (2018) 8 SCC 501	Exams (MSE & ETE) Assignment	CO2
14.	<i>State of West Bengal v. The Committee for Protection of Democratic Rights, West Bengal</i> , AIR 2010 SC 1476	Exams (MSE & ETE) Assignment	CO3
15.	S R Bommaiv. Union of India, AIR 1994 SC 1918	Exams (MSE & ETE) Assignment	CO4

22. Activities for different learning needs:

Sr. No.	Learning Level	Activities	Assessment
1.	Slow	Extra classes, assignment, one to one interaction, guest lectures	Assignment, MSE, Test, viva
2.	Intermediate	Skill training, Journal club activities, guest lectures	Test, feedback, viva
3.	Advanced	VAC courses, skill training	Presentation, viva, feedbacks

23. Practical Content: NA

24. Value Added Experiments: NA

25. Project (To be done as individual/in group): Individual case law- analysis to be done by the student as per the case allotted to each of the individual students as per their choice.

26. Evaluation Scheme (Choose one)

S. No	TYPE OF COURSE	PARTICULAR	ALLOTTED RANGE OF MARKS	PASS CRITERIA
1	Theory (L-0-0)/(L-T-0)/ (L-0-P)*	Internal Assessment	40%	Must Secure 40% Marks Out of Combined Marks of Internal Plus External Assessment
		External Assessment	60%	
		-		

				withOverall 40% Marks in Total.
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27. RUBRIC FOR EVALUATION:
(At least 5 Criteria)

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
Research	Identification of Problem	Identification of Problem + Source of Research	Identification of Problem + Source of Research+ Research Question /Hypothesis
Analytical Thinking	Understanding + Co-relation	Arguments and Reasoning	Interpretation and Construction
Writing /Drafting	Grammatical correction and use of punctuation	Structure + Presentation + Content	Choice of expressions/words and Legal language
Presentation	Good audio visual	Advanced graphics audio visual	Body language /Confidence and Mannerism
Communication	Clarity of Expression	Clarity of Expression+ Choice of words	Clarity of Expression+ Choice of words+ Citation of authoritative sources
Legal/Professional Skills	Understanding of problem /issues	Understanding of problem /issues + Relating it with the provisos of law= identification of legal rules	Analysis of legal provisions with multi-dimensional approach.

28. Mapping of PO's and CO's

	Will possess the understanding of various academic practice in the area of legal education.	Will demonstrate the understanding of outcome-based education.	Will possess understanding of legal theory, substantive & procedural Laws.	Will be able to analyze critically the existing Laws by applying legal	will demonstrate the ability of class room management and effective	will demonstrate the ability to perform Legal Research and	will demonstrate proficiency in written and oral communication in	Will display a high degree of professional skills of counselling,	will understand and apply the rules of professional ethics towards their	will understand and appreciate the rules relating to environment protection	Will develop requisite skills to act as an informed legal professional to participate in civic life through
CO Code	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO 3.1	-	-		2	-	1		-	-	-	-
CO 3.2	-	-	3	2	-	1		-	-	-	-
CO 3.3	-	-	3	2	-	1		-	-	-	-
CO 3.4	-	-		2	-	1		-	-	-	-
CO 3.5	-	-		2	-	1		-	-	-	-
CO 3.6	-	-	3	2	-	1		-	-	-	-
Overall CO's (Average)	00.00	00.00	1.5	2	00.0	1.00	00.0	00.0	00.0	00.00	00.00

COMPARATIVE CONSTITUTIONAL LAW

1. Department/ School: School of Law (SoL)	
2. Course Name: Comparative Constitutional Law	3. Course Code
	4. L -T- P L -T- P 2 -0- 0
5. Credits	2
6. Type of Course (Tick one):	Programme Core <input type="checkbox"/> Programme Elective <input checked="" type="checkbox"/> Open Elective <input type="checkbox"/> VAC <input type="checkbox"/>
7. Prerequisite(s), if any (Mention course code and name): - Student should have passed class12 th . SLS6744 Comparative Constitutional Law	
8. Frequency of offering (c Odd <input type="checkbox"/> Even <input checked="" type="checkbox"/> Any Semester <input type="checkbox"/> Both Semester <input type="checkbox"/>	
7. Focus: <input checked="" type="checkbox"/> Employability <input checked="" type="checkbox"/> Entrepreneurship <input type="checkbox"/> Skill Development <input checked="" type="checkbox"/> Basic Knowledge	
8. Student centric methods used for enhancing learning experiences (Tick relevant)	<input checked="" type="checkbox"/> Experiential learning <input checked="" type="checkbox"/> Participative Learning <input checked="" type="checkbox"/> Problem solving methodologies
9. Brief Syllabus: -	
Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)	
Lectures: 24	Tutorials: 0
	Practical's: 0
10. Course Outcomes (COs)	
Possible usefulness of this course after its completion i.e., how this course will be practically useful to the students once it is completed	
CO1	To acquaint the students with the comparative constitutional law in the world which helps in protecting the life, liberty and property of people in the world.
CO2	To discuss and study the importance of comparative constitutional law as it protects the individuals and institutions against injuries that can be inflicted by other individuals and nations.
CO3	To have the in-depth study of comparative constitutional law.
CO4	To study the latest legal developments and cases in order to appreciate, analyse and evaluate the legal instruments and policy documents in the specialized field of practice.
11. UNIT WISE DETAILS No. of Units: - 6	
Unit Number: 1	No. of Lectures: 4 Title: INTRODUCTION

Content Summary: Important Highlights, Scope of comparative study of constitutional law– Constitutionalism in USA, UK, Canada and India– principle of natural justice.

Unit Number: 2 No. of Lectures: 4 Title: Domination of Foreign Precedents

Content Summary: Inheritance of Common Law Democracy and Development - Common Law and Constitutional Interpretation - Forms of government - Applicability of foreign precedents with constitutional interpretation – departures from Foreign Precedents when warranted- privileges of parliament – judicial review.

Unit Number: 3 No. of Lectures: 4 Title: Incidents and Justiciability of Indian Constitution

Content Summary: Incidents of a written Constitution as a Legal Instruments, Justiciability of a written constitution, written constitutions, which are not justiciable.

Unit Number: 4 No. of Lectures: 4 Title: Constitutionalism Pluralism: New Challenges for Constitutional Theory

Content Summary: Provisions expressly made recommendatory, excluded from judicial enforcement– provisions which are non-justiciable.

Unit Number: 5 & 6 No. of Lectures: 8 Title: Constitutionalism Pluralism & New Challenges for Constitutional Theory

Content Summary: - Introduction - Humanism and Pluralism – methodological challenge – impact of internationalism: definition, convergence, or divergence. Australia as case study –impact of implications of internationalism for method – New challenges for constitutional theory – Models of constitutional review.

12. Multi-Disciplinary Approach
(Please mentioned whether this course is multidisciplinary or not)

Yes Y No

Describe (if yes): Students will learn the simultaneous application of different constitutional law on a given point of constitutional law and how does that offer them different legal rights at the same time.

NA

13. SDG Number (Mention SDGs number out of 17 SDGs for which this course is mapping)	SDG level of correlation (Mention the level of correlation for each SDG)
a) SDG 16	1. Weak <input type="checkbox"/> 2. Moderate <input checked="" type="checkbox"/> 3. High <input type="checkbox"/>
b) SDG.....NA.....	1. Weak <input type="checkbox"/> 2. Moderate <input type="checkbox"/> 3. High <input type="checkbox"/>

13. Title of Lab Manual (if applicable): NA

Books Recommended:

COURSE READINGS

- Jois Rama, Seeds of Modern Public Law in Ancient Indian Jurisprudence, EBC, 2000

- Singh Mahendra P., V.N.Shukla's Constitution of India, EBC, 2008
- Bhansali S.R., D. D. Basu Human Rights in Constitutional Law, LexisNexis, 2008
- Khanna H.R., Making of India's Constitution, EBC, 2008
- Jain M.P., Indian Constitutional Law 7th Edition, LexisNexis,2016
- EBC, Constitution of India, 2016
- Dicey A.V., An Introduction to the Study of the Law of the Constitution, Universal Law Publishing Co. Pvt. Ltd. ,2012
- Dhamia Dr. Ashok, Need to Amend a Constitution and Doctrine of Basic Features, Wadhwa Nagpur,2007
- Jain S. Sanjay & Narayan Sathya, Basic Structure Constitutionalism: Revisiting Kesavananda Bharti, EBC,2011
- Iyer V.R. Krishna, Constitutional Miscellany, EBC, 2007
- Kulshreshtha V.D., A Textbook of English Legal History, EBC, 2007
- Fletcher George P., Basic Concepts of Legal Thought, Oxford University Press, 1996
- Chandrachud Abhinav, Due Process of Law,EBC,2011
- Chapalgaonkar Narendra P., Three Judges and Their Times Colonial Education Nationalist Consciousness, LexisNexis,2013
- Jois, Justice M.Rama, Ancient Indian Law Eternal Values in ManuSmriti, Universal Law Publishing,2012
- Goldman David B., Globalization and the Western Legal Tradition: Recurring Patterns of Law and Authority, Cambridge University Press, 2007
- Gandhi, Prof. B.M., D.D. Basu Comparative Federalism , Wadhwa Nagpur,2008
- Pond Roscoe, An Introduction to the Philosophy of Law, Universal Law Publishing House Pvt. Ltd., 2012
- Hart HLA, The Concept of Law, 3rd Edition , Clarendon Law Series, 2012
- Cane Peter, The Hart- Fuller Debate in the 21st Century, Oxford and Portland,Oregon,2010
- Cardozo Benjamin N., The Growth of Law, Yale University Press,2012
- Sinha Manoj Kumar, Implementation of Basic Human Rights, LexisNexis,2013
- Taylor A.J.P, The Origins of the Second World War, Simon & Schuster Paperbacks,2005
- Abouharb M. Rodwan&Cingranelli David, Human Rights and Structural Adjustment, Cambridge University Press, 2007
- Kataria R.P & Salahuddin, Commentary on Human Rights, Orient Publishing Company, 2013
- Malik Surendra and Malik Sumeet, Supreme Court : Words and Phrases, EBC, 2012
- Bhansali Prof. S.R., D.D. Basu Human Rights in Constitutional Law, LexisNexis Buttersworth Wadhwa,2008
- Datar Arvind P., Commentary on the Constitution of India Volume 1-3, Wadhwa Nagpur, 2007
- 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
- B.Shiva Rao, Framing of India's Constitution (in 5 Volumes), Indian Institute of Public Administration, New Delhi.
- J.N.Pandey, Constitutional Law of India, Central Law Agency, Allahabad.

E-Book: NA

Reference websites: NA

15. E-Learning Resources

NPTEL:

Animated Lab Videos:

MOOC Supplemented:

Participative Learning Component

Sr. No.	Topic	Submissions/Assessment	COs covered
1.	Civil Rights Components Assessment (project making & approaching to peers)	Exams (MSE & ETE) Assignment	CO1
2.	Comparison Between Constitution of India & Canada (project making & approaching to peers)	Exams (MSE & ETE) Assignment	CO2 and CO3
3.	Pros & Cons of Constitutionalism Pluralism (project making & approaching to peers)	Exams (MSE & ETE) Assignment	CO4
4.	Impact Assessment of Domination of Foreign Precedents in Indian Constitution (project making & approaching to peers).	Exams (MSE & ETE) Assignment	CO5

Activities for Differential learning Needs

Sr. No.	Learning Level	Activities	Assessment
1.	Slow learners	Extra classes, assignment, one to one interaction, guest lectures	Assignment, MSE, Test, viva
2.	Intermediate learners	Skill training, Journal club activities, guest lectures	Test, feedback, viva
3.	Advanced Learners	skill training	Presentation, viva, feedbacks

Practical Content

<p>Project (To be done as individual/in group):</p> <p>Individual minor project</p>
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Evaluation Scheme (Choose one)

S. No.	TYPE OF COURSE	PARTICULAR	ALLOTTED RANGE OF MARKS	PASS CRITERIA
1	Theory (L-T-0) (3-1-0)	Mid semester examination	15	Must Secure 50% Marks Out of total Marks
		End Semester examination	75	
		Continuous Evaluation Through Class Tests/Practice/Assignments/Presentation/Quiz	10	

**RUBRIC FOR EVALUATION:
(At least 5 Criteria)**

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
Case Study	Preliminary study	Characterization of different	Developing strong legal arguments

		constitutions	
Project	Plagiarism more than 20%	Plagiarism 10- 20%	Plagiarism less than 10%
Internal evaluation (MSE + class assignment)	50-70%	70-90%	>90%
External Evaluation (ETE)	50-70%	70-90%	>90%

Mapping of PO's and CO's

	To possess the understanding of various academic practice in the	To demonstrate the understanding of outcome-based education	To possess understanding of legal theory, substantive & procedural	To analyze critically the existing Laws by applying legal reasoning..	To demonstrate the ability of class room management and effective	To demonstrate the ability to perform Legal Research and	To demonstrate proficiency in written and oral communication in	To display a high degree of professional skills of counseling,	To understand and apply the rules of professional ethics towards their	To understand and appreciate the rules relating to environment	To develop requisite skills to act as an informed legal professional to	Post Graduates will be able to apply and evaluate the existing	Post Graduates will be able to develop and create policy
CO Code	PO 1	PO 2	PO 3	PO4	PO 5	PO 6	PO7	PO8	PO 9	PO1 0	PO11	PSO1	PSO2
COSLS6744.1	3	3		2						1	3	1	1
COSLS6744.2	3	3			2						3	1	1
COSLS6744.3	3	3	1			2				1	3	1	1
COSLS6744.4	3	3					1	1			3	1	1
COSLS6744.5	3	3	1								3	1	1
COSLS6744.6									1			1	1
Overall CO's (Average)	3	3	0.33	0.33	0.33	0.33	0.16	0.33	0.16	0.33	3	1	1

- Legal Education and Teaching Methods-II

1. Department/ School:	School of Law			
2. Course Name: Legal Education and Teaching Methods	3. Course Code	4. L-T-P	5. Credits	
		2-0-0	2	
6. Type of Course (Tick one):	Programme Core <input checked="" type="checkbox"/>	Programme Elective <input type="checkbox"/>	Open Elective <input type="checkbox"/>	VAC <input type="checkbox"/>
7. Prerequisite(s), if any (Mention course code and name): None				
Frequency of offering (check one): Odd <input type="checkbox"/> Even <input checked="" type="checkbox"/> Any Semester <input type="checkbox"/> Both Semester <input type="checkbox"/>				
8. Focus:	<input checked="" type="checkbox"/> Employability <input checked="" type="checkbox"/>	Skill Development <input type="checkbox"/>	Basic Knowledge <input type="checkbox"/>	
9. Student centric methods used for enhancing learning experiences (Tick relevant)	<input type="checkbox"/>	Experiential learning	<input checked="" type="checkbox"/>	Participative Learning
	<input type="checkbox"/>	Problem solving methodologies		
10. Brief Syllabus:				
<ul style="list-style-type: none"> • Objectives of Legal Education & Problems in Legal Education; • Designing the Curriculum with objectives and outcomes and mapping it with Programme Objectives and Outcomes; • Lecture Method of Teaching – Merits and Demerits; • Problem Method/Case Method/Langdell Method; • Discussion Method / Small Group Teaching; • Seminar Method; and other popular methods; • Assessment and Evaluation techniques; • Use of ICT; • Clinical Legal Education – Legal Aid, Legal Literacy, Law Reform, Legal Survey; • Experiential Learning through Internships and Externships 				
Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)				
Lectures: 30	Tutorials: 0		Practicals: 0	
11. Course Outcomes (COs)				
Possible usefulness of this course after its completion i.e., how this course will be practically useful to the students once it is completed:				
CO1	To learn various teaching tools & techniques of legal education			

CO2	To acquire a solid foundation with regard to the various pedagogies and teaching techniques
CO3	To apply knowledge and understanding of the pedagogy and teaching techniques through experiential learning while conducting the actual classes
CO4	To create a curriculum for courses with course plans.
12. UNIT WISE DETAILS No. of Units: 3	
Unit Number: 1 No. of Lectures: 6 Title: Background: Legal Education and Teaching Methods	
Content Summary: <ul style="list-style-type: none"> • Meaning & Objective of Legal Education <ul style="list-style-type: none"> • Need & Purpose of studying Teaching Methods • Meaning & objectives of outcome-based education & its drawback 	
Unit Number: 2 No. of Lectures: 12 Title: Designing the curriculum with objectives & outcomes & mapping it with course outcomes & assessment	
Content Summary: <ul style="list-style-type: none"> • Learning method of Teaching- Hierarchy Model • Discussion methods & its suitability at postgraduate level teaching- Washington Accord, NAAC • Component of Outcome based education, Program education objective- difference b/w Program outcome, course outcome, course objectives, program specification outcome, vision, mission • The problem Methods- Genesis of Bloom taxonomy , Revised Bloom Taxonomy, success & failures 	
Unit Number: 3 No. of Lectures: 12 Title: Educational Transformation-Blended Learning Mode	
Content Summary: <ul style="list-style-type: none"> • Other popular types of taxonomy- Pedagogy • Comparison of Gurukul system with present learning education • Advantages of BL learning, Role of teachers in BL learning • Blended education structures in education, Blended MOOC, Rotation model • NEP (National Education Policy), 2020 	
13. Instructions for students	
w) Before coming in the class please read about legal education x) Please read about the basics of legal education y) All student must secure at least 50% marks in each evaluation component z) All students must maintain the attendance at least 80% aa) All student must submit a project individually	
14. Multi-Disciplinary Approach	
(Please mentioned whether this course is multidisciplinary or not)	
Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/>

Describe (if yes):	
NA	
15. SDG Number (Mention SDGs number out of 17 SDGs for which this course is mapping)	SDG level of correlation (Mention the level of correlation for each SDG)
a) SDG.....4.....	1. Weak <input type="checkbox"/> 2. Moderate <input type="checkbox"/> 3. High <input checked="" type="checkbox"/>
b) SDG.....9.....	1. Weak <input type="checkbox"/> 2. Moderate <input checked="" type="checkbox"/> 3. High <input type="checkbox"/>

15. Books Recommended:

- Educating Lawyers: Preparation for the Profession of Law, William M. Sullivan, Anne Colby, Judith Welch Wegner, Lloyd Bond, Lee S. Shulman; ISBN: 978-0-7879-8261-4; February 2007, Jossey-Bass
- Best Practices for Legal Education Roy Stuckey and Others Copyright 2007 by Roy Stuckey Published in the United States by the Clinical Legal Education Association. Available at http://www.cleaweb.org/Resources/Documents/best_practices-full.pdf
- Clinical Legal Education: Curriculum Lessons And Materials, Ernest Ojukwu, Sam Erugo, Charles Adekoya; Network of University Legal Aid Institutions Abuja; Available at https://www.gaje.org/wp-content/uploads/gravity_forms/27-61ffabe162d29b7fe6c279abe68e27eb/2013/12/Clinical-Legal-Education-Curriculum-Lessons-and-Materials-Published.pdf
- What's Wrong with Langdell's Method, and What to Do About It; Vanderbilt law review 60 · March 2007 Available at https://www.researchgate.net/publication/242725823_What's_Wrong_with_Langdell's_Method_and_Wh_at_to_Do_About_It
- Law Commission of India, 184th Report on The Legal Education & Professional Training and Proposals for Amendments to the Advocates Act, 1961 and the University Grants Commission Act, 1956.

Reference Books:

- E-Book: Stein, Ralph Michael, "The Path of Legal Education from Edward I to Langdell: A History of Insular Reaction" (1981). Pace Law Faculty Publications. Paper 228. <http://digitalcommons.pace.edu/lawfaculty/228>
- The Value of Variety in Teaching: A Professor's Guide; Heather Garretson, et.al., Journal of Legal Education, Volume 64, Number 1, August 2014 available at https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2508066

16. E-Learning Resources: [What is Outcome Based Education \(OBE\) system? | WASHINGTON ACCORD - YouTube](#)

[The Basics of Blended Learning - YouTube](#)
 NPTEL: [Outcome based Education - YouTube](#)

Participative Learning Component

Sr. No.	Topic	Submissions/Assessment	COs covered
1.	Curriculum Designing	Classroom Presentation	CO1
2.	Summary notes from videos in E-content	Classroom Presentation	CO2 and CO3

Activities for Differential learning Needs

Sr. No.	Learning Level	Activities	Assessment
1.	Slow learners	Extra classes, assignment, one to one interaction, guest lectures	Assignment, MSE, Test, viva
2.	Intermediate learners	Skill training, Journal club activities, guest lectures	Test, feedback, viva
3.	Advanced Learners	skill training	Presentation, viva, feedbacks

Experiential Learning Component

Sr. No.	Topic	Submissions/Assessment	COs covered
1.	Flipped Classes	30	1,2,3
2.	Legal Aid Camps	20	1,2,3
3.	Create curriculum	10	4

Project (To be done as individual/in group): Write project report of Legal Education, (Individual)

Evaluation Scheme (Choose one)

S. No.	TYPE OF COURSE	PARTICULAR	ALLOTTED RANGE OF MARKS	PASS CRITERIA
1.	Project Based Course (L-T-P/L-T-0/L-0-P/L-0-0)	End Term Project	40%	Must Secure 30% Marks Out of Combined Marks of End Term Project Plus Major Test with Overall 40% Marks in Total.
		Major Test	35%	
		Class Test/ Assignment	15%	

		Class Participation Evaluation Through Class Tests/Practice/Assignments/Presentation/Quiz	10%	
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**RUBRIC FOR EVALUATION:
(At least 5 Criteria)**

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
Classroom Teaching Assignment	1. Not full one hour 2. Poor content 3. Poor communication	1. 30 Minute 2. Mediocre content 3. Average communication and presentation	1. One hour utilized 2. Use of of ICT Tools 3. Good content 4. Good communication
Organizing a Legal Aid Camp / Legal Literacy Program	Poor organization	Mediocre organization	Excellent organization
Project Report	Plagiarism more than 20%	Plagiarism 10- 20%	Plagiarism less than 10%

Mapping of PO's and CO's

	Students will possess the understanding of various	Students will demonstrate the understanding of outcome-based education	Students will possess understanding of legal theory, substantive & procedural Laws	The students will be able to analyze critically the existing Laws by applying legal reasoning	Students will demonstrate the ability of class room management and effective teaching	Students will demonstrate the ability to perform Legal Research and Problem solving	Students will demonstrate proficiency in written and oral communication in the legal context	Students will display a high degree of professional skills of counselling, negotiation,	Students will understand and apply the rules of professional ethics towards their clients and	Students will understand and appreciate the rules relating to environment protection	Students will develop requisite skills to act as an informed legal professional to participate in civic
CO Code	PO 1	PO 2	PO3	PO4	PO5	PO 6	PO7	PO 8	PO9	PO 10	PO 11
CO 1	3	3	3	1	3	1	3	1	1	1	3
CO 2	3	3	3	1	3	1	3	1	1	1	3
CO 3	3	3	3	1	3	1	2	1	1	1	3

CO 4	1	1	3	1	3	1	1	1	1	1	3
Overall CO's (Average)	2.5	3	3	1	3	1	2.2	1	1	1	3

CRIMINAL LAW

CONTEMPORARY CRIMES AND THE LAW

1. Department/ School: School of Law (SOL)	
2. Course Name: Contemporary Crimes and the Law	3. Course Code
	4. L -T- P L -T- P 2-0- 0
5. Credits 2	
6. Type of Course (Tick one):	Programme Core <input type="checkbox"/> Programme Elective <input checked="" type="checkbox"/> Open Elective <input type="checkbox"/> VAC <input type="checkbox"/>
7. Prerequisite(s), if any (Mention course code and name)	
8. Frequency of offering (check one): Odd <input type="checkbox"/> Even <input checked="" type="checkbox"/> Any Semester <input type="checkbox"/> Both Semester <input type="checkbox"/>	
9. Focus: <input type="checkbox"/> Employability <input type="checkbox"/> Entrepreneurship <input type="checkbox"/> Skill Development <input checked="" type="checkbox"/> Basic Knowledge	
10. Student centric methods used for enhancing learning experiences (Tick relevant)	<input type="checkbox"/> Experiential learning <input checked="" type="checkbox"/> Participative Learning <input type="checkbox"/> Problem solving methodologies
11. Brief Syllabus:	
Unit I: International Criminal Law Unit II: Contemporary Crimes and Gender Unit III: Cyber Crimes and the Contemporary Society Unit IV: Emerging Crimes with Reference to White collar crimes	
Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)	
Lectures: 30	Tutorials: 0
	Practical's: 0
12. Course Outcomes (COs)	
COSLS6721.1	Students will gain knowledge about International Criminal Law and its various aspects in comparison with India.
COSLS6721.2	Students will learn the principles of contemporary crimes and gender roles in India.
COSLS6721.3	Students will learn about cybercrimes in the contemporary world and the law relating to them.

COSLS6721.4	Students will be able to analyse the various white-collar crimes in India and their causes and the call of action required.
13. UNIT WISE DETAILS No. of Units: __ 4 __	
Unit Number: 1 No. of Lectures: 10 Title: International Criminal Law	
<p>Content Summary:</p> <ul style="list-style-type: none"> • Jurisdiction <ul style="list-style-type: none"> (a) The nationality or active personality principle (b) The passive personality principle (c) The protective principle • The principle of legality (Nullumcrimen, nullapoena sine lege) • Forms of criminal responsibility <ul style="list-style-type: none"> a) Individual criminal responsibility b) Command responsibility • State sovereignty (Immunity) • Sources of International Criminal Law <ul style="list-style-type: none"> (a) Treaties (b) Customary International Law 	
Unit Number: 2 No. of Lectures: 6 Title: Contemporary Crimes and Gender	
<p>Content Summary:</p> <ul style="list-style-type: none"> • Emerging trend in crimes against opposite gender. • Gender neutrality in crimes • Crime against children 	
Unit Number: 3 No. of Lectures: 8 Title: Cyber Crimes and the Contemporary Society	
<p>Content Summary:</p> <ul style="list-style-type: none"> • Nature, meaning, and forms. • Classification of cyber crimes • Identity-related crimes • Legal regulation for cyber crimes • Cyber Space: Jurisdiction • Cyber Terrorism 	
Unit Number: 4 No. of Lectures: 7 Title: Emerging Crimes with Reference to White collar crimes	
Content Summary:	

- **Bribery and Corruption**
- **Food and Drug Adulteration**
- **Counterfeiting**
- **Tax- Evasion**
- **Hoarding and Black Marketing**

14. Instructions for students

- bb) Read the provided case laws.
- cc) Before coming in the class please read about International crimes and agencies that regulate the same.
- dd) Please read about the basics of different types of crimes and punishments.
- ee) All student must secure at least 50% marks in each evaluation component
- ff) All students must maintain the attendance at least 75%
- gg) All student must submit a project either in group or single

15. Multi-Disciplinary Approach

Yes No

16. SDG Number

(Mention SDGs number out of 17 SDGs for which this course is mapping)

SDG level of correlation

(Mention the level of correlation for each SDG)

a) SDG...16.....

1. Weak 2. Moderate 3. High

b) SDG.....10.....

1. Weak 2. Moderate 3. High

17. Title of Lab Manual (if applicable): NA

18. Books Recommended:

Reference Books:

1. Malcolm N. Shaw, International Law, Cambridge University Press, 6th edition
2. Cybercrimes, a report prepared by National crime prevention council
3. Understanding cybercrime, phenomena, challenges and legal response, ITU,2012
4. The social impact of drug abuse, a study by UNDP
5. Robert Cryer, Hakan Friman, Darryl Robinson, Elizabeth Wilmschurst, An Introduction to International Criminal Law and Procedure, Cambridge University Press, 3rd Edition (2014)
6. The International Committee of the Red Cross, General Principles of International Criminal Law, Accessible at <https://www.icrc.org/en/download/file/1070/general-principles-of-criminal-law-icrc-eng.pdf>

E-Book: NA

Reference websites: NA

19. E-Learning Resources

E PG Pathshala: <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=ZzUApmBk4i7kYctp+aiP1w>

Participative Learning Component

Sr. No.	Topic	Submissions/Assessment	COs covered
1.	Role of different agencies in curbing International Crimes.	Exams (MSE & ETE) Assignment	CO1
2.	Charting out data of cyber crimes happened in the country in the last 5 years and analysis the impact of laws on the same.	Exams (MSE & ETE) Assignment	CO2 and CO3
3.	Understanding the impact of gender roles in contemporary crimes.	Exams (MSE & ETE) Assignment	CO4

Activities for Differential learning Needs

Sr. No.	Learning Level	Activities	Assessment
1.	Slow learners	Extra classes, assignment, one-to-one interaction, guest lectures	Assignment, MSE, Test, viva
2.	Intermediate learners	Assignments, guest lectures	Test, feedback, viva
3.	Advanced Learners	VAC course	Presentation, viva, feedbacks

Practical Content

Project (To be done as individual/in group):

A minor research project on any topic of choice

Evaluation Scheme (Choose one)

S. No.	TYPE OF COURSE	PARTICULAR	ALLOTTED RANGE OF MARKS	PASS CRITERIA
1	Theory	Mid semester examination	20	Must Secure 50%

(L-T-0) (2-0-0)	End Semester examination	60	Marks Out of total Marks
	Continuous Evaluation Through Class Tests/Practice/Assignments/Presentation/Quiz	20	

**RUBRIC FOR EVALUATION:
(At least 5 Criteria)**

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
Case Study of cyber crimes	Preliminary study	Product characterization	Development strategy for new product
Analysing international laws on crimes	Basic survey	Comparative survey	NCRB data analysis
Research Paper	Plagiarism more than 20%	Plagiarism 10- 20%	Plagiarism less than 10%
Internal evaluation (MSE + class assignment)	50-70%	70-90%	>90%
External Evaluation (ETE)	50-70%	70-90%	>90%

Mapping of PO's and CO's

CO Code	PO1 Students will Possess knowledge and	PO2 Students will Possess knowledge and understanding of Legal Theory.	PO3 The Students will be able to analyse critically the existing Laws by	PO4 Students will demonstrate the ability to perform Legal Research and	PO5 Students will demonstrate proficiency in written and oral communication in	PO6 Students will display a high degree of professional skills of counselling	PO7 The students will display the ability to collaborate needed for competent participation as a	PO8 Students will understand and apply the rules of professional ethics	PO9 Students will understand and	PO10 Students will develop requisite skills to act as an informed legal professional to participate in	PO11 The students will be proficient in applying legal tools and techniques necessary for solving legal
CO 1	3	3	-	2	-	-	2	1	-	1	3
CO 2	3	-	-	-	1	-	-	2	3	-	3

CO 3	-	-	1	3	-	1	2	-	-	1	3
CO 4	3	-	-	-	-	3		-	3	1	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

CRIMINOLOGY, PENOLOGY AND VICTIMOLOGY

1. Department/ School: School of Law (SOL)	
2. Course Name: Contemporary Crimes and the Law	3. Course Code
	4. L -T- P L -T- P 2-0- 0
5. Credits 2	
6. Type of Course (Tick one):	Programme Core <input type="checkbox"/> Programme Elective <input checked="" type="checkbox"/> Open Elective <input type="checkbox"/> VAC <input type="checkbox"/>
7. Prerequisite(s), if any (Mention course code and name)	
8. Focus:	<input type="checkbox"/> Employability <input type="checkbox"/> Entrepreneurship <input type="checkbox"/> Skill Development <input checked="" type="checkbox"/> Basic Knowledge
9. Student centric methods used for enhancing learning experiences (Tick relevant)	<input type="checkbox"/> Experiential learning <input checked="" type="checkbox"/> Participative Learning <input type="checkbox"/> Problem solving methodologies
10. Brief Syllabus:	
Unit I: Understanding aspects of Criminology Unit II: Criminal Justice System Unit III: Penology and Correctional Administration Unit IV: Victimology	
Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)	
Lectures: 30	Tutorials: 0
	Practical's: 0
11. Course Outcomes (COs)	
CO 1.1	Students will be acquainted with advances made by sociology and psychiatry in understanding human behaviors particularly, deviant behavior, and also with a view to

	developing among students a greater understanding of the social costs of crime and the effective ways of lessening them.
CO 1.2	Students will be able to understand criminal policies including theories of punishment, and prison reform. The victim has traditionally been ignored as a component of the crime.
CO 1.3	Students will have an understanding of penology and its related correctional administration.
CO 1.4	Students will have an insight into not only how important the victim is to an investigation, but why they are important in the overall scheme of the crime, which will shift the study from accused centric approach to much-needed victim-centric approach.
12. UNIT WISE DETAILS No. of Units: __4__	
Unit Number: 1 No. of Lectures: 10 Title: Understanding aspects of Criminology	
Introduction to Criminology, definitions of crime, historical perspectives: nature, origin and scope. Criminology as a social science and relations with other social sciences. Schools of Criminology: Pre-classical, Classical, Neo-Classical, Positive, Cartographic, Clinical School and Sociological School. Sociological Theories: Differential Association Theory, Group Conflict Theory, Containment Theory, Sub-culture Theory. Social Disorganization: Social change, social deviance and social disorganization, Individual disorganization, Group disorganization, Community disorganization.	
Unit Number: 2 No. of Lectures: 6 Title: Criminal Justice System	
Content Summary: 1. Structure of Criminal Justice System in India. 2. Role of legislature, police, judiciary and prison system in Criminal Justice 3. Co-operation and co-ordination among the various sub systems of criminal justice system.	
Unit Number: 3 No. of Lectures: 8 Title: Penology and Correctional Administration	
Content Summary: Introduction Definitions: Penology, punishment: Nature and scope, social defense approach; Correctional model - recent trends in punishments. Concept of Correction: Genesis and evolutions - objectives and theories of correction - various types of correctional methods. Institutional Correction: Origin and development of Indian Prison System – daily routine - prison as an institution - Scientific classification of prisons and prisoners. Non-Institutional Methods: Open air jails, Admonition, fine, probation and parole. Half way houses - organization and significance. Recent trends in corrections: Role of voluntary agencies in prevention of crime and treatment of offenders - Discharged prisoners’ aid society. After care and rehabilitation: Need, importance and services in India - Pre-release and premature release.	
Unit Number: 4 No. of Lectures: 7 Title: Victimology	
Content Summary: Introduction. Concept of Victimology. History and philosophy of victimology. Indian experience, Legal framework, role of Courts. Victim and Criminal Justice, Emerging Trends and Policies.	
13. Instructions for students	

- hh) Read the provided case laws.
- ii) Before coming in the class please read about International crimes and agencies that regulate the same.
- jj) Please read about the basics of different types of crimes and punishments.
- kk) All student must secure at least 50% marks in each evaluation component
- ll) All students must maintain the attendance at least 75%
- mm) All student must submit a project either in group or single

14. Multi-Disciplinary Approach

Yes No

15. SDG Number
(Mention SDGs number out of 17 SDGs for which this course is mapping)

SDG level of correlation
(Mention the level of correlation for each SDG)

a) SDG...16.....

1. Weak 2. Moderate 3. High

13. Title of Lab Manual (if applicable): NA

16. Books Recommended:

Reference Books:

1. Siddique, A. (1993). Criminology, Problems and Perspectives (2nd ed.), Lucknow: Eastern Book House
2. Paranjape N V 2001 Criminology and Penology, 2nd edition, Central Law Publication, Allahabad, UP.
3. Mridula Maniyar 2004, Women criminals and their life-style, Criminology, Kaveri Books, New Delhi.
4. Burke, Roger Hopkins 2003, Introduction to Criminological Theory, Lawman (Inc) Pvt Ltd, New Delhi.
5. Bajpai, G S 2002, Development without Disorders, VishwavidhPrakashan, Sagar
6. Srivastava S S 2002 Criminology and Criminal Administration, Central Law Agency, New Delhi.
7. Williams, Katherine S 2001, Textbook on Criminology, 3rd edition, Universal Law Publishing Co., Delhi.
8. Saxena S, 2001, Crimes against Women and Protective Laws, Deep & Deep Publications, New Delhi.
9. Ahuja Ram, 2000, Criminology, Rawat Publication, New Delhi.
10. Tripathy, Prabhat Chandra, 2000, Crime Against Working Women, APH Publishing Co., New Delhi.
11. Shah, Giriraj, 1999, Crime and criminology, Anmol Publications, New Delhi
12. Atri, P K 1998, Dynamics of crime prevention and criminology, Anmol Publications, New Delhi.
13. Atri, P K 1998, Policy and Planning in Criminology, Anmol Publications, New Delhi.
14. Admn, H.L, 1989, Crime and Criminology, Printwell Publishers, Jaipur
15. Bhattacharya S.K. (1986) Probation system in India, Mans Publications, New Delhi.
16. Bhattacharya, S.K. (1985) Social defence : An Indian Perspective, Manas publications.
17. Brodie, S.R. (1976), Effectiveness of Sentencing, Home Office, London.
18. Carney, Louis P. (1981), Corrections : Treatment and philosophy, Prentice Hall Inc.
19. Carney, Louis P. (1977), Probation and parole : legal and social dimensions, McGraw Hill Book, Co.
20. Chockalingam K. (1993) Issues in Probation in India, Madras University Publications, Madras.
21. Mulla Committee Report on Prison Reforms, 1983, Government of India
22. V. N. Rajan – Victimology in India.

E-Book: NA

Reference websites: NA

17. E-Learning Resources

E PG Pathshala: <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=ZzUApmBk4i7kYctp+aiP1w>

Participative Learning Component

Sr. No.	Topic	Submissions/Assessment	COs covered
1.	Role of different agencies in curbing International Crimes.	Exams (MSE & ETE) Assignment	CO1
2.	Charting out data of penology and criminal administration happened in the country in the last 5 years and analysis the impact of laws on the same.	Exams (MSE & ETE) Assignment	CO2 and CO3
3.	Understanding the impact of victimology.	Exams (MSE & ETE) Assignment	CO4

Activities for Differential learning Needs

Sr. No.	Learning Level	Activities	Assessment
1.	Slow learners	Extra classes, assignment, one-to-one interaction, guest lectures	Assignment, MSE, Test, viva
2.	Intermediate learners	Assignments, guest lectures	Test, feedback, viva
3.	Advanced Learners	VAC course	Presentation, viva, feedbacks

Practical Content

Sr. No.	Title of the Experiment	Software/Hardware based	Unit covered	Time Required
1.	NA	NA	NA	NA

Value Added Experiments: NA

Project (To be done as individual/in group):

A minor research project on any topic of choice

Evaluation Scheme (Choose one)

S. No.	TYPE OF COURSE	PARTICULAR	ALLOTTED RANGE OF MARKS	PASS CRITERIA
1	Theory (L-T-0) (2-0-0)	Mid semester examination	20	Must Secure 50% Marks Out of total Marks
		End Semester examination	60	
		Continuous Evaluation Through Class Tests/Practice/Assignments/Presentation/Quiz	20	

**RUBRIC FOR EVALUATION:
(At least 5 Criteria)**

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
Case Study of penology and criminal administration	Preliminary study	Product characterization	Development strategy for new product
Analysing victimology	Basic survey	Comparative survey	NCRB data analysis
Research Paper	Plagiarism more than 20%	Plagiarism 10- 20%	Plagiarism less than 10%
Internal evaluation (MSE + class assignment)	50-70%	70-90%	>90%
External Evaluation (ETE)	50-70%	70-90%	>90%

Mapping of PO's and CO's

Students will Possess knowledge and
Students will Possess knowledge and understanding of Legal Theory.
The Students will be able to analyse critically the existing Laws by applying legal reasoning
Students will demonstrate the ability
Students will demonstrate proficiency in written and oral communication in
Students will display a high degree of professional skills of counselling
The students will display the ability to collaborate needed for competent participation of a
Students will understand and apply the rules of professional ethics
Students will understand and
Students will develop requisite skills to act as an informed legal professional to participate in
The students will be proficient in applying legal tools and techniques necessary for solving legal

CO Code	PO 1	PO2	PO3	PO 4	PO 5	PO 6	PO7	PO8	PO 9	PO10	PO11
CO 1	3	3	-	2	-	-	2	1	-	1	3
CO 2	3	-	-	-	1	-	-	2	3	-	3
CO 3	-	-	1	3	-	1	2	-	-	1	3
CO 4	3	-	-	-	-	3		-	3	1	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

Human Rights & Criminal Justice System SLS6723 LL.M

1. Department/ School:	School of Law		
2.Course Name: Human Rights & Criminal Justice System	3. Course Code	4. L-T-P	5. Credits
			02
6.Type of Course (Tick one):	7. Programme Core <input type="checkbox"/>	Programme Elective <input checked="" type="checkbox"/>	Open Elective <input type="checkbox"/>
	VAC <input type="checkbox"/>		
8. Prerequisite(s), if any (Mention course code and name): NA			
9. Frequency of offering (check one): Odd <input checked="" type="checkbox"/> Even <input type="checkbox"/> Any Semester <input type="checkbox"/> Both Semester <input type="checkbox"/>			
10. Focus: <input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Employability <input type="checkbox"/> Entrepreneurship <input checked="" type="checkbox"/> Skill Development <input checked="" type="checkbox"/> Basic			
11. Student centric methods used for enhancing learning experiences (Tick relevant)		Experiential learning <input type="checkbox"/>	
		Participative Learning <input type="checkbox"/>	
		Problem solving methodologies <input checked="" type="checkbox"/>	

<p>12. Brief Syllabus: Criminal Justice is one of the critical areas of human rights where the legal system is tested on a continuous basis for preservation of peace and security in society on the one hand, and prevention of human dignity of both victims of crime and person accused of it, on the other. Besides the conceptual laws and practice of the criminal justice, the paper intends to cover, the human right perspective of criminal justice administration. The rights intended to be cared and safeguarded towards accused and the detenu in various homes and rehabilitation centers and the judicial attitude towards sentencing of the convicts has been given the human rights focus.</p>		
<p>Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)</p>		
<p>Lectures: 30</p>	<p>Tutorials: 00</p>	<p>Practical's: 00</p>
<p>13. Course Outcomes (COs) The course is designed to present an understanding about the working of the Criminal Justice System particularly with reference to Indian scenario. The Criminal Justice system consisting of police, prosecution, defence, courts and correctional Institutions plays a pivotal role in effectuating human rights and thereby, protect and safeguard the human rights of the people of a country.</p>		
<p>CO 3.1</p>	<p>Graduates will be able to describe various components and functioning of the Criminal Justice System in India. In addition to it, they will able to differentiate between Administration of Civil Justice and Criminal Justice and its relationship with Human Rights. Further, they will be able to outline the concept, origin and development of Human Rights including its needs and relevance in modern day state administration. In addition to it, graduates will be able to define and discuss the concept of crimes and various legal doctrines applicable to it.</p>	
<p>CO 3.2</p>	<p>Graduates will be able to examine and illustrate the efficacy of performance of the various functionaries under the Criminal Justice System, such as Police etc. In addition to it, graduates will be able to explain and identify the constitutional and statutory safeguards available to the detenu. Concept of fair trial, sentencing, execution of death penalty including human rights issues will be discussed and explained to the students. Graduates will be able to describe and interpret the concept in the light of Human Rights discourse. Further, they will be able to formulate and propose research design concerning the execution of capital punishment.</p>	
<p>CO 3.3</p>	<p>Graduates will be able to identify articulate and analysed prison administration and human rights, Police accountability and custodial violence, Police reforms and implementation, judicial pronouncements. Protection of Human Rights and Administration of Criminal Justice.</p>	
<p>CO 3.4</p>	<p>Graduates will be able to identify, explain and articulate the role and functioning of Courts in protection and promotion of human Rights including the concept of Public Interest Litigation and Victim Compensation Schemes including functioning of the National Human Rights Commission, State human rights commissions, Human rights courts. International Criminal Court, International norms on administration of criminal justice etc.</p>	
<p>16. UNIT WISE DETAILS No. of Units <u>6</u></p>		
<p>Unit Number: I No. of Lectures: 08 Title: Administration of Justice and the Criminal Justice System</p>		
<p>(i). Administration of Justice: Meaning Purpose and Division of Administration of Justice, Difference between Administration of Civil Justice and Criminal Justice (ii). Criminal Justice Administration: concept, Historical Perspective and Organs of Criminal Justice</p>		

<p>System in India</p> <p>(iii). Human Rights: Concept, Origin and Development of Human Rights</p> <p>Criminal Justice system</p> <p>(i) Concept of crime and Criminal liability</p> <p>(ii) Offences violative of human rights</p> <p>(iii) Rules of criminal procedure and evidence</p> <p>(iv) Right against Self-incrimination, right against Torture, Protection from double jeopardy, Production before magistrate from police custody, Fair and speedy trial, Representation, Protection from ex post-facto laws, Legal aid, Compensation, Rehabilitation, Administration of criminal justice</p> <p>(vi) The administration of criminal justice</p>
<p>Unit Number: II No. of Lectures/ Practical: 08 Title: Human rights in the criminal justice administration</p>
<p>(i) Human rights perspective of crime</p> <p>(ii) Role of police and criminal justice administration – Human rights issues</p> <p>(iii) Security issues and human rights</p> <p>Detenu and human rights</p> <p>(i) Constitutional safeguards</p> <p>(ii) Fair trial concept</p> <p>(iii) Sentencing, execution and human rights. Death Penalty, Human Rights Perspectives on Future of Capital Punishment</p>
<p>Unit Number: III No. of Lectures: 08 Title: Inmates of institutional homes, prison and human rights</p>
<p>(i) Prison administration and human rights, Police accountability and custodial violence, Police reforms and implementation, judicial pronouncements. Protection of Human Rights and Administration of Criminal Justice.</p> <p>(ii) Reformatory homes and other Institutions</p> <p>(iii) Prison, prisoners life and prisoners' rights</p>
<p>Unit Number: IV No. of Lectures/ Practical: 06 Title: Indian judiciary and human rights</p>

- (i) Judiciary as guardian of human rights
- (ii) Compensation to crime victims\
- (iii) P.I.L. in criminal justice
- (iv) National Human Rights Commission, State human rights commissions, Human rights courts, International Criminal Court, International norms on administration of criminal justice.

16. SDG Number	SDG level of correlation		
a) SDG 16	1. Weak <input type="checkbox"/>	2. Moderate <input type="checkbox"/>	3. High <input checked="" type="checkbox"/>

17. Title of Lab Manual (if applicable): NA

18.COURSE READINGS

Text Books

1. Vibhute, K. I.; Criminal Justice: A Human Rights Perspective of the Criminal Justice Process in India; Eastern Book Company
2. Singh, M. P.; V.N Shukla’s Constitution of India; Eastern Book Company
3. Parekh, P.H.; Human Right Year Books; Universal Publication
4. Basu, D.D.; Human Rights in Constitutional Law; LexisNexis
5. Bava, Noor Jahan; Human Rights and Criminal Justice Administration in India; Uppal Publishing House
6. S.K. Pachauri, Prisoners and Human Rights.
7. Harry W. More, Principles and Procedure in the Administration of Justice.
8. Ashwani Kant Gautam, Human Rights and Justice System.
9. Mamta Rao, Law Relating to Women and Children.
10. Criminal Justice Administration in India: Contemporary Issues and Challenges (Paperback, Dr. Tauheed Alam).

Reference Books

1. Emmeson Ben Qc, Human Rights and Criminal Justice
2. Andrew Ashworth, Sentencing and Criminal Justice
3. Human rights best practice relating to criminal justice in a nutshell
4. Jonathan Doak Victims Rights, Human Rights and Criminal justice: Recovering the role of 3rd parties
5. Bellary Uma Devi Arrest, Detention and Criminal Justice system- A study in the context of Constitution of Indian
6. Utrecht Law Review -The Protection of Fundamental Human Rights in Criminal Process- General Report

19. E-Learning Resources:

1. <https://www.ijarnd.com/manuscripts/v3i1/V3I1-1206.pdf>
2. <https://knowlaw.in/index.php/2021/03/27/human-rights-and-the-criminal-justice-system-of-india/>
3. <https://globcci.org/wp-content/uploads/2021/07/Criminal-Justice-System-in-India-2013.pdf>
4. <https://scholarship.law.duke.edu/cgi/viewcontent.cgi?article=1328&context=djcil>
5. <https://www.hrw.org/news/2012/03/21/human-rights-paradigm-foundation-criminal-justice-system-we-can-be-proud>
6. <https://nhrc.nic.in/sites/default/files/CriminalJustice.pdf>
7. <https://lawandotherthings.com/summary-human-rights-in-the-administration-of-criminal-justice-the-concept-of-fair-trial/>
8. https://www.academia.edu/27196340/HUMAN_RIGHTS_OF_AN_ACCUSED_PERSON_UNDER_CRIMINAL_JUSTICE_SYSTEM_IN_INDIA
9. <https://bprd.nic.in/WriteReadData/userfiles/file/5261991522-Part%20I.pdf>
10. <https://scholarship.law.duke.edu/cgi/viewcontent.cgi?article=1328&context=djcil>
11. http://ijrar.com/upload_issue/ijrar_issue_491.pdf
12. https://loksabhadocs.nic.in/Refinput/New_Reference_Notes/English/CAPITAL_PUNISHMENT_IN_INDIA.pdf
13. <https://www.sconline.com/blog/post/2015/09/01/262-law-commission-report-on-death-penalty/>
14. <https://www.ohchr.org/sites/default/files/documents/issues/deathpenalty/moratorium-2022/ngos-others/2022-07-12/CFI-DP-2022-project-39a.pdf>

20. Participative Learning Component:

Sr. No.	Topic	Submissions/Assessment	COs covered
1.	Administration of justice in contemporary India	Exams (MSE & ETE) Assignment	CO1
2.	<i>D.K Basuv. State of West Bengal</i> AIR 1997 SC 610, read with Criminal Law Amendment	Exams (MSE & ETE)	CO2

	Act, 2005/2008.	Assignment	
3.	Death penalty India Report ,2016	Exams (MSE & ETE) Assignment	CO3
4.	Malimath Committee Recommendations on victim compensation (2003).	Assessment	CO4

21. Activities for different learning needs:

Sr. No.	Learning Level	Activities	Assessment
1.	Slow	Extra classes, assignment, one to one interaction, guest lectures	Assignment, MSE, Test, viva
2.	Intermediate	Skill training, Journal club activities, guest lectures	Test, feedback, viva
3.	Advanced	VAC courses, skill training	Presentation, viva, feedbacks

22. Practical Content: NA

23. Project (To be done as individual/in group): Individual project is to be done as per project assigned by the subject teacher and subject to detailed guidelines.

24. Evaluation Scheme

S. No.	TYPE OF COURSE	PARTICULAR	ALLOTTE D RANGE OF MARKS	PASS CRITERIA
1	Theory (L-0-0)/(L-T-0)/(L-0-P)*	Internal Assessment	40%	Must Secure 40%Marks Out of Combined Marks of Internal Plus External Assessment with Overall 40% Marks in Total.
		External Assessment	60%	
		-		

26. RUBRIC FOR EVALUATION:

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
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Research	Identification of Problem	Identification of Problem + Source of Research	Identification of Problem + Source of Research+ Research Question /Hypothesis
Analytical Thinking	Understanding + Co-relation	Arguments and Reasoning	Interpretation and Construction
Writing /Drafting	Grammatical correction and use of punctuation	Structure + Presentation + Content	Choice of expressions/words and Legal language
Presentation	Good audio visual	Advanced graphics audio visual	Body language /Confidence and Mannerism
Communication	Clarity of Expression	Clarity of Expression+ Choice of words	Clarity of Expression+ Choice of words+ Citation of authoritative sources
Legal/Professional Skills	Understanding of problem /issues	Understanding of problem /issues + Relating it with the provisos of law= identification of legal rules	Analysis of legal provisions with multi-dimensional approach.

27. Mapping of PO's and CO's

will possess the understanding of various academic practice in the area of	will demonstrate the understanding of outcome-based education.	will possess understanding of legal theory, substantive & procedural Laws	will be able to analyze critically the existing Laws by applying legal	will demonstrate the ability of class room management and effective	will demonstrate the ability to perform Legal Research and Problem solving.	will demonstrate proficiency in written and oral communication in the legal context	will display a high degree of professional skills of counselling, negotiation, argument and	will understand and apply the rules of professional ethics towards their clients	will understand and appreciate the rules relating to environment protection.	will develop requisite skills to act as an informed legal professional to participate in civic life through
--	--	---	--	---	---	---	---	--	--	---

CO Code	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	P011
CO 3.1	1	1	3		1	3			2	1	2
CO 3.2	1	1	3	2	1	3			2		2
CO 3.3	2	1	3		1	3			2	1	1
CO 3.4	2	1	3	2	1	3			2		3
Overall CO's (Average)	0.75	1	3	1	1	3	0.0	0.0	2	0.4	2

SLS6724 International Criminal Justice System

1. Department/ School: School of Law (SoL)							
2. Course Name- International Criminal Justice System	<table border="1"> <tr> <td>3. Course Code</td> <td>4. L -T- P</td> <td>5. Credits</td> </tr> <tr> <td>SLS6724</td> <td>L -T- P 3 -1- 0</td> <td>2</td> </tr> </table>	3. Course Code	4. L -T- P	5. Credits	SLS6724	L -T- P 3 -1- 0	2
3. Course Code	4. L -T- P	5. Credits					
SLS6724	L -T- P 3 -1- 0	2					
6. Type of Course (Tick one):	Programme Core <input type="checkbox"/> Programme Elective <input checked="" type="checkbox"/> Open Elective <input type="checkbox"/> VAC <input type="checkbox"/>						
7. Prerequisite(s), if any (Mention course code and name) BP809ET: Cosmetic Science Theory							
8. Frequency of offering (check one): Odd <input type="checkbox"/> Even <input checked="" type="checkbox"/> Any Semester <input type="checkbox"/> Both Semester <input type="checkbox"/>							
9. Focus: <input checked="" type="checkbox"/> Employability <input type="checkbox"/> Entrepreneurship <input type="checkbox"/> Skill Development <input type="checkbox"/> Basic Knowledge							
10. Student centric methods used for enhancing learning experiences (Tick relevant)	<input type="checkbox"/> Experiential learning <input checked="" type="checkbox"/> Participative Learning <input type="checkbox"/> Problem solving methodologies						
11. Brief Syllabus: UNIT I Fundamentals of International Criminal Justice UNIT II Sources of International Criminal Law							

<p>UNIT III Jurisdiction - Arriving at International Consensus against impunity UNIT IV International Crimes and State Enforcement</p>		
<p>Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)</p>		
<p>Lectures: 30</p>	<p>Tutorials: 0</p>	<p>Practical's: 0</p>
<p>12. Course Outcomes (COs) Possible usefulness of this course after its completion i.e., how this course will be practically useful to the students once it is completed</p>		
<p>SL4.1</p>	<p>Students will gain knowledge the institutional developments in international criminal law</p>	
<p>C0 4.2</p>	<p>Students will learn the definition and application of the crimes of genocide, crimes against humanity, war crimes principles of formulation and building blocks of skin and hair care products</p>	
<p>C0 4.3</p>	<p>Students will learn role of analytical skills in relation of the function, scope and operation of the international criminal justice system</p>	
<p>C0 4.4</p>	<p>Students will gain knowledge about cosmetic evaluation</p>	
<p>13. UNIT WISE DETAILS No. of Units: __ 4 __</p>		
<p>Unit Number: 1 No. of Lectures: 10 Title: Fundamentals of International Criminal Justice</p>		
<p>a) Introduction b) Transitional Justice and International Criminal Law c) Historical developments d) Nineteenth century developments e) Developments in the twentieth century: Aftermath of the World War I f) United Nations and Ad Hoc criminal Tribunals g) The International Criminal Law during the Cold War h) Ad Hoc Tribunals for the Former Yugoslavia and Rwanda i) The International Criminal Court</p>		
<p>Unit Number: 2 No. of Lectures: 10 Title: Sources of International Criminal Law</p>		
<p>a) Sources of International Criminal Law and Article 38 of the Rome Statute b) Treaty based sources of International criminal law c) Customary law d) Judicial practice e) General principles of International Criminal Law f) Principle of legality or nullumcrimen sine lege g) Article 21 of the Rome Statute</p>		
<p>Unit Number: 3 No. of Lectures: 10 Title: Jurisdiction - Arriving at International Consensus against impunity</p>		
<p>a) Genesis of International Criminal Law b) Holding individual accountable</p>		

c) Duty of the State d) The International Covenant on Civil and Political Rights and Impunity e) Augusto Pinochet and Impunity f) African Union and the ICC g) Universal jurisdiction and the likely end of Impunity	
Unit Number: 4 No. of Lectures: 8 Title: International Crimes and State Enforcement	
a) Overview b) Types of International Crime c) Sovereignty vs. International Criminal Law d) Universal jurisdiction in Criminal Law e) Extradition law	
14. Instructions for students nn) Before coming in the class please read about pharmaceutical excipients oo) Please read about the basics of different dosage forms especially topical systems pp) All student must secure at least 50% marks in each evaluation component qq) All students must maintain the attendance at least 80% rr) All student must submit a project either in group or single	
15. Multi-Disciplinary Approach (Please mentioned whether this course is multidisciplinary or not)	
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Describe (if yes): NA	
16. SDG Number (Mention SDGs number out of 17 SDGs for which this course is mapping)	SDG level of correlation (Mention the level of correlation for each SDG)
a) SDG.....16.....	1. Weak <input type="checkbox"/> 2. Moderate <input checked="" type="checkbox"/> 3. High <input type="checkbox"/>
b) SDG.....NA.....	1. Weak <input type="checkbox"/> 2. Moderate <input type="checkbox"/> 3. High <input type="checkbox"/>
13. Title of Lab Manual (if applicable): NA	
17. Books Recommended: Text Books: Reference Books:	

E-Book: NA

Reference websites: NA

18. E-Learning Resources

NPTEL:

20. Participative Learning Component

Sr. No.	Topic	Submissions/Assessment	COs covered
1.	Role of different excipients in cosmetic formulations	Exams (MSE & ETE) Assignment	CO1
2.	Preparation of different types of formulations such as cream, gel, lotion, ointment, powders etc including herbals	Exams (MSE & ETE) Assignment	CO2 and CO3
3.	Preparation and characterization of hair care, skin care and oral care products	Exams (MSE & ETE) Assignment	CO4
4.	Mechanism and role of cosmetic preparations in hair care, skin care and oral care products and problems encountered	Exams (MSE & ETE) Assignment	CO5

21. Activities for Differential learning Needs

Sr. No.	Learning Level	Activities	Assessment
1.	Slow learners	Extra classes, assignment, one to one interaction, guest lectures	Assignment, MSE, Test, viva
2.	Intermediate learners	Skill training, Journal club activities, guest lectures	Test, feedback, viva
3.	Advanced Learners	VAC courses, skill training	Presentation, viva, feedbacks

22. Practical Content: NA

Project (To be done as individual/in group):

A minor research project on any topic of choice

23. Evaluation Scheme (Choose one)

S. No.	TYPE OF COURSE	PARTICULAR	ALLOTTED RANGE OF MARKS	PASS CRITERIA

1	Theory (L-T-0) (3-1-0)	Mid semester examination	15	Must Secure 50% Marks Out of total Marks
		End Semester examination	75	
		Continuous Evaluation Through Class Tests/Practice/Assignments/Presentation/Quiz	10	

**24. RUBRIC FOR EVALUATION:
(At least 5 Criteria)**

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
Case Study	Preliminary study	Product characterization	Development strategy for new product
Market Survey	Basic survey	Comparative survey	Survey for product launch
Project	Plagiarism more than 20%	Plagiarism 10- 20%	Plagiarism less than 10%
Internal evaluation (MSE + class assignment)	50-70%	70-90%	>90%
External Evaluation (ETE)	50-70%	70-90%	>90%

25. Mapping of PO's and CO's

	Pharmacy Knowledge	Thinking Abilities	Planning Abilities	Leadership Skills	Professional Identity	The Pharmacist and society	Environment and sustainability	Ethics	Communication	Modern Tool Usage	Life-long Learning
Course Outcome	PO 1	PO 2	PO 3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
C0BP809ET.1	3	-	-	-	2	-	1	1	1	-	-
C0BP809ET.2	3	2	2	-	2	-	1	1	1	1	-
C0BP809ET.3	3	-	-	-	2	-	1	1	1	-	-

C0BP809ET.4	3	2	-	-	2	-	-	-	1	-	-
C0BP809ET.5	3	2	2	-	2	-	-	-	1	-	-
Average	3	1.2	0.8	-	2	-	0.6	0.6	1	0.2	-

1=weakly mapped

2= moderately mapped

3=strongly mapped

Legal Education and Teaching Methods-II

1. Department/ School:	School of Law		
2. Course Name: Legal Education and Teaching Methods	3. Course Code	4. L-T-P	5. Credits
		2-0-0	2
6. Type of Course (Tick one):	Programme Core <input checked="" type="checkbox"/>	Programme Elective <input type="checkbox"/>	Open Elective <input type="checkbox"/>
	VAC <input type="checkbox"/>		
7. Prerequisite(s), if any (Mention course code and name): None			

Frequency of offering (check one): Odd <input type="checkbox"/> Even <input checked="" type="checkbox"/> Any Semester <input type="checkbox"/> Both Semester <input type="checkbox"/>		
8. Focus: <input checked="" type="checkbox"/> Employability <input checked="" type="checkbox"/> Skill Development <input type="checkbox"/> Basic Knowledge <input type="checkbox"/>		
9. Student centric methods used for enhancing learning experiences (Tick relevant)	<input type="checkbox"/> Experiential learning <input checked="" type="checkbox"/> Participative Learning <input type="checkbox"/> Problem solving methodologies	
10. Brief Syllabus: <ul style="list-style-type: none"> • Objectives of Legal Education & Problems in Legal Education; • Designing the Curriculum with objectives and outcomes and mapping it with Programme Objectives and Outcomes; • Lecture Method of Teaching – Merits and Demerits; • Problem Method/Case Method/Langdell Method; • Discussion Method / Small Group Teaching; • Seminar Method; and other popular methods; • Assessment and Evaluation techniques; • Use of ICT; • Clinical Legal Education – Legal Aid, Legal Literacy, Law Reform, Legal Survey; • Experiential Learning through Internships and Externships 		
Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)		
Lectures: 30	Tutorials: 0	Practicals: 0
11. Course Outcomes (COs) Possible usefulness of this course after its completion i.e., how this course will be practically useful to the students once it is completed:		
CO1	To learn various teaching tools & techniques of legal education	
CO2	To acquire a solid foundation with regard to the various pedagogies and teaching techniques	
CO3	To apply knowledge and understanding of the pedagogy and teaching techniques through experiential learning while conducting the actual classes	
CO4	To create a curriculum for courses with course plans.	
12. UNIT WISE DETAILS No. of Units: 3		
Unit Number: 1 No. of Lectures: 6 Title: Background: Legal Education and Teaching Methods		
Content Summary: <ul style="list-style-type: none"> • Meaning & Objective of Legal Education <ul style="list-style-type: none"> • Need & Purpose of studying Teaching Methods • Meaning & objectives of outcome-based education & its drawback 		

Unit Number: 2 No. of Lectures: 12 Title: Designing the curriculum with objectives & outcomes & mapping it with course outcomes & assessment

- Content Summary:**
- Learning method of Teaching- Hierarchy Model
 - Discussion methods & its suitability at postgraduate level teaching- Washington Accord, NAAC
 - Component of Outcome based education, Program education objective- difference b/w Program outcome, course outcome, course objectives, program specification outcome, vision, mission
 - The problem Methods- Genesis of Bloom taxonomy , Revised Bloom Taxonomy, success & failures

Unit Number: 3 No. of Lectures: 12 Title: Educational Transformation-Blended Learning Mode

- Content Summary:**
- Other popular types of taxonomy- Pedagogy
 - Comparison of Gurukul system with present learning education
 - Advantages of BL learning, Role of teachers in BL learning
 - Blended education structures in education, Blended MOOC, Rotation model
 - NEP (National Education Policy), 2020

13. Instructions for students
 ss) Before coming in the class please read about legal education
 tt) Please read about the basics of legal education
 uu) All student must secure at least 50% marks in each evaluation component
 vv) All students must maintain the attendance at least 80%
 ww) All student must submit a project individually

14. Multi-Disciplinary Approach
 (Please mentioned whether this course is multidisciplinary or not)

Yes No

Describe (if yes):
 NA

15. SDG Number (Mention SDGs number out of 17 SDGs for which this course is mapping)	SDG level of correlation (Mention the level of correlation for each SDG)
a) SDG.....4.....	1. Weak <input type="checkbox"/> 2. Moderate <input type="checkbox"/> 3. High <input checked="" type="checkbox"/>
b) SDG.....9.....	1. Weak <input type="checkbox"/> 2. Moderate <input checked="" type="checkbox"/> 3. High <input type="checkbox"/>

18. Books Recommended:

- **Educating Lawyers: Preparation for the Profession of Law, William M. Sullivan, Anne Colby,**

Judith Welch Wegner, Lloyd Bond, Lee S. Shulman; ISBN: 978-0-7879-8261-4; February 2007, Jossey-Bass

- **Best Practices for Legal Education Roy Stuckey and Others Copyright 2007 by Roy Stuckey Published in the United States by the Clinical Legal Education Association. Available at http://www.cleaweb.org/Resources/Documents/best_practices-full.pdf**
- **Clinical Legal Education: Curriculum Lessons And Materials, Ernest Ojukwu, Sam Erugo, Charles Adekoya; Network of University Legal Aid Institutions Abuja; Available at https://www.gaje.org/wp-content/uploads/gravity_forms/27-61ffabe162d29b7fe6c279abe68e27eb/2013/12/Clinical-Legal-Education-Curriculum-Lessons-and-Materials-Published.pdf**
- **What's Wrong with Langdell's Method, and What to Do About It; Vanderbilt law review 60 · March 2007 Available at https://www.researchgate.net/publication/242725823_What's_Wrong_with_Langdell's_Method_and_Wh_at_to_Do_About_It**
- **Law Commission of India, 184th Report on The Legal Education & Professional Training and Proposals for Amendments to the Advocates Act, 1961 and the University Grants Commission Act, 1956.**

Reference Books:

- **E-Book: Stein, Ralph Michael, "The Path of Legal Education from Edward I to Langdell: A History of Insular Reaction" (1981). Pace Law Faculty Publications. Paper 228. <http://digitalcommons.pace.edu/lawfaculty/228>**
- **The Value of Variety in Teaching: A Professor's Guide; Heather Garretson, et.al., Journal of Legal Education, Volume 64, Number 1, August 2014 available at https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2508066**

19. E-Learning Resources: [What is Outcome Based Education \(OBE\) system? | WASHINGTON ACCORD - YouTube](#)

[The Basics of Blended Learning - YouTube](#)

NPTEL: [Outcome based Education - YouTube](#)

21. Participative Learning Component

Sr. No.	Topic	Submissions/Assessment	COs covered
1.	Curriculum Designing	Classroom Presentation	CO1
2.	Summary notes from videos in E-content	Classroom Presentation	CO2 and CO3

22. Activities for Differential learning Needs

Sr. No.	Learning Level	Activities	Assessment
1.	Slow learners	Extra classes, assignment, one to one interaction, guest lectures	Assignment, MSE, Test, viva

2.	Intermediate learners	Skill training, Journal club activities, guest lectures	Test, feedback, viva
3.	Advanced Learners	skill training	Presentation, viva, feedbacks

23. Experiential Learning Component

Sr. No.	Topic	Submissions/Assessment	COs covered
1.	Flipped Classes	30	1,2,3
2.	Legal Aid Camps	20	1,2,3
3.	Create curriculum	10	4

24. Project (To be done as individual/in group): Write project report of Legal Education, (Individual)

25. Evaluation Scheme (Choose one)

S. No.	TYPE OF COURSE	PARTICULAR	ALLOTTED RANGE OF MARKS	PASS CRITERIA
	Project Based Course (L-T-P/L-T-0/L-0-P/L-0-0)	End Term Project	40%	Must Secure 30% Marks Out of Combined Marks of End Term Project Plus Major Test with Overall 40% Marks in Total.
		Major Test	35%	
		Class Test/ Assignment	15%	
		Class Participation Evaluation Through Class Tests/Practice/Assignments/Presentation/ Quiz	10%	

26. RUBRIC FOR EVALUATION:
(At least 5 Criteria)

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
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Classroom Teaching Assignment	1. Not full one hour 2. Poor content 3. Poor communication	1. 30 Minute 2. Mediocre content 3. Average communication and presentation	1. One hour utilized 2. Use of of ICT Tools 3. Good content 4. Good communication
Organizing a Legal Aid Camp / Legal Literacy Program	Poor organization	Mediocre organization	Excellent organization
Project Report	Plagiarism more than 20%	Plagiarism 10- 20%	Plagiarism less than 10%

Mapping of PO's and CO's

Students will possess the understanding of various academic practice in the area of legal education
Students will demonstrate the understanding of outcome-based education
Students will possess understanding of legal theory, substantive & procedural Laws
The students will be able to analyze critically the existing Laws by applying legal reasoning
Students will demonstrate the ability of class room management and effective teaching
Students will demonstrate the ability to perform Legal Research and Problem solving.
Students will demonstrate proficiency in written and oral communication in the legal context
Students will display a high degree of professional skills of counselling, negotiation, argument and
Students will understand and apply the rules of professional ethics towards their clients and society at
Students will understand and appreciate the rules relating to environment protection
Students will develop requisite skills to act as an informed legal professional to participate in civic life

CO Code	PO 1	PO2	PO3	PO4	PO5	PO 6	PO7	PO 8	PO9	PO 10	PO 11
CO 1	3	3	3	1	3	1	3	1	1	1	3
CO 2	3	3	3	1	3	1	3	1	1	1	3
CO 3	3	3	3	1	3	1	2	1	1	1	3
CO 4	1	1	3	1	3	1	1	1	1	1	3
Overall CO's (Average)	2.5	3	3	1	3	1	2.2	1	1	1	3

Corporate Law

COMPANIES ACT 2013 -

1. Department/ School:	School of Law		
2. Course Name: COMPANIES ACT 2013	3. Course Code	4. L-T-P	5. C redits
		2-0-0	2
6. Type of Course (Tick one):	Programme Core <input type="checkbox"/> Programme Elective <input checked="" type="checkbox"/> Open Elective <input type="checkbox"/> VAC		

7. Prerequisite(s), if any (Mention course code and name) Criminal and Civil Procedural Law		
8. Frequency of offering (check one): Odd <input type="checkbox"/> Even <input type="checkbox"/> Any Semester <input checked="" type="checkbox"/> <input type="checkbox"/> Both Semester <input type="checkbox"/>		
Focus: Employability <input type="checkbox"/> Entrepreneurship <input type="checkbox"/> Skill Development <input checked="" type="checkbox"/> Basic Knowledge <input type="checkbox"/>		
10. Student centric methods used for enhancing learning experiences (Tick relevant)	Experiential learning	<input type="checkbox"/>
	Participative Learning	<input checked="" type="checkbox"/>
	Problem solving methodologies	<input checked="" type="checkbox"/>
11. Brief Syllabus: Importance of corporate law new statute - theories of corporate law – memorandum of association – article of association – promoters – prospectus – shares and debentures – directors – meetings- prevention of oppression and mismanagement – winding up – corporate social responsibility		
Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)		
Lectures: 32	Tutorials: -	Practical's: 0
12. Course Outcomes (COs) Possible usefulness of this course after its completion i.e., how this course will be practically useful to the students once it is completed:		
CO 1	To identify the fundamental principles of law relating to basics of Corporate Law	
CO 2:	To categorize the topics relating to pre-incorporation , incorporation, and regulatory framework of companies	
CO 3:	To outline the provisions of prospectus and fund-raising.	
CO 4:	To analyze the management and working of company.	
CO 5:	To determine the administration of company law in matters of winding up of	

	Company.
CO 6	compile the ways of intersectionality of company legislation with current e-governance and social responsibility
13. UNIT WISE DETAILS No. of Units: <u>06</u>	
Unit Number: 1 No. of Lectures: 06 Title: <u>MODULE I. COMPANY FORM AND STRUCTURE</u>	
<p>Content Summary:</p> <ul style="list-style-type: none"> • History of Company Legislation - UK and India • Corporate personality, personification – Concept • Nature and Features of a Corporate Body • Theories of corporate personality. • Piercing the corporate Veil – Concept and relevance • Classification of company 	
Unit Number: 2 No. of Lectures: 5 Title: <u>Module II -PRE-INCORPORATION PHASE, REGISTRATION, AND INCORPORATION</u>	
<p><u>CONTENT SUMMARY</u></p> <p>Being statutory creations, companies are created by promoters. Promoters play a very strategic role. It is through their expertise and efforts that a company is born. In contemporary times, task of promotion has professionalized. Law has the task of balancing the protection of their interests on the one hand and on the other hand to protect the interest of the company. Further it maintains sanctity of contracts entered into by promoters.</p> <ol style="list-style-type: none"> a. Promoters: Promotion of company b. Promoters: Legal Position of a Promoter c. Promoters: Duties and Liabilities d. Pre-incorporation contracts <p>A company is incorporated upon its registration. Registration confers many advantages on the company. Both MoA (constitution of the company) and AoA (rules for internal functioning) are necessary for getting a company registered. Moa contains the fundamental conditions upon which the company is allowed to be incorporated. The three common law doctrine protects the interest of different stakeholders involved.</p> <ol style="list-style-type: none"> a. Memorandum of Association – Importance and Contents b. Articles of Association – Significance and inter-relationship c. Doctrine of Ultra Vires d. Doctrine of Indoor Management <ul style="list-style-type: none"> • Doctrine of Constructive Notice 	
Unit Number: 3 No. of Lectures: 6 Title: <u>Module - III: COMPANY – PROSPECTUS and CORPORATE FUND RAISING</u>	
<p>Content Summary:</p> <p>A company is bound to raise finances for its sustenance and growth. Therefore, in finance a prospectus is a disclosure document that describes a financial security for</p>	

potential buyers. A prospectus commonly provides investors with material information about different securities, mutual funds, stocks, bonds and other investments. It also provides with information like description of the company's business, financial statements, biographies of officers and directors, detailed information about their compensation, any litigation that is taking place, a list of material properties and any other material information.

- a. Prospectus – Meaning, Issue and Contents.
- b. Kinds of Prospectus – Red-Herring Prospectus, Abridge Prospectus, Statement in lieu of Prospectus; Shelf Prospectus
- c. Mis-statements in a Prospectus, Scope of Untrue Statement

In order to finance its activities the company needs capital. Capital of a company is of different kinds. Capital can be raised at the time of formation of the company for starting a business or later on, for expansion and diversification. But once raised it becomes the permanent liability of the company. And such capital is raised by issuing prospectus in the market which arouses interest of the investors in the company and it induces them to invest in the company. It may be generated through different means from various sources (e.g. public and private).

- a. Shares / Share Capital –
 - Meaning and Nature
 - Kinds of Shares
 - Issue of shares – Rights issue, Bonus Issue Allotment
- b. Debenture / Debt Capital –
 - Concept, Meaning; Characteristics
 - Shareholder vis-à-vis Debenture holder
 - Kinds of Debentures
 - Debenture Trustees, Debenture Trust Deed
- c. Dividend –
 - Meaning
 - Sources of declaration
 - Interim Dividend

Unit Number: 4 No. of Lectures: 6 Title: Module - IV MANAGEMENT OF COMPANY

Content Summary:

- a. Board of Directors
 - Director's Identification Number Sec.153-159
 - Independent Director Sec.2 (47)
 - Case Study on Satyam Scandal
- b. General Meetings:
 - Types / Kinds of Meetings,
 - Essential Conditions of a Valid Meeting,
 - Procedure for Calling Company Meetings.
- c. Prevention of Oppression and Mismanagement
 - Protection of Minority Shareholders;
 - Powers of Tribunal and Central Government;
 - Prevention of Oppression and Mismanagement Sec.241-244.

Unit Number: 5 No. of Lectures: 5 Title: Module -V WINDING UP OF

<u>COMPANY & ADJUDICATORY BODIES</u>	
Content Summary:	
<ul style="list-style-type: none"> a. Modes of Winding Up – Sec. 270 b. Winding Up by Tribunal – Sec. 271- 303 c. National Company Law Tribunal; d. National Company Law Appellate Tribunal – Constitution, Powers, Jurisdiction, Procedure, Judicial Review Sec. 407-434 	
Unit Number: 6 No. of Lectures: 4 Title: Module -VI <u>CORPORATE SOCIAL RESPONSIBILITY</u>	
Content Summary:	
<ul style="list-style-type: none"> a. Introduction to CSR: Need for CSR; b. CSR Sec. 135 under Companies Act, 2013; c. Companies (Corporate Social Responsibility Policy) Rules 2014 (CSR Rules) and d. Schedule VII of Companies Act, 2013. 	
14. Instructions for Students	
<ul style="list-style-type: none"> a. Please carry a Bare Act 2013 before coming to class. b. Please read about the basics of corporate law. c. All student must secure at least 50% marks in each evaluation component i.e. 20 MSE, 20 Internal, 60 ETE. d. All students must maintain the attendance at least 75 % e. Please see introductory mail for the subject sent by the Course Faculty. f. Read the material before hand that is shared with you during the classes. g. Keep your queries ready during the ongoing classes. h. There will be one discussion class immediately after completion of one module. 	
15. Multi-Disciplinary Approach	
(Please mentioned whether this course is multidisciplinary or not)	
Yes	No <input checked="" type="checkbox"/>
Describe (if yes):	
NA	
16. SDG Number . (Mention SDGs number out of 17 SDGs for which this course is mapping)	SDG level of correlation (Mention the level of correlation for each SDG)
a) SDG.....16.....	1. Weak 2. Moderate <input checked="" type="checkbox"/> 3. High
b) SDG.....NA.....	1. Weak 2. Moderate 3. High

17. **Title of Lab Manual (if applicable): NA**

18. **Books Recommended:**

1. Ramaiyya, Guide to Companies Act, 1956
 - Charlesworth & Morse, *Company Law*
 - Gower & Davies, *Principles of Modern Company Law*
 - K. Majumdar, Dr. G. K. Kapoor *Company Law & Practice, Taxman*
 - T P Gosh, *Companies Act 2013, Taxman*
 - Pennington, *Company Law*
 - Palmer, *Company Law*
 - Taxman's Master Guide to Companies Act 2013
 - Nicholas Bourne, *Principles of Company Law*
 - Avtar Singh, *Company Law*
 - H.L.J. Ford and A.P. Austen, *Ford's Principles of Corporations I* (1999) Butterworths
 - Jonathan Charkham, *Fair Share: The Future of Shareholders Power Responsibility*, Oxford.
 - Paul L. Davies, **Gower and Davies**Principles of Modern Company Law(Latest edition) Gower's and Davies 'Principles of Modern Company Law, (10th ed., 2016) A. Ramaiya, Guide to the Companies Act (18th ed., 2016)
 - Hicks, Andrew & Goo S H, *Cases and Material on Company I* Oxford University Press (8thed.,2008)
 - Kershaw, David, *Company Law in Context*, Oxford University Press UK, (2 Avtar , Company Law (17th ed., 2018)

PRESCRIBED JOURNALS:

- Chartered Secretary: ICSI, New Delhi
- Corporate Law Adviser
- Company Law Journal

STATUTES & SEBI REGULATIONS TO BE REFERRED

- Companies Act 2013
- Companies Act, 1956
- Securities and Exchange Board of India Act, 1992
- (Issue of Capital and Disclosure Requirements) Regulations, 2009
- Depositories Act, 1996
- Securities Contract Regulation Act, 1956
- Debenture Trustee Regulations 1993

CASES TO BE REFERRED

- *Saloman v. Saloman & Co. Ltd.(1895-99)ALLER Rep.33*
- *Lee v. Lee;s Air Farming Ltd.(1960)3 ALLER 420*
- *Dhulia – Amalner Motor Transport Ltd v. R.R. Dharamsi AIR 1952 ALLER 337:*
- *Daimler Co. Ltd. v. Continental Tyre & Rubber Co. Ltd. (1916-17) ALLER Rep. 191*
- *Bacha F. Guzadar v. CIT Bombay AIR 1955 SC 74*
- *Gilford Motor Co. Ltd. v. Horne (1933) ALLER 109*

- *Workman v. Associates Rubber Industry Ltd. (1985) 4 SCC 114*
- *Pratap Singh v. Bank of America (1976) 46 Com. Cases 532*
- *Babulal Chaukhani v. Caltex (India) Ltd. AIR 1967 Cal 205*
- *Macaura v. Northern Assurance Co. Ltd, 1925 AC 619 HL*
- *Minerva Mills Ltd. v. Govt. of Maharashtra (1975) 45 Com. Cases 1*
- *Orient Paper Mills Ltd. v. State of Orissa AIR 1957 Orissa 232*
- *Rank Film Distributors v. ROC AIR 1967 Cal 32*
- *In re, MachinonMacknize& Co. (1967) ComLJ 200*
- *Bell Houses Ltd. v. Citywall Properties Ltd. (1966) 2 ALLER 674*
- *A.L. Mudaliar v. LIC AIR 1963 SC 1185*
- *Royal British Bank v. Turquand (1943-60) ALLER Rep.435*
- *Freeman v. Buckhurst Park Properties (1964) 1 ALLER 630*
- *Regal (Hasting) Ltd. v. Gulliver (1942) 1 ALLER 378*
- *Percival v. Wright (1902) 2 CH 421*
- *Industrial Development Consultants Ltd. v. Cooley (1972) 2 ALLER 162*
- *Subhra Mukherjee v. Bharat Coking Coal Ltd. (2000) 3 SCC 312 65*
- *Kapila Hingorani v. State of Bihar (2003) 6 SCC 1*
- *Standard Chartered Bank v. Pakistan National Shipping Cop. (2003) 1 ER 173 (HL)*
- *M.S.D.C. Radharaman v. M.S.D. ChandrasekaraRajja(2008) 6 SCC AIR 2008 SC1738*
- *Madras Bar Association V. Union of India &Anr. Writ Petition (C) 1072 OF 2013 Decision on 14th May, 2015. 260*
- *Embassy Property Developments Pvt. Ltd. v. State of Karnataka and MANU/SC/1661/2019 281*

E-Book: NA

Reference websites:

<https://mca.gov.in>

19. E-Learning Resources

NPTEL: NA

Animated Lab Videos: NA

MOOC Supplemented. NA

20. Participative Learning Component

Sr. No.	Topic	Submissions/Assessment	COs covered
1.	All six modules	Exams (MSE & ETE) Assignment	CO1 – CO 6
2.	Preparation of different types of	Exams (MSE & ETE)	CO1 – CO 6

projects like video, handwritten assignments, case studies	Assignment	
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21. Activities for Differential learning Needs

Sr. No.	Learning Level	Activities	Assessment
1.	Slow learners	Remedial classes, Hand written assignment, one to one interaction, guest lectures	Assignment, MSE, Test, viva
2.	Intermediate learners	Skill training, Journal club activities, guest lectures, Online Courses	Test, feedback, viva
3.	Advanced Learners	VAC courses, skill training, Online Courses with certificate	Presentation, viva, feedbacks

22. Experiential Learning Component

Sr. No.	Topic	Submissions/Assessment	COs covered
1.	NA	NA	NA

23. Practical Content NOT APPLICABLE

24. Value Added Experiments: NA

25. Project (To be done as individual/in group):

- The title of your research projects are allotted by 10th Feb. 2023 on individual basis.
- Students are advised to prepare a 5 minutes video on any of the topic from the syllabus. They shall be in formals while delivering the content in the ppt. (05 Marks)
- Students are advised to prepare a handwritten write-up (maximum three pages) on any of the topics from the syllabus in their own words and submit it by 14th April 2023 (Friday). (05 Marks)
- Students are advised to prepare a power-point presentation for the purposes of viva voce. (10 Marks)
- A google form link is shared for uploading projects on 10th April 2023. Only on

google form , assignments will be submit. No submission will be accepted via-email.

- Students are advised to provide hard copies of aforesaid Write up and PPT with cover page.
- Sample of Cover Page for assignments is shared for their reference.

26. Evaluation Scheme (Choose one)

S. No.	TYPE OF COURSE	PARTICULAR	ALLOTTED RANGE OF MARKS	PASS CRITERIA
1	Theory (L-0-0)/(L-T-0)/ (L-0-P)*	Minor Test (MSE)	20 %	Must Secure 40% Marks Out of Combined Marks of Major Test Plus Minor Test with Overall 50% Marks in Total.
		Major Test	60 %	
		Continuous Evaluation Through Assignments/Presentation	20%	

27. Mapping of PO's and CO's

		Students will demonstrate the understanding of	Students will possess understanding of legal	The students will be able to analyse critically the	Students will demonstrate the ability of class room	Students will demonstrate the ability to perform Legal	Students will demonstrate proficiency in written and	Students will display a high degree of professional	Students will understand and apply the rules of	Students will understand and appreciate the rules	Students will develop requisite skills to act as an	Graduates will be able to contribute effectively in the	Graduates will be able to develop and create policy
CO Code	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PSO 1	PSO 2
CO 1	3	2		2			3			1		3	3
CO 2	3	3	3		2	2	2				2	3	3
CO 3	3	3	1			2	2	2		1	2	3	3

CO 4	3	3				2				2		3	3
CO 5	3	3			3	2				1		3	3
CO 6	3	3										3	3
Overall CO's (Average)	3	0.5	0.16	0.33	0.33	0.33	0.0	0.33	0.4	0.33	0.33	3	3

Level of Mapping/correlation

- 3- Indicates Highest Correlation**
- 2-Indicates Moderate Correlation*
- 1-Indicate-Lowest Correlation*

Capital Market Regulation

1. Department/ School: School of Law	
2. Course Name: CAPITAL MARKET REGULATIONS	3. Course Code
	4. L-T-P 2-0-0
	5. Credits 2
6. Type of Course (Tick one):	Programme Core <input checked="" type="checkbox"/> Programme Elective <input type="checkbox"/> Open Elective <input type="checkbox"/> VAC <input type="checkbox"/>
7. Prerequisite(s), if any (Mention course code and name): Law of Contracts Company Law -I & Company Law - II	
8. Frequency of offering (check one): Odd <input type="checkbox"/> Even <input checked="" type="checkbox"/> Any Semester <input type="checkbox"/> Both Semester <input type="checkbox"/>	
9. Focus: <input checked="" type="checkbox"/> Employability <input type="checkbox"/> Entrepreneurship <input checked="" type="checkbox"/> Skill Development <input checked="" type="checkbox"/> Basic Knowledge	
10. Student centric methods used for enhancing learning experiences (Tick relevant)	<input type="checkbox"/> Experiential learning <input checked="" type="checkbox"/> Participative Learning <input checked="" type="checkbox"/> Problem solving methodologies
11. Brief Syllabus: Unit Number: 1 Management of Stock Exchanges Unit Number: 2 -SEBI ACT, 1992 Unit Number: 3 Money Market Unit Number: 4 Depository System Unit Number: 5 Insider Trading	

Unit Number: 6 SAST Regulations		
Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)		
Lectures: 24	Tutorials: 0	Practical's: NA
12. Course Outcomes (COs) Possible usefulness of this course after its completion i.e., how this course will be practically useful to the students once it is completed: *Courses with 6 credits must have at least eight Course Outcomes.		
CO 1	Inculcate the understanding of the concept of securities market, various instruments and depositories system.	
CO 2	Understand the meaning and the concept of money market securities and the role of RBI in it.	
CO 3	Compare and appreciate the interrelation between the SEBI and SCRA provisions, and apply the changes introduced by corporatisation and demutualization of stock exchanges under The Securities (Contracts) Regulation Act, 1956.	
CO 4	Evaluate the reasons of various frauds and insider trading activities carried on in securities market through discussing various practical situations and case laws.	
13. UNIT WISE DETAILS No. of Units: 04		
Unit Number: 1 No. of Lectures: 06 Title: Management of Stock Exchanges		
Content Summary: <ul style="list-style-type: none"> • History of stock exchange in India, • Establishment of BSE, • Stock Exchanges Reforms post 1991, • A general introduction of SCRA – Important Definitions, Mutual Organizations, recognition of stock exchanges, • Corporatization and demutualization, • Participants of the stock exchanges. 		
Unit Number: 2 No. of Lectures: 06 Title: SEBI ACT, 1992		
Content Summary: <ul style="list-style-type: none"> • History, • Role of SEBI in Indian securities Market, • SEBI Act - Preamble, Power and Functions, • SEBI Act - Chapter – II, SEBI Act, Chapter – IV, SEBI Act, Chapter – IVA, CHAPTER VIB & Chapter VII • Participants of the share market and SEBI Regulations • Case Discussions. 		
Unit Number: 3 No. of Lectures: 06 Title: Money Market		
Content Summary: <ul style="list-style-type: none"> • Special features of Money Market, • Money Market Securities, • Role of RBI in Regulating the Money Market. 		
Unit Number: 4 No. of Lectures: 06 Title: Depository System		
Content Summary: <ul style="list-style-type: none"> • Depository System – an overview and the background Role of Depository participants. 		

14. Instructions for students	
15. Multi-Disciplinary Approach (Please mentioned whether this course is multidisciplinary or not)	
Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Describe (if yes):	
NA	
16. SDG Number (Mention SDGs number out of 17 SDGs for which this course is mapping)	SDG level of correlation (Mention the level of correlation for each SDG)
a) SDG.....8.....	1. Weak <input type="checkbox"/> 2. Moderate <input checked="" type="checkbox"/> 3. High <input type="checkbox"/>
17. Title of Lab Manual (if applicable): NA	
18. Books Recommended:	
<ul style="list-style-type: none"> • Louise Gullifer and Jennifer Payne, Corporate Finance Law, Hart Publishing, Oxford and Portland, Oregon (2015) • Gordon, E. & Natarajan, H. Capital Market in India. Mumhai. Himalaya Publishing House (2009) • Agarwal, Sanjeev. Guide to Indian Capital Market. New Delhi. Bharat Law House Pvt. Ltd (2000) • Khan, M.Y.. Indian Financial Systems. New Delhi. McGraw-Hill Education India Pvt.Ltd (2013) • Bhalla, V.K. . Investment Management - Security Analysis and Portfolio Management, New Delhi. S Chand & Co Ltd. (2008) • Gopaldaswamy, N.. Inside Capital Market. Mumbai. Macmillan india Ltd. (2013) • Agrawal, Sumit et al. SEBI Act - Legal Commentary on SEBI Act, 1992. New Delhi, Taxmann Publications (P) Ltd. (2011) • Jonnalagadda K, <i>Securities Law</i>, LexisNexis, New Delhi, (2015) • Kaushik L, <i>Unfair Trade Practices in Securities Market</i>, Taxmann Publications (P) Ltd. (2013) • Mishra B, <i>Law relating to Insider Trading</i> Taxmann Publications (P) Ltd. (2015) • Parekh S, <i>Fraud, Manipulation and Insider Trading in The Indian Securities Markets</i> (CCH 2013) • Niti Nandini : <i>Commodity Markets</i>, Tata McGraw Hill Education Private Limited • <i>The Long and Short of Insider Trading Regulation in India: By Umakanth Varottil</i> • <i>Insider Trading in India: A Case Study of Tata Finance LTD :By Varsha sharma, Anshul Bansal.</i> • <i>Insider Trading: Legal Position in India vis-à-vis the UK and the US :By Kirthana Singh.</i> • <i>The role of insider trading in the market reaction to news releases: Evidence from an emerging market: By Francoibaoshet Paul Lee, SurajShrinivasan</i> • <i>Information Networks: Evidence From Illegal Insider Trading Tips: By Kenneth R. Ahern</i> • <i>An Overview of The Insider Trading Regulations in India: By Omakesh Nayak.</i> 	

E-Book: NA

Reference websites: NA

20. E-Learning Resources: NA

NPTEL:

Animated Lab Videos:

MOOC Supplemented

Participative Learning Component

Sr. No.	Topic	Submissions/Assessment	COs covered
1.	Role of different excipients in cosmetic formulations	Exams (MSE & ETE) Assignment	CO1
2.	Preparation of different types of formulations such as cream, gel, lotion, ointment, powders etc including herbals	Exams (MSE & ETE) Assignment	CO2 and CO3
3.	Preparation and characterization of hair care, skin care and oral care products	Exams (MSE & ETE) Assignment	CO4
4.	Mechanism and role of cosmetic preparations in hair care, skin care and oral care products and problems encountered	Exams (MSE & ETE) Assignment	CO5

Activities for Differential learning Needs

Sr. No.	Learning Level	Activities	Assessment
1.	Slow learners	Extra classes, assignment, one to one interaction, guest lectures	Assignment, MSE, Test, viva
2.	Intermediate learners	Skill training, Journal club activities, guest lectures	Test, feedback, viva
3.	Advanced Learners	VAC courses, skill training	Presentation, viva, feedbacks

Practical Content: NA

Project (To be done as individual/in group): Individual case law- analysis to be done.

Evaluation Scheme (Choose one)

S. No.	TYPE OF COURSE	PARTICULAR	ALLOTTED RANGE OF MARKS	PASS CRITERIA

1	Theory (L-0-0)/(L-T-0)/ (L-0-P)*	Minor Test (MSE)	20%	Must Secure 30% Marks Out of Combined Marks of Major Test Plus Minor Test with Overall 40% Marks in Total.
		Major Test (End Term)	60%	
		Continuous Evaluation Through Class Tests/Practice/Assignments/Presentation/Quiz - Assignment: 10% - Viva/Quiz: 10%	20%	

**RUBRIC FOR EVALUATION:
(At least 5 Criteria)**

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
Case Laws	Fundamental study		Legislative Intent & Background
Field Survey - if taken Empirical Research	Basic survey	International & Comparative Research	
Project	Plagiarism more than 20%	Plagiarism 10- 20%	Plagiarism less than 10%
Internal evaluation (MSE + class assignment)	50-70%	70-90%	>90%
External Evaluation (ETE)	50-70%	70-90%	>90%

Mapping of PO's and CO's

Students will demonstrate the understanding of outcome-based	Students will possess understanding of legal theory, substantive & procedural	The students will be able to analyse critically the existing Laws by applying	Students will demonstrate the ability of	Students will demonstrate the ability to	Students will demonstrate proficiency in written and oral communication in the legal	Students will display a high degree of professional skills of counselling	Students will understand and apply the rules of professional ethics towards their	tudents will understand and appreciate the rules relating to environment protection	tudents will develop requisite skills to act as an informed legal professional to	Graduates will be able to contribute effectively in the interdisciplinary aspects	Graduates will be able to develop and create policy documents and legal	Students will demonstrate the understanding of outcome-based education.
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	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1		1				2		3	1			1	
CO2	1	1			1		2						
CO3				1		2		1					2
CO4	1										2		
CO5	3	1			3	1		1		2			

Corporate Finance

1. Department/ School: School of Law	
2. Course Name: Corporate Finance	3. Course Code
	2-0-0
5. Credits	2
6. Type of Course (Tick one):	Programme Core <input checked="" type="checkbox"/> Programme Elective <input type="checkbox"/> Open Elective <input type="checkbox"/> VAC <input type="checkbox"/>
7. Prerequisite(s), if any (Mention course code and name) – Law of Contracts (SLL 5106)	
Frequency of offering (check one): Odd <input type="checkbox"/> Even <input checked="" type="checkbox"/> Any Semester <input type="checkbox"/> Both Semester <input type="checkbox"/>	
8. Focus:	<input checked="" type="checkbox"/> Employability <input type="checkbox"/> Entrepreneurship <input type="checkbox"/> Skill Development <input checked="" type="checkbox"/> Basic Knowledge
9. Student centric methods used for enhancing learning experiences (Tick relevant)	<input type="checkbox"/> Experiential learning <input checked="" type="checkbox"/> Participative Learning <input checked="" type="checkbox"/> Problem solving methodologies
10. Brief Syllabus:	
Unit Number: 1 MEANING, IMPORTANCE, SCOPE OF CORPORATE FINANCE Unit Number: 2 BORROWING POWERS Unit Number: 3 MONEY MARKET Unit Number: 4 CIS, Mutual Fund & Investor Protection	
Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)	

Lectures: 24	Tutorials:	Practical's:
11. Course Outcomes (COs) Possible usefulness of this course after its completion i.e., how this course will be practically useful to the students once it is completed:		
CO 1	Understand the connection between Financial Management and Corporate Finance.	
CO 2	Understand the role/contribution of various Capital market intermediaries in raising finance for a company.	
CO 3	Analyze SEBI and SCRA provisions relevant for the corporate finance and apply the changes introduced by corporatisation and demutualization of stock exchanges under The Securities (Contracts) Regulation Act, 1956.	
CO 4	Analyse critically the meaning and the concept of law as enumerated under the Companies Act, 2013 and also the role of RBI in regulating the matters relating to corporate finance.	
12. UNIT WISE DETAILS No. of Units: 4		
Unit Number: 1 No. of Lectures: 6 Title: MEANING, IMPORTANCE, SCOPE OF CORPORATE FINANCE		
Content Summary: <ul style="list-style-type: none"> • Objectives of corporate finance • Importance of financial documents • Various forms of business- entrepreneurship, partnership, LLP, company • Securities (shares, debentures etc.) 		
Unit Number: 2 No. of Lectures: 6 Title: BORROWING POWERS		
Content Summary: <ul style="list-style-type: none"> • Powers- Effect of unauthorized borrowing- • Charges and mortgages • Loans to other companies • Investments • Contracts by companies, • Acceptance of deposits. 		
Unit Number: 3 No. of Lectures: 6 Title: MONEY MARKET		
Content Summary: <ul style="list-style-type: none"> • Special features of Money Market, • RBI role in credit control, • FERA and FEMA Regulations 		
Unit Number: 4 No. of Lectures: 6 Title: CIS, Mutual Fund & Investor Protection		
Content Summary: Part – A – <ul style="list-style-type: none"> • CIS, What is Mutual Fund; • Distinction between the CIS & Mutual Fund, • SEBI regulations on the Mutual Fund. Part – B – <ul style="list-style-type: none"> • Protection of Investors - Offer Documents, Public Issues, Under writing of Issues, • Corporate Loans, • Investors awareness and Grievance Redressal, • Role of SEBI and stock exchanges, 		

- Dematerialization of securities and Depositories

13. Instructions for students

- xx) (Write the step-wise instructions for the students)
 yy) Before coming in the class please read about pharmaceutical excipients
 zz) Please read about the basics of different dosage forms especially topical systems
 aaa) All student must secure at least 50% marks in each evaluation component
 bbb) All students must maintain the attendance at least 80%
 ccc) All student must submit a project either in group or single

14. Multi-Disciplinary Approach

(Please mentioned whether this course is multidisciplinary or not)

Yes No

Describe (if yes):

NA

15. SDG Number

(Mention SDGs number out of 17 SDGs for which this course is mapping)

SDG level of correlation

(Mention the level of correlation for each SDG)

a) SDG.....8.....

1. Weak 2. Moderate 3. High

13. Title of Lab Manual (if applicable): NA

14. Books Recommended:

- Louise Gullifer and Jennifer Payne, Corporate Finance Law, Hart Publishing, Oxford and Portland, Oregon (2015)
- Gordon, E. & Natarajan, H. Capital Market in India. Mumhai. Himalaya Publishing House (2009)
- Agarwal, Sanjeev. Guide to Indian Capital Market. New Delhi. Bharat Law House Pvt. Ltd (2000)
- Khan, M.Y.. Indian Financial Systems. New Delhi. McGraw-Hill Education India Pvt.Ltd (2013)
- Bhalla, V.K. . Investment Management - Security Analysis and Portfolio Management, New Delhi. S Chand & Co Ltd. (2008)
- Gopaldaswamy, N.. Inside Capital Market. Mumbai. Macmillan india Ltd. (2013)
- Agrawal, Sumit et al. SEBI Act - Legal Commentary on SEBI Act, 1992. New Delhi, Taxmann Publications (P) Ltd. (2011)
- Jonnalagadda K, *Securities Law*, LexisNexis, New Delhi, (2015)
- Kaushik L, Unfair Trade Practices in Securities Market, Taxmann Publications (P) Ltd. (2013)
- Mishra B, Law relating to Insider Trading Taxmann Publications (P) Ltd. (2015)
- Parekh S, Fraud, Manipulation and Insider Trading in The Indian Securities Markets (CCH 2013)
- Niti Nandini : Commodity Markets, Tata McGraw Hill Education Private Limited
- The Long and Short of Insider Trading Regulation in India: By Umakanth Varottil
- Insider Trading in India: A Case Study of Tata Finance LTD :By Varsha sharma, Anshul Bansal.

- Insider Trading: Legal Position in India vis-à-vis the UK and the US :By Kirthana Singh.
- The role of insider trading in the market reaction to news releases: Evidence from an emerging market: By Francoibaoshet ,PaulLee,SurajShrinivasan
- Information Networks: Evidence From Illegal Insider Trading Tips: By Kenneth R. Ahern
- An Overview of The Insider Trading Regulations in India: By Omakesh Nayak.

Reference websites:

- Reading - Securities Market in India – An Overview available at <https://www.nse-india.com/content/us/ismr2008ch1.pdf>, Capital Markets And Securities Laws, ICSI, pp 1-12, Securities Contracts (Regulation) Act, 1956;

21. E-Learning Resources

NPTEL:

MOOC Supplemented

23. Participative Learning Component

Sr. No.	Topic	Submissions/Assessment	COs covered
1.	Role of different excipients in cosmetic formulations	Exams (MSE & ETE) Assignment	CO1
2.	Preparation of different types of formulations such as cream, gel, lotion, ointment, powders etc including herbals	Exams (MSE & ETE) Assignment	CO2 and CO3
3.	Preparation and characterization of hair care, skin care and oral care products	Exams (MSE & ETE) Assignment	CO4
4.	Mechanism and role of cosmetic preparations in hair care, skin care and oral care products and problems encountered	Exams (MSE & ETE) Assignment	CO5

24. Activities for Differential learning Needs

Sr. No.	Learning Level	Activities	Assessment
1.	Slow learners	Extra classes, assignment, one to one interaction, guest lectures	Assignment, MSE, Test, viva
2.	Intermediate learners	Skill training, Journal club activities, guest lectures	Test, feedback, viva
3.	Advanced Learners	VAC courses, skill training	Presentation, viva, feedbacks

25. Experiential Learning Component: NA

26. Practical Content: NA

Project (To be done as individual/in group):

27. Evaluation Scheme (Choose one)

S. No.	TYPE OF COURSE	PARTICULAR	ALLOTTED RANGE OF MARKS	PASS CRITERIA
1	Theory (L-0-0)/(L-T-0)/ (L-0-P)*	Minor Test (MSE)	20%	Must Secure 30% Marks Out of Combined Marks of Major Test Plus Minor Test with Overall 40% Marks in Total.
		Major Test (End Term)	60%	
		Continuous Evaluation Through Class Tests/Practice/Assignments/Presentation/ Quiz - Assignment: 10% - Viva/Quiz: 10%	20%	

**RUBRIC FOR EVALUATION:
(At least 5 Criteria)**

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
Case Laws	Fundamental study		Legislative Intent & Background
Field Survey if taken Empirical Research	Basic survey	International Comparative survey	
Project	Plagiarism more than 20%	Plagiarism 10- 20%	Plagiarism less than 10%
Internal evaluation (MSE + class assignment)	50-70%	70-90%	>90%
External Evaluation (ETE)	50-70%	70-90%	>90%

Mapping of PO's and CO's

	Students will demonstrate the understanding of outcome-based education.	Students will possess understanding of legal theory, substantive & procedural.	The students will be able to analyse critically the existing Laws by applying	Students will demonstrate the ability of class room management and effective	Students will demonstrate the ability to perform Legal Research and	Students will demonstrate proficiency in written and oral communication in the legal	Students will display a high degree of professional skills of counselling.	Students will understand and apply the rules of professional ethics towards their	Students will understand and appreciate the rules relating to environment protection.	Students will develop requisite skills to act as an informed legal professional to	Graduates will be able to contribute effectively in the interdisciplinary aspects	Graduates will be able to develop and create policy documents and legal	Students will demonstrate the understanding of outcome-based education.	Students will demonstrate the understanding of outcome-based education.
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2
CO1														
CO2			✓			✓								
CO3									✓	✓	✓			
CO4														
CO5			✓			✓					✓			

Law relating to Merger and Acquisition

1. Department/ School:	School of Law (SOL)			
2. Course Name: Law relating to Merger and Acquisition	3. Course Code	4. L -T- P	5. Credits	
		4-0-0	2	
6. Type of Course (Tick one):	Programme Core <input checked="" type="checkbox"/>	Programme Elective <input type="checkbox"/>	Open Elective <input type="checkbox"/>	VAC <input type="checkbox"/>
7. Prerequisite(s), if any (Mention course code and name)	Law relating to Merger and Acquisition (SLS 6714)			
8. Frequency of offering (check one): Odd <input type="checkbox"/> Even <input checked="" type="checkbox"/> Any Semester <input type="checkbox"/> Both Semester <input type="checkbox"/>				

9. Focus: <input checked="" type="checkbox"/> Employability <input type="checkbox"/> Entrepreneurship <input type="checkbox"/> Skill Development <input type="checkbox"/> Basic Knowledge		
10. Student centric methods used for enhancing learning experiences (Tick relevant)	<input type="checkbox"/> Experiential learning <input checked="" type="checkbox"/> Participative Learning <input type="checkbox"/> Problem solving methodologies	
11. Brief Syllabus: <p>Corporate Restructuring is an important strategy in the corporate sector to develop and survive in the current business environment, which demands increased efficiency and profit growth. This course will introduce students to the basic principles, legal and regulatory framework of Mergers and Acquisitions (M&A) in India. In addition, it seeks to empower students with the necessary areas of expertise by teaching them about pragmatic issues pertaining to corporate restructuring within the confines of these laws. The students will be taught in detail about organic and inorganic corporate restructuring. They will also be exposed to an examination of real-world M&A case studies. Students are anticipated to have a concrete grasp of the fundamentals of M&A upon completion of the course.</p>		
Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)		
Lectures: 24	Tutorials: 00	Practical's: 0
12. Course Outcomes (COs) Possible usefulness of this course after its completion i.e., how this course will be practically useful to the students once it is completed		
C0 1	Students would be able to define and describe the evolution of laws relating to mergers and acquisitions in India.	
C0 2	Students would be able to understand the concepts related to corporate restructuring that have been added in the New Companies Act 2013.	
C0 3	Students would be able to compare the modalities of corporate restructuring in various Indian laws like Companies Act 2013 in comparison to Companies Act 1956.	
C0 4	Students would be able to explain the process of different forms of corporate restructuring in India	
C0 5	Students can analyse application of legal provisions with respect to cross border mergers in India and liberalization of FDI Policy in India.	
C0 6	Students would learn how to draft a share purchase agreement.	
13. UNIT WISE DETAILS No. of Units: <u> 6 </u>		
Unit Number: 1	No. of Lectures: 4	Title: Corporate restructuring
Content Summary: Corporate Structure - Basic Concepts		

<p>Corporate Restructuring - Meaning, Nature , Scope , Historic Background</p> <p>Need for Corp. Reconstruction</p> <p>Kinds-</p> <ul style="list-style-type: none"> ✓ Organic ✓ Non-Organic <p>Modes of Corp. Reconstruction</p> <p>Corporate Strategies</p> <ul style="list-style-type: none"> (i) Meaning and Need (ii) Kinds
<p>Unit Number: 2 No. of Lectures: 4 Title: Non Organic Reconstruction</p>
<p>Content Summary:</p> <p>Compromise & arrangements – Meaning and Scope</p> <p>Kinds of Merger/Amalgamation</p> <ul style="list-style-type: none"> ✓ Cogeneric Mergers ✓ Conglomerate Mergers <p>Economic aspects of Mergers/Amalgamation</p> <p>Human aspects of Mergers/Amalgamation</p>
<p>Unit Number: 3 No. of Lectures: 4 Title: Mergers and Amalgamation : Other Aspects</p>
<p>Content Summary:</p> <p>Legal & Regulatory framework – Companies Act , SEBI, FEMA, Income Tax Act</p> <p>Changes as per the 2013 Act</p> <p>Procedural Aspects/Requirements</p> <p>Powers of NCLT to sanction/modify schemes</p> <p>Sector specific mergers- banking companies</p> <p>Corporate Social Responsibility</p>
<p>Unit Number: 4 No. of Lectures: 4 Title: Fast track Mergers and Demerger</p>
<p>Content Summary:</p> <p>Fast Track Mergers</p> <p>Position of Dissenting shareholders from the scheme</p> <p>Purchase of minority shareholding</p> <p>Demerger</p> <p>Meaning, Nature & Scope</p> <p>Types of Demerger</p> <p>Conditions for demerger</p>
<p>Unit Number: 5 No. of Lectures: 4 Title: Competition Aspects of Mergers in India</p>
<ul style="list-style-type: none"> ● Overview of The Competition Act 2002 ● Kinds of Combinations

<ul style="list-style-type: none"> ● Regulation of Combinations 	
Unit Number: 5 No. of Lectures: 4 Title: Competition Aspects of Mergers in India	
<p>Concept of Cross Border Mergers</p> <p>Types of Cross Border Mergers</p> <p>Liberalization of Foreign Direct Investment Policy of India</p> <p>Case Study- Walmart Flipkart Acquisition, Vodafone Idea, NDTV Adani</p>	
<p>Instructions for students</p> <p>ddd) Students must carry the reading material circulated before every lecture.</p> <p>eee) Students should read latest news with respect to their subject .</p> <p>fff) Students should be well versed with the laws pertaining to their subject.</p> <p>ggg) Students are instructed to maintain at least 75% attendance in each subject</p> <p>hhh) All student must give a project presentation.</p>	
<p>14. Multi-Disciplinary Approach (Please mentioned whether this course is multidisciplinary or not)</p> <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>Describe (if yes):</p> <p>Law Relating to Merger and Acquisition is multidisciplinary becomes it involves the convergence of concepts of Management and Technology.</p>	
<p>15. SDG Number (Mention SDGs number out of 17 SDGs for which this course is mapping)</p>	<p>SDG level of correlation (Mention the level of correlation for each SDG)</p>
<p>a) SDG.....8.....</p>	<p>1. Weak <input type="checkbox"/> 2. Moderate <input type="checkbox"/> 3. High <input checked="" type="checkbox"/></p>
<p>b) SDG.....9.....</p>	<p>1. Weak <input type="checkbox"/> 2. Moderate <input type="checkbox"/> 3. High <input checked="" type="checkbox"/></p>
<p>17. Title of Lab Manual (if applicable): NA</p>	
<p>18. Books Recommended:</p> <p>Text Books:</p> <ol style="list-style-type: none"> 1. Sampath, Law and Procedure for Mergers/Joint Ventures Amalgamations Takeovers & Corporate Restructuring, Snowwhite Publication Pvt. Ltd. (2018). 2. S. Ramanujam, Mergers et al- Issues Implications and Case Law in Corporate Restructuring, Lexis 	

Publication, 4th edition, (2019).

3. ICSI, Handbook on Mergers Amalgamations and Takeovers-Law and Practice, ICSI Publication, 4th ed (2008).
4. Ramaiyya, Guide to Companies Act, Lexis Nexis Publication, 19th edition, (2021).
5. Avtar Singh, Company Law, Eastern Book Company, 17th edition, (2018).
6. Palmer, Company Law, Sweet & Maxwell (2000).
7. G. K. Kapoor, Sanjiv Dhamija, Company Law & Practice, Taxman, 25th edition, (2021).

Reference Books:

1. Nitin Potdar, The GPS Paradigm For Successful Mergers, Acquisitions and Joint Ventures, Notion Press, 1st edition, (2021).
2. Gower & Davies; Principles of Modern Company Law, Sweet & Maxwell, 9th edition, (2012).
3. H.L.J. Ford and A.P.Austen, Ford's Principles of Corporations Law, Butterworth Publication (1999).
4. Jonathan Charkham, Fair Share: The Future of Shareholders Power and Responsibility, Oxford University Press, 1st edition, (2021).

E-Book:

1. Nirmalya Kumar, How emerging giants are rewriting the rules of M&A. (2009). Harvard Business Review. 87, (5), 115-121. Available at: https://ink.library.smu.edu.sg/lkcsb_research/5186.
2. Kyeong Hun Lee, David C. Mauer et al., Human capital relatedness and mergers and acquisitions (2008). Journal of Financial Economics. 129, (1), 111-135
3. Mergers and Acquisitions (2020) Available at: https://www.nishithdesai.com/fileadmin/user_upload/pdfs/Research%20Papers/Mergers___Acquisitions_in_India.pdf
4. Report of the Company Law Committee, 2022 by Ministry of Corporate Affairs, Government of India. Available at: <https://www.mca.gov.in/bin/dms/getdocument?mds=bwsK%252FBEAFTVdpdKuv5IR5w%253D%253D&type=open>

Statutes

- o Companies Act 2013
- o Companies Act, 1956
- o Securities and Exchange Board of India Act, 1992
- o SEBI (Issue of Capital and Disclosure Requirements) Regulations, 2009
- o Depositories Act, 1996
- o Securities and Exchange Board of India (Substantial Acquisition of Shares and Takeovers) Regulations 2011.
- o The Companies (Compromises, Arrangements and Amalgamation Rules) 2016.
- o Foreign Exchange Management Act 1999.
- o Foreign Exchange Management (Transfer or Issue of Security by a Person Resident Outside India) Regulations 2017.
- o Foreign Exchange Management (Cross Border Merger) Regulations, 2018.
- o Income Tax Act, 1961
- o Banking Regulation Act 1949.

Cases to be referred

- Saloman v. Saloman & Co. Ltd.(1895-99)AllER Rep.33

- Lee v. Lee; s Air Farming Ltd.(1960)3 ALLER 420
- Dhulia – Amalner Motor Transport Ltd v. R.R. Dharamsi AIR 1952 Bom. 337:
- Daimler Co. Ltd. v. Continental Tyre& Rubber Co. Ltd. (1916-17) ALLER Rep. 191
- Bacha F. Guzadar v. CIT Bombay AIR 1955 SC 74
- Gilford Motor Co. Ltd. v. Horne (1933) ALLER 109
- Workman v. Associates Rubber Industry Ltd. (1985) 4 SCC 114
- Pratap Singh v. Bank of America (1976)46 Com. Cases 532
- Babulal Chaukhani v. Caltex (India) Ltd. AIR 1967 Cal 205
- Macaura v. Northern Assurance Co. Ltd, 1925 AC 619 HL
- Minerva Mills Ltd. v. Govt. of Maharashtra (1975) 45 Com. Cases 1
- Orient Paper Mills Ltd. v. State of Orissa AIR 1957 Orissa 232
- In re, MachinonMacknize& Co. (1967) ComLJ 200
- Bell Houses Ltd. v. Citywall Properties Ltd. (1966) 2 ALLER 674
- A.L. Mudaliar v. LIC AIR 1963 SC 1185
- Royal British Bank v. Turquand (1943-60) ALLER Rep.435
- Freeman v. Buckhurst Park Properties (1964)1ALLER 630
- Regal (Hasting) Ltd. v. Gulliver (1942) 1 ALLER 378
- Percival v. Wright (1902) 2 CH 421
- Industrial Development Consultants Ltd. v. Cooley (1972) 2 ALLER 162
- Seksaria Cotton Mills Ltd. v. A. E. Nail (1967) 37 Com Cases 656 (Bom)
- Maneckchowk& Ahmedabad Mfg. Co. Ltd., In re (1970)40 Com Cases 819 (Guj.)
- Arvind Mills Ltd. In re [2002]37 SCL Guj 660
- Gujarat Lease Financing Ltd. In re, [2002] 6 Comp LJ 263 (Guj.)
- Kirloskar Electric Co. Ltd. In re, [2003] 116 Com Cases 413 (Kar)
- Sakamari Steel & Alloys Ltd. In re [1981] 51 Com Cases 266 (Bom)
- HCL Hewlett Packard Ltd. [1995] 2 Comp L J 314
- Ne Plus Technologies (P) Ltd. In re, [2002] 5 Comp L J 474 (Mad)
- SM Holding Finance & Ltd. v. Mysore Machinery Manufacturers Ltd. (in liquidation) (1993) 78 Com Cases 432
- Hindustan Development Corporation Ltd. v. Shaw Wallace & Co. Ltd., (2002) 6 Com L J 63 (Cal)
- Vishnu chemicals P. Ltd., In re, [2002] 35 SCL 459 AP
- Mafatlal Ind. Ltd., In re 84 Com Cases 230 (Guj)
- Hindustan Lever Employees Union v. Hindustan Lever Ltd. (1994) 4 Comp. L J 267 (SC)
- CWT v. Mahadeo Jalan, 86 ITR 621
- Wood Polymer ltd. 47 Com Cases 597 (Guj)
- UOI v. Ambalal Sarabhai Enterprises Ltd. [1984] 55 Com Cases 623 (Guj.)
- Kamal plastics ind. Ltd. v. Bank of India Corporate Law Advisor, Vol. 17 Page 152
- Kriti plastics P. Ltd. 2 Comp L J 318
- Pioneer Dying House ltd. v. Dr. Shanker Vishnu Marathe, 37 Com Cases 546 (Bom)
- KEC International Ltd. v. Kamani Employees Union (2000) 1 Comp L J 351 (Bom)
- New Bank of India Employees Union v. UOI 1996 INDLAW SC 2679
- Punjab national Bank v. All India New Bank of India Employees Federation 1997
- Kishore Rajaram Chhabria v. the Chairman, SEBI MANU/SB/0105/2003
- SEBI v. Ondel Nalco India Ltd. MANU/SB/0054/2003
- KK Modi v. SAT MANU/MH/0546/2001
- Aska investments P. Ltd. and radhe Shyam Tulsian v. The Group Tea Co. Ltd. MANU/CL/01/2004
- Technip SA v. SMS Holding P. Ltd. MANU/SC/038/2005
- M. Sreenivasulu Reddy MANU/MH/0507/1999
- Hitachi Home and Life Solutions India Ltd. by Hitachi Group v. Respondent MANU/SB083/2004
- Modipon v. SEBI MANU/SB/0074/2001
- SEBI v. Rayban Sun Optics India ltd. MANU/SB/074/2002
- B.P. Plc v. SEBI MANU/SB/0090/2001
- Rhodia S.A v. SEBI MANU/SB/041/2001

- Shirish Finance and Investment P ltd. v. M. Sreenivasulu Reddy
MANU/MH/0545/2001
- B.P. Amoco Plc and Castrol Ltd. v. SEBI MANU/SB/062/2001
- Gurmail Singh & Others v. State of Punjab AIR 1993 SC 1388
- Hariprasad Shivshankar Shukla v. A.D.Divakar AIR 1957 SC 121
- Maruti Udyog Ltd. v. Ram Lal (2005) 2 SCC 638.
- Sunil Kr. Ghosh v. K. Ram Chandran (2011) 14 SCC 320
- Wiki Kids v. Regional Director (2018) 206 Comp Case 147
- Essar Telecommunications Holdings P. Ltd. In re (2012) 106 CLA 95
- Sequesnt Scientific Ltd., Re(2009) 151 Comm Cases 1)
- IonExchange (India) Ltd. In re, (2001) 105 Comp Cases 115 (Bom)
- Subhkam Securities (P) Ltd. v. SEBI, 2012 SCC OnLine SAT 112.
- Cadbury India Ltd., re, 2014 SCC OnLine Bom 4934 : (2015) 125 CLA 77.
- Arun Kumar Jagatramka v. Jindal Steel and Power Ltd.,
- 63 Moonlight Technologies v. Union of India Civil Appeal No.4476 of 2019

Reference websites: www.mca.gov.in

22. E-Learning Resources

NPTEL:

Animated Lab Videos:

MOOC Supplemented:

24. Participative Learning Component

Sr. No.	Topic	Submissions/Assessment	COs covered
16.	Assignment to write a research paper	Exams (MSE & ETE) Assignment	CO 1-5
17.	Assignment to draft a share purchase agreement	Exams (MSE & ETE) Assignment	CO6

25. Activities for Differential learning Needs

Sr. No.	Learning Level	Activities	Assessment
7.	Slow learners	Extra classes, assignment, one to one interaction, guest lectures	Assignment, MSE, Test, viva
8.	Intermediate learners	Skill training, Journal club activities, guest lectures	Test, feedback, viva
9.	Advanced Learners	VAC courses, skill training	Presentation, viva, feedbacks

26. Practical Content

Project (To be done as individual/in group):
 A minor research project on any topic of choice

27. Evaluation Scheme (Choose one)

S. No.	TYPE OF COURSE	PARTICULAR	ALLOTTED RANGE OF MARKS	PASS CRITERIA
1	Theory (L-T-0) (5-1-0)	Mid semester examination	20	Must Secure 50% Marks Out of total Marks
		End Semester examination	60	
		Continuous Evaluation Through Class Tests/Practice/Assignments/Presentation/Quiz	20	

**RUBRIC FOR EVALUATION:
 (At least 5 Criteria)**

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
Research	Literature Review 4 references	Literature Review 6-10 references	Literature Review Above 12 references
Analytical Skills	Understanding co-relation between variables	Legal Reasoning	Legal Analysis of Facts and Law
Critical Thinking	Identifying Research Gaps	Collating and Analyzing the data	Suggesting improvements and remedies
Presentation	Confidence	Systematic Structure of Presentation	Clarity of thought
Internal evaluation (MSE + class assignment)	50-70%	70-90%	>90%
External Evaluation (ETE)	50-70%	70-90%	>90%

Mapping of PO's and CO's

	Possess knowledge and understanding of substantive & procedural Laws.	Possess knowledge and understanding of Legal Theory.	Analyze critically the existing Laws by applying legal reasoning	Demonstrate the ability to perform Legal Research and Problem solving.	Demonstrate proficiency in written and oral communication in the legal context	Display a high degree of professional skills of counselling, negotiation and argument	Ability to collaborate needed for competent participation as a member	Understand and apply the rules of professional ethics towards their	Understand and appreciate the rules relating to environment protection	Develop requisite skills to act as an informed legal professional to	Proficient in applying legal tools and techniques necessary for solving legal
CO Code	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
Co 1	3	3		1	2	2	2			3	3
CO 2	3	3		3	2	2	2			3	3
CO 3	3	3	2	3	2	2	2			3	3
CO 4	3	3	2	3	2	2	2			3	3
CO 5	3	3	2	3	2	2	2			3	3
CO 6	3	3	2	3	2	2	2			3	3
Overall CO's (Average)	3	3	1.6	2.66	2	2	2	0.0	0.0	3	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

Legal Education and Teaching Methods-II

1. Department/ School:	School of Law			
2. Course Name: Legal Education and Teaching Methods	3. Course Code	4. L-T-P	5. Credits	
		2-0-0	2	
6. Type of Course (Tick one):	Programme Core <input checked="" type="checkbox"/>	Programme Elective <input type="checkbox"/>	Open Elective <input type="checkbox"/>	
	VAC <input type="checkbox"/>			
7. Prerequisite(s), if any (Mention course code and name): None				

Frequency of offering (check one): Odd <input type="checkbox"/> Even <input checked="" type="checkbox"/> Any Semester <input type="checkbox"/> Both Semester <input type="checkbox"/>		
8. Focus: <input checked="" type="checkbox"/> Employability <input checked="" type="checkbox"/> Skill Development <input type="checkbox"/> Basic Knowledge <input type="checkbox"/>		
9. Student centric methods used for enhancing learning experiences (Tick relevant)	<input type="checkbox"/> Experiential learning <input checked="" type="checkbox"/> Participative Learning <input type="checkbox"/> Problem solving methodologies	
10. Brief Syllabus: <ul style="list-style-type: none"> • Objectives of Legal Education & Problems in Legal Education; • Designing the Curriculum with objectives and outcomes and mapping it with Programme Objectives and Outcomes; • Lecture Method of Teaching – Merits and Demerits; • Problem Method/Case Method/Langdell Method; • Discussion Method / Small Group Teaching; • Seminar Method; and other popular methods; • Assessment and Evaluation techniques; • Use of ICT; • Clinical Legal Education – Legal Aid, Legal Literacy, Law Reform, Legal Survey; • Experiential Learning through Internships and Externships 		
Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)		
Lectures: 30	Tutorials: 0	Practicals: 0
11. Course Outcomes (COs) Possible usefulness of this course after its completion i.e., how this course will be practically useful to the students once it is completed:		
CO1	To learn various teaching tools & techniques of legal education	
CO2	To acquire a solid foundation with regard to the various pedagogies and teaching techniques	
CO3	To apply knowledge and understanding of the pedagogy and teaching techniques through experiential learning while conducting the actual classes	
CO4	To create a curriculum for courses with course plans.	
12. UNIT WISE DETAILS No. of Units: 3		
Unit Number: 1 No. of Lectures: 6 Title: Background: Legal Education and Teaching Methods		
Content Summary: <ul style="list-style-type: none"> • Meaning & Objective of Legal Education <ul style="list-style-type: none"> • Need & Purpose of studying Teaching Methods • Meaning & objectives of outcome-based education & its drawback 		

Unit Number: 2 No. of Lectures: 12 Title: Designing the curriculum with objectives & outcomes & mapping it with course outcomes & assessment

Content Summary:

- Learning method of Teaching- Hierarchy Model
- Discussion methods & its suitability at postgraduate level teaching- Washington Accord, NAAC
- Component of Outcome based education, Program education objective- difference b/w Program outcome, course outcome, course objectives, program specification outcome, vision, mission
- The problem Methods- Genesis of Bloom taxonomy , Revised Bloom Taxonomy, success & failures

Unit Number: 3 No. of Lectures: 12 Title: Educational Transformation-Blended Learning Mode

Content Summary:

- Other popular types of taxonomy- Pedagogy
- Comparison of Gurukul system with present learning education
- Advantages of BL learning, Role of teachers in BL learning
- Blended education structures in education, Blended MOOC, Rotation model
- NEP (National Education Policy), 2020

13. Instructions for students

iii) Before coming in the class please read about legal education
 jjj) Please read about the basics of legal education
 kkk) All student must secure at least 50% marks in each evaluation component
 III) All students must maintain the attendance at least 80%
 mmm) All student must submit a project individually

14. Multi-Disciplinary Approach(Please mentioned whether this course is multidisciplinary or not)

Yes No

Describe (if yes):

NA

15. SDG Number (Mention SDGs number out of 17 SDGs for which this course is mapping)	SDG level of correlation (Mention the level of correlation for each SDG)		
a) SDG.....4.....	1. Weak <input type="checkbox"/>	2. Moderate <input type="checkbox"/>	3. High <input checked="" type="checkbox"/>
b) SDG.....9.....	1. Weak <input type="checkbox"/>	2. Moderate <input checked="" type="checkbox"/>	3. High <input type="checkbox"/>

19. Books Recommended:

- **Educating Lawyers: Preparation for the Profession of Law**, William M. Sullivan, Anne Colby, Judith Welch Wegner, Lloyd Bond, Lee S. Shulman; ISBN: 978-0-7879-8261-4; February 2007, Jossey-Bass
- **Best Practices for Legal Education** Roy Stuckey and Others Copyright 2007 by Roy Stuckey Published in the United States by the Clinical Legal Education Association. Available at http://www.cleaweb.org/Resources/Documents/best_practices-full.pdf
- **Clinical Legal Education: Curriculum Lessons And Materials**, Ernest Ojukwu, Sam Erugo, Charles Adekoya; Network of University Legal Aid Institutions Abuja; Available at https://www.gaje.org/wp-content/uploads/gravity_forms/27-61ffabe162d29b7fe6c279abe68e27eb/2013/12/Clinical-Legal-Education-Curriculum-Lessons-and-Materials-Published.pdf
- **What's Wrong with Langdell's Method, and What to Do About It**; Vanderbilt law review 60 · March 2007 Available at https://www.researchgate.net/publication/242725823_What's_Wrong_with_Langdell's_Method_and_Wh at_to_Do_About_It
- **Law Commission of India, 184th Report on The Legal Education & Professional Training and Proposals for Amendments to the Advocates Act, 1961 and the University Grants Commission Act, 1956.**

Reference Books:

- **E-Book: Stein, Ralph Michael, "The Path of Legal Education from Edward I to Langdell: A History of Insular Reaction" (1981).** Pace Law Faculty Publications. Paper 228. <http://digitalcommons.pace.edu/lawfaculty/228>
- **The Value of Variety in Teaching: A Professor's Guide**; Heather Garretson, et.al., Journal of Legal Education, Volume 64, Number 1, August 2014 available at https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2508066

23. E-Learning Resources: [What is Outcome Based Education \(OBE\) system? | WASHINGTON ACCORD - YouTube](#)

[The Basics of Blended Learning - YouTube](#)

NPTEL: [Outcome based Education - YouTube](#)

Participative Learning Component

Sr. No.	Topic	Submissions/Assessment	COs covered
1.	Curriculum Designing	Classroom Presentation	CO1
2.	Summary notes from videos in E-content	Classroom Presentation	CO2 and CO3

Activities for Differential learning Needs

Sr. No.	Learning Level	Activities	Assessment
1.	Slow learners	Extra classes, assignment, one to one interaction, guest lectures	Assignment, MSE, Test, viva

2.	Intermediate learners	Skill training, Journal club activities, guest lectures	Test, feedback, viva
3.	Advanced Learners	skill training	Presentation, viva, feedbacks

Experiential Learning Component

Sr. No.	Topic	Submissions/Assessment	COs covered
1.	Flipped Classes	30	1,2,3
2.	Legal Aid Camps	20	1,2,3
3.	Create curriculum	10	4

Project (To be done as individual/in group): Write project report of Legal Education, (Individual)

Evaluation Scheme (Choose one)

S. No.	TYPE OF COURSE	PARTICULAR	ALLOTTED RANGE OF MARKS	PASS CRITERIA
	Project Based Course (L-T-P/L-T-0/L-0-P/L-0-0)	End Term Project	40%	Must Secure 30% Marks Out of Combined Marks of End Term Project Plus Major Test with Overall 40% Marks in Total.
		Major Test	35%	
		Class Test/ Assignment	15%	
		Class Participation Evaluation Through Class Tests/Practice/Assignments/Presentation/Quiz	10%	

**RUBRIC FOR EVALUATION:
(At least 5 Criteria)**

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
Classroom Teaching Assignment	1. Not full one hour 2. Poor content 3. Poor communication	1. 30 Minute 2. Mediocre content 3. Average communication and presentation	1. One hour utilized 2. Use of of ICT Tools 3. Good content 4. Good communication
Organizing a Legal	Poor organization	Mediocre	Excellent

Aid Camp / Legal Literacy Program		organization	organization
Project Report	Plagiarism more than 20%	Plagiarism 10- 20%	Plagiarism less than 10%

Mapping of PO's and CO's

	Students will possess the understanding of various	Students will demonstrate the understanding of outcome-based education	Students will possess understanding of legal theory, substantive & procedural Laws	The students will be able to analyze critically the existing Laws by applying legal reasoning	Students will demonstrate the ability of class room management and effective teaching	Students will demonstrate the ability to perform Legal Research and Problem solving	Students will demonstrate proficiency in written and oral communication in the legal context	Students will display a high degree of professional skills of counselling, negotiation,	Students will understand and apply the rules of professional ethics towards their clients and	Students will understand and appreciate the rules relating to environment protection	Students will develop requisite skills to act as an informed legal professional to participate in civic
CO Code	PO 1	PO 2	PO3	PO4	PO5	PO 6	PO7	PO 8	PO9	PO 10	PO 11
CO 1	3	3	3	1	3	1	3	1	1	1	3
CO 2	3	3	3	1	3	1	3	1	1	1	3
CO 3	3	3	3	1	3	1	2	1	1	1	3
CO 4	1	1	3	1	3	1	1	1	1	1	3
Overall CO's (Average)	2.5	3	3	1	3	1	2.2	1	1	1	3

INTERNATIONAL ECONOMIC LAW AND POLICY

INTERNATIONAL TRADE LAW

1. Department/ School:	School of Law (SOL)		
2. Course Name: INTERNATIONAL TRADE LAW	4. Course Code	5. L -T- P	6. Credits
3.		2-0-0	2
7. Type of Course (Tick one):	Programme Core <input checked="" type="checkbox"/> Programme Elective <input type="checkbox"/> Open Elective <input type="checkbox"/> VAC <input type="checkbox"/>		
8. Prerequisite(s), if any (Mention course code and name) SLS-6761 INTERNATIONAL TRADE LAW			
9. Frequency of offering (check one): Odd <input type="checkbox"/> Even <input checked="" type="checkbox"/> Any Semester <input type="checkbox"/> Both Semester <input type="checkbox"/>			
10. Focus: <input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Employability <input type="checkbox"/> Entrepreneurship <input type="checkbox"/> Skill Development <input checked="" type="checkbox"/> Basic			
11. Student centric methods used for enhancing learning experiences (Tick relevant)		<input type="checkbox"/> Experiential learning <input checked="" type="checkbox"/> Participative Learning <input checked="" type="checkbox"/> Problem solving methodologies	
12. Brief Syllabus: Unit 1 deals with Origin and Evolution of GATT & WTO, unit 2 deals with The Principles on Non-Discrimination in GATT & WTO, unit 3 deals with Dispute Settlement Procedures under GATT and WTO and unit 4 deals with Agreement on Subsidies and Countervailing Measures.			

Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)		
Lectures: 50	Tutorials: 00	Practical's: 0
13. Course Outcomes (COs)		
Possible usefulness of this course after its completion i.e., how this course will be practically useful to the students once it is completed		
CO1	To Explain and analyze the role of the World Trade Organization and the principal international trade agreements it administers	
CO2	To Describe and analyze how the rules, principles and institutions of international trade impact on domestic legal, political and social arrangements;	
CO3	To Select and apply a range of approaches to written communication, and apply the critical thinking required to bring about solutions to complex legal problems in the area of international trade law;	
CO4	To Describe and analyze how global trade liberalization, impacts upon developing countries through subsidies and countervailing measures in Trade related Agreements	
14. UNIT WISE DETAILS No. of Units: <u> 4 </u>		
Unit Number: 1 No. of Lectures: 15 Title: Origin and Evolution of GATT & WTO		
Content Summary:		
1.1. Global Economics and International Trade Law		
1.2 Protectionism vs Free Trade		
1.3 Birth of GATT, 1947		
1.4 GATT Rounds of Negotiation Including Doha Round and After		
1.5 The WTO: Its Genesis (Uruguay Round 1986 to 1994)		
1.6 The WTO Charter and GATT 1994, WTO Agreements, Understandings, Annexes		
1.7 Objective, Function and Structure of WTO (Key Organs or Bodies), Membership,		
Unit Number: 2 No. of Lectures: 15 Title: The Principles on Non-Discrimination in GATT & WTO		
Content Summary:		
2.1 Most-favoured-Nation Treatment (MFN) Article 1 of GATT 1947: its background and history, meaning, scope, significance & advantages,; meaning and scope of 'like product'.		
2.2. Exceptions to MFN (Annexes A to F of Article 1, Customs Unions and Free Trade Areas (Art.)(XXIV), Generalized System of Preferences (Art XXV), Art. XXXV, Art XXV, Art. XX, Art XXI, XII-XVIII, Art. VI, Subsidies Code and Government Procurement Code, Art XXIII, XIX (Escape Clause); Also Discuss Regional Associations like NAF 1A, BRICS, SAFTA, TTIP etc.		
2.3. National treatment principle (NT) Article III, GATT: its Origin & Scope, Meaning, Methodology.		
2.4. Exceptions to National Treatment Principle.		

Cases:

1. Application of Article 1:1 to Rebates on Internal Taxes [India Tax Rebates on Exports] (1948); II GATT B.I.S.D. 12
2. Japan-Taxes on Alcoholic Beverages case, Complaints by the European Communities, Canada, and the United States against Japan, (WT/DS8, DS10, DSII), Appellate Body and Panel Reports adopted on 1 November, 1996.
3. US Taxes on Automobiles case, Complaints by the European Community against US, WT/DS 31/R, 11 Oct., 1994
4. European Communities — Regime for the Importation, Sale and Distribution of Bananas case, Complaint by Ecuador, Guatemala, Honduras, Mexico, United States against European Community, WT/DS 27, 5 Feb., 1996
5. Korea-Measures Affecting Imports of Fresh, Chilled and Frozen Beef case (Korea-Beef case), Complaint by US & Australia against South Korea, WT/DS 161, 11 Dec., 2000

Unit Number: 3 No. of Lectures: 10 Title: Dispute Settlement Procedures under GATT and WTO

Content Summary:

- 3.1 Dispute settlement under GATT: Article XXII, Article XXIII, its merit & de-merit
- 3.2 Difference between the GATT and WTO dispute settlement procedures
- 3.2.1 Dispute Settlement Procedure under the WTO charter (refer Agreement on Dispute Settlement Understanding), Consultation, Dispute Panel Body, Appellate Body, Implementation of findings/decisions of WTO Dispute Settlement Body (Refer Article)00/ GATT)

Unit Number: 4 No. of Lectures: 10 Title: Agreement on Subsidies and Countervailing Measures

Content Summary:

- 4.1 Identification of Subsidies that are subject to the SCM Agreement.
 - 4.2 Definition of ‘Subsidy’, ‘Specificity’.
 - 4.3 Regulation of Specific Subsidies
 - i. Prohibited Subsidies
 - ii. Actionable Subsidies
 - iii. Non- actionable Subsidies
 - 4.4 Dispute Settlement and Remedies
- Cases:
1. U.S. —Countervailing Measures on Certain Hot-Rolled Carbon Steel Flat Products From India, WT/DS436/AB/R(19December2014)
 2. Canada- Certain Measures Relating to the Renewable Energy Sector, WT/DS412/AB/R (24 May 2013)

15. Multi-Disciplinary Approach

(Please mentioned whether this course is multidisciplinary or not)

Yes No

Describe (if yes):

NA	
16. SDG Number (Mention SDGs number out of 17 SDGs for which this course is mapping)	SDG level of correlation (Mention the level of correlation for each SDG)
a) SDG.....16.....	1. Weak <input type="checkbox"/> 2. Moderate <input checked="" type="checkbox"/> 3. High <input type="checkbox"/>
b) SDG...17.....	1. Weak <input type="checkbox"/> 2. Moderate <input checked="" type="checkbox"/> 3. High <input type="checkbox"/>
13. Title of Lab Manual (if applicable): NA	
14. Books Recommended:	
<ol style="list-style-type: none"> The students should download the above GATT and WTO Agreements from the website www.wto.org. and study the Agreements minutely as these agreements are highly complex bordering on so many issues both tariff and non-tariff. The Full Text of the URUGUAY ROUND, 1994 can be found in <i>International Legal Materials</i> available in the Law Library. Bhala, Raj (2019), <i>International Trade Law: A Comprehensive Textbook (4 Volumes)</i>, (5th ed.), Carolina Academic Press, USA Choukroune, L. (2014), “ National Treatment Reconsidered: Upholding State Sovereignty in International Trade and Investment Law”, 54 <i>Indian Journal of International Law</i> 283-316 Pratap, R .(2009), “ India, WTO And Alcoholic Beverages”, 49 <i>Indian Journal of International Law</i> 88-94 Das, K .(2008), “Coping with SPS Challenges in India: WTO and Beyond”, 11 <i>Journal of International Economic Law</i> (4) 971-1019 Jackson, John H . (2000) <i>Jurisprudence of GATT and WTO</i>, Cambridge University Press, USA Koul, A.K. (2005), <i>GATT and WTO</i>, Satyam Law International, New Delhi Jackson, John H. (1969), <i>World Trade and the Law of GATT</i>, Bobbs Merrill Co. Mitsuo Matsushita, Thomas J. Shoenbaum and Petros C . M Avroidis(1998), <i>WTO – Law, Practice and Policy</i>, Oxford University Press Zin, S.M. & Kazi, A.U.S., (2011), “Environment Exceptions under Article XX of the General Agreement on Tariffs and Trade (GATT): The Significance of Customary International Law and its Role in the World Trade Organization (WTO) Disputes Settlement in the Twenty First Century”, 51 <i>Indian Journal of International Law</i> 1-20 Bhala, Raj (2019), <i>International Trade Law: A Comprehensive Textbook (4 Volumes)</i>, (5th ed.), Carolina Academic Press, USA 	
24. E-Learning Resources	
NPTEL:	
Animated Lab Videos:	

MOOC Supplemented:**26. Participative Learning Component**

Sr. No.	Topic	COs covered	Submissions/ Assessment
1.	PPT Submission	CO2, CO4, CO3,	PPT
2.	Assignment	CO1, CO4, CO3,CO2	Viva and Presentation

27. Activities for Differential learning Needs

Sr. No.	Learning Level	Activities	Assessment
1.	Slow learners	Extra classes, assignment, one to one interaction, guest lectures, lecture notes	Assignment, MSE, Test, viva
2.	Intermediate learners	Skill training, Journal club activities, guest lectures, Participation in Conferences	Test, feedback, viva
3.	Advanced Learners	VAC courses, skill training, Moot Court, Legal Research	Presentation, viva, feedbacks

28. Practical Content**Project (To be done as individual/in group):**

A minor research project on any topic of choice

29. Evaluation Scheme (Choose one)

S. No.	TYPE OF COURSE	PARTICULAR	ALLOTTE D RANGE OF MARKS	PASS CRITERIA
1	Theory (L-0-0)/(L-T-0)/(L-0-P)*	Minor Test (MSE)	20%	Must Secure 30% Marks Out of Combined Marks of Major Test Plus Minor Test with Overall 40% Marks in Total.
		Major Test (End Term)	60%	
		Continuous Evaluation Through Class Tests/Practice/Assignments/Presentation/Quiz - Assignment: 10% - Viva/Quiz: 10%	20%	

**RUBRIC FOR EVALUATION:
(At least 5 Criteria)**

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
Analytical Skills	Understanding co-relation between variables	Legal Reasoning	Legal analysis of facts and law
Communication skills	Clarity in asking questions	Clarity in body language	Clarity in thoughts and expressions
Presentation	Confidence	Systematic structure of presentation	Clarity of thoughts
Internal evaluation (MSE + class assignment)	50-70%	70-90%	>90%
External Evaluation (ETE)	50-70%	70-90%	>90%


Mapping of PO's and CO's

	knowledge and understanding of substantive & procedural Laws	knowledge and understanding of Legal Theory	Ability to analyze critically the existing Laws by applying legal	ability to perform Legal Research and Problem solving	Proficiency in written and oral communication in the legal context	High degree of professional skills of counselling, negotiation and	Ability to collaborate needed for	Understanding and application of	Understand and appreciate the rules relating to environment protection	Requisite skills to act as an informed Legal professional to participate in	Proficient in applying Legal tools and techniques necessary	Graduates will be able to contribute effectively in the multidisciplinary	Graduates will be able to appreciate.
CO Code	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO 1		3	3		1					1			

CO 2		3	3	2	1							1	2
CO 3		3	3		1				1			1	3
CO 4		3	3	2	1								2
Overall CO's (Average)		3	3	1	1		0.0	0.0	0.0	0.3	0.0	0.33	2.33

INTERNATIONAL INVESTMENT LAW

1. Department/School:	School of Law (SOL)		
2. Course Name: INTERNATIONAL INVESTMENT LAW	3.	4. Course Code	5. L -T- P
			2-0-0
6. Credits	2		
7. Type of Course (Tick one):	Programme Core <input checked="" type="checkbox"/>	Programme Elective <input type="checkbox"/>	Open Elective <input type="checkbox"/>
	VAC <input type="checkbox"/>		
8. Prerequisite(s), if any (Mention course code and name)			
SLS-6762 INTERNATIONAL INVESTMENT LAW			
9. Frequency of offering (check one): Odd <input type="checkbox"/> Even <input checked="" type="checkbox"/> Any Semester <input type="checkbox"/> Both Semester <input type="checkbox"/>			
10. Focus: Knowledge <input checked="" type="checkbox"/>	Employability <input checked="" type="checkbox"/>	Entrepreneurship <input checked="" type="checkbox"/>	Skill Development <input checked="" type="checkbox"/> Basic <input type="checkbox"/>
11. Student centric methods used for enhancing learning experiences (Tick relevant)	<input type="checkbox"/> Experiential learning <input checked="" type="checkbox"/> Participative Learning		

	 Problem solving methodologies	
<p>12. Brief Syllabus:</p> <p>Unit 1 deals with Origin and Development of International Investment Law, Unit 2 deals with Sources of International Investment Law and Definition of Investor and Investment, Unit 3 deals with Market Access in International Investment, Unit 4 deals with Principles of Non-Discrimination and Standard of Protection, Unit 5 deals with Rights of Host State and Protection of Foreign Investment and Unit 6 deals with Dispute Resolution in International Investment.</p>		
<p>Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)</p>		
<p>Lectures: 30</p>	<p>Tutorials: 20</p>	<p>Practical's: 0</p>
<p>13. Course Outcomes (COs)</p> <p>Possible usefulness of this course after its completion i.e., how this course will be practically useful to the students once it is completed</p>		
<p>CO1</p>	<p>To Identify the various forms of origin and development of International Investment Law;</p>	
<p>CO2</p>	<p>To Discuss the various forms of sources of Investment Law and its terminologies;</p>	
<p>CO3</p>	<p>To classify the regulatory framework of International Investment Law;</p>	
<p>CO4</p>	<p>To explain the various principles that govern the International Investment Law;</p>	
<p>CO5</p>	<p>To determine the role of the Host State and Protection of Foreign Investment;</p>	
<p>CO6</p>	<p>To develop the ideology for efficiency of the Dispute Resolution Mechanism under International Investment Law.</p>	
<p>14. UNIT WISE DETAILS No. of Units: <u>6</u></p>		
<p>Unit Number: 1 No. of Lectures: 8 Title: Origin and Development of International Investment Law</p>		
<p>Content Summary:</p> <p>1.1 Meaning of International Investment and distinction with Portfolio Investment</p> <p>1.2 Early History and Developments regarding international Investment</p> <p>1.3 <i>Calvo's</i> Doctrine and <i>Hull's</i> Formula regarding protection of Foreign Investors</p> <p>1.4 Emergence of International Minimum Standard, Emergence of Investment Treaties post World War-</p>		

<p>II</p> <p>1.5 Evolution of Investment Protection Treaties- Bilateral</p> <p>1.6 Regional and Multilateral Approaches.</p>
<p>Unit Number: 2 No. of Lectures: 10 Title: Sources of International Investment Law and Definition of Investor and Investment</p>
<p>Content Summary:</p> <p>2.1 Source of International Investment Law- ICSID Convention</p> <p>2.2 Bilateral and Regional Treaties</p> <p>2.3 General Principle of Law and Customary International Law</p> <p>2.4 Definition of Investor and Investment with respect to investment treaties.</p>
<p>Unit Number: 3 No. of Lectures: 8 Title: Market Access in International Investment</p>
<p>Content Summary:</p> <p>3.1 Positive and Negative list approach</p> <p>3.2 Regulation of investment incentives and prohibition of performance requirements under TRIMs</p> <p>3.3 NAFTA and other agreements and the WTO</p>
<p>Unit Number: 4 No. of Lectures: 8 Title: Principles of Non Discrimination and Standard of Protection</p>
<p>Content Summary:</p> <p>4.1 Most favoured nation treatment (MFN)</p> <p>4.2 National treatment (NT)</p> <p>4.3 Fair and equitable treatment (FET)</p> <p>4.4 Full protection and security</p> <p>4.5 Access to justice.</p>
<p>Unit Number: 5 No. of Lectures: 6 Title: Rights of Host State and Protection of Foreign Investment</p>
<p>Content Summary:</p> <p>5.1 Permanent sovereignty over natural resources</p> <p>5.2 Expropriation of property (direct and creeping expropriation)</p>

5.3 Emergency

5.4 Necessity

5.5 Armed conflicts and force majeure.

5.6 Obligation of Foreign Investors

A code of conduct for MNCs, Non-interference in domestic policies, Human Rights and Environmental issues, Obligation to promote economic development.

Unit Number: 6 No. of Lectures: 10 Title: Dispute Resolution in International Investment

Content Summary:

6.1 Subject matter of Dispute

6.2 Parties to Dispute

6.3 Consent to arbitration

6.4 State v. State dispute

6.5 Investor v. State dispute

6.6 ICSID

6.7 Multilateral Investment Agreement (MIA)

Efforts for multilateral investment agreement within and outside WTO, WTO and Foreign Investment.

15. Multi-Disciplinary Approach

(Please mentioned whether this course is multidisciplinary or not)

Yes No

Describe (if yes):

NA

16. SDG Number
(Mention SDGs number out of 17 SDGs for which this course is mapping)

SDG level of correlation
(Mention the level of correlation for each SDG)

a) SDG.....09.....	1. Weak <input type="checkbox"/>	2. Moderate <input checked="" type="checkbox"/>	3. High <input type="checkbox"/>
b) SDG....08.....	1. Weak <input type="checkbox"/>	2. Moderate <input checked="" type="checkbox"/>	3. High <input type="checkbox"/>

13. Title of Lab Manual (if applicable): NA

14. Books Recommended:

Text Books:

- Dolzer, Rudolf and C. Schreuer (2012). Principles of International Investment Law (Oxford Press: Oxford: 2nd edition)
- Andreas Lowenfeld, International Economic Law, Oxford University Press (2008)
- M Sornarajah ‘The International Law on Foreign Investment’, Cambridge University Press: 2nd edition: Cambridge, (2004)
- J Salacuse (2010), The Law of Investment Treaties, (OUP: Oxford)
- G Van Harten (2007) Investment Treaty Arbitration and Public Law (OUP: Oxford).
- K Vandevelde (2010) Bilateral Investment Treaties: History, Policy and Interpretation (OUP: New York), 108-120.

Reference Books

- Bishop, R. Doak, et. al., *Foreign Investment Disputes: Cases, Materials and Commentary*, The Hague: Kluwer Law International, 2005.
- Brown, Chester, *Commentaries on Selected Model Investment Treaties*, Oxford University Press, 2013.
- Schreuer, Christoph, et. al., *The ICSID Convention: A Commentary on the Convention on the Settlement of Investment Disputes Between States and Nationals of Other States*, Cambridge University Press, 2009.
- McLachlan, Campbell, et al., *International Investment Arbitration: Substantive Principles*, Oxford University Press, 2007.
- Giorgetti, Chiara, ed. *Litigating International Investment Disputes: A Practitioner's Guide*, Martinus Nijhoff Publishers, 2012.
- Reed, Lucy, et.al. *Guide to ICSID Arbitration*, Kluwer Law International, 2011.
- R Klager (2011) Fair and Equitable Treatment in International Investment Law (CUP: Cambridge)
- Stephan Schill, Multilateralization of International Investment Law (Cambridge University Press, Cambridge/New York, 2009)
- UNCTAD (2007). ‘Investor-State Dispute Settlement and Impact on Investment Rule Making’ (United Nations: New York and Geneva)
- UNCTAD (2000). ‘International Investment Agreements: Flexibility for Development’ (United Nations: New York and Geneva)

25. E-Learning Resources

NPTEL:

Animated Lab Videos:

MOOC Supplemented:

Participative Learning Component

Sr. No.	Topic	COs covered	Submissions/
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			Assessment
1.	Submission	CO2, CO3, CO5, CO6,	PPT
2.	Assignment	CO1, CO2, CO3, CO4	Viva and Presentation

Activities for Differential learning Needs

Sr. No.	Learning Level	Activities	Assessment
1.	Slow learners	Extra classes, assignment, one to one interaction, guest lectures, lecture notes	Assignment, MSE, Test, viva
2.	Intermediate learners	Skill training, Journal club activities, guest lectures, Participation in Conferences	Test, feedback, viva
3.	Advanced Learners	VAC courses, skill training, Moot Court, Legal Research	Presentation, viva, feedbacks

Practical Content

Project (To be done as individual/in group):
A minor research project on any topic of choice

Evaluation Scheme (Choose one)

S. No.	TYPE OF COURSE	PARTICULAR	ALLOTTE D RANGE OF MARKS	PASS CRITERIA
1	Theory (L-0-0)/(L-T-0)/(L-0-P)*	Minor Test (MSE)	20%	Must Secure 30% Marks Out of Combined Marks of Major Test Plus Minor Test with Overall 40% Marks in Total.
		Major Test (End Term)	60%	
		Continuous Evaluation Through Class Tests/Practice/Assignments/Presentation/Quiz - Assignment: 10% - Viva/Quiz: 10%	20%	

**RUBRIC FOR EVALUATION:
(At least 5 Criteria)**

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
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Overall CO's (Average)		2.8	2.6	1.5	1.1		0.0	0.0	0.0	0.3	0.0	0.83	1.6
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International Commercial Arbitration

1. Department/ School: School of Law (SOL)	
2. Course Name: International Commercial Arbitration	3. Course Code
	4. L -T- P 2-0-0
5. Credits 2	
6. Type of Course (Tick one):	Programme Core <input checked="" type="checkbox"/> Programme Elective <input type="checkbox"/> Open Elective <input type="checkbox"/>
	VAC <input type="checkbox"/>
7. Prerequisite(s), if any (Mention course code and name) Law relating to Merger and Acquisition (SLS 6714)	
8. Frequency of offering (check one): Odd <input type="checkbox"/> Even <input checked="" type="checkbox"/> Any Semester <input type="checkbox"/> Both Semester <input type="checkbox"/>	
9. Focus: <input checked="" type="checkbox"/> Employability <input type="checkbox"/> Entrepreneurship <input type="checkbox"/> Skill Development <input type="checkbox"/> Basic Knowledge	
10. Student centric methods used for enhancing learning experiences (Tick relevant)	<input type="checkbox"/> Experiential learning
	<input checked="" type="checkbox"/> Participative Learning
	<input type="checkbox"/> Problem solving methodologies
11. Brief Syllabus:	
<p>In order to resolve disputes in an affordable, timely, and suitable manner, a number of approaches have been established which extend the procedures of dispute resolution outside the realm of traditional courtroom. International business arbitration is maybe the most well-liked and effective of them (in the area of international trade).</p> <p>The goal of international commercial arbitration law and practice is to create solutions that satisfy those demands. The objective is to offer a fair process that is acceptable to both parties to a transaction, one that reduces the dangers of forum shopping, avoids issues with disputes over the appropriate legal forum and applicable law, and one that is commercial and considerate of business interests. The course will focus on the law regulating international commercial arbitration and application of those legal principles in real world scenarios.</p>	
Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)	

Lectures: 24	Tutorials: 00	Practical's: 0
12. Course Outcomes (COs) Possible usefulness of this course after its completion i.e., how this course will be practically useful to the students once it is completed		
C0S 1	Students would be able to define and describe the evolution of laws relating to International Commercial Arbitration	
C0 2	Students would be able to understand the concepts, basic principle and laws related to International Commercial Arbitration.	
C0 3	Students would be able to appreciate how the numerous laws that govern procedures in international business arbitration interact with one another.	
C0 4	Analyse the fundamental elements of an arbitration agreement, recognize the significance of each element and utilize the knowledge to efficiently draft arbitration agreements/ clauses.	
C0 5	Students will be able to examine and analyse case law related to the subject	
C0 6	Students would learn how to draft an International Commercial Arbitration Agreement/ International Commercial Arbitration clauses.	
13. UNIT WISE DETAILS No. of Units: __ 6 __		
Unit Number: 1 No. of Lectures: 4 Title: INTRODUCTION		
Content Summary: <ul style="list-style-type: none"> • History of Arbitration in India • Background to Arbitration and Conciliation Act, 1996 • Scheme of the Act • Arbitration and Conciliation Amendment Act, 2015 		
Unit Number: 2 No. of Lectures: 4 Title: INDIAN ARBITRATION REGIME		
Content Summary: <ul style="list-style-type: none"> • Highlights of Arbitration and Conciliation Act, 1996: Court Intervention and Interpretation; Enforcement of Foreign Awards; Arbitrability under Indian Law. • Arbitration Agreement: Significance of Agreement in Arbitration; Forms of Arbitration Agreement; Functions of Arbitration Agreement; Definition and Requirements of a valid Agreement; Foreign Arbitration Agreement; Autonomy of Arbitration Agreement; Indian Position on Autonomy of Arbitration Agreement. 		
Unit Number: 3 No. of Lectures: 4 Title: Amendments in The Arbitration and Conciliation Act 1996		

- Amendments in Arbitration and Conciliation Act, 2015
- Amendments in Arbitration and Conciliation Act, 2021
- Pre-Arbitral Proceedings
- Arbitral Proceedings
- Post-Arbitral Proceeding

Unit Number: 4 No. of Lectures: 4 Title: Principles of International Commercial Arbitration

Content Summary:

- Concept, definition and objectives
- ICA with seat in India: Arbitration Notice
- Referral to Arbitration
- Interim Reliefs
- ICA when seated in other country: referring parties to arbitration under Part-II of 1996 Act; Enforcement and Execution of Foreign Awards; Appealable Orders.

Unit Number: 5 No. of Lectures: 4 Title: Arbitrators in International Commercial Arbitration

- Appointment of Arbitrators;
- Challenge to appointment of Arbitrators;
- Mandate of Arbitrator;
- Challenge to Jurisdiction;
- Conduct of Arbitral Proceedings;
- Arbitral Award; Challenge to an Award; Appeals; Enforcement and Execution of Award.

Unit Number: 6 No. of Lectures: 4 Title: Regulating International Commercial Arbitration

- Initiation/Commencement of Arbitration
- Reference to Arbitration
- Jurisdiction of Arbitral Tribunal
- Appointment of Arbitrator
- Independence and Impartiality of the Tribunal
- Powers and Duties of International Arbitrators
- Removal of Arbitrators.
- Arbitral Process and Arbitral Award: Methods of challenge; Grounds of Challenge.

Instructions for students

- a. Students must carry the reading material circulated before every lecture.
- b. Students should read latest news with respect to their subject .
- c. Students should be well versed with the laws pertaining to their subject.
- d. Students are instructed to maintain at least 75% attendance in each subject
- e. All student must give a project presentation.

<p>14. Multi-Disciplinary Approach (Please mentioned whether this course is multidisciplinary or not)</p> <p>Yes No <input checked="" type="checkbox"/> <input type="checkbox"/></p> <p>Describe (if yes):</p> <p>Law Relating to Merger and Acquisition is multidisciplinary because it involves the convergence of concepts of Management and Technology.</p>	
<p>15. SDG Number (Mention SDGs number out of 17 SDGs for which this course is mapping)</p>	<p>SDG level of correlation (Mention the level of correlation for each SDG)</p>
<p>a) SDG.....16.....</p>	<p>1. Weak <input type="checkbox"/> 2. Moderate <input type="checkbox"/> 3. High <input checked="" type="checkbox"/></p>
<p>b) SDG.....16.....</p>	<p>1. Weak <input type="checkbox"/> 2. Moderate <input type="checkbox"/> 3. High <input checked="" type="checkbox"/></p>
<p>17. Title of Lab Manual (if applicable): NA</p>	
<p>18. Books Recommended:</p> <p>Text Books:</p> <ol style="list-style-type: none"> 1. A.K Bansal, Law of International Commercial Arbitration, Universal Law Publishing, 2003. 2. Margaret L. Moses, The Principles and Practice of International Commercial Arbitration, 2nd Edition, Cambridge University Press, 2012. <p>Reference Books</p> <ol style="list-style-type: none"> 1. Jay E. Grenig, International Commercial Arbitration, West Thomson Reuters, 1st ed.(2014). 2. 2. Kroll, Laukas A Mistelis, Viscasilas, V. Rogers, International Arbitration and International Commercial Law, Kluwer International (2011). 3. Indu Malhotra, OP Malhotra on The Law and Practice of Arbitration and Conciliation (2020) (4th Edition). 4. Anirudh Wadhwa, Anirudh Krishnan, Justice RS Bachawat’s Law of Arbitration and Conciliation, Lexis Nexis, (2018) (6th Edition) . 5. David St. John, Judith Gill, Mathew Gearing, Russell on Arbitration, Sweet & Maxwell, (2018) (24th Edition). <p>PRESCRIBED STATUTES:</p> <p>The Arbitration and Conciliation Act, 1996 The Arbitration and Conciliation (Amendment) Act, 2015 UNCITRAL Model Law on International Commercial Arbitration, 1985 UNCITRAL Conciliation Rules, 1980 Convention on the Recognition and Enforcement of Foreign Arbitral Awards, 1958 (“New York Convention”) Convention on the Execution of Foreign Arbitral Awards, 1927 (“Geneva Convention”)</p>	

E-Book:

1. <https://uncitral.un.org/sites/uncitral.un.org/files/media-documents/uncitral/en/mal-digest-2012-e.pdf>

Reference websites: <https://uncitral.un.org/>

26. E-Learning Resources

NPTEL:

Animated Lab Videos:

MOOC Supplemented:

Participative Learning Component

Sr. No.	Topic	Submissions/Assessment	COs covered
1.	Assignment to write a research paper	Exams (MSE & ETE) Assignment	CO 1-5
2.	Assignment to draft an international commercial arbitration agreement	Exams (MSE & ETE) Assignment	CO6

Activities for Differential learning Needs

Sr. No.	Learning Level	Activities	Assessment
1.	Slow learners	Extra classes, assignment, one to one interaction, guest lectures	Assignment, MSE, Test, viva
2.	Intermediate learners	Skill training, Journal club activities, guest lectures	Test, feedback, viva
3.	Advanced Learners	VAC courses, skill training	Presentation, viva, feedbacks

Practical Content

Project (To be done as individual/in group):

A minor research project on any topic of choice

Evaluation Scheme (Choose one)

S. No.	TYPE OF COURSE	PARTICULAR	ALLOTTED RANGE OF MARKS	PASS CRITERIA
1	Theory	Mid semester examination	20	Must Secure 50%

	(L-T-0) (5-1-0)	End Semester examination	60	Marks Out of total Marks
		Continuous Evaluation Through Class Tests/Practice/Assignments/Presentation/Quiz	20	

RUBRIC FOR EVALUATION:
(At least 5 Criteria)

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
Research	Literature Review 4 references	Literature Review 6-10 references	Literature Review Above 12 references
Analytical Skills	Understanding co- relation between variables	Legal Reasoning	Legal Analysis of Facts and Law
Critical Thinking	Identifying Research Gaps	Collating and Analyzing the data	Suggesting improvements and remedies
Presentation	Confidence	Systematic Structure of Presentation	Clarity of thought
Internal evaluation (MSE + class assignment)	50-70%	70-90%	>90%
External Evaluation (ETE)	50-70%	70-90%	>90%

Mapping of PO's and CO's

	Possess knowledge and understanding of substantive & procedural Laws.	Possess knowledge and understanding of Legal Theory.	Analyze critically the existing Laws by applying legal reasoning	Demonstrate the ability to perform Legal Research and Problem solving.	Demonstrate proficiency in written and oral communication in the legal context	Display a high degree of professional skills of counselling, negotiation and argument	Ability to collaborate needed for competent participation as a member	Understand and apply the rules of professional ethics towards their	Understand and appreciate the rules relating to environment protection	Develop requisite skills to act as an informed legal professional to	Proficient in applying legal tools and techniques necessary for solving legal
CO Code	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO 1	3	3		1	2	2	2			3	3
CO 2	3	3		3	2	2	2			3	3
CO 3	3	3	2	3	2	2	2			3	3
CO 4	3	3	2	3	2	2	2			3	3
CO 5	3	3	2	3	2	2	2			3	3
CO 6	3	3	2	3	2	2	2			3	3
Overall CO's (Average)	3	3	1.6	2.66	2	2	2	0.0	0.0	3	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

International Banking, Finance and Monetary Framework

1. Department/ School: School of Law	
2. Course Name: Corporate Finance	3. Course Code
	2 -0-0
5. Credits	2
6. Type of Course (Tick one):	Programme Core <input checked="" type="checkbox"/> Programme Elective <input type="checkbox"/> Open Elective <input type="checkbox"/> VAC <input type="checkbox"/>
7. Prerequisite(s), if any (Mention course code and name) – Law of Contracts (SLL 5106)	
Frequency of offering (check one): Odd <input type="checkbox"/> Even <input checked="" type="checkbox"/> Any Semester <input type="checkbox"/> Both Semester <input type="checkbox"/>	
8. Focus: <input checked="" type="checkbox"/> Employability <input type="checkbox"/> Entrepreneurship <input type="checkbox"/> Skill Development <input checked="" type="checkbox"/> Basic Knowledge	
9. Student centric methods used for enhancing learning experiences (Tick relevant)	<input type="checkbox"/> Experiential learning <input checked="" type="checkbox"/> Participative Learning <input checked="" type="checkbox"/> Problem solving methodologies
10. Brief Syllabus:	
Module 1 – General Introduction of International Monetary Law Module 2 – Currency Manipulation Module 3 – Money Market Module 4 – Currency War & WTO	
Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)	
Lectures: 24	Tutorials: 0
	Practical's: 0
11. Course Outcomes (COs)	
Possible usefulness of this course after its completion i.e., how this course will be practically useful to the students once it is completed:	
Co 1	Recognize the legal issues involved in the area of Monetary Law. (PO1, PO2,PO3)
Co 2	Understand the framework of International Law which interacts with the Monetary Law, to adjudge the International Law aspect of cross border transactions (PO1,PO2,PO3).
Co 3	Research and discover the legal issues involved in the various instances of currency manipulations. (PO1, PO2).
Co 4	Make a critical analysis of the WTO legal regime in order to establish and reframe the relation between the WTO & IMF. (PO5, PO6)
12. UNIT WISE DETAILS No. of Units: 3	

<p>Unit Number: 1 No. of Lectures: 8 Title: General Introduction of International Monetary Law</p>	
<p>Content Summary:</p> <p>Part A (mapping with CO1) General Introduction, identifying the legal issues relating to Monetary and Exchange Movement, Objectives and Questions Involved; Economics of Currency & Exchange and its relation with the International Monetary Law. Case Study – USA – China Currency War (4 Classes)</p> <p>Part B (mapping with CO2) – International Law Aspect of Currency - Monetary Sovereignty and International Law, Political Aspect of Monetary Sovereignty, Globalization and Monetary Sovereignty. (4 Classes)</p>	
<p>Unit Number: 2 No. of Lectures: 8 – Currency Manipulation -</p>	
<p>Part A (mapping with CO3) - Evolution of the China’s Exchange Rate Policy in the Reform Era - China Legal Regime and Exchange Rate, Ideological Foundation of Chinese Exchange Rate System in China, The US China Dispute on Chinese Currency, China Foreign Exchange Legal Regime, China Exchange Rate Policy from 1994 to 2005, RMB Reform in July 2005. (2 Classes)</p> <ul style="list-style-type: none"> • Part B (mapping with CO4) - IMF on Currency Manipulations (5 Classes) - Bretton Woods in 21st Century and China Exchange Rate Policy • The Goal of International Monetary Fund, Exchange Rate Policy and Exchange Arrangement • Article IV, Section 1: Obligations Regarding Exchange arrangements • The specific obligations, Article IV - Section 2 • Exchange Rate Manipulation (Article IV, Section 1(iii)) <ul style="list-style-type: none"> • Legal Mandate of the Fund & Fund Surveillance 	
<p>Unit Number: 3 No. of Lectures: 3 Title: MONEY MARKET</p>	
<p>Content Summary:</p> <ul style="list-style-type: none"> • Special features of Money Market, • RBI role in credit control, • FERA and FEMA Regulations 	
<p>Module 4: Currency War & WTO</p> <ul style="list-style-type: none"> • Relationship between the currency & trade. • Relationship between the IMF & WTO • Chinese accession to WTO 	
<p>13. Instructions for students</p> <p>nnn) (Write the step-wise instructions for the students)</p> <p>ooo) Before coming in the class please read about pharmaceutical excipients</p> <p>ppp) Please read about the basics of different dosage forms especially topical systems</p> <p>qqq) All student must secure at least 50% marks in each evaluation component</p> <p>rrr) All students must maintain the attendance at least 80%</p> <p>sss) All student must submit a project either in group or single</p>	
<p>14. Multi-Disciplinary Approach (Please mentioned whether this course is multidisciplinary or not)</p> <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	

Describe (if yes):	
NA	
15. SDG Number (Mention SDGs number out of 17 SDGs for which this course is mapping)	SDG level of correlation (Mention the level of correlation for each SDG)
a) SDG.....2.....	1. Weak <input type="checkbox"/> 2. Moderate <input checked="" type="checkbox"/> 3. High <input type="checkbox"/>
b) SDG.....6...	1. Weak <input checked="" type="checkbox"/> 2. Moderate <input type="checkbox"/> 3. High <input type="checkbox"/>
13. Title of Lab Manual (if applicable): NA	
15. Books Recommended:	
<ol style="list-style-type: none"> 1. INTERNATIONAL ECONOMIC LAW, SECOND EDITION, OXFORD UNIVERSITY PRESS, 2008. 2. DANIEL SLANE, REPORT TO CONGRESS OF THE U.S. CHINA ECONOMIC AND SECURITY REVIEW COMMISSION (2010). 3. ESWAR PRASAD, THE DOLLAR TRAP: HOW THE U.S. DOLLAR TIGHTENED ITS GRIP ON GLOBAL FINANCE (2014). 4. FREYA BAETENS& JOSÉ CAIADO, FRONTIERS OF INTERNATIONAL ECONOMIC LAW (2014). 5. IMAD MOOSA, THE US-CHINA TRADE DISPUTE: FACTS, FIGURES AND MYTHS (2012) 	
Reference Book (s):	
<ol style="list-style-type: none"> 6. JOHN MAYNARD KEYNES, HARRY DEXTER WHITE, AND BENN STEIL, THE BATTLE OF BRETTON WOODS (2013) 7. JOSEPH GOLD, LEGAL EFFECTS OF FLUCTUATING EXCHANGE RATES (1990) 8. LAWRENCE C. HILBERT, CURRENCY INTERVENTIONS, FLUCTUATIONS AND ECONOMIC ISSUES, (2007) 9. MELISSA MURPHY & WEN JIN YUAN, IS CHINA READY TO CHALLENGE THE DOLLAR? INTERNATIONALIZATION OF THE RENMINBI AND ITS IMPLICATIONS FOR THE UNITED STATES (2009). 10. PETER NAVARRO & GREG AUTRY, DEATH BY CHINA: CONFRONTING THE DRAGON—A GLOBAL CALL TO ACTION (2011). 11. ROSA M. LASTRA, THE RULE OF LAW IN MONETARY AFFAIRS (2014). 12. SURJIT S. BHALLA, DEVALUING TO PROSPERITY: MISALIGNED CURRENCIES AND THEIR GROWTH CONSEQUENCE (2012). 	
Articles –	
<ol style="list-style-type: none"> 1. 2014 Report to Congress of the U.S.-China Economic and Security Review Commission, One Hundred Thirteenth Congress Second Session (2014). 2. Arthur A. Stein, <i>Coordination and Collaboration: Regimes in an Anarchic World</i>, 36 INT’L ORG 417 (1982). 3. Arvind Subramanian & Aaditya Mattoo, <i>Currency Undervaluation and Sovereign Wealth Funds: A New Role for the World Trade Organization</i>, Policy Research Working Paper, 4668, The World Bank. 4. Barry Eichengreen& Hui Tong, <i>The External Impact of China’s Exchange Rate Policy: Evidence from Firm Level Data</i>, NATIONAL BUREAU OF ECONOMIC RESEARCH, 2011. 5. Benjamin Blase Caryl, <i>Is China’s Currency Regime A Countervailable Subsidy? A Legal Analysis Under</i> 	

the World Trade Organization's SCM Agreement, KLUWER LAW INTERNATIONAL BV (2011).

6. Catharina E. Koops, MANIPULATING THE WTO? THE POSSIBILITIES FOR CHALLENGING UNDERVALUED CURRENCIES UNDER WTO RULES, *p.10*, University of Amsterdam, Amsterdam Center for International Law, 2010 Research Paper Series
7. Charles Lipson, *The Transformation of Trade: The Sources and Effects of Regime Change*, 36 INT'L ORG 417 (1982).
8. Christoph Herrmann, *The Legitimacy of China's Exchange Regime*, Don Yuan: *China's "Selfish" Exchange Rate Policy under the Current International Legal Framework.* European Yearbook of International
9. CLAUS D. ZIMMERMANN, EXCHANGE RATE MISALIGNMENT AND INTERNATIONAL LAW, Page 437, American Journal of International Law, 105 A.J.I.L. 423 (2011).
10. Claus D. Zimmermann, The Concept of Monetary Sovereignty Revisited, EJIL (2013), Vol. 24 No. 3, 798; Michael Mussa, IMF Surveillance over China's Exchange Rate Policy, Paper presented at the Conference on China's Exchange Rate Policy, Peterson Institute, October 19, 2007.
11. Deborah E. Siegel, Page 1, LEGAL ASPECTS OF THE IMF/WTO RELATIONSHIP: THE FUND'S ARTICLES OF AGREEMENT AND THE WTO AGREEMENTS, THE AMERICAN JOURNAL OF INTERNATIONAL LAW, Vol. 96:561, THE AMERICAN JOURNAL OF INTERNATIONAL LAW.
12. Donald J. Puchala & Raymond F. Hopkins, *Lessons from Inductive Analysis*, INTERNATIONAL ORGANIZATION, 36 INT'L ORG 245 (1982).
Economic Law 2010.
13. Frequently Asked Questions on the 2007 Surveillance Decision (FAQs), The 2007 Surveillance Decision: Revised Operational Guidance, Prepared by the Strategy, Policy, and Review and the Legal Departments, IMF, In consultation with other Departments, Approved by Reza Moghadam and Sean Hagan, June 22, 2009.
14. Haggard, Stephan, and Beth A. Simmons, *Theories of international regimes*, 41 INT'L ORG 491 (1987).
15. Haneul Jung, *Tackling Currency Manipulation with International Law: Why and How Currency Manipulation should be Adjudicated?* Manchester Journal of International Economic Law, Volume 9, Issue 2: 184-200, 2012.
16. Hedley Bull, *The Anarchical Society: A Study of Order in World Politics* (New York: Columbia University Press, 1977), p. 54.
17. IMF Decision No. 5392-(77/63) April 29, 1977, as amended by Decision Nos. 8564-(87/59), April 1, 1987, 8856(88/64), April 22, 1988, and 10950-(95/37), April 10, 1995.
18. IMF Executive Board Adopts New Decision on Bilateral Surveillance Over Members' Policies, Public Information Notice (PIN) No. 07/69, June 21 2007, available at <https://www.imf.org/external/np/sec/pn/2007/pn0769.htm>
19. IMF Legal Department paper - Prepared by the Legal Department, IMF, Approved by Sean Hagan, In consultation with the Policy Development and Review Department, at 15, Article IV of the Fund's Articles of Agreement: An Overview of the Legal Framework.
20. IMF, *Article IV of the Fund's Articles of Agreement: An Overview of the Legal Framework*, Legal

Department In consultation with the Policy Development and Review Department (2006).

21. IMF, *Article IV of the Fund's Articles of Agreement: An Overview of the Legal Framework*, LEGAL DEPARTMENT IN CONSULTATION WITH THE POLICY DEVELOPMENT AND REVIEW DEPARTMENT (2006).
22. IMF, *Guidance Note For Surveillance Under Article IV Consultation*, STRATEGY, POLICY, AND REVIEW DEPARTMENT, INTERNATIONAL MONITORY FUND, (2012).
23. IMF, *IMF Involvement in International Trade Policy Issues*, INDEPENDENT EVALUATION OFFICE OF THE INTERNATIONAL MONETARY FUND, EVALUATION REPORT (2009).
24. IMF, *The Fund's Mandate—An Overview*, PREPARED BY THE STRATEGY, POLICY, AND REVIEW DEPARTMENT, (IN CONSULTATION WITH THE LEGAL DEPARTMENT), 2010.
25. IMF, *The Fund's Mandate—The Legal Framework*, Legal Department (In Consultation with the Strategy, Policy and Review Department (2010).

27. E-Learning Resources

NPTEL:

Online Verified Videos:

MOOC Supplemented

29. Participative Learning Component

Sr. No.	Topic	Submissions/Assessment	COs covered
1.	General Introduction of International Monetary Law	Exams (MSE & ETE) Assignment	CO1 & CO2
2.	Currency Manipulation	Exams (MSE & ETE) Assignment	CO3 and CO4
3.	Currency War & WTO	Exams (MSE & ETE) Assignment	CO5 and CO6

30. Activities for Differential learning Needs

Sr. No.	Learning Level	Activities	Assessment
1.	Slow learners	Extra classes, assignment, one to one interaction, guest lectures	Assignment, MSE, Test, viva
2.	Intermediate learners	Skill training, Journal club activities, guest lectures	Test, feedback, viva
3.	Advanced Learners	VAC courses, skill training	Presentation, viva, feedbacks

31. Experiential Learning Component NA

32. Practical Content NA

Project (To be done as individual/in group):

Evaluation Scheme (Choose one)

S. No	TYPE OF COURSE	PARTICULAR	ALLOTTE D RANGE OF MARKS	PASS CRITERIA
1	Theory (L-0-0)/(L-T-0)/(L-0-P)*	Minor Test (MSE)	20%	Must Secure 30% Marks Out of Combined Marks of Major Test Plus Minor Test with Overall 40% Marks in Total.
		Major Test (End Term)	60%	
		Continuous Evaluation Through Class Tests/Practice/Assignments/Presentation/Quiz - Assignment: 10% - Viva/Quiz: 10%	20%	

**RUBRIC FOR EVALUATION:
(At least 5 Criteria)**

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
Case Laws	Fundamental study		Legislative Intent & Background
Field Survey - if taken Empirical Research	Basic survey	International & Comparative Research	
Project	Plagiarism more than 20%	Plagiarism 10- 20%	Plagiarism less than 10%
Internal evaluation	50-70%	70-90%	>90%

(MSE + class assignment)			
External Evaluation (ETE)	50-70%	70-90%	>90%

Mapping of PO's and CO's

	Students will demonstrate the understanding of outcome-based students will possess understanding of legal theory, substantive & amn.	The students will be able to analyse critically the existing Laws by	tudents will demonstrate the ability of class room management and	Students will demonstrate the ability to perform Legal	Students will demonstrate proficiency in written and oral	Students will display a high degree of professional skills of counselling	Students will understand and apply the rules of professional ethics	Students will understand and appreciate the rules relating to	tudents will develop requisite skills to act as an informed legal	Graduates will be able to contribute effectively in the interdisciplinary	Graduates will be able to develop and create policy documents and	Students will demonstrate the understanding of outcome-based education.	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1		1				2		3	1			1	
CO2	1	1			1		2						
CO3				1		2		1					2
CO4	1										2		
CO5	3	1			3	1		1		2			

Legal Education and Teaching Methods-II

1. Department/	School of Law
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School:				
2. Course Name: Legal Education and Teaching Methods		3. Course Code	4. L-T-P	5. Credits
			2-0-0	2
6. Type of Course (Tick one):	Programme Core <input checked="" type="checkbox"/>	Programme Elective <input type="checkbox"/>	Open Elective <input type="checkbox"/>	VAC <input type="checkbox"/>
7. Prerequisite(s), if any (Mention course code and name): None				
Frequency of offering (check one): Odd <input type="checkbox"/> Even <input checked="" type="checkbox"/> Any Semester <input type="checkbox"/> Both Semester <input type="checkbox"/>				
8. Focus:	<input checked="" type="checkbox"/> Employability <input checked="" type="checkbox"/>	Skill Development <input type="checkbox"/>	Basic Knowledge <input type="checkbox"/>	
9. Student centric methods used for enhancing learning experiences (Tick relevant)		<input type="checkbox"/>	Experiential learning	
		<input checked="" type="checkbox"/>	Participative Learning	
		<input type="checkbox"/>	Problem solving methodologies	
10. Brief Syllabus:				
<ul style="list-style-type: none"> Objectives of Legal Education & Problems in Legal Education; Designing the Curriculum with objectives and outcomes and mapping it with Programme Objectives and Outcomes; Lecture Method of Teaching – Merits and Demerits; Problem Method/Case Method/Langdell Method; Discussion Method / Small Group Teaching; Seminar Method; and other popular methods; Assessment and Evaluation techniques; Use of ICT; Clinical Legal Education – Legal Aid, Legal Literacy, Law Reform, Legal Survey; Experiential Learning through Internships and Externships 				
Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)				
Lectures: 30		Tutorials: 0		Practicals: 0
11. Course Outcomes (COs)				
Possible usefulness of this course after its completion i.e., how this course will be practically useful to the students once it is completed:				
CO1	To learn various teaching tools & techniques of legal education			
CO2	To acquire a solid foundation with regard to the various pedagogies and teaching techniques			
CO3	To apply knowledge and understanding of the pedagogy and teaching techniques through experiential learning while conducting the actual classes			

CO4	To create a curriculum for courses with course plans.
12. UNIT WISE DETAILS No. of Units: 3	
Unit Number: 1 No. of Lectures: 6 Title: Background: Legal Education and Teaching Methods	
Content Summary: <ul style="list-style-type: none"> • Meaning & Objective of Legal Education <ul style="list-style-type: none"> • Need & Purpose of studying Teaching Methods • Meaning & objectives of outcome-based education & its drawback 	
Unit Number: 2 No. of Lectures: 12 Title: Designing the curriculum with objectives & outcomes & mapping it with course outcomes & assessment	
Content Summary: <ul style="list-style-type: none"> • Learning method of Teaching- Hierarchy Model • Discussion methods & its suitability at postgraduate level teaching- Washington Accord, NAAC • Component of Outcome based education, Program education objective- difference b/w Program outcome, course outcome, course objectives, program specification outcome, vision, mission • The problem Methods- Genesis of Bloom taxonomy , Revised Bloom Taxonomy, success & failures 	
Unit Number: 3 No. of Lectures: 12 Title: Educational Transformation-Blended Learning Mode	
Content Summary: <ul style="list-style-type: none"> • Other popular types of taxonomy- Pedagogy • Comparison of Gurukul system with present learning education • Advantages of BL learning, Role of teachers in BL learning • Blended education structures in education, Blended MOOC, Rotation model • NEP (National Education Policy), 2020 	
13. Instructions for students	
ttt) Before coming in the class please read about legal education uuu) Please read about the basics of legal education vvv) All student must secure at least 50% marks in each evaluation component www) All students must maintain the attendance at least 80% xxx) All student must submit a project individually	
14. Multi-Disciplinary Approach	
(Please mentioned whether this course is multidisciplinary or not)	
Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/>
Describe (if yes):	
NA	
15. SDG Number	SDG level of correlation (Mention the level of correlation for each SDG)

(Mention SDGs number out of 17 SDGs for which this course is mapping)	
a) SDG.....4.....	1. Weak <input type="checkbox"/> 2. Moderate <input type="checkbox"/> 3. High <input checked="" type="checkbox"/>
b) SDG.....9.....	1. Weak <input type="checkbox"/> 2. Moderate <input checked="" type="checkbox"/> 3. High <input type="checkbox"/>

20. Books Recommended:

- **Educating Lawyers: Preparation for the Profession of Law**, William M. Sullivan, Anne Colby, Judith Welch Wegner, Lloyd Bond, Lee S. Shulman; ISBN: 978-0-7879-8261-4; February 2007, Jossey-Bass
- **Best Practices for Legal Education Roy Stuckey and Others** Copyright 2007 by Roy Stuckey Published in the United States by the Clinical Legal Education Association. Available at http://www.cleaweb.org/Resources/Documents/best_practices-full.pdf
- **Clinical Legal Education: Curriculum Lessons And Materials**, Ernest Ojukwu, Sam Erugo, Charles Adekoya; Network of University Legal Aid Institutions Abuja; Available at https://www.gaje.org/wp-content/uploads/gravity_forms/27-61ffabe162d29b7fe6c279abe68e27eb/2013/12/Clinical-Legal-Education-Curriculum-Lessons-and-Materials-Published.pdf
- **What's Wrong with Langdell's Method, and What to Do About It**; Vanderbilt law review 60 · March 2007 Available at https://www.researchgate.net/publication/242725823_What's_Wrong_with_Langdell's_Method_and_Wh_at_to_Do_About_It
- **Law Commission of India, 184th Report on The Legal Education & Professional Training and Proposals for Amendments to the Advocates Act, 1961 and the University Grants Commission Act, 1956.**

Reference Books:

- **E-Book: Stein, Ralph Michael, "The Path of Legal Education from Edward I to Langdell: A History of Insular Reaction" (1981).** Pace Law Faculty Publications. Paper 228. <http://digitalcommons.pace.edu/lawfaculty/228>
- **The Value of Variety in Teaching: A Professor's Guide**; Heather Garretson, et.al., Journal of Legal Education, Volume 64, Number 1, August 2014 available at https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2508066

28. E-Learning Resources: [What is Outcome Based Education \(OBE\) system? | WASHINGTON ACCORD - YouTube](#)

[The Basics of Blended Learning - YouTube](#)
 NPTEL: [Outcome based Education - YouTube](#)

Participative Learning Component

Sr. No.	Topic	Submissions/Assessment	COs covered
18.	Curriculum Designing	Classroom Presentation	CO1
19.	Summary notes from videos in E-content	Classroom Presentation	CO2 and CO3

Activities for Differential learning Needs

Sr. No.	Learning Level	Activities	Assessment
1	Slow learners	Extra classes, assignment, one to one interaction, guest lectures	Assignment, MSE, Test, viva
2.	Intermediate learners	Skill training, Journal club activities, guest lectures	Test, feedback, viva
3.	Advanced Learners	skill training	Presentation, viva, feedbacks

Experiential Learning Component

Sr. No.	Topic	Submissions/Assessment	COs covered
1.	Flipped Classes	30	1,2,3
2.	Legal Aid Camps	20	1,2,3
3.	Create curriculum	10	4

Project (To be done as individual/in group): Write project report of Legal Education, (Individual)

Evaluation Scheme (Choose one)

S. No.	TYPE OF COURSE	PARTICULAR	ALLOTTE D RANGE OF MARKS	PASS CRITERIA
1.	Project Based Course (L-T-P/L-T-0/L-0-P/L-0-0)	End Term Project	40%	Must Secure 30% Marks Out of Combined Marks of End Term Project Plus
		Major Test	35%	
		Class Test/ Assignment	15%	

		Class Participation Evaluation Through Class Tests/Practice/Assignments/Presentation/Quiz	10%	Major Test with Overall 40% Marks in Total.
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**RUBRIC FOR EVALUATION:
(At least 5 Criteria)**

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
Classroom Teaching Assignment	1. Not full one hour 2. Poor content 3. Poor communication	1. 30 Minute 2. Mediocre content 3. Average communication and presentation	1. One hour utilized 2. Use of of ICT Tools 3. Good content 4. Good communication
Organizing a Legal Aid Camp / Legal Literacy Program	Poor organization	Mediocre organization	Excellent organization
Project Report	Plagiarism more than 20%	Plagiarism 10- 20%	Plagiarism less than 10%

Mapping of PO's and CO's

	Students will possess the understanding of various <i>concepts in relation to the area of legal education</i>	Students will demonstrate the understanding of <i>outcome-based education</i>	Students will possess understanding of legal theory, substantive & procedural Laws	The students will be able to analyze critically the existing Laws by applying legal reasoning	Students will demonstrate the ability of class room <i>management and effective teaching</i>	Students will demonstrate the ability to perform <i>Legal Research and Problem solving</i>	Students will demonstrate proficiency in written <i>and</i> oral communication in the legal context	Students will display a high degree of professional skills of counselling, negotiation,	Students will understand and apply the rules of <i>professional ethics towards their clients and</i>	Students will understand and appreciate the rules relating to environment protection	Students will develop requisite skills to act as an informed legal professional to participate in civic
CO Code	PO 1	PO 2	PO3	PO4	PO5	PO 6	PO7	PO 8	PO9	PO 10	PO 11
CO 1	3	3	3	1	3	1	3	1	1	1	3
CO 2	3	3	3	1	3	1	3	1	1	1	3
CO 3	3	3	3	1	3	1	2	1	1	1	3
CO 4	1	1	3	1	3	1	1	1	1	1	3
Overall CO's (Average)	2.5	3	3	1	3	1	2.2	1	1	1	3

INTELLECTUAL PROPERTY LAW

Copyright and Allied Rights

1. Department/ School:	School of Law		
2. Course Name: Copyright and Allied Rights	3. Course Code	4. L-T-P	5. Credits
		2-0-0	2
6. Type of Course (Tick one):	Programme Core <input checked="" type="checkbox"/>	Programme Elective <input type="checkbox"/>	Open Elective <input type="checkbox"/>
	VAC <input type="checkbox"/>		
7. Prerequisite(s), if any (Mention course code and name): Law of Contracts Student should be a graduate of law.			
8. Frequency of offering (check one): Odd <input type="checkbox"/> Even <input checked="" type="checkbox"/> Any Semester <input type="checkbox"/> Both Semester <input type="checkbox"/>			
9. Focus: <input checked="" type="checkbox"/> Employability <input type="checkbox"/> Entrepreneurship <input checked="" type="checkbox"/> Skill Development <input checked="" type="checkbox"/> Basic Knowledge			
10. Student centric methods used for enhancing learning experiences (Tick relevant)		<input type="checkbox"/>	Experiential learning
		<input checked="" type="checkbox"/>	Participative Learning
		<input checked="" type="checkbox"/>	Problem solving methodologies
11. Brief Syllabus: Syllabus contains the details of various rights which are covered under copyright law. At the same time the student is apprised with various international laws on copyright. The discussion will also include various national and international case laws in this regard.			
Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)			
Lectures: 24	Tutorials: 0	Practical's: NA	
12. Course Outcomes (COs) Possible usefulness of this course after its completion i.e., how this course will be practically useful to the students once it is completed: *Courses with 6 credits must have at least eight Course Outcomes.			
COSLS6751.1	To acquaint the students with the comparative constitutional law in the world which helps in protecting the life, liberty and property of people in the world.		
COSLS6751.2	To discuss and study the importance of comparative constitutional law as it protects the individuals and institutions against injuries that can be inflicted by other individuals and nations.		
COSLS6751.3	To have the in-depth study of comparative constitutional law.		

COSLS6751.4	To study the latest legal developments and cases in order to appreciate, analyse and evaluate the legal instruments and policy documents in the specialized field of practice.
13. UNIT WISE DETAILS No. of Units: - 04	
Unit Number: 1 No. of Lectures: 06 Title: Introduction	
<p style="text-align: center;">Content Summary:</p> <p>Evolution of Copyright Law in India Nature and Scope of Copyright Pre-requisites for Copyright Copyright and its relationship with other IPRs</p> <p style="text-align: center;">INTERNATIONAL CONVENTION AND TREATIES</p> <p>Berne Convention for the Protection of Literary and Artistic Works, 1883 Universal Copyright Convention, 1952 TRIPS Agreement, 1994 WIPO Copyright Treaty, 1996 International Copyright Order, 1999</p>	
Unit Number: 2 No. of Lectures: 06 Title: Subject Matter of Copyright	
<p style="text-align: center;">Content Summary:</p> <p>a. Work in which Copyright Subsists b. Authorship vis- a vis Ownership c. Copyrights: Economic and Moral Rights d. Duration of Copyright e. Copyright Issues in Digital Environment f. Assignment and Licensing</p>	
Unit Number: 3 No. of Lectures: 06 Title: Limitations, Infringement And Enforcement Of Copyright	
<p style="text-align: center;">Content Summary:</p> <p>Limitation and Exceptions of Copyright Infringement Remedies Enforcement of Copyright at National and International Level</p>	
Unit Number: 4 No. of Lectures: 06 Title: Allied Rights	
<p style="text-align: center;">Content Summary:</p> <p>Origin and Development Rationale for Protection International Treaties</p> <p>i. Rome Convention for the Protection of Performers, Producers of Phonograms and Broadcasting Organizations 1961 ii. Geneva Convention for the Protection of Producers of Phonograms Against Unauthorized Duplication of Their</p>	

Phonograms Phonograms Convention, 1971 iii.Brussels Satellites Convention, 1974 iv. TRIPS Agreement, 1994 •	
14. Instructions for students	
15. Multi-Disciplinary Approach (Please mentioned whether this course is multidisciplinary or not)	
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Describe (if yes): NA
16. SDG Number (Mention SDGs number out of 17 SDGs for which this course is mapping)	SDG level of correlation (Mention the level of correlation for each SDG)
a) SDG.....9.....	1. Weak <input type="checkbox"/> 2. Moderate <input checked="" type="checkbox"/> 3. High <input type="checkbox"/>
b) SDG.....NA.....	1. Weak <input type="checkbox"/> 2. Moderate <input type="checkbox"/> 3. High <input type="checkbox"/>
17. Title of Lab Manual (if applicable): NA	
18. Books Recommended: <ol style="list-style-type: none"> 1. Ahmad Tabrez et.al. Regulation of Emerging Technologies and Artificial Intelligence in a Globalized Legal Regime: Challenges & Opportunities, Satyam Law International 2024. ISBN No: 9788119119943 https://www.amazon.in/Regulation-Technologies-Artificial-Intelligence-Globalized/dp/8119119940 2. Ahmad Tabrez, Cyberlaw E.Commerce and M.Commerce. APH Publishing Corp. 2003. ISBN: 9788176483834. 3. Ahmad Tabrez et.al, Emerging Dimensions of Cyber Law and IPR Issues and Challenges in 21st Century. Satyam Law International 2022. ISBN: 978-9391345372 , https://www.amazon.in/Emerging-Dimensions-Issues-Challenges 4. Ahmad Tabrez et.al. Interdisciplinary Aspects of Law & Technology Virtual Book Taxmann's https://www.taxmann.com/virtualbooks/product/9449-interdisciplinary-aspects-of-law-technology, ISBN: 9789356223899 5. W.R. Cornish, Intellectual Property, Sweet & Maxwell, London (2000). 6. N.S. Gopalakrishnan& T.G. Agitha, Principles of Intellectual Property (2009), Eastern Book Company, Lucknow. 7. Intellectual Property Rights (IPRs): TRIPS Agreement & Indian Laws, New Century Publication, 1st edition, (2012). 8. Dr. Raghbir Singh, Law Relating to Intellectual Property (A Complete Comprehensive Material on 	

Intellectual Property Covering Acts, Rules, Conventions, Treatise, Agreements, Digest of Cases and much more) (In 3 Volumes), Universal Law Publishing, 3rd edition, (2013).

9. V.K. Ahuja; Intellectual Property Rights in India; New Century Publications, 1st edition, (2012).
10. S. Sivakumar & Lisa P. Lukose, Broadcasting Reproduction Right in India: Copyright and Neighbouring Right Issues, ILI, New Delhi, 2013
11. A.K. Kaul & V.K. Ahuja, Law of Copyright: From Gutenberg's Invention to Internet, University of Delhi, Delhi, 2001.
12. Ananth Padmanabhan, Intellectual Property Rights Infringement and Remedies, Lexis Nexis, 2012
13. Mira Sundara Rajan, Moral Rights: Principles, Practice, and New Technology, Oxford University Press, 2011
14. Neil Weinstock Netanel, Copyright's Paradox, Oxford University Press, 2008. 8. Robert A Gorman, Jane C. Ginsburg, Copyright Cases and Materials, Foundation Press, 2011
15. Paul Goldstein, International Copyright: Principles, Law, and Practice, Oxford University Press, 2012

E-Book: NA

Reference websites: NA

29. E-Learning Resources: NA

NPTEL:

Animated Lab Videos:

MOOC Supplemented

Participative Learning Component

Sr. No.	Topic	Submissions/Assessment	COs covered
20.	Role of different excipients in cosmetic formulations	Exams (MSE & ETE) Assignment	CO1
21.	Preparation of different types of formulations such as cream, gel, lotion, ointment, powders etc including herbals	Exams (MSE & ETE) Assignment	CO2 and CO3
22.	Preparation and characterization of hair care, skin care and oral care products	Exams (MSE & ETE) Assignment	CO4
23.	Mechanism and role of cosmetic preparations in hair care, skin care and oral care products and problems encountered	Exams (MSE & ETE) Assignment	CO5

Activities for Differential learning Needs

Sr. No.	Learning Level	Activities	Assessment
10.	Slow learners	Extra classes, assignment, one to one interaction, guest lectures	Assignment, MSE, Test, viva
11.	Intermediate learners	Skill training, Journal club activities, guest lectures	Test, feedback, viva
12.	Advanced Learners	VAC courses, skill training	Presentation, viva, feedbacks

Practical Content: NA

Sr. No.	Title of the Experiment	Software/Hardware based	Unit covered	Time Required
1.				
2.				
3.				
Value Added Experiments:				

Project (To be done as individual/in group): Individual case law- analysis to be done.

Evaluation Scheme (Choose one)

S. No.	TYPE OF COURSE	PARTICULAR	ALLOTTE D RANGE OF MARKS	PASS CRITERIA
1	Theory (L-0-0)/(L-T-0)/ (L-0-P)*	Minor Test (MSE)	20%	Must Secure 30% Marks Out of Combined Marks of Major Test Plus Minor Test with Overall 40% Marks in Total.
		Major Test (End Term)	60%	
		Continuous Evaluation Through Class Tests/Practice/Assignments/Presentation/Quiz - Assignment: 10% - Viva/Quiz: 10%	20%	

**RUBRIC FOR EVALUATION:
(At least 5 Criteria)**

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
Case Laws	Fundamental study		Legislative Intent &

			Background
Field Survey - if taken Empirical Research	Basic survey	International & Comparative Research	
Project	Plagiarism more than 20%	Plagiarism 10- 20%	Plagiarism less than 10%
Internal evaluation (MSE + class assignment)	50-70%	70-90%	>90%
External Evaluation (ETE)	50-70%	70-90%	>90%

Mapping of PO's and CO's

	To possess the understanding of various academic practice in the of outcome-based education	To demonstrate the understanding of outcome-based education	To possess understanding of legal theory, substantive & procedural	To analyze critically the existing Laws by applying legal reasoning..	To demonstrate the ability of class room management and effective	To demonstrate the ability to perform Legal Research and	To demonstrate proficiency in written and oral communication in	To display a high degree of professional skills of counseling,	To understand and apply the rules of professional ethics towards their	To understand and appreciate the rules relating to environment	To develop requisite skills to act as an informed legal professional to	Post Graduates will be able to apply and evaluate the existing	Post Graduates will be able to develop and create policy
CO Code	PO 1	PO 2	PO 3	PO4	PO 5	PO 6	PO7	PO8	PO 9	PO1 0	PO11	PSO1	PSO2
CO 1	3	3		2						1	3	1	1
CO 2	3	3			2						3	1	1
CO 3	3	3	1			2				1	3	1	1
CO 4	3	3					1	1			3	1	1
CO 5	3	3	1								3	1	1
CO 6									1			1	1
Overall CO's (Average)	3	3	0.33	0.33	0.33	0.33	0.16	0.33	0.16	0.33	3	1	1

TRADEMARK AND TRADE SECRETS

1. Department/ School:		School of Law (SOL)	
Course Name: Trademark and Trade Secrets		2. Course Code	3. L -T- P
			L -T- P 2 -0- 0
5. Type of Course (Tick one):	Programme Core	<input type="checkbox"/>	Programme Elective
			<input checked="" type="checkbox"/>
	VAC	<input type="checkbox"/>	Open Elective
			<input type="checkbox"/>
6. Prerequisite(s), if any (Mention course code and name)			
SLS6752: Trademark and Trade Secrets			
7. Frequency of offering (check one): Odd <input checked="" type="checkbox"/> Even <input type="checkbox"/> Any Semester <input type="checkbox"/> Both Semester <input type="checkbox"/>			
8. Focus: <input checked="" type="checkbox"/> Employability <input type="checkbox"/> Entrepreneurship <input type="checkbox"/> Skill Development <input type="checkbox"/> Basic Knowledge			
9. Student centric methods used for enhancing learning experiences (Tick relevant)		<input type="checkbox"/>	Experiential learning
		<input checked="" type="checkbox"/>	Participative Learning
		<input type="checkbox"/>	Problem solving methodologies
10. Brief Syllabus:			
UNIT-I Evolution & International Treaties and Deal with Kinds of Trademark.			
UNIT- II Procedure for Registration of Trademark			
UNIT- III Assignment, Licensing & Transmission of Trademark and State About the Infringement, Passing Off & Trademark Issues in Cyberspace.			
UNIT- IV Trade Secrets			
Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)			
Lectures: 24	Tutorials: 00	Practical's: 0	
11. Course Outcomes (COs)			
Possible usefulness of this course after its completion i.e., how this course will be practically useful to the students once it is completed			

CO 1	Students can define the evolution of the laws relating to Trademark and Trade Secrets
CO 2	Students can understand about the requirements in relation to trademarks subject matter and the criteria for the grant of Trademarks and expose them to the challenges in relation to specific fields such as artistic, literal, computer programs etc.
CO 3	Students can apply and relate between the international treaties and domestic laws. Students can assess the basic concepts in performer rights protection and evaluate the overlap between artistic copyright and other IPRs.
CO 4	Students can analyze procedural aspects of copyright law in relation to acquisition and transfer of rights and interpretation techniques and the concept of infringement. Students can operate copyright databases and information system and articulate the policy gaps and analyze national and international laws with regard to copyright and its allied rights.

12. UNIT WISE DETAILS No. of Units: __4__

Unit Number: 1 No. of Lectures: 6 Title: Introduction

Content Summary:

Evolution of Trademark in India, International Treaties: Paris Convention, Madrid Agreement and Protocol, NICE Agreement, TRIPS, the significance of Paris Convention read with TRIPS and Indian Trademark Act, 1999, **Kinds of Trademarks:** Registered and Unregistered Trademarks, Conventional & Non-Conventional Trademarks, Service Mark, Collective Marks, Certification Marks, Well Known Trademarks, IDENTIFICATION OF TRADEMARKS, HONEST AND CONCURRENT USE OF TRADEMARKS

Unit Number: 2 No. of Lectures: 6 Title: REGISTRATION AND COMMERCIAL EXPLOITATION OF TRADEMARK

Content Summary:

Pre-requisites for Registration, Absolute and Relative Grounds for Refusal of Registration, DRAFTING OF REPLY TO EXAMINATION REPORT, Concept of Deceptive Similarity and its Applicability in Registration, Procedure for Registration, National and International Registration, Rights of Proprietor

Unit Number: 3 No. of Lectures: 6 Title: Assignment, Licensing and Transmission Of Trademark, Infringement, Passing Off and Trademark Issues in Cyberspace

Content Summary:

Infringement, Goodwill and Passing off, Remedies, Drafting of Cease and Desist Letter, Trademark Issues in Cyberspace, **Domain Name Dispute:** Meaning of Domain Name, Similarity between Domain Names and Trade Marks, **Cyber-Squatting:** Introduction to Cyber-Squatting, Essential Elements of Cyber-Squatting Claim, Types of Cyber Squatting, Consequences of Cyber-Squatting, Uniform Dispute Resolution Policy, Mets- tags

CASE LAW:

1. DM Entertainment v. Baby Gift House and Ors.
2. Milmetoftho Industries & Ors. V. Allergan In
3. The Coca Cola Company v. Bisleri International Pvt. Ltd.
4. Cadila Health Care v. Cadila Pharmaceutical Ltd.
5. Yahoo!, Inc. v. Akash Arora & Anr
6. PATEL FIELD MARSHAL AGENCIES LTD. V P.M. DIESELS LTD– The Field Marshal Case

7. RAJEEV SAUMITRA V. NEETU SINGH & ORS.
8. M/S BENGAL WATERPROOF LIMITED VS M/S BOMBAY WATERPROOF MANUFACTURING COMPANY & ANOTHER
9. WHATMAN INTERNATIONAL LTD V. P MEHTA AND OTHERS
10. ICC DEVELOPMENT (INTERNATIONAL) LTD V ARVEE ENTERPRISE
11. N.R. DONGRE V. WHIRLPOOL CORPORATION
12. STARBUCKS COFFEE V SARDARBUKSH COFFEE
13. Wal-Mart Stores v. Samara Brothers
14. Yale Electric Corp. v. Robertson
15. Kaira District Cooperative Milk Producers Union Ltd and Anr. V/S. Maa Tara Trading Co. and Ors
16. *Sony Corporation Vs. K. Selvamurthy, Decided by Bangalore District Court on 18th June, 2021*
17. Sun Pharmaceutical Industries Limited vs Cipla Limited
18. V Guard Industries Ltd vs Sukan Raj Jain &Anr.
19. ITC Limited vs Maurya Hotel (Madra) Pvt Ltd
20. Reliance Industries Limited AndAnr. Vs Ashok Kumar
21. Sony Pictures Network India Pvt. Ltd. V/S The State Of Maharashtra &Anr.
22. Agatha Christie Limited vs Registrar Of Trade Marks.
23. N. Ranga Rao & Sons Private Ltd. v. Sree Annapoorna Agro Foods
24. Guccio Gucci. Vs Intiyaz Sheikh
25. Jumeirah Beach Resort Llc vs Designarch Consultants Pvt Ltd.
26. Bacardi And Company Limited vs Bahety Overseas Private Limited & others

Unit Number: 4 No. of Lectures: 6 Title: TRADE SECRET

Content Summary:

Rationale and Subject matter of Confidential Information, TRIPS Regime, Trade Secrets v. other forms of protection, Techniques of Secrecy Protection (India and International level), Trade Secret Protection under Common Law in India.

13. Multi-Disciplinary Approach

(Please mentioned whether this course is multidisciplinary or not)

Yes No

Describe (if yes):

NA

14. SDG Number

(Mention SDGs number out of 17 SDGs for which this course is mapping)

SDG level of correlation

(Mention the level of correlation for each SDG)

a) SDG.....8.....

1. Weak 2. Moderate 3. High

b) SDG.....9.....

1. Weak 2. Moderate 3. High

13. Title of Lab Manual (if applicable): NA**14. Books Recommended:****Text Books:**

1. W.R. Cornish, Intellectual Property, Sweet & Maxwell, London (2000).
2. N.S. Gopalakrishnan& T.G. Agitha, Principles of Intellectual Property (2009), Eastern Book Company, Lucknow.
3. Intellectual Property Rights (IPRs): TRIPS Agreement & Indian Laws, New Century Publication, 1st edition, (2012).
4. Ashwani Bansal, *Law of Trade Marks in India with introduction to Intellectual Property Laws* (Institute of Constitutional and Parliamentary Studies, New Delhi, 2009).
5. Dr. Raghbir Singh, Law Relating to Intellectual Property (A Complete Comprehensive Material on Intellectual Property Covering Acts, Rules, Conventions, Treatise, Agreements, Digest of Cases and much more) (In 3 Volumes), Universal Law Publishing, 3rd edition, (2013).
6. V.K. Ahuja; Intellectual Property Rights in India; New Century Publications, 1st edition, (2012).
7. Mendonça, Sandro, Tiago Santos Pereira, and Manuel Mira Godinho. 'Trademarks as an Indicator of Innovation and Industrial Change'. *Research Policy*, What do we know Innovation? Selected papers from an International Conference in honour of Keith Pavitt, 33, no. 9 (1 November 2004): 1385–1404. <https://doi.org/10.1016/j.respol.2004.09.005>.
8. Desai, Deven R. 'From Trademarks to Brands'. *Florida Law Review* 64 (2012): 981.
9. Linford, Jake. 'Are Trademarks Ever Fanciful'. *Georgetown Law Journal* 105 (2017 2016): 731.
10. Foster, I., U. Chicago (editor, H. Kishimoto, A. Savva, D. Berry Nesc, A. DjaouiCclrc-ral, A. Grimshaw Uva, et al. 'Trademarks', 2006.
11. Millot, Valentine. 'Trademarks as an Indicator of Product and Marketing Innovations'. Paris: OECD, 8 April 2009. <https://doi.org/10.1787/224428874418>.

Reference Books:

1. Trademarks Act,1999
2. Trademarks Rules, 2002
3. Paris Convention
4. Madrid Protocol & Agreement
5. Nice Classification
6. TRIPS AGREEMENT

E-Book: NA**Reference websites:** NA**14. E-Learning Resources**

NPTEL:

Animated Lab Videos:**MOOC Supplemented:****Participative Learning Component**

Sr. No.	Topic	Submissions/Assessment	COs covered
1.	Evolution & International Treaties and	Exams (MSE & ETE) Assignment	CO1

	Deal with Kinds of Trademark.		
2.	Procedure for Registration of Trademark	Exams (MSE & ETE) Assignment	CO2
3.	Assignment, Licensing & Transmission of Trademark and State About the Infringement, Passing Off & Trademark Issues in Cyberspace.	Exams (MSE & ETE) Assignment	CO3
4.	Trade Secrets	Exams (MSE & ETE) Assignment	CO4

Activities for Differential learning Needs

Sr. No.	Learning Level	Activities	Assessment
1.	Slow learners	Extra classes, assignment, one to one interaction, guest lectures, lecture notes	Assignment, MSE, Test, viva
2.	Intermediate learners	Skill training, Journal club activities, guest lectures, Participation in Conferences	Test, feedback, viva
3.	Advanced Learners	VAC courses, skill training, Moot Court, Legal Research	Presentation, viva, feedbacks

Practical Content

Sr. No.	Title of the Experiment	Software/Hardware based	Unit covered	Time Required
1.	NA	NA	NA	NA

Value Added Experiments: NA

Project (To be done as individual/in group):

A minor research project on any topic of choice

Evaluation Scheme (Choose one)

S. No.	TYPE OF COURSE	PARTICULAR	ALLOTTE D RANGE OF MARKS	PASS CRITERIA
1	Theory (L-0-0)/(L-T-0)/(L-0-P)*	Minor Test (MSE)	20%	Must Secure 30% Marks Out of Combined Marks of
		Major Test (End Term)	60%	

		<p>Continuous Evaluation Through Class Tests/Practice/Assignments/Presentation/Quiz</p> <ul style="list-style-type: none"> - Assignment: 10% - Viva/Quiz: 10% 	20%	Major Test Plus Minor Test with Overall 40% Marks in Total.
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RUBRIC FOR EVALUATION:

(At least 5 Criteria)

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
Analytical Skills	Understanding the co-relation between variables	Legal reasonings	Legal Analysis of fact and law
Communication skills	Clarity in asking questions	Clarity in body language	Clarity in expressions and thoughts
Presentation	Confidence	Systematic structure of presentation	Clarity of thoughts
Internal evaluation (MSE + class assignment)	50-70%	70-90%	>90%
External Evaluation (ETE)	50-70%	70-90%	>90%

Mapping of PO's and CO's

	Und erst andi ng of subs tanti ve & proc edur al Law s.	Und erst andi ng of Leg al The ory.	Leg al reas onin g.	Leg al Rese arch and Prob lem solvi ng.	Oral com muni cati on in the legal cont ext	skills of coun sellin g, n egoti ation	abili ty to colla bora te	prof essio nal ethic s towa rds their clien ts and soci ety	Rule s relat ing to envi ron ment prot ectio n.	Le ga l prof es sion al to parti cip ate in civi c lif e thr ough vol unt ee rin g	Tec hni que s nec essa ry for sol vin g le gal issu es.
CO Code	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	3	3	1	2						1	3
CO2	3	3			2						3
CO3	3	3	1			2				1	3
CO4	3	3						1			3
Overall (Average) CO's	3	3	0.50	0.50	0.50	0.50	0.0	0.25	0.0	0.50	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

PATENTS AND DESIGN: LAW & PRACTICE

1. Department/ School: School of Law (SOL)	
2. Course Name: PATENTS AND DESIGN: LAW & PRACTICE	3. Course Code
	4. L -T- P L -T- P 2 -0- 0
5. Credits 2	
6. Type of Course (Tick one):	Programme Core <input type="checkbox"/> Programme Elective <input checked="" type="checkbox"/> Open Elective <input type="checkbox"/> VAC <input type="checkbox"/>
7. Prerequisite(s), if any (Mention course code and name) SLS6753: PATENTS AND DESIGN: LAW & PRACTICE	
8. Frequency of offering (check one): Odd <input checked="" type="checkbox"/> Even <input type="checkbox"/> Any Semester <input type="checkbox"/> Both Semester <input type="checkbox"/>	
9. Focus: <input checked="" type="checkbox"/> Employability <input type="checkbox"/> Entrepreneurship <input type="checkbox"/> Skill Development <input type="checkbox"/> Basic Knowledge	
10. Student centric methods used for enhancing learning experiences (Tick relevant)	<input type="checkbox"/> Experiential learning <input checked="" type="checkbox"/> Participative Learning <input type="checkbox"/> Problem solving methodologies
11. Brief Syllabus: UNIT-I Concept, Evolution and International Treaties on Patents. Procedure for Obtaining Patent & Surrender, Revocation & Restoration of Patent. UNIT- II Consist of Rights & Obligation of Patentee. UNIT- III Deals with Patent Infringement & Remedies. UNIT- IV Deals with Meaning, Evolution & Rational for Protection of Industrial Designs. Procedure for Industrial Design Registration.	
Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)	
Lectures: 24	Tutorials: 00
Practical's: 0	
12. Course Outcomes (COs) Possible usefulness of this course after its completion i.e., how this course will be practically useful to the students once it is completed	
Co 1	Students can evaluate the national and international patent regime and the patent concept.
Co 2	Students can explain the steps involved in applying for a patent, as well as how to surrender, revoke, and reinstate a patent.
CO 3	Students can define the rights and obligations of patent holders. Students can examine the patent infringement and available remedies.

CO 4	Students can articulate the proper use of design law and understand the legal aspects of design law. Students can analyze the procedure for registration of design, its infringement and remedies.
13. UNIT WISE DETAILS No. of Units: __4__	
Unit Number: 1 No. of Lectures: 6 Title: Introduction	
<p>Content Summary: Concept of Patent, Evolution of Patents in India, International Treaties on Patents: Paris Convention, TRIPS, Budapest Treaty, PCT, Patentable & Non-Patentable Inventions: Patentable Invention: Novelty, Non-Obviousness, Industrial Application, Product Patent & Process Patent, Non-Patentable Inventions, Salient Features of Patent Act, Procedure for Obtaining Patent: Filing of Application, Publication & Examination of Application, Opposition to Grant of Patent, Grant of Patent, Term of patent, Patent of Addition, Surrender of Patent (Section 63), Revocation of Patent (Section 64-66), Restoration of Lapsed Patent (Section 60-62), Transfer of Patent</p>	
Unit Number: 2 No. of Lectures: 6 Title: RIGHTS & OBLIGATION OF PATENTEE	
<p>Content Summary: Rights of Patentee, Limitation on Rights of Patentee, Compulsory Licenses, Obligation of Patentee, What Amounts to Infringement, Acts which do not amount to infringement, Remedies, Offence and Penalties</p> <p>CASE LAW:</p> <ul style="list-style-type: none"> • Bajaj Auto Limited Vs. Tvs Motor Company Limited Jt 2009 (12) Sc 103 • Bayer Corporation V. Union Of India, 162 (2009) Dlt 371 • Novartis Vs. Cipla, 2015 • 4.Ericsson V Xiaomi, 2016 • Vringo Infrastructure Inc. &Anr. V. IndiamartIndermesh Ltd. &Ors • Aloys Wobben Vs Enercon (India) Limited On 8 September, 2010 • Merck Sharpe And Dohme Corporation V. Glenmark • Ravi Kamal Bali V. Kala Tech. And Ors • Shogun Organics Ltd V. Gaur Hari Guchhait • Indoco Remedies Ltd V. Bristol Myers Squibb Holdings 	
Unit Number: 3 No. of Lectures: 6 Title: PATENT INFRINGEMENT & REMEDIES	
<p>Content Summary: What Amounts to Infringement, Acts which do not amount to infringement, Remedies, Offence And Penalties</p> <p>CASE LAW:</p> <ul style="list-style-type: none"> • Bajaj Auto Limited Vs. Tvs Motor Company Limited Jt 2009 (12) Sc 103 • Bayer Corporation V. Union Of India, 162 (2009) Dlt 371 • Novartis Vs. Cipla, 2015 • 4.Ericsson V Xiaomi, 2016 	

- Vringo Infrastructure Inc. &Anr. V. IndiamartIndermesh Ltd. &Ors
- Aloys Wobben Vs Enercon (India) Limited On 8 September, 2010
- Merck Sharpe And Dohme Corporation V. Glenmark
- Ravi Kamal Bali V. Kala Tech. And Ors
- Shogun Organics Ltd V. Gaur Hari Guchhait
- Indoco Remedies Ltd V. Bristol Myers Squibb Holdings

Unit Number: 4 No. of Lectures: 6 Title: INDUSTRIAL DESIGNS

Content Summary:

Meaning of Design, Evolution of Design Law in India, Protection of Industrial Designs: Rationale, Historical Background of Design Law, Salient Features of Design Act 2000, International Treaties, Registration of Design, Copyright in Registered Design, Piracy of Registered Design & Remedies (Infringement of Design), Defence in Suit for Infringement

CASE LAW:

- Mattel Inc. V. Jayant Agarwalla, Ia No. 2532/2008 In Cs (Os) 344/2008)
- Microfibers Inc. V. Girdhar & Co. &Anr, Rfa (Os) No.25/2006
- Rajesh Masrani V. Tahiliani Design Pvt. Ltd, Air2009delhi44
- Tarun Sethi &Ors. V. Vikas Budhiraja &Ors. Delhi High Court Cs(Os) 1841/2008
- Chawla & Sons V. Bright Auto Industries [Air 1981 Delhi 95]
- Whirpool Of India Ltd Vs M/S.Videocon Industries Ltd Suit (Ldg) No. 1675 Of 2012 On 25 July, 2012
- Relaxo Footwears Limited Vs Aqualite Industries Pvt Limited 2021
- Calico Printers Association Ltd. Vs. Ahmed Abdul Karim
- Micro Lube India Vs. Rakesh Kumar
- Good Earth Vs. Krishna Mehta.
- Havells India Limited Vs Panasonic Life Solutions India
- Crocs Inc. Usa Vs Aqualite India Limited AndAnr, 2019

14. Multi-Disciplinary Approach

(Please mentioned whether this course is multidisciplinary or not)

Yes No

Describe (if yes):

NA

15. SDG Number

(Mention SDGs number out of 17 SDGs for which this course is mapping)

SDG level of correlation

(Mention the level of correlation for each SDG)

a) SDG.....8.....	1. Weak <input type="checkbox"/>	2. Moderate <input checked="" type="checkbox"/>	3. High <input type="checkbox"/>
b) SDG.....9.....	1. Weak <input type="checkbox"/>	2. Moderate <input checked="" type="checkbox"/>	3. High <input type="checkbox"/>

13. Title of Lab Manual (if applicable): NA

14. Books Recommended:

Text Books:

1. Law Relating to Intellectual Property Rights by Dr V K Ahuja (Lexis Nexis)
2. Law Relating to Intellectual Property Rights by Dr M K Bhandari (Central Law Publication)
3. Introduction to Intellectual Property Rights by H S Chawla
4. Asia Law House Law of Intellectual Property by DR. S.R. 2MYNENI 11th Edition 2021-22

Reference Books:

1. Feroz Ali Khader, The Law of Patents-With a Special Focus on Pharmaceuticals in India, LexisNexis, 2nd Edition, (2011)
2. Elizabeth Verkey, Law of Patents, Eastern Book Company, 2nd Edition, (2012)
3. W.R. Cornish, Intellectual Property, Sweet & Maxwell, London (2000).
4. N.S. Gopalakrishnan& T.G. Agitha, Principles of Intellectual Property (2009), Eastern Book Company, Lucknow.
5. Intellectual Property Rights (IPRs): TRIPS Agreement & Indian Laws, New Century Publication, 1st edition, (2012).
6. Ashwani Bansal, *Law of Trade Marks in India with introduction to Intellectual Property Laws* (Institute of Constitutional and Parliamentary Studies, New Delhi, 2009).
7. Dr. Raghbir Singh, Law Relating to Intellectual Property (A Complete Comprehensive Material on Intellectual Property Covering Acts, Rules, Conventions, Treatise, Agreements, Digest of Cases and much more) (In 3 Volumes), Universal Law Publishing, 3rd edition, (2013).
8. V.K. Ahuja; Intellectual Property Rights in India; New Century Publications, 1st edition, (2012).

E-Book: NA

Reference websites: NA

30. E-Learning Resources

NPTEL:

Animated Lab Videos:

MOOC Supplemented:

Participative Learning Component

Sr. No.	Topic	Submissions/Assessment	COs covered
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24.	Concept, Evolution and International Treaties on Patents. Procedure for Obtaining Patent & Surrender, Revocation & Restoration of Patent	Exams (MSE & ETE) Assignment	CO1
25.	Rights & Obligation of Patentee.	Exams (MSE & ETE) Assignment	CO2
26.	Patent Infringement & Remedies.	Exams (MSE & ETE) Assignment	CO3
27.	Meaning, Evolution & Rational for Protection of Industrial Designs. Procedure for Industrial Design Registration.	Exams (MSE & ETE) Assignment	CO4

Activities for Differential learning Needs

Sr. No.	Learning Level	Activities	Assessment
13.	Slow learners	Extra classes, assignment, one to one interaction, guest lectures, lecture notes	Assignment, MSE, Test, viva
14.	Intermediate learners	Skill training, Journal club activities, guest lectures, Participation in Conferences	Test, feedback, viva
15.	Advanced Learners	VAC courses, skill training, Moot Court, Legal Research	Presentation, viva, feedbacks

Practical Content

Sr. No.	Title of the Experiment	Software/Hardware based	Unit covered	Time Required
1.	NA	NA	NA	NA

Value Added Experiments: NA

Project (To be done as individual/in group):

A minor research project on any topic of choice

Evaluation Scheme (Choose one)

S. No.	TYPE OF COURSE	PARTICULAR	ALLOTTED RANGE OF MARKS	PASS CRITERIA
1	Theory (L-0-0)/(L-T-0)/	Minor Test (MSE)	20%	Must Secure 30% Marks

	(L-0-P)*	Major Test (End Term)	60%	Out of Combined Marks of Major Test Plus Minor Test with Overall 40% Marks in Total.
		Continuous Evaluation Through Class Tests/Practice/Assignments/Presentation/Quiz - Assignment: 10% - Viva/Quiz: 10%	20%	

**RUBRIC FOR EVALUATION:
(At least 5 Criteria)**

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
Analytical skills	Understanding the co-relation between the variables	Legal reasoning	Legal Analysis of fact and law
Communication skill	Clarity on asking questions	Clarity in body language	Clarity in thoughts and expressions
Presentation	confidence	Systematic structure of presentation	Clarity of thoughts
Internal evaluation (MSE + class assignment)	50-70%	70-90%	>90%
External Evaluation (ETE)	50-70%	70-90%	>90%

Mapping of PO's and CO's

	Understanding of substantive & procedural Laws.	Understanding of Legal Theory.	Legal reasoning.	Legal Research and Problem solving.	Oral communication in the legal context	skills of counselling, negotiation	ability to collaborate	professional ethics towards their clients and society	Rules relating to environment protection.	Legal professional to participate in civic life through volunteering	Techniques necessary for solving legal issues.
CO Code	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	3	3	1	2						1	3
CO2	3	3			2						3
CO3	3	3	1			2				1	3
CO4	3	3						1			3
Overall CO's (Average)	3	3	0.50	0.50	0.50	0.50	0.0	0.25	0.0	0.50	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

LAW RELATING TO GEOGRAPHICAL INDICATIONS, TRADITIONAL KNOWLEDGE, FOLKLORE & BIODIVERSITY

1. Department/ School:	School of Law (SOL)			
2. Course Name: LAW RELATING TO GEOGRAPHICAL INDICATIONS, TRADITIONAL KNOWLEDGE, FOLKLORE & BIODIVERSITY	3. Course Code		4. L -T- P	5. Credits
			L -T- P 2 -0- 0	2
6. Type of Course (Tick one):	Programme Core	<input type="checkbox"/>	Programme Elective	<input checked="" type="checkbox"/>
	VAC	<input type="checkbox"/>		<input type="checkbox"/>

7. Prerequisite(s), if any (Mention course code and name) SLS6754:LAW RELATING TO GEOGRAPHICAL INDICATIONS, TRADITIONAL KNOWLEDGE, FOLKLORE & BIODIVERSITY		
8. Frequency of offering (check one): Odd <input checked="" type="checkbox"/> Even <input type="checkbox"/> Any Semester <input type="checkbox"/> Both Semester <input type="checkbox"/>		
9. Focus: <input checked="" type="checkbox"/> Employability <input type="checkbox"/> Entrepreneurship <input type="checkbox"/> Skill Development <input type="checkbox"/> Basic Knowledge		
10. Student centric methods used for enhancing learning experiences (Tick relevant)	<input type="checkbox"/> Experiential learning <input checked="" type="checkbox"/> Participative Learning <input type="checkbox"/> Problem solving methodologies	
11. Brief Syllabus: UNIT-I The Meaning, Evolution Of GI, Rational for Protection of GI, Its Function & Various International Treaties and procedure for Registration of GI. UNIT- II Infringement of GI & Remedies Available. UNIT- III Meaning & Importance of Traditional Knowledge & National & International Legal Regime on The Protection of Traditional Knowledge and Deals with Bio-Logical Diversity Act 2002. UNIT- IV Folklore/Traditional Cultural Expressions.		
Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)		
Lectures: 24	Tutorials: 00	Practical's: 0
12. Course Outcomes (COs) Possible usefulness of this course after its completion i.e., how this course will be practically useful to the students once it is completed		
COSLS6754.1	Students Can Analyze the Concept of Geographical Indication and Its National and International Regime	
COSLS6754.2	Students Can Define the Procedure for Registration of Geographical Indication	
COSLS6754.3	Students Can Examine the Geographical Indication Infringement and Its Available Remedies. Students Can Analyze the Meaning Importance of Traditional Knowledge and Its National and International Legal Regime.	
COSLS6754.4	Students Can Articulate the Concept of Bio-Diversity and Its Important Legal Provisions. Students Can Evaluate Importance of Traditional Cultural Expression and Legal Provisions to Protect the Same.	
13. UNIT WISE DETAILS No. of Units: __ 4 __		
Unit Number: 1 No. of Lectures: 6 Title: GEOGRAPHICAL INDICATIONS		
Content Summary: Introduction of Geographical Indication, Concept & Evolution of GI, Rationale of Protecting GI, Functions of GI, International Treaties, Paris Convention, Madrid Agreement, Lisbon Agreement, TRIPS Agreement, Historical Background of Law on GI in India, The Basmati Controversy & Other Cases, Salient Features of GI of Goods		

(Registration & Protection) Act, 1999, Meaning of GI & Examples of GI, GI & Trademark, Registration Procedure (Section 11-16), GI which are not Registration, Registration as Authorized User (Section 17), Duration, Renewal, Removal & Restoration of Registration (Section 18), Effect of Registration (Section 20-24)

Unit Number: 2 No. of Lectures: 6 Title: INFRINGEMENT OF GI & LEGAL REMEDIES

Content Summary:

When GI is Infringed, Remedies against Infringement or Passing Off: Injunction, Damages on Account of Profit, Delivery up of the Infringing Labels & Indications, Jurisdiction, Offences & Penalties, Defences Available

CASE LAW:

- Tea Board Of India Vs. Mitsui Norin KK, Japan
- The Scotch Whisky Association ... Vs Pravara Sahakar Shakar Karkhana ... On 18 July, 1991
- Equivalent Citations: AIR 1992 Bom 294, 1992 (2) Bomcr 219
- Anton Piller V. Manufacturing Processes, (1976) RPC 719.
- Mohan Meakin Breweries Ltd. V. The Scotch Whiskey Association,17 (1980) DLT 466.
- Scotch Whisky Association V Golden Bottling Limited, 129(2006) DLT 423, 2006 (32) PTC 656 Del.

Unit Number: 3 No. of Lectures: 6 Title: TRADITIONAL KNOWLEDGE & BIO-DIVERSITY

Content Summary:

Traditional Knowledge: Meaning & Importance of Traditional Knowledge, Need for Protection of Traditional Knowledge, International Legal Regime on the Protection of Traditional Knowledge, Berne Convention for the Protection of Literary & Artistic Works, ILO Convention on Indigenous & Tribal Peoples 1989, UN Convention on Biological Diversity & Nagoya Protocol on Access to Genetic Resources & Benefit Sharing, United Nation Declaration on the Rights of Indigenous Peoples 2007, **National Initiatives: Protection of Traditional Knowledge in India:** Indian Patent Act 1970, Traditional Knowledge Digital Library, Protection of Plant Variety & Farmers Right Act 2001, Geographical Indication Act 1999, Trademark Act 1999, Biodiversity Act 2000, **The Schedule Tribes & Other Traditional Forest Dwellers Act 2006, Biological Diversity:** Introduction & Meaning of Biological Diversity , Conventions on Biological Diversity (CBD), The Biological Diversity Act, 2002- An Overview & Important Provisions of the Act

Case laws:

- Akb Jagannath Nag V. Union Of India & Ors
- Divya Pharmacy V. Union Of India
- Environment Support Group V. National Biodiversity Authority,
- Sungro Seeds Ltd. V. Union Of India

Unit Number: 4 No. of Lectures: 6 Title: FOLKLORE/TRADITIONAL CULTURAL EXPRESSIONS

Content Summary:

Meaning of Expression of Folklore or Traditional Cultural Expression, Characteristics Expression of Folklore or Traditional Cultural Expression, Protection of Traditional Cultural Expression in India, Attempt to Expression of Folklore or Traditional Cultural Expression by Mean of Copyright, Berne Convention, Legal Mechanisms to Protect Expression of Traditional Cultural Expression, Indirect Protection by Means of Neighboring Related

Rights, Protection by Means of Sui Generis System.	
14. Multi-Disciplinary Approach (Please mentioned whether this course is multidisciplinary or not)	
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Describe (if yes):	
NA	
15. SDG Number (Mention SDGs number out of 17 SDGs for which this course is mapping)	SDG level of correlation (Mention the level of correlation for each SDG)
a) SDG.....8.....	1. Weak <input type="checkbox"/> 2. Moderate <input checked="" type="checkbox"/> 3. High <input type="checkbox"/>
b) SDG.....9.....	1. Weak <input type="checkbox"/> 2. Moderate <input checked="" type="checkbox"/> 3. High <input type="checkbox"/>
13. Title of Lab Manual (if applicable): NA	
14. Books Recommended: Text Books: <ol style="list-style-type: none"> 5. Law Relating to Intellectual Property Rights by Dr V K Ahuja (Lexis Nexis) 6. Law Relating to Intellectual Property Rights by Dr M K Bhandari (Central Law Publication) 7. Introduction to Intellectual Property Rights by H S Chawla 8. Asia Law House Law of Intellectual Property by DR. S.R. 2MYNENI 11th Edition 2021-22 Reference Books: <ol style="list-style-type: none"> 9. Feroz Ali Khader, The Law of Patents-With a Special Focus on Pharmaceuticals in India, LexisNexis, 2nd Edition, (2011) 10. Elizabeth Verkey, Law of Patents, Eastern Book Company, 2nd Edition, (2012) 11. W.R. Cornish, Intellectual Property, Sweet & Maxwell, London (2000). 12. N.S. Gopalakrishnan& T.G. Agitha, Principles of Intellectual Property (2009), Eastern Book Company, Lucknow. 13. Intellectual Property Rights (IPRs): TRIPS Agreement & Indian Laws, New Century Publication, 1st edition, (2012). 14. Ashwani Bansal, <i>Law of Trade Marks in India with introduction to Intellectual Property Laws</i> (Institute of Constitutional and Parliamentary Studies, New Delhi, 2009). 15. Dr. Raghbir Singh, Law Relating to Intellectual Property (A Complete Comprehensive Material on Intellectual Property Covering Acts, Rules, Conventions, Treatise, Agreements, Digest of Cases and much more) (In 3 Volumes), Universal Law Publishing, 3rd edition, (2013). 16. V.K. Ahuja; Intellectual Property Rights in India; New Century Publications, 1st edition, (2012). 	
E-Book: NA	

Reference websites: NA

31. E-Learning Resources

NPTEL:

Animated Lab Videos:

MOOC Supplemented:

Participative Learning Component

Sr. No.	Topic	Submissions/Assessment	COs covered
28.	The Meaning, Evolution Of GI, Rational for Protection of GI, Its Function & Various International Treaties and procedure for Registration of GI.	Exams (MSE & ETE) Assignment	CO1
29.	Infringement of GI & Remedies Available.	Exams (MSE & ETE) Assignment	CO2
30.	Meaning & Importance of Traditional Knowledge & National & International Legal Regime on The Protection of Traditional Knowledge and Bio-Logical Diversity Act 2002.	Exams (MSE & ETE) Assignment	CO3
31.	Folklore/Traditional Cultural Expressions.	Exams (MSE & ETE) Assignment	CO4

Activities for Differential learning Needs

Sr. No.	Learning Level	Activities	Assessment
16.	Slow learners	Extra classes, assignment, one to one interaction, guest lectures, lecture notes	Assignment, MSE, Test, viva
17.	Intermediate learners	Skill training, Journal club activities, guest lectures, Participation in Conferences	Test, feedback, viva
18.	Advanced Learners	VAC courses, skill training, Moot Court, Legal Research	Presentation, viva, feedbacks

Practical Content

Sr. No.	Title of the Experiment	Software/Hardware based	Unit covered	Time Required
1.	NA	NA	NA	NA

Value Added Experiments: NA

Project (To be done as individual/in group):

A minor research project on any topic of choice

Evaluation Scheme (Choose one)

S. No.	TYPE OF COURSE	PARTICULAR	ALLOTTED RANGE OF MARKS	PASS CRITERIA
1	Theory (L-0-0)/(L-T-0)/ (L-0-P)*	Minor Test (MSE)	20%	Must Secure 30% Marks Out of Combined Marks of Major Test Plus Minor Test with Overall 40% Marks in Total.
		Major Test (End Term)	60%	
		Continuous Evaluation Through Class Tests/Practice/Assignments/Presentation/Quiz - Assignment: 10% - Viva/Quiz: 10%	20%	

**RUBRIC FOR EVALUATION:
(At least 5 Criteria)**

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
Case Study	Preliminary study	Product characterization	Development strategy for new product
Market Survey	Basic survey	Comparative survey	Survey for product launch
Project	Plagiarism more than 20%	Plagiarism 10- 20%	Plagiarism less than 10%
Internal evaluation (MSE + class assignment)	50-70%	70-90%	>90%
External Evaluation (ETE)	50-70%	70-90%	>90%

Mapping of PO's and CO's

	Understanding of substantive & procedural Laws.	Understanding of Legal Theory.	Legal reasoning.	Legal Research and Problem solving.	Oral communication in the legal context	skills of counselling, negotiation	ability to collaborate	professional ethics towards their clients and society	Rules relating to environment protection.	Legal professional to participate in civic life through volunteering	Techniques necessary for solving legal issues.
CO Code	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	3	3	1	2						1	3
CO2	3	3			2						3
CO3	3	3	1			2				1	3
CO4	3	3						1			3
Overall CO's (Average)	3	3	0.50	0.50	0.50	0.50	0.0	0.25	0.0	0.50	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

Legal Education and Teaching Methods-II

1. Department/ School:	School of Law			
2. Course Name: Legal Education and Teaching Methods	3. Course Code	4. L-T-P	5. Credits	
		2-0-0	2	
6. Type of Course (Tick one):	Programme Core <input checked="" type="checkbox"/>	Programme Elective <input type="checkbox"/>	Open Elective <input type="checkbox"/>	VAC <input type="checkbox"/>
7. Prerequisite(s), if any (Mention course code and name): None				
Frequency of offering (check one): Odd <input type="checkbox"/> Even <input checked="" type="checkbox"/> Any Semester <input type="checkbox"/> Both Semester <input type="checkbox"/>				
8. Focus:	<input checked="" type="checkbox"/> Employability <input checked="" type="checkbox"/>	Skill Development <input type="checkbox"/>	Basic Knowledge <input type="checkbox"/>	
9. Student centric methods used for enhancing learning experiences (Tick relevant)	<input type="checkbox"/>	Experiential learning	<input checked="" type="checkbox"/>	Participative Learning
	<input type="checkbox"/>	Problem solving methodologies		
10. Brief Syllabus:				
<ul style="list-style-type: none"> Objectives of Legal Education & Problems in Legal Education; Designing the Curriculum with objectives and outcomes and mapping it with Programme Objectives and Outcomes; Lecture Method of Teaching – Merits and Demerits; Problem Method/Case Method/Langdell Method; Discussion Method / Small Group Teaching; Seminar Method; and other popular methods; Assessment and Evaluation techniques; Use of ICT; Clinical Legal Education – Legal Aid, Legal Literacy, Law Reform, Legal Survey; Experiential Learning through Internships and Externships 				
Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)				
Lectures: 30	Tutorials: 0		Practicals: 0	
11. Course Outcomes (COs)				
Possible usefulness of this course after its completion i.e., how this course will be practically useful to the students once it is completed:				
CO1	To learn various teaching tools & techniques of legal education			

CO2	To acquire a solid foundation with regard to the various pedagogies and teaching techniques
CO3	To apply knowledge and understanding of the pedagogy and teaching techniques through experiential learning while conducting the actual classes
CO4	To create a curriculum for courses with course plans.
12. UNIT WISE DETAILS No. of Units: 3	
Unit Number: 1 No. of Lectures: 6 Title: Background: Legal Education and Teaching Methods	
Content Summary: <ul style="list-style-type: none"> • Meaning & Objective of Legal Education <ul style="list-style-type: none"> • Need & Purpose of studying Teaching Methods • Meaning & objectives of outcome-based education & its drawback 	
Unit Number: 2 No. of Lectures: 12 Title: Designing the curriculum with objectives & outcomes & mapping it with course outcomes & assessment	
Content Summary: <ul style="list-style-type: none"> • Learning method of Teaching- Hierarchy Model • Discussion methods & its suitability at postgraduate level teaching- Washington Accord, NAAC • Component of Outcome based education, Program education objective- difference b/w Program outcome, course outcome, course objectives, program specification outcome, vision, mission • The problem Methods- Genesis of Bloom taxonomy , Revised Bloom Taxonomy, success & failures 	
Unit Number: 3 No. of Lectures: 12 Title: Educational Transformation-Blended Learning Mode	
Content Summary: <ul style="list-style-type: none"> • Other popular types of taxonomy- Pedagogy • Comparison of Gurukul system with present learning education • Advantages of BL learning, Role of teachers in BL learning • Blended education structures in education, Blended MOOC, Rotation model • NEP (National Education Policy), 2020 	
13. Instructions for students	
yyy)	Before coming in the class please read about legal education
zzz)	Please read about the basics of legal education
aaaa)	All student must secure at least 50% marks in each evaluation component
bbbb)	All students must maintain the attendance at least 80%
cccc)	All student must submit a project individually
14. Multi-Disciplinary Approach	
(Please mentioned whether this course is multidisciplinary or not)	
Yes	<input checked="" type="checkbox"/> Y
No	<input type="checkbox"/>

Describe (if yes):	
NA	
15. SDG Number (Mention SDGs number out of 17 SDGs for which this course is mapping)	SDG level of correlation (Mention the level of correlation for each SDG)
a) SDG.....4.....	1. Weak <input type="checkbox"/> 2. Moderate <input type="checkbox"/> 3. High <input checked="" type="checkbox"/>
b) SDG.....9.....	1. Weak <input type="checkbox"/> 2. Moderate <input checked="" type="checkbox"/> 3. High <input type="checkbox"/>
<p>14. Books Recommended:</p> <ul style="list-style-type: none"> • Educating Lawyers: Preparation for the Profession of Law, William M. Sullivan, Anne Colby, Judith Welch Wegner, Lloyd Bond, Lee S. Shulman; ISBN: 978-0-7879-8261-4; February 2007, Jossey-Bass • Best Practices for Legal Education Roy Stuckey and Others Copyright 2007 by Roy Stuckey Published in the United States by the Clinical Legal Education Association. Available at http://www.cleaweb.org/Resources/Documents/best_practices-full.pdf • Clinical Legal Education: Curriculum Lessons And Materials, Ernest Ojukwu, Sam Erugo, Charles Adekoya; Network of University Legal Aid Institutions Abuja; Available at https://www.gaje.org/wp-content/uploads/gravity_forms/27-61ffabe162d29b7fe6c279abe68e27eb/2013/12/Clinical-Legal-Education-Curriculum-Lessons-and-Materials-Published.pdf • What's Wrong with Langdell's Method, and What to Do About It; Vanderbilt law review 60 · March 2007 Available at https://www.researchgate.net/publication/242725823_What's_Wrong_with_Langdell's_Method_and_Wh_at_to_Do_About_It • Law Commission of India, 184th Report on The Legal Education & Professional Training and Proposals for Amendments to the Advocates Act, 1961 and the University Grants Commission Act, 1956. <p>Reference Books:</p> <ul style="list-style-type: none"> • E-Book: Stein, Ralph Michael, "The Path of Legal Education from Edward I to Langdell: A History of Insular Reaction" (1981). Pace Law Faculty Publications. Paper 228. http://digitalcommons.pace.edu/lawfaculty/228 • The Value of Variety in Teaching: A Professor's Guide; Heather Garretson, et.al., Journal of Legal Education, Volume 64, Number 1, August 2014 available at https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2508066 	
<p>32. E-Learning Resources: What is Outcome Based Education (OBE) system? WASHINGTON ACCORD - YouTube</p> <p>The Basics of Blended Learning - YouTube</p> <p>NPTEL: Outcome based Education - YouTube</p>	

Participative Learning Component			
Sr. No.	Topic	Submissions/Assessment	COs covered
32.	Curriculum Designing	Classroom Presentation	CO1
33.	Summary notes from videos in E-content	Classroom Presentation	CO2 and CO3
Activities for Differential learning Needs			
Sr. No.	Learning Level	Activities	Assessment
19.	Slow learners	Extra classes, assignment, one to one interaction, guest lectures	Assignment, MSE, Test, viva
20.	Intermediate learners	Skill training, Journal club activities, guest lectures	Test, feedback, viva
21.	Advanced Learners	skill training	Presentation, viva, feedbacks
Experiential Learning Component			
Sr. No.	Topic	Submissions/Assessment	COs covered
34.	Flipped Classes	30	1,2,3
35.	Legal Aid Camps	20	1,2,3
36.	Create curriculum	10	4

Project (To be done as individual/in group): Write project report of Legal Education, (Individual)

Evaluation Scheme (Choose one)

S. No.	TYPE OF COURSE	PARTICULAR	ALLOTTED RANGE OF MARKS	PASS CRITERIA
	Project Based Course (L-T-P/L-T-0/L-0-P/L-0-0)	End Term Project	40%	Must Secure 30% Marks Out of Combined Marks of End Term Project Plus
		Major Test	35%	

		Class Test/ Assignment	15%	Major Test with Overall 40% Marks in Total.
		Class Participation Evaluation Through Class Tests/Practice/Assignments/Presentation/ Quiz	10%	

**RUBRIC FOR EVALUATION:
(At least 5 Criteria)**

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
Classroom Teaching Assignment	1. Not full one hour 2. Poor content 3. Poor communication	1. 30 Minute 2. Mediocre content 3. Average communication and presentation	1. One hour utilized 2. Use of of ICT Tools 3. Good content 4. Good communication
Organizing a Legal Aid Camp / Legal Literacy Program	Poor organization	Mediocre organization	Excellent organization
Project Report	Plagiarism more than 20%	Plagiarism 10- 20%	Plagiarism less than 10%

Mapping of PO's and CO's

	Students will possess the understanding of various academic practice in the area of legal education.	Students will demonstrate the understanding of	Students will possess understanding of legal theory, substantive & procedural Laws	The students will be able to analyze critically the existing Laws by applying legal reasoning	Students will demonstrate the ability of class room management and effective teaching	Students will demonstrate the ability to perform Legal Research and Problem solving	Students will demonstrate proficiency in written and oral communication in the legal context	Students will display a high degree of professional skills of counselling, negotiation,	Students will understand and apply the rules of professional ethics towards their clients and	Students will understand and appreciate the rules relating to environment protection	Students will develop requisite skills to act as an informed legal professional to participate in civic
CO Code	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO 1	3	3	3	1	3	1	3	1	1	1	3
CO 2	3	3	3	1	3	1	3	1	1	1	3
CO 3	3	3	3	1	3	1	2	1	1	1	3
CO 4	1	1	3	1	3	1	1	1	1	1	3
Overall CO's (Average)	2.5	3	3	1	3	1	2.2	1	1	1	3

ARBITRATION

UNCITRAL Commercial Arbitration

1. Department/ School:	School of Law (SOL)
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2. Course Name: International Commercial Arbitration		3. Course Code	4. L -T- P 2-0-0	5. Credits 2
6. Type of Course (Tick one):	Programme Core <input checked="" type="checkbox"/>	Programme Elective <input type="checkbox"/>	Open Elective <input type="checkbox"/>	
	VAC <input type="checkbox"/>			
7. Prerequisite(s), if any (Mention course code and name) Law relating to Merger and Acquisition (SLS 6714)				
8. Frequency of offering (check one): Odd <input type="checkbox"/> Even <input checked="" type="checkbox"/> Any Semester <input type="checkbox"/> Both Semester <input type="checkbox"/>				
9. Focus: <input checked="" type="checkbox"/> Employability <input type="checkbox"/> Entrepreneurship <input type="checkbox"/> Skill Development <input type="checkbox"/> Basic Knowledge				
10. Student centric methods used for enhancing learning experiences (Tick relevant)		<input type="checkbox"/>	Experiential learning	
		<input checked="" type="checkbox"/>	Participative Learning	
		<input type="checkbox"/>	Problem solving methodologies	
11. Brief Syllabus:				
<p>The course aims at enabling students to appreciate one of the important areas of law and the nitty-gritty involved in it. It explains in detail the concept of International Commercial Arbitration and its alliance with UNCITRAL Model Law. It introduces students to the importance of alternate dispute resolution in international commercial disputes by studying cases and analyzing the peculiarities of the procedure in main international commercial arbitration institutions. Students will gain knowledge on legal mechanism of international commercial arbitration in national, comparative and transnational (de-localized) aspects, understand the role of international commercial arbitration in modern commercial world, obtain practical legal skills</p>				
Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)				
Lectures: 24		Tutorials: 00		Practical's: 0
12. Course Outcomes (COs)				
Possible usefulness of this course after its completion i.e., how this course will be practically useful to the students once it is completed				
C0SLS6713.1	Students would be able to define and describe the evolution of laws relating to International Commercial Arbitration			
C0SLS6713.2	Students would be able to understand the concepts, basic principle and laws related to International Commercial Arbitration.			
C0SLS6713.3	Students would be able to appreciate how the numerous laws that govern procedures in international business arbitration interact with one another.			

COSLS6713.4	Analyse the fundamental elements of an arbitration agreement, recognize the significance of each element and utilize the knowledge to efficiently draft arbitration agreements/ clauses.
COSLS6713.5	Students will be able to examine and analyse case law related to the subject
COSLS6713.6	Students would learn how to draft an International Commercial Arbitration Agreement/ International Commercial Arbitration clauses.
13. UNIT WISE DETAILS No. of Units: __6__	
Unit Number: 1 No. of Lectures: 4 Title: INTRODUCTION	
<p>Content Summary:</p> <ul style="list-style-type: none"> • Concept and Nature of International Commercial Arbitration • Important terms used in International Commercial Arbitration • Hybrid nature of Arbitral Process • Dispute Resolution in International Trade 	
Unit Number: 2 No. of Lectures: 4 Title: UNCITRAL MODEL LAW 1985	
<p>Content Summary:</p> <ul style="list-style-type: none"> • General Provisions: Definitions and Rules of Interpretation; International Origin and General Principles; Receipt of written communications; Waiver of Right to Object; Extent of Court intervention; Court or other authority for certain functions of arbitration assistance and supervision. • Arbitration Agreement: Definition and Form of Arbitration Agreement; Arbitration agreement and substantive claim before Court; Arbitration agreement and interim measures by Court. • Composition of Arbitral Tribunal: Number of Arbitrators; Appointment of Arbitrators; Grounds for challenge; Challenge Procedure; Failure or impossibility to act; Appointment of Substitute Arbitrator. • Jurisdiction of Arbitral Tribunal: Competence of Arbitral Tribunal; Interim Measures and Preliminary Orders; Conduct of Arbitral Proceedings; Making of Award and termination of proceedings; Recourse against award; Recognition and Enforcement of awards. 	
Unit Number: 3 No. of Lectures: 4 Title: UNCITRAL ARBITRATION RULES 1976 (Amended in 2010)	
<ul style="list-style-type: none"> • Amendments to Arbitration Rules in 2010: Designation of Appointing Authority; Appointment of Arbitrators; Challenges to Arbitrators; Arbitrator Fees and Expenses. • Arbitration Rules, 2010: Composition of Arbitral Tribunal; Arbitral Proceedings; Arbitral Award. 	

<p>Unit Number: 4 No. of Lectures: 4 Title UNCITRAL Notes on Organizing Arbitral Proceedings (1996, revised in 2016):</p>
<p>Content Summary:</p> <ul style="list-style-type: none"> • Consultation for decisions; • Procedural Meetings; • Language of Arbitration Proceedings; • Place of Arbitration; • Administrative support for Arbitral Tribunal; • Agreement on Confidentiality; Interim measures; Documentary Evidence, Hearings.
<p>Unit Number: 5 No. of Lectures: 4 Title: IBA Rules of Evidence</p>
<ul style="list-style-type: none"> • IBA Rules of Evidence, 2010: Scope; Consultation on Evidentiary Issues; Documents; Witness of Facts; Party-Appointed Experts; Tribunal- Appointed Experts; Inspection; Evidentiary Hearing; Admissibility and Assessment of Evidence.
<p>Unit Number: 6 No. of Lectures: 4 Title: Soft Laws</p>
<ul style="list-style-type: none"> • IBA Guidelines on Conflicts of Interest, 2014: General Standards regarding Impartiality, Independence, and Disclosure; Practical Application of the General Standards • IBA Guidelines on Party Representation, 2013: Application; Party Representation; Communication with Arbitrators; Submissions to the Arbitral Tribunal; Witnesses and Experts; Remedies for Misconduct.
<p>Instructions for students</p> <p>dddd) Students must carry the reading material circulated before every lecture.</p> <p>eeee) Students should read latest news with respect to their subject .</p> <p>ffff) Students should be well versed with the laws pertaining to their subject.</p> <p>gggg) Students are instructed to maintain at least 75% attendance in each subject</p> <p>hhhh) All student must give a project presentation.</p>
<p>14. Multi-Disciplinary Approach (Please mentioned whether this course is multidisciplinary or not)</p> <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>Describe (if yes):</p>

Law Relating to Merger and Acquisition is multidisciplinary becomes it involves the convergence of concepts of Management and Technology.

15. SDG Number (Mention SDGs number out of 17 SDGs for which this course is mapping)	SDG level of correlation (Mention the level of correlation for each SDG)
a) SDG.....16.....	1. Weak <input type="checkbox"/> 2. Moderate <input type="checkbox"/> 3. High <input checked="" type="checkbox"/>
b) SDG.....16.....	1. Weak <input type="checkbox"/> 2. Moderate <input type="checkbox"/> 3. High <input checked="" type="checkbox"/>

17. Title of Lab Manual (if applicable): NA

18. Books Recommended:

Text Books:

3. A.K Bansal, Law of International Commercial Arbitration, Universal Law Publishing, 2003.
4. Margaret L. Moses, The Principles and Practice of International Commercial Arbitration, 2nd Edition, Cambridge University Press, 2012.

Reference Books

1. Jay E. Grenig, International Commercial Arbitration, West Thomson Reuters, 1st ed.(2014).
2. 2. Kroll, Laukas A Mistelis, Viscasilas, V. Rogers, International Arbitration and International Commercial Law, Kluwer International (2011).
3. Indu Malhotra, OP Malhotra on The Law and Practice of Arbitration and Conciliation (2020) (4th Edition).
4. Anirudh Wadhwa, Anirudh Krishnan, Justice RS Bachawat’s Law of Arbitration and Conciliation, Lexis Nexis, (2018) (6th Edition) .
5. David St. John, Judith Gill, Mathew Gearing, Russell on Arbitration, Sweet & Maxwell, (2018) (24th Edition).

PRESCRIBED STATUTES:

UNCITRAL Model Law on International Commercial Arbitration, 1985

UNCITRAL Arbitration Rules (1971 & 2010 Amendment).

Convention on the Recognition and Enforcement of Foreign Arbitral Awards, 1958 (“New York Convention”)

Convention on the Execution of Foreign Arbitral Awards, 1927 (“Geneva Convention”)

E-Book:

1. <https://uncitral.un.org/sites/uncitral.un.org/files/media-documents/uncitral/en/mal-digest-2012-e.pdf>

Reference websites: <https://uncitral.un.org/>

33. E-Learning Resources

NPTEL:

Animated Lab Videos:

MOOC Supplemented:

Participative Learning Component

Sr. No.	Topic	Submissions/Assessment	COs covered
37.	Assignment to write a research paper	Exams (MSE & ETE) Assignment	CO 1-5
38.	Assignment to draft an international commercial arbitration agreement	Exams (MSE & ETE) Assignment	CO6

Activities for Differential learning Needs

Sr. No.	Learning Level	Activities	Assessment
22.	Slow learners	Extra classes, assignment, one to one interaction, guest lectures	Assignment, MSE, Test, viva
23.	Intermediate learners	Skill training, Journal club activities, guest lectures	Test, feedback, viva
24.	Advanced Learners	VAC courses, skill training	Presentation, viva, feedbacks

Practical Content

Sr. No.	Title of the Experiment	Software/Hardware based	Unit covered	Time Required
1.	NA	NA	NA	NA

Value Added Experiments: NA

Project (To be done as individual/in group):

A minor research project on any topic of choice

Evaluation Scheme (Choose one)

S. No.	TYPE OF COURSE	PARTICULAR	ALLOTTED RANGE OF MARKS	PASS CRITERIA
1	Theory (L-T-0) (5-1-0)	Mid semester examination	20	Must Secure 50% Marks Out of total Marks
		End Semester examination	60	
		Continuous Evaluation Through Class Tests/Practice/Assignments/Presentation/Quiz	20	

**RUBRIC FOR EVALUATION:
(At least 5 Criteria)**

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
Research	Literature Review 4 references	Literature Review 6-10 references	Literature Review Above 12 references
Analytical Skills	Understanding co- relation between variables	Legal Reasoning	Legal Analysis of Facts and Law
Critical Thinking	Identifying Research Gaps	Collating and Analyzing the data	Suggesting improvements and remedies
Presentation	Confidence	Systematic Structure of Presentation	Clarity of thought
Internal evaluation (MSE + class assignment)	50-70%	70-90%	>90%
External Evaluation (ETE)	50-70%	70-90%	>90%

Mapping of PO's and CO's

	Posses s knowl edge and unders tandin g of substa ntive & procedural Laws.	Poss ess knowl edge and unde rstan ding of Legal Theory.	Anal yze criti cally the exist ing Laws by appl ying legal reas onin g	Dem onstr ate the abili ty to perf orm Legal Rese arch and Prob lem solvi ng.	Demon strate proficie ncy in written and oral commu nication in the legal context	Displa y a high degre e of profes sional skills of couns elling, negoti ation and argum ent	Abilit y to col lab ora te need ed for com pete nt parti cipat ion as a mem ber of leg	Und ersta nd and appl y the rules of profes sional ethic s towa rds their clien ts soci ety at large	Under stand and appre ciate the rules relatin g to enviro nment protec tion	Dev elop requis ite skill s to act as an infor med legal profes sional to parti cipat e in civic life thro ugh volu nteer ing	Profi cient in appl ying legal tools and tech niqu es neces sary for solvi ng legal issue s.
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							al pro fes sio n.				
CO Code	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO 1	3	3		1	2	2	2			3	3
CO 2	3	3		3	2	2	2			3	3
CO 3	3	3	2	3	2	2	2			3	3
CO 4	3	3	2	3	2	2	2			3	3
CO 5	3	3	2	3	2	2	2			3	3
CO 6	3	3	2	3	2	2	2			3	3
Overall CO's (Average)	3	3	1.6	2.66	2	2	2	0.0	0.0	3	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

INTERNATIONAL COMMERCIAL ARBITRATION: INDIAN PERSPECTIVE

1. Department/ School: School of Law (SOL)	
2. Course Name: INTERNATIONAL COMMERCIAL ARBITRATION: INDIAN PERSPECTIVE	3. Course Code
	4. L -T- P 2-0-0
5. Credits 2	
6. Type of Course (Tick one):	Programme Core <input checked="" type="checkbox"/> Programme Elective <input type="checkbox"/> Open Elective <input type="checkbox"/> VAC <input type="checkbox"/>
7. Prerequisite(s), if any (Mention course code and name) SLS 6732- INTERNATIONAL COMMERCIAL ARBITRATION: INDIAN PERSPECTIVE	
8. Frequency of offering (check one): Odd <input type="checkbox"/> Even <input checked="" type="checkbox"/> Any Semester <input type="checkbox"/> Both Semester <input type="checkbox"/>	
9. Focus: <input checked="" type="checkbox"/> Employability <input checked="" type="checkbox"/> Entrepreneurship <input type="checkbox"/> Skill Development <input checked="" type="checkbox"/> Basic Knowledge	
10. Student centric methods used for enhancing learning experiences (Tick relevant)	<input type="checkbox"/> Experiential learning <input checked="" type="checkbox"/> Participative Learning <input checked="" type="checkbox"/> Problem solving methodologies
11. Brief Syllabus: Unit 1 deals with INTRODUCTION, unit 2 deals with INDIAN ARBITRATION REGIME, unit 3 deals with INTERNATIONAL COMMERCIAL ARBITRATION: ENFORCEMENT OF CHOICE OF LAW and unit 4 deals with REGULATING INTERNATIONAL COMMERCIAL ARBITRATION.	
Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)	
Lectures: 50	Tutorials: 00
Practical's: 0	
12. Course Outcomes (COs) Possible usefulness of this course after its completion i.e., how this course will be practically useful to the students once it is completed	
CO1	Gain knowledge on arbitration as a dispute settlement mechanism in international commercial disputes.
CO2	Recognize the forms and essentials of International Commercial Arbitration

CO3	Understand the cooperation between Arbitration and National Judicial Systems.
CO4	Understanding of regulation of ICA provisions under Indian Arbitration regime.
13. UNIT WISE DETAILS No. of Units: __4__	
Unit Number: 1 No. of Lectures: 15 Title: INTRODUCTION	
<p>Content Summary:</p> <p>History of Arbitration in India Background to Arbitration and Conciliation Act, 1996 Scheme of the Act Arbitration and Conciliation Amendment Act, 2015.</p>	
Unit Number: 2 No. of Lectures: 15 Title: INDIAN ARBITRATION REGIME	
<p>Content Summary:</p> <p>Highlights of Arbitration and Conciliation Act, 1996: Court Intervention and Interpretation; Enforcement of Foreign Awards; Arbitrability under Indian Law</p> <p>Amendments in Arbitration and Conciliation Act, 2015: Pre-Arbitral Proceedings; Arbitral Proceedings; Post-Arbitral Proceeding.</p> <p>Arbitration Agreement: Significance of Agreement in Arbitration; Forms of Arbitration Agreement; Functions of Arbitration Agreement; Definition and Requirements of a valid Agreement; Foreign Arbitration Agreement; Autonomy of Arbitration Agreement; Indian Position on Autonomy of Arbitration Agreement.</p>	
Unit Number: 3 No. of Lectures: 15 Title: INTERNATIONAL COMMERCIAL ARBITRATION: ENFORCEMENT OF CHOICE OF LAW	
<p>Content Summary:</p> <p>ICA with seat in India: Arbitration Notice; Referral to Arbitration; Interim Reliefs; Appointment of Arbitrators; Challenge to appointment of Arbitrators; Mandate of Arbitrator; Challenge to Jurisdiction; Conduct of Arbitral Proceedings; Arbitral Award; Challenge to an Award; Appeals; Enforcement and Execution of Award.</p> <p>ICA when seated in other country: referring parties to arbitration under Part-II of 1996 Act; Enforcement and Execution of Foreign Awards; Appealable Orders.</p>	
Unit Number: 4 No. of Lectures: 15 Title: REGULATING INTERNATIONAL COMMERCIAL ARBITRATION	
<p>Content Summary:</p> <p>Initiation/Commencement of Arbitration: Reference to Arbitration; Jurisdiction of Arbitral Tribunal; Appointment</p>	

of Arbitrator; Independence and Impartiality of the Tribunal; Powers and Duties of International Arbitrators; Removal of Arbitrators.

Arbitral Process and Arbitral Award: Methods of challenge; Grounds of Challenge.

14. Multi-Disciplinary Approach
 (Please mentioned whether this course is multidisciplinary or not)

Yes No

Describe (if yes):

NA

15. SDG Number (Mention SDGs number out of 17 SDGs for which this course is mapping)	SDG level of correlation (Mention the level of correlation for each SDG)
a) SDG.....16.....	1. Weak <input type="checkbox"/> 2. Moderate <input checked="" type="checkbox"/> 3. High <input type="checkbox"/>
b) SDG...17.....	1. Weak <input type="checkbox"/> 2. Moderate <input checked="" type="checkbox"/> 3. High <input type="checkbox"/>

13. Title of Lab Manual (if applicable): NA

14. Books Recommended:

- A.K Bansal, Law of International Commercial Arbitration, Universal Law Publishing, 2003.
- Margaret L. Moses, The Principles and Practice of International Commercial Arbitration, 2nd Edition, Cambridge University Press, 2012.
- Gary B. Born, International Arbitration: Cases and Materials, 2nd Edition, Kluwer Law International, 2015.
- Gary B. Born, International Commercial Arbitration, 2nd Edition, Kluwer Law International, 2014.

34. E-Learning Resources

NPTEL:

Animated Lab Videos:

MOOC Supplemented:

Participative Learning Component

Sr. No.	Topic	COs covered	Submissions/ Assessment
39. PPT	Submission	CO2, CO4, CO3, CO7	PPT
40. Viva and	Assignment	CO1, CO5, CO6,CO8	Viva and Presentation

Presentation			
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Activities for Differential learning Needs

Sr. No.	Learning Level	Activities	Assessment
25.	Slow learners	Extra classes, assignment, one to one interaction, guest lectures, lecture notes	Assignment, MSE, Test, viva
26.	Intermediate learners	Skill training, Journal club activities, guest lectures, Participation in Conferences	Test, feedback, viva
27.	Advanced Learners	VAC courses, skill training, Moot Court, Legal Research	Presentation, viva, feedbacks

Practical Content

Sr. No.	Title of the Experiment	Software/Hardware based	Unit covered	Time Required
1.	NA	NA	NA	NA

Value Added Experiments: NA

Project (To be done as individual/in group):

A minor research project on any topic of choice

Evaluation Scheme (Choose one)

S. No.	TYPE OF COURSE	PARTICULAR	ALLOTTED RANGE OF MARKS	PASS CRITERIA
1	Theory (L-0-0)/(L-T-0)/(L-0-P)*	Minor Test (MSE)	20%	Must Secure 30% Marks Out of Combined Marks of Major Test Plus Minor Test with Overall 40% Marks in Total.
		Major Test (End Term)	60%	
		Continuous Evaluation Through Class Tests/Practice/Assignments/Presentation/Quiz - Assignment: 10% - Viva/Quiz: 10%	20%	

**RUBRIC FOR EVALUATION:
(At least 5 Criteria)**

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
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Analytical Skills	Understanding co-relation between variables	Legal Reasoning	Legal analysis of facts and law
Communication skills	Clarity in asking questions	Clarity in body language	Clarity in thoughts and expressions
Presentation	Confidence	Systematic structure of presentation	Clarity of thoughts
Internal evaluation (MSE + class assignment)	50-70%	70-90%	>90%
External Evaluation (ETE)	50-70%	70-90%	>90%

Mapping of PO's and CO's

	knowledge and understanding of substantive & procedural Laws	knowledge and understanding of Legal Theory	Ability to analyze critically the existing Laws by applying legal	ability to perform Legal Research and Problem solving	Proficiency in written and oral communication in the legal context	High degree of professional skills of counselling, negotiation and	Ability to collaborate needed for competent participation as a member	Understanding and application of the rules of professional ethics towards their clients and society at	Understand and appreciate the rules relating to environment protection	Requisite skills to act as an informed Legal professional to participate in	Proficient in applying Legal tools and techniques necessary	Graduates will be able to contribute effectively in the multidisciplinary	Graduates will be able to appreciate, analyse and evaluate the legal instruments and policy documents in the specialized field of practice.
CO Code	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO 1		3	3		1					1			
CO 2		3	3	2	1							1	2
CO 3		3	3		1					1		1	3
CO 4		3	3	2	1								2
Overall CO's (Average)		3	3	1	1		0.0	0.0	0.0	0.3	0.0	0.33	2.33

INSTITUTIONAL AND ADMINISTERED ARBITRATION

1. Department/ School: School of Law	
Course Name: : INSTITUTIONAL AND ADMINISTERED ARBITRATION	2. Course Code
	3. L-T-P 2-0-0
4. Credits 02	
5. Type of Course (Tick one):	Programme Core <input checked="" type="checkbox"/> Programme Elective <input type="checkbox"/> Open Elective <input type="checkbox"/> VAC <input type="checkbox"/>
6. Prerequisite(s), if any (Mention course code and name): NA	
7. Frequency of offering (check one): Odd <input type="checkbox"/> Even <input checked="" type="checkbox"/> Any Semester <input type="checkbox"/> Both Semester <input type="checkbox"/>	
8. Focus: <input type="checkbox"/> Employability <input type="checkbox"/> Entrepreneurship <input checked="" type="checkbox"/> Skill Development <input checked="" type="checkbox"/> Basic Knowledge	
9. Student centric methods used for enhancing learning experiences (Tick relevant)	<input checked="" type="checkbox"/> Experiential learning <input checked="" type="checkbox"/> Participative Learning <input checked="" type="checkbox"/> Problem solving methodologies
<p>Brief Syllabus:Syllabus shall cover in Unit I Meaning: Institutional Arbitration, Administered Arbitration, Types of Arbitration.</p> <p>Difference between Institutional Arbitration and Ad-hoc Arbitration., Advantages of Institutional Arbitration, Arbitration Institutions: Unit II shall further cover various rules of LCIA Unit III ICC Rules of Arbitration And ICSID Arbitration Rules. Unit IV ICDR Arbitration Rules And ICADR Arbitration Rules</p>	
Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)	
Lectures: 45	Tutorials: 05
Practical's: NA	
10. Course Outcomes (COs)	
Possible usefulness of this course after its completion i.e., how this course will be practically useful to the students once it is completed:	
*Courses with 4 credits must have at least six Course Outcomes.	
CO1	To Gain knowledge on arbitration as a dispute settlement mechanism in international commercial disputes.

CO2	To understand the difference between Ad-hoc arbitration and institutional arbitration.
CO3	To Study the international institutions dealing with international arbitration.
CO4	To recognize the importance of Institutional Arbitration in solving international disputes.
CO5	To understand the different types of Arbitrations and their process.
CO6	To enhance their knowledge about the Arbitration Laws And Its Practices

11. UNIT WISE DETAILS No. of Units: 04

Unit Number: 1 No. of Lectures: 05 Title: Introduction

Content Summary:

- Meaning: Institutional Arbitration, Administered Arbitration.
- Types of Arbitration.
- Difference between Institutional Arbitration and Ad-hoc Arbitration.
- Advantages of Institutional Arbitration
- Arbitration Institutions: ICA, ICC, FICCI, WIPO, ICADR, LCIA

Case Laws:

- **Bharat Aluminium Co. v. Kaiser Aluminium Technical Services Inc., (2012) 9 SCC 552 ("BALCO").**
- ***Harmony Innovation Shipping Limited v Gupta Coal India Limited and another, (2016) 11 SCC 508***
- ***Shri Lal Mahal Ltd. v. Progetto Grano Spa* (Civil Appeal No. 5085 of 2013 arising from SLP(c) No. 13721 of 2012)**
- ***Shri Lal Mahal Ltd. v. Progetto Grano Spa* (Civil Appeal No. 5085 of 2013 arising from SLP(c) No. 13721 of 2012)**

Unit Number: 2 No. of Lectures: 15 Title: LCIA India Arbitration Rules

Content Summary:

- Request for Arbitration,
- LCIA Court and LCIA India Registrar,
- Formation of Arbitral Tribunal,
- Nationality of Arbitrators,
- Revocation of Arbitrator's appointment,
- Majority power to conduct proceedings,
- Conduct of the proceedings,
- Seat of Arbitration,
- Party Representation,
- Jurisdiction of Arbitral Tribunal,
- Interim Measures and Award,
- Decisions by the LCIA Court And Confidentiality.

Case Laws:

- *Enercon (India) Ltd. & Ors v. Enercon GmbH & Anr, (2014) 5 SCC 1*
- *Virkaran Awasty v Hassad Netherland B.V. & Ors 2016*
- *Bharat Oman Refineries Ltd. v. Mantech Consultants (2012) Arb.LR 482 (Bom)*
- *SBP & Co. v. Patel Engg. Ltd., (2005) 8 SCC 618*

Unit Number: 3 No. of Lectures: 15 Title: ICC Rules of Arbitration And ICSID Arbitration Rules

Content Summary: ICC Rules of Arbitration And ICSID Arbitration Rules

- International Court of Arbitration
- Request for Arbitration
- Effect of Arbitration Agreement;
- Multiple Contracts;
- Consolidation of Arbitrations;
- Constitution of Arbitral Tribunals;
- Challenge of Arbitrators;
- Arbitral Proceedings; Awards
- Working of the Tribunal
- General Procedural Provision
- Written and Oral Procedures
- Particular Procedures
- Award And Annulment of Award.

Case Laws:

- *Bhatia International v. Bulk Trading SA (2012) 9 SCC 552*
- *The Prosecutor v. Ali Muhammad Ali Abd-Al-Rahman*
- *The Prosecutor v. Thomas Lubanga Dyilo*
- *The Prosecutor v. Simone Gbagbo*
- *Ioan Micula, Viorel Micula and others v. Romania (ICSID Case No. ARB/05/20)*
- *Amco Asia Corporation and others v. Republic of Indonesia (ICSID Case No. ARB/81/1)*
- *Holiday Inns S.A. and others v. Morocco (ICSID Case No. ARB/72/1)*
- *Amco Asia Corporation and others v. Republic of Indonesia (ICSID Case No. ARB/81/1)*

Unit Number: 4 No. of Lectures: 15 Title: ICDR Arbitration Rules And ICADR Arbitration Rules

Content Summary:

- Commencing the Arbitration
- Notice of Arbitration
- Administrative Conference
- Mediation
- Tribunal; General Conditions.
- Appointment of Arbitrators
- Grounds of challenge
- Challenge procedure
- Termination of mandate and substitution of arbitrator
- Jurisdiction of arbitral tribunal and Interim measures
- Place of arbitration
- Appointment of expert
- Settlement
- Form and content of arbitral award

- Termination of proceedings.

Case laws:

- *Robert & Ardis James v. Sebi 2022*
- *Corperate strategic Alliance v. Sebi 2019*
- *Art Nirman v Sebi 2022*
- *Departmet of Trasport v. Star Services pvt Ltd 2015*
- *M/s L & T v NHAI 2022*
- *M/S Bareilly Highway Projects v NHAI 2022*
- *BSCPL Infrastructure Ltd v National Highways 2020*

13.Instruction for students- study the concerned topic before coming in the class which will discuss in the class. Do the group study.

14.Muilti-Disciplinary Approach- NA

15- SDG-	SDG CORELATION
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16 (PEACE, JUSTICE AND STRONG INSTITUTION)	MODERATE
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Title of Lab Manual (if applicable): NA

Books Recommended

1. Campbell Mc LAtionalachlan, Laurence Shore & Matthew Weiniger, International Investment Arbitration: Substantive Principles, Oxford University Press, 1st ed, 2008.
2. Todd Weiler, International Investment Law and Arbitration: Leading Cases from the ICSID, NAFTA, Bilateral Treaties and Customary International Law, Cameron, 2005.
3. A.K Bansal, Law of International Commercial Arbitration, Universal Law Publishing, 2003.
4. Margaret L. Moses, The Principles and Practice of International Commercial Arbitration, 2nd Edition, Cambridge University Press, 2012.
5. Gary B. Born, International Arbitration: Cases and Materials, 2nd Edition, Kluwer Law International, 2015.
6. Gary B. Born, International Commercial Arbitration, 2nd Edition, Kluwer Law International, 2014..M. Interpretation of Statutes. (2008) Orient Publishing, New Delhi.

E-Book: NA

Reference websites: NA

E-Learning Resources: NA

NPTEL:

Animated Lab Videos:

MOOC Supplemented

Evaluation Scheme (Choose one)

S. No.	TYPE OF COURSE	PARTICULAR	ALLOTTED RANGE OF MARKS	PASS CRITERIA
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1	Theory (L-0-0)/(L-T-0)/ (L-0-P)*	Minor Test (MSE)	20%	Must Secure 30% Marks Out of Combined Marks of Major Test Plus Minor Test with Overall 40% Marks in Total.
		Major Test (End Term)	60%	
		Continuous Evaluation Through Class Tests/Practice/Assignments/Presentation/Quiz - Assignment: 10% - Viva/Quiz: 10%	20%	

Mapping of PO's and CO's

	Understand ing of substantive & procedural Laws.	Understand ing of Legal Theory.	Legal reasoning.	Legal Research and Problem solving.	Oral communication in the legal context	skills of counseling, negotiation	ability to collaborate	professional ethics towards their clients and society	Rules relating to environment protection.	Legal professional to participate in civic life through volunteering	Techniques necessary for solving legal issues.	Interdisciplinary aspects of Law and Management	Analyse the existing Laws relating to Management
CO Code	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1		1									2		
CO2	2		1	1							2		
CO3		2	1	1	2	1				1	1	3	3
CO4	1	1		2	3	1		1		1	3	3	3
CO5													
CO6				2		1		1				2	1
Overall CO's (Average)	0.5	0.6	0.3	1.0	0.83	0.5	0	0.36	0	0.3	1.3	1.3	1.16

Note- Multidisciplinary approach is not related to my subject.

Cross Border and Investment Arbitration

1. Department/ School:	School of Law (SOL)		
2. Course Name: Cross Border and Investment	3. Course Code	4. L -T- P	5. Credits

Arbitration			2-0-0	2
6. Type of Course (Tick one):		Programme Core <input checked="" type="checkbox"/>	Programme Elective <input type="checkbox"/>	Open Elective <input type="checkbox"/>
		VAC <input type="checkbox"/>		
7. Prerequisite(s), if any (Mention course code and name)				
Cross Border and Investment Arbitration (SLS6734)				
8. Frequency of offering (check one): Odd <input type="checkbox"/> Even <input checked="" type="checkbox"/> Any Semester <input type="checkbox"/> Both Semester <input type="checkbox"/>				
9. Focus: <input checked="" type="checkbox"/> Employability <input type="checkbox"/> Entrepreneurship <input checked="" type="checkbox"/> Skill Development <input type="checkbox"/> Basic Knowledge				
10. Student centric methods used for enhancing learning experiences (Tick relevant)		<input type="checkbox"/>	Experiential learning	
		<input checked="" type="checkbox"/>	Participative Learning	
		<input type="checkbox"/>	Problem solving methodologies	
11. Syllabus: The course aims at enabling students to appreciate the concept of Cross-border Arbitration and Investment Arbitration in a globalized economy. It introduces students to the importance of alternate dispute resolution in international commercial disputes by studying cases and analyzing the peculiarities of the procedure in prominent international commercial arbitration institutions. Students will gain knowledge on legal mechanism of international commercial arbitration in national, comparative and transnational aspects, understand the role of international commercial arbitration in modern commercial world, and obtain practical legal skills. During the last decade, several Bilateral Investment Treaties have been executed between nations to encourage foreign investment initiatives by providing safeguards to private investors. A network of transnational norms that regulate economic transactions in a transnational community of States and foreign investors is also being created via multilateral investment treaties like NAFTA, the Energy Charter Treaty. These transnational standards have been under the close scrutiny of the special jurisdiction of international arbitration tribunals over the past decade, which has aided in the creation of a system of investment law and encouraged the use of transnational legal services by corporations and attorneys.				
Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)				
Lectures: 24		Tutorials: 0		Practical's: 0
11. Course Outcomes (COs)				
Possible usefulness of this course after its completion i.e., how this course will be practically useful to the students once it is completed				
CO1	Students can define and describe the evolution of international commercial arbitration and international investment arbitration.			

CO2	Students can compare the law relating to international commercial arbitration and international investment arbitration.
CO3	Students can understand the basics of enforcement of investment arbitral awards.
CO4	Students can analyse different procedural and strategic considerations at play at various stages of investment arbitration
CO5	Students can critically analyse judicial decisions with respect to cross border and investment arbitration
CO 6	Students learn how to draft an investment arbitration agreement

12. UNIT WISE DETAILS No. of Units: __6__

Unit Number: 1 No. of Lectures: 10 Title: Introduction

Content Summary:

Meaning: International Commercial Arbitration; Cross-border Arbitration; International Investment Arbitration.
 Difference between Commercial and Investment Arbitration.
 History and evolution of International Investment Arbitration,
 International treaties for Investment Arbitration- Bilateral Investment Treaty; ICSID Convention; NAFTA; CAFTA; Energy Charter Treaty

Unit Number: 2 No. of Lectures: 10 Title: Regulation of Investment Arbitration under various Treaties

Content Summary:

Protections under Bilateral Investment Treaties: Protection from Expropriation; fair and equitable treatment; National Treatment; Most-Favored Nation Treatment; Freedom to transfer means and funds; Full Protection and Security, Umbrella Clauses
 Procedural Rules for International Investment Arbitration: ICSID, UNCITRAL, ICC, LCIA, and SCC rules.
 Issues under International Investment Arbitration: Selection of Arbitrators, Jurisdiction, Confidentiality and Transparency, Choice of Law.

Unit Number: 3 No. of Lectures: 10 Title: International Centre for Settlement of Investment Disputes

Content Summary:

Overview of ICSID.
 Preliminary issues in respect of jurisdictional proceedings.
 Essentials for the jurisdiction of ICSID, patterns of consent and meaning of foreign investment under Article 25 of the ICSID.

Unit Number: 4 No. of Lectures: 10 Title: Enforcement and State Immunity

Content Summary:

Treaty arbitration
 Recognition and enforcement of awards under the ICSID Convention and outside the framework of the ICSID Convention
 Defence of State immunity from execution as it applies to the enforcement of arbitral awards

Unit Number: 5 No. of Lectures: 10 Title: Dispute prevention and avoidance in Cross Border and Investment Arbitration:

Dispute Prevention Policies: Adoption of Best Practices
 Balancing interests of foreign investors and host state in post pandemic era

Unit Number: 6 No. of Lectures: 10 Title: Analysis of Cases	
White Industries Australia Limited v. Republic of India, Final Award Antrix Limited v. Devas Multimedia Ltd. Board of Trustees of the Port of Kolkata v. Louis Dreyfus Armateurs SAS &Ors.	
Instructions for students	
iiiii) Students must carry the reading material circulated before every lecture. jjjjj) Students should read latest news with respect to their subject . kkkkk) Students should be well versed with the laws pertaining to their subject. lllll) Students are instructed to maintain at least 75% attendance in each subject mmmmm) All student must give a project presentation.	
13. Multi-Disciplinary Approach	
(Please mentioned whether this course is multidisciplinary or not)	
Yes	<input checked="" type="checkbox"/>
No	<input type="checkbox"/>
Describe (if yes):	
Law Relating to Cross Border and Investment arbitration is multidisciplinary becomes it involves the convergence of concepts of Law, Social Science and Technology	
14. SDG Number	SDG level of correlation
(Mention SDGs number out of 17 SDGs for which this course is mapping)	(Mention the level of correlation for each SDG)
a) SDG.....16.....	1. Weak <input type="checkbox"/> 2. Moderate <input type="checkbox"/> 3. High <input checked="" type="checkbox"/>
b) SDG.....NA.....	1. Weak <input type="checkbox"/> 2. Moderate <input type="checkbox"/> 3. High <input type="checkbox"/>
17. Title of Lab Manual (if applicable): NA	
18.Books	Recommended:
Suggested Readings:	
1. Campbell Mc Lachlan, Laurence Shore & Matthew Weiniger, International Investment Arbitration: Substantive Principles, Oxford University Press, 1st ed, 2008. 2. Todd Weiler, International Investment Law and Arbitration: Leading Cases from the ICSID, NAFTA, Bilateral Treaties and Customary International Law, Cameron, 2005. 3. A.K Bansal, Law of International Commercial Arbitration, Universal Law Publishing, 2003. 4. Margaret L. Moses, The Principles and Practice of International Commercial Arbitration, 2nd Edition, Cambridge University Press, 2012. 5. Gary B. Born, International Arbitration: Cases and Materials, 2nd Edition, Kluwer Law International, 2015. 6. Gary B. Born, International Commercial Arbitration, 2nd Edition, Kluwer Law International, 2014. 7. UNCTAD, Investor–State Disputes: Prevention and Alternatives to Arbitration , United Nations (2010)	

8. Yulia Levashova, Pascale Accaoui Lorfing, *Balancing the Protection of Foreign Investors and States Responses in the Post-Pandemic World*, Kluwer Law International 2022.
9. Nicolas Angelet 'Fair and Equitable Treatment' in *Max Planck Encyclopedia of Public International Law*, Oxford University Press, 2011
10. Model Text for the Indian Bilateral Investment Treaty
https://dea.gov.in/sites/default/files/ModelBIT_Annex_0.pdf

References:

1. *Arbitration under International Investment Agreements: A Guide to the Key Issues* (2010) INTL K3830 .A75 2010.
2. Kroll & Horn, *Arbitrating Foreign Investment Disputes: Procedural and Substantive Legal Aspects*, Kluwer Law, (2004).

E-Book:

Fourteenth Report of the Committee on External Affairs (17th Lok Sabha) on action takeb by the Government of India on the Observations and Recommendations contained in the Tenth Report of the Committee on the subjects 'India and Bilateral Investment Treaties
https://eparlib.nic.in/handle/123456789/931959?view_type=browse

UNCTAD Series on International Investment Policies for Development , *Investor–State Disputes: Prevention and Alternatives to Arbitration* (2010) https://unctad.org/system/files/official-document/diaeia200911_en.pdf

Reference websites: www.mca.gov.in

35. E-Learning Resources

NPTEL:

Animated Lab Videos:

MOOC Supplemented:

Participative Learning Component

Sr. No.	Topic	Submissions/Assessment	COs covered
41.	Assignment to write a research paper	Exams (MSE & ETE) Assignment	CO 1-5
42.	Assignment to draft a share purchase agreement	Exams (MSE & ETE) Assignment	CO6

Activities for Differential learning Needs

Sr. No.	Learning Level	Activities	Assessment
28.	Slow learners	Extra classes, assignment, one to one interaction, guest lectures	Assignment, MSE, Test, viva
29.	Intermediate learners	Skill training, Journal club activities, guest lectures	Test, feedback, viva

30.	Advanced Learners	VAC courses, skill training	Presentation, viva, feedbacks
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Practical Content

Sr. No.	Title of the Experiment	Software/Hardware based	Unit covered	Time Required
1.	NA	NA	NA	NA

Value Added Experiments: NA

Project (To be done as individual/in group):

A minor research project on any topic of choice

Evaluation Scheme (Choose one)

S. No.	TYPE OF COURSE	PARTICULAR	ALLOTTE D RANGE OF MARKS	PASS CRITERIA
1	Theory (L-T-0) (5-1-0)	Mid semester examination	20	Must Secure 50% Marks Out of total Marks
		End Semester examination	60	
		Continuous Evaluation Through Class Tests/Practice/Assignments/Presentation/Quiz	20	

RUBRIC FOR EVALUATION:

(At least 5 Criteria)

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
Research	Literature Review 4 references	Literature Review 6-10 references	Literature Review Above 12 references
Analytical Skills	Understanding co-relation between variables	Legal Reasoning	Legal Analysis of Facts and Law
Critical Thinking	Identifying Research	Collating and	Suggesting

	Gaps	Analyzing the data	improvements and remedies
Presentation	Confidence	Systematic Structure of Presentation	Clarity of thought
Internal evaluation (MSE + class assignment)	50-70%	70-90%	>90%
External Evaluation (ETE)	50-70%	70-90%	>90%

Mapping of PO's and CO's

	Posses s knowl edge and unders tandin g of substa ntive & proced ural Laws.	Poss ess knowl edge and unde rstand ing of Legal Theory.	Anal yze criti cally the exist ing Laws by appl ying legal reas onin g	Dem onstr ate the abili ty to perf orm Legal Rese arch and Prob lem solvi ng.	Demon strate proficie ncy in written and oral commu nication in the legal context	Displa y a high degre e of profes sional skills of couns elling, negoti ation and argum ent	Abilit y to collab orate need ed for compe tent partici pation as a mem ber of legal profes sion .	Und ersta nd and appl y the rules of profes sional ethic s towa rds their clien ts soci ety at large	Under stand and appre ciate the rules relatin g to enviro nment protec tion	Dev elop requis ite skill s to act as an infor med legal profes sion al to parti cipat e in civic life thro ugh volu nteer ing	Profi cient in appl ying legal tools and tech niqu es neces sar y for solvi ng legal issue s.
CO Code	PO1	PO2	PO3	PO4	PO5	PO6	PO 7	PO8	PO9	PO1 0	PO1 1
COSL 6734.1	3	3		1	2	2	2			3	3
COSLS 6734.2	3	3		3	2	2	2			3	3
COSLS 6734.3	3	3	2	3	2	2	2			3	3
COSLS 6734.4	3	3	2	3	2	2	2			3	3
COSLS 6734.5	3	3	2	3	2	2	2			3	3
COSLS 6734.6	3	3	2	3	2	2	2			3	3
Overall CO's (Averag e)	3	3	1.6	2.66	2	2	2	0.0	0.0	3	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

Legal Education and Teaching Methods-II

1. Department/ School:	School of Law		
2. Course Name: Legal Education and Teaching Methods	3. Course Code	4. L-T-P	5. Credits
		2-0-0	2
6. Type of Course (Tick one):	Programme Core <input checked="" type="checkbox"/>	Programme Elective <input type="checkbox"/>	Open Elective <input type="checkbox"/>
	VAC <input type="checkbox"/>		
7. Prerequisite(s), if any (Mention course code and name): None			
Frequency of offering (check one): Odd <input type="checkbox"/> Even <input checked="" type="checkbox"/> Any Semester <input type="checkbox"/> Both Semester <input type="checkbox"/>			
8. Focus:	<input checked="" type="checkbox"/> Employability	<input checked="" type="checkbox"/> Skill Development	<input type="checkbox"/> Basic Knowledge
9. Student centric methods used for enhancing learning experiences (Tick relevant)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		Experiential learning	
		Participative Learning	
		Problem solving methodologies	
10. Brief Syllabus:			
<ul style="list-style-type: none"> ● Objectives of Legal Education & Problems in Legal Education; ● Designing the Curriculum with objectives and outcomes and mapping it with Programme Objectives and Outcomes; ● Lecture Method of Teaching – Merits and Demerits; ● Problem Method/Case Method/Langdell Method; ● Discussion Method / Small Group Teaching; ● Seminar Method; and other popular methods; ● Assessment and Evaluation techniques; ● Use of ICT; ● Clinical Legal Education – Legal Aid, Legal Literacy, Law Reform, Legal Survey; ● Experiential Learning through Internships and Externships 			
Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)			

Lectures: 30	Tutorials: 0	Practicals: 0
11. Course Outcomes (COs)		
Possible usefulness of this course after its completion i.e., how this course will be practically useful to the students once it is completed:		
CO1	To learn various teaching tools & techniques of legal education	
CO2	To acquire a solid foundation with regard to the various pedagogies and teaching techniques	
CO3	To apply knowledge and understanding of the pedagogy and teaching techniques through experiential learning while conducting the actual classes	
CO4	To create a curriculum for courses with course plans.	
12. UNIT WISE DETAILS No. of Units: 3		
Unit Number: 1 No. of Lectures: 6 Title: Background: Legal Education and Teaching Methods		
Content Summary:		
<ul style="list-style-type: none"> • Meaning & Objective of Legal Education <ul style="list-style-type: none"> • Need & Purpose of studying Teaching Methods • Meaning & objectives of outcome-based education & its drawback 		
Unit Number: 2 No. of Lectures: 12 Title: Designing the curriculum with objectives & outcomes & mapping it with course outcomes & assessment		
Content Summary:		
<ul style="list-style-type: none"> • Learning method of Teaching- Hierarchy Model • Discussion methods & its suitability at postgraduate level teaching- Washington Accord, NAAC • Component of Outcome based education, Program education objective- difference b/w Program outcome, course outcome, course objectives, program specification outcome, vision, mission • The problem Methods- Genesis of Bloom taxonomy , Revised Bloom Taxonomy, success & failures 		
Unit Number: 3 No. of Lectures: 12 Title: Educational Transformation-Blended Learning Mode		
Content Summary:		
<ul style="list-style-type: none"> • Other popular types of taxonomy- Pedagogy • Comparison of Gurukul system with present learning education • Advantages of BL learning, Role of teachers in BL learning • Blended education structures in education, Blended MOOC, Rotation model • NEP (National Education Policy), 2020 		
13. Instructions for students		
nnnn)	Before coming in the class please read about legal education	
oooo)	Please read about the basics of legal education	
pppp)	All student must secure at least 50% marks in each evaluation component	
qqqq)	All students must maintain the attendance at least 80%	
rrrr)	All student must submit a project individually	

14. Multi-Disciplinary Approach

(Please mentioned whether this course is multidisciplinary or not)

Yes Y No

Describe (if yes):

NA

15. SDG Number

(Mention SDGs number out of 17 SDGs for which this course is mapping)

SDG level of correlation

(Mention the level of correlation for each SDG)

a) SDG.....4.....	1. Weak <input type="checkbox"/>	2. Moderate <input type="checkbox"/>	3. High <input checked="" type="checkbox"/>
b) SDG.....9.....	1. Weak <input type="checkbox"/>	2. Moderate <input checked="" type="checkbox"/>	3. High <input type="checkbox"/>

15. Books Recommended:

- **Educating Lawyers: Preparation for the Profession of Law**, William M. Sullivan, Anne Colby, Judith Welch Wegner, Lloyd Bond, Lee S. Shulman; ISBN: 978-0-7879-8261-4; February 2007, Jossey-Bass
- **Best Practices for Legal Education** Roy Stuckey and Others Copyright 2007 by Roy Stuckey Published in the United States by the Clinical Legal Education Association. Available at http://www.cleaweb.org/Resources/Documents/best_practices-full.pdf
- **Clinical Legal Education: Curriculum Lessons And Materials**, Ernest Ojukwu, Sam Erugo, Charles Adekoya; Network of University Legal Aid Institutions Abuja; Available at https://www.gaje.org/wp-content/uploads/gravity_forms/27-61ffabe162d29b7fe6c279abe68e27eb/2013/12/Clinical-Legal-Education-Curriculum-Lessons-and-Materials-Published.pdf
- **What's Wrong with Langdell's Method, and What to Do About It**; Vanderbilt law review 60 · March 2007 Available at https://www.researchgate.net/publication/242725823_What's_Wrong_with_Langdell's_Method_and_Wh_at_to_Do_About_It
- **Law Commission of India, 184th Report on The Legal Education & Professional Training and Proposals for Amendments to the Advocates Act, 1961 and the University Grants Commission Act, 1956.**

Reference Books:

- **E-Book: Stein, Ralph Michael, "The Path of Legal Education from Edward I to Langdell: A History of Insular Reaction"** (1981). Pace Law Faculty Publications. Paper 228. <http://digitalcommons.pace.edu/lawfaculty/228>
- **The Value of Variety in Teaching: A Professor's Guide**; Heather Garretson, et.al., Journal of Legal Education, Volume 64, Number 1, August 2014 available at https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2508066

36. E-Learning Resources: [What is Outcome Based Education \(OBE\) system? | WASHINGTON ACCORD - YouTube](#)

[The Basics of Blended Learning - YouTube](#)

NPTEL: [Outcome based Education - YouTube](#)

Participative Learning Component

Sr. No.	Topic	Submissions/Assessment	COs covered
43.	Curriculum Designing	Classroom Presentation	CO1
44.	Summary notes from videos in E-content	Classroom Presentation	CO2 and CO3

Activities for Differential learning Needs

Sr. No.	Learning Level	Activities	Assessment
31.	Slow learners	Extra classes, assignment, one to one interaction, guest lectures	Assignment, MSE, Test, viva
32.	Intermediate learners	Skill training, Journal club activities, guest lectures	Test, feedback, viva
33.	Advanced Learners	skill training	Presentation, viva, feedbacks

Experiential Learning Component

Sr. No.	Topic	Submissions/Assessment	COs covered
45.	Flipped Classes	30	1,2,3
46.	Legal Aid Camps	20	1,2,3
47.	Create curriculum	10	4

Project (To be done as individual/in group): Write project report of Legal Education, (Individual)

Evaluation Scheme (Choose one)

S. No.	TYPE OF COURSE	PARTICULAR	ALLOTTED RANGE OF MARKS	PASS CRITERIA
	Project Based Course (L-T-P/L-T-0/L-0-P/L-0-0)	End Term Project	40%	Must Secure 30% Marks Out of Combined Marks of End Term Project Plus Major Test with Overall 40% Marks in Total.
		Major Test	35%	
		Class Test/ Assignment	15%	
		Class Participation Evaluation Through Class Tests/Practice/Assignments/Presentation/Quiz	10%	

**RUBRIC FOR EVALUATION:
(At least 5 Criteria)**

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
Classroom Teaching Assignment	1. Not full one hour 2. Poor content 3. Poor communication	1. 30 Minute 2. Mediocre content 3. Average communication and presentation	1. One hour utilized 2. Use of of ICT Tools 3. Good content 4. Good communication
Organizing a Legal Aid Camp / Legal Literacy Program	Poor organization	Mediocre organization	Excellent organization
Project Report	Plagiarism more than 20%	Plagiarism 10- 20%	Plagiarism less than 10%

Mapping of PO's and CO's

	Students will possess the understanding of various academic practice in the area of legal education		Students will demonstrate the understanding of outcome-based education	Students will possess understanding of legal theory, substantive & procedural Laws	The students will be able to analyze critically the existing Laws by applying legal reasoning	Students will demonstrate the ability of class room management and effective teaching	Students will demonstrate the ability to perform Legal Research and Problem solving	Students will demonstrate proficiency in written and oral communication in the legal context	Students will display a high degree of professional skills of counselling, negotiation,	Students will understand and apply the rules of professional ethics towards their clients and	Students will understand and appreciate the rules relating to environment protection	Students will develop requisite skills to act as an informed legal professional to participate in civic
CO Code	PO 1	PO 2	PO3	PO4	PO5	PO 6	PO7	PO 8	PO9	PO 10	PO 11	
CO 1	3	3	3	1	3	1	3	1	1	1	3	
CO 2	3	3	3	1	3	1	3	1	1	1	3	
CO 3	3	3	3	1	3	1	2	1	1	1	3	
CO 4	1	1	3	1	3	1	1	1	1	1	3	
Overall CO's (Average)	2.5	3	3	1	3	1	2.2	1	1	1	3	