



**K.R. MANGALAM UNIVERSITY**  
THE COMPLETE WORLD OF EDUCATION

**SCHOOL OF LEGAL STUDIES**  
**PROGRAMME HANDBOOK**  
**BACHELOR OF BUSINESS**

**ADMINISTRATION BACHELOR**

**OF LAW (H)**

**BBA LL.B.(H)**

**Programme Code: 514**

**(Undergraduate Programme)**

**(2023-24)**



<b>List of Contents</b>		
<b>S.No.</b>	<b>Particulars</b>	<b>Page No</b>
	<b>Preamble</b>	<b>3</b>
<b>1</b>	<b>University Vision and Mission</b> <b>1.1 Vision</b> <b>1.2 Mission</b>	<b>4</b>
<b>2</b>	<b>School of Legal Studies (SOLS)</b> <b>2.1 About the School of Legal Studies</b>	<b>4</b>
<b>3</b>	<b>School Vision and Mission</b> <b>3.1 School Vision</b> <b>3.2 School Mission</b>	<b>5</b>
<b>4</b>	<b>Introduction to Bachelor of Business Administration and Bachelor of Law(BBALLB)(H) Programme</b> <b>4.1. Nature of Bachelor of Business Administration and Bachelor of Law (BBALLB)(H)Programme</b> <b>4.2. Aims of Bachelor of Business Administration and Bachelor of Law(BBALLB)(H)Programme</b>	<b>5</b>
<b>5</b>	<b>Learning Outcome-based Curriculum Framework</b>	<b>6</b>
<b>6</b>	<b>Graduate Attributes of Bachelor of Education</b>	<b>6</b>
<b>7</b>	<b>Qualification Descriptors for Bachelor of Business Administration and Bachelor of Law(BBALLB) (H) Programme</b>	
<b>8</b>	<b>Programme Educational Objectives (PEO)</b>	
<b>9</b>	<b>Programme Outcomes (PO)</b>	
<b>10</b>	<b>Programme Specific Outcomes (PSO)</b>	
<b>11</b>	<b>Programme Duration</b>	
<b>12</b>	<b>Career Avenues</b>	
<b>13</b>	<b>Eligibility Criteria</b>	
<b>14</b>	<b>Class Timings</b>	
<b>15</b>	<b>Teaching-Learning Process</b>	
<b>16</b>	<b>Assessment Methods</b>	
<b>17</b>	<b>Minimum Acceptable Level of Academic Standards</b>	
<b>18</b>	<b>Programme Structure</b>	
<b>19</b>	<b>Syllabi with Course Mapping</b>	
<b>20</b>	<b>Annexures (Scheme of Studies, Sample Course Handout)</b>	

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## **PREAMBLE**

At K.R Mangalam University, we believe in the transformative power of education. Our curriculum is designed to equip the learners with the knowledge, skills, and competencies necessary for success in their chosen fields and to prepare them for the challenges of the ever-evolving global landscape. The foundation of our curriculum is rooted in a Learning Outcomes-Based Curricular Framework (LOCF) that ensures that the programmes are designed with clear learning objectives in mind, guiding the teaching and learning process to facilitate learner's growth and achievement. Our goal is to foster a holistic educational experience that not only imparts disciplinary knowledge but also nurtures critical thinking, problem-solving abilities, communication skills, and lifelong learning.

The curriculum is aligned with the needs of the industry and the job market and is flexible enough to adapt to changing trends and technologies. It integrates cross-cutting issues relevant to professional ethics, gender, human values, environment and Sustainable Development Goals (SDGs). All academic programmes offered by the University focus on employability, entrepreneurship and skill development and their course syllabi are adequately revised to incorporate contemporary requirements based on feedback received from students, alumni, faculty, parents, employers, industry and academic experts.

We are committed to implementing the National Education Policy (NEP) 2020 in its entirety, and to creating a more inclusive, holistic, and relevant education system that will prepare our students for the challenges of the 21st century. With the focus on Outcome-Based Education (OBE), our university is continuously evolving an innovative, flexible, and multidisciplinary curriculum, allowing students to explore a creative combination of credit-based courses in variegated disciplines along with value-addition courses, Indian Knowledge Systems, vocational courses, projects in community engagement and service, value education, environmental education, and acquiring skill sets, thereby designing their own learning trajectory.

The Bachelor of Business Administration and Bachelor of Law(BBALLB(H)) programme at K.R Mangalam University is a comprehensive Five-year curriculum built upon the LOCF to prepare aspiring educators acquire the graduate attributes for a successful career in teaching. The programme consists of a combination of core courses, elective courses and field experiences. This Programme Handbook serves as a roadmap for students and provides detailed information about the structure, learning outcomes, courses offered and assessment methods within the BBALLB(H). programme. We encourage all students to utilize this handbook as a valuable resource throughout their academic journey.

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## **1. UNIVERSITY VISION AND MISSION**

K.R. Mangalam University is the fastest-growing higher education institute in Gurugram, India. Since its inception in 2013, the University has been striving to fulfil its prime objective of transforming young lives through ground-breaking pedagogy, global collaborations, and world-class infrastructure.

Recognized for its virtues of quality, equality, inclusiveness, sustainability, and professional ethics, KRMU is synonymous with academic excellence and innovation.

### **1.1. VISION**

K.R Mangalam University aspires to become an internationally recognized institution of higher learning through excellence in inter-disciplinary education, research and innovation, preparing socially responsible life-long learners contributing to nation-building.

### **1.2 MISSION**

1. Foster employability and entrepreneurship through futuristic curriculum and progressive pedagogy with cutting-edge technology.
2. Instill notion of lifelong learning through stimulating research, outcomes-based education and innovative thinking.
3. Integrate global needs and expectations through collaborative programs with premier universities, research centers, industries and professional bodies.
4. Enhance leadership qualities among the youth having understanding of ethical values and environmental realities.

## **2. SCHOOL OF LEGAL STUDIES (SOLS)**

### **2.1 About the School of Legal Studies**

School of Legal Studies, established in the year 2013, offers Bar Council of India (BCI) approved, five year BBA LL.B. (H) Integrated PROGRAMME, five year B Com. LL.B.(H) Integrated PROGRAMME, five year B.A. LL.B.(H) Integrated PROGRAMME, three year LL.B. (H) PROGRAMME and LL.M. PROGRAMME. All the Undergraduate Courses are offered with four specializations viz. International laws, Business Laws, Criminal laws & Constitutional Laws that helps the budding lawyers in choosing the subjects and making them learn the in depths of such courses. These Law PROGRAMMEs have the distinct objective of equipping the students with knowledge, skills and attitude so as to make them capable of successfully meeting the present requirements and future challenges in legal profession. The courses are intended to impart intensive knowledge and training in the non-law subjects as well as law subjects and help students acquire wider perspectives both for managerial responsibilities and professional application, and train them to have successful careers.

## **SCHOOL VISION AND MISSION**

### **2.1 School Vision**

SOLS envisages to be a globally recognized law school by harnessing the academic excellence of the budding lawyers through interdisciplinary research and advancing social justice through legal education.

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## School Mission

SOLS is committed to-

1. Educate legal professionals, serving the society and fostering justice.
2. Foster employability and entrepreneurship through futuristic curriculum and progressive pedagogy with cutting-edge technology
3. Instill notion of lifelong learning through stimulating research, Outcomes-based legal education, and innovative thinking
4. Enhance leadership qualities, understanding of ethical values and environmental realities among the youth.

## **4. INTRODUCTION TO BACHELOR OF BUSINESS ADMINISTRATION BACHELOR OF LAW (BBALLB(H))**

This program is designed for individuals who wish to acquire a strong foundation in both business and legal studies. It allows students to explore the intersection of business and law, preparing them for careers where an understanding of both disciplines is beneficial. Graduates of BBALLB programs may pursue various career paths, including corporate law, business consulting, legal advisory roles in business, and more.

### **4.1. Nature of Bachelor of Business Administration Bachelor of Law (BBALLB(H)) Programme**

The BBALLB(H) program is a unique undergraduate offering that combines the disciplines of Business Administration and Law. This integrated program aims to provide students with a comprehensive understanding of both business and legal principles. Through a curated curriculum, students gain insights into business operations, management, and legal frameworks concurrently. The program fosters a holistic approach, equipping graduates with the knowledge and skills to navigate the intersection of business and law. This dual expertise prepares them for a range of career opportunities, including roles in corporate law, business consulting, and legal advisory positions where a multifaceted skill set is essential.

### **4.2. Aims of Bachelor of Business Administration Bachelor of Law (BBALLB(H)) Programme**

The Bachelor of Business Administration Bachelor of Law (BBALLB(H)) program aims to provide students with a synergistic education in business administration and law. The primary goals include fostering a comprehensive understanding of the intersection between business and legal principles, developing a well-rounded skill set that spans both disciplines, preparing students for multifaceted careers in areas such as corporate law and business consulting, instilling ethical leadership qualities, emphasizing practical application through internships and case studies, and cultivating a global perspective on business and legal issues. The program seeks to produce graduates who are not only academically proficient but also well-prepared for the complex challenges of the professional world where business and legal considerations often intertwine.

## **5. LEARNING OUTCOME-BASED CURRICULUM FRAMEWORK IN BACHELOR OF BUSINESS ADMINISTRATION BACHELOR OF LAW (BBALLB(H)) PROGRAMME**

**LOCF 1:** To enable students to study courses related to the legal requirements and enhance their legal skills amongst other.

**LOCF2:** To equip the students with the requisite knowledge of the diverse subject portfolios and enable them to handle situations efficiently.

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**LOCF 3:** To inculcate professional and legal ethics, values of Indian and global culture and law.

**LOCF 4:** To prepare socially responsible academicians, researchers, professionals with global vision.

**LOCF 5:** To develop the learner into competent and efficient Lawyer, Judicial Officer, Legal Advisor in multinational companies & Law firm, Law clerk and Legal Officer in Government and Private Organizations.

## **6. GRADUATE ATTRIBUTES BACHELOR OF BUSINESS ADMINISTRATION BACHELOR OF LAW (BBALLB(H)) PROGRAMME**

The characteristic attributes areas are as follows:

**GA1: Legal Knowledge:** Capable of demonstrating comprehensive knowledge and understanding of various aspects of law.

**GA2: Communication Skills:** Capable of communicating ideas and share views, express herself/himself read and write analytically and prepare lesson plans and demonstrate them.

**GA3 Analytical & Research Related Skills:** Capable of developing analytical skills, doing research: ability to define problems, formulate and testing hypotheses, analyze, interpret and draw conclusion from data.

**GA4 Professional Ethics:** Capable to embrace professional ethics and formulate a position/argument about an ethical issue from multiple perspectives.

## **7. QUALIFICATION DESCRIPTORS FOR BACHELOR OF BUSINESS ADMINISTRATION BACHELOR OF LAW (BBALLB(H)) PROGRAMME**

Qualification descriptors for the Bachelor of Business Administration Bachelor of Law (BBALLB(H)) program outline the expected learning outcomes and competencies that students are anticipated to achieve upon completion of the program. While these descriptors can vary between institutions, here are some general qualification descriptors for the BBALLB(H) program:

**Knowledge Base:** Demonstrate a comprehensive understanding of fundamental business concepts, including accounting, finance, marketing, and management. Exhibit in-depth knowledge of legal principles, including constitutional law, contract law, and criminal law.

**Integration of Business and Legal Concepts:** Apply business principles to legal contexts and vice versa, showcasing the ability to navigate the intersection of business and law. Synthesize knowledge from both disciplines to analyze complex issues and make informed decisions.

**Analytical and Critical Thinking:** Employ analytical and critical thinking skills to assess legal problems and business challenges, proposing effective solutions. Evaluate the legal implications of business decisions and vice versa.

**Practical Application:** Apply theoretical knowledge to practical situations, demonstrating competence in legal research, case analysis, and business strategy. Participate in internships, moot courts, or practical experiences to enhance real-world applicability.

**Communication Skills:** Communicate effectively in both legal and business contexts, demonstrating proficiency in written and oral communication. Present complex legal and business information clearly and persuasively.

**Ethical and Professional Conduct:** Demonstrate a strong understanding of ethical considerations in business and legal practices. Exhibit professionalism and integrity in legal and business settings.

**Global Perspective:** Understand and analyze legal and business issues from a global perspective, considering international laws and business practices. Demonstrate an awareness of cultural and legal diversity in the global business environment.

**Teamwork and Leadership:** Collaborate effectively in team settings, recognizing the importance of teamwork in legal and business environments. Exhibit leadership qualities, especially in situations that require an understanding of both legal and business perspectives.

**Continuous Learning and Adaptability:** Display a commitment to lifelong learning and adaptability to evolving legal and business landscapes. Stay informed about changes in laws and business trends, reflecting a commitment to professional development.

## **8. PROGRAMME EDUCATIONAL OBJECTIVES (PEO)**

PEO 1: Graduates will have a strong foundation in both business and law, which includes understanding of legal principles, and management concepts.

PEO 2: Graduates will be able to apply their knowledge of business and law to solve complex problems, make informed decisions, and communicate effectively.

PEO 3: Graduates will have an understanding of the ethical and social responsibilities of legal professionals.

PEO 4: Graduates will have the ability to pursue further studies in the field of law or business and engage in lifelong learning to keep them up-to-date with the changing landscape of legal profession.

PEO 5: Graduates will have the potential to assume leadership roles in their organizations or communities and demonstrate an understanding to manage and motivate people.

PEO 6: Graduates will be able to approach legal problems from interdisciplinary perspectives, drawing on knowledge from other fields of study.

Overall, BBA LLB program aims to develop graduates who are knowledgeable, skilled, responsible, and effective leaders in the field of law and business

## **9. PROGRAMME OUTCOMES (PO)**

Students of **School of Legal Studies** at the time of graduation will be able to:

**PO1. SUBSTANTIVE AND PROCEDURAL INTELLIGENCE:** Explore and explain the substantial & procedural laws in which they are made/drafted and how students think and understand the legislative setup. Knowledge in core areas of law as well as interdisciplinary areas.

**PO2. ADVERSARIAL AND INQUISITORIAL JURISPRUDENCE:** Interpret and Analyze the legal and social problems and work towards finding solutions to the problems by application of laws and regulations.

**PO3. PRODUCTIVE CIVILIAN:** Inculcate values of Rights and Duties and transfer these values to real- life

through legal and judicial process for promoting community welfare.

**PO4. PROFESSIONAL ETHICS, VALUES AND CONDUCT:** Apply ethical principles and commit to legal professional ethics, responsibilities, and norms of the established legal practices. Understanding the concept of gender sensitivity, human values, service learning.

**PO5. SURROUNDINGS AND SUSTAINABILITY:** Understand the impact of the professional, legal solutions in societal and environmental contexts and demonstrate the knowledge of and need for sustainable development.

**PO6. SKILL DEVELOPMENT:** Ability to learn the art of communicating and demonstrating their oral advocacy skills. Projecting the facts in a way suitable to the client and power to convince on legal reasoning forms the essence of communication in courts of law. Mooting skills, amicably working in groups, learning problem solving techniques, use of accurate legal language and formats of drafting, dispute resolution skills.

**PO7. CRITICAL THINKING, LEGAL REASONING AND RESEARCH SKILLS:** The ability to review, present and critically evaluate qualitative and quantitative information to develop lines of argument, apply underlying concepts, principles and techniques of analysis, both within and outside the discipline, make sound judgements in accordance with the major theories, concepts and methods of the subject(s) of

#### 10. PROGRAMME SPECIFIC OUTCOMES (PSO)

After completion of **BBA LLB(H)** undergraduate PROGRAMME, the students will be able to:

- PSO1:** Understand the knowledge in the business management at both fundamental and advanced levels.
- PSO2:** Demonstrate the knowledge of the fundamental principle of managing a project in a multi-disciplinary environment and apply the same in one 's own work as a member and as a leader of a team.
- PSO3:** Understanding of the legal provisions and developing skills required for legal profession.

#### MAPPING OF SCHOOL VISION, MISSION WITH PROGRAMME OUTCOMES (PO) AND PROGRAMME SPECIFIC OUTCOMES (PSO) OF BBA LLB (H)

School Vision	School Mission	Programme Outcomes (PO)	Programme Specific Outcomes (PSO)
SOLS envisages to be a globally recognized law school by harnessing the academic excellence of the budding lawyers through interdisciplinary research and advancing social justice through legal education.	M 1	PO 1, PO 2, PO 3, PO 5, PO 6, PO 7	PSO 1, PSO 2, PSO 3
	M 2	PO 1, PO 2, PO 6, PO 7	PSO 1, PSO 2, PSO 3
	M 3	PO 1, PO 2, PO 4, PO 6, PO 7	PSO 2, PSO 3
	M 4	PO 3, PO 4, PO 5	PSO 2. PSO 3



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## 11. PROGRAMME DURATION

<b>Name of the Programme</b>	<b>Duration</b>
Bachelor of Business Administration & Bachelor of Laws [BBA LL.B.(H)]	5 Years (10 Semesters)

## 12. CAREER AVENUES

The BALLB(H) offers various career opportunities in legal profession. These are the corporate sector, legal process outsourcing firms, practicing law, working with law firms, joining Judiciary and pursuing academics.

### **13. ELIGIBILITY CRITERIA**

- Candidate should have passed 10+2 examination conducted by Central Board of Secondary Education or equivalent examination from a recognized board with an overall aggregate of 50%.
- The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the central Government/ state government, whichever is applicable.

### **14. CLASS TIMINGS**

The class will be held from Monday to Friday from 9.10 A.M. to 4.00 P.M.

### **15. TEACHING- LEARNING PROCESS**

The teaching-learning process for the BALLB (Bachelor of Business Administration Bachelor of Law) program is designed to provide a comprehensive educational experience that integrates business and legal knowledge. The curriculum employs a combination of lectures, seminars, and workshops to impart foundational principles in business administration and law. Case studies, moot courts, and practical exercises are incorporated to facilitate the application of theoretical concepts to real-world scenarios. Emphasis is placed on interactive learning, encouraging students to actively engage in discussions and debates to enhance critical thinking skills. Legal research and analysis are integrated into the coursework, ensuring that students develop a deep understanding of legal principles. The teaching-learning process aims to foster a holistic approach, equipping students with the skills and knowledge needed for successful careers in fields where business and legal perspectives intersect.

### **16. ASSESSMENT METHODS**

Both formative and summative assessments are integral part of the BALLB(H) programme. Formative assessments such as class discussions, group activities, projects, quizzes, assignments and presentations are conducted throughout the teaching-learning process, enabling teachers to monitor student progress continuously. Teachers provide oral or written feedback, engage in one-on-one discussions, and use rubrics and checklists to communicate student performance. Summative assessments such as Term End Examination, viva voce for project work/internship, research dissertations and performance evaluations are conducted after the completion of the course.

### **17. MINIMUM ACCEPTABLE LEVEL OF ACADEMIC STANDARDS**

The minimum acceptable level of achievement that a student must demonstrate to be eligible for the award of academic credit or qualification is the minimum acceptable level of academic standards. The Letter Grades and Grade Points which shall be used to reflect the outcome of the assessment process of the student's performance is indicated in Table 1.

**Table 1**

<b>Marks Range (%)</b>	<b>Letter Grade</b>	<b>Grade Points</b>	<b>Description of the Grade</b>
>90	O	10.0	Outstanding
80-90	A+	9.0	Excellent
70-80	A	8.0	Very Good
60-70	B+	7.0	Good
55-60	B	6.0	Above Average
50-55	C	5.5	Average
40-50	P	5.0	Pass
<40	F	0	Fail
-	AB	0	Absent
% marks $\geq$ 50	S	-	Satisfactory
% marks <50	US	-	Unsatisfactory
	W	0	Withdrawal

## **18. PROGRAMME STRUCTURE**

### **FIVE YEAR BALL.B.(H) PROGRAMME AT A GLANCE**

	<b>Sem I</b>	<b>Sem II</b>	<b>Sem III</b>	<b>Se m IV</b>	<b>Sem V</b>	<b>Sem VI</b>	<b>Sem VII</b>	<b>Sem VIII</b>	<b>Sem IX</b>	<b>Sem X</b>	<b>Total</b>
<b>Course s</b>	7	9	10	7	7	6	7	5	7	5	70
<b>Credits</b>	24	30	28	24	26	24	26	20	26	22	248

## 19. Scheme of Studies for BBALLB(H). Programme

<b>Semester I</b>			
<b>S.No.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
1	AEC001	New Age Life Skills I	2
2	UCES 125A	Environmental Studies	3
3	UCDM 301 A	Disaster Management	3
4	SLMC191 A	Management Thoughts & Application	4
5	SOLS 107A	Legal Method	4
6	SOLS 109A	Law of Contract- I	4
7	SLMC 115A	Financial Reporting and Analysis	4
		<b>TOTAL</b>	<b>24</b>

<b>Semester II</b>			
<b>S.No.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
1	SOLS104A	Techniques of Client Interviewing & Counselling	4
2	SLMA 106A	Operational Research	4
3	SOLS108A	Law of Torts & Consumer Protection Laws	4
4	AEC002	New Age Life Skills II	2
5	SOLS110A	Law of Contract-II	4
6	UCIT 131A	Introduction to Computers & IT, Office Automation	1
7	SLMC224A	Financial Decision Making	4
8	UCIT 161A	Introduction to Computers & IT, Office Automation- Lab	4
9		Open Elective	3
		<b>TOTAL</b>	<b>30</b>

<b>Semester III</b>			
<b>S.No.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
1	SOLS201A	Family Law-I	4
2	SOLS205A	Legal History	4
3	SOLS207A	Constitutional Law-I	4
4	SOLS209A	Law of Crimes - I (IPC) (General Principles)	4
5	AEC003	New Age Life Skills III	2
6	SLHA 211A	Political Science-III	4
7	SLHA 221A	Sociology-I <span style="float: right;">Code Changed in BOS 22-23</span>	4
8	SLHA 131A/ SLHA 137A	French-I/ Chinese- I	0

9	SOLS 605A	<b>Summer Internship I</b>	2
10		VAC	2
		<b>TOTAL</b>	<b>28</b>

<b>SemesterIV</b>			
<b>S.No.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Cred its</b>
1	SLHA222A	Sociology-II	4
2	SOLS204A	Family Law-II	4
3	SLES 206A	Economics-I	4
4	SOLS208A	Administrative Law	4
5	SOLS210A	Constitutional Law-II	4
6	SOLS212A	Law of Crimes - II (IPC)	4
7	SLHA 132A/ SLHA 138A	French-II/ Chinese- II	0
		<b>TOTAL</b>	<b>24</b>

<b>Semester V</b>			
<b>S.No.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Cred its</b>
1	SOLS303A	Law of Evidence	4
2	SOLS305A	Jurisprudence	4
3	SOLS307A	Civil Procedure Code, 1908 & Limitation Act, 1963	4
4	SOLS311A	Property Law	4
5	SLHA 325A	Sociology-III	4
6	SLES 321A	Economics-II	4
7	SOLS 606A	<b>Summer Internship II</b>	2
		<b>TOTAL</b>	<b>26</b>

<b>SemesterVI</b>			
<b>S.No.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Cred its</b>
1	SOLS304A	Labour & Industrial Law-I	4
2		<b>Specialization Paper- I</b>	<b>4</b>
3	SOLS308A	Company Law	4
4	SOLS310A	Criminal Procedure Code, 1973	4
5	SOLS312A	Public International Law	4
6	SLES 318A	Economics-III	4
		<b>TOTAL</b>	<b>24</b>

<b>Semester VII</b>			
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S.No.	Course Code	Course Title	Credits
1		<b>Specialization Paper- II</b>	<b>4</b>
2	SOLS403A	Labour & Industrial Law–II	4
3	SOLS405A	Business Laws	4
4	SOLS407A	Alternate Dispute Resolution	4
5	SOLS409A	Environmental Law	4
6	SOLS411A	Land Laws	4
7	SOLS 607A	<b>Summer Internship III</b>	<b>2</b>
		<b>TOTAL</b>	<b>26</b>

**Semester  
VIII**

S.No.	Course Code	Course Title	Credits
1	SOLS402A	Intellectual Property Rights	4
2		<b>Specialization Paper- III</b>	<b>4</b>
3		<b>Specialization Paper- IV</b>	<b>4</b>
4		<b>Specialization Paper- V</b>	<b>4</b>
5		<b>Specialization Paper- VI</b>	<b>4</b>
		<b>TOTAL</b>	<b>20</b>

**Semester  
IX**

S.No.	Course Code	Course Title	Credits
1		Professional Ethics, Accountancy for Lawyers and Bench-Bar Relations	4
2	SOLS503A	Principles of Taxation Law	4
3	SOLS505A	Drafting, Pleading & Conveyancing	4
4	SOLS504A	Law, Poverty & Development	4
5		<b>Elective I *</b>	<b>4</b>
6		<b>Elective II *</b>	<b>4</b>
7	SOLS 608A	<b>Summer Internship IV</b>	<b>2</b>
		<b>TOTAL</b>	<b>26</b>

**Semester X**

S.No.	Course Code	Course Title	Credits
1	SOLS502A	Legal Aid & Public Interest Lawyering	4
2		<b>Specialization Paper-VII</b>	<b>4</b>
3		<b>Specialization Paper- VIII</b>	<b>4</b>
4	SOLS508A	Moot Court & Mock Trial	4
5		<b>Elective III *</b>	<b>4</b>
		<b>TOTAL</b>	<b>20</b>

<b>UCES125A</b>	<b>Environmental Studies</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		3	0	0	3
<b>Pre-requisites/Exposure</b>	Basics of Environment				
<b>Co-requisites</b>	--				

### **Course Objectives**

1. To aware the students about the environment.
2. To learn the students concepts and methods from ecological and physical sciences and their application in environmental problem solving.
3. To think across and beyond existing disciplinary boundaries, mindful of the diverse forms of knowledge and experience that arise from human interactions with the world around them.
4. communicate clearly and competently matters of environmental concern and understanding to a variety of audiences in appropriate forms.

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## Course Outcomes

On completion of this course, the students will be able to

- CO1. To comprehend and become responsive regarding environmental issues.
- CO2. Acquire the techniques to protect our mother earth, as without a clean, healthy, aesthetically beautiful, safe and secure environment no specie can survive and sustain.
- CO3. Enable the students to discuss their concern at national and international level with respect to formulate protection acts and sustainable developments policies.
- CO4. To know that the rapid industrialization, crazy consumerism and over-exploitation of natural resources have resulted in degradation of earth at all levels.
- CO5. Become consciousness about healthy and safe environment.

## Catalog Description

This course imparts the basic concepts of environment which enable them to solve basic problems related to their surroundings. This course helps them to get an idea adverse effect of industrialization, population and degradation of natural resources on the environment. The course introduces the concepts of renewable and non-renewable resources.

## Course Content

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### UNIT I

**8 Lectures**

#### **Environment and Natural Resources:**

Multidisciplinary nature of environmental sciences; Scope and importance; Need for public awareness.

Land resources; land use change; Land degradation, soil erosion and desertification.

Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.

Water: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state). Energy resources: Renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

#### **Carbon Footprints**



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## UNIT II

16 Lectures

### **Ecosystems and Biodiversity:**

Ecosystem: Definition and Structure and function of ecosystem; Energy flow in an ecosystem: food chains, food webs and ecological succession.

Case studies of the following ecosystems:

- a) Forest ecosystem
- b) Grassland ecosystem
- c) Desert ecosystem
- d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

Biological diversity: genetic, species and ecosystem diversity; Biogeographic zones of India; Biodiversity patterns and global biodiversity hot spots ; India as a mega-biodiversity nation; Endangered and endemic species of India; Threats to biodiversity: Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity; Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

## UNIT III

15 Lectures

Environmental Pollution and Environmental Policies:

Environmental pollution: types, causes, effects and controls; Air, water, soil and noise pollution Nuclear hazards and human health risks; Solid waste management: Control measures of urban and industrial waste; Pollution case studies.

Sustainability and sustainable development; Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture; Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; wildlife Protection Act; Forest Conservation Act; Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context. **Fundamentals and Application of ESG (Environment Social Governance).**

## UNIT IV

11 Lectures

Human Communities and the Environment and Field work:

Human population growth: Impacts on environment, human health and welfare; Resettlement and rehabilitation of project affected persons; case studies; Disaster management: floods, earthquake, cyclones and landslides; Environmental movements: Chipko, Silent valley, Bishnoi's of Rajasthan; Environmental ethics: Role of Indian and other religions and cultures in environmental conservation; Environmental communication and public awareness, Recent Case studies related to earthquakes,

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Foods, Famine, Water Crisis/Scarcity, Smog, Water contamination at National and International Level.

Visit to an area to document environmental assets: river/ forest/ flora/fauna, etc.

Visit to a local polluted site-Urban/Rural/Industrial/Agricultural.

Study of common plants, insects, birds and basic principles of identification.

Study of simple ecosystems-pond, river, Delhi Ridge, etc.

### **Text Books**

1. Kaushik and Kaushik, Environmental Studies, New Age International Publishers (P) Ltd. New Delhi.

### **Reference Books/Materials**

1. A.K. De, Environmental Chemistry, New Age International Publishers (P) Ltd. New Delhi.
2. S.E. Manahan, Environmental Chemistry, CRC Press.
3. S.S Dara and D.D. Mishra, Environmental Chemistry and Pollution Control, S.Chand & Company Ltd, New Delhi.
4. R. Gadi, S. Rattan, S. Mohapatra, Environmental Studies Kataria Publishers, New Delhi.

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

### **Examination Scheme:**

<b>Components</b>	<b>Continuous Assessment (Quiz/Assignment/ Presentation/ Extempore)</b>	<b>Mid Term Exam</b>	<b>Presentation/ Assignment/ etc.</b>	<b>End Term Exam</b>
<b>Weightage (%)</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>50</b>

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

<b>Mapping between COs and POs</b>
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	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	The learners will be able to comprehend and become responsive regarding environmental issues.	<b>PO6</b>
<b>CO2</b>	Students will acquire the techniques to protect our mother earth, as without a clean, healthy, aesthetically beautiful, safe and secure environment no specie can survive and sustain.	<b>PO10</b>
<b>CO3</b>	It enables the students to discuss their concern at national and international level with respect to formulate protection acts and sustainable developments policies.	<b>PO8</b>
<b>CO4</b>	Students come to know that the rapid industrialization, crazy consumerism and over-exploitation of natural resources have resulted in degradation of earth at all levels.	<b>PO9</b>
<b>CO5</b>	Students become consciousness about healthy and safe environment.	<b>PO2</b>

		Enhancement in Advanced Scientific knowledge about																
		Development of critical, logical and innovative																
		Demonstrate interdisciplinary approach																
		Learning of fundamental concepts and instrumentation																
		Orientation towards research and development																
		Acquiring capability to work independently as well as																
		Understanding of impact of chemicals on the																
		Fostering communication skills																
		Ethical awareness and digital literacy																
		Capability to deal with professional responsibilities																
		Systematic and coherent understanding of theoretical and practical concepts																
		Appreciate the techniques for the qualitative and quantitative analysis																
		Learn problem solving approach																
		Apply principles of chemistry to address societal problems																
Course	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2					

Code															PSO3	PSO4
BSCH125A	Environmental Studies		2				3		3	3	2				3	

1=weakly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping										
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO3
CO1			3		3					2
CO2			3		3					2
CO3		3	2		2		2			2
CO4	2	2			2					2
CO5				2	3					2
1=lightly mapped			2= moderately mapped				3=strongly mapped			

Unit	1=lightly mapped				2= moderately mapped				3=strongly mapped				SDG	NEP	POE/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability				
Unit I	Land resources; land use	Land resources; land use	Land resources; land use	Multidisciplinary nature of	-	-	-	-	-	-	-	Land resources; land use	SDGs 6,7,11,13,14,15	Learning Environments and Support for Students	-

	change; Land degrada tion, soil erosion and desertifi cation. Deforest ation: Causes and impacts due to mining, dam building on environ ment, forests, biodiver sity and tribal populati ons. Water: Use and over- exploita tion of surface and ground water, floods, drought s,	change; Land degrada tion, soil erosion and desertifi cation. Deforest ation: Causes and impacts due to mining, dam building on environ ment, forests, biodiver sity and tribal populati ons. Wa ter: Use and over- exploita tion of surface and ground water, floods, drought s,	change; Land degrada tion, soil erosion and desertifi cation. Deforest ation: Causes and impacts due to mining, dam building on environ ment, forests, biodiver sity and tribal populati ons. Wa ter: Use and over- exploita tion of surface and ground water, floods, drought s,	environ mental sciences ; Scope and importa nce; Need for public awaren ess.							change; Land degrada tion, soil erosion and desertifi cation. Deforest ation: Causes and impacts due to mining, dam building on environ ment, forests, biodiver sity and tribal populati ons. Water: Use and over- exploita tion of surface and ground water, floods, drought s,	n	
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	conflicts over water (international & inter-state). Energy resources: Renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs, case studies.	conflicts over water (international & inter-state). Energy resources: Renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs, case studies.	conflicts over water (international & inter-state). Energy resources: Renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs, case studies.								conflicts over water (international & inter-state). Energy resources: Renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs, case studies.			
	<b>Carbon Footprints</b>	<b>Carbon Footprints</b>	<b>Carbon Footprints</b>								<b>Carbon Footprints</b>			
Unit II	<b>Ecosystems and Biodiversity:</b> Ecosystems: Definition and Structure and	Ecosystem: Definition and Structure and	Ecosystem: Definition and Structure and								Ecosystem: Definition and Structure and	SDG4, 6,7,11,13,14,15	Learning Environments and Support for Students	

em:	function	function								function			
Definiti	of	of								of			
on and	ecosyste	ecosyste								ecosyste			
Structur	m;	m;								m;			
e and	Energy	Energy								Energy			
function	flow in	flow in								flow in			
of	an	an								an			
ecosyste	ecosyste	ecosyste								ecosyste			
m;	m: food	m: food								m: food			
Energy	chains,	chains,								chains,			
flow in	food	food								food			
an	webs	webs								webs			
ecosyste	and	and								and			
m: food	ecologic	ecologic								ecologic			
chains,	al	al								al			
food	successi	successi								successi			
webs	on.	on.								on.			
and	Case	Case								Case			
ecologic	studies	studies								studies			
al	of the	of the								of the			
successi	followin	followin								followin			
on.	g	g								g			
Case	ecosyste	ecosyste								ecosyste			
studies	ms:	ms:								ms:			
of the	a)	a)								a)			
followin	Forest	Forest								Forest			
g	ecosyste	ecosyste								ecosyste			
ecosyste	m	m								m			
ms:	b)	b)								b)			
a)	Grassla	Grassla								Grassla			
Forest	nd	nd								nd			
ecosyste	ecosyste	ecosyste								ecosyste			
m	m	m								m			
b)	c)	c)								c)			
Grassla	Desert	Desert								Desert			
nd	ecosyste	ecosyste								ecosyste			
ecosyste	m	m								m			
m	d)	d)								d)			

	c) Desert ecosystems m d) Aquatic ecosystems ms (ponds, streams, lakes, rivers, oceans, estuaries s) Biologic al diversit y: genetic, species and ecosyste m diversit y; Biogeog raphic zones of India; Biodiver sity patterns and global biodiver sity hot spots ; India as a mega- biodiver sity nation; Endang ered and endemic species of India; Threats to biodiver sity: Habitat loss, poachin g of wildlife, man- wildlife conflicts , biologic al invasion s; Conserv ation	Aquatic ecosyste ms (ponds, streams, lakes, rivers, oceans, estuarie s) Biologic al diversit y: genetic, species and ecosyste m diversit y; Biogeog raphic zones of India; Biodiver sity patterns and global biodiver sity hot spots ; India as a mega- biodiver sity nation; Endang ered and endemic species of India; Threats to biodiver sity: Habitat loss, poachin g of wildlife, man- wildlife conflicts , biologic al invasion s; Conserv ation	Aquatic ecosyste ms (ponds, streams, lakes, rivers, oceans, estuarie s) Biologic al diversit y: genetic, species and ecosyste m diversit y; Biogeog raphic zones of India; Biodiver sity patterns and global biodiver sity hot spots ; India as a mega- biodiver sity nation; Endang ered and endemic species of India; Threats to biodiver sity: Habitat loss, poachin g of wildlife, man- wildlife conflicts , biologic al invasion s; Conserv ation							Aquatic ecosyste ms (ponds, streams, lakes, rivers, oceans, estuarie s) Biologic al diversit y: genetic, species and ecosyste m diversit y; Biogeog raphic zones of India; Biodiver sity patterns and global biodiver sity hot spots ; India as a mega- biodiver sity nation; Endang ered and endemic species of India; Threats to biodiver sity: Habitat loss, poachin g of wildlife, man- wildlife conflicts , biologic al invasion s; Conserv ation			
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	man-wildlife conflicts, biological invasion; Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity; Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value	of biodiversity: In-situ and Ex-situ conservation of biodiversity; Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value	of biodiversity: In-situ and Ex-situ conservation of biodiversity; Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value							of biodiversity: In-situ and Ex-situ conservation of biodiversity; Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value			
Unit III	Environmental Pollution and Environmental Policies: Environmental pollution: types, causes, effects and controls; Air, water, soil and	Environmental Pollution and Environmental Policies: Environmental pollution: types, causes, effects and controls; Air, water, soil and	Environmental Pollution and Environmental Policies: Environmental pollution: types, causes, effects and controls; Air, water, soil and	Environmental Pollution and Environmental Policies: Environmental pollution: types, causes, effects and controls; Air, water, soil and	-	-	-	-	-	Environmental Pollution and Environmental Policies: Environmental pollution: types, causes, effects and controls; Air, water, soil and	SDG4, 6,7,11,13,14,15	Learning Environments and Support for Students	-

noise pollution Nuclear hazards and human health risks; Solid waste management: Control measures of urban and industrial waste; Pollution case studies. Sustainable bility and sustainable development; Climate change, global warming, ozone layer	pollution Nuclear hazards and human health risks; Solid waste management: Control measures of urban and industrial waste; Pollution case studies. Sustainable bility and sustainable development; Climate change, global warming, ozone layer	noise pollution Nuclear hazards and human health risks; Solid waste management: Control measures of urban and industrial waste; Pollution case studies. Sustainable bility and sustainable development; Climate change, global warming, ozone layer	noise pollution Nuclear hazards and human health risks; Solid waste management: Control measures of urban and industrial waste; Pollution case studies. Sustainable bility and sustainable development; Climate change, global warming, ozone layer							noise pollution Nuclear hazards and human health risks; Solid waste management: Control measures of urban and industrial waste; Pollution case studies. Sustainable bility and sustainable development; Climate change, global warming, ozone layer			
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	depletion, acid rain and impacts on human communities and agriculture; Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; wildlife Protection Act; Forest Conservation Act;	depletion, acid rain and impacts on human communities and agriculture; Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; wildlife Protection Act; Forest Conservation Act;	depletion, acid rain and impacts on human communities and agriculture; Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; wildlife Protection Act; Forest Conservation Act;							depletion, acid rain and impacts on human communities and agriculture; Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act;			
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	Act; Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context. Fundamentals and Application of ESG (Environment Social Governance).	Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context. Fundamentals and Application of ESG (Environment Social Governance).	Act; Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context. Fundamentals and Application of ESG (Environment Social Governance).	Act; Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context. Fundamentals and Application of ESG (Environment Social Governance).							Act; Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context. Fundamentals and Application of ESG (Environment Social Governance).			
Unit IV	Human Communities and the Environment and Field work: Human population growth:	Human Communities and the Environment and Field work: Human population growth:	Human Communities and the Environment and Field work: Human population growth:								Human Communities and the Environment and Field work: Human population growth:	SDG4, 6,7,11,13,14,15	Learning Environments and Support for Students	

	Impacts on environment, human health and welfare; Resettlement and rehabilitation of project affected persons; case studies; Disaster management: floods, earthquake, cyclones and landslides; Environmental movements: Chipko, Silent valley, Bishnoi's of Rajasthan; Environmental ethics:	Impacts on environment, human health and welfare; Resettlement and rehabilitation of project affected persons; case studies; Disaster management: floods, earthquake, cyclones and landslides; Environmental movements: Chipko, Silent valley, Bishnoi's of Rajasthan; Environmental ethics:	Impacts on environment, human health and welfare; Resettlement and rehabilitation of project affected persons; case studies; Disaster management: floods, earthquake, cyclones and landslides; Environmental movements: Chipko, Silent valley, Bishnoi's of Rajasthan; Environmental ethics:								Impacts on environment, human health and welfare; Resettlement and rehabilitation of project affected persons; case studies; Disaster management: floods, earthquake, cyclones and landslides; Environmental movements: Chipko, Silent valley, Bishnoi's of Rajasthan; Environmental ethics:			
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	Role of Indian and other religions and cultures in environmental conservation; Environmental communication and public awareness, Recent Case studies related to earthquakes, Floods, Famine, Water Crisis/Scarcity, Smog, Water contamination at National and International Level.	Role of Indian and other religions and cultures in environmental conservation; Environmental communication and public awareness, Recent Case studies related to earthquakes, Floods, Famine, Water Crisis/Scarcity, Smog, Water contamination at National and International Level.	Role of Indian and other religions and cultures in environmental conservation; Environmental communication and public awareness, Recent Case studies related to earthquakes, Floods, Famine, Water Crisis/Scarcity, Smog, Water contamination at National and International Level.							Role of Indian and other religions and cultures in environmental conservation; Environmental communication and public awareness, Recent Case studies related to earthquakes, Floods, Famine, Water Crisis/Scarcity, Smog, Water contamination at National and International Level.			
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	Visit to an area to document environmental assets: river/forest/flora/fauna, etc.	Visit to an area to document environmental assets: river/forest/flora/fauna, etc.	Visit to an area to document environmental assets: river/forest/flora/fauna, etc.								Visit to an area to document environmental assets: river/forest/flora/fauna, etc.			
	Visit to a local polluted site- Urban/Rural/Industrial/Agricultural.	Visit to a local polluted site- Urban/Rural/Industrial/Agricultural.	Visit to a local polluted site- Urban/Rural/Industrial/Agricultural.								Visit to a local polluted site- Urban/Rural/Industrial/Agricultural.			
	Study of common plants, insects, birds and basic principles of identification.	Study of common plants, insects, birds and basic principles of identification.	Study of common plants, insects, birds and basic principles of identification.								Study of common plants, insects, birds and basic principles of identification.			
	Study of simple ecosystems- pond,	Study of simple ecosystems- pond,	Study of simple ecosystems- pond,								Study of simple ecosystems- pond,			

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	river, Delhi Ridge, etc.	river, Delhi Ridge, etc.	river, Delhi Ridge, etc.								river, Delhi Ridge, etc.			
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UCDM 301A	DISASTER MANAGEMENT	L	T	P	C
Version 2.0		3	0	0	3
Pre-requisites/Exposure	NA				
Co-requisites	NA				

### Course objectives-

- 1 To introduce students about basics of disaster.
- 2 To give students a broad overview of disaster preparedness and response preparedness.
- 3 To explain students about rehabilitation, reconstruction and recovery from disaster point of view.
- 4 To make students aware about the provisions of The Disaster Management Act, 2005 and Epidemics Diseases Act, 1897.

### Course Outcomes-

After completion of the course:

- CO1** The students will be able to explain the meaning of disaster and other basic concepts of disaster.
- CO2** The students will be able to give an overview of disaster preparedness and response preparedness.
- CO3** The students will be able to explain rehabilitation, reconstruction and recovery from disaster point of view.
- CO4** The students will be able to explain all the provisions of The Disaster Management Act, 2005 and Epidemics Diseases Act, 1897.

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## **Catalogue Description**

The objective of the course is to create awareness about various types of disasters and to educate the learners about basic disaster management strategies. The course examines disaster profile of our country and illustrates the role played by various governmental and non-governmental organizations in its effective management. It also acquaints learners with the existing legal frame work for disaster management

## **Course Content**

### **UNIT I**

**10 Lectures**

#### **Introduction to Disasters:**

Concept and definitions- Disaster, Hazard, vulnerability, resilience, risks.

Different Types of Disaster: Causes, effects and practical examples for all disasters. Natural Disaster: such as Flood, Cyclone, Earthquakes, Landslides etc. Man-made Disaster: such as Fire, Industrial Pollution, Nuclear Disaster, Biological Disasters, Accidents (Air, Sea, Rail & Road), Structural failures (Building and Bridge), War & Terrorism etc.

### **UNIT- II**

**8 Lectures**

#### **Disaster Preparedness**

Concept and Nature, Disaster Preparedness Plan, Prediction, Early Warnings and Safety Measures of Disaster, Role of Information, Education, Communication, and Training, Role of Government, International and NGO Bodies, Role of IT in Disaster Preparedness, Role of Engineers on Disaster Management, Relief and Recovery, Medical Health Response to Different Disasters

### **UNIT III**

**10 Lectures**

#### **Rehabilitation, Reconstruction and Recovery**

Reconstruction and Rehabilitation as a Means of Development, Damage Assessment, Post Disaster effects and Remedial Measures, Creation of Long-term Job Opportunities and Livelihood Options, Disaster Resistant House Construction, Sanitation and Hygiene, Education and Awareness, Dealing with Victims' Psychology, Long-term Counter Disaster Planning, Role of Educational Institute.

### **UNIT IV**

**8 Lectures**

#### **Disaster Management in India**

Disaster Management Act, 2005: Disaster management framework in India before and after Disaster Management Act, 2005, National Level Nodal Agencies, National Disaster Management Authority

Liability for Mass Disaster: Statutory liability, Contractual liability, Tortious liability, Criminal liability, Measure of damages

Epidemics Diseases Act, 1897: Main provisions, loopholes.

**Applications of AI and ML in Disaster Management and risk predictions.**

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## Text Books

1. Content building programme (CBP) book on Disaster Management, Forum AS.

## Reference Books/Materials

1. Government of India, Department of Environment, Management of Hazardous Substances Control
2. Act and Structure and Functions of Authority Created Thereunder.
3. Indian Chemical Manufacturers' Association & Loss Prevention Society of India, Proceedings of the National Seminar on Safety in Road Transportation of Hazardous Materials: (1986).
4. Author Title Publication Dr. Mrinalini Pandey Disaster Management Wiley India Pvt. Ltd.
5. Tushar Bhattacharya Disaster Science and Management McGraw Hill Education (India) Pvt. Ltd.
6. Jagbir Singh Disaster Management: Future Challenges and Opportunities K W Publishers Pvt. Ltd.
7. J. P. Singhal Disaster Management Laxmi Publications.
8. Shailesh Shukla, Shamna Hussain Biodiversity, Environment and Disaster Management Unique Publications
9. C. K. Rajan, Navale Pandharinath Earth and Atmospheric Disaster Management: Nature and Manmade B S Publication
10. Indian law Institute (Upendra Baxi and Thomas Paul (ed.), Mass Disasters and Multinational Liability: The Bhopal Case (1986)
11. Indian Law Institute, Upendra Baxi (ed.), Environment Protection Act: An Agenda for Implementation (1987)
12. Asian Regional Exchange for Prof. Baxi., Nothing to Lose But our Lives: Empowerment to Oppose
13. Industrial Hazards in a Transnational world (1989)
14. Gurudip Singh, Environmental Law: International and National Perspectives (1995), Lawman (India) Pvt. Ltd.
15. Leela Krishnan, P, The Environmental Law in India, Chapters VIII, IX and X (1999), Butterworths, New Delhi.

**BARE ACTS:** The Disaster Management Act, 2005,

Epidemics Diseases Act, 1897.

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

Components	Continuous Assessment (Quiz/Assignment/ Presentation/	Mid Term Examination	Attendance	End Term Examination
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	<b>Extempore)</b>			
<b>Weightage %</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>50</b>

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

<b>Mapping between COs and POs</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	The students will be able to explain the meaning of disaster and other basic concepts of disaster	<b>PO1</b>
<b>CO2</b>	The students will be able to give an overview of disaster preparedness and response preparedness	<b>PO1</b>
<b>CO3</b>	The students will be able to explain rehabilitation, reconstruction and recovery from disaster point of view.	<b>PO2</b>
<b>CO4</b>	The students will be able to explain all the provisions of The Disaster Management Act, 2005 and Epidemics Diseases Act, 1897.	<b>PO3</b>

Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3
UCDM 301A	DISASTER MANAGEMENT	3	3	3							1
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3
		SUBSTANTIVE AND PROCEDURAL INTELLIGENCE		ADVERSARIAL AND INQUISITORIAL		PRODUCTIVE CIVILIAN		PROFESSIONAL ETHICS, VALUES AND CONDUCT	SURROUNDINGS AND SUSTAINABILITY		SKILL DEVELOPMENT
				CRITICAL THINKING, LEGAL REASONING AND		Understand the interdisciplinary nature of law and the contributions that other disciplines can make to the study of		Conduct research using analytical and critical thinking.		Understanding of the legal provisions and developing skills required for legal profession	

1=weakly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping										
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO3
CO1	3	3								2
CO2	3	3								2
CO3	3	3			2					2
CO4	2						3			3
1=lightly mapped			2= moderately mapped				3=strongly mapped			

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	PO E/ 4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit 1	Concept and definitions- Disaster, Hazard, vulnerability, resilience, Different Types of Disaster: Causes, effects and practical examples for all disasters. Natural Disaster: such as Flood, Cyclone, Earthquakes, Landslides etc. Man-made Disaster: such as Flood, Cyclone, Earthquakes,	Concept and definitions- Disaster, Hazard, vulnerability, resilience, risks. Different Disaster: Causes, effects and practical examples for all disasters. Natural Disaster: such as Flood, Cyclone, Earthquake, Landslides etc. Man-made Disaster: such as Fire, Industrial Pollution,	Concept and definition- Disaster, Hazard, vulnerability, resilience, risks. Different Disaster: Causes, effects and practical examples for all disasters. Natural Disaster: such as Flood, Cyclone, Earthquake, Landslide etc. Man-made Disaster: such as	Concept and definitions - Disaster, Hazard, vulnerability, resilience, risks. Different Types of Disaster: Causes, effects and practical examples for all disasters. Types of Disaster: Causes, effects and practical exam	-	-	practical examples for all disasters . Natural Disaster : such as Flood, Cyclone , Earthquakes, And Landslides etc. Man-made Disaster : such as Fire, Industrial Pollution, Nuclear Disaster , Biological Disasters, Acciden	-	-	-	Concept and definitions - Disaster, Hazard, vulnerability, resilience, risks. Different Types of Disaster: Causes, effects and practical exam	SDG4, 6, 7, 11, 13, 14, 15	Learning Environment and Support for Students	-

Landslides etc. Man-made Disaster : such as Fire, Industrial Pollution, Nuclear Disaster, Biological Disasters, Accidents (Air, Sea, Rail & Road), Structural failures (Building and Bridge), War & Terrorism etc.	Nuclear Disaster, Biological Disasters, Accidents (Air, Sea, Rail & Road), Structural failures (Building and Bridge), War & Terrorism etc.	Fire, Industrial Pollution, Nuclear Disaster, Biological Disasters, Accidents (Air, Sea, Rail & Road), Structural failures (Building and Bridge), War & Terrorism etc.	disasters. Natural Disaster: such as Flood, Cyclone, Earthquakes, Landslides etc. Man-made Disaster: such as Fire, Industrial Pollution, Nuclear Disaster, Biological Disasters, Accidents (Air, Sea, Rail & Road), Structural failures (Build			ts (Air, Sea, Rail & Road), Structural failures (Building and Bridge), War & Terrorism etc.				disasters. Natural Disaster: such as Flood, Cyclone, Earthquakes, Landslides etc. Man-made Disaster: such as Fire, Industrial Pollution, Nuclear Disaster, Biological Disasters, Accidents (Air, Sea, Rail & Road), Structural failures (Build	n	
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				ding and Bridge), War & Terrorism etc.							ding and Bridge), War & Terrorism etc.			
Unit II	Concept and Nature, Disaster Preparedness Plan, Prediction, Early Warnings and Safety Measures of Disaster, Role of Information, Education, Role of Communication, Education, Role of IT in Disaster Preparedness, Role of Engineers on Disaster Management, Relief and Recovery,	Concept and Nature, Disaster Preparedness Plan, Prediction, Early Warnings and Safety Measures of Disaster, Role of Information, Education, Communication, Training, Role of IT in Disaster Preparedness, Role of Engineers on Disaster Management, Relief and Recovery,	Concept and Nature, Disaster Preparedness Plan, Prediction, Early Warnings and Safety Measures of Disaster, Role of Information, Education, Communication, Training, Role of IT in Disaster Preparedness, Role of Engineers on Disaster Management, Relief and Recovery	Role of Government, International and NGO Bodies			Identifying the importance of heredity and environment in the development of the learner					SDG4	Learning Environment and Support for Students	



	Medical Health Response to Different Disasters		to Different Disasters															
Unit III	Reconstruction and Rehabilitation as a Means of Development, Damage Assessment, Post Disaster effects and Remedial Measures, Creation of Long-term Job Opportunities and Livelihood Options, Disaster Resistant House Construction, Sanitation and Hygiene, Disaster Resistant House Construction, Sanitation and Hygiene, Education and	Reconstruction and Rehabilitation as a Means of Development, Damage Assessment, Post Disaster effects and Remedial Measures, Creation of Long-term Job Opportunities and Livelihood Options, Disaster Resistant House Construction, Sanitation and Hygiene, Education and	Reconstruction and Rehabilitation as a Means of Development, Damage Assessment, Post Disaster effects and Remedial Measures, Creation of Long-term Job Opportunities and Livelihood Options, Disaster Resistant House Construction, Sanitation and Hygiene, Education and	-	-	-	Dealing with Victims' Psychology,	-	-	-	SDG4	Learning Environments and Support for Students	-					

	Awareness, Dealing with Victims, Psychology, Long-term Counter Disaster Planning, Role of Educational Institute	Educational Institute.	Disaster Planning, Role of Educational Institute.															
Unit IV	Disaster Management Act, 2005: Disaster management framework in India before and after Disaster Management Act, 2005, National Level Nodal Agencies, National Disaster Management Authority Liability for Mass Disaster: Statutory liability, Contractual liability	Disaster Management Act, 2005: Disaster management framework in India before and after Disaster Management Act, 2005, National Level Nodal Agencies, National Disaster Management Authority Liability for Mass Disaster: Statutory liability	Disaster Management Act, 2005: Disaster management framework in India before and after Disaster Management Act, 2005, National Level Nodal Agencies, National Disaster Management Authority Liability for Mass Disaster: Statutory liability	-	-	Applications of AI and ML in Disaster Management and risk predictions.	-	-	-	-	-	-	-	-	-	-	-	SDG4 Learning Environment standards support for Students

for Mass Disaster: Statutory liability, Contractual liability, Tortious liability, Criminal liability, Measure of damages Epidemics Diseases Act, 1897: Main provisions, loopholes. Applications of AI and ML in Disaster Management and risk predictions.	, Tortious liability, Criminal liability, Measure of damages Epidemics Diseases Act, 1897: Main provisions, loopholes. Applications of AI and ML in Disaster Management and risk predictions.	Contractual liability, Tortious liability, Criminal liability, Measure of damages Epidemics Diseases Act, 1897: Main provisions, loopholes. Applications of AI and ML in Disaster Management and risk predictions.											e n t s n	
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<b>SOLS 107A</b>	<b>Legal Method</b>	1	3						3				3
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1=weakly mapped  
2= moderately mapped  
3=strongly mapped

SMMC191A	<b>MANAGEMENT THOUGHTS AND APPLICATIONS</b>	L	T	P	C
<b>Version 2.0</b>		4	0	0	4
<b>Pre-requisites/Exposure</b>	Basics of Management				
<b>Co-requisites</b>	--				

## Course Objectives

1. The course aims at providing fundamental knowledge and exposure to the concepts, theories and practices in the field of management.
2. Observe and evaluate the influence of historical forces on the current practice of management.
3. To understand the concept of Managerial function.

## Course Outcomes

On completion of this course, the students will be able to

CO1. Practice the process of management's four functions: planning, organizing, leading, and controlling.

CO2. Identify and properly use vocabularies within the field of management to articulate one's own position on a specific management issue and communicate effectively with varied audiences.

CO3. Evaluate leadership styles and motivation theory to anticipate the consequences of each leadership style and motivation theory.

CO4. Apply course concepts and theory in a practical context.

## Catalog Description

This course introduces the student to the management process. The course takes an integrated approach to management by examining the role of the manager from a traditional and contemporary perspective while applying decision-making and critical-thinking skills to the challenges facing managers in today's globally diverse environment. The course examines the techniques for controlling, planning, organizing resources and leading the workforce.

## Course Content

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### Unit I:

**7 lecture hours**

**Introduction:** Concept, Nature, Process and Significance of Management; Managerial Levels, Skills, Functions and Roles; Management v/s Administration; Coordination as Essence of Management; Development of Management Thought: Classical, Neo-Classical, Behavioral, Systems and Contingency Approaches.







<b>SOLS107A</b>	<b>Legal Method</b>	L	T	P	C
<b>Version 1.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	--				
<b>Co-requisites</b>	--				

### Course objectives-

1 To define students about the concept, function, classification, object and historical development of law

2 To explain the students about the sources of law such as Customs, Usages, Legislation, Precedent etc. and the role of judges in adjudicating dispute.

3 To make the students know about the Concepts of Indian Legal System, the role of the Constitution, Concept of Rule of Law, Concept of Separation of Power and Judicial system in India.

4 To make the students understand about the meaning, objective, types, importance and techniques of legal research

### Course Outcomes-

After completion of the course:

**CO1** The students will be able to understand the historical development and concept of law

**CO2** The students will have the knowledge of sources of law and the role of judges in adjudicating dispute

**CO3** The students will know about the Concepts of Indian Legal System, Constitution as the Basic Law, Rule of Law, Separation of Power, and hierarchy of court in India.

**CO4** The students will have an understanding of how to do the research in legal field.



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## **Catalogue Description**

This course is designed to expose students to legal methods and the workings of law in the society. It will examine such issues as the meaning of law, aspects and classification of law, functions of law, social order and law, methods of social control through law, comparative adjudicatory methods and customary methods of adjudication, the nature of orthodox legal process, legal language, legal reasoning, logic and justification, concept of legal research, their types and function.

At the completion of this course, students are expected to know the meaning, features and functions of the law, the meaning, scope and importance of legal method, understand the different aspects and classification of law, show sufficient knowledge of law as an instrument of social control, understand and apply legal reasoning, rhetoric, logic and legal language, appreciate the basic principles of legislative drafting. students are expected to have acquired ability to apply the basic skills of legal research and writing, appreciate their over-arching character in relation to the legal profession; fully comprehend the main principles of statutory interpretation and its relationship with legal practice and the administration of justice and to be able to apply the key principles and skills of legal research and writing in their legal education.

### **UNIT I**

**10**

#### **Lectures**

Meaning and Classification of Laws: Law covers a wide variety of matters and plays a significant role in the society, Meaning, Definition and Functions of law, Classification of laws: Public and Private Law, Substantive and Procedural Law, Municipal and International Law, Necessity & Objective of law, Historical Development of law, Law making process

Classification of laws: Public and Private Law, Substantive and Procedural Law, Municipal and International Law

### **UNIT II**

**10**

#### **Lectures**

Sources of Law: What are the sources of law? What are the concepts and principles underlying the law? What is the role of judges and how would they accommodate competing

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values while adjudicating disputes?

Customs, Usages, Legislation, Precedent- Meaning and application of the concept of stare decisis; when and how courts overrule precedents? Concept of ratio decidendi; what is the importance of dicta?

**UNIT III** **10**  
**Lectures**

Basic Concepts of Indian Legal System: Introduction to India's legal system, its organization and administration; Study of the foundational aspects of the Indian legal system, its evolution as a common law system, the role of the Constitution. The role of courts in the Indian legal system in contrast with the roles of legislatures and other agencies; Comparative aspects of other legal systems and legal traditions.

Common Law, Constitution as the Basic Law, Concept of Rule of Law, Concept of Separation of Power , Judicial system in India.

**UNIT IV** **10**  
**Lectures**

Legal Research: Legal skills in finding, using and citing various resources of law, Meaning and Objective of Research ,Types of Research, Importance of Legal Research, Techniques of Legal Research, Legal Materials – Case law, Reports, Journals, Manuals

**SUGGESTED READINGS**

- B.N.M. Tripathi – An Introduction to Jurisprudence and Legal Theory

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

<b>Components</b>	<b>Continuous Assessment (Quiz/Assignment/ Presentation/ Extempore)</b>	<b>Mid Term Examination</b>	<b>Attendance</b>	<b>End Term Exam</b>
<b>Weightage (%)</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>50</b>

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

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
<b>CO1</b>	The students will be able to understand the historical development and concept of law	<b>PO2</b>
<b>CO2</b>	The students will have the knowledge of sources of law and the role of judges in adjudicating dispute	<b>PO2,</b>
<b>CO3</b>	The students will know about the Concepts of Indian Legal System, Constitution as the Basic Law, Rule of Law, Separation of Power, and hierarchy of court in India.	<b>PO1</b>
<b>CO4</b>	The students will have an understanding of how to do the research in legal field	<b>PO7</b>

1=weakly mapped

2= moderately mapped

3=strongly mapped

		<b>SUBSTANTIVE AND PROCEDURAL INTELLIGENCE</b>	<b>ADVERSARIAL AND INQUISITORIAL JURISPRUDENCE</b>	<b>PRODUCTIVE CIVILIAN</b>	<b>PROFESSIONAL ETHICS, VALUES AND CONDUCT</b>	<b>SURROUNDINGS AND SUSTAINABILITY</b>	<b>SKILL DEVELOPMENT</b>	<b>CRITICAL THINKING, LEGAL REASONING AND RESEARCH SKILLS</b>	Understand the interdisciplinary nature of law and the contributions that other disciplines can	Conduct legal research using analytical and	Understanding of the legal provisions and developing skills required for legal profession
<b>Course Code</b>	<b>Course Title</b>	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
<b>SOLS 107A</b>	<b>Legal Method</b>	1	3					2		2	3

<b>Programme and Course Mapping</b>										
<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO3</b>
<b>CO1</b>	3	3								2
<b>CO2</b>	3	3								2
<b>CO3</b>	3	3			2					2
<b>CO4</b>	2						3			3
1=lightly mapped			2= moderately mapped				3=strongly mapped			

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	POE/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit I	Municipal and international law	Municipal and international law	Municipal and international law	Municipal and international law	-	-	-	-	-	-	-	SDG 16	Inclusive education	Presentations/Group discussion
Unit II	Sources of Law	Sources of Law	Sources of Law	Sources of Law	-	-	-	-	-	-	-	SDG 4	Inclusive education	Presentations/Group discussion
Unit III	Basic Concepts of Indian Legal System	Basic Concepts of Indian Legal System	Basic Concepts of Indian Legal System	-	-	-	Rule of law, role of Constitution	-	-	-	-	SDG 4	Inclusive education	Presentations/Group discussion
Unit IV	Legal Research	Legal Research	Legal Research	Legal Research	-	-	Legal skills in finding, using	-	-	-	-	SDG 4	Inclusive education	Presentations/Group discussion

								and citing various resourc es of law, Techniq ues of Legal Researc h								sion
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<b>SOLS 109A</b>	<b>LAW OF CONTRACT I</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 2.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	NA				
<b>Co-requisites</b>	NA				

### Course objectives-

- 1 To introduce students with the formation of contract.
- 2 To give students a broad overview of capacity, validity, discharge and performance of contract.
- 3 To explain students all the provisions of quasi-contract and all the provisions of Specific Relief Act, 1963.
- 4 To make students aware about all the provisions of The Sale of Goods Act, 1930.

### Course Outcomes-

After completion of the course:

**CO1** The students will be able to know the formation of a contract.

**CO2** The students will be able to discuss capacity, validity, discharge and performance of contract.

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**CO3** The students will be able to explain the provisions of quasi-contract and all the provisions of Specific Relief Act, 1963.

**CO4** The students will be able to explain the provisions of The Sale of Goods Act, 1930.

### **Catalogue Description**

In our daily lives we make many promises which raise a reasonable expectation in the mind of the other person that such promises would be fulfilled. But not every kind of promise gives rise to legal consequence if not performed. Only those promises which the law requires to be legally enforceable fall into the category of contract. The general principles relating to formation and enforceability of contract are enshrined in the Indian Contract Act, 1872. The objective of this paper is to make students familiar with various principles of contract formation enunciated in the Indian Contract Act, 1872.

The contract of sale and purchase of goods is also governed by another important central legislation, Sales of Goods Act, 1930. This course also aims to equip students with the basic knowledge of Sales of Goods Act, 1930.

### **Course Content**

#### **UNIT I**

**11**

#### **LECTURES**

#### **The Indian Contract Act- 1872: Formation of Contract and Consideration**

1. Meaning and nature of contract
2. Offer / Proposal
  - a. Definition
  - b. Communication
  - c. Revocation
  - d. General/ Specific offer
  - e. Invitation to treat
3. Acceptance
  - a. Definition
  - b. Communication

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- c. Revocation
  - d. Tenders/Auctions
4. Consideration
- a. Definition
  - b. Essentials
  - c. Privity of contract
  - d. Unlawful consideration and object

## **UNIT-II**

**8**

### **LECTURES**

#### **Capacity, Validity, Discharge and Performance of Contract**

1. Capacity to enter into a contract
  - a. Unsound Mind
  - b. Minor's position
  - c. Nature / effect of minor's agreements
2. Free Consent: Coercion, undue influence, Misrepresentation, Fraud, Mistake
3. Effect of void, voidable, valid, illegal, unlawful and uncertain agreements
4. Performance
5. Discharge of Contract

## **UNIT-III**

### **8 LECTURES**

#### **Remedies and Quasi Contracts: The Indian Contract Act- 1872, Specific Relief Act 1963**

1. Quasi Contracts (Sections 68-72)
2. Remedies : Damages (Sections 73,74 &75)

## **UNIT-IV**

**14**

### **LECTURES**

#### **Sales of Goods Act 1930**

1. Definitions
2. Conditions and Warranties



3. Passing of property
4. Nemo Dat quod non habet
5. Performance of Contract
6. Rights of unpaid seller

**SUGGESTED READINGS:**

Avtar Singh, Law of Contract and Specific Relief, Eastern Book Company, 2013 (11<sup>th</sup> Edn)

**BARE ACTS:** The Indian Contract Act, 1872,

Specific Relief Act, 1963,

Sale of Goods Act, 1930

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

Components	Continuous Assessment (Quiz/Assignment/ Presentation/ Extempore)	Mid Term Examination	Attendance	End Term Examination
Weightage (%)	20	20	10	50

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

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	The students will be able to know the formation of a contract.	PO1
CO2	The students will be able to discuss capacity, validity, discharge and performance of contract.	PO1, PO4
CO3	The students will be able to explain the provisions of	PO2

	quasi-contract and all the provisions of Specific Relief Act, 1963.	
<b>CO4</b>	The students will be able to explain the provisions of The Sale of Goods Act, 1930.	<b>PO3</b>

Course Code	Course Title	SUBSTANTIVE AND PROCEDURAL	ADVERSARIAL AND INQUISITORIAL	PRODUCTIVE CIVILIAN	PROFESSIONAL ETHICS, VALUES AND	SURROUNDINGS AND SUSTAINABILITY	SKILL DEVELOPMENT	CRITICAL THINKING, LEGAL	Understand the interdisciplinary nature of law and the contributions that other disciplines can	Conduct research using analytical and critical thinking	Understanding of the legal provisions and developing skills required for legal profession.
SOLS	LAW OF CONTRACT I	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
109A		3	3	3	1						1

1=weakly mapped

2= moderately mapped

3=strongly mapped

### Programme and Course Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO3
CO1	3		2		2					2
CO2	3		2		2					2
CO3	3		2		2					2
CO4	3		2		2					3

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	POE/4 <sup>th</sup> IR	
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability				
Unit I	Meaning and nature of contract	Meaning and nature of contract	Meaning and nature of contract	-	Formation of contract	-	-	-	-	-	-	-	Vocational Education(16.1-16.7)	Technical Skills that match Industry Needs	
Unit II	Performance of contract	Performance of contract	Performance of contract	-	Performance of Contract	-	-	-	-	-	-	SDG 4	Optimal learning (12.1-12.10)	Soft skills	
Unit III	Remedies: Damages	Remedies: Damages	Remedies: Damages	-	Eligible to write conditions for damage's in contract	-	-	-	-	-	-	-	-	Soft skills	
Unit IV	Sales of Goods	Sales of Goods	Sales of Goods	-	-	-	-	-	-	-	-	SDG 4	Inclusive education	Presentations /Group discussion	

<b>SLMC115A</b>	<b>FINANCIAL REPORTING &amp; ANALYSIS</b>	L	T	P	C
<b>Version 2.0</b>		4	0	0	4
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>	--				

### Course objectives-

1. To familiarise students with the concepts and measurements that underline financial statements.
2. To make the students learn the accounting standards.
3. To develop the skills needed to analyse financial statements effectively.
4. To develop an understanding on concept and treatment of issue of shares and debentures.
5. To help in achieve SDG 1, 4, 8 & 17

### COURSE OUTCOMES (COs)

On completion of this course, the students will be able to

CO1. Understand the concepts and measurements that underline financial statements and will be able to prepare Balance Sheet of Joint Stock Company.

CO2. Acquire knowledge on accounting standards and principles

CO3. Comprehend the knowledge about capital and revenue receipts and expenditures

CO4. Understand accounting treatment of Issue of shares and debentures.

### Course Content

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#### Unit I: 12 lecture hours

**Meaning and scope of accounting:** Need for accounting, development of accounting, definition and functions of accounting, limitation of accounting, book keeping and accounting, is accounting science or art?, end user of accounting information, accounting and other disciplines, role of accountant, branches of accounting, difference between management accounting and financial accounting, objectives of accounting, accounting equation.

**Accounting principles and standards:** Meaning of accounting principles, accounting concepts, accounting conventions, systems of book keeping, systems of accounting, introduction to accounting standards issued by icai. journalizing transactions: journal, rules of debit and credit, compound journal entry, opening entry sub division of journal: cash journal, petty cash book, purchase journal, sales journal, sales return journal, voucher system.

**Ledger posting and trial balance:** ledger posting, relationship between journal and ledger,

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rules regarding posting, trial balance, final accounts of sole proprietorship.

**Unit II: 8 lecture hours**

**Capital and revenue:** Classification of income, classification of expenditure, classification of receipts, difference between capital expenditure & capitalized expenditure, revenue recognition. accounting concept of income: concept of income, accounting concepts and income measurement, expired cost & income measurement, relation principle and income measurement, accountants and economist's concept of capital and income.

**Unit III: 8 lecture hours**

**Inventory Valuation:** Meaning of inventory, objectives of inventory valuation, inventory systems, methods of valuation of inventories, Ind AS 2 on Inventories. provisions and reserves: concept of depreciation, causes of depreciation, basic features of depreciation, meaning of depreciation accounting, objectives of providing depreciation, fixation of depreciation amount, method of recording depreciation, methods of providing depreciation, depreciation policy, Ind AS 16 Property, Plant and Equipment (emphasis on depreciation)

**Unit IV: 12 lecture hours**

**Shares and Share Capital:** Shares, share capital, accounting entries, under subscription, oversubscription, calls in advance, calls in arrears, issue of share at premium, issue of share at discount, forfeiture of shares, surrender of shares, issue of two classes of shares, right shares, re-issue of shares.

Debentures: classification of debentures, issue of debentures, different terms of issue of debentures, writing off loss on issue of debentures, accounting entries, redemption of debentures.

**Joint Stock Company:** Introduction, meaning and definition of a company, essential characteristics of a company, kinds of companies, private and public limited companies, formation of company.

Company final accounts: books of account, preparation of final accounts, profit & loss account, balance sheet, Schedule III of financial statements, CA 2013, preparation of simple company final accounts.

**TEXT BOOK:**

1. Maheshwari, S.N. and S. K. Maheshwari; *An Introduction to Accountancy*, Vikas Publishing House ( 11ed.Revised)

**REFERENCE BOOKS:**

1. Monga, J.R. with professional advise by Girish Ahuja; *Fundamentals of Corporate accounting (Ed 21<sup>st</sup>,2016)*,JBA Book Code 154571
2. Bhattacharya, S.K. and J. Dearden; *Accounting for Manager - Text and Cases*, Vikas Publishing House.
3. Maheshwari, S.N. and S.K. Maheshwari; *Advanced Accountancy*, Vol. I & II, Vikas Publishing House.

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

Components	Continuous Assessment	Mid Term Examination	Attendance	End Term Exam
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	(Quiz/Assignment/ Presentation/ Extempore)			
Weightage (%)	20	20	10	50

**Program Articulation Matrix: Mapping of Course Outcome (COs) with Program Outcomes (POs) and Programme Specific Outcomes (PSOs)**

Course Code	Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PSO 2	PSO 3	PSO 4	PSO 5
	CO1	3	3	-	-	-	-	-	-	-	-	3	-	-
	CO2	2	-	-	-	2	-	-	-	-	1	-	-	-
	CO3	-	-	-	2	-	-	1	-	-	-	2	-	-
	CO4	2	-	2	-	-	1	-	-	-	-	3	-	-
	CO5													
	CO6													

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	POE/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit I	Meaning and scope of account	Meaning and scope of account	Meaning and scope of account	-	-	-	ledger posting, relationship	-	-	-	-	SDG4	Inclusive Education	-

<p><b>ting:</b> Need for accounting, development of accounting, definition and functions of accounting, limitations of accounting, book keeping and accounting, is accounting science or art?, end user of accounting information, accounting and other disciplines, role of accountant, branches of accounting, difference between</p>	<p><b>ting:</b> Need for accounting, development of accounting, definition and functions of accounting, limitations of accounting, book keeping and accounting, is accounting science or art?, end user of accounting information, accounting and other disciplines, role of accountant, branches of accounting, difference between</p>	<p><b>ting:</b> Need for accounting, development of accounting, definition and functions of accounting, limitations of accounting, book keeping and accounting, is accounting science or art?, end user of accounting information, accounting and other disciplines, role of accountant, branches of accounting, difference between</p>				<p>between journal and ledger, rules regarding posting, trial balance, final accounts of sole proprietorship.</p>							
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	and ledger, rules regarding posting, trial balance, final accounts of sole proprietorship.	and ledger, rules regarding posting, trial balance, final accounts of sole proprietorship.	and ledger, rules regarding posting, trial balance, final accounts of sole proprietorship.										
U ni t II	<b>Capital and revenue:</b> Classification of income, classification of expenditure, classification of receipts, difference between capital expenditure & capitalized expenditure, revenue recognition. accounting concept	<b>Capital and revenue:</b> Classification of income, classification of expenditure, classification of receipts, difference between capital expenditure & capitalized expenditure, revenue recognition. accounting concept	<b>Capital and revenue:</b> Classification of income, classification of expenditure, classification of receipts, difference between capital expenditure & capitalized expenditure, revenue recognition. accounting concept	-	-	-	-	-	-	-	-	SD G4	Inclu- sive Educ atio n

	of income : concept of income, accounting concept s and income measur ement, expired cost & income measur ement, relation principl e and income measur ement, account ants and econom ist's concept of capital and income.	of income : concept of income, accounting concept s and income measur ement, expired cost & income measur ement, relation principl e and income measur ement, account ants and econom ist's concept of capital and income.	of income : concept of income, accounting concept s and income measur ement, expired cost & income measur ement, relation principl e and income measur ement, account ants and econom ist's concept of capital and income.												
U ni t III	<b>Invent ory Valuati on:</b> Meanin g of invento ry, objecti ves of invento ry valuati on, invento	<b>Invent ory Valuati on:</b> Meanin g of invento ry, objecti ves of invento ry valuati on, invento	<b>Invent ory Valuati on:</b> Meanin g of invento ry, objecti ves of invento ry valuati on, invento	-	<b>Invent ory Valuati on:</b> Meanin g of invento ry, objecti ves of invento ry valuati on, invento	Motivate students to learn in inventory techniqu es.	-		-	-	-	-	SD G4, 9	Inclu sive Educ atio n	-



	recording depreciation, methods of providing depreciation, depreciation policy, Ind AS 16 Property, Plant and Equipment (emphasis on depreciation)	recording depreciation, methods of providing depreciation, depreciation policy, Ind AS 16 Property, Plant and Equipment (emphasis on depreciation)	recording depreciation, methods of providing depreciation, depreciation policy, Ind AS 16 Property, Plant and Equipment (emphasis on depreciation)		recording depreciation, methods of providing depreciation, depreciation policy, Ind AS 16 Property, Plant and Equipment (emphasis on depreciation)									
Unit IV	<b>Shares and Share Capital</b> : Shares, share capital, accounting entries, under subscription, oversubscription, calls in advance, calls in arrears, issue of share at premium	<b>Shares and Share Capital</b> : Shares, share capital, accounting entries, under subscription, oversubscription, calls in advance, calls in arrears, issue of share at premium	<b>Shares and Share Capital</b> : Shares, share capital, accounting entries, under subscription, oversubscription, calls in advance, calls in arrears, issue of share at premium	-	<b>Shares and Share Capital</b> : Shares, share capital, accounting entries, under subscription, oversubscription, calls in advance, calls in arrears, issue of share at premium	-	-	-	-	-	-	SD G8, 9	Inclusive Education	-



<p><b>Joint Stock Company:</b> Introduction, meaning and definition of a company, essential characteristics of a company, kinds of companies, private and public limited companies, formation of company.</p> <p>Company final accounts: books of account, preparation of final accounts, profits &amp; loss account, balance</p>	<p><b>Joint Stock Company:</b> Introduction, meaning and definition of a company, essential characteristics of a company, kinds of companies, private and public limited companies, formation of company.</p> <p>Company final accounts: books of account, preparation of final accounts, profits &amp; loss account, balance</p>	<p><b>Joint Stock Company:</b> Introduction, meaning and definition of a company, essential characteristics of a company, kinds of companies, private and public limited companies, formation of company.</p> <p>Company final accounts: books of account, preparation of final accounts, profits &amp; loss account, balance</p>	<p><b>Joint Stock Company:</b> Introduction, meaning and definition of a company, essential characteristics of a company, kinds of companies, private and public limited companies, formation of company.</p> <p>Company final accounts: books of account, preparation of final accounts, profits &amp; loss account, balance</p>									
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## Semester II

<b>SOLS104A</b>	<b>Techniques of Client Interviewing &amp; Counseling</b>	L	T	P	C
<b>Version 1.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	--				
<b>Co-requisites</b>	--				

### Course objectives-

1. To allows the students to adapt the idea that how to deal with the client efficiently and professionally and thereby to aid them legally.
2. To make students able to establish good professional working relationships with clients
3. To make them acquainted with different legal maxims and Legal terms
4. To make them understand the understand the skills that are required for interview and counseling.

### Course Outcomes-

After completion of the course:

**CO1** The students will be able to adapt the idea that how to deal with the client efficiently and professionally and thereby to aid them legally

**CO2** The students will be able to establish good professional working relationships with clients

**CO3** The students will be able to adapt he skills that are required for interview and counseling.

**CO4** The students will be able to develop strategies to help clients resolve their problems.

### Catalogue Description

The journey of developing a strong attorney-client relationship is one that takes years of practice to master. While dealing with a client, you may come across multiple challenges like difficulty in establishing trust, not getting the right questions for extracting the relevant information the client is withholding. This course is to develop among the students the art of client interviewing and counseling which is highly

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obligatory in advocacy. To enhance skills in legal language different Latin maxims and Legal terms was taught to improve their skills in legal terminology.

## **UNIT I**

**12 Lectures**

Client Interviewing: Meaning and significance, Different Components: listening, types of questions asked, Information gathering, Report formation Legal Counselling: Definition and its differentiation from general counselling. Different types of counselling, Approaches to Counselling

## **UNIT II**

**12 Lectures**

Legal Maxims

- Actio personalis mortui non pro persona
- Actus non facit reum nisi mens sit rea
- Audi alteram partem
- Caveat emptor
- De minimis non curat lex
- Delegatus non potest delegare
- Ex nudo pacto non oritur actio
- Ex turpi causa non oritur actio
- Ignorantia tacit excusat, ignorantia juris non excusat
- Lex non cogit ad impossibilia.
- Nemo debet esse iudex in propria.
- Nemo dat quod non habet
- Novus actus interveniens
- Qui facit per alium facit per se
- Res ipsa loquitur
- Respondeat superior

- 
- Salus populi supreme lex
  - Ubi jus ibi remedium
  - Vigilantibus, non dormientibus, jura subvenium
  - Volenti non fit injuria.

### UNIT III

10 Lectures

#### Legal terms

- Abandonment, accessory, accomplice, acquittal, act of God, actus reus, ad idem, adjournment, affidavit, alibi, alimony, amicus curiae, appeal, arbitration, attachment.
- Bail, bailment, banishment, bankruptcy, battery, bench, bigamy, burden of proof.
- Capital punishment, case law, caveat, circumstantial evidence, cognizable offence, cohabitation, common law, compromise, consanguinity, corroboration, crime.
- Deposition, dictum, dissolution, divorce, documentary evidence, domicile, due care, dying declaration.
- Equity, estoppel, eviction, evidence, exhibit, ex-parte.
- FIR
- Guarantee, guardian
- Hearing, Homicide
- In camera proceedings, injunction, inquisitorial procedure, insanity, intention, intestate, intra vires.
- Jurisdiction.
- Law reports, legislature, litigation, locus standi.
- Mens rea, mesne profits, mortgage.
- Negligence, negotiable instruments, non-cognizable offence.
- Oath, overrule, ownership

- Pardon, penalty, plaintiff, procedure, promissory note, proof, prosecution, proviso, punishment.
- Quasi-judicial, quorum.
- Ratio decidendi, receiver, remedy, remission, repeal, res judicata, respondent
- Schedule, sentence, show cause, standard of proof, stare decisis, statutory law.
- Testimony
- Ultra vires, undue influence, usage
- Vexatious suit, void
- Warrant, will, wrongC. Custody (Hizanat)

#### UNIT IV

6 Lectures

Legal Language: Drafting of moot memorials, foreign words, Drafting of moot memorials, Common Hindi and Urdu words used in Courts, Translation from Hindi to English and Vice Versa

#### SUGGESTED READINGS

Legal Language and Legal Writing – P.K. Mishra

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

Components	Continuous Assessment (Quiz/Assignment/ Presentation/ Extempore)	Mid Term Examination	Attendance	End Term Exam
Weightage (%)	20	20	10	50

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

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	The students will be able to adapt the idea that how to deal with the client	PO6

	efficiently and professionally and thereby to aid them legally	
<b>CO2</b>	The students will be able to establish good professional working relationships with clients	<b>PO4,PO3</b>
<b>CO3</b>	The students will be able to adapt he skills that are required for interview and counseling.	<b>PO5 &amp; PO6</b>
<b>CO4</b>	The students will be able to develop strategies to help clients resolve their problems.	<b>PO7</b>

1=weakly mapped

2= moderately mapped

		SUBSTANTIVE AND PROCEDURAL INTELLIGENCE		ADVERSARIAL AND INQUISITORIAL JURISPRUDENCE		PRODUCTIVE CIVILIAN		PROFESSIONAL ETHICS, VALUES AND CONDUCT		SURROUNDINGS AND SUSTAINABILITY		SKILL DEVELOPMENT		CRITICAL THINKING, LEGAL REASONING AND RESEARCH SKILLS		Understand the interdisciplinary nature of law and the contributions that other disciplines can make to the study of law.		Conduct legal research using analytical and critical thinking		Understanding of the legal provisions and developing skills required for legal profession	
<b>Course Code</b>	<b>Course Title</b>	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3										
<b>SOLS 104A</b>	<b>Techniques of Client Interviewing &amp; Counseling</b>			2	2	2	3	2										3		3	

<b>Programme and Course Mapping</b>										
<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO3</b>
<b>CO1</b>						<b>3</b>			<b>3</b>	<b>3</b>
<b>CO2</b>			<b>3</b>	<b>3</b>					<b>3</b>	<b>3</b>
<b>CO3</b>					<b>3</b>	<b>3</b>			<b>3</b>	<b>3</b>
<b>CO4</b>							<b>3</b>		<b>3</b>	<b>3</b>

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	POE/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit I	Client Interviewing	Client Interviewing	Client Interviewing	Client Interviewing	Client Interviewing	-	Client Interviewing	Client Interviewing	-	-	-	-	Vocational Education	Hands on experience
Unit II	Legal Maxims	Legal Maxims	Legal Maxims	Legal Maxims	-	-	-	-	-	-	-	-	Vocational Education	Hands on experience
Unit III	Legal terms	Legal terms	Legal terms	Legal terms	-	--	-	-	-	-	-	-	Vocational Education	Hands on experience
Unit IV	Legal Language	Legal Language	Legal Language	Legal Language	-	-	Drafting	Legal Language	-	-	-	-	Vocational Education	Hands on experience

<b>SLMA106A</b>	<b>Operational Research</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 2.0</b>		4	0	0	4
<b>Pre-requisites/Exposure</b>	NA				
<b>Co-requisites</b>	NA				

### Course objectives

1. To impart knowledge in concepts and tools of Operations Research
2. To understand mathematical models used in Operations Research
3. Understand these techniques constructively to make effective business decisions

### Course Outcomes-

After completion of the course:

**CO1** The students will be able to Identify and develop operational research models from the verbal description of the real system.

**CO2** The students will be able to understand the mathematical tools that are needed to solve optimization problems

**CO3.** The student will be able to build and solve Transportation Models, Assignment problem , Game theory.

**CO4.** The student will be able to design new simple models, like: CPM, PERT to improve decision –making and develop critical thinking and objective analysis of decision problems

**Catalogue Description** This course covers some core areas of Operational Research, namely LPP, Transportation, Assignment, and Game Theory. Emphasis will be placed both on the mathematical techniques and on problem formulation through examples from applications.

### Course Content

#### UNIT I

**10 Lectures**

Linear PROGRAMMING: Concept and uses in business decision making; linear PROGRAMMING problem: formulation, methods of solving: graphical and simplex method, problems with mixed constraints, duality: concept, significance, usage and application in business decision-making.

#### UNIT II

**10 Lectures**

Transportation and assignment problems: General structure of transportation problem, solution procedure for transportation problem. Methods for finding initial solution, test for optimality, and maximization problem in transportation, assignment problem, approach of assignment model, solution methods of assignment problem, maximization in an assignment, unbalanced assignment problem, restriction on assignment.

#### UNIT III

**10 Lectures**

Decision Analysis and Game Theory: Operation scheduling: Scheduling problems, shop floor control, Gantt Charts, Principles of work center scheduling, principles of job shop scheduling, personnel scheduling, Game Theory – Pure and mixed strategy, graphical dominance and algebraic method

#### UNIT IV

**10 Lectures**

Network Analysis Model and Queuing: PERT & CPM, Cost Analysis and Resource Allocation Queuing Model (M/M/1/∞/F1F0)

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

#### Examination Scheme:

<b>Components</b>	<b>Assignment</b>	<b>Mid Term</b>	<b>Attendance</b>	<b>End Term</b>
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		<b>Examination</b>		<b>Examination</b>
<b>Weightage (%)</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>50</b>

**Relationship between the Course Outcomes (COs) and PROGRAMME Outcomes (POs)**

<b>Mapping between COs and POs</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped PROGRAMME Outcomes</b>
<b>CO1</b>	The students will be able to Identify and develop operational research models from the verbal description of the real system.	<b>PO6, PO7</b>
<b>CO2</b>	The students will be able to understand the mathematical tools that are needed to solve optimization problems	<b>PO6</b>
<b>CO3</b>	The student will be able to build and solve Transportation Models, Assignment problem , Game theory	<b>PO7</b>
<b>CO4</b>	The student will be able to design new simple models, like: CPM, PERT to improve decision –making and develop critical thinking and objective analysis of decision problems	<b>PO6, PO7</b>



		<b>SUBSTANTIVE AND PROCEDURAL INTELLIGENCE</b>		<b>ADVERSARIAL AND INQUISITORIAL JURISPRUDENCE</b>		<b>PRODUCTIVE CIVILIAN</b>		<b>PROFESSIONAL ETHICS, VALUES AND CONDUCT</b>		<b>SURROUNDINGS AND SUSTAINABILITY</b>		<b>SKILL DEVELOPMENT</b>		<b>CRITICAL THINKING, LEGAL REASONING AND RESEARCH</b>		Understand the knowledge in the business management at both fundamental and advanced levels.	Demonstrate the knowledge of the fundamental principle of managing a project in a multi-disciplinary environment and apply the same in one 's own work as a member and as a leader of a team.	Understanding of the legal provisions and developing skills required for legal profession.
<b>Course Code</b>	<b>Course Title</b>	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO1	PSO2	PSO3							
<b>SLMA106A</b>	<b>Operational Research</b>						3	3	2	3								

1=weakly mapped  
2= moderately mapped  
3=strongly mapped

<b>Programme and Course Mapping</b>										
<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO3</b>
<b>CO1</b>						<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	
<b>CO2</b>						<b>3</b>		<b>2</b>	<b>3</b>	
<b>CO3</b>							<b>3</b>	<b>2</b>	<b>3</b>	
<b>CO4</b>						<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	
1=lightly mapped			2= moderately mapped				3=strongly mapped			

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	PO E/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit 1	Liner PROGRAMME: Concept and uses in business decision making; linear PROGRAMME: problem formulation, methods of solving: graphical and simplex method, problems with mixed constraints,	Liner PROGRAMME: Concept and uses in business decision making; linear PROGRAMME: problem formulation, methods of solving: graphical and simplex method, problems with mixed constraints,	Liner PROGRAMME: Concept and uses in business decision making; linear PROGRAMME: problem formulation, methods of solving: graphical and simplex method, problems with mixed constraints,			Liner PROGRAMME: Concept and uses in business decision making; linear PROGRAMME: problem formulation, methods of solving: graphical and simplex method, problems with mixed constraints, duality:	The students will be able to understand the mathematical tools that are needed to solve optimization problems. The students will be able to identify and develop operational	Develop an understanding and appreciation of human diversity and the challenges stemming from it in institutions and society, especially in the context of India	-	-	-	SDG4	Inclusive Education	-

duality: concept, significance, usage and application in business decision-making.	duality: concept, significance, usage and application in business decision-making.	duality: concept, significance, usage and application in business decision-making.		concept, significant research and application in the business decision-making. The student will be able to design new simple models, like: CPM, PERT to improve decision-making and develop critical thinking and objective analysis of decision problems. The student will be able to build and solve Transportation Models, Assignment problem, Game theory.	onal research models from the verbal description of the real system.								
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U ni t II	Transpo rtation and assignm ent problem s: General structur e of transport ation problem , solution procedu re for transport ation problem . Method s for finding initial solution, test for optimali ty, and maximiz ation problem in transport ation, assignm ent problem , approac h of assignm ent model, solution method s of assignm ent problem , maximiz	Transpo rtation and assignm ent problem s: General structur e of transport ation problem , solution procedu re for transport ation problem . Method s for finding initial solution, test for optimali ty, and maximiz ation problem in transport ation, assignm ent problem , approac h of assignm ent model, solution method s of assignm ent problem , maximiz	Transpo rtation and assignm ent problem s: General structur e of transport ation problem , solution procedu re for transport ation problem . Method s for finding initial solution, test for optimali ty, and maximiz ation problem in transport ation, assignm ent problem , approac h of assignm ent model, solution method s of assignm ent problem , maximiz	-	-	Transp ortatio n and assign ment proble ms: Genera l structu re of transport ation proble m, solutio n proced ure for transport ation proble m. Metho ds for finding initial solutio n, test for optimal ity, and maximi zation proble m in transport ation, assign ment proble m, approa ch of assign ment model, solutio n metho ds of assign	-	-	-	-	SD G4	Incl usiv e Edu cati on	Analys ing role of transport ation.
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	ation in an assignment, unbalanced assignment problem, restriction on assignment.	ation in an assignment, unbalanced assignment problem, restriction on assignment.	ation in an assignment, unbalanced assignment problem, restriction on assignment.			ment problem, maximization in an assignment, unbalanced assignment problem, restriction on assignment.										
U ni t III	Decision Analysis and Game Theory: Operation scheduling: Scheduling problem s, shops floor control, Gantt Charts, Principles of work center scheduling, principle s of jobs shop scheduling, personnel scheduling, Game	Decision Analysis and Game Theory: Operation scheduling: Scheduling problem s, shops floor control, Gantt Charts, Principles of work center scheduling, principle s of jobs shop scheduling, personnel scheduling, Game	Decision Analysis and Game Theory: Operation scheduling: Scheduling problem s, shop floor control, Gantt Charts, Principles of work center scheduling, principle s of job shop scheduling, personnel scheduling, Game	-	Decision Analysis and Game Theory: Operation scheduling: Scheduling problems, shop floor control, Gantt Charts, Principles of work center scheduling, principles of job shop scheduling, personnel	-	-	-	-	-	-	-	-	SD G4	Inclusive Education	-

	Theory – Pure and mixed strategy, graphical dominance and algebraic method	Theory – Pure and mixed strategy, graphical dominance and algebraic method	Theory – Pure and mixed strategy, graphical dominance and algebraic method	scheduling, Game Theory – Pure and mixed strategy, graphical dominance and algebraic method									
U ni t IV	Network Analysis Model and Queuing: PERT & CPM, Cost Analysis and Resource Allocation Queuing Model (M/M/1/∞/F1F0)	Network Analysis Model and Queuing: PERT & CPM, Cost Analysis and Resource Allocation Queuing Model (M/M/1/∞/F1F0)	Network Analysis Model and Queuing: PERT & CPM, Cost Analysis and Resource Allocation Queuing Model (M/M/1/∞/F1F0)	Network Analysis Model and Queuing: PERT & CPM, Cost Analysis and Resource Allocation Queuing Model (M/M/1/∞/F1F0)							SD G4	Incl usiv e Edu cati on	

<b>SOLS 108A</b>	<b>Law of Torts &amp; Consumer Protection Laws</b>	L	T	P	C
<b>Version 2.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	--				
<b>Co-requisites</b>	--				

### **Course objectives-**

1 To define the students about Tort, essentials of tort, exceptions and capacity to sue in case of tort.

2 To make students understand about the different kind of liability under tort.

3 To explain the student about concept, essentials and kinds of Trespass, Nuisance and defamation.

4 To make the students know about the remedies under tort and the consumer protection Law.

### **Course Outcomes-**

After completion of the course:

**CO1** The students will be able to understand the basic concept of tort, its requisites and in which circumstances a defendant can take the defence.

**CO2** The students will have an understanding of the various forms of liabilities and what are the parameters for deciding the liability of defendant.

**CO3** The students will be able to understand the concept of trespass, nuisance and defamation under Tort and its difference with crime.

**CO4** The students will know the remedies under tort and the concept of consumer, their right and relief under consumer protection Act 2019.

### **Catalogue Description**

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Tort is a substantive law which defines various forms of civil wrongs and their liability. The law of Tort in India is developed and evolved from the law of Torts in UK. In fact, most of the landmark judgments used in an action of Tort in India are from the House of Lords / Courts in England. A tort is any civil wrong for which the law provides a remedy. Torts provide compensation for injuries to persons and property caused by the fault of another. The purpose of tort law is to restore someone who has been injured as a result of the wrong of another to the condition they were prior to the injury by awarding them monetary damages which will pay for medical expenses, lost wages and compensate for physical and mental pain and suffering as a result of their injuries. Although, enactments like Motor Vehicles Act 1988, The Human Rights Protection act 1998, Consumer Protection act 1986, Environment Protection act 1986 were introduced as a form tortious liability in India but there is no codification of law of tort in our country and damages can be vary from case to case. The subject focuses on the nature of tort and liability. Tort law is essential in India and is conducive for the growth and development of the society. After completion of course the students will have the basic knowledge of tort, how to apply the law in court and to get compensation from the court in any damage. The students will also learn how to take general defences if their client is involved in any tort.

They will also get to know about the concept of trespass, nuisance and defamation and how it is different from the crime. The students will also have the knowledge of remedies under tort and the consumer protection Law.

## **Course Content**

### **UNIT I 11**

#### **LECTURES**

- a. Nature and Definition of Tort
- b. Various definitions of tort, nature of tort, essentials of tort, mental elements in tortious liability.
- c. General Defences
- d. Capacity: Minor, Corporation, Convict, Husband and Wife, Sovereigns. Joint tortfeasors and Independent tortfeasors.

### **UNIT II 10**

#### **LECTURES**

- a. Vicarious Liability: Master-Servant Principal-Agent;



- b. Vicarious Liability of the State-Position in India.
- c. Remoteness of Damage: Test of directness, test of reasonable foresight
- d. Negligence: Essentials of negligence; Contributory Negligence
- e. Rule of Strict Liability: Rule and exceptions;
- f. The Rule of absolute liability
- g. Nervous Shock

### **UNIT III**

**9**

#### **LECTURES**

- a. Trespass to Land: Meaning, trespass ab Initio and remedies
- b. Trespass to goods: Meaning, conversion of goods - meaning, kinds of conversion; detinue
- c. Trespass to the person: Assault Battery and False Imprisonment and Remedies
- d. Nuisance: Kinds of nuisance, Essentials, Defences
- e. Defamation: Kinds, Essentials, Defences

### **UNIT IV**

**10**

#### **LECTURES**

- a. Remedies: Damages, Injunctions, specific restitutions; extra judicial remedies.
- b. Consumer Protection Act, 2019; Consumer Movements: Historical Perspective
- c. Consumer: The concept
- d. Consumer of goods and services; service, commercial service and consumer safety; unfair trade practices;
- e. Enforcement of consumer rights.

#### **SUGGESTED READINGS**

- a. Law of Torts by R. K. Bangia
- b. Consumer Protection Act, 1986
- c. S.P.Singh: Law of Tort including compensation under Consumer Protection Act, Universal Law publications Co.Pvt.Ltd.
- d. The Law of Torts by Ratanlal and Dhirajlal
- e. Law of Torts by Shivani Verma 4. Consumer Protection Act, 1986 by Lawmann's
- f. Commentary on the Consumer Protection Act, 1986 by Y. Venkateshwara Rao

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

Components	Continuous	Assessment	Mid Term	Attendanc	End Term
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	(Quiz/Assignment/ Presentation/ Extempore	Examination	e	Exam
Weightage (%)	20	20	10	50

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

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	The students will be able to understand the basic concept of tort, its requisites and in which circumstances a defendant can take the defence.	PO1
CO2	The students will have an understanding of the various forms of liabilities and what are the parameters for deciding the liability of defendant.	PO2
CO3	The students will be able to understand the concept of trespass, nuisance and defamation under Tort and its difference with crime.	PO1
CO4	The students will know the remedies under tort and the concept of consumer, their right and relief under consumer protection Act 2019.	PO3,PO1

		SUBSTANTIVE AND PROCEDURAL	ADVERSARIAL AND INQUISITORIAL JURISPRUDENCE	PRODUCTIVE CIVILIAN	PROFESSIONAL ETHICS, VALUES AND SURROUNDINGS AND SUSTAINABILITY	SKILL DEVELOPMENT	CRITICAL THINKING, LEGAL REASONING AND RESEARCH SKILLS	Understand the interdisciplinary nature of law and the contributions that other disciplines can make to the	Conduct legal research using analytical and critical thinking	Understanding of the legal provisions and developing skills required for legal profession
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO7	PSO1	PSO2	PSO3

		1					6				
<b>SOLS 108A</b>	<b>Law of Torts &amp; Consumer Protection Laws</b>	3	2	3							3

1=weakly mapped

2= moderately mapped

Programme and Course Mapping										
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO3
<b>CO1</b>	<b>3</b>									<b>3</b>
<b>CO2</b>		<b>2</b>								<b>3</b>
<b>CO3</b>			<b>3</b>							<b>3</b>
<b>CO4</b>										<b>3</b>

3=strongly mapped

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	POE/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
<b>Unit I</b>	General Defences Joint	General Defences	General Defences Joint	Various definitions of tort, nature of	General Defences	-	General Defences	-	-	-	-	SDG 16	Analytical Skills & Research	-

	tortfeasors and Independent tortfeasors.	Joint tortfeasors and Independent tortfeasors.	tortfeasors and Independent tortfeasors.	tort, essentials of tort, mental elements in tortious liability.  Joint tortfeasors and Independent tortfeasors.										
Unit II	Remoteness of Damages: Test of directness, test of reasonable foresight 4. Negligence: Essentials of	Remoteness of Damages: Test of directness, test of reasonable foresight 4. Negligence: Essentials of	Remoteness of Damages: Test of directness, test of reasonable foresight 4. Negligence: Essentials of	Rule of Strict Liability: exceptions Vicarious Liability: Master-Servant and Principal-Agent; Vicarious Liability: Master-Servant	-	-	-	-	-	-	-	SDG 16	-	Soft Skills



	of conversion; detinue	of conversion; detinue	conversion; detinue	conversion of goods - meaning, kinds of conversion; detinue														
Unit IV	Consumer Protection Act, 2019; Consumer Movements: Historical Perspective Remedies: Damages, Injunctions, specific restitution; extra	Consumer Protection Act, 2019; Consumer Movements: Historical Perspective Remedies: Damages, Injunctions, specific restitution;	Consumer Protection Act, 2019; Consumer Movements: Historical Perspective Remedies: Damages, Injunctions, specific restitution;	Consumer Protection Act, 2019; Consumer Movements: Historical Perspective										SD G 8	Inclusive Education Learning	Global Education Knowledge		



<b>SOLS 110A</b>	<b>LAW OF CONTRACT-II</b>	L	T	P	C
<b>Version 2.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	NA				
<b>Co-requisites</b>	NA				

#### **Course objectives-**

- a. To acquaint the students with the concept of law relating to specific contracts.
- b. To make the students understand about legal provisions of contract of agency.
- c. To give an understanding to the students of the law relating to Specific reliefs.
- d. To familiarize the students with some additional and preventive remedies under other civil laws.

#### **Course Outcomes-**

After completion of the course:

**CO1** The students will be able to understand the provisions of specific contracts viz., Indemnity, Guarantee and Bailment.

**CO2** The students will be able to analyse the legal provisions of contract of Agency.

**CO3** The students will identify the various reliefs under Specific Relief Act, 1963 viz., Specific performance, Recovery of property etc.

**CO4** The students will be equipped with tools to effectively apply the knowledge to build cohesive and logical arguments by finding relevance with other civil laws.

#### **Catalogue Description**

The course basically deals with some types of specific contracts under The Indian Contract Act, 1872 viz., Contract of Indemnity, Guarantee, Bailment, Agency etc. It also contained the provisions related to specific reliefs under The Specific Relief Act, 1963. In the society wherein all major ventures are getting corporatized, a law student should acquaint himself with the knowledge of special contracts apart from equipping himself with general principles of contract. This course equips the students to better appreciate the legal services required in a corporate office so that he can enhance his relevance as a lawyer in society



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## Course Content

### UNIT I

12 LECTURES

#### **Indemnity and Guarantee/Bailment and Pledge:**

Meaning, Distinction between Indemnity and Guarantee, Right / Duties of Indemnifier, Indemnified and Surety, Liability of Surety, Discharge of Surety, Kinds of Guarantee.

**Bailment and Pledge** Meaning and Distinction, Rights and Duties of Bailor/Bailee, Pawnor/Pawnee, Lien, Termination of Bailment.

### UNIT II

7 LECTURES

**Agency:** Definitions of Agent and Principal. Essentials of relationship of agency. Creation of agency: by agreement, ratification and law. Relation of principal / agent, subagent and substituted agent, Termination of agency.

### UNIT III

9 LECTURES

**Specific Relief Act, 1963:** Recovery of property, Specific performance of contracts, Rectification and Cancellation of Instruments

### UNIT IV

10 LECTURES

Specific Relief Act, 1963: Rescission of Contract, Part Performance, Declaratory decree, Injunctions – Temporary and Perpetual and mandatory. Latest Amendments, Smart Contract and regulations related to smart contracts

#### **SUGGESTED READINGS**

1. R.K. Bangia, Contract II
2. Mulla, The Indian Contract Act
3. The Specific Relief Act by Pollock and Mulla
4. Avtar Singh, Law of Contract and Specific Relief
5. Pattabhiraman S, The Specific Relief Act, 1963: As amended by the Specific Relief (Amendment) Act, 2018

#### **BARE ACTS**

1. The Indian Contract Act, 1872
2. The Specific Relief Act, 1963
3. The Specific Relief (Amendment) Act, 2018

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

<b>Components</b>	<b>Continuous Assessment (Quiz/Assignment/ Presentation/ Extempore</b>	<b>Mid Term Examination</b>	<b>Attendance</b>	<b>End Term Exam</b>
<b>Weightage (%)</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>50</b>

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

<b>Mapping between COs and POs</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	The students will be able to understand the provisions of specific contracts viz., Indemnity, Guarantee and Bailment.	<b>PO1,PO7</b>
<b>CO2</b>	The students will be able to analyse the legal provisions of contract of Agency.	<b>PO1,PO7</b>
<b>CO3</b>	The students will identify the various reliefs under Specific Relief Act, 1963 viz., Specific performance, Recovery of property etc.	<b>PO1,PO7</b>
<b>CO4</b>	The students will be equipped with tools to effectively apply the knowledge to build cohesive and logical arguments by finding relevance with other civil laws.	<b>PO1,PO2,P O6,</b>

		<b>SUBSTANTIVE AND PROCEDURAL INTELLIGENCE</b>	<b>ADVERSARIAL AND INQUISITORIAL JURISPRUDENCE</b>	<b>PRODUCTIVE CIVILIAN</b>	<b>PROFESSIONAL ETHICS, VALUES AND CONDUCT</b>	<b>SURROUNDINGS AND SUSTAINABILITY</b>	<b>SKILL DEVELOPMENT</b>	<b>CRITICAL THINKING, LEGAL REASONING AND RESEARCH SKILLS</b>	Understand the interdisciplinary nature of law and the contributions that other disciplines can make to the study of law.	Conduct research using analytical and critical thinking	Understanding of the legal provisions and developing skills required for legal profession.
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
<b>SOLS 110A</b>	<b>LAW OF CONTRACT -II</b>	3	2				2	2			3

1=weakly mapped

2= moderately mapped

3=strongly mapped

<b>Programme and Course Mapping</b>										
<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO3</b>
<b>CO1</b>	<b>3</b>									<b>3</b>
<b>CO2</b>		<b>2</b>								<b>3</b>
<b>CO3</b>							<b>2</b>			<b>3</b>
<b>CO4</b>						<b>2</b>				<b>3</b>
1=lightly mapped                      2= moderately mapped                      3=strongly mapped										

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	POE/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit I	<b>Indemnity and Guarantee/Bailment and Pledge</b>	<b>Indemnity and Guarantee/Bailment and Pledge</b>	<b>Indemnity and Guarantee/Bailment and Pledge</b>	-	Writing conditions for <b>Indemnity and Guarantee</b>	-	Writing conditions for <b>Indemnity and Guarantee</b>	-	-	-	-	-	Vocational Education(16.1-16.7)	Technical Skills that match Industry Needs
Unit II	legal provisions of contract of agency	legal provisions of contract of agency	legal provisions of contract of agency	-	Application of law relate to contract of agency	-	Application of law relate to contract of agency	-	-	-	-	SDG 4	<b>Optimal learning (12.1-12.10)</b>	Soft skills
Unit III	law relating to Specific reliefs	law relating to Specific reliefs	law relating to Specific reliefs	-	-	-	-	-	-	-	-	-	-	Soft skills
Unit IV	preventive remedies under other civil laws for	preventive remedies under other civil laws for	preventive remedies under other civil laws for	-	Drafts for breach of contract	-	Drafts for breach of contract	-	-	-	-	SDG 4	Inclusive education	Presentations /Group discussion

breach of contract	breach of contract	breach of contract												
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<b>UCIT 131A</b>	<b>Introduction to Computers &amp; IT, Office Automation</b>	L	T	P	C
		3	1	0	4
<b>Pre-requisites/Exposure</b>	NA				
<b>Co-requisites</b>	NA				

**Course objectives-**

- 1 Introduce IT in a simple language to all undergraduate students, regardless of their specialization.
- 2 To help pursue specialized programs leading to technical and professional careers and certifications in the IT industry.
- 3 To introduce skills relating to IT basics, computer applications, programming, interactive media, Internet basics.

**Course Outcomes-**

After completion of the course:

- CO1** Understand basic concepts and terminology of information technology.
- CO2** Have a basic understanding of personal computers and their operations.
- CO3** Understand the process of algorithm development and documentation.

**Catalogue Description**

Computing and programming are essential to leverage the technical skills of a student. These techniques equip the students with know-how of the latest technologies and reduce considerable time in solving problems. The course of Information Technology Fundamentals has become essentially the present age of computer technology and information, as the applications of information technology can be found in all aspects of our lives.

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## **Course Content**

### **UNIT I – 10 LECTURES**

#### **Introduction to Computers:**

The evolution of computers: Computer Generation from First Generation to Fifth Generation. Classifications of Computers: Micro, Mini, Mainframe and super computers, Distributed Computer System, Parallel Computers.

Computer Hardware: Major Components of a digital computer, Block Diagram of a computer Input devices, Output Device. Computer Memory: Memory Cell, Overview of Memory Organization, Primary Memory: RAM & ROM, Secondary memory: Magnetic tapes, Magnetic disk, Optical disks - CD ROM and it's type (CD ROM, CD ROM-R, CD ROM-EO, DVD ROM), Flash Memory, Blu-ray Disk

### **UNIT II- 10 LECTURES**

#### **Introduction to Computer Software:**

Open source Software, Copylefted and Non-copylefted Software; System Software; Application Software; Utility Software; Shareware, Firmware, Freeware, Free Software. Compiler and Interpreter, Generations of languages: Machine Level, Assembly, High Level, 4GL.

Operating System concepts: different types of operating systems, functions of operating system, concept of multiprogramming, multitasking, multithreading, multiprocessing, time-sharing, real time, single user & multi-user operating system.

### **UNIT III- 10 LECTURES**

#### **Programming Concepts & Techniques:**

Algorithms, flow chart, decision tables, pseudo code, characteristics of a good programming language, Planning the Computer Program: Concept of problem solving, Problem definition, Program design, Debugging, Types of errors in programming, Documentation.

Structured programming concepts, Programming methodologies viz. top-down and bottom-up programming, Advantages and disadvantages of Structured programming.

#### UNIT IV – 10 LECTURES

##### Computer Networks & The Internet:

Basic elements of a communication system, Data transmission modes, Data transmission media, Network topologies, Network Types (LAN, WAN and MAN), Client and Servers, Intranet, Extranet.

##### Internet:

Protocols, TCP/IP, HTTP, Internet addressing, Domain Names, DNS, URL, World Wide Web. Overview of various services on Internet: Webservers, E-mail, FTP, Telnet.

##### SUGGESTED READINGS

- P. K. Sinha & Priti Sinha, “Computer Fundamentals”, BPB Publications.
- Anita Goel “Computer Fundamentals”, Pearson.
- B. Ram Computer fundamentals Architecture and Organization, New Age Intl.
- Alex Leon & Mathews Leon, “Introduction to Computers”, Vikas Publishing.
- Norton Peter, “Introduction to computers”, TMH.
- Vikas Gupta, “Comdex Computer Kit”, Wiley Dreamtech, Delhi.

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

##### Examination Scheme:

Components	Continuous Assessment (Quiz/Assignment/ Presentation/ Extempore)	Mid Term Examination	Attendance	End Term Examination
Weightage (%)	20	20	10	50

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

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Understand basic concepts and terminology of information technology.	PO1
CO2	Have a basic understanding of personal computers and	PO1, PO2

	their operations.	
<b>CO3</b>	Understand the process of algorithm development and documentation.	<b>PO1, PO2,PO3</b>

		<b>SUBSTANTIVE AND PROCEDURAL INTELLIGENCE</b>	<b>ADVERSARIAL AND INQUISITORIAL JURISPRUDENCE</b>	<b>PRODUCTIVE CIVILIAN</b>	<b>PROFESSIONAL ETHICS, VALUES AND CONDUCT</b>	<b>SURROUNDINGS AND SUSTAINABILITY</b>	<b>SKILL DEVELOPMENT</b>	<b>CRITICAL THINKING, LEGAL REASONING AND RESEARCH SKILLS</b>	<b>UNDERSTAND THE INTERDISCIPLINARY NATURE OF LAW AND THE CONTRIBUTIONS CONDUCT RESEARCH USING ANALYTICAL AND CRITICAL THINKING</b>	<b>UNDERSTANDING OF THE LEGAL PROVISIONS AND DEVELOPING SKILLS</b>	
<b>Course Code</b>	<b>Course Title</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>UCIT 131A</b>	<b>Introduction to Computers &amp; IT, Office Automation</b>	3	2			1		2	3	3	1

1=weakly mapped

2= moderately mapped

3=strongly mapped

<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO3</b>
<b>CO1</b>	<b>3</b>	<b>3</b>			<b>3</b>		<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>
<b>CO2</b>	<b>3</b>	<b>3</b>			<b>3</b>		<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>
<b>CO3</b>	<b>3</b>	<b>3</b>			<b>3</b>		<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>
<b>CO4</b>	<b>3</b>	<b>3</b>			<b>3</b>		<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>



Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	PO E/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit II	Evolution of computers	Evolution of computers	Evolution of computers	Evolution of computers	-	Computer Hardware	Computer Hardware	--	-	-	-	SDG 4.3	Vocational Education	Entrepreneurship
Unit III	Computer Software	Computer Software	Computer Software	Computer Software	-	Computer Software	Computer Software	--	-	-	-	SDG 4.3	Vocational Education	Entrepreneurship
Unit III	Programming Concepts & Techniques	Programming Concepts & Techniques	Programming Concepts & Techniques	Programming Concepts & Techniques	-	Programming Concepts & Techniques	Programming Concepts & Techniques	--	-	-	-	SDG 4.3	Vocational Education	Entrepreneurship
Unit IV	Basic elements of a communication system	Basic elements of a communication system	Basic elements of a communication system	Basic elements of a communication system	-	-	Computer Networks & The Internet	-	-	-	-	SDG 4.3	Vocational Education	Entrepreneurship

<b>SLMC224A</b>	<b>Financial Decision Making</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>					

### **Course Objectives**

- To provide knowledge on the financial management. ·
- To discuss various sources of financing available to corporates along with knowledge about cost computation and capital structuring
- To acquaint students with financial decisions, investment decisions and dividend decisions. ·
- To help students analyse the financial statements of the company and to make financial decisions.

### **Course Outcomes**

On completion of this course, the students will be able to

C01. Explain various concepts relating to financial management and financial decisions. Analyze financial statements of a company and make appropriate recommendations for financial planning.

C02: Design the appropriate capital structure by applying leverage principles and techniques of cost of capital so as to maximize earnings per share.

C03: Apply the techniques of time value of money in all investment decisions - personal or professional and evaluate long-term investment proposals and select the best alternative for the Organisation.

C04: Ascertain the working capital required for an organization. Devise ideal dividend payout policy understanding its impact on firm value.

### **Catalog Description**

This course develops an understanding among the students towards corporate financial activities. It helps to study the role and responsibilities of finance manager, finance function, management of finance, accounting and financial information to management for decision making and will cover management of capital, working capital management and dividend policy. As a prerequisite, the students should be having basic knowledge about elementary concepts of finance

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**Course Syllabus:**

**UNIT I**

**10 LECTURES**

**Nature and Scope of Financial Management:** Financial objectives, financial decisions, importance, Impact of financial and economic environment on financial management; Time Value of Money

**UNIT II**

**10 LECTURES**

**Sources of Finance:** Planning for sources of finance; Capital Structure Theories: net income approach, net operating income approach, traditional approach and MM approach, determinants of capital structure; Cost of Capital: calculation, EBIT – EPS Analysis; Leverage.

**UNIT III**

**10 LECTURES**

**Capital Budgeting:** Conventional and DCF Methods; Inflation and Capital Budgeting; Risk Analysis and Capital Budgeting-Certainty Equivalent Factor; Risk Adjusted Discounting Rate; Decision Tree; Independent and Dependent Risk Analysis; Replacement Decisions, Sensitivity Analysis.

**UNIT IV**

**10 LECTURES**

**Dividend Decision:** Retained Earning Vs. Dividend Decision, Gordon Model, Walter Model, MM Approach, Lintner Model, dividend policies in practice; Working Capital Management: working capital estimation, Management of Cash (Various Theoretical Models), Inventory management and Receivables management

**TEXT BOOKS:**

1. Rustagi, Dr.R P, Elements of Financial Management, Taxman Publishers

**REFERENCE BOOKS:**

1. Kishore, Ravi M., Financial Management, Taxmann Publishers.
2. Prasanna, Chandra (Financial Management: Theory and Practice, Tata McGraw Hill
3. SheebaKapil Financial Management, Pearson Education.
4. Shashi K Sharma, R k Mittal , Management Accounting, Principles and Practice, Kalyani Publications
5. Khan, M. Y. and Jain P. K. , Financial Management, Text, Problems & Cases, Tata McGraw Hill Company, New Delhi.

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

<b>Components</b>	<b>Continuous Assessment (Quiz/Assignment/ Presentation/ Extempore</b>	<b>Mid Term Examination</b>	<b>Attendance</b>	<b>End Term Exam</b>
<b>Weightage (%)</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>50</b>

**Relationship between the Course Outcomes (COs) and PROGRAMME Outcomes (POs)**

<b>Mapping between COs and POs</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped PROGRAMME Outcomes</b>
<b>CO1</b>	Explain various concepts relating to financial management and financial decisions. Develop skill using MS Excel for basic financial calculations. Analyze financial statements of a company and make appropriate recommendations for financial planning	<b>PSO1,PO7</b>
<b>CO2</b>	Design the appropriate capital structure by applying leverage principles and techniques of cost of capital so as to maximize earnings per share.	<b>PO7</b>
<b>CO3</b>	Apply the techniques of time value of money in all investment decisions - personal or professional and evaluate long-term investment proposals and select the best alternative for the organisation.	<b>PO1,PSO1</b>
<b>CO4</b>	Ascertain the working capital required for an organization. Devise ideal dividend payout policy understanding its impact on firm value.	<b>PO7, PSO1,</b>

		<b>SUBSTANTIVE AND PROCEDURAL INTELLIGENCE</b>	<b>ADVERSARIAL AND INQUISITORIAL JURISPRUDENCE</b>	<b>PRODUCTIVE CIVILIAN</b>	<b>PROFESSIONAL ETHICS, VALUES AND CONDUCT</b>	<b>SURROUNDINGS AND SUSTAINABILITY</b>	<b>SKILL DEVELOPMENT</b>	<b>CRITICAL THINKING, LEGAL REASONING AND RESEARCH SKILLS</b>	Understand the knowledge in the business management at both fundamental and advanced levels.	Demonstrate the knowledge of the fundamental principle of managing a project in a multi-disciplinary environment and apply the same in one 's own work as a member and as a leader of a team.	Understanding of the legal provisions and developing skills required for legal profession.
<b>Course Code</b>	<b>Course Title</b>	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
SLMC22 4A	Financial Decision Making						2	1	3	3	1

1=weakly mapped

2= moderately mapped

3=strongly mapped

<b>Programme and Course Mapping</b>										
<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO3</b>
<b>CO1</b>							<b>3</b>	<b>3</b>		
<b>CO2</b>							<b>3</b>			
<b>CO3</b>							<b>3</b>	<b>3</b>		
<b>CO4</b>							<b>3</b>	<b>3</b>		
1=lightly mapped			2= moderately mapped				3=strongly mapped			

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	POE/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit 1	<b>Nature and Scope of Financial Management:</b> Financial objectives, financial decisions, importance, Impact of financial and economic environment	<b>Nature and Scope of Financial Management:</b> Financial objectives, financial decisions, importance, Impact of financial and economic environment	<b>Nature and Scope of Financial Management:</b> Financial objectives, financial decisions, importance, Impact of financial and economic environment	-	To provide knowledge on the financial management. To discuss various sources of financing available to corporates along with knowledge about cost	-	-	-	-	-	-	SDG4, 8,9	Effective Governance & Leadership	-

	on financi al manag ement; Time Value of Mone y	on financi al manag ement; Time Value of Mone y	on financi al manag ement; Time Value of Mone y	comput ation and capital structu ring								
U nit II	<b>Source of Finan ce:</b> Planni ng for source s of financ e; Capita l Struct ure Theori es: net incom e approa ch, net operati ng incom e approa ch, traditi	<b>Source of Finan ce:</b> Planni ng for source s of financ e; Capita l Struct ure Theori es: net incom e approa ch, net operati ng incom e approa ch, traditi	<b>Source of Finan ce:</b> Planni ng for source s of financ e; Capita l Struct ure Theori es: net income approac h, net operati ng income approac h, traditio nal approac h and MM	<b>Source of Financ e:</b> Plannin g for sources of finance; Capital Structur e Theorie s: net income approac h, net operati ng income approac h, traditio nal approac h and MM							SD G- 4, 8,9	Effec tive Gove rnanc e & Lead ershi p

	onal approach and MM approach, determinants of capital structure; Cost of Capital: calculation, EBIT – EPS Analysis; Leverage.	onal approach and MM approach, determinants of capital structure; Cost of Capital: calculation, EBIT – EPS Analysis; Leverage.	onal approach and MM approach, determinants of capital structure; Cost of Capital: calculation, EBIT – EPS Analysis; Leverage.	approach, determinants of capital structure; Cost of Capital: calculation, EBIT – EPS Analysis; Leverage.									
Unit III	<b>Capital Budgeting:</b> Conventional and DCF Methods	<b>Capital Budgeting:</b> Conventional and DCF Methods	<b>Capital Budgeting:</b> Conventional and DCF Methods	<b>Capital Budgeting:</b> Conventional and DCF Methods							SD G-4, 8,9	Effective Governance & Leadership	





	Risk Analy sis; Replac ement Decisi ons, Sensiti vity Analy sis.	Risk Analy sis; Replac ement Decisi ons, Sensiti vity Analy sis.	Risk Analy sis; Replac ement Decisi ons, Sensiti vity Analy sis.	ment Decisio ns, Sensitiv ity Analysi s.									
U nit IV	<b>Divide nd Decisi on:</b> Retain ed Earnin g Vs. Divide nd Decisi on, Gordo n Model , Walter Model , MM, Appro ach, Lintne	<b>Divide nd Decisi on:</b> Retain ed Earnin g Vs. Divide nd Decisi on, Gordo n Model , Walter Model , MM, Appro ach, Lintne	<b>Divide nd Decisi on:</b> Retain ed Earnin g Vs. Divide nd Decisi on, Gordo n Model , Walter Model , MM, Appro ach, Lintne	<b>Divide nd Decisio n:</b> Retaine d Earning Vs. Dividen d Decisio n, Gordon Model, Walter Model, MM Approa ch, Lintner Model, dividen							SD G- 4, 8,9	Effec tive Gove rnanc e & Lead ershi p	





## **SEMESTER III**

<b>SOLS201A</b>	<b>Family Law-I</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 2.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	NA				
<b>Co-requisites</b>	NA				

### **Course objectives-**

- To understand the Sources and Schools of Hindu Law
- To make the student understand about the concept of Marriage, its essentials, Restitution of conjugal rights and Divorce.
- To explain all the provisions related to Hindu Adoption and Maintenance Act, 1956
- To give a better understanding of the Hindu Succession Act, 1956 and its amendment.

### **Course Outcomes (CO)**

#### **After completion of the course:**

- CO1 The students will be able to understand the Sources and schools of Hindu Law.
- CO2 The students will have the knowledge of the concept and Powers and Functions of Karta.
- CO3 The student will know about the Hindu Adoption and Maintenance Act, 1956
- CO4 The students will be analysing the Concept and essentials of valid Hindu Marriage and the grounds of dissolution of marriage.
- CO5 The student will be able to know the Concept of succession to the property of Hindu Male and Female.

### **Course Description:**

This subject is designed to equip the students with the knowledge of personal law which operates in a familial set up. Familial relationship means that relationship which is connected through marriage or blood. Nowadays when people are becoming more and more aware about their rights with respect to the state and their neighbour it is also important to know the rights and duties in a family set up. The subject deals with the legal issues which arise in familial set up such as marriage, divorce, adoption, maintenance, succession, partition etc. The subject deals with Hindu Law which includes the most important central legislations that play key role in resolving the dispute arising in a Hindu Family.

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Such legislations include The Hindu Marriage Act, 1955, Hindu Adoption and Maintenance Act, 1956, Hindu Succession Act, 1956.

The subject starts with the introduction of ancient sources of Hindu Law and how customs play an important role in Hindu Law. The subject then moves to introduce the law relating to marriage and divorce. It further apprises the concept and law relating adoption of children and law relating to maintenance. The last part of the subject covers the law relating to succession to the property of Hindu Male and Female.

**Unit-I :** Sources of Hindu Law – (a) Scope and application of Hindu Law (b) Schools of Hindu Law - Mitakshara and Dayabhaga Schools (c) Institution of Karta- Powers and Functions of Karta - Pious Obligation - Partition – Debts and alienation of property.

**Unit-II :** The Hindu Marriage Act, 1955- (a) Applicability of legislation (b) Concept and various forms of marriage, (c) Essentials of a valid marriage, (d) Solemnization and Registration of marriage, (e) Void and Voidable marriages (f) Dissolution of Marriage: Restitution of Conjugal Rights, Judicial Separation, Various Theories of Divorce along with Irretrievable Breakdown of Marriage ( Seventy-first Report of Law Commission of India) , Various Grounds of Divorce, Divorce by Mutual Consent.

**Unit-III:** Hindu Adoption and Maintenance Act, 1956- (a) Concept of Adoption (b) Law of Maintenance (c) Section 125 of Cr.P.C (d) Hindu Minority and Guardianship Act 1956 -Law of Guardianship.

**Unit-IV:** Hindu Succession Act, 1956 and the Hindu Succession (Amendment) Act, 2005 Succession – Intestate succession; Succession to the property of Hindu Male and Female; Dwelling House— Notional Partition – Classes of heirs – Enlargement of limited estate of women into their absolute estate

Family Court: Establishment, Power and Functions, uniform civil Code

### **TEXT BOOK**

Paras Diwan, Modern Hindu Law, Allahabad Law Agency, 199

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

<b>Components</b>	<b>Continuous Assessment (Quiz/Assignment/</b>	<b>Mid Term Examination</b>	<b>Attendance</b>	<b>End Term Exam</b>
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	<b>Presentation/ Extempore</b>			
<b>Weightage (%)</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>50</b>

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

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
<b>CO1</b>	To understand the Sources and Schools of Hindu Law	<b>PO1</b>
<b>CO2</b>	To make the student understand about the concept of Marriage, its essentials, Restitution of conjugal rights and Divorce.	<b>PO1,PO6,PO7</b>
<b>CO3</b>	To explain all the provisions related to Hindu Adoption and Maintenance Act, 1956 and Hindu Minority and Guardianship Act,1956	<b>PO1,PO2,PO6,PO7</b>
<b>CO4</b>	To give a better understanding of the Hindu Succession Act, 1956 and its amendment. Indian context with suitable case laws.	<b>PO1,PO2,PO6,PO7</b>

		SUBSTANTIVE AND PROCEDURAL INTELLIGENCE	ADVERSARIAL AND INQUISITORIAL JURISPRUDENCE	PRODUCTIVE CIVILIAN	PROFESSIONAL ETHICS, VALUES AND CONDUCT	SURROUNDINGS AND SUSTAINABILITY	SKILL DEVELOPMENT	CRITICAL THINKING, LEGAL REASONING AND RESEARCH SKILLS	UNDERSTAND THE INTERDISCIPLINARY NATURE OF LAW AND THE CONTRIBUTIONS THAT OTHER	CONDUCT RESEARCH USING ANALYTICAL AND CRITICAL THINKING	UNDERSTANDING OF THE LEGAL PROVISIONS AND DEVELOPING SKILLS REQUIRED FOR LEGAL PROFESSION
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
<b>SOLS201A</b>	<b>Family Law-I</b>	3	2				3	3	2	3	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping										
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO3
CO1	3									3
CO2	3					3	3			3
CO3	3	2				3	3			3
CO4	3	2				3	3			3
1=lightly mapped			2= moderately mapped				3=strongly mapped			

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Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	POE/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit I	Sources of Hindu Law (a) Scope and application of Hindu Law (b) School	Sources of Hindu Law (a) Scope and application of Hindu Law (b) School	Sources of Hindu Law (a) Scope and application of Hindu Law (b) School	-	Sources of Hindu Law	-	-	-	Sources of Hindu Law	Sources of Hindu Law	-	SDG 4, 5	Vocational Education	Soft Skills & Projects Internships



	ls of Hindu Law	ls of Hindu Law	ls of Hindu Law											
U ni t II	The Hindu Marriage Act, 1955- Concept and various forms of marriage.  Divorce by Mutual Consent.	The Hindu Marriage Act, 1955- Concept and various forms of marriage.  Divorce by Mutual Consent.	The Hindu Marriage Act, 1955- Concept and various forms of marriage.  Divorce by Mutual Consent.	-	The Hindu Marriage Act, 1955	-	-	-	Concept and various forms of marriage.  Divorce by Mutual Consent.	Concept and various forms of marriage.  Divorce by Mutual Consent.	-	SD G 4, 5	-	<b>Project</b>
U ni t III	Hindu Adoption and Maintenance Act, 1956- (a) Concept of Adoption (b) Law of Maintenance	Hindu Adoption and Maintenance Act, 1956- (a) Concept of Adoption (b) Law of Maintenance	Hindu Adoption and Maintenance Act, 1956- (a) Concept of Adoption (b) Law of Maintenance	-	(a) Concept of Adoption (b) Law of Maintenance	-	-	-	Section 125 of Cr.P. C (d) Hindu Minority and Guardianship Act 1956 - Law of Guardianship.	Section 125 of Cr.P. C (d) Hindu Minority and Guardianship Act 1956 - Law of Guardianship.	-	SD G 4, 5	-	
U ni t I V	Hindu Succession Act, 1956	Hindu Succession Act, 1956	Hindu Succession Act, 1956	-	Hindu Succession Act, 1956	-	-	-	Notional Partition - Class	Notional Partition - Class	-	SD G 4, 5	-	<b>Vocational Education</b>

	and the Hindu Succession (Amendment) Act	and the Hindu Succession (Amendment) Act	and the Hindu Succession (Amendment) Act, 2005				s of heirs – Enlargement of limited estate of women into their absolute estate	s of heirs – Enlargement of limited estate of women into their absolute estate			n	
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<b>SOLS 205A</b>	<b>LEGAL HISTORY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		3	1	0	4
<b>Pre-requisites/Exposure</b>	NA				
<b>Co-requisites</b>	NA				

### **Course objectives-**

- To introduce students the broad study of early developments in legal field such as administration of justice in presidencies, the royal charter of 1726, judicial plans of 1772, 1774, 1780, the patna case and judicial reforms of Lord Cornwallis
- To give a broad overview of evolution of law and legal institutions which includes The Charter Act of 1833, The Indian High Courts Act 1861 and The Federal Court of India 1935.
- To explain all the provisions of The Indian Bar Councils Act, 1926, All India Bar Committee 1951 and The Advocates Act, 1961.
- To make students aware about constitutional history which includes acts such as The Indian Councils Act of 1861, The Indian Councils Act 1892, The Government of India Act 1919, The Government of India, 1935, The Indian Independence Act, 1947

### **Course Outcomes-**

After completion of the course:

**CO1** The students will be able to explain early developments in legal field such as administration of justice in presidencies, the royal charter of 1726, judicial plans of 1772, 1774, 1780, the patna case and judicial reforms of Lord Cornwallis.

**CO2** The students will be able to discuss evolution of law and legal institutions which includes The Charter Act of 1833, The Indian High Courts Act 1861 and The Federal Court of India 1935.

**CO3** The students will be able to explain the provisions of The Indian Bar Councils Act, 1926, All India Bar Committee 1951 and The Advocates Act, 1961.

**CO4** The students will be able to express views on constitutional history which includes acts such as The Indian Councils Act of 1861, The Indian Councils Act 1892, The Government of India Act 1919, The Government of India, 1935, The Indian Independence Act, 1947

### **Catalogue Description**

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Legal History deals with the changes that took place in the colonial times in the Indian society and the economy in general, the legal system in particular. It seeks to answer some basic questions. How did contemporary India emerge? What were the processes and events that shaped it? Why and how did the present legal system evolve? What were the various ideas and elements that went into the making of British policies? What were the changes that took place in the courts and laws in the colonial times and how they impacted the Indians and their old systems? How did Indian Nationalism emerge & what were the forms it took? What were the concerns of the framers of the constitution? Finally, how the concept of Indian secularism emerged during the national movement and was adopted post-independence.

## **Course Content**

### **UNIT I** **11** **LECTURES**

#### **Early Developments (1600- 1836)**

1. Administration of justice in **Surat, Madras, Bombay and Calcutta.**
2. The Royal Charter of 1726 (Mayor's Court- Establishment and Working)
3. Inauguration of Adalat System in Bengal – **Warren Hastings**; Judicial Plans of 1772, 1774, 1780.
4. Conflicts of Dual judicature: Trial of *Raja Nand Kumar, The Patna Case.*
5. Judicial Reforms of Lord **Cornwallis**

### **UNIT-II** **8** **LECTURES**

1. The Charter Act of 1833: Establishment of an All-India Legislature, subsequent appointment of Law Commissions for the purpose of codification of laws in India.
2. Law Commissions and Codification of Law prior to 1947
3. Establishment of High Courts – The Indian High Courts Act 1861 and Reforming of High Courts
4. The Federal Court of India 1935.

### **UNIT-III** **8** **LECTURES**

#### **Legal Profession and Education**

1. Development of Personal Laws of Hindus and Muslims during British period.
2. Growth of Legal Profession – The Indian Bar Councils Act of 1926, All India Bar Committee 1951

- The Advocates Act, 1961.

#### UNIT-IV

14

#### LECTURES

- The Indian Councils Act of 1861
- The Indian Councils Act 1892
- The Government of India Act 1919
- The Government of India, 1935
- The Indian Independence Act, 1947
- 

#### SUGGESTED READINGS:

Jain, M.P: Outlines of Indian Legal History, Lexis Nexis

Pranjpe, N.V: Legal and Constitutional History of India, Central Law Agency

**BARE ACTS:** The Charter Act of 1833,

The Indian High Courts Act 1861,

The Federal Court of India 1935,

The Indian Bar Councils Act of 1926,

The Indian Councils Act of 1861,

The Indian Councils Act 1892,

The Government of India Act 1919,

The Indian Independence Act, 1947

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

#### Examination Scheme:

Components	Continuous Assessment (Quiz/Assignment/ Presentation/ Extempore)	Mid Term Examination	Attendance	End Term Examination
Weightage (%)	20	20	10	50

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

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	The students will be able to explain early developments in legal field such as administration of justice in presidencies, the royal charter of 1726, judicial plans of 1772, 1774, 1780, the patna case and judicial reforms of Lord Cornwallis.	PO1

<b>CO2</b>	The students will be able to discuss evolution of law and legal institutions which includes The Charter Act of 1833, The Indian High Courts Act 1861 and The Federal Court of India 1935.	<b>PO1</b>
<b>CO3</b>	The students will be able to explain the provisions of The Indian Bar Councils Act, 1926, All India Bar Committee 1951 and The Advocates Act, 1961.	<b>PO2</b>
<b>CO4</b>	The students will be able to express views on constitutional history which includes acts such as The Indian Councils Act of 1861, The Indian Councils Act 1892, The Government of India Act 1919, The Government of India, 1935, The Indian Independence Act, 1947	<b>PO3</b>

		SUBSTANTIVE AND PROCEDURAL INTELLIGENCE	ADVERSARIAL AND INQUISITORIAL JURISPRUDENCE	PRODUCTIVE CIVILIAN	PROFESSIONAL ETHICS, VALUES AND CONDUCT	SURROUNDINGS AND SUSTAINABILITY	SKILL DEVELOPMENT	CRITICAL THINKING, LEGAL REASONING AND RESEARCH SKILLS	Understand the interdisciplinary nature of law and the contributions that other disciplines can make to	Conduct research using analytical and critical thinking.	Understanding of the legal provisions and developing skills required for legal profession.
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
SOLS 205A	LEGAL HISTORY	3	3	3							1

1=weakly mapped

2= moderately mapped

3=strongly mapped

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO3
CO1	3									3
CO2		3	3							3
CO3										3
CO4										3
1=lightly mapped			2= moderately mapped				3=strongly mapped			

<b>U ni t</b>	<b>Relevance to the local, national, regional and global developmental needs</b>	<b>Relevance To the Employability/ Entrepreneurship/ Skill Development</b>	<b>Relevance to the Professional Ethics, Gender, Human Values, Environment &amp; Sustainability</b>	<b>S D G</b>	<b>N E P</b>	<b>PO E/4<sup>th</sup> IR</b>
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	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit I	-	-	early developments in administration of justice in presidencies, and the royal charter of 1726	-	-	-	-	-	-	-	-	--		--
Unit II	-	-	broad overview of evolution of law and legal institutions	-	-	-	-	-	-	-	-	-	<b>Optimal learning-</b>	-
Unit III	-	-	provisions of The Indian Bar Councils Act, 1926, All India Bar Committee 1951 and The Advocates Act, 1961	-	Indian Bar Councils Act, 1926, All India Bar Committee 1951 and The Advocates Act, 1961	-	-	-	-	-	-	SDG 5	Inclusive education	Presentations /Group discussion



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U nit IV	views on constit utional history	views on constit utional history	views on constit utional history	-	-	-	-	-	-	-	-	-	Inclu sive educ ation	Presen tations /Grou p discus sion
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<b>SOLS 207A</b>	<b>CONSTITUTIONAL LAW – I</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	--				
<b>Co-requisites</b>	--				

### **Course objectives-**

- 1 To define and understand the Rule of Law, and Separation of Powers to students
- 2 To explain the students various Fundamental Rights and understand the concept of Locus Standi.
- 3 To make students understand the Directive Principals of State Policy.
- 4 To make the students know their Fundamental Duties.

### **Course Outcomes-**

After completion of the course:

**CO1** The students will be able to understand the meaning of Constitution, its nature and concept of rule of law and Separation of Powers.

**CO2** The students will have the knowledge of the Fundamental rights its enforceability and concept of Locus Standi.

**CO3** The students will have an understanding of the directive principles of state policy.

**CO4** The students will be able to know the rights, as well as their fundamental duties towards the Nation.

### **Catalogue Description**

Constitutional Law is a body which defines the role, powers, and structure of different entities within a state, namely, the executive, the parliament or legislature, and the judiciary, as well as the basic rights of citizens. Another main function of constitutions may be to describe the procedure by which parliaments may legislate. Constitutional law is a major focus of legal studies and research. Dicey identified three essential elements of the British Constitution which were indicative of the rule of law:

- 
1. Absolute supremacy of regular law as opposed to the influence of arbitrary power
  2. Equality before the law
  3. The constitution is a result of the ordinary law of the land.

The second is that all men are to stand equal in the eyes of the law”....no man is above the law.....every man, whatever be his rank or condition, is subject to the ordinary law of the realm and amenable to the jurisdiction of the ordinary tribunals.

## **Course Content**

### **UNIT I 8**

#### **Lectures**

**Concept of Constitution**, Constitutionalism, History behind framing of Indian Constitution, Nature of the Constitution, Framing of Indian Constitution, Salient features of the Constitution, Preamble, Rule of Law, Separation of Powers ,  
Fundamental Rights- Origin & Development, Fundamental Rights in India- Article 12, Definition of State

#### **Article 13- Rules of Interpretation**

Relevant Doctrines: Doctrine of Eclipse Severability & Waiver, Pith and substance, Repugnancy, pith and substance, territorial nexus

### **UNIT II 8**

#### **Lectures**

Right to Equality – Doctrine of Reasonable Classification, Intelligible differentia, Principle of absence of arbitrariness, Article 14- Equality before Law,  
Article 15 - Prohibition of Discrimination on grounds of Religion, Race, Caste, Sex or Place of Birth, Special Provision for Women, Children and Backward Classes,  
Article 16- Equality of Opportunity in matters of Public Employment, Reservation of Posts for Backward Classes 79<sup>th</sup> and 85<sup>th</sup> Constitutional Amendments, Article 17 and 18.

### **UNIT III 14**

#### **Lectures**

Right to Freedom – Articles 19-22, Freedom of Speech & Expression, Right to know, Freedom of Press, Reasonable Restrictions, Test for Reasonableness, Freedom of Assembly, Freedom to form Association, Freedom of Profession, Occupation, Trade & Business,

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Article 20- Rights of the Accused, **Ex- post facto laws**, *Right against Double Jeopardy*, Right against Self-incrimination,

Article 21-Protection of Life and Personal Liberty, Meaning & Scope, American & Indian Concept of Right to Life & Personal Liberty, Prisoners' Rights,

Article 22-Protection against Arrest and Detention in certain cases, Safeguards against Arrest made under the ordinary law, Preventive Detention, Safeguard against Arrest made under Preventive Detention Laws.

#### **UNIT IV**

**10**

##### **Lectures**

Article 23-24 Protection against Exploitation, Article 23- Prohibition of Traffic in Human Beings and Safeguards against Begging and other forms of Forced Labour, Article 24- Prohibition of Employment of Children in Factories etc.

Articles 25-28- Right to Freedom of Religion, Secularism

Articles 29-30- Cultural and Educational Rights,

Articles (32–35)- Right to Constitutional Remedies-Right to move to Supreme Court, Prerogative writs, Rule of Locus Standi, Public Interest Litigation, Resjudicata, Delay & Laches,

Overview- Suspension of Fundamental Rights, Effect of Emergency on Fundamental Rights, Legislation to give effect to Fundamental Rights.

Articles ( 36-51)- Directive Principles of State Policy, Relation between Directive Principles of State Policy and Fundamental Rights

Article 51-A- Fundamental Duties

##### **SUGGESTED READINGS**

1. Dr. Shukla V.N. The Constitution of India
2. Bare Act Of Constitution Of India By P.M. Bakshi / Universal
3. D. D. Basu
4. J. N. Pandey, Student edition

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

##### **Examination Scheme:**

<b>Components</b>	<b>Continuous Assessment (Quiz/Assignment/ Presentation/</b>	<b>Mid Term Examination</b>	<b>Attendance</b>	<b>End Term Exam</b>
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	<b>Extempore</b>			
<b>Weightage (%)</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>50</b>

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

<b>Mapping between COs and POs</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	The Students will be able to Understand the meaning of Constitution, its nature and concept of rule of law and Separation of Powers.	<b>PO1, P02</b>
<b>CO2</b>	The students will have the knowledge of the Fundamental rights its enforceability and concept of Locus Standi.	<b>PO3</b>
<b>CO3</b>	The students will have an understanding of the directive principles of state policy.	<b>PO5</b>
<b>CO4</b>	The students will have knowledge about the rights, as well as their fundamental duties towards the nation.	<b>PO3</b>

		SUBSTANTIVE AND PROCEDURAL INTELLIGENCE	ADVERSARIAL AND INQUISTORIAL JURISPRUDENCE	PRODUCTIVE CIVILIAN	PROFESSIONAL ETHICS, VALUES AND CONDUCT	SURROUNDINGS AND SUSTAINABILITY	SKILL DEVELOPMENT	CRITICAL THINKING, LEGAL REASONING AND RESEARCH SKILLS	Understand the interdisciplinary nature of law and the contributions that other disciplines can make to the study of law.	Understand the significance of law in the environment and national development.	Conduct legal research using analytical and critical thinking.	Understanding of the legal provisions and developing skills required for legal profession
<b>Course Code</b>	<b>Course Title</b>	PO 1	PO2	PO 3	PO 4	PO 5	PO6	PO7	PSO1	PSO 2	PSO3	
SOLS 207A	CONSTITUTIONAL LAW – I	3	2	2		3					3	

1=weakly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping										
C O	C O	P O1	P O2	P O3	P O5	P O6	P O7	PS O 1	PS O 2	PS O3
C O1	C O1	3	2		2		3	3		3
C O2	C O2	2		2	2		3	3		3
C O3	C O3	2			2		3	3		3
C O4	C O4	2			2		3	3		3
1=lightly mapped			2= moderately mapped				3=strongly mapped			

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	PO E/ 4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit I	Meaning of Constitution, its nature and concept of law and Separation of Powers.	Meaning of Constitution, its nature and concept of rule of law and Separation of Powers.	Meaning of Constitution, its nature and concept of rule of law and Separation of Powers.	<b>Rules of Interpretation</b>	Rule of Law, Separation of Powers	-	-	-	Meaning of Constitution, its nature and concept of rule of law and Separation of Powers.	Meaning of Constitution, its nature and concept of rule of law and Separation of Powers.	Meaning of Constitution, its nature and concept of rule of law and Separation of Powers.	SDG 16	<b>Optimal learning</b>	<b>Update Curriculum Soft Skills</b>
Unit II	Right to Equality Doctrine of	Right to Equality Doctrine of	Right to Equality Doctrine of	Right to Equality Doctrine of	Right to Equality Doctrine of	-	-	-	Article 14, 15, 16	Article 14, 15, 16	Article 14, 15, 16	SDG 4, 5	<b>Inclusive Education</b>	<b>Internship/Case Study Skill</b>

	Reasonable Classification Article 14, 15, 16	Reasonable Classification Article 14, 15, 16	Reasonable Classification Article 14, 15, 16	Reasonable Classification Article 14, 15, 16	Reasonable Classification Article 14, 15, 16									Development
Unit II	Right to Freedom Article 19-22	Right to Freedom Article 19-22	Right to Freedom Article 19-22	Right to Freedom Article 19-22	Right to Freedom Article 19-22	-	-	-	Rights of the Accused	Right of the Accused	Rights of the Accused	SDG 4, 16	-	Project & Internships Project & Internships
Unit IV	Article 23-24 Protection against Exploitation Article 25-28 Right to Freedom of Religion, Secularism	Article 23-24 Protection against Exploitation Article 25-28 Right to Freedom of Religion, Secularism	Article 23-24 Protection against Exploitation Article 25-28 Right to Freedom of Religion, Secularism	Article 23-24 Protection against Exploitation, Article 32-35)- Right to Constitutional Remedies	Article 23-24 Protection against Exploitation, Article 32-35)- Right to Constitutional Remedies	-	-	-	Article 23-24 Protection against Exploitation Article 25-28 Right to Freedom of Religion, Secularism	Article 24 Protection against Exploitation Article 25-28 Right to Freedom of Religion, Secularism	Article 32-35)- Right to Constitutional Remedies	SDG 4, 16	Optimal Learning Environments	- Focus on employability Skill, Case Competitions  Employability, Soft Skills, Projects



Articles 29-30- Cultural and Educational Rights, Articles (32-35)- Right to Constitutional Remedies	Articles 29-30- Cultural and Educational Rights, Articles (32-35)- Right to Constitutional Remedies	Articles 29-30- Cultural and Educational Rights, Articles (32-35)- Right to Constitutional Remedies						Secularism					
								Articles 29-30- Cultural and Educational Rights,					

<b>SOLS 209A</b>	<b>LAW OF CRIMES - I (IPC)</b>	<b>C</b>
	<b>(GENERAL PRINCIPLES)</b>	<b>4</b>

### **Course Objectives**

- To make students understand the fundamental elements of crime, stages in commission of crime and the difference between the crime and the wrong.
- To provide knowledge of the elements of criminal liability (including joint and constructive liability, common intention, common object), also the provisions relating to criminal conspiracy, kinds of punishments, its theories and kinds of punishments prevalent in the world.
- To give understanding of the provisions relating to general exceptions, private defence and abetment
- To give knowledge of the offences against the State & public tranquillity and unlawful assembly

### **Course Outcomes (CO)**

#### **On completion of this course**

**CO1:** The students will be able to understand the fundamental elements of crime, stages in commission of crime and the difference between the crime and the wrong.

**CO2:** The students will have the knowledge of the elements of criminal liability (including joint and constructive liability, common intention, common object), also the provisions relating to criminal conspiracy, kinds of punishments, its theories and kinds of punishments prevalent in the world.

**CO3:** The students will understand the provisions relating to general exceptions, private defence and abetment.

**CO4:** The students will have the knowledge of the offences against the State & public tranquillity and unlawful assembly.

#### **Overview:**

Indian Penal Code is a substantive law which defines various crimes that are punishable in India. Though this Code consolidates the whole of the law on the subject and is exhaustive on the matters in respect of which it declares the law, many more penal statutes governing various offences have been created in addition to this code. The Indian security system has been one that has gone through a lot of tests and examinations throughout the time. This is due to the political as well as the social situation of the country. India is a land of diverse

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cultures and traditions and it is a place where people from various religions as well as ethnic backgrounds live together. The Indian Penal Code has its roots in the times of the British rule in India, formulated in year 1860. Amendments have been made to it in order to incorporate a lot of changes and jurisdiction clauses. The total number of sections contained in the Indian Penal Code is five hundred eleven. All these sections pertain to a particular category of crimes committed by civilians of Indian origin. The Indian Penal Code is thus the most fundamental document of all the law enforcers as well as the entire judiciary in India. The Indian Penal Code has a basic format, it's a document that lists all the cases and punishments that a person committing any crime is liable to be charged. It covers any person of Indian origin. The exceptions are the military and other armed forces, they cannot be charged based on the Indian Penal Code. They have a different set of laws under the Indian Penal Code as well.

## UNIT I

**Introduction to Substantive Criminal Law:** Extent and operation of IPC, Definition of Crime

Fundamental elements of crime- Common Law principle of *actus non facit reum, nisi mens sit rea* and exceptions to this principle - Strict liability offences- The four elements that go to constitute a crime are as follows: *first*, a human being under a legal obligation to act in a particular way and a fit subject for the infliction of appropriate punishment: *secondly*, an evil intent or *mens rea* on the part of such human being; *thirdly*, *actus reus*, i.e., act committed or omitted in furtherance of such an intent; and *fourthly*, an injury to another human being or to society at large by such an act.

Stages in commission of crime- Intention, Preparation, Attempt, Actual Commission of offence

Difference between crime and other wrongs- In order to draw a distinction between civil and criminal liability, it becomes necessary to know clearly what is a wrong of which all the three are species. Law either awards punishment or damages according to the gravity of the wrong done. If the law awards a punishment for the wrong done, we call it a crime; but if the law does not consider it serious enough to award a punishment and allows only indemnification or damages, we call such a wrong as a civil wrong or tort. In order to mark out the distinction between crimes and torts, we have to go deep into the matter and study it rather elaborately.

## UNIT II

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**Elements of Criminal Liability:** Joint and Constructive Liability, Common Intention & Common Object- Provisions for providing for group liability in crimes including sections 34 and 149 of the IPC are exceptions to the general rule of criminal liability that a man should be held liable for his own criminal acts and not for those of others. These provisions providing for vicarious liability/group liability are intended to deter people from committing offences in groups and to spare the prosecution to prove specific *actus reus* of each member of the group

**Criminal Conspiracy-** Conspiracy precedes the commission of a crime and is complete before the crime is attempted or completed. A mere agreement to commit an illegal act is sufficient to constitute the offence of criminal conspiracy.

**Theories of Punishment-** Reformatory, Retributive, Punitive, Deterrent, Expiatory

**Kinds of Punishment:** Punishments prevalent in the World- Flogging, Banishment, Whipping, Mutilation, Stoning, Pillory, Death Penalty, solitary confinement, fine, security bond.

**Punishments in India-** Section 53-74, Capital Punishment

### UNIT III

**General Exceptions** –A person may not always be punished for a crime that he has committed. Section 76- 106 covers defences that exculpate criminal liability which includes Mental incapacity, Minority & Insanity, Involuntary intoxication, crime done with consent-

**Private Defence** - The right of private defence has come to be recognized by all civilized societies as a preventive and protective right where the state protection is not available; this right is essentially protective and preventive and never punitive. There are limitations on the exercise of this right both in relation to offences against human body and specific offences against property. The extent of this right, against whom it can be exercised, when this right commences and how long it lasts are dealt with elaborately in IPC.

**Abetment-** Abetment as a crime where a person helps another in commission of crime comes under Section 107-120 of the Code.

### UNIT IV

**Offences against State & Public Tranquility:** These kind of offences are not only an offence against the person and property of an individual but also an offence against the State. They are group offences which are generally committed by a large number of people resulting in breach of peace. Broadly they can be categorized into- Waging War, Sedition, Rioting,

Affray.

## Unlawful Assembly

### TEXT BOOK:

- Indian Penal Code, 1860 – S.N. Mishra, Central Law Publication Company
- The Criminal Law (Amendment) Act, 2018
- Indian Penal Code, 1860- Latest Bare Act
- **Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**
- **Examination Scheme:**

Components	Continuous Assessment (Quiz/Assignment/ Presentation/ Extempore)	Mid Term Examination	Attendance	End Term Exam
Weightage (%)	20	20	10	50

- **Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	The students will be able to understand the fundamental elements of crime, stages in commission of crime and the difference between the crime and the wrong.	PO1
CO2	The students will have the knowledge of the elements of criminal liability (including joint and constructive liability, common intention, common object), also the provisions relating to criminal conspiracy, kinds of punishments, its theories and kinds of punishments prevalent in the world.	PO1,PO7
CO3	The students will have the understanding of the provisions relating to general exceptions, private defence and abetment.	PO1,PO6,PO7
CO4	The students will have the knowledge of the offences against the State & public tranquillity and unlawful assembly.	PO1,PO6

		<b>SUBSTANTIVE AND PROCEDURAL INTELLIGENCE</b>	<b>ADVERSARIAL AND INQUISITORIAL JURISPRUDENCE</b>	<b>PRODUCTIVE CIVILIAN</b>	<b>PROFESSIONAL ETHICS, VALUES AND CONDUCT</b>	<b>SURROUNDINGS AND SUSTAINABILITY</b>	<b>SKILL DEVELOPMENT</b>	<b>CRITICAL THINKING, LEGAL REASONING AND RESEARCH SKILLS</b>	Understand the interdisciplinary nature of law and the contributions that other disciplines can make to the study of law.	Conduct legal research using analytical and critical thinking.	Understanding of the legal provisions and developing skills required for legal profession
<b>Course Code</b>	<b>Course Title</b>	PO 1	PO2	PO 3	PO 4	PO 5	PO6	PO7	PSO1	PSO 2	PSO3
<b>SOLS 209A</b>	<b>LAW OF CRIMES - I (IPC) (GENERAL PRINCIPLE)</b>	3	1	1	1	1	2	2	2	2	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

<b>Programme and Course Mapping</b>										
<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO3</b>
<b>CO1</b>	<b>3</b>						<b>3</b>		<b>2</b>	<b>3</b>
<b>CO2</b>	<b>3</b>					<b>3</b>	<b>3</b>		<b>2</b>	<b>3</b>
<b>CO3</b>	<b>3</b>				<b>3</b>	<b>3</b>	<b>3</b>		<b>2</b>	<b>3</b>
<b>CO4</b>	<b>3</b>				<b>3</b>	<b>3</b>	<b>3</b>		<b>2</b>	<b>3</b>
<b>1=lightly mapped</b>			<b>2= moderately mapped</b>				<b>3=strongly mapped</b>			

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	PO E/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit I	Introduction to Substantive Criminal Law: Extension and operation	Introduction to Substantive Criminal Law: Extension and operation	Introduction to Substantive Criminal Law: Extension and operation	-	Introduction to Substantive Criminal Law	-	-	-	-	-	-	SDG 4, 5	Optimal Learning Environments (Local and Support for Students (12.1-12.10); Transforming the Regulatory System (20.1-20.15); Adult Education	Focus on Employability Skills (Local and Regional and Global); Technical Skills that match Industry Needs Skill Embedded Courses Development; Skill

	of IP C, D efi nit ion of Cr im e	of IP C, D efi nit ion of Cr im e	of IP C, D efi nit ion of Cr im e									ation and Lifelot ng Learn ing (21.1-21.10 )	Devel opmen
<b>U ni t II</b>	Eleme nts of Crimin al Liabilit y, Crimin al Conspi racy, Theori es of Punish ment, Kinds of Punish ment, Punish ments in India	Eleme nts of Crimin al Liabilit y, Crimin al Conspi racy, Theori es of Punish ment, Kinds of Punish ment, Punish ments in India	Eleme nts of Crimin al Liabilit y, Crimin al Conspi racy, Theori es of Punish ment, Kinds of Punish ment, Punish ments in India	Ele mentals of Crimin al Liab ility, Crim inal Cons of Pirac y, Theo ries of Punishm ent	Crimin al Conspi racy, Theori es of Punish ment, Kinds of Punish ments in India	-	-	-	-	-	-	SD- G 4, 5	Focus on Emplo yabilit y Skills (Local /Regio nal and Global ); Techni cal Skills that match Industr y Needs  Skill Embed ded Course s Devel opmen t; Skill Devel opmen t



<b>Unit II</b>	General Exceptions, Private Defence, Abetment	General Exceptions, Private Defence, Abetment	General Exceptions, Private Defence, Abetment	-	General Exceptions, Private Defence, Abetment	-	-	-	-	-	-	-	SDG 4, 5	Transforming the Regulatory System (20.1-20.15)	Focus on Employability Skills (Local /Regional and Global); Technical Skills that match Industry Needs  Skill Embedded Courses Development; Skill Development
<b>Unit V</b>	Offences against State & Public Tranquility:	Offences against State & Public Tranquility:	Offences against State & Public Tranquility:	-	Offences against State & Public Tranquility:	-	-	-	-	-	-	-	SDG 4, 5	Transforming the Regulatory System (20.1-20.15)	Focus on Employability Skills (Local /Regional and Global); Technical Skills that match

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														Industry Needs
														Skill Embedded Courses Development; Skill Development



<b>SLHA 131A</b>	<b>French - I</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 2.0</b>		2	0	0	0
<b>Pre-requisites/Exposure</b>	NA				
<b>Co-requisites</b>	NA				

### **Course Objectives**

- This course gradually builds French knowledge.
- Students are guided to develop a competency level in comprehending and producing the target language, spoken and written, as well as socio-cultural competency in communicating with people who speak the target language. The main focus of classes is on communication
- The objective is to provide an integrated knowledge of the subject which comprises of the various aspects that make up for entire language-learning experience.
- Gaining the clarity about vocabulary and translation terminology

### **Course Outcomes**

On completion of this course, the students will be able to

CO1. Ability to adapt Skills in writing, reading, speaking French and to develop the intercultural competence of the learners.

CO2. Students are guided to develop their literacy skills through the communicative acts of reading, writing and creating discourse around texts of all types

CO3. An ability to learn about the various tricks and tips on vocabulary speaking

CO4. In one single activity, students will learn some facts, procedures, practice certain grammatical structures and communicative strategies.

### **Catalog Description**

Offers lower division / novice speakers opportunities to enhance their speaking proficiency in the target language by focusing on oral verbal production. Teaches how to improve authentic pronunciation, reduce errors in authenticity of language structure, generate thought in the target language spontaneously as a substitute for translation, sharpen listening comprehension, and develop conversational strategies such as circumlocution and managing a conversation with useful expressions for starting a conversation, gaining time to think, helping the other speaker, seeking agreement, etc. Contrasts with all other first year courses which must strive

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to produce mastery of the whole range of language acquisition components, including writing, grammar, etc. Facilitates lowering the affective filter when conversing in the target language by increasing the frequency of speech opportunities and defusing concern for such matters as spelling, etc. Increases mastery of lexical items through increased frequency of oral usage. May be repeated for a maximum of 2 credits toward graduation. Offers lower division / novice speaker's opportunities to enhance their speaking proficiency in the target language by focusing on oral verbal production. Teaches how to improve authentic pronunciation, reduce errors in authenticity of language structure, generate thought in the target language spontaneously as a substitute for translation, sharpen listening comprehension, and develop conversational strategies such as circumlocution and managing a conversation with useful expressions for starting a conversation, gaining time to think, helping the other speaker, seeking agreement, etc. Contrasts with all other first year courses which must strive to produce mastery of the whole range of language acquisition components, including writing, grammar, etc. Facilitates lowering the affective filter when conversing in the target language by increasing the frequency of speech opportunities and defusing concern for such matters as spelling, etc. Increases mastery of lexical items through increased frequency of oral usage.

## **Course Content**

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### **Course Syllabus:**

#### **UNIT I**

##### **6 hours**

1. Introduction to Language
2. Culture and Civilisation
3. Basic Vocabulary
4. French greetings
5. Formal and Informal communication (general questions)
6. Subject Pronouns,
7. Être and avoir verbs,
8. Presentez-vous.

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## **UNIT II**

**8 hours**

1. Les articles( definite and indefinite)
2. Nouns and plural of nouns
3. French Numbers
4. Phone numbers and years
5. Days of the week, Months of the year
6. Countries and nationalities
7. Grammar exercises,
8. Vocabulary

## **UNIT III**

**7 hours**

1. Asking and telling Time
2. Questions with Combien de
3. Sentences with This is, These are
4. Adjectives and possessive adjectives
5. Activities based on vocabulary and grammar,
6. Reading exercises, Translation exercises (French to English and English to French).

## **UNIT IV**

**7 hours**

1. Verbs ER ENDING GROUP in Present Tense
2. Likes and dislikes
3. Description of family(father, mother, sister and brother) Your introduction
4. Translation
5. Exercises on all verbs
6. Revision of all grammar rules with exercises, Creative writing exercises
7. Conjugations of all verbs with sentences.

### **Text Books**

#### **1. Text Book JUMELAGE 1**

Author:ManjiriKhandekar

RoopaLuktuke

Publication: Langers

#### **2. Work Book JUMELAGE 1**

Author:ManjiriKhandekar

RoopaLuktuke

Publication: Langers

### 3. French Exercises

Author: PreetiBhutani

#### Reference Books/Materials

1. Grammaire Francaise par etapes A1  
Bonne Chance

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

#### Examination Scheme:

Components	Continuous Assessment (Quiz/Assignment/ Presentation/ Extempore	Mid Term Examination	Attendance	End Term Exam
Weightage (%)	20	20	10	50

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

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Ability to adapt Skills in writing, reading, speaking French and to develop the intercultural competence of the learners.	PO1,PO2
CO2	Students are guided to develop their literacy skills through the communicative acts of reading, writing and creating discourse around texts of all types	PO2,PO4
CO3	An ability to learn about the various tricks and tips on vocabulary speaking	PO2
CO4	In one single activity, students will learn some facts, procedures, practice certain grammatical structures and communicative strategies.	PO4

		SUBSTANTIVE AND PROCEDURAL INTELLIGENCE	ADVERSARIAL AND INQUISITORIAL JURISPRUDENCE	PRODUCTIVE CIVILIAN	PROFESSIONAL ETHICS, VALUES AND CONDUCT	SURROUNDINGS AND SUSTAINABILITY	SKILL DEVELOPMENT	CRITICAL THINKING, LEGAL REASONING AND RESEARCH SKILLS	Understand the interdisciplinary nature of law and the contributions that other disciplines can make to the study of	Conduct legal research using analytical and critical thinking	Understanding of the legal provisions and developing skills required for legal profession
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3
SLHA13 1A	French-I	2	2		2				2		

1=weakly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping										
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO3
CO1				2			3			3
CO2				2			3			3
CO3				2			3			3
CO4				2			3			3
1=lightly mapped			2= moderately mapped				3=strongly mapped			



Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	PO E/4 <sup>h</sup> IR	
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability				
Unit I			adapt Skills in writing, reading, speaking French and to develop the intercultural competence of the learners	adapt Skills in writing, reading, speaking French and to develop the intercultural competence of the learners	-	-	adapt Skills in writing, reading, speaking French and to develop the intercultural competence of the learners	-	-	-	-	-	-	-	Skill Development
Unit II			literacy skills through the communicative acts of reading, writing	literacy skills through the communicative acts of reading, writing	-	-	literacy skills through the communicative acts of reading, writing	-	-	-	-	-	-	-	Skill Development
Unit III			ability to learn about the various tricks and tips on vocabulary	ability to learn about the various tricks and tips on vocabulary	-	-	ability to learn about the various tricks and tips on vocabulary	-	-	-	-	-	-	-	Skill Development

			lary speaking	lary speaking			lary speaking							
U nit IV			students will learn some facts, procedures, practice certain grammatical structures and communicative strategies	students will learn some facts, procedures, practice certain grammatical structures and communicative strategies	--	--	students will learn some facts, procedures, practice certain grammatical structures and communicative strategies	-	-	-	-	SD G 4	Holistic, Integrated	<b>Skill Development</b>

<b>SLHA 137A</b>	Chinese-1	L	T	P	C
<b>Version 2.0</b>		2	0	0	0
<b>Pre-requisites/Exposure</b>	NA				
<b>Co-requisites</b>	NA				

### **Course Objectives of Chinese-1**

- 1 To introduce Chinese sound-system and basic pronunciation of Chinese sounds charts i.e. initials, finals
2. To understand the basics Chinese strokes.
3. To learn the writing characters in stroke order.
4. To Speak basic Chinese like greetings and Introduction

After completing Chinese-1, students will be able to:

- Recognise and read the basic characters
- Introduce the writing of Chinese Characters
- Enhance the writing skills of students with basic grammatical structures.
- Help the students to enhance their comprehension skills.
- Understand Chinese Culture

## Semester IV

<b>SOLS204A</b>	<b>Family Law II</b>	L	T	P	C
<b>Version 1.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	--				
<b>Co-requisites</b>	--				

### Course objectives-

1. To make students aware about the various important concepts of Muslim personal law.
2. To make them understand the legal provisions relating to marriage, Divorce, maintenance, succession.
3. To make them understand the concept of various matrimonial reliefs and the procedure thereof.
4. To make them aware about the various important case laws on the different aspects of Muslim law.
5. To make students aware about the provision of Family courts Act

### Course Outcomes-

After completion of the course:

**CO1** The students will be able to know about the various sources and Schools of Muslim Law, marriage & dissolution of marriage under Muslim Laws

**CO2** The students will have the knowledge the functioning of Family Courts and the constitutionality of Uniform Civil Code

**CO3** The students will know about the dispositions under Muslim Personal Laws

**CO4** The students will have an understanding about wakf and pre-emption.

### Catalogue Description

Family Law II Course is mainly devoted to the study of Source, School, and property relations in the familial relationship. The legal incidence of marriage, divorce and the laws of succession – testamentary and intestate – according to the personal laws of Muslims shall be discussed in depth to create insights amongst the students who develop visions and perceptions that may promote loud thinking on a Uniform Civil Code

At the completion of this course, students are expected to know the meaning, sources and schools of Muslim Law. Students are expected to have acquired ability to apply the apply legal provisions relating to marriage, divorce, maintenance, succession . They will also be able to examines and compares personal Laws.

## **UNIT I**

**14 Lectures**

Muslim Law: Sources and Schools of Muslim Law, Nikah - Solemnization of Marriage – conditions for validity, classification, and types; Special Marriage Act,1954, Dower; Divorce - (a) Extra-judicial - Talaq, Khula, Mubarat (b) Judicial - The Dissolution of Muslim Marriages Act, 1939, Acknowledgement of Paternity, Provision of **maintenance to Muslim Women.**

## **UNIT II**

**6 Lectures**

Family Courts: Establishment, Powers and functions, Uniform Civil Code- Constitutional Mandate; Role of the State; Impediments to the formulation of the Uniform Civil Code.

## **UNIT III**

**10 Lectures**

Dispositions under Muslim Law:

A. Testamentary Disposition (Will): Definition and basis, Capacity of the Legatee, Formalities of a Will (Wasiyat); subject matter of Will, Restrictions on testamentary power of disposition, interpretation of the Will, Revocation of the Will.

B. Disposition inter vivos (Gift): Gift (Hiba) its definition, classification, and essentials of gift, who can make gift, to whom gift can be made, the property which can be subject of Gift;

Delivery of possession, (Musha), Revocation of Gifts; Distinction between Hiba, Ariya, Sadaqa & Wakf, Hiba-bil-Sharituliwad, Gift during death illness (Marzul –a-Mawt).

C. Custody (Hizanat)

#### UNIT IV

**10 Lectures**

Waqf: Meaning, Kinds of Waqf, Objects and purpose, Requisites, Rights and Characteristics, Advantages and disadvantages, Methods of creation of waqf. Pre-emption – Origin, Definition, Classification, Subject matter, formalities, effects, constitutional validity.

#### SUGGESTED READINGS

Diwan Paras, Muslim Law in Modern India

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

Components	Continuous Assessment (Quiz/Assignment/ Extempore	Presentation/ Presentation/	Mid Term Examination	Attendance	End Term Exam
Weightage (%)	20		20	10	50

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

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	The students will be able to know about the various sources and Schools of Muslim Law, marriage & dissolution of marriage under Muslim Laws	PO2
CO2	The students will have the knowledge the functioning of Family Courts and the constitutionality of Uniform Civil Code	PO1,
CO3	The students will know about the dispositions	PO2 & PO6

	under Muslim Personal Laws	
<b>CO4</b>	The students will have an understanding about wakf and pre-emption	<b>PO1 &amp; PO2</b>

		<b>SUBSTANTIVE AND PROCEDURAL INTELLIGENCE</b>	<b>ADVERSARIAL AND INQUISITORIAL JURISPRUDENCE</b>	<b>PRODUCTIVE CIVILIAN</b>	<b>PROFESSIONAL ETHICS, VALUES AND CONDUCT</b>	<b>SURROUNDINGS AND SUSTAINABILITY</b>	<b>SKILL DEVELOPMENT</b>	<b>CRITICAL THINKING, LEGAL REASONING AND RESEARCH SKILLS</b>	Understand the interdisciplinary nature of law and the contributions that other disciplines can make to the study of law.	Conduct legal research using analytical and critical thinking	Understanding of the legal provisions and developing skills
<b>Course Code</b>	<b>Course Title</b>	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO2	PSO3
<b>SOLS 204A</b>	<b>Family Law II</b>	3	3				1	2		2	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping														
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO3				
CO1	3	3				1	2							
CO2	3	3				1	2							
CO3	3	3				1	2							
CO4	3	3				1	2							
<b>Unit</b>	<b>Relevance to the local, national, regional and global developmental needs</b>				<b>Relevance To the Employability/ Entrepreneurship/ Skill Development</b>			<b>Relevance to the Professional Ethics, Gender, Human Values, Environment &amp; Sustainability</b>				<b>SDG</b>	<b>NEP</b>	<b>POE/ 4<sup>th</sup> IR</b>
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
<b>Unit I</b>	Muslim Law	Muslim Law	Muslim Law	-	Special Marriage Act, 1954 , Dower; Divorce - (a) Extra-judicial - Talaq, Khula, Mubarat (b) Judicial - The Dissolution of Muslim Marriages Act, 1939,	-	-	-	Special Marriage Act, 1954 , Dower; Divorce - (a) Extra-judicial - Talaq, Khula, Mubarat	Solemnization of Marriage - conditions for validity, classification and types	-	SDG 4, 5	-	Project



<b>Unit II</b>	Family Courts, Impediments to the formulation of the Uniform Civil Code. Maintenance,	Family Courts, Impediments to the formulation of the Uniform Civil Code. Maintenance,	Family Courts, Impediments to the formulation of the Uniform Civil Code. Maintenance,	-	Uniform Civil Code-Constitutional Mandate; Role of the State;	-	-	-	Uniform Civil Code-Constitutional Mandate; Role of the State; Impediments to the formulation of the Uniform Civil Code	Uniform Civil Code-Constitutional Mandate; Role of the State; Impediments to the formulation of the Uniform Civil Code	-	SDG 4, 5	Vocational Education	Soft Skills & Projects Internships
<b>Unit II</b>	Dispositions under Muslim Law	Dispositions under Muslim Law	Dispositions under Muslim Law	-	Capacity of the Legatee, Formalities of a Will (Wasiyat)	-	-	-			-	SDG 4, 5	Vocational Education	Projects Internships
<b>Unit V</b>	Waqf: Meaning, Kinds of Waqf, Objects and purpose, Requirements	Waqf: Meaning, Kinds of Waqf, Objects and purpose, Requirements	Waqf: Meaning, Kinds of Waqf, Objects and purpose, Requirements	-	Methods of creation of waqf ;Pre-emption – Origin, Definition, Classification, Subject matter, formalities, effects, constitutional validity	-	-	-	Rights and Characteristics, Advantages and disadvantages,	Rights and Characteristics, Advantages and disadvantages,	-	SDG 4, 5	Vocational Education	Projects Internships

<b>SOLS 208A</b>	<b>ADMINISTRATIVE LAW</b>	L	T	P	C
<b>Version 2.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	NA				
<b>Co-requisites</b>	NA				

### **Course objectives-**

- 1 To make students aware about the concept and scope of administrative law.
- 2 To give students knowledge about legislative functions of administration.
- 3 To explain students about judicial functions of administrative authorities.
- 4 To make students aware about administrative discretion, judicial control of administrative action & judicial review.

### **Course Outcomes-**

After completion of the course:

- CO1** The students will be able to explain the concept of administrative law.
- CO2** The students will be able to impart knowledge about legislative functions of administration.
- CO3** The students will be able to know the judicial functions of administrative authorities.
- CO4** The students will be able to understand the administrative discretion, judicial control of administrative action & judicial review.

### **Catalogue Description**

The objective of this course is to provide comprehensive knowledge to students about the concept of administrative law. The students will be given knowledge about legislative and judicial function of administration. The students will also be imparted knowledge about judicial review.

### **Course Content**

## UNIT I

8

### LECTURES

#### **Evolution, Nature and scope of Administrative law:**

Definitions, scope, classification and reason for the growth of administrative law ; Relationship between constitutional law and administrative law; Doctrine of Separation of Powers and its application in administrative law; Doctrine of Rule of law and application in administrative law.

## UNIT-II

### 8 LECTURES

#### **Legislative function of Administration:**

Delegated legislation: Necessity for delegated legislation, classification of delegated legislation and its requirement, constitutionality of delegated legislation, All forms of control of delegated legislation i.e. Parliamentary, Procedural and Judicial control (doctrine of ultra vires).

## UNIT-III

14

### LECTURES

#### **Judicial function of Administration:**

Reason for Administrative adjudication; Tribunals and classification of Tribunals; Principles of Natural Justice; Ombudsman: Lokpal, Lokayukta; Central Vigilance Commission (CVC).

## UNIT-IV

11

### LECTURES

#### **Administrative discretion, Judicial control of administrative action & Judicial Review:**

Need and legality and abuses; Constitutional objections and discretion, failure to exercise discretion; Doctrine of proportionality; Legitimate expectation.

Courts as the final authority to determine the legality of Administrative actions; Public Interest Litigation and the principle of *locus standi*, laches

Judicial review; scope and extent, statutory appeals, writs.

**SUGGESTED READINGS:**

C.K. Takwani, Lectures on Administrative Law, Eastern Book Company;

Dr.J.J.R.Upadhyaya: Administrative Law, Central Law Agency

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

<b>Components</b>	<b>Continuous Assessment (Quiz/Assignment/ Presentation/ Extempore</b>	<b>Mid Term Examination</b>	<b>Attendance</b>	<b>End Term Examination</b>
<b>Weightage (%)</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>50</b>

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

<b>Mapping between COs and POs</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	The students will be able to explain the concept of administrative law.	<b>PO1</b>
<b>CO2</b>	The students will be able to impart knowledge about legislative functions of administration.	<b>PO1</b>
<b>CO3</b>	The students will be able to know the judicial functions of administrative authorities.	<b>PO2, PO4</b>
<b>CO4</b>	The students will be able to understand the administrative discretion, judicial control of administrative action & judicial review.	<b>PO3, PO4</b>

		SUBSTANTIVE AND PROCEDURAL	AND	PRODUCTIVE CIVILIAN	PROFESSIONAL ETHICS, VALUES	AND	SKILL DEVELOPMENT	CRITICAL THINKING, LEGAL	Understand the interdisciplinary nature	Conduct research using analytical and	Understanding of the legal provisions
<b>Course Code</b>	<b>Course Title</b>	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3
<b>SOLS 208A</b>	<b>ADMINISTRATIVE LAW</b>	3	3	3	3						1

1=weakly mapped

2= moderately mapped

3=strongly mapped

<b>Programme and Course Mapping</b>										
<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO3</b>
<b>CO1</b>	3	3						1	2	3
<b>CO2</b>										3
<b>CO3</b>		2		2						
<b>CO4</b>			2	2						
1=lightly mapped			2= moderately mapped				3=strongly mapped			

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	PO E/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit I	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit II	Evolution, Nature and scope of Administrative law	Evolution, Nature and scope of Administrative law	Evolution, Nature and scope of Administrative law	-	Doctrine of Separation of Powers and its application in administrative law;	-	-	-	-	-	-	SDG 4	Optimum learning	Sift skills
Unit II	Legislative function of Administration	Legislative function of Administration	Legislative function of Administration	-	All forms of control of delegated legislation i.e. Parliament	-	-	-	-	-	-	SDG 4, 16	Inclusive Education	Skill Development

					entary, Procedural and Judicial control (doctrine of ultra vires).									
Unit II	Judicial functions of Administration	Judicial functions of Administration	Judicial functions of Administration	-	Tribunals and classification of Tribunals; Principles of Natural Justice; Ombudsman: Lokpal, Lokayukta; Central Vigilance Commission (CVC).	-	-	-	-	-	-	SDG 4, 16	Inclusive Education	Project & Internships
Unit V	Administrative discretion, Judicial	Administrative discretion, Judicial control of administrative	Administrative discretion, Judicial control of administrative	-	Courts as the final authority to determine the legality of Administrative	-	-	-	-	-	-	SDG 4, 16	Optimal Learning Environments	Focus on employability Skill, Case Competitions





<b>SOLS 210A</b>	<b>CONSTITUTION LAW-II</b>	L	T	P	C
<b>Version 2.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	<b>CONSTITUTION LAW-I</b>				
<b>Co-requisites</b>	--				

### **Course objectives-**

1. To make the students study the Organs of the State i.e. The Executive, The Legislature, The Judiciary.
2. To let the students understand the working procedure and the powers of President, Vice-President, Council of States.
3. To explain the relations between the Union and the States to the students.
4. To make the students know about the emergency provisions and amendment procedure.

### **Course Outcomes-**

After completion of the course:

**CO1** The students will be able to understand the functions and powers of the three organs of the State i.e. The Executive, The Legislature, The Judiciary.

**CO2** The students will have the knowledge of the Union, Executive and Judiciary their appointments, powers, retirement etc and the Council of the States.

**CO3** The students will have an understanding the relations between the Union and the States to the students.

**CO4** The students will know the emergency provisions, amendment procedure and the Schedules.

### **Catalogue Description**

The Constitution of India is the foundational law which lays the basic political structure of our country. It establishes a Parliamentary Democracy and a Republic with a federal structure. The Constitution of India embodies the vision and values of our founding Fathers. It represents their thinking social, political and economic ethos faith and will. The Constitution defines the main organs of the Republic of India-the executive, the Legislature and the

Judiciary and defines their power and demarcates their responsibilities. The Constitution of India is the supreme law of India. The document lays down the framework that demarcates fundamental political code, structure, procedures, powers, and duties of government institutions and sets out fundamental rights, directive principles, and the duties of citizens. The constitution is considered federal in nature, and unitary in spirit. It has features of a federation, including a codified, supreme constitution; a three-tier governmental structure (central, state and local); division of powers; bicameralism; and an independent judiciary. It also possesses unitary features such as a single constitution, single citizenship, an integrated judiciary, a flexible constitution, a strong central government, appointment of state governors by the central government, All India Services and emergency provisions.

## **Course Content**

### **UNIT I 8**

#### **Lectures**

##### Union Executive

The President of India : Election of President and Vice President, term of office, qualification and eligibility, Impeachment, Oath of office, Power of the President to be exercised, power to grant pardon, Conduct of Business of the Government of India, Office of Vice President – Election procedure, powers and functions .

Union Cabinet: Constitutional provision on formation of Council of Ministers, Advisory function, Collective responsibility, Confidentiality of Cabinet Decisions, Other provisions, Duties of PM

State Executive: Governor of a state, Qualification, Appointment, Term, Executive & legislative power and function; Council of Ministers.

### **UNIT II 14**

#### **Lectures**

##### Union Legislature

The Parliament: Bicameral Character and constitution, Composition of the House of States and House of the People, Duration, Qualification and disqualification of members, Office of

Profit, sessions, Right of President to address, Special address, Officers of the Parliament and their duties, vacation including removal , Conduct of Business, Privileges and Immunities of Parliament and its Members, office of profit, Salaries and allowances of members, Special procedure on Money Bill and Financial matters.

State Legislature

Constitution under Unicameral and Bicameral Legislative system, qualification of members, sessions, Officers of Legislature, power and function, Conduct of business, disqualification, Special Procedure on Money Bill & Financial matters

### **UNIT III**

**8**

#### **Lectures**

Union Judiciary: Nature of Indian Judicial System with its distinctive feature, Supreme Court of India, its various powers, Judicial Appointment, Special Leave appeals, Officers of SCI  
State Judiciary

High Courts & Subordinate Courts : Judicial system in the States, Appointment of Judges, Various Powers, Establishment of Common High Court, Constitution of Bench, Transfer of a judge.

### **UNIT IV**

**10**

#### **Lectures**

Relation between Union & States (Arts. 245-281)

Concept of Federalism

Legislative Relations, Administrative Relations, Financial Relations, Cooperative Federalism

Relevant Doctrines: Territorial nexus, Harmonious construction, Pith and substance, Repugnancy.

Right to Property

Freedom of Trade, Commerce & Intercourse [Art 301]

Services under the Union [Articles 308-323]

Elections [Art 324]

Emergency Power [Articles 352, 356 & 360]: Proclamation, Effects and the Grounds

Amendment to the Constitution: Kinds of Amendment, Methods of Amendments, Scope of

Amending Powers of the Parliament, Doctrine of basic Structure, Amendment of Fundamental Rights.

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

<b>Components</b>	<b>Continuous Assessment (Quiz/Assignment/ Presentation/ Extempore</b>	<b>Mid Term Examination</b>	<b>Attendance</b>	<b>End Term Examination</b>
<b>Weightage (%)</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>50</b>

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

<b>Mapping between COs and POs</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	The students will be able to understand the functions and powers of the three organs of the States i.e. The Executive, The Legislature, The Judiciary.	<b>PO1</b>
<b>CO2</b>	The students will have the knowledge of the Union, Executive and Judiciary their appointments, powers, retirement etc and the Council of the States. .	<b>PO3</b>
<b>CO3</b>	The students will have an understanding the relations between the Union and the States to the students	<b>PO2</b>
<b>CO4</b>	The students will know the amendment procedure, amendment procedure and the Schedules	<b>PO7</b>



Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	PO E/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit I	Union Executive	Union Executive	Union Executive		office, Power of the President to be exercised, power to grant pardon, Conduct of Business of the Government of India, Office of Vice President – Election procedure, powers and functions	-	-	-	-	-	-	SDG 4	Optimum learning	Soft skills

<b>Unit II</b>	Union Legislature	Union Legislature	Union Legislature	-	The Parliament: Bicameral Character and constitution, Composition of the House of States and House of the People,	-	-	-	-	-	-	SD G 4, 16	Inclusive Education	Skill Development
<b>Unit II I</b>	Union Judiciary	Union Judiciary	Union Judiciary	-	Judicial Appointment, Special Leave appeals,	-	-	-	-	-	-	SD G 4, 16	Inclusive Education	Project & Internships
<b>Unit IV</b>	Relation between Union & States	Relation between Union & States	Relation between Union & States	Relation between Union & States	Emergency Power, Right to Property	-	-	-	-	-	-	SD G 4	Optimal Learning Environments	Skill development, Case Competitions

<b>SOLS212A</b>	<b>Law of Crimes II</b>	L	T	P	C
<b>Version 1.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	--				
<b>Co-requisites</b>	--				

### **Course objectives-**

- To define a conceptual understanding of the specific principles of Criminal Law.
- To explain different offences against Human Body such as Murder and Rape.
- To analyze different offences against Property such as theft, Extortion, robbery, dacoity etc.
- To illustrate offences against peace and tranquility of State.

### **Course Outcomes-**

After completion of the course:

**CO1** To make students aware about various crime against women, human body and property.

**CO2** To demonstrate them an in-depth understanding of the aspects of criminal justice, or law and its relationship to larger social issues.

**CO3** To make them understand principles of criminal law

**CO4** To make them able Identify, explain and apply the principles of criminal law to the given situation.

### **Catalogue Description**

The Course has been designed for law students who are intrigued to gain knowledge about the criminal justice system and understand the structure and concepts under the Indian Penal Code. The Indian Penal Code (IPC) is the main criminal code of India. It is a comprehensive code intended to cover all substantive aspects of criminal law. The code was drafted in 1860 on the recommendations of first law commission of India. The objective of this Act is to provide a general penal code for India. The objectives of IPC is to consolidates the whole of the law on the subject



## **UNIT I**

**14 Lectures**

Offences against Human Body: Culpable Homicide, Murder- Offences of culpable homicide amounting and not amounting to murder distinguished. - culpable homicide of first degree provided in clause (a), second degree in clause (b) and third degree in clause (c) of section 299, IPC. Each clause of section 299 contains comparable clauses in section 300. Every murder is culpable homicide but not vice versa. Culpable homicide is the genus and murder is its species.

Causing Death by Negligence- Distinction between negligence and rashness as forms of mens rea; mens rea required is criminal negligence (inadvertent negligence) or criminal rashness (advertent negligence)

Abetment of suicide, Attempt to murder, Hurt and Grievous Hurt, Acid Attack, (226th Report of the Law Commission)

Wrongful restraint and Confinement, Criminal force and Assault

Kidnapping and Abduction- Ingredients of the offence of kidnapping from lawful guardianship

(section 362); distinction between taking, enticing and allowing a minor to accompany;

Kidnapping from lawful guardianship is a strict liability offence (section 363) and distinction between 'Kidnapping' and 'Abduction'- Relevance of age, consent, force, deception and motive.

## **UNIT II OFFENCES AGAINST WOMEN**

**8 Lectures**

Offences relating to marriage- Mock Marriages, Adultery, Bigamy (227th Report of the Law Commission) Cruelty (243rd Report of the Law Commission) Dowry Death (10th and 202nd

Report of the Law Commission)

Miscarriage (Section 312-318- Comparison to be made with the Medical termination of Pregnancy Act, 1971)

Outraging modesty and annoyance of women- 354A (Sexual harassment), section 354B (Assault or use of criminal force to woman with intent to disrobe), section

354C (Voyeurism), section 354D (Stalking) and section 509 (Word, gesture or act intended to insult the modesty of a woman)

Rape - Comparison to be made with the definitions in The Protection of Children from Sexual Offences Act, 2012, Custodial Rape (172nd Report of the Law Commission)

### **UNIT III**

**10 Lectures**

Offences against Property: Theft, Extortion, Robbery, Dacoity, Criminal Misappropriation of Property, Criminal Breach of Trust, Receiving Stolen Property, Cheating, Mischief, Criminal trespass, House trespass, House breakingC. Custody (Hizanat)

### **UNIT IV**

**8 Lectures**

Miscellaneous Offences: Defamation, Criminal Intimidation, Insult and Annoyance

Attempt to commit offence- An attempt is direct movement towards the commission of an offence after the preparation is made. An accused is liable for attempting to commit an offence even if the forbidden consequence does not ensue for reasons beyond his control and he is to be punished for creating alarm and scare in the society

### **SUGGESTED READINGS**

- Indian Penal Code, 1860 – S.N. Mishra, Central Law Publication Company
- The Criminal Law (Amendment) Act, 2018
- Indian Penal Code, 1860- Latest Bare Act

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

<b>Components</b>	<b>Continuous Assessment (Quiz/Assignment/ Presentation/ Extempore</b>	<b>Mid Term Examination</b>	<b>Attend ance</b>	<b>End Term Examination</b>
<b>Weightage (%)</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>50</b>

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

<b>Mapping between COs and POs</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	To make students aware about various crime against women, human body and property.	<b>PO2</b>
<b>CO2</b>	To demonstrate them an in-depth understanding of the aspects of criminal justice, or law and its relationship to larger social issues.	<b>PO1,</b>
<b>CO3</b>	To make them understand principles of criminal law	<b>PO7</b>
<b>CO4</b>	To make them able Identify, explain and apply the principles of criminal law to the given situation.	<b>PO6 &amp; PO7</b>

**1=weakly mapped**

**2= moderately mapped**

**3=strongly mapped**

		<b>SUBSTANTIVE AND PROCEDURAL INTELLIGENCE</b>	<b>ADVERSARIAL AND INQUISITORIAL JURISPRUDENCE</b>	<b>PRODUCTIVE CIVILIAN</b>	<b>PROFESSIONAL ETHICS, VALUES AND CONDUCT</b>	<b>SURROUNDINGS AND SUSTAINABILITY</b>	<b>SKILL DEVELOPMENT</b>	<b>CRITICAL THINKING, LEGAL REASONING AND RESEARCH SKILLS</b>	Understand the interdisciplinary nature of law and the contributions that other disciplines can make to the study of	Conduct legal research using analytical and critical thinking	Understanding of the legal provisions and developing skills required for legal profession
<b>Course Code</b>	<b>Course Title</b>	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
<b>SOLS 212A</b>	<b>Law of Crimes II</b>	2	2				2	3		2	3

<b>Programme and Course Mapping</b>										
<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	2	2				2	3		2	2
<b>CO2</b>	2	2				2	3		2	2
<b>CO3</b>	2	2				2	3		2	2
<b>CO4</b>	2	2				2	3		2	2
1=lightly mapped			2= moderately mapped				3=strongly mapped			

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	PO E/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
<b>Unit I</b>	Offences against Human Body	Offences against Human Body	Offences against Human Body	-	Culpable Homicide, Murder - Offences of culpable homicide amounting and not amounting to murder distinguished	-	-	-	-	-	-	SDG 4	Optimal Learning Environment and Support for Students (12.1-12.10); Transforming the Regulatory System (20.1-20.15); Adult Education and	Skill Embedded Courses Development; Skill Development

													Lifelong Learning (21.1-21.10)	
<b>Unit II</b>	Offences Against Women	Offences Against Women	Offences Against Women	-	<b>Offences relating to marriage, Miscarriage, Outraging modesty and annoyance of women, rape</b>	-	-	-	-	-	-	-	SDG 4	Skill Development
<b>Unit II I</b>	Offences against Property	Offences against Property	Offences against Property	-	Theft, Extortion, Robbery, Dacoity, Criminal Misappropriation of Property, Criminal Breach of Trust	-	-	-	-	-	-	-	SDG 4	Transforming the Regulatory System Skill Embedded Courses Development; Skill Development
<b>Unit I V</b>	Defamation, Criminal Intimidation	Defamation, Criminal Intimidation	Defamation, Criminal Intimidation	Defamation	Defamation, Criminal Intimidation, Insult and Annoya	-	-	-	-	-	-	-	SDG 4	Transforming the Regulatory System Skill Embedded Courses Development; Skill Development



<b>SLMC 218A</b>	<b>Research Methodology for Business</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		4	0	0	4
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>	--				

## Course Objectives

1. To familiarize students with basic of research and the research process.
2. To help students in conducting research work and making research reports.
3. To familiarize students with Statistical packages such as SPSS.

## Course Outcomes

On completion of this course, the students will be able to

**CO 1:** Have an understanding of various kinds of research, objectives of doing research, research process research designs and sampling.

**CO 2:** Be able to formulate research problem and develop a sufficiently coherent research design.

**CO 3:** Have basic knowledge on qualitative, quantitative as well as measurement & scaling techniques.

**CO 4:** Have a basic awareness of data analysis, including descriptive & inferential measures.

**CO 5:** Be able to write & develop independent thinking for critically analyzing research reports.

## Catalogue Description

All Business Management students require the ability to deal with quantitative material, including the collection, collation and analysis of such data. This course introduces students to the business research methods in business mainly centered on statistical aspects. It also provides them with experience in designing questionnaires and report writing. In order to effectively carry out statistical analysis, the students are required to have experience of computing. This course reinforces the experience gained in their Computing for Business course.

## Course Content

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### UNIT I

**10 hours**

**Introduction:** Meaning of Research, Objective of research, motivation in research, types of research, research approaches, Significance of research, Research process and criteria for good research. Problem identification and formulation of research design, Introduction to research design.

### UNIT II

**10 hours**

**Data Collection Methods:** Collection of primary data, observation method, interview method, collection of data through questionnaire and schedules, Measurement in research,



measurement scales, sources of errors in measurement, Test of sound measurement, Techniques of developing measurement tools, important scaling techniques, Likert's scale, Thurstone scale. Questionnaire design, Steps in constructing a questionnaire, Types of questions.

**UNIT III** **10 hours**

**Sampling:** Sampling decisions, Steps in sample design, criterion of selecting a sampling procedure, characteristics of a good sample design, different types of sample design, Sample selection methods - Probability and non-probability, how to select a random sample, random sample for an infinite universe, Complex random sampling design, Systematic sampling, stratified sampling, Sampling error and error in sampling.

**UNIT IV** **10 hours**

**Testing of Hypothesis:** Basic Concepts, Procedure for Hypothesis testing, Test of Hypothesis, Important parametric tests Test of significance Z and T, Correlation and regression techniques, Cluster analysis.

**Report Writing:** Types of research report, significance of report writing, steps in writing report, layout of research report, Examination of the research procedure, selected applications of marketing research, Identifying market segments, Product research, Advertising research.

**Text Book:**

1. Kothari C R, Research Methodology (Methods and Techniques) 2nd edition, New age international (P) ltd

**Reference Book:**

1. Zikmund, Babin, et.al. Business Research Methods, 8<sup>th</sup> edition, Cengage Learning.
2. Chawla Deepak, Research Methodology, 2nd edition, Vikas Publications.
3. Dash Priaranjan, Research Methodology, 3<sup>rd</sup> edition, Vrinda Publication.

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

Components	Continuous Assessment (Quiz/Assignment/ Presentation/ Extempore)	Mid Term Examination	Attendance	End Term Examination
Weightage (%)	20	20	10	50

**Relationship between the Course Outcomes (COs) and PROGRAMME Outcomes (POs)**

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped PROGRAMME Outcomes
CO1	Have an understanding of various kinds of research, objectives of doing research, research process research designs and sampling	PO1
CO2	Be able to formulate research problem and develop a sufficiently coherent research design.	PO7
CO3	Have basic knowledge on qualitative, quantitative as well as measurement & scaling techniques.	PO6

<b>CO4</b>	Have a basic awareness of data analysis, including descriptive & inferential measures.	<b>PO7</b>
<b>CO5</b>	Be able to write & develop independent thinking for critically analyzing research reports.	<b>PO4, PO7</b>

		<b>SUBSTANTIVE AND PROCEDURAL INTELLIGENCE</b>	<b>ADVERSARIAL AND INQUISITORIAL JURISPRUDENCE</b>	<b>PRODUCTIVE CIVILIAN</b>	<b>PROFESSIONAL ETHICS, VALUES AND CONDUCT</b>	<b>SURROUNDINGS AND SUSTAINABILITY</b>	<b>SKILL DEVELOPMENT</b>	<b>CRITICAL THINKING, LEGAL REASONING AND RESEARCH SKILLS</b>	Understand the knowledge in the business management at both fundamental and advanced levels.	Demonstrate the knowledge of the fundamental principle of managing a project in a multi-disciplinary environment and apply the same in one's own work as a member and as a leader of a team.	Understanding of the legal provisions and developing skills required for legal profession
<b>Course Code</b>	<b>Course Title</b>	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
<b>SLMC218 A</b>	<b>Conducting Research for Business</b>	3			2		3	3	3	2	2

1=weakly mapped

2= moderately mapped

<b>Programme and Course Mapping</b>										
<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO3</b>
<b>CO1</b>		<b>3</b>		<b>2</b>		<b>3</b>	<b>2</b>			<b>1</b>
<b>CO2</b>		<b>3</b>		<b>2</b>		<b>3</b>	<b>2</b>			<b>1</b>
<b>CO3</b>		<b>3</b>		<b>2</b>		<b>3</b>	<b>2</b>			<b>1</b>

<b>CO4</b>		<b>3</b>		<b>2</b>		<b>3</b>	<b>2</b>			<b>1</b>
<b>CO5</b>		<b>3</b>		<b>2</b>		<b>3</b>	<b>2</b>			<b>1</b>
1=lightly mapped                      2= moderately mapped                      3=strongly mapped										

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	PO E/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit 1	Meaning of Research, Objective of research, motivation in research, types of research, research approaches, Significance	Meaning of Research, Objective of research, motivation in research, types of research, research approaches, Significance	Meaning of Research, Objective of research, motivation in research, types of research, research approaches, Significance	-	-	-	Have basic knowledge on qualitative, quantitative as well as measurement & scaling techniques Have a basic awareness of data analysis, includi	-	-	-	-	SDG4, 9	Effective Governance & Leadership	Skill Development

	of research, Research process and criteria for good research. Problem identification and formulation of research design, Introduction to research design.	of research, Research process and criteria for good research. Problem identification and formulation of research design, Introduction to research design.	of research, Research process and criteria for good research. Problem identification and formulation of research design, Introduction to research design.																ng descriptive & inferential measures. Be able to write & develop independent thinking for critically analyzing research reports.									
U II	Collection of primary data, observation method, interview method, collection of data through questionnaire	Collection of primary data, observation method, interview method, collection of data through questionnaire	Collection of primary data, observation method, interview method, collection of data through questionnaire	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	In order to effectively carry out statistical analysis, the students are required to have experience of comput	SD G4, 9	Inclusive Education	Skill Development						

<p>e and schedules, Measurement int research, measurement scales, sources of errors in measurement, Test of sound measurement, Techniques of developing measurement tools, important scaling techniques, Likert's scale, Thurstone scale. Questionnaire design , Steps</p>	<p>and schedules, Measurement int research, measurement scales, sources of errors in measurement, Test of sound measurement, Techniques of developing measurement tools, important scaling techniques, Likert's scale, Thurstone scale. Questionnaire design , Steps</p>	<p>and schedules, Measurement int research, measurement scales, sources of errors in measurement, Test of sound measurement, Techniques of developing measurement tools, important scaling techniques, Likert's scale, Thurstone scale. Questionnaire design , Steps</p>			<p>ing. This course reinforces the experience gained in their Computing for Business course.</p>						
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	in constructing a questionnaire, Types of questions.	in constructing a questionnaire, Types of questions.	in constructing a questionnaire, Types of questions.										
Unit III	Sampling decisions, Steps in sample design, criterion of selecting a sampling procedure, characteristics of a good sample design, different types of sample design, Sample selection method	Sampling decisions, Steps in sample design, criterion of selecting a sampling procedure, characteristics of a good sample design, different types of sample design, Sample selection method	Sampling decisions, Steps in sample design, criterion of selecting a sampling procedure, characteristics of a good sample design, different types of sample design, Sample selection method	-	-	-	-	-	-	-	SD G4, 9	Inclusive Education	Skill Development



U nit IV	Testin g of Hypot hesis: Basic Conce pts, Proce dure for Hypot hesis testing , Test of Hypot hesis, Impor tant param etric tests Test of signifi cance Z and T, Correl ation and regres sion techni ques, Cluste r analys is. Repor t Writin g: Types of resear ch report, signifi cance	Testin g of Hypot hesis: Basic Conce pts, Proce dure for Hypot hesis testing , Test of Hypot hesis, Impor tant param etric tests Test of signifi cance Z and T, Correl ation and regres sion techni ques, Cluste r analys is. Repor t Writin g: Types of resear ch report, signifi cance	Testin g of Hypot hesis: Basic Conce pts, Proce dure for Hypot hesis testing , Test of Hypot hesis, Impor tant param etric tests Test of signifi cance Z and T, Correl ation and regres sion techni ques, Cluste r analys is. Repor t Writin g: Types of resear ch report, signifi cance	-	-	-	-	-	-	SD G4, 9	Inclu sive Educ ation	Skill Devel opme nt
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<b>SLMC 118A</b>	<b>Human Behaviour at Work</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		4	0	0	4
<b>Pre-requisites/Exposure</b>	NIL				
<b>Co-requisites</b>	--				

### Course Objectives

1. To help the students to develop cognizance of the importance of human behaviour.
2. To enable students to describe how people behave under different conditions and understand why people behave as they do.
3. To provide the students to analyse specific strategic human resources demands for future action.
4. To enable students to synthesize related information and evaluate options for the most logical and optimal solution such that they would be able to predict and control human behaviour and improve results.

### Course Outcomes

On completion of this course, the students will be able to

CO1: Demonstrate the applicability of the concept of organizational behavior to understand the behavior of people in the organization.

CO2: Demonstrate the applicability of analyzing the complexities associated with management of individual behavior in the organization.

CO3: Analyze the complexities associated with management of the group behavior in the organization.

CO4: Demonstrate how the organizational culture and organizational structure can integrate in understanding the motivation (why) behind behavior of people in the organization

### Catalog Description

The main objective of Organizational Behavior course is to help the students to acquire and develop skill to take rational decisions in the process of O.B. People have always been regarded as important in managing organizations. Human aspects are critical in each functional aspects of management and equally so for the effective utilization of resources. In view of this, organizational behavior has assumed great importance. This course is designed primarily for students who are being exposed to Organizational Behavior for the first time.

### Course Content

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#### UNIT I

**10 hours**

**Foundation and background of OB:** contemporary challenges -workforce diversity, cross-cultural dynamics, changing nature of managerial work, ethical issues at work, emotional intelligence in contemporary business

#### UNIT II

**10 hours**

**Individual behaviour and processes:** individual differences – values and attitudes;

Perception- concept, process and applications; Personality- concept, determinants and theories applications; Learning and Reinforcement, Stress – symptoms, causes, consequences and management

**UNIT III**

**10 hours**

**Interpersonal and team processes:** group behaviour, group development, group dynamics, social loafing; developing teams – self-directed work teams, virtual teams; team building; Empowerment - concept, significance, process, prerequisites, Conflict – concept, sources, types, management of conflict, Power – concept, sources, approaches; organizational politics

**UNIT IV**

**10 hours**

**Organizational processes and structure:** organizational structure and design, Work and job design; organizational learning; organizational culture; organizational change and development.

**TEXT BOOK**

1. Nelson, Debra L and James C Quick, Organisational Behaviour, Thomson Learning

**REFERENCE BOOKS:**

1. Pareek, Udai, Understanding Organisational Behaviour, Oxford University Press, New Delhi
2. Robbins, S.P., Organisational Behaviour , Prentice Hall of India, New Delhi
3. Hellgiegel, D & J.W. Slocum, Organisational Behaviour, Thomson Learning
4. McSchane, OrganisationBehaviour, TMH, New Delhi
5. Luthans, Fred, OrganisationalBehaviour, McGraw Hill, New York
6. New Storm and Keith Davis, Organisation Behaviour , TMH, New Delhi

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:**

Components	Continuous Assessment (Quiz/Assignment/ Presentation/ Extempore	Mid Term Examination	Attend ance	End Term Examination
Weightage (%)	20	20	10	50

**Relationship between the Course Outcomes (COs) and PROGRAMME Outcomes (POs)**

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped PROGRAMME Outcomes
CO1	Demonstrate the applicability of the concept of organizational behavior to understand the behavior of people in the organization.	PO4, PO5
CO2	Demonstrate the applicability of analyzing the complexities associated with management of individual behavior in the organization.	PO6

<b>CO3</b>	Analyze the complexities associated with management of the group behavior in the organization.	<b>PO7</b>
<b>CO4</b>	Demonstrate how the organizational culture and organizational structure can integrate in understanding the motivation (why) behind behavior of people in the organization	<b>PO6</b>

		<b>SUBSTANTIVE AND PROCEDURAL INTELLIGENCE</b>									
		<b>ADVERSARIAL AND INQUISITORIAL JURISPRUDENCE</b>									
		<b>PRODUCTIVE CIVILIAN</b>									
		<b>PROFESSIONAL ETHICS, VALUES AND CONDUCT</b>									
		<b>SURROUNDINGS AND SUSTAINABILITY</b>									
		<b>SKILL DEVELOPMENT</b>									
		<b>CRITICAL THINKING, LEGAL REASONING AND RESEARCH SKILLS</b>									
		Understand the knowledge in the business management at both fundamental and advanced levels.									
		Demonstrate the knowledge of the fundamental principle of managing a project in a multi-disciplinary environment and apply the same in one's own work as a member and as a leader of a team.									
		Understanding of the legal provisions and developing skills required for legal profession									
<b>Course Code</b>	<b>Course Title</b>	PO 1	PO2	PO 3	PO 4	PO 5	PO 6	PO7	PSO1	PSO2	PSO3
<b>SLM C118 A</b>	<b>Human Behaviour at Work</b>				2	3	3	2	3	3	1

1=weakly mapped  
2= moderately mapped  
3=strongly mapped

**Programme and Course Mapping**

<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO3</b>
<b>CO1</b>				<b>3</b>	<b>3</b>			<b>3</b>	<b>3</b>	<b>1</b>
<b>CO2</b>						<b>3</b>		<b>3</b>	<b>3</b>	<b>1</b>
<b>CO3</b>							<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>
<b>CO4</b>						<b>3</b>		<b>3</b>	<b>3</b>	<b>1</b>
1=lightly mapped			2= moderately mapped				3=strongly mapped			

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	PO E/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit I	analyze the Foundation and background of OB	analyze the Foundation and background of OB	analyze the Foundation and background of OB	-	-	-	-	-	-	-	-	4	-	Skill Development
Unit II	Learning and Reinforcement, Stress – symptoms, causes, consequences and management	Learning and Reinforcement, Stress – symptoms, causes, consequences and management	Learning and Reinforcement, Stress – symptoms, causes, consequences and management	Learning and Reinforcement, Stress – symptoms, causes, consequences and management	-	-	Learning and Reinforcement, Stress – symptoms, causes, consequences and management	-	-	-	-	4	-	Skill Development

U ni t III	Organiz ational process es and structur e	Organiz ational process es and structur e	Organiz ational process es and structur e	Organiz ational process es and structur e	-	-	Organiz ational process es and structur e	-	-	-	-	4		<b>Skill Devel opme nt</b>
U ni t IV	organiz ational culture and organiz ational structur e can integrat e in underst anding the motivati on	organiz ational culture and organiz ational structur e can integrat e in underst anding the motivati on	organiz ational culture and organiz ational structur e can integrat e in underst anding the motivati on	organiz ational culture and organiz ational structur e can integrat e in underst anding the motivati on	--	--	organiz ational culture and organiz ational structur e can integrat e in underst anding the motivati on	-	-	-	-	SD G 4	Hol istic , Inte grat ed	<b>Skill Devel opme nt</b>

<b>SLHA132A</b>	<b>French-II</b>	L	T	P	C
<b>Version 1.0</b>		2	0	0	0
<b>Pre-requisites/Exposure</b>	French-I (SLHA131)				
<b>Co-requisites</b>	--				

### Course Objectives

- Discuss the French terminology with the help of translator.
- Understand the elements of articles and its applicability
- Understanding the concept of ER, IR verbs
- Gaining the clarity about vocabulary and translation terminology

### Course Outcomes

On completion of this course, the students will be able to

CO1. Ability to analyze the language of French and its applicability

CO2. Ability to speak and write the French as a language

CO3. An ability to learn about the various tricks and tips on vocabulary speaking

CO4. Formulation of verbs in day to day speaking and how to deliver remarks

### Catalog Description

Offers lower division / novice speakers opportunities to enhance their speaking proficiency in the target language by focusing on oral verbal production. Teaches how to improve authentic pronunciation, reduce errors in authenticity of language structure, generate thought in the target language spontaneously as a substitute for translation, sharpen listening comprehension, and develop conversational strategies such as circumlocution and managing a conversation with useful expressions for starting a conversation, gaining time to think, helping the other speaker, seeking agreement, etc. Contrasts with all other first year courses which must strive to produce mastery of the whole range of language acquisition components, including writing, grammar, etc. Facilitates lowering the affective filter when conversing in the target language by increasing the frequency of speech opportunities and defusing concern for such matters as spelling, etc. Increases mastery of lexical items through increased frequency of oral usage. May be repeated for a maximum of 2 credits toward graduation. Offers lower division / novice speaker's opportunities to enhance their speaking proficiency in the target language by focusing on oral verbal production. Teaches how to improve authentic pronunciation, reduce errors in authenticity of language structure, generate thought in the target language spontaneously as a substitute for translation, sharpen listening comprehension, and develop conversational strategies such as circumlocution and managing a conversation with useful expressions for starting a conversation, gaining time to think, helping the other speaker,



seeking agreement, etc. Contrasts with all other first year courses which must strive to produce mastery of the whole range of language acquisition components, including writing, grammar, etc. Facilitates lowering the affective filter when conversing in the target language by increasing the frequency of speech opportunities and defusing concern for such matters as spelling, etc. Increases mastery of lexical items through increased frequency of oral usage.

## **Course Content**

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### **UNIT I**

**6 hours**

**.Revision and introduction of basic grammar topics (definite and indefinite articles, professions, nationalities, opposites, prepositions, adjectives of colour)**

### **UNIT**

**II**

**8 hours**

**Articles contractes**

**Articles partitifs**

### **UNIT**

**III**

**7 hours**

**Vocabulary exercises**

**Translation exercises**

**Adjectifs qualificatifs**

### **UNIT**

**IV**

**7 hours**

**Adjectifs demonstratifs**

**Adjectifs possessifs**

**ER, RE, IR verbs (present and imperative tense)**

### **Text Books**

1. JUMELAGE-1

## Reference Books/Materials

1. GRAMMAIRE FRANCAISE PAR ETAPES

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

### Examination Scheme:

Components	Continuous Assessment (Quiz/Assignment/ Presentation/ Extempore	Mid Term Examination	Attendance	End Term Examination
Weightage (%)	20	20	10	50

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

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Ability to analyze the language of French and its applicability	PO1,PO2
CO2	Ability to speak and write the French as a language	PO2,PO4
CO3	An ability to learn about the various tricks and tips on vocabulary speaking	PO5,PO6,
CO4	Formulation of verbs in day to day speaking and how to deliver remarks	PO3

Course Code	Course Title	PO 1	PO 2	PO 3	PO4	PO 5	PO 6	PO 7	PSO 1	PSO 1	PSO
SLHA132A	French-II	2	2	3		2	3				
		PO 1	PO 2	PO 3	PO4	PO 5	PO 6	PO 7	PSO 1	PSO 1	PSO
		SUBSTANTIVE AND PROCEDURAL	ADVERSARIAL AND INQUISITORIAL	PRODUCTIVE CIVILIAN	PROFESSIONAL ETHICS, VALUES AND CONDUCT	SURROUNDINGS AND SUSTAINABILITY	SKILL DEVELOPMENT	CRITICAL THINKING, LEGAL REASONING AND	Understand the interdisciplinary nature of law and the contributions that other disciplines can make to the study of law	Conduct legal research using analytical and critical thinking	Understanding of the legal provisions and developing skills required for legal profession

1=weakly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping										
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO3
CO1	2	2				2	3		2	2
CO2	2	2				2	3		2	2
CO3	2	2				2	3		2	2
CO4	2	2				2	3		2	2
1=lightly mapped			2= moderately mapped				3=strongly mapped			

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	PO E/4 <sup>th</sup> IR	
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability				
Unit I			analyze the language of French and its applicability	analyze the language of French and its applicability	-	-	analyze the language of French and its applicability	-	-	-	-	-	-	-	Skill Development
Unit II			Speak and write the French as a language	Speak and write the French as a language	-	-	Speak and write the French as a language	-	-	-	-	-	-	-	Skill Development
Unit III			learn about the various tricks and tips on vocabulary speaking	learn about the various tricks and tips on vocabulary speaking	-	-	learn about the various tricks and tips on vocabulary speaking	-	-	-	-	-	-	-	Skill Development
Unit IV			vocabulary and	vocabulary and	--	--	vocabulary and	-	-	-	-	SDG 4	Holistic, Inte	Skill Development	

			transl ation termi nolog y	transl ation termi nolog y			ion termino logy						grat ed	<b>nt</b>
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## SEMESTER V

<b>SOLS 303A</b>	<b>Law of Evidence</b>	L	T	P	C
<b>Version 1.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	--				
<b>Co-requisites</b>	--				

### Course objectives-

1. To provide students with detailed knowledge and skills in the rules of evidence and procedure as they apply to civil and criminal trials
2. To study the law pertaining to collection and use of evidence both primary and secondary.
3. To acquaint the students with the rules of evidence in relation to relevancy of facts and proof.
4. To equip students to deal with the more specialised principles covered in Law of Evidence A and apply such principles in a practical working legal environment

### Course Outcomes-

After completion of the course:

**CO1** Students will be able to analyse and define the concept and general nature of evidence

**CO2** Students will be able to Illustrate the different types of evidence and court procedures relating to evidence.

**CO3** Students will be able to analyse the rule relating to relevance of evidence

**CO4** Students will be able to analyse and evaluate the rules governing examination in chief, cross examination and re-examination, and establish the procedures in the conduct of a civil or criminal trial

### Catalogue Description

The law of evidence is also concerned with the quantum (amount), quality, and type of proof

needed to prevail in litigation. The rules vary depending upon whether the venue is a criminal court, civil court, or family court, and they vary by jurisdiction. The quantum of evidence is the amount of evidence needed; the quality of proof is how reliable such evidence should be considered. Important rules that govern admissibility concern hearsay, authentication, relevance, privilege, witnesses, opinions, expert testimony, identification and rules of physical evidence. There are various standards of evidence or standards showing how strong the evidence must be to meet the legal burden of proof in a given situation, ranging from reasonable suspicion to preponderance of the evidence, clear and convincing evidence, or beyond a reasonable doubt. Criminal charges lead to serious consequences for the accused. Therefore, in criminal cases, the level of proof required to resolve a case is very high. It is a strict requirement and the party alleging the crime must prove the claim beyond all reasonable doubt. Therefore, a case that goes to trial must be robust in its legal submissions and be able to prove the claim being made by the party. The laws have declared that certain types of documents and certain articles of evidence have more weight than others, and would prove the claim convincingly. This can be done by producing relevant documents, or eye witnesses to the offending incident or circumstantial evidence that increases the probability of the incident.

## **UNIT I**

**12 Lectures**

Definitions and Relevancy of Facts: Evidence and its relationship with the substantive and procedural laws; Definitions: Facts, facts in issue, relevant Facts, evidence proved, disproved, not proved, oral and documentary evidence; Relevancy and admissibility; Doctrine of res gestae; Conspiracy.

## **UNIT II**

**10 Lectures**

Admissions, confessions and statements by person who cannot be called as witnesses: Definition of admission, who can make admissions by or on their behalf, proof of admission against the persons making them and admissions in civil cases. (Section 17-23, 31); Definition, relevance and consideration of confessions (section 24-30); Dying declaration (Section 32 and Section 33).Opinion of Third Persons (Sec. 45 to 51) and Character Evidence (Sec. 52 to 55).

## **UNIT III**

**10 Lectures**

Documentary Evidence: Primary and Secondary Evidence, Proof and verification of

documents; Public documents and presumption as to documents, exclusion of oral evidence by documentary evidence.

#### UNIT IV

**8 Lectures**

Production and Effect of Evidence: Burden of proof (Sections 101-114); Estoppel (Section 115); Competence of witnesses (Sections 118-120).

Examination of Witnesses (Sections 135-166) and Rejection of evidence (Section 167)

Examination –in-chief : Cross Examination, Re-examination; Leading questions; Hostile witnesses; Refreshing memory; Judge’s power to put questions or order production

#### SUGGESTED READINGS

- Avtar Singh : Evidence Law
- The Evidence Act, 1872- Latest Bare Act

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

Components	Continuous Assessment (Quiz/Assignment/ Presentation/ Extempore	Mid Term Examination	Attendance	End Term Examination
Weightage (%)	20	20	10	50

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

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Students will be able to analyse and define the concept and general nature of evidence.	PO1
CO2	Students will be able to Illustrate the different types of evidence and court procedures relating to evidence.	PO1,PO6
CO3	Students will be able to analyse the rule relating to	PO6 & PO7



	relevance of evidence	
<b>CO4</b>	Students will be able to analyse and evaluate the rules governing examination in chief, cross examination and re-examination, and establish the procedures in the conduct of a civil or criminal trial	<b>PO6 &amp; PO7</b>

1=weakly mapped

2= moderately mapped

3=strongly mapped

		<b>SUBSTANTIVE AND PROCEDURAL INTELLIGENCE</b>	<b>ADVERSARIAL AND INQUISITORIAL JURISPRUDENCE</b>	<b>PRODUCTIVE CIVILIAN</b>	<b>PROFESSIONAL ETHICS, VALUES AND CONDUCT</b>	<b>SURROUNDINGS AND SUSTAINABILITY</b>	<b>SKILL DEVELOPMENT</b>	<b>CRITICAL THINKING, LEGAL REASONING AND RESEARCH SKILLS</b>	Understand the interdisciplinary nature of law and the contributions that other disciplines can	Conduct legal research using analytical and critical thinking
<b>Course Code</b>	<b>Course Title</b>	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO2
<b>SOLS 303A</b>	<b>Law of Evidence</b>	2					3	3		3

<b>Programme and Course Mapping</b>										
<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO3</b>
<b>CO1</b>	2					3	3		3	2
<b>CO2</b>	2					3	3		3	3
<b>CO3</b>	2					3	3		3	3
<b>CO4</b>	2					3	3		3	3
<b>1=lightly mapped</b>			<b>2= moderately mapped</b>				<b>3=strongly mapped</b>			

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	PO E/4 <sup>th</sup> IR	
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability				
<b>Unit I</b>	Definitions and Relevancy of Facts	Definitions and Relevancy of Facts	Definitions and Relevancy of Facts	-	Relevance and admissibility; Doctrine of res gestae; Conspiracy.	-	-	-	-	-	-	-	SDG 4	Optimal learning	Update Curriculum, Soft Skills
<b>Unit II</b>	Admissions, confessions and state ments by person who cannot be called as witnesses	Admissions, confessions and state ments by person who cannot be called as witnesses	Admissions, confessions and state ments by person who cannot be called as witnesses	-	Definition, relevance and consideration of confessions (section 24-30); Dying declaration (Section 32 and Section 33). Opi	-	-	-	-	-	-	-		Inclusive Education	Skill Development, Internship /Case Study

					tion of Third Persons (Sec. 45 to 51) & Character Evidence (Sec. 52 to 55).									
<b>Unit II</b>	Documentary Evidence	Documentary Evidence	Documentary Evidence	-	Primary and Secondary Evidence	-	-	-	-	-	-	-	New Possibilities for life long learning	Project & Internships Project & Internships
<b>Unit IV</b>	Production and Effect of Evidence, Examination of Witnesses (Sections 135-166) and Rejection of	Production and Effect of Evidence, Examination of Witnesses (Sections 135-166) and Rejection of	Production and Effect of Evidence, Examination of Witnesses (Sections 135-166) and Rejection of	-	Cross Examination, Re-examination; Leading questions; Hostile witnesses; Refreshing memory; J	-	-	-	-	-	-	SD G 4	Optimal Learning Environment	Skill Embedded Courses Development; Skill Development



<b>SOL S 305A</b>	<b>JURISPRUDENCE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	--				
<b>Co-requisites</b>	--				

#### COURSE OBJECTIVE

- 1 To understand the meaning of jurisprudence and legal studies
- 2 To explain the genesis of law through various jurisprudential schools of law.
- 2 To understand the various sources of law.
- 4.To summarise various concepts like; legal right, person, ownership, possession

#### Course Outcomes-

After completion of the course:

**CO1** The students will be able to understand the meaning of jurisprudence and legal studies

**CO2** The students will have an understanding of the genesis of law through various jurisprudential schools of law.

**CO3** The students will be able to understand the various sources of law

**CO4** The students will know the various concepts like; legal right, person, ownership, possession

#### UNIT I: Introduction

1. Definition, Nature of Jurisprudence
2. Scope and Utility of Jurisprudence
3. Definition & Nature of Law
4. Kinds of Law

#### UNIT II: Schools of Jurisprudence

1. Analytical School: Analytical Positivism:
  - (a) Imperative Theory of Law: John Austin
  - (b) Pure Theory of Law: Hans Kelson
  - (c) Theory by HLA Hart.
2. Historical School:

- (a) Volkgeist Theory of Law: Frederick Karl Von Savigny
  - (b) Anthropological Theory of Law: Sir Henry Summer Maine
3. Sociological School:
- (a) Background and Characteristics
  - (b) Social Engineering Theory: Roscoe Pound
4. Realist or Functional School:
- (a) Karl Llewellyn
  - (b) Jerome Frank

### **UNIT III : The Sources of Law**

- 1 Custom: Essentials, kinds
2. Precedent Authority of precedent, circumstances destroying or weakening precedent, ratio decidendi, obiter dicta
3. Legislation as a source of law; Types of legislations; relation of legislation to other sources of law; Codification, Interpretation of enacted law (in general)
4. Difference between custom, legislation and precedents.

### **UNIT IV: Legal Concepts**

1. Legal Rights: Concept; Characteristics; Legal rights in wider sense of the term; kinds
2. Ownership: Concept; Subject matter; Classification
3. Possession: Idea of possession- Possession in fact and possession in law; Kinds; Modes of acquisition of possession; Relation between possession & ownership ; possessory remedies .
4. Persons: Nature of personality – Legal status of lower animals, dead man, unborn person,-Legal persons-Theories of legal personality; corporate personality
5. Liability: Concept; kinds
6. Modern Trends study with reference to judicial pronouncements with state policy.

### **TEXT BOOK:**

- .Dr.B.N.Mani Tripathi : Jurisprudence (Legal Theory) , Allahabad Law Agency.

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

<b>Components</b>	<b>Continuous Assessment (Quiz/Assignment/ Presentation/ Extempore</b>	<b>Mid Term Examination</b>	<b>Attend ance</b>	<b>End Term Examination</b>
<b>Weightage (%)</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>50</b>

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

<b>Mapping between COs and POs</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	The students will be able to understand the Definition, nature, scope, utility of jurisprudence and kinds of law.	<b>PO1</b>
<b>CO2</b>	The students will have the understanding of various schools of jurisprudence i.e. Analytical school, sociological school, historical school and Realist or Functional School .	<b>PO1,PO2,PO6</b>
<b>CO3</b>	The students will have the deep knowledge of sources of law.	<b>PO1,PO6,PO7</b>
<b>CO4</b>	The students will be able to understand some legal concepts as legal rights, Ownership, Possession, Liability, legal personality and modern trends in judicial pronouncement.	<b>PO1,PO7</b>

		<b>SUBSTANTIVE AND PROCEDURAL INTELLIGENCE</b>	<b>ADVERSARIAL AND INQUISITORIAL JURISPRUDENCE</b>	<b>PRODUCTIVE CIVILIAN</b>	<b>PROFESSIONAL ETHICS, VALUES AND CONDUCT</b>	<b>SURROUNDINGS AND SUSTAINABILITY</b>	<b>SKILL DEVELOPMENT</b>	<b>CRITICAL THINKING, LEGAL REASONING AND RESEARCH</b>	Understand the interdisciplinary nature of law and the contributions that other disciplines can make to the study of law.	Conduct legal research using analytical and critical thinking.	Understanding of the legal provisions and developing skills required for legal profession
<b>Course Code</b>	<b>Course Title</b>	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO1	PSO 2	PSO3
<b>SOLS 305A</b>	Jurisprudence	3	1				2	2		3	3

- 1=weakly mapped
- 2= moderately mapped
- 3=strongly mapped

<b>Programme and Course Mapping</b>										
<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO3</b>
<b>CO1</b>	2					3	3		3	2
<b>CO2</b>	2					3	3		3	3
<b>CO3</b>	2					3	3		3	3
<b>CO4</b>	2					3	3		3	3
<b>1=lightly mapped</b>			<b>2= moderately mapped</b>				<b>3=strongly mapped</b>			



Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	PO E/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit I	Nature of Law, Kinds of Law	Nature of Law, Kinds of Law	Nature of Law, Kinds of Law	Nature of Law, Kinds of Law	-	-	-	-	-	-	-	-	Holistic Knowledge	Skill Development
Unit II	various jurisprudential schools of law.	various jurisprudential schools of law.	various jurisprudential schools of law.	various jurisprudential schools of law.	-	-	-	-	-	-	-	-	-	Skill Development
Unit III	Custom as source of law	Custom as source of law	Precedent, Legislation as source of law	Precedent, Legislation as source of law	-	-	-	-	-	-	-	-	-	Skill Development
Unit IV	Legal Concepts	Legal Concepts	Legal Concepts	Legal Concepts	-	-	judicial pronouncements with state policy.	-	-	-	-	-	-	Skill Development

<b>SOLS 307A</b>	<b>CIVIL PROCEDURE CODE, 1908 and LIMITATION ACT, 1963</b>	L	T	P	C
<b>Version 2.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	NA				
<b>Co-requisites</b>	NA				

### Course objectives-

- 1 To enable the student to analyze the provision relating to procedural law
- 2 To enable the student to learn understands the concept of interlocutory provisions
- 3 To enable the student to learn to file the interim applications
4. To provide the student with knowledge of appellate provisions

### Course Outcomes-

After completion of the course:

**CO1** The students will be able to analyze the provision relating to procedural law

**CO2** The students will learn how to prepare a civil suit

**CO3** The students will learn about the interim applications mentioned in the subject.

**CO4** The students will have the knowledge of appeals and other provisions of the civil procedural law.

**Catalogue Description** Civil Procedure Code is subject of daily use by the courts and lawyers. Students cannot afford to have scant knowledge of civil procedure when he goes out to practice as a lawyer. True that it is through experience one gets expert knowledge of civil procedure. However, it is necessary to have good grounding in the subject before one enters the profession. While the substantive law determines the rights of persons affected by action, judicial decisions will supply the omissions in the law.

### Course Content

#### UNIT I

**10**

#### LECTURES

Significant Terms and Definitions: Definitions: Decree, Judgment, Order, Foreign Court, Foreign Judgment, Mesne, Profits, Affidavit, Suit, Plaint, Written Statement, Suit of civil nature ;Important Concepts: Res Sub- Judice, Res judicata, Restitution

#### UNIT II

**10**

#### LECTURES

Initial steps in a suit: Jurisdiction and place of suing; Institution of suit, cause of action, joinder, non-joinder and mis -joinder of parties; Summons; Pleadings: Meaning, object, General rules, Amendment of pleadings; Complaint and written statement: Particulars, set off and counter claim; Admission return and rejection; Discovery, Inspection and production of documents; Appearance and non-appearance of parties, ex-parte proceedings; First hearing: Meaning, object, framing of issues, omission to frame issues, disposal of suit in the first hearing; Trial: Summoning and attendance of witnesses, summons to produce documents, adjournment, hearing of suit., Caveat, Inherent powers of courts.

### **UNIT III**

**10**

#### **LECTURES**

**Interim Orders:** Commissions, Arrest before judgment, Attachment before judgment, Temporary Injunctions, Interlocutory orders, Receiver, Security of costs.

**Suits in Particular Cases:** Suits by or against Government, Suits by Indigent persons, Interpleader Suit, Summary Procedure, Suits relating to public nuisance.

**Execution :** Courts executing Decree ,Application for Execution, Stay of Execution, Mode of Execution.

### **UNIT IV**

**10**

#### **LECTURES**

**Appeals:** General provision relating to appeal, appeal from original decree, appeal from appellate decree, appeal to Supreme Court, appeal by indigent person. Reference, Review and Revision

**Law of Limitation: objects and principles** - period of limitation and grounds, plaintiff, defendant; limitation of suits, appeals, and application, computation of period of limitation, effect of acknowledgement.

#### **SUGGESTED READINGS**

C.K. Thakkar's (Takwani), Code of Civil Procedure  
Civil Procedure Code, Amendment Act, 2005

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination  
Examination Scheme:**

Components	Continuous Assessment (Quiz/Assignment/ Presentation/ Extempore	Mid Term Examination	Attendance	End Term Examination
Weightage (%)	20	20	10	50

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

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	The students will be able to analyse the provision relating to procedural law.	PO1,PO2
CO2	The students will learn how to prepare a civil suit	PO1, PO2,PO4,PO5
CO3	The students will learn about the interim applications mentioned in the subject	PO1, PO2,PO6,
CO4	The students will have the knowledge of appeals and other provisions of the civil procedural law.	PO1, PO2,PO5,PO6

Course Code	Course Title	PO 1	PO2	PO 3	PO 4	PO 5	PO6	PO7	PSO 1	PSO 2	PSO 3
		SUBSTANTIVE AND	ADVERSARIAL AND	PRODUCTIVE CIVILIAN	PROFESSIONAL ETHICS,	SURROUNDINGS AND	SKILL DEVELOPMENT	CRITICAL THINKING,	Understand the interdisciplinary nature of law and the contribution	Conduct legal research using analytical and critical thinking	Understanding of the legal provisions and developing skills

SOLS 307A	CIVIL PROCEDURE CODE, 1908 and LIMITATION ACT, 1963	3	2		3	3	2				3
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1=weakly mapped

2= moderately mapped

3=strongly mapped

<b>Programme and Course Mapping</b>										
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO3
CO1	3									3
CO2	3	2				3				3
CO3	3					3	3			3
CO4	3			3						3

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	PO E/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit I	analyze the provision relating to procedural law	analyze the provision relating to procedural law	analyze the provision relating to procedural law	-	analyze the provision relating to procedural law	-	-	-	-	-	-	4.4 - Relevant Skill for employment	Vocational Education(	Soft skills
Unit II	learn how to prepare a civil suit	learn how to prepare a civil suit	learn how to prepare a civil suit	-	learn how to prepare a civil suit	-	learn how to prepare a civil suit	-	-	-	-	-	Vocational Education(	Skill Development
Unit III	learn about the interim applications	learn about the interim applications	learn about the interim applications	-	learn about the interim applications	-	learn about the interim applications	-	-	-	-	Increasing relevant skills for decent work	Optimal learning (12.1 - 12.10)	Skill Development
Unit IV	appeals and other provisions	appeals and other provisions	appeals and other provisions	-	Drafting of appeals	-	Drafting of appeals	-	-	-	-	Increasing relevant skills for	-	Skill Development

of the civil procedural law.	civil procedural law.	of the civil procedural law.																	decen- twork			
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<b>SOLS 311A</b>	<b>PROPERTY LAW</b>	L	T	P	C
<b>Version 2.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	NA				
<b>Co-requisites</b>	NA				

### Course objectives-

- 1 To create an understanding about the rules affecting transfer of property.
- 2 To explain various modes of transfer categorically absolute and specific transfers.
- 3 To give an understanding of the laws relating to easementary rights in India.
- 4 To develop an understanding of the relevance of stamp law and Registration law with property laws

### Course Outcomes-

After completion of the course:

**CO1** The students will be able to develop the understanding of various principles under Transfer of Property Act, 1882.

**CO2** The students will have adequate knowledge regarding the modes of transfer of property including Sale, Mortgage, Lease etc.

**CO3** The students will identify the easementary rights under The Easement Act, 1882

**CO4** The students will be equipped with tools to effectively apply the knowledge to build cohesive and logical arguments by finding the relevance with Registration and Stamp Law.

### Catalogue Description

The institution of property is age old concept of society. The right to property is not only a constitutional right but has also come to be recognized as a human right. Variety of rights and obligations has been attached to the concept of property which is dealt by various laws in all legal systems. It is incumbent on law student to know the fundamentals of property laws, the various modes of acquiring rights in the property and kinds of interests in the property. This course is intended to teach the basics of property law and its jurisprudence. The subject imparts to the student an understanding of the law in India relating to transfer of immovable property and the norms and doctrines that aid in carrying out secure transactions in this

regard. Right to property has always been considered a very important jurisprudential right to attain economic freedom though State's right of eminent domain. Right to transfer of property is also as important as right to property. It is this factor that shall be kept in mind while examining the various disputes arising out of transfer of property.

## **Course Content**

### **UNIT I 10 LECTURES**

**Jurisprudential Basis (Sections 5-21):** Concept and meaning of property – New property, Kinds of property – movable and immovable property, tangible and intangible property, Vested and Contingent Interest

**Sale of Immovable Property:** Doctrine of Election Sec. 35, Doctrine of lis Pendens Sec52, Fraudulent Transfer, Sec. 53, Doctrine of Part Performance Sec53A

### **UNIT II 9 LECTURES**

**Sale of immovable property (Ss. 54 – 55)**

Sale, Contract of Sale, Contract to sell, Rights and Liabilities of buyer and seller.

**Specific Transfers:** Mortgages of immovable Property: Ss. 58 – 77 (Kinds of mortgage, Rights

and Liabilities of the mortgagor and mortgagee, Marshalling and Contribution (Ss. 81 – 82), Redemption (Ss. 91 – 96).

### **UNIT III 11 LECTURES**

**Leases:** Leases (Ss. 105 – 117): Definition, Leases how made, Rights and Liabilities of lesser and lessee, Charges (Section, 100 – 104).

**Easements:** Creation of Easements (Ss. 4 – 7), Nature and characteristics of Easements, Extinction, Suspension and Revival of Easements (Ss. 37–51), Riparian Rights, Licenses (Ss. 52– 64).

### **UNIT IV 12 LECTURES**

**Indian Stamp Act, 1899**

Duly Stamped: Meaning, Instruments chargeable to Stamp Duty, Valuation of stamp duty, Duty

Payable when several instrument's, Powers to reduce stamp duty, Instrument's not duly stamped: effect

**The Registration Act, 1908.**

Compulsorily Registrable Documents, Documents of which Registration is optional, Effects of Registration and Non-Registration of Documents.

## **SUGGESTED READINGS**

Dr. G.P. Tripathi, The Transfer of Property Act

Dr. R.K.Sinha, The Transfer of Property Act.

## **BARE ACTS**

1. Transfer of Property Act, 1882
2. The Easement Act, 1882
3. Indian Stamp Act, 1899
4. The Registration Act, 1908



**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination  
Examination Scheme:**

<b>Components</b>	<b>Continuous Assessment (Quiz/Assignment/ Presentation/ Extempore</b>	<b>Mid Term Examination</b>	<b>Attendance</b>	<b>End Term Examination</b>
<b>Weightage (%)</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>50</b>

**Relationship between the Course Outcomes (COs) and PROGRAMME Outcomes (POs)**

<b>Mapping between COs and POs</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped PROGRAMME Outcomes</b>
<b>CO1</b>	The students will be able to develop the understanding of various principles under Transfer of Property Act,1882.	<b>PO1, PO2</b>
<b>CO2</b>	The students will have adequate knowledge regarding the modes of transfer of property including Sale, Mortgage, Lease etc.	<b>PO1, PO2</b>
<b>CO3</b>	The students will identify the easementary rights under The Easement Act, 1882	<b>PO1, PO2</b>
<b>CO4</b>	The students will be equipped with tools to effectively apply the knowledge to build cohesive and logical arguments by finding a relevance with Registration and Stamp Law.	<b>PO1, PO3, PO7</b>

		<b>SUBSTANTIVE AND PROCEDURAL INTELLIGENCE</b>	<b>ADVERSARIAL AND INQUISITORIAL JURISPRUDENCE</b>	<b>PRODUCTIVE CIVILIAN</b>	<b>PROFESSIONAL ETHICS, VALUES AND CONDUCT</b>	<b>SURROUNDINGS AND SUSTAINABILITY</b>	<b>SKILL DEVELOPMENT</b>	<b>CRITICAL THINKING, LEGAL REASONING AND RESEARCH SKILLS</b>	Understand the knowledge in the business management at both fundamental and advanced levels.	Demonstrate the knowledge of the fundamental principle of managing a project in a multi-disciplinary environment and apply the same in one's own work as a member and as a leader	Understanding of the legal provisions and developing skills required for legal profession.
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
<b>SOLS 311A</b>	<b>PROPERTY LAW</b>	3	2	2				2			3

1=weakly mapped

2= moderately mapped

<b>Programme and Course Mapping</b>										
<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO3</b>
<b>CO1</b>	<b>3</b>	<b>3</b>								<b>2</b>
<b>CO2</b>	<b>3</b>	<b>3</b>								<b>2</b>
<b>CO3</b>	<b>3</b>	<b>3</b>		<b>3</b>						<b>2</b>

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	PO E/4 <sup>th</sup> IR	
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability				
Unit I	Concept of property, attestation, Notice	Concept of property, attestation, Notice	Concept of property, attestation, Notice.	-	-	-	-	-	-	-	-	-	-	-	-
Unit II	rules affecting transfer of property to the students	rules affecting transfer of property to the students	rules affecting transfer of property to the students	-	-	-	-	Drafting of deeds	-	-	-	-	Vocational Education (	Skill Development	-
Unit III	identify the easementary rights under The Easement Act, 1882	identify the easementary rights under The Easement Act, 1882	identify the easementary rights under The Easement Act, 1882	-	-	-	-	-	-	-	-	-	Optimal learning (12.1 - 12.10	Skill Development	-

U nit IV	relev ance of stamp law and Regis tratio n law with prope rty laws	relev ance of stamp law and Regis tratio n law with prope rty laws	relev ance of stamp law and Regis tratio n law with prope rty laws	-	-	-	-	-	-	-	-	<b>Incr easi ng rele vant skills for dece nt wor k</b>	<b>Skill Devel opme nt</b>
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<b>Semester VI</b>
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<b>SLMC302A</b>	<b>Strategic Orientation for Business</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-requisites/Exposure</b>	<b>Basics of Management Studies</b>				
<b>Co-requisites</b>					

### Course Objectives

1. To provide an integrative framework that will allow students to synthesize knowledge from other business courses into a comprehensive understanding of competitive advantage.
2. To provide a basic understanding of the nature and dynamics of the strategy formulation and implementation processes as they occur in complex organizations.
3. To encourage students to think critically and strategically.
4. To develop the ability to identify strategic issues and design appropriate courses of action.

### Course Outcomes

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

CO1. Understanding of the principles of business policy strategic management and the concept that decisions made today have implications on results in the future

CO2: Familiarize with the nature of environment analysis and its factors affecting business. Demonstrate and develop conceptual its framework generate interest in international business to sustainable competitive advantage and formulate strategies that leverage a firm's core competencies.

CO3. Understanding of the concept of competitive advantage and its sources and the ability to recognize it in real-world scenarios. Analyze the main structural features of an industry and develop strategies that position the firm most favorably in relation to competition and influence industry structure to enhance industry attractiveness.

CO4. Formulate strategies for exploiting international business opportunities including foreign entry strategies and international location of production. Recognize strategic decisions that present ethical challenges and make appropriate recommendations for ethical decision-making.

### Catalogue Description

The purpose of this course is to enhance students' abilities to do the job of higher level which makes them responsible for strategic performance. Specifically, when managers have to integrate the different functional areas of business (e.g. accounting, finance, human resources, information systems, marketing, operations management, etc.) with the organizational policy and strategy into a cohesive whole. The challenge is not only in identifying weaknesses and

threats but to appreciate the strengths of the firm and anticipate opportunities in the external environment.

## Course Content

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### UNIT I

**10 lectures**

Introduction: Nature, scope and importance of the course on Business Policy; Evolution of this course– Forecasting, Long-range planning, strategic planning and strategic management. Strategic Management Process: Formulation Phase – vision, mission, environmental scanning, objectives and strategy; implementation phase – Strategic Activities, Evaluation and Control.

### UNIT II

**08 lectures**

Environmental Analysis: Need, Characteristics and categorization of environmental factors; approaches to the environmental scanning process – structural analysis of competitive environment; ETOP a diagnosis tool.

### UNIT III

**10 lectures**

Analysis of Internal Resources: Strengths and Weakness; Resource Audit; Strategic Advantage Analysis; Value - Chain Approach to Internal Analysis; Methods of analysis and diagnosing Corporate Capabilities – Functional Area Profile and Resource Deployment Matrix, Strategic Advantage Profile ; SWOT analysis.

### UNIT IV

**12 lectures**

Formulation of Strategy: Approaches to Strategy formation; major strategy options – Stability, Growth and Expansion, Diversification, Retrenchment, Mixed Strategy; Choice of Strategy– BCG Model; Stop - Light Strategy Model; Directional Policy Matrix (DPM) Model, Product/Market Evolution – Matrix and Profit Impact of Market Strategy (PIMS) Model; Major Issues involved in the Implementation of strategy: Organization structure; leadership and resource allocation.

### Text Books

1. Ghosh, P. K.; Strategic Planning and Management, Sultan Chand & Sons, New Delhi.

### Reference Books/Materials

1. C.B. Gupta ;S.Chand; Strategic Management Publisher & Distributor
2. Jauch and Glueck; Business Policy and Strategic Management, McGraw-Hill
3. Kazmi, Azhar;Strategic Management,Tata McGraw-Hill, New Delhi

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:**

Components	Continuous Assessment (Quiz/Assignment/	Mid Term Examinat	Attend ance	End Term Examination

	<b>Presentation/ Extempore</b>	<b>ion</b>		
<b>Weightage (%)</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>50</b>

**Relationship between the Course Outcomes (COs) and PROGRAMME Outcomes (POs)**

<b>Mapping between COs and POs</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped PROGRAMME Outcomes</b>
<b>CO1</b>	Understanding of the principles of business policy strategic management and the concept that decisions made today have implications on results in the future	<b>PSO1, PSO3</b>
<b>CO2</b>	Familiarize with the nature of environment analysis and its factors affecting business. Demonstrate and develop conceptual its framework generate interest in international business to sustainable competitive advantage and formulate strategies that leverage a firm's core competencies.	<b>PO7</b>
<b>CO3</b>	Understanding of the concept of competitive advantage and its sources and the ability to recognize it in real-world scenarios. Analyze the main structural features of an industry and develop strategies that position the firm most favorably in relation to competition and influence industry structure to enhance industry attractiveness.	<b>PSO2</b>
<b>CO4</b>	Formulate and implementation strategies for exploiting international business opportunities including foreign entry strategies and international location of production. Recognize strategic decisions that present ethical challenges and make appropriate recommendations for ethical decision-making.	<b>PO6</b>

		<b>SUBSTANTIVE AND PROCEDURAL INTELLIGENCE</b>	<b>ADVERSARIAL AND INQUISITORIAL JURISPRUDENCE</b>	<b>PRODUCTIVE CIVILIAN</b>	<b>PROFESSIONAL ETHICS, VALUES AND CONDUCT</b>	<b>SURROUNDINGS AND SUSTAINABILITY</b>	<b>SKILL DEVELOPMENT</b>	<b>CRITICAL THINKING, LEGAL REASONING AND RESEARCH SKILLS</b>	Understand the interdisciplinary nature of law and the contributions that other disciplines can make to the study of law.	Conduct research using analytical and critical thinking.	Understanding of the legal provisions and developing skills required for legal profession.
<b>Course Code</b>	<b>Course Title</b>	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
<b>SLMC 302A</b>	<b>Business Policy and Strategic Management</b>						2	1	3	3	1

1=weakly mapped  
2= moderately mapped  
3=strongly mapped

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO3
CO1						2	1	3	3	1
CO2						2	1	3	3	1
CO3						2	1	3	3	1
CO4						2		3	3	
1=lightly mapped			2= moderately mapped				3=strongly mapped			



Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	POE/ 4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit 1	Nature, scope and importance of the course on Business Policy; Evolution of this course – Forecasting, Long-range planning, strategic planning and strateg	Nature, scope and importance of the course on Business Policy; Evolution of this course – Forecasting, Long-range planning, strategic planning and strateg	Nature, scope and importance of the course on Business Policy; Evolution of this course – Forecasting, Long-range planning, strategic planning and strateg	Formulate strategies for exploiting international business opportunities including foreign entry strategies and international location of production. Analyze the main structural features of an	Understanding of the concept of competitive advantage and its source the ability to recognize and utilize it in real-world scenarios. Analyze the main structural features of an	Formulate strategies for exploiting international business opportunities including foreign entry strategies and international location of production. Recognize strategic decision	Identification of maladjusted behaviour among children considering child development theories	Develop an understanding and appreciation of human diversity and the challenges stemming from it in institutions and society, especially in the context of India				SDG 4, 8, 9	Inclusive Education	Entrepreneurship, Employability





					implications on results in the future										
Unit II	Environmental Analysis: Need, Characteristics and categorization of environmental factors; approaches to the environmental scanning process – structural analysis of competitive environment; ETOP a diagnosis tool.	Environmental Analysis: Need, Characteristics and categorization of environmental factors; approaches to the environmental scanning process – structural analysis of competitive environment; ETOP a diagnosis tool.	Environmental Analysis: Need, Characteristics and categorization of environmental factors; approaches to the environmental scanning process – structural analysis of competitive environment; ETOP a diagnosis tool.	Formulate strategies for exploiting international business opportunities including foreign entry strategies and international localization of product. Recognize structural decisions that present ethical challenges and appropriate recommendations for ethical decision-making.	Understanding of the concepts of competitive advantage and its sources and the ability to recognize it in real world scenarios. Analyze the main structural features of an industry and development challenges and strategies that make appropriate firm recommendations for ethical decision-making.	Formulate strategies for exploiting international business opportunities including foreign entry strategies and international localization of product. Recognize structural decisions that present ethical challenges and strategies that make appropriate firm recommendations for ethical decision-making.	Identifying the importance of heredity and environment in the development of the learner	Appreciating the importance of heredity and environment in the development of the learner and the causes of Individual Differences					SDG 4,8, Education	Inclusiveness	Entrepreneurship, Employability



					compet itive advant age and formul ate strategi es that leverag e a firm's core compet encies. Unders tandin g of the princip les of busine ss policy strategi c manag ement and the concep t that decisio ns made today have implic ations on results in the future									
U ni t III	Analy sis of Intern al Resou rces: Streng	Analy sis of Intern al Resou rces: Streng	Analy sis of Intern al Resou rces: Streng	Resour ce Deploy ment Matrix, Strateg ic	Unders tandin g of the concep t of compet	Formulat e strategie s for exploiti ng internati	Formulat e strategi es for exploiti ng internat	-	-	-	-	SD G4, 8	Incl usiv e Edu cati on	Entrepr neursh ip, Employ ability



SWO T analysis.	SWO T analysis.	SWO T analysis.	veness. Famili arize with the nature of enviro nment analysi s and its factors affecti ng busine ss. Demon strate and develo p concep tual its frame work generat e interest in interna tional busine ss to sustain able compet itive advant age and formul ate strategi es that leverag e a firm's core compet										
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					encies. Understanding of the principles of business policy strategic management and the concept that decisions made today have implications on results in the future										
Unit IV	Formulation of Strategy: Approaches to Strategy formulation; major strategy options – Stability, Growth and	Formulation of Strategy: Approaches to Strategy formulation; major strategy options – Stability, Growth and	Formulation of Strategy: Approaches to Strategy formulation; major strategy options – Stability, Growth and	Product/Market Evolution – Matrix and Profit Impact of Market Strategy (PIMS)		Formulate strategies for exploiting international business opportunities including foreign entry strategies and international location of	Formulate strategies for exploiting international business opportunities including foreign entry strategies and international location						SD G4	Inclusive Education	Entrepreneurship, Employability

Expansion, Diversification, Retrenchment, Mixed Strategy; Choice of Strategy-BCG Model; Stop-Light Strategy Model; Directional Policy Matrix (DPM); Product/Market Evolution Matrix and Profit Impact of Market Strategy (PIMS) Model; Major	Expansion, Diversification, Retrenchment, Mixed Strategy; Choice of Strategy-BCG Model; Stop-Light Strategy Model; Directional Policy Matrix (DPM); Product/Market Evolution Matrix and Profit Impact of Market Strategy (PIMS) Model; Major	Expansion, Diversification, Retrenchment, Mixed Strategy; Choice of Strategy-BCG Model; Stop-Light Strategy Model; Directional Policy Matrix (DPM); Product/Market Evolution Matrix and Profit Impact of Market Strategy (PIMS) Model; Major		production of products. Recognize strategic decisions that present ethical challenges and make appropriate recommendations for ethical decision-making.							
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<b>SOLS 304 A</b>	<b>Labor &amp; Industrial Law I</b>	L	T	P	C
<b>Version 2.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	NA				
<b>Co-requisites</b>	NA				

**Course objectives-**

1 To familiarize the students with the basic concepts and definitions under the Industrial Disputes Act, 1947.

2 To explain the rights and social responsibilities imposed on the employer and employee in certain situations.

3 To give an understanding of the need for enactment of Trade Unions as legitimate bodies.

4 To provide the students an understanding of the provisions relating to basic working conditions and employment standards.

**Course Outcomes-**

After completion of the course:

**CO1** The students will be able to understand the underlying legal principles which regulate employer employee relation in labour laws.

**CO2** The students will able to explain the rights and duties of the employer and employee in certain situations viz., Strike, Lockout and Retrenchment etc.

**CO3** The students will have an understanding of rationale behind the formation of trade unions and their working and appreciate their contribution to labour laws in organizations.

**CO4** The students will know the role and significance of the standing orders according to the provisions of Industrial Employment (Standing Orders) Act, 1946.

**Catalogue Description**

Labour law also known as employment law is the body of laws, administrative rulings, and precedents which address the legal rights of, and restrictions on, working people and their organizations. As such, it mediates many aspects of the relationship between trade unions, employers and employees. In other words, Labour law defines the rights and obligations as workers, union members and employers in the workplace. Generally, labour law covers:

Industrial relations – certification of unions, Labour-management relations, collective bargaining and unfair labour practices; Workplace health and safety; Employment standards, including general holidays, annual leave, working hours, unfair dismissals, minimum wage, layoff procedures and severance pay. This course is intended to teach the legal principles which regulate the employer employee relationship. The subject imparts the students an understanding of the rights and responsibilities of the workmen and employer. And help the students to increase the intellectual understanding of the students of the labour law and employment rights in terms of the public policy as a labour lawyer.

## **Course Content**

### **UNIT I**

**12 Lectures**

Evolution of concept of Master and Servant relationship-Theory of Laissez Fair; Labour Legislation: Origin and Development of Labour legislation. Constitutional goals protecting capital and labour enshrined in the fundamental rights and duties and the directive principles. The New Labour Codes and its effects on Industrial Relations Laws in India.

Industrial Disputes Act, 1947- Scope, Applicability and Definitions - Appropriate government: Workmen, Industry, Industrial Disputes, Public Utility Services, Strike, Lock Out, Gherao and Bandh, Retrenchment, Lay Off, Closure.

### **UNIT II**

**8 Lectures**

Machinery for Settlement of Industrial Disputes-Work Committees, Conciliation Officers-Board of Conciliation, Court of Inquiry-Labour Court, Industrial Tribunal National Industrial Tribunal-Reference Power of the Government Voluntary Arbitration-Unfair Labour Practices.

### **UNIT III**

**11 Lectures**

Definitions-History of Trade Union Movement, Trade Unions Act, 1926: Trade unionism in India, Definition of Trade Union and Trade disputes, Membership of Trade Unions, Registration of Trade Unions, Rights and Liabilities of Trade Unions, Civil and Criminal Immunities of Registered Trade Union and its members, General and Political Funds of Trade Unions, Recognition of Trade Union, Political Rivalries among Trade Unions.

## UNIT IV

9 Lectures

Industrial Employment (Standing Orders) Act, 1946, Nature and concept of Standing Orders, Certification of Standing Orders - Modification of Standing Orders, Interpretation of Standing Orders, - Powers and duties of Certifying Officers and Appellate Authorities, Misconduct, Disciplinary action and Domestic enquiry.

### Statutory Materials with Amendments

1. Industrial Disputes Act, 1947.
2. Trade Union Act, 1926
3. Industrial Employment (Standing Orders) Act, 1946 .
4. The Code of Wages 2019
5. The Industrial Relations Code 2020

### Books for Reference

1. S.N. Mishra, Labour and Industrial Laws (Central Law Publications 2011)
2. V.G. Goswami, Labour and Industrial Laws (Law of Industrial Relations in India) (Vol.2, 9th edn, Central Law Agency 2011)
3. S.M Chaturvedi, Labour and Industrial Laws (Central Law Agency 2011)
4. E-Book of The Code of Wages 2019 (Available at-<https://labour.gov.in/labour-codes>)
5. E-Book of The Industrial Relations Code 2020 (Available at <https://labour.gov.in/labour-codes>)

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

### Examination Scheme:

Components	Continuous Assessment (Quiz/Assignment/ Presentation/ Extempore	Mid Term Examination	Attendance	End Term Examination
Weightage (%)	20	20	10	50

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

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program

		<b>Outcomes</b>
<b>CO1</b>	The students will be able to understand the underlying legal principles which regulate employer employee relation in labour laws.	<b>PO1,PO3,PO5</b>
<b>CO2</b>	The students will able to explain the rights and duties of the employer and employee in certain situations viz., Strike, Lockout and Retrenchment etc.	<b>PO1,PO3</b>
<b>CO3</b>	The students will have an understanding of rationale behind the formation of trade unions and their working and appreciate their contribution to labour laws in organizations.	<b>PO1,PO3</b>
<b>CO4</b>	The students will know the role and significance of the standing orders according to the provisions of Industrial Employment (Standing Orders) Act, 1946.	<b>PO1,PO3</b>

		<b>SUBSTANTIVE AND PROCEDURAL</b>	<b>ADVERSARIAL AND INQUISITORIAL</b>	<b>PRODUCTIVE CIVILIAN</b>	<b>PROFESSIONAL ETHICS, VALUES AND</b>	<b>SURROUNDINGS AND SUSTAINABILITY</b>	<b>SKILL DEVELOPMENT</b>	<b>CRITICAL THINKING, LEGAL REASONING</b>	Understand the interdisciplinary nature of law and the contributions that other disciplines can make to	Conduct research using analytical and critical thinking.	Understanding of the legal provisions and developing skills required for legal profession.
Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3
<b>SOLS 304 A</b>	<b>LABOUR &amp; INDUSTRIAL LAW-I</b>	3		2		2					3

1=weakly mapped

2= moderately mapped

3=strongly mapped

<b>Programme and Course Mapping</b>										
<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO3</b>
<b>CO1</b>	3		2		2					<b>3</b>
<b>CO2</b>	3		2		2					<b>3</b>
<b>CO3</b>	3		2		2					<b>3</b>
<b>CO4</b>	3		2		2					<b>3</b>
1=lightly mapped			2= moderately mapped				3=strongly mapped			



Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	PO E/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
<b>Unit I</b>	Industrial Disputes Act, 1947 & Settlement	Industrial Disputes Act, 1947 & Settlement	Industrial Disputes Act, 1947 & Settlement	-	National Tribunal, Voluntary Arbitration, References of the disputes to the Boards, Courts and Tribunals	-	-	-	-	-	-	SDG 4	Vocational Education(16.1-16.7)	Technical Skills that match Industry Needs Soft Skills
<b>Unit II</b>	Instruments of economic coercion, strikes, lock-outs,	Instruments of economic coercion, strikes, lock-outs,	Instruments of economic coercion, strikes, lock-outs,	-	Gherao and Bandh, Lay-off, retrenchment, closure and transfer, Unfair	-	-	-	-	-	-	-	Optimal learning (12.1-12.10)	-

	Ghera o and Band h, Lay- off, retren chme nt, closur e and transf er, Unfai r labour practi ces and discha rge	Ghera o and Band h, Lay- off, retren chme nt, closur e and transf er, Unfai r labour practi ces and discha rge	Ghera o and Band h, Lay- off, retren chme nt, closur e and transf er, Unfai r labour practi ces and discha rge		labour practice s and dischar ge									
<b>U ni t II I</b>	Trade Union s Act, 1926:	Trade Union s Act, 1926:	Trade Union s Act, 1926:	-	Registr ation of Trade Unions, Rights and Liabilit ies of Trade Unions, Civil and Crimin al Immuni ties of Registe red Trade Union and its membe rs	-	-	-	-	-	-	SD G 4	-	Skill Devel opme nt
<b>U ni t IV</b>	Indust rial Empl oyme	Indust rial Empl oyme	Indust rial Empl oyme	-	Powers and duties of	-	-	-	-	-	-	SD G 4	Optim al Learni ng	Skill Embe dded Cours

nt (Stan ding Order s) Act, 1946	nt (Stan ding Order s) Act, 1946	nt (Stan ding Order s) Act, 1946		Certifyi ng Officer s and Appella te Authori ties, Miscon duct, Discipli nary action and Domest ic enquiry								Envior nment s	es Devel opme nt; <b>Skill Devel opme nt</b>
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<b>SOLS 308A</b>	<b>COMPANY LAW</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 2.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	NA				
<b>Co-requisites</b>	NA				

### **Course objectives-**

- 1 To introduce students with the concept of company and the types of companies and differentiate it from partnership and limited liability partnership.
- 2 To give students knowledge about the process of incorporation of a company.
- 3 To explain all the provisions of directors and meetings.
- 4 To make students aware about the concept of winding up, the modes of winding up and also about the role of tribunals in deciding company law cases.

### **Course Outcomes-**

After completion of the course:

**CO1** The students will be able to explain meaning of company and the types of companies and differentiate it from partnership and limited liability partnership.

**CO2** The students will be able to tell the entire process of incorporation of a company

**CO3** The students will be able to understand all the provisions of directors and meetings.

**CO4** The students will be able to analyse and know about the modes of winding up of a company and also about the role of tribunals in deciding company law cases.

### **Catalogue Description**

The legal invention of the company, regardless of political structures, has been the vehicle for financial and economic development. Political structures and policies determine the shape, size and structure of this invention in each country. It is the main vehicle today for global transfer of technology, investment knowledge and skilled personnel. It is also the source of high value criminality, litigation and other methods of dispute settlement.

The course covers the general principles of Company Law. It examines the various structures through which businesses may be run, the method of establishing and running a company, ways of financing and conducting the affairs of a company, the duties and rights of directors, shareholder rights, insolvency.

The attempt of this course is to impart corporate law knowledge base to the law student to enable the student to understand the place and use of the company in various socio-economic and political contexts. This opens for the student a vast array of entrepreneurial and earning opportunities in various capacities in a borderless world of finance.

### **Course Content**

#### **UNIT I**

**8**

#### **LECTURES**

Company-Definition, Meaning, Nature and its Characteristics, Comparison between Company and Partnership and Company and Limited Liability Partnership.

Concept of Corporate Personality - Concept of Separate Legal Entity, Doctrine of Lifting of Corporate Veil – judicial and statutory grounds.

Kinds of Companies: Public and Private Companies; Holding and Subsidiary Companies; Limited and Unlimited Companies; Company Limited by Shares and Guarantee; Illegal Association; Small company; One person company; Government company and foreign company.

Company's Share Capital/Debenture: Shares, Kinds of Share capital, Equity share, Preference share, Debentures Nature of Shares or Debentures, Comparison between Share and Debenture.

#### **UNIT-II**

#### **8 LECTURES**

Incorporation and its Consequences.

Formation of Companies - Procedural Aspects, Memorandum of Association & Articles of Association and their Alteration, Doctrine of Ultra-Vires, Constructive Notice, Indoor Management.

Prospectus, Contents of prospectus and formalities of issues, Shelf prospectus, Red Herring Prospectus, Information Memorandum, Misrepresentation and penalties.

Promoters-Meaning, Position, Duties, Rights.

### **UNIT-III**

#### **14 LECTURES**

Meetings: Types / Kinds of Meetings, Essential Conditions of a Valid Meeting, Procedure for Calling Company Meetings.

Directors-Types, Director's Identification Number, Appointment/Reappointment, Disqualifications, Vacation of Office, Retirement, Resignation and Removal, Role and Responsibilities of Directors (Powers and Duties).

### **UNIT-IV: 11 LECTURES**

#### **UNIT IV**

**11**

#### **LECTURES**

Role of Tribunals to Protect Interests of Creditors and Shareholders, Prevention of Oppression & Mismanagement.

Winding up of Companies: Mode of winding up of the companies, Compulsory Winding up under the Order of the Tribunal, Voluntary winding up, Contributories, Payment of liabilities.

Adjudicatory Bodies: National Company Law Tribunal; National Company Law Appellate Tribunal – Constitution, Powers, Jurisdiction, Procedure, Judicial Review.

#### **SUGGESTED READINGS:**

Avtar Singh, *Company Law*, 16th ed., Eastern Book Company, Lucknow, 2015.

S Taxmann's, *Company Law and Practice, A Comprehensive Text Book on Companies Act 2013*

**BARE ACT:** The Companies Act 2013

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

<b>Components</b>	<b>Continuous Assessment (Quiz/Assignment/ Presentation/ Extempore</b>	<b>Mid Term Examination</b>	<b>Attendance</b>	<b>End Term Examination</b>
<b>Weightage (%)</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>50</b>

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

<b>Mapping between COs and POs</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	The students will be able to explain the meaning of company and the types of companies and differentiate it from partnership and limited liability partnership.	<b>PO1</b>
<b>CO2</b>	The students will be able to tell the entire process of incorporation of a company	<b>PO1</b>
<b>CO3</b>	The students will be able to understand all the provisions of directors and meetings.	<b>PO2</b>
<b>CO4</b>	The students will be able to analyse and know about the modes of winding up of a company and also about the role of tribunals in deciding company law cases.	<b>PO3</b>

		<b>SUBSTANTIVE AND PROCEDURAL</b>	<b>ADVERSARIAL AND INQUISITORIAL</b>	<b>PRODUCTIVE CIVILIAN</b>	<b>PROFESSIONAL ETHICS, VALUES AND CONDUCT</b>	<b>SURROUNDINGS AND SUSTAINABILITY</b>	<b>SKILL DEVELOPMENT</b>	<b>CRITICAL THINKING, LEGAL REASONING AND</b>	<b>Understand the interdisciplinary nature of law and the contributions that other disciplines can make to the study</b>	<b>Conduct research using analytical and critical thinking.</b>	<b>Understanding of the legal provisions and developing skills required for legal profession</b>
<b>Course Code</b>	<b>Course Title</b>	PO 1	PO2	PO 3	PO 4	PO 5	PO6	PO7	PSO 1	PSO 2	PSO 3
<b>SOLS 308A</b>	<b>COMPAN Y LAW</b>	3	3	3							1

1=weakly mapped

2= moderately mapped

3=strongly mapped

<b>Programme and Course Mapping</b>										
<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO3</b>
<b>CO1</b>	<b>3</b>									<b>2</b>
<b>CO2</b>	<b>3</b>									<b>2</b>
<b>CO3</b>		<b>3</b>								<b>2</b>
<b>CO4</b>			<b>3</b>				<b>1</b>			<b>1</b>
1=lightly mapped			2= moderately mapped				3=strongly mapped			



Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	POE/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit I	Meaning of company and the types of companies and differentiate from partnership and limited liability partnership	Meaning of company and the types of companies and differentiate from partnership and limited liability partnership	Meaning of company and the types of companies and differentiate from partnership and limited liability partnership	-	Concept of Separate Legal Entity, Doctrine of Lifting of Corporate Veil – judicial and statutory grounds.	-	-	-	-	-	-	SDG 4	Optimal learning	Update Curriculum
Unit II	Process of incorporation of	Process of incorporation of	Process of incorporation of	-	Procedural Aspects, Memorandum of Association	-	-	-	-	-	-	SDG 4	Optimal learning (12.	Project

	a company and its consequences	a company and its consequences	a company and its consequences		& Articles of Association and their Alteration, Doctrine of Ultra-Vires									1-12.10)	
<b>Unit II</b>	Provisions of directors and meetings.	Provisions of directors and meetings.	Provisions of directors and meetings.	-	Director's Identification Number, Appointment/Reappointment, Disqualifications, Vacation of Office, Retirement, Resignation and Removal	-	-	-	-	-	-	-	-	-	Update Curriculum
<b>Unit V</b>	Concept of winding up, the modes of winding up and also about the role of tribunals in deciding	Concept of winding up, the modes of winding up and also about the role of tribunals in deciding	Concept of winding up, the modes of winding up and also about the role of tribunals in deciding	-	Compulsory Winding up under the Order of the Tribunal, Voluntary winding up, Contributorie	-	-	-	-	-	-	-	-	Vocational Education with hand on case study and field project	Project

comp any law cases.	comp any law cases.	comp any law cases.											
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<b>SOLS 310 A</b>	<b>CRIMINAL PROCEDURE CODE, 1973</b>	L	T	P	C
<b>Version 2.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	NA				
<b>Co-requisites</b>	NA				

### Course objectives-

- 1 To enable the student to analyze the object and importance of Cr.P.C and also make them aware about rights of arrested person.
- 2 To explain the students about Arrest, Investigation and Pre Trial Proceedings.
- 3 To make students understand the synthesis of charges and Trial Proceedings
- 4 To provide the student with an understanding of Bail and Appeal and other Relief.

### Course Outcomes-

After completion of the course:

- CO1** The students will be able to understand the basic concept of criminal law and rights of the arrested person.
- CO2** The students will have the knowledge of the Investigation procedure done by police and Pre trial Proceedings.
- CO3** The students will have an understanding of the various Trial Procedures.
- CO4** The students will know the procedure of taking Bails, procedure of appeals and other relief.

## **Catalogue Description**

The Criminal Procedure Code is designed to look after the process of the administration and enforcement of the Criminal law. The present course intends at acquainting the students with the various pre judicial and judicial procedures. This course includes the rights and duties of those proceeded against and the powers, duties and restraints on those administering the criminal judicial process. It also provides the machinery for the detection of crime, apprehension of suspected criminals, collection of evidence, determination of the guilt or innocence of the suspected person and the imposition of suitable punishment on the guilty person. The Student will learn the basic idea about the Criminal Justice System. The student will understand how the Criminal Procedure Code Controls and regulate the working of the machinery set up for the investigation and trial of offences. The student will learn about the court controlled machinery for ensuring justice under criminal law, starting from FIR and preliminary enquiry to the various roles of the police in preventing, registering and tracking crimes to maintain law and order as well as the role of executive magistrate. The student will learn about the structure of court especially the district courts, their role in ensuring liberty through the process of anticipatory and regular bail.

## **Course Content**

### **UNIT I 8**

#### **LECTURES**

**INTRODUCTION** : Object and Importance of Cr.P.C, Functionaries under the Cr.P.C, Basic Concepts: Bailable Offence, Non-Bailable Offence, Cognizable Offence, Non-cognizable Offence, Complaint, Charge, Police Report, Investigation, Inquiry and Trial, Summons Case, Warrant Case Arrest and Rights of an Arrested Person

### **UNIT-II 11**

#### **LECTURES**

#### **ARREST, BAIL AND PRE-TRIAL PROCEEDINGS**

Information to the Police and their powers to Investigation, Process to Compel Appearance of Person, Process to Compel Production of Things, Condition Requisites for Initiation of Proceeding, Complaint to Magistrate and Commencement of Proceeding before Magistrate

**UNIT-III****14****LECTURES**

**TRIAL PROCEEDINGS:** Framing of Charges and Joinder of Charges, Jurisdiction of the Criminal Courts in Inquiries and Trials, Types of trials: Sessions Trial, Warrant Trial, Summons Trial, Summary Trial, Judgment and Sentences under the Code, Submission of Death Sentences for Confirmation, General Provisions as to Inquiries and Trial, Execution, Suspension, Remission and Commutation of Sentences

**UNIT-IV****8****LECTURES**

**MISCELLANEOUS :** Provision for Bail under the Code, Appeals, Reference and Revision, Inherent Power of Court, Transfer of Criminal Cases, Plea Bargaining

**SUGGESTED READINGS**

R.V. Kelkar, Lectures on Criminal Procedure Code

Ratanlal & Dhirajlal's the Code of Criminal Procedure.

S.N.Mirshra, The Code of Criminal Procedure

**BARE ACT:** The Code of Criminal Procedure, 1973

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

<b>Components</b>	<b>Continuous Assessment (Quiz/Assignment/ Presentation/ Extempore</b>	<b>Mid Term Examination</b>	<b>Attendance</b>	<b>End Term Examination</b>
<b>Weightage (%)</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>50</b>

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

<b>Mapping between COs and POs</b>	
	<b>Course Outcomes (COs)</b> <span style="float: right;"><b>Mapped</b></span>

		<b>Program Outcomes</b>
<b>CO1</b>	The students will be able to understand the basic concept of criminal law and rights of the arrested person.	<b>PO3,PO5</b>
<b>CO2</b>	The students will have the knowledge of the Investigation procedure done by police and Pretrial Proceedings.	<b>PO1</b>
<b>CO3</b>	The students will have an understanding of the various Trial Procedures.	<b>PO5</b>
<b>CO4</b>	The students will know the procedure of taking Bails, procedure of appeals and other relief.	<b>PO7</b>

		SUBSTANTIVE AND PROCEDURAL INTELLIGENCE	ADVERSARIAL AND JUDICIAL INTELLIGENCE	PRODUCTIVE CIVILIAN	PROFESSIONAL ETHICS, VALUES AND CONDUCT	SURROUNDINGS AND SUSTAINABILITY	SKILL DEVELOPMENT	CRITICAL THINKING, LEGAL REASONING AND PROBLEM SOLVING	Understand the interdisciplinary nature of law and the contributions that other disciplines make to the study of law	Conduct legal research using analytical and critical thinking.	Understanding of the legal provisions and developing skills required for legal practice.
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
<b>SOLS310 A</b>	<b>CRIMINAL PROCEDURE CODE, 1973</b>	3				1		2			2

1=weakly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping										
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO3
CO1			2		1					3
CO2	3									3
CO3	3									3
CO4	3						2			3
1=lightly mapped			2= moderately mapped				3=strongly mapped			

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	PO E/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit I	Basic concept of criminal law and rights of the arrested person.	Basic concept of criminal law and rights of the arrested person.	Basic concept of criminal law and rights of the arrested person.	-	Complaint, Charge, Police Report, Investigation, Inquiry and Trial, Summons Case, Warrant Case Arrest and Rights of an Arrested Person	-	-	-	-	-	-	SDG 4, 16	Optimal learning	Update Curriculum Soft Skills

U n i t II	Investigation procedure done by police and Pre-trial Proceedings.	Investigation procedure done by police and Pre-trial Proceedings.	Investigation procedure done by police and Pre-trial Proceedings.	-	Process to Compel Appearance of Person, Process to Compel Production of Things, Condition Requisites for Initiation of Proceeding , Complaint to Magistrate and Commencement of Proceeding before Magistrate	-	-	-	-	-	-	SD G 4, 16	Inclusive Education	Internship /Case Study Skill Development
U n i t II	Understanding of the various Trials Procedures.	Understanding of the various Trials Procedures.	Understanding of the various Trials Procedures.	-	General Provisions as to Inquiries and Trial, Execution, Suspension ,	-	-	-	-	-	-	-	New Possibilities for life long learning	Project & Internships



					Remission and Commutation of Sentences									
<b>Unit IV</b>	Procedure of taking Bails, procedure of appeals and other relief.	Procedure of taking Bails, procedure of appeals and other relief.	Procedure of taking Bails, procedure of appeals and other relief.	-	Provision for Bail under the Code, Appeals, Reference and Revision	-	-	-	-	-	-	SD G 4	Optimal Learning Environment	Employability, Soft Skills, Projects

<b>SOLS 312A</b>	<b>PUBLIC INTERNATIONAL LAW</b>	L	T	P	C
<b>Version 1.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	NA				
<b>Co-requisites</b>	NA				

### **Course objectives-**

- 1 To give the students a global understanding of the rules that governing international relations.
- 2 To examine the jurisprudential doctrines, practices and legal instruments that have been instrumental in its formulation, development and functioning.
- 3 To give an understanding of various principles of International law.
- 4 To create awareness about the structures and characteristics of international law with emphasis on rights and duties of parties and conflict resolutions.

### **Course Outcomes-**

After completion of the course:

**CO1** The students will be able to understand the meaning and legal basis of the Public International Law.

**CO2** The students will understand the formulation and functioning of the international community with various jurisprudential doctrines and legal instruments.

**CO3** The students will able to understand various principles viz., State Jurisdiction, Recognition of States etc.

**CO4** The students will be acquainted with various modes of conflict resolution and protection of rights and duties under International law.

### **Catalogue Description**

International law covers principles and rules that govern the relations between States and the latter's interactions with other international actors. The course is designed to give students a global understanding of the rules governing international relations and, ultimately, provide them with practical skills in legal reasoning and arguing, research and writing on international

issues. The course will start with an introduction to the international legal order, including a presentation of the specificities of international law as compared to domestic law. It will then focus on core areas of public international law which involve the following questions: Who are the actors in the international legal system and to whom does international law apply? How is international law created and where can it be found? What are the fundamental principles of public international law, besides the multitude of international rules, with a special focus on one of them, namely the prohibition of the use of force? Finally, in case of breaches of international rules, how does international law react to such breaches? The objective of this paper is to provide knowledge to the students regarding the Public International Law to enable them to deal with the transnational legal order.

## **Course Content**

### **UNIT I**

**10 LECTURES**

Introduction: Definition, Development, Nature, Binding-force, Subjects, Basis and Codification of International Law, Customary and Modern International Law, Relationship between International Law and Municipal Law, Distinction ~ between Public and Private International Law and Sources of International Law.

Recognition in International Law: Concept, Kind and Theories, Legal Consequences.

### **UNIT II**

**7 LECTURES**

State Succession: Definition and kind of Succession, Consequences of State Succession

State Jurisdiction: Principles of Civil and Criminal Jurisdiction, Jurisdictional Immunities to Heads of States and Diplomatic Agents, Extradition and Asylum.

International Responsibility of States: Kinds of State Responsibility, Consequence of State Responsibility..

### **UNIT III**

**11 LECTURES**

Law of the Sea: First and Second Law of the Sea Conventions :Third Law of the Sea Convention {UNCLOS III (United Nations Convention on the Law of The Sea), Maritime Zones: Territorial Waters, Contiguous Zone, Exclusive Economic Zone, Continental Shelf, High Seas: Sea Bed Authority, Deep Sea Bed Mining and International Sea – Bed Area

The Law of Treaties: Definition, Binding-Force, Making of Treaties, Reservations, Amendments and, Termination of Treaty and Unequal Treaty. Use of force related to aggression,

## UNIT IV

## 9 LECTURES

International Organizations: The League of Nations, Defects

The UNO - Origin, UN Charter, Amendment of the Charter

The General Assembly — Composition, Voting Right and Contribution

Security Council - Composition, Veto, Double Veto, Contribution in Settlement of Disputes, Collective Security, Uniting for Peace Resolution, ECOSOC, Trusteeship Council, role of Security Council in securing peace.

Secretariat and ICJ -Composition, the Statute of the ICJ, Role in the Settlement of Disputes and in the Development of International Law. Contribution of the UN at International Level.

Specialized agencies of the UN: UNILLO, WHO, UNESCO, IBRD, IMF AND WIPO — Origin, Functions and Contribution. The Role of International Financial Institutions in Globalization.

### SUGGESTED READINGS

- H.O. Aggarwal, International Law

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

Components	Continuous Assessment (Quiz/Assignment/ Presentation/ Extempore	Mid Term Examination	Attend ance	End Term Examination
Weightage (%)	20	20	10	50

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

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	The students will be able to understand the meaning and legal basis of the Public International Law.	PO1,PO2,PO3
CO2	The students will understand the formulation and functioning of the international community with various jurisprudential doctrines and legal instruments.	PO2
CO3	The students will able to understand various principles	PO5

	viz., State Jurisdiction, Recognition of States etc.	
<b>CO4</b>	The students will be acquainted with various modes of conflict resolution and protection of rights and duties under International law.	<b>PO1, PO7</b>

		SUBSTANTIVE AND PROCEDURAL	ADVERSARIAL AND INQUISITORIAL	PRODUCTIVE CIVILIAN	PROFESSIONAL ETHICS, VALUES AND SURROUNDINGS AND SUSTAINABILITY	SKILL DEVELOPMENT	CRITICAL THINKING, LEGAL	Understand the interdisciplinary nature of law and the contributions that other disciplines can	Conduct legal research using analytical and	Understanding of the legal provisions and developing skills required for legal profession.	
Course Code	Course Title	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	PSO1	PSO2	PSO3
<b>SOL S 312 A</b>	<b>PUBLIC INTERNATIO NAL LAW</b>	1	2	2	2			2	2	1	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

#### Programme and Course Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO3
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<b>CO1</b>	<b>3</b>									<b>3</b>
<b>CO2</b>		<b>2</b>								<b>3</b>
<b>CO3</b>							<b>2</b>			<b>3</b>
<b>CO4</b>						<b>2</b>				<b>3</b>
1=lightly mapped                      2= moderately mapped                      3=strongly mapped										

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	PO E/4 <sup>h</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
<b>Unit I</b>	-	-	understand the meaning and legal basis of the Public International Law	understand the meaning and legal basis of the Public International Law	-	-	-	-	-	-	-	SDG 4, 16	Optimal learning	Update Curriculum Soft Skills
<b>Unit II</b>	-	-	understand the formulation	understand the formulation	-	-	-	-	-	-	-	SDG 4, 16	Inclusive Education	Internship/Case Study

			and functioning of the international community with various jurisprudential doctrines and legal instruments.	and functioning of the international community with various jurisprudential doctrines and legal instruments.										Skill Development	
<b>Unit II</b>	-	-	understand various principles viz., State Jurisdiction, Recognition of States etc	understand various principles viz., State Jurisdiction, Recognition of States etc	-	-	-	-	-	-	-	-	-	New Possibilities for life long learning	Project & Internships
<b>Unit V</b>	-	-	various modes of conflict resolution and protection of	Various modes of conflict resolution and protection of	-	-	-	-	-	-	-	SDG 4	Optimal Learning Environment	Employability, Soft Skills, Projects	





## Semester VII

SOLS 403 A	<b>Labour and Industrial law-II</b>	L	T	P	C
<b>Version 1.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	--				
<b>Co-requisites</b>	--				

### Course objectives-

1. To make the students understand the constitutional provisions relating to labour and the concept of PIL.
2. To enable the students to understand the legal remedies and solutions provided for the employees through compensatory measures under Employees Compensation Act, 1923.
3. To understand the concept of minimum wages and analyse the change in trends associated with the Minimum Wages Act, 1948.
4. To provide the student insight on the Factories Act, 1948, and Payment of Bonus Act, 1965.

### Course Outcomes-

**CO1.** Student will be able to understand the rights provided in the constitution related to labour laws and the provisions of PIL.

**CO2.** Students will be able to assess and understand the compensatory provisions given under the Employees Compensation Act, 1923.

**CO3.** Students will be able to understand the various provisions of the Minimum Wages Act, 1948.

**CO4.** The students will know about the safety and health measures adopted in factories for the welfare of the labour and the provisions about the Bonus.

### Catalogue Description

Labour law arose in parallel with the Industrial Revolution as the relationship between worker and employer which changed from small-scale production studios to large-scale factories. Workers sought better conditions and the right to join a labour union, while employers sought

a more predictable, flexible and less costly workforce. The state of labour law at any one time is therefore both the product of and a component of struggles between various social forces.

These early efforts were principally aimed at limiting child labour. From the mid-19th century, attention was first paid to the plight of working conditions for the workforce in general. In 1850, systematic reporting of fatal accidents was made compulsory, and basic safeguards for health, life and limb in the mines were put in place from 1855. Further regulations, relating to ventilation, fencing of disused shafts, signalling standards, and proper gauges and valves for steam-boilers and related machinery were also set down.

A major issue for any business is to understand the relationship between the worker and the master. There are two types of workers, independent contractors and employees. They are differentiated based on the level of control the master has on them. Workers provided tools and resources, closely supervised, paid regularly, etc., are considered employees of the company. Employees must act in the best interest of the employer. Minimum wages are regulated and stipulated in some countries that lack explicit laws. In Sweden minimum wages are negotiated between the labour market parties (unions and employer organizations) through collective agreements that also cover non-union workers at workplaces with collective agreements.

## **Course Content**

### **UNIT I 8**

#### **LECTURES**

Constitutional Perspective, Fundamental Rights related to labour, Directive Principles concerning labour, Distribution of legislative powers with respect to labour, Public Interest Litigation on labour matters, Delegation of legislative power under various labour legislation, Child and Bonded Labour

### **UNIT II 10**

#### **LECTURES**

#### **Employees Compensation Act, 1923**

Employees Compensation Act, 1923: Scope, object and conditions for compensation, Definitions, Employer's liability for compensation, Fixation of compensation, Procedure for awarding compensation, Appeals against the orders of the commissioner

**UNIT III****14****LECTURES****Minimum Wages Act, 1948**

Minimum Wages Act, 1948 - Concept of minimum wages, Different concepts of wages, Living Wage, Fair wage, Minimum wage (Need based and Notional based), Fixation of Minimum Wages, Rates for Minimum wages, Procedure for fixing and revising minimum wages

**UNIT IV****8****LECTURES****Factories Act, 1948**

Factories Act, 1948, Objects and Reasons of the Act, Definition clause, Measures to be adopted in factory for Health, Safety, Welfare, Payment of Bonus Act, 1965, Object and Scope of the Act, Concept of Bonus, Formula for Calculation of Bonus

**SUGGESTED READINGS**

- S.N.Mishra, Labour and Industrial Laws
- ND Kapoor, Labour and Industrial Laws
- V.G. Goswami, Labour and Industrial Laws
- G.P. Malhotra, Industrial Disputes Act Vol – I & 2
- K.D. Srivastava Trade Union Act
- G.B. Puri, Labour Law in India –
- S.C. Srivastava, Industrial Laws in India
- S.C. Srivastava, Social Security and Labour Laws
- S. C. Srivastava, Commentaries on the Factories Act

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

<b>Components</b>	<b>Continuous Assessment (Quiz/Assignment/ Presentation/ Extempore</b>	<b>Mid Term Examination</b>	<b>Attendance</b>	<b>End Term Examination</b>
<b>Weightage (%)</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>50</b>

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

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
<b>CO1</b>	Student will be able to understand the rights provided in the constitution related to labour laws and the provisions of PIL.	<b>PO1, PO3</b>
<b>CO2</b>	Students will be able to assess and understand the compensatory provisions given under the Employees Compensation Act, 1923.	<b>PO4</b>
<b>CO3</b>	Students will be able to understand the various provisions of the Minimum Wages Act, 1948.	<b>PO1, PO4</b>
<b>CO4</b>	The students will know about the safety and health measures adopted in factories for the welfare of the labour and the provisions about the Bonus.	<b>PO5</b>

		<b>SUBSTANTIVE AND PROCEDURAL INTELLIGENCE</b>	<b>ADVERSARIAL AND INQUISITORIAL</b>	<b>PRODUCTIVE CIVILIAN</b>	<b>PROFESSIONAL ETHICS, VALUES AND CONDUCT</b>	<b>SURROUNDINGS AND SUSTAINABILITY</b>	<b>SKILL DEVELOPMENT</b>	<b>CRITICAL THINKING, LEGAL REASONING AND</b>	Understand the interdisciplinary nature of law and the contributions that other disciplines can make to the study of	Conduct legal research using analytical and critical thinking.	Understanding of the legal provisions and developing skills required for legal profession
<b>Course Code</b>	<b>Course Title</b>	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO1	PSO 2	PSO3
SOLS 403 A	<b>LIL-II</b>	3	2	2		2			1		3

1=weakly mapped

2= moderately mapped

3=strongly mapped

#### **Course Outcomes-**

After completion of the course:

**CO1.** Student will be able to understand the rights provided in the constitution related to labour laws and the provisions of PIL.

**CO2.** Students will be able to assess and understand the compensatory provisions given under the Employees Compensation Act,1923.

CO3.Students will be able to understand the various provisions of the Minimum Wages Act, 1948.

CO4.The students will know about the safety and health measures adopted in factories for the welfare of the labour and the provisions about the Bonus.

**Programme and Course Mapping**

<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO3</b>
<b>CO1</b>	<b>3</b>									<b>2</b>
<b>CO2</b>		<b>2</b>	<b>3</b>							<b>2</b>
<b>CO3</b>										<b>2</b>
<b>CO4</b>					<b>2</b>					<b>2</b>
1=lightly mapped			2= moderately mapped				3=strongly mapped			

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	PO E/4 <sup>th</sup> IR	
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability				
															Team Work
Unit I	Constitutional Perspective, Fundamental Rights related to labour, Directive Principles concerning labour, Distrib	Constitutional Perspective, Fundamental Rights related to labour, Directive Principles concerning labour, Distrib	Constitutional Perspective, Fundamental Rights related to labour, Directive Principles concerning labour, Distrib		Fundamental Rights related to labour			-	-	-	-	SDG 4, 16			Employability





<b>U ni t II</b>	<b>Emplo yees Comp ensati on Act, 1923</b>	<b>Emplo yees Comp ensati on Act, 1923</b>	<b>Emplo yees Comp ensati on Act, 1923</b>		Proced ure for awardin g compen sation	-	-	-	-	-	-	SD G 4 ,16	<b>Emplo yabilit y</b>
<b>U ni t II I</b>	<b>Minim um Wages Act, 1948</b>	<b>Minim um Wages Act, 1948</b>	<b>Minim um Wages Act, 1948</b>		Living Wage, Fair wage, Minimu m wage (Need based and Notiona l based), Fixatio n of Minimu m Wages, Rates for Minimu m wages	-	-	-	-	-	-	SD G 4,1 6	<b>Emplo yabilit y</b>
<b>U ni t I V</b>	<b>Factor ies Act, 1948</b>	<b>Factor ies Act, 1948</b>	<b>Factor ies Act, 1948</b>		, Welfare	-	-	-	-	-	-	SD G 4,1 6	<b>Emplo yabilit y</b>

<b>SOLS405 A</b>	<b>BUSINESS LAWS</b>	L	T	P	C
<b>Version 2.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	NA				
<b>Co-requisites</b>	NA				

### **Course objectives-**

- 1 To make the students know about negotiable instruments and related legislation.
- 2 To explain the students concept of Indian Partnership Act 1932.
- 3 To make the students understand about the Limited Liability Partnership Act 2008.
4. To make the students know about the various limited liability partnership and procedure of conversion and winding up.

### **Course Outcomes-**

After completion of the course:

**CO1** The students will be able to understand the meaning of negotiable instruments and related legislation with Negotiable Instruments.

**CO2** The students will have the knowledge of the Indian Partnership Act 1932 and its applicability.

**CO3** The students will have an understanding of the Limited Liability Partnerships.

**CO4** The students will know the various limited liability partnership and procedure of conversion and winding up.

### **Catalogue Description**

Business laws make students aware about the relevant legislations and legal concepts which are important in the business world. This course contains three different legislations which are important for students of legal studies to have knowledge about the corporate world and the legal issues which arises in day to day administration of business. The course also appries students about different forms of business and what are the legal requirements for establishing such business. This course is aimed at a study of the fundamental knowledge of the Negotiable Instrument Act, 1881, The Indian Partnership Act, 1932 and Limited Liability Partnership Act, 2008 in the light of judicial pronouncement. On the completion of the course the student is expected to know the following: Meaning, nature and types of negotiable instrument ,the legal issues involved in dishonour of negotiable instruments, Forms of business: partnership and Limited Liability Partnership, The essential characteristics of LLP and how it is more beneficial

than partnership and company, Rights and liabilities of partners and firm under partnership and Limited Liability Partnership, Conversion of Partnership Firm/ Private Company/ Unlisted Public Company into LLP, Winding up of Partnership and LLP.

## **Course Content**

### **UNIT I**

**10 LECTURES**

#### **NEGOTIABLE INSTRUMENT ACT 1881 WITH LATEST AMENDMENTS:**

Meaning and characteristics of negotiable instruments, types of negotiable instruments, parties to the negotiable instruments, negotiation, assignment, endorsement and instrument without consideration, Holder and holder in due course, dishonor of negotiable instrument, noting and protesting, jurisdictional issue in cheque bouncing. (The Negotiable (Amendment) Act 2018)

### **UNIT II**

**10 LECTURES**

#### **THE INDIAN PARTNERSHIP ACT, 1932:**

Meaning and nature of partnership, relations of partners with each other and outsiders, rights & duties of partners inter se, partnership property; Liability for holding out, minor as partner; incoming and outgoing partners; dissolution of partnership firm, its modes and consequences; registration of firms and effects of non- registration

### **UNIT III**

**10 LECTURES**

#### **LIMITED LIABILITY PARTNERSHIP ACT, 2008:**

Meaning and nature of the LLP, definitions, incorporation of LLP, Designated partners, partners and their relationship and their liability, assignment and transfer of partnership right. Foreign LLP, conversion of Partnership Firm/ Private Company/ Unlisted Public Company into LLP, Compromise arrangement and reconstruction of LLP, winding up of LLP

### **UNIT IV**

**10 LECTURES**

#### **BUSINESS ETHICS**

Ethics- meaning, importance and nature

Relationship between ethics and law

Values and attitudes of a legal professional

Case study on business ethics, Corporate Environmental Responsibility

## SUGGESTED READINGS

- Dr. R.K Bangia, Negotiable Instrument Act, Allahabad law agency; eleventh edition (2015).
- Avtar Singh, Introduction to Law of Partnership (including Limited Liability Partnership), Eastern Book Company.
- C L Gupta, Law of Partnership–Including Limited Liability Partnership, Vol I, 5<sup>th</sup> edition, Lexis Nexis, 2016
- Dr. R.K Bangia, Indian Partnership Act, 1931 with Limited Liability Act, 2008, ALA, Faridabad.
- The Limited Liability Partnership Act, 2008
- The Partnership Act, 1932.
- The Negotiable Instrument Act 1881

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

<b>Components</b>	<b>Continuous Assessment (Quiz/Assignment/ Presentation/ Extempore</b>	<b>Mid Term Examination</b>	<b>Attendance</b>	<b>End Term Examination</b>
<b>Weightage (%)</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>50</b>

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

<b>Mapping between COs and POs</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	The students will be able to understand the meaning of negotiable instruments and related legislation with Negotiable Instruments.	<b>PO1, PO2,PO5,PO7</b>
<b>CO2</b>	The students will have the knowledge of the Indian Partnership Act 1932 and its applicability.	<b>PO1, PO2,PO5,PO7</b>
<b>CO3</b>	The students will have an understanding of the Limited Liability Partnerships.	<b>PO1, PO2,PO5,PO7</b>
<b>CO4</b>	The students will know the various limited liability partnership and procedure of conversion and winding up.	<b>PO1, PO2,PO5,PO7</b>

		<b>SUBSTANTIVE AND PROCEDURAL INTELLIGENCE</b>	<b>ADVERSARIAL AND INQUISITORIAL</b>	<b>PRODUCTIVE CIVILIAN</b>	<b>PROFESSIONAL ETHICS, VALUES AND SURROUNDINGS AND SUSTAINABILITY</b>	<b>SKILL DEVELOPMENT</b>	<b>CRITICAL THINKING, LEGAL REASONING</b>	Understand the interdisciplinary nature of law and the contributions that other disciplines can make to the study of law	Conduct legal research using analytical and critical	Understanding of the legal provisions and	
<b>Course Code</b>	<b>Course Title</b>	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO1	PS O2	PS O3
<b>SOLS 405A</b>	<b>BUSINESS LAWS</b>	3	2			1		2			2

1=weakly mapped

2= moderately mapped

<b>Programme and Course Mapping</b>										
<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO3</b>
<b>CO1</b>	<b>3</b>	<b>3</b>					<b>3</b>			<b>3</b>
<b>CO2</b>	<b>3</b>	<b>3</b>					<b>3</b>			<b>3</b>
<b>CO3</b>	<b>3</b>	<b>3</b>					<b>3</b>			<b>3</b>
<b>CO4</b>	<b>3</b>	<b>3</b>					<b>3</b>			<b>3</b>
1=lightly mapped			2= moderately mapped				3=strongly mapped			

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	POE/4 <sup>th</sup> IR	
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability				
Unit I	<b>NEGOTIABLE INSTRUMENT ACT 1881 WITH LATEST AMENDMENTS:</b>	<b>NEGOTIABLE INSTRUMENT ACT 1881 WITH LATEST AMENDMENTS:</b>	<b>NEGOTIABLE INSTRUMENT ACT 1881 WITH LATEST AMENDMENTS:</b>	-	dishonor of negotiable instrument, noting and protesting, jurisdictional issue in cheque bouncing		-	-	-	-	-	SDG 4, 8	Optimal learning	Case Competitions	
Unit II	<b>THE PARTNERSHIP</b>	<b>THE PARTNERSHIP</b>	<b>THE PARTNERSHIP</b>	-	registration of firms and effects of non-registration		-	-	-	-	-	SDG 4	Inclusive Education	Skill Development and Project	

	<b>ACT, 1932:</b>	<b>ACT, 1932:</b>	<b>ACT, 1932:</b>											
<b>Unit II</b>	<b>LIMITED LIABILITY PARTNERSHIP ACT, 2008</b>	<b>LIMITED LIABILITY PARTNERSHIP ACT, 2008</b>	<b>LIMITED LIABILITY PARTNERSHIP ACT, 2008</b>		assignment and transfer of partnership right	-	-	-	-	-	-	SDG 4	New Possibilities for life long learning	<b>Skill and Project</b>
<b>Unit IV</b>	Unlisted Public Company LLP, Compromise arrangement and reconstruction of LLP, winding up of LLP	Unlisted Public Company LLP, Compromise arrangement and reconstruction of LLP, winding up of LLP	Unlisted Public Company LLP, Compromise arrangement and reconstruction of LLP, winding up of LLP	Foreign LLP, conversion of Partnership Firm	winding up of LLP	-	-	-	-	-	-	SDG 4, 17	Optimal Learning Environment	Employability, Soft Skills, Projects

<b>SOLS 407A</b>	<b>ALTERNATE DISPUTE RESOLUTION</b>	L	T	P	C
<b>Version 2.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	NA				
<b>Co-requisites</b>	NA				

### **Course objectives-**

- 1 To enable the student to analyze about the arbitration and its modes
- 2 To enable the student to learn provisions of arbitration act
- 3 To enable the student to learn the section of arbitration and conciliation act
4. To provide the student with knowledge of international treaties related to arbitration

### **Course Outcomes-**

After completion of the course:

- CO1** The students will be able to understand the various facts related to arbitration.
- CO2** The students will have the knowledge of the legal provisions of Arbitration Act.
- CO3** The students will have an understanding of arbitration and conciliation act.
- CO4** The students will know the various international treaties related to arbitration.

**Catalogue Description** Litigation is time consuming and expensive. Hence alternative methods of dispute settlement for inexpensive and timely justice have been created by Parliament. For this reason ADR is appreciated by many countries around the world. India also became part of this change in the year 1996 when it enacted the Arbitration and Conciliation Act. The Act is replica of the UNCITRAL Model Law. The course attempts to train students in the art of making a choice between litigation and these alternative methods and also in science of using these alternate methods. The goal of the course is to help the students to understand the various methods of resolving disputes under ADR system, so that they can help their clients and society to select and apply the most effective, just and humane methods.

### **Course Content**

#### **UNIT I**

**10**

#### **LECTURES**

#### **Introduction:**

Meaning, Nature and Genesis of Alternative Dispute Resolution; Forms of ADR Mechanism; Disputes - kinds of disputes - Justiciable dispute- Dispute Resolution in



adversary system; Legal Aid – constitutional provisions, criteria for free legal aid and case laws; the Legal Services Authorities Act, 1987 - Lok Adalats and Permanent Lok Adalat- nature, scope, procedure and functioning; National and State Legal Services Authority; Role of Gram Nyayalaya and Nyaya Panchayat in ADR.

Online Dispute resolution.

## **UNIT II**

**10 LECTURES**

Kinds of arbitration, the Arbitration and Conciliation Act, 1996: Definitions, Arbitration agreement (S. 7), Power of Court to refer Parties to Arbitration (S.8), Interim Measures (S.9), Composition of Arbitral Tribunal (Ss. 10-15), Extent of Judicial Intervention, Jurisdiction of Arbitral Tribunal (Ss 16-17).

## **UNIT III**

**10 LECTURES**

The Arbitration and Conciliation Act, 1996: Conduct of Arbitral Proceedings (Ss 18-27), Making of Arbitral Award and Termination of Proceedings (Ss. 28-33), Recourse against Arbitral Award (S. 34), Finality and Enforcement of Arbitral Awards (Ss. 35-36), Appeals (S. 37), Jurisdiction (S. 42), Limitations (S. 43).

Amendment Act, 2015 of the Arbitration and Conciliation Act, 1996

## **UNIT IV**

**10 LECTURES**

The Arbitration and Conciliation Act, 1996: International Commercial Arbitration, Enforcement of Foreign Award and Jurisdictional Issues: New-York and Geneva Convention, Conciliation and its Mechanism: Nature, Scope and Roles of Conciliators, Parties, Lawyers Negotiation, Mediation, Good Offices

## **SUGGESTED READINGS**

1. The Arbitration and Conciliation Act, 1996.
2. The Legal Services Authority Act, 1987.
3. Avtar Singh, *Law of Arbitration and Conciliation*, EBC

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

<b>Components</b>	<b>Continuous Assessment</b>	<b>Mid Term</b>	<b>Attend</b>	<b>End Term</b>
	<b>(Quiz/Assignment/</b>	<b>Examinat</b>	<b>ance</b>	<b>Examination</b>

	<b>Presentation/ Extempore</b>	<b>ion</b>		
<b>Weightage (%)</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>50</b>

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

<b>Mapping between COs and POs</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	The students will be able to understand the various facts related to arbitration	<b>PO1,PO2</b>
<b>CO2</b>	The students will have the knowledge of the legal provisions of Arbitration Act.	<b>PO1, PO2,PO4,PO5</b>
<b>CO3</b>	The students will have an understanding of arbitration and conciliation act	<b>PO1, PO2,PO6,</b>
<b>CO4</b>	The students will know the various international treaties related to arbitration	<b>PO1, PO2,PO5,PO6</b>

		<b>SUBSTANTIVE AND PROCEDURAL INTELLIGENCE</b>	<b>ADVERSARIAL AND INQUISITORIAL JURISPRUDENCE</b>	<b>PRODUCTIVE CIVILIAN</b>	<b>PROFESSIONAL ETHICS, VALUES AND CONDUCT</b>	<b>SURROUNDINGS AND SUSTAINABILITY</b>	<b>SKILL DEVELOPMENT</b>	<b>CRITICAL THINKING, LEGAL REASONING AND RESEARCH SKILLS</b>	Understand the interdisciplinary nature of law and the contributions that other disciplines can make to the study of	Conduct legal research using analytical and critical thinking.	Understanding of the legal provisions and developing skills required for legal profession
<b>Course Code</b>	<b>Course Title</b>	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3
<b>SOLS 407A</b>	ALTERNATIVE DISPUTE RESOLUTION	3	2		3	3	2				3

1=weakly mapped

2= moderately mapped

3=strongly mapped

### Programme and Course Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO3
CO1	3	2		3	3	2				3
CO2	3	2		3	3	2				3
CO3	3	2		3	3	2				3
CO4	3	2		3	3	2				3
1=lightly mapped			2= moderately mapped				3=strongly mapped			

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	PO E/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit 1	Meaning, Nature and Genesis of Alternative Dispute Resolution; Forms of ADR Mechanism; Disputes kinds of disputes Justiciable disputes	Meaning, Nature and Genesis of Alternative Dispute Resolution; Forms of ADR Mechanism; Disputes kinds of disputes Justiciable disputes	Meaning, Nature and Genesis of Alternative Dispute Resolution; Forms of ADR Mechanism; Disputes kinds of disputes Justiciable disputes	-	Meaning, Nature and Genesis of Alternative Dispute Resolution; Forms of ADR Mechanism; Disputes kinds of disputes Justiciable disputes	-	-	-	-	-	-	SDG4, 8	Transforming the Regulatory System	Employability



	nal and State Legal Services Authority; Role of Gram Nyaya and Nyaya Panchayat in ADR.	nal and State Legal Services Authority; Role of Gram Nyaya and Nyaya Panchayat in ADR.	nal and State Legal Services Authority; Role of Gram Nyaya and Nyaya Panchayat in ADR.		yat in ADR. To enable the student to analyze about the arbitration and its modes To enable the student to learn provisions of arbitration act To enable the student to learn the section of arbitration and conciliation act									
Unit II	Kinds of arbitration, the Arbitration and Conciliation Act, 1996: Definitions,	Kinds of arbitration, the Arbitration and Conciliation Act, 1996: Definitions,	Kinds of arbitration, the Arbitration and Conciliation Act, 1996: Definitions,	-	Kinds of arbitration, the Arbitration and Conciliation Act, 1996: Definitions, Arbitration	-	-	-	-	-	-	SD G4, 8	Transforming the Regulatory System	Employability



					have the knowledge of the legal provisions of Arbitration Act. The students will have an understanding of arbitration and conciliation act								
Unit III	Arbitration and Conciliation Act, 1996: Conduct of Arbitral Proceedings (Ss 18-27), Making of	Arbitration and Conciliation Act, 1996: Conduct of Arbitral Proceedings (Ss 18-27), Making of	Arbitration and Conciliation Act, 1996: Conduct of Arbitral Proceedings (Ss 18-27), Making of	-	Arbitration and Conciliation Act, 1996: Conduct of Arbitral Proceedings (Ss 18-27), Making of Arbitral Award and	-	-	-	-	-	SD G4, 8	Transferring the Regulatory System	Employability







	iation Act, 1996	iation Act, 1996	iation Act, 1996		s under ADR system, so that they can help their clients and society to select and apply the most effective, just and humane methods.									
Unit IV	The Arbitration and Conciliation Act, 1996:	The Arbitration and Conciliation Act, 1996:	The Arbitration and Conciliation Act, 1996:	International Commercial Arbitration, Enforcement	-	-	-	-	-	-	-	SD G4, 8	Transforming the Regulatory System	Employability





<b>SOLS 409A</b>	<b>ENVIRONMENTAL LAW</b>	L	T	P	C
<b>Version 2.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	NA				
<b>Co-requisites</b>	NA				

### Course objectives-

- 1 To explain the students about the environment introduction and various issues related to Environment.
- 2 To explain the students about International Environment law.
- 3 To make the students aware about State and Federal Powers in the field of Indian Environmental Law.
4. To make the students know about the various legislations on environment.

### Course Outcomes-

After completion of the course:

- CO1** The students will be able to understand the meaning of environment and basic concepts and problems related to environment.
- CO2** The students will have the knowledge of the International Environment law.
- CO3** The students will have an understanding State and Federal Powers in the field of Indian Environmental Law.
- CO4** The students will know the various legislations on environment.

**Catalogue Description** Environment Law and Policy deals with the ways that human societies regulate the interaction of individual, communities, business, and governmental system- both natural system, such as forest, grazing lands and marine ecosystem, and human created system such as the manufacturing industry, fossil fuel production and use, agriculture and cities. Environment Law aims to protect and enhance the environment, reduce the risk to human health from pollution and achieve sustainable development of natural resources. The Course provides the study of environmental laws covering legislations related to it and

protection of forest and wild life.

## **Course Content**

### **UNIT I**

**10**

#### **LECTURES**

#### **Introduction:**

Meaning, Definition and Concept of Environment, Concept of Pollution, Types of Environment Pollution, Effect of Pollution, International Norms :Sustainable Development: Precautionary Principle, Polluter Pays Principle, Agenda 21, Inter-generational equity, Public Trust Doctrine, Principle of no fault liability: Absolute Liability.

### **UNIT II**

**10 LECTURES**

#### **International Law and Environment Protection**

History and Development of Environment Protection under International Law- Major International Instruments for Environment Protection- United Nation Conference on Human Environment, 1972( Stockholm Conference), UNEP- Vienna Convention & Montreal Protocol, WCED- The Brundtland Commission, Earth Summit, Agenda 21, Kyoto Protocol, Johannesburg Conference 2002

### **UNIT III**

**10 LECTURES**

#### **Protection of Environment under the Indian Constitution :**

Protection of environment and fundamental rights, role of Judiciary, Expansion of Locus Standi, PIL, Constitutional Remedy, Right to wholesome Environment, Dynamic Interpretation of Article 21, 14 and 19 of the Constitution. 42<sup>nd</sup> Constitution Amendment Act, 1976, Directive Principles of State Policy, Fundamental Duties.

### **UNIT IV**

**10 LECTURES**

#### **Legislations on Environment Protection**

Significance of Indian Forest Act, 1927, The Wildlife (Protection) Act, 1972, The Water (Prevention and Control of Pollution) Act of 1974, The Air (Prevention and Control of Pollution) Act of 1981

Environmental (Protection) Act, 1986, The National Green Tribunal Act, 2010

#### **SUGGESTED READINGS**

Environmental Law & Policy in India – Shyam Diwan

The Environment (Protection) Act, 1986

The Air (Prevention and Control of Pollution) Act, 1981

The Water (Prevention and Control of Pollution) Act, 1974

The National Green Tribunal Act, 2010

The Wild life (Protection) Act, 1972

The Forest (Conservation) Act, 1980

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

<b>Components</b>	<b>Continuous Assessment (Quiz/Assignment/ Presentation/ Extempore</b>	<b>Mid Term Examination</b>	<b>Attendance</b>	<b>End Term Examination</b>
<b>Weightage (%)</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>50</b>

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

<b>Mapping between COs and POs</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	The students will be able to understand the meaning of environment and basic concepts and problems related to environment.	<b>PO5,PO7</b>
<b>CO2</b>	The students will have the knowledge of the International Environment law.	<b>PO1, PO2,PO5,PO7</b>
<b>CO3</b>	The students will have an understanding State and Federal Powers in the field of Indian Environmental Law.	<b>PO1, PO2,PO5,PO7</b>
<b>CO4</b>	The students will know the various legislations on environment.	<b>PO1, PO2,PO5,PO7</b>



		AND	AND			AND					
		SUBSTANTIVE	ADVERSARIAL	PRODUCTIVE CIVILIAN	PROFESSIONAL ETHICS, VALUES	SURROUNDINGS	SKILL DEVELOPMENT	CRITICAL THINKING, LEGAL	Understand the interdisciplinary nature	Conduct legal research using analytical	Understanding of the legal provisions
<b>Course Code</b>	<b>Course Title</b>	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PS O1	PS O2	PS O3
<b>SOLS 409A</b>	<b>ENVIRONMENTAL LAW</b>	3	2			3		2			2

1=weakly mapped

2= moderately mapped

3=strongly mapped

<b>Programme and Course Mapping</b>										
<b>CO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PS O 1</b>	<b>PS O 2</b>	<b>PSO 3</b>
<b>CO 1</b>					3		3			3
<b>CO 2</b>	3	3			3		3			3
<b>CO 3</b>	3	3			3		3			3
<b>CO 4</b>	3	3			3		3			3
1=lightly mapped			2= moderately mapped				3=strongly mapped			

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	POE /4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit 1	Meaning, Definition and Concept of Environment, Pollution, Types of Environment Pollution, Effect of	Meaning, Definition and Concept of Environment, Pollution, Types of Environment Pollution, Effect of	Meaning, Definition and Concept of Environment, Pollution, Types of Environment Pollution, Effect of	International Norms: Sustainable Development: Precautionary Principle, Polluter Pays Principle, Agenda 21, International equity, Public Trust Doctrine, Principle of no fault liability:	To explain the students about International Environment law.	-	-	-	-	-	To explain the students about International Environment law.	SDG 4,6,7,13,14,15	Optimal Learning Environment and Support for Students	Entrepreneurs hip and environmental sustainability.



					s in th e fie ld of In di an En vir on m en tal La w.									
U ni t II	-	-	-	tory and Developm ent of Environm ent Protection under Internatio nal Law- Major Internatio nal Instrumen ts for Environm ent Protection - United Nation Conferenc e on	-	-	-	-	-	-	To explain the students about Internatio nal Environm ent law.	SDG 4, 6,7, 13,1 4,15	Opti mal Learn ing Environm ents and Supp ort for Stude nts	Entre preneurs hip and environ mental sustain ability.

				Human Environment, 1972(Stockholm Conference), UNEP-Vienna Convention & Montreal Protocol, WCED-The Brundtland Commission, Earth Summit, Agenda 21, Kyoto Protocol, Johannesburg Conference 2002									
U n i t I I	Prote ction of envir onme nt and funda menta l	Prote ction of envir onme nt and funda menta l	- Prote ction of envir onme nt and funda menta	-	-	-	-	-	-	Protectio n of environm ent and fundamen tal rights, role of Judiciary, Expansio	SDG of 4, 6,7, 13,1 4,15	Opti mal Learn ing Envir onme nts and Supp	Entrep reneurs hip and environ mental sustain ability.

rights, role of Judici ary, Expa nsion of Locus Stand i, PIL, Const itutio nal Reme dy, Right to whole some Envir onme nt, Dyna mic Interp retati on of Articl e 21, 14 and 19 of the Const itutio n. 42 <sup>nd</sup> Const itutio n Amen dment Act, 1976, Direct ive Princi ples of	rights, role of Judici ary, Expa nsion of Locus Stand i, PIL, Const itutio nal Reme dy, Right to whole some Envir onme nt, Dyna mic Interp retati on of Articl e 21, 14 and 19 of the Const itutio n. 42 <sup>nd</sup> Const itutio n Amen dment Act, 1976, Direct ive Princi ples of	l rights, role of Judici ary, Expa nsion of Locus Stand i, PIL, Const itutio nal Reme dy, Right to whole some Envir onme nt, Dyna mic Interp retati on of Articl e 21, 14 and 19 of the Const itutio n. 42 <sup>nd</sup> Const itutio n Amen dment Act, 1976, Direct ive Princi ples							n of Locus Standi, PIL, Constiti onal Remedy, Right to wholeso me Environm ent, Dynamic Interpreta tion of Article 21, 14 and 19 of the Constituti on. 42 <sup>nd</sup> Constituti on Amendm ent Act, 1976, Directive Principles of State Policy, Fundame ntal Duties.	ort for Stude nt	
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	State Policy, Fundamental Duties.	State Policy, Fundamental Duties.	of State Policy, Fundamental Duties.										
Unit IV	Significance of India Forest Act, 1927, The Wildlife (Protection) Act, 1972, The Water (Prevention and Control of Pollution) Act of 1974, The	Significance of India Forest Act, 1927, The Wildlife (Protection) Act, 1972, The Water (Prevention and Control of Pollution) Act of 1974, The	Significance of India Forest Act, 1927, The Wildlife (Protection) Act, 1972, The Water (Prevention and Control of Pollution) Act of 1974, The	-	-	-	-	-	-	Environment Law and Policy deals with the ways that human societies regulate the interaction of individual, communities, business, and governmental system-both natural system, such as forest, grazing lands and marine ecosystem, and human created system such as the manufacturing industry, fossil fuel	SDG 4, 6,7, 13,14,15	Optimal Learning Environment and Support for Student	Entrepreneurship and environmental sustainability.

<p>Air (Prevention and Control Pollution) Act of 1981  Environmental (Protection) Act, 1986,  The National Green Tribunal Act, 2010</p>	<p>Air (Prevention and Control Pollution) Act of 1981  Environmental (Protection) Act, 1986,  The National Green Tribunal Act, 2010</p>	<p>Air (Prevention and Control Pollution) Act of 1981  Environmental (Protection) Act, 1986,  The National Green Tribunal Act, 2010</p>							<p>production and use, agriculture and cities. Environment Law aims to protect and enhance the environment, reduce the risk to human health from pollution and achieve sustainable development of natural resources. The Course provides the study of environmental laws covering legislations related to it and protection of forest and wild life.</p>			
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<b>SOLS 411A</b>	<b>LAND LAWS</b>	L	T	P	C
<b>Version 2.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	NA				
<b>Co-requisites</b>	NA				

### **Course objectives-**

- 1 To enable the student to know the laws relating to land and panchayat in state.
- 2 To enable the student to learn The Constitutional perspectives relating to this subject
- 3 To enable the student to learn the provision relating to ceiling laws
4. To provide the student with knowledge of rent laws

### **Course Outcomes-**

After completion of the course:

**CO1** The students will be able to Learn about the panchayati raj system.

**CO2** The students will understand the concept of revenue laws.

**CO3** The students will be able Illustrate provisions and concept of ceiling laws.

**CO4** The students will analyze the provision relating to tenancy.

**Catalogue Description** To know legislative power to make laws relating to land and land ceiling is in the state list and panchayat laws. To learn the Constitutional perspectives relating to this subject. To learn the provision relating to ceiling laws. To provide the student with the knowledge of rent laws

### **Course Content**

#### **UNIT I**

**10**

#### **LECTURES**

##### **HARYANA PANCHAYATI RAJ ACT, 1994**

Provisions applicable to gram panchayat, gram panchayat conduct of business, duties, functions and powers, financial and taxation powers and control Tenancy Reforms, Abolition of Zamindaries

**UNIT II** **10**

**LECTURES**

**Punjab Land Revenue Act 1887** (Chapter 1 to 9): Definition of key words. Preparation of revenue record like documents of Jamabandi, Girdawari Mutation. Intakaal, SirjraNasab (Pedigree Table) Axe (Map of the village) Assessment of land Revenue, collection of Land Revenue, concepts & Procedure partition

**UNIT III** **10**

**LECTURES**

**The Punjab Tenancy Act – 1887**: Definition of Key words under the Act, Class of Tenants, Law relating to rent , Law relating to occupation of Tenant , Law of Ejectment of Tenants  
**Haryana Ceiling of Land Holding Act 1972**: Definition of key Words (Section -3), Concepts of Permissible Area and surplus Area (SS-4 to 6) Ceiling on land Acquisition and deposit of surplus Area (SS 7 to 15) Appeal by the Aggrieved party (Section 18)

**UNIT IV** **10**

**LECTURES**

**Haryana Rent Control ACT, 1973**: Definition (SS 1-4), Rights & Duties of Tenants, Rights and Duties of Landlords, Grounds of Ejectment of Tenants.

**Haryana Real Estate (Regulation and Development) Rules, 2017.**

Real estate project, Details to be published on the website of the authority, Real estate regulatory authority Real estate appellate tribunal, Offences and penalties , Filing of complaint with the authority and The adjudicating officer

**SUGGESTED READINGS**

1. REVENUE LAWS AND PANCHAYAT LAWS – DR. BADRUDDIN, THE LAW HOME
2. Jain, Haryana Ceiling on Land Holding Act, 1972
3. Prof. M.L. Upadhayay Law, poverty and development
4. UpendraBaxi, Towards a Sociology of Indian Law
5. Walter C. Neale, Developing Rural India Policies and Progress, Allied

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

<b>Components</b>	<b>Continuous Assessment (Quiz/Assignment/ Presentation/ Extempore</b>	<b>Mid Term Examination</b>	<b>Attendance</b>	<b>End Term Examination</b>
<b>Weightage (%)</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>50</b>

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

<b>Mapping between COs and POs</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	The students will be able to Learn about the panchayati raj system	<b>PO1,PO2</b>
<b>CO2</b>	The students will understand the concept of revenue laws	<b>PO1, PO2,PO4,PO5</b>
<b>CO3</b>	The students will be able Illustrate provisions and concept of ceiling laws	<b>PO1, PO2,PO6,</b>
<b>CO4</b>	The students will analyze the provision relating to tenancy	<b>PO1, PO2,PO5,PO6</b>

		<b>SUBSTANTIVE AND PROCEDURAL</b>	<b>ADVERSARIAL AND INQUISITORIAL</b>	<b>JUDICIAL OFFICER</b>	<b>PRODUCTIVE CIVILIAN</b>	<b>PROFESSIONAL ETHICS, VALUES AND CONDUCT</b>	<b>SURROUNDINGS AND SUSTAINABILITY</b>	<b>SKILL DEVELOPMENT</b>	<b>CRITICAL THINKING, LEGAL REASONING AND</b>	<b>DEBATE AND CIVILILTY</b>	Understand the interdisciplinary nature of law and the contributions that other disciplines can make to the study of law.	Conduct legal research using analytical and critical thinking.	Understanding of the legal provisions and developing skills required for legal profession
<b>Course Code</b>	<b>Course Title</b>	PO 1	PO2	PO 3	PO 4	PO 5	PO6	PO7	PSO 1	PSO 2	PSO 3		
<b>SOLS 411A</b>	Land Laws	3	2		3	3	2				3		

1=weakly mapped

2= moderately mapped

3=strongly mapped

<b>Programme and Course Mapping</b>										
<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO3</b>
<b>CO1</b>	<b>3</b>	<b>3</b>								<b>3</b>
<b>CO2</b>	<b>3</b>	<b>3</b>		<b>3</b>	<b>3</b>					<b>3</b>
<b>CO3</b>	<b>3</b>	<b>3</b>				<b>3</b>				<b>3</b>
<b>CO4</b>	<b>3</b>	<b>3</b>			<b>3</b>	<b>3</b>				<b>3</b>
1=lightly mapped			2= moderately mapped				3=strongly mapped			

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	PO E/4 <sup>h</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit 1	Narratives	Provisions applicable to gram panchayat, panchayat, panchayat conduct of business, duties, functions and powers, financial and taxation	-	-	To enable the student to know the laws relating to land and panchayat in state. To enable the student to learn The Constit	-	-	-	-	-	-	SDG 11, 15	Equitable and Inclusive Education : Learning for All	Employability

	owers and control of Tenancy Reforms, Abolition of Zamindari			utional perspectives relating to this subject To enable the student to learn the provision relating to ceiling laws To provide the student with knowledge of rent laws										
Unit II	<b>Punjab Land Revenue Act 1887</b>	<b>Punjab Land Revenue Act</b>	-	-	The students will be able to Learn about	-	-	-	-	-	-	SD G11, 15	Equitable and Inclusive Education : Lear	Employability

(Chapt er 1to9): Definit ion of key words. Prepar ation of revenu e record lake docum ents of Jamab andi, Girda wari Mutati on. Intaka al, Sirjra Nasab (Pedig ree Table) Axe (Map of the village	<b>1887</b> (Chapt er 1to9): Definit ion of key words. Prepar ation of revenu e record lake docum ents of Jamab andi, Girda wari Mutati on. Intaka al, Sirjra Nasab (Pedig ree Table) Axe (Map of the village			the panchay ati raj system. The students will underst and the concept of revenue laws. The students will be able Illustrat e provisio ns and concept of ceiling laws. The students will analyze the provisio n relating to tenancy							ning for All	
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	) Assess ) ment Assess of landment Reven of land ue, Reven collect ue, ion ofcollect Land ion of Reven Land ue, Reven concep ue, ts & concep Proced ts & ure Proced partitio ure n partitio n	village												
U nit III	<b>The Punjab Tenancy Act – 1887:</b> Definit ion of Key words under the Act, Class	<b>The Punjab Tenan cy Act – 1887:</b> Definit ion of Key words under the Act, Class	-	-	<b>The Punjab Tenanc y Act – 188 7 and Haryan a Ceiling of Lan d Holdin</b>	-	-	-	-	-	-	SD G11 , 15	Equit able and Inclu sive Educ ation : Lear ning for All	Empl oyabili ty





	(Section 3), Concepts of Permissible Area and surplus (SS-4 to 6) Ceilings on land Acquisition and deposit of surplus Area (SS 7 to 15) Appeal by the Aggrieved party (Section 18)													
Unit IV	<b>Haryana</b>	<b>Haryana</b>	-	-	<b>Haryana Rent Control</b>	-	-	-	-	-	-	SD G11,	Equitable and	Employability

<b>Rent Contr ol ACT, 1973:</b> Definit ion (SS 1- 4), Rights & Duties of Tenant s, Rights and Duties of Landlo rds, Groun ds of Ejectm ent of Tenant s. <b>Harya na Real Estate (Regul ation</b>	<b>Rent Contr ol ACT, 1973:</b> Definit ion (SS 1- 4), Rights & Duties of Tenant s, Rights and Duties of Landlo rds, Groun ds of Ejectm ent of Tenant s. <b>Harya na Real Estate (Regul ation</b>			<b>ACT, 1973 and Haryan a Real Estate (Regula tion and Develo pment) Rules, 2017.</b>						15	Inclu sive Educ ation : Lear ning for All	
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<p><b>and Development Rules, 2017.</b></p> <p>Real estate project, Details to be published on the website of the authority, Real estate regulatory authority, Real estate regulatory authority Real estate appellate tribunal, Offences and penalties, Filing of complaint with the authority and The adjudicating</p>	<p><b>and Development Rules, 2017.</b></p> <p>Real estate project, Details to be published on the website of the authority, Real estate regulatory authority Real estate appellate tribunal, Offences and penalties, Filing of complaint with the authority and The adjudicating</p>										
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## Semester VIII

<b>SOLS 402 A</b>	<b>INTELLECTUAL PROPERTY RIGHTS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 2.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	--NA				
<b>Co-requisites</b>	--NA				

### Course objectives-

1. To enable the student to analyze Intellectual Property Rights and Patent.
2. To enable the student to learn Copyright law in India.
3. To enable the student to learn Design Act.
4. To provide the student with an understanding of Trade Mark in IPR.

### Course Outcomes-

After completion of the course:

**CO1** The students will be able to understand the meaning of Intellectual property rights and Patent law in India and at international level.

**CO2** The students will have the knowledge of Copyright law in India.

**CO3** The students will have an understanding of the Design Act.

**CO4** The students will know the Trademark Act and other related Intellectual Properties .

### Catalogue Description

Intellectual Property Rights will give the learner an insight into how human progress depends on human creativity or intellectual skills. The legal protection of such creativity enables society's development in technology, business practices, art, literature and music. It is essential for the Indian law student to know the legal framework which encourages and sustains this creativity underlying each country's economy. This human capital like any other property can be stolen, misused and wrongly appropriated by those who have nothing to do with the efforts in making this capital. This destroys the identity of the creator and deprives him/her of its monetary and other benefits. In a globalized world this destruction and

deprivation has been recognized and is sought to be prevented by international treaties. Today's law person is incomplete without knowledge of the legal remedies to prevent, prohibits and account for the infringement and theft of the intellectual property. The student will be taught the Patents Act 1970, Copyright Act 1957, Trademarks Act 1999, Designs Act 2000, the Semi-conductor, & Integrated Circuits Layout Design Act 2000, the Biological Diversity Act, The Geographical Indication of Goods (Regulation & Protection) Act 1999, in the context of the evolution of those rights and the international treaties/agreements. The Student will learn the changing dimensions of IPR. This will explain the changes in Intellectual Property Regime, the emergence of new intellectual property rights, the influence of intellectual property regime in different countries and role of traditional knowledge in transforming IPR system etc.

## **Course Content**

### **UNIT 1: INTRODUCTION**

1. Concept of Intellectual Property Rights
2. Theories for the Protection of Intellectual Property
3. Kinds of Intellectual Property Rights
4. International Instruments for the Protection of Intellectual Property
  - i. Paris Convention for the Protection of Industrial Property, 1883
  - ii. Berne Convention for the Protection of Literary and Artistic Works, 1886
  - iii. Agreement on Trade Related Aspects of Intellectual Property Rights, 1995

### **UNIT 2: COPYRIGHT AND TRADEMARKS**

1. Meaning, Subject Matter; Ownership and Term of Copyright
2. Rights of Owner: Economic Rights and Moral Rights
3. Performers Rights and Broadcasters Rights
4. Assignment and License
5. Infringement of Copyright; Defences to Infringement and Remedies

#### **TRADE MARKS**

1. Essentials of Trade Mark
2. Kinds of Trade Mark
3. Registration of Trade Mark
4. Grounds of Refusal of Registration: Absolute and Relative
5. Concept of Passing Off; Infringement of Trade Mark; Deceptive Similarity
6. Remedies for Infringement and Passing Off

### **UNIT 3: PATENTS**

1. Meaning; Criteria of Patentability; Non-Patentable Inventions
2. Procedure for Grant of Patent and Rights of Patentee

3. Working of Patents, Compulsory License; Meaning and Relevance of Specification; Literal v. Non-Literal Infringement; Defences to Infringement; Remedies in case of Infringement

**UNIT 4: Geographical Indication, The Designs Act, 2000, Traditional Knowledge and Protection of Trademark**

1. Meaning of Geographical Indications, indication of source, appellations of origin, Community right
2. Difference between Geographical Indications and Trade Marks
3. Registration of GI, Infringement, Penalties and Remedies
4. The Industrial Designs Act, 2000: An Overview; Piracy or Infringements of Copyright in Designs
5. Meaning of Trade Secret; Justification of Trade Secret as an Intellectual Property Right; Trade Secret Protection in India and traditional knowledge.

**TEXT BOOK**

1. P. Narayanan, Intellectual Property Law, Eastern Law House, 2017
2. Ahuja, Law of Copyright and Neighbouring Rights: National and International Perspectives
3. Ashwani Bansal, Law of Trade Marks in India

**BARE ACTS:**

1. The Trade Marks Act, 1999
2. The Patent Act, 1970
3. The Copyright Act, 1957
4. The Design Act, 2000
5. The Geographical Indications of Goods (Registration and Protection) Act, 1999

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

<b>Components</b>	<b>Continuous Assessment (Quiz/Assignment/ Presentation/ Extempore</b>	<b>Mid Term Examination</b>	<b>Attendance</b>	<b>End Term Examination</b>
<b>Weightage (%)</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>50</b>

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



<b>Mapping between COs and POs</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	The students will be able to understand the meaning of Intellectual property rights and Patent law in India and at international level.	<b>PO1, PO5,PO7</b>
<b>CO2</b>	The students will have the knowledge of Copyright law in India.	<b>PO1, PO5,PO7</b>
<b>CO3</b>	The students will have an understanding of the Design Act.	<b>PO1,PO5,PO7</b>
<b>CO4</b>	The students will know the Trademark Act and other related Intellectual Properties .	<b>PO1,PO5,PO7</b>

		<b>SUBSTANTIVE AND PROCEDURAL INTELLIGENCE</b>	<b>ADVERSARIAL AND INQUISITORIAL JURISPRUDENCE</b>	<b>PRODUCTIVE CIVILIAN</b>	<b>PROFESSIONAL ETHICS, VALUES AND CONDUCT</b>	<b>SURROUNDINGS AND SUSTAINABILITY</b>	<b>SKILL DEVELOPMENT</b>	<b>CRITICAL THINKING, LEGAL REASONING AND RESEARCH SKILLS</b>	Understand the interdisciplinary nature of law and the contributions that other disciplines can make to the study of	Conduct legal research using analytical and critical thinking..	Understanding of the legal provisions and developing skills required for legal profession
<b>Course Code</b>	<b>Course Title</b>	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3
<b>SOLS40 2A</b>	<b>Intellectual Property Rights</b>	3				2		3			2

1=weakly mapped

2= moderately mapped

3=strongly mapped

<b>Programme and Course Mapping</b>										
<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO3</b>
<b>CO1</b>	<b>3</b>	<b>3</b>								<b>3</b>
<b>CO2</b>	<b>3</b>	<b>3</b>								<b>3</b>
<b>CO3</b>	<b>3</b>	<b>3</b>								<b>3</b>
<b>CO4</b>	<b>3</b>	<b>3</b>								<b>3</b>
1=lightly mapped			2= moderately mapped				3=strongly mapped			

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	POE/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit I	CONCEPT AND PHILOSOPHY NEED FOR PRIVATE RIGHTS VERSUS PUBLIC INTERESTS, ADVANCE	CONCEPT AND PHILOSOPHY NEED FOR PRIVATE RIGHTS VERSUS PUBLIC INTERESTS, ADVANCE	CONCEPT AND PHILOSOPHY NEED FOR PRIVATE RIGHTS VERSUS PUBLIC INTERESTS, ADVANCE	Patent in pharmaceutical industry, Patent cooperation treaty, Paris convention.	Rights of patentee, Procedure for granting a patent	-	-	-	-	-	-	SDG 4, 8		Global Education Knowledge

	TAGES AND DISADVANTAGES OF IPR.	TAGES AND DISADVANTAGES OF IPR.	TAGES AND DISADVANTAGES OF IPR.											
Unit II	COPYRIGHT	COPYRIGHT	COPYRIGHT	Berne Convention, Universal Copyright Convention - WIPO Copyright Treaty : WIPO Phonograms and Performance treaty, TRIPS with respect to Copyright and Neighboring rights			-	-	-	-	-	SDG 4.8	Transforming the Regulatory System (20.1-20.15)	Global Education Knowledge ; Technical Skills that match Industry needs
Unit II	DESIGNS, PROTECTION, HISTORICAL DEVELOPMENTS,	DESIGNS, PROTECTION, HISTORICAL DEVELOPMENTS,	DESIGNS, PROTECTION, HISTORICAL DEVELOPMENTS,		Powers and duties of Controller		-	-	-	-	-	SDG 4	Transforming the Regulatory System (20.1-	Global Education Knowledge ; Tech

	TRICAL DEVEL OPMEN T, RATIO NALE	T, RATIO NALE	T, RATIO NALE									20.15)	Technical Skills that match Industry needs
Unit IV	TRADE MARKS :	TRADE MARKS :	TRADE MARKS	TRIPS Trade marks	transmission and licensing of Trade marks	-	-	-	-	-	-	SDG 4.8	Transforming the Regulatory System (20.1-20.15) Employability, Soft Skills, Projects

**Semester IX**

<b>SOLS 501A</b>	<b>PROFESSIONAL ETHICS, ACCOUNTANCY FOR LAWYERS &amp; BENCH-BAR RELATIONS</b>	L	T	P	C
<b>Version 2.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	NA				
<b>Co-requisites</b>	NA				

**Course objectives-**

1 To make students aware about the right to advocacy in Courts, structure of Bar Council and its powers.

2 To give students knowledge about the provisions of The Advocates Act, Contempt of Courts Act, 1971 and National Legal Services Authorities Act, 1987

3 To explain students about various concepts like double entry book keeping, ledger.

4 To make students aware about bench-bar relations, code of ethics for judges and lawyer as an officer of the court.

**Course Outcomes-**

After completion of the course:

**CO1** The students will be able to explain the right to advocacy in Courts, structure of Bar Council and its powers.

**CO2** The students will be able to impart knowledge about the provisions of The Advocates Act, Contempt of Courts Act, 1971 and National Legal Services Authorities Act, 1987

**CO3** The students will be able to identify concepts like double entry book keeping, ledger.

**CO4** The students will be able to analyse bench-bar relations, code of ethics for judges and lawyer as an officer of the court.

## **Catalogue Description**

The Course has been designed to acquaint the student of Law about the Professional Ethics and Professional etiquettes that are essentially significant for an advocate to observe while at the Bar.

### **Course Content**

#### **UNIT I 8**

##### **LECTURES**

Evolution of the right to advocacy in Courts throughout India, The structure of the Bar Councils and their powers to hold advocates accountable for their Professional and other conduct

#### **UNIT-II 14**

##### **LECTURES**

Code of Ethics for Advocates in the Advocates Act and the legal aspects of a lawyer's relation to the client , the Court and Society. Client as Consumer-Lawyer-Court-Judges and Contempt of Courts Act,1971. Lawyer's society-National Legal Services Authorities Act,1987. The Code and the obtaining of legal business, the place of merit in the legal Profession.

#### **UNIT-III 11**

##### **LECTURES**

Double Entry Book Keeping, Ledger, Cash Book and Accountancy Records for an Advocate. Preparing a Trial Balance, Financial Records and Ethics in an Advocates office.

#### **UNIT-IV 8**

##### **LECTURES**

Bench Bar Relations , Code of Ethics for Judges, Lawyers as an officer of the Court.

### **SUGGESTED READING:**

Krishna Murthy Iyer's Book on Advocacy

**BARE ACTS:** The Advocates Act,

Contempt of Courts Act, 1971,

National Legal Services Authorities Act, 1987

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

<b>Components</b>	<b>Continuous Assessment (Quiz/Assignment/ Presentation/ Extempore</b>	<b>Mid Term Examination</b>	<b>Attendance</b>	<b>End Term Examination</b>
<b>Weightage (%)</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>50</b>

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

<b>Mapping between COs and POs</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	The students will be able to explain the right to advocacy in Courts, structure of Bar Council and its powers.	<b>PO1</b>
<b>CO2</b>	The students will be able to impart knowledge about the provisions of The Advocates Act, Contempt of Courts Act, 1971 and National Legal Services Authorities Act, 1987	<b>PO1</b>
<b>CO3</b>	The students will be able to identify concepts like double entry book keeping, ledger.	<b>PO2</b>
<b>CO4</b>	The students will be able to analyse bench-bar relations, code of ethics for judges and lawyer as an officer of the court.	<b>PO3</b>



		SUBSTANTIVE AND PROCEDURAL	ADVERSARIAL AND INQUISITORIAL	PRODUCTIVE CIVILIAN	PROFESSIONAL ETHICS, VALUES AND	SURROUNDINGS AND SUSTAINABILITY	SKILL DEVELOPMENT	CRITICAL THINKING, LEGAL REASONING AND	Understand the interdisciplinary nature of law and the contributions that other disciplines can make to	Conduct research using analytical and critical thinking	Understanding of the legal provisions and developing skills required for legal profession
<b>Course Code</b>	<b>Course Title</b>	PO 1	PO2	PO 3	PO 4	PO 5	PO6	PO7	PSO 1	PSO 2	PSO 3
<b>SOLS 501A</b>	<b>PROFESSIONAL ETHICS, ACCOUNTANCY FOR LAWYERS &amp; BENCH-BAR RELATIONS</b>	3	3	3							1

1=weakly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping										
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO3
CO1	3									2
CO2	3									2
CO3		3		3						2
CO4										2
1=lightly mapped			2= moderately mapped				3=strongly mapped			

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	PO E/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit I	Evolution of the right to advocacy in Courts throughout India,	Evolution of the right to advocacy in Courts throughout India,	Evolution of the right to advocacy in Courts throughout India,	-	-	-	-	Bar Councils and their powers to hold advocates accountable for their Professional and other conduct.	-	Bar Councils and their powers to hold advocates accountable for their Professional and other conduct.	-	4.4 Skills for decent work	9.1 Quality Universities and Colleges	Employability, Soft Skills, Projects
Unit II	knowledge about the provisions of The Advocates Act, Contempt of Courts Act, 1971	knowledge about the provisions of The Advocates Act, Contempt of Courts Act, 1971	knowledge about the provisions of The Advocates Act, Contempt of Courts Act, 1971	-	Advocates Act, National Legal Services Authorities Act, 1987	-	-	legal aspects of a lawyer's relation to the client ,	-	legal aspects of a lawyer's relation to the client ,	-	NEP 14 Inclusion in Higher Education	-	-

	and National Legal Services Authorities Act, 1987	and National Legal Services Authorities Act, 1987	and National Legal Services Authorities Act, 1987											
Unit III	Double Entry Book Keeping, Ledger, Cash Book and Accountancy Records for an Advocate	Double Entry Book Keeping, Ledger, Cash Book and Accountancy Records for an Advocate	Double Entry Book Keeping, Ledger, Cash Book and Accountancy Records for an Advocate	-	-	-	Double Entry Book Keeping, Ledger, Cash Book and Accountancy Records for an Advocate	-	-			4.7.1 Education at all levels and policies.	NEP 11.3 Holistic Development of all capacities of Human Beings	Employability, Soft Skills, Projects
Unit IV	Bench Bar Relations, Code of Ethics for Judges, Lawyers	Bench Bar Relations, Code of Ethics for Judges, Lawyers	Bench Bar Relations, Code of Ethics for Judges, Lawyers	-	-	-	Code of Ethics for Judges, Lawyers	-	Code of Ethics for Judges, Lawyers			Youth 7 Adult literacy and sustainable Development & Global Citizenship	Optimal Learning Environment	Employability, Soft Skills, Projects

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	PO E/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit 1	Evolution of the right to advocacy in Courts throughout India,	Evolution of the right to advocacy in Courts throughout India,	Evolution of the right to advocacy in Courts throughout India,	-	-	-	Bar Councils and their powers to hold advocates accountable for their Professional and other conduct.	-	Bar Councils and their powers to hold advocates accountable for their Professional and other conduct.	-	-	4.4 Skills for decent work	9.1 Quality Universities and Colleges	Employability , Soft Skills, Projects
Unit 11	knowledge about the provisions of The Advocates Act, 1971 and	knowledge about the provisions of The Advocates Act, 1971 and	knowledge about the provisions of The Advocates Act, 1971 and	-	Advocates Act, National Legal Services Authorities Act, 1987	-	legal aspects of a lawyer's relation to the client ,	-	legal aspects of a lawyer's relation to the client ,	-	-	-	NEP 14 Inclusion in Higher Education	-

	Natio nal Legal Servic es Autho rities Act, 1987	Natio nal Legal Servic es Autho rities Act, 1987	Natio nal Legal Servic es- Autho ritie-s Act, 1987											
U ni t III	Doub le Entry Book Keepi ng, Ledg er, Cash Book and Acco untan cy Recor ds for an Advo cate	Doub le Entry Book Keepi ng, Ledg er, Cash Book and Acco untan cy Recor ds for an Advo cate	Doub le Entry Book Keepi ng, Ledg er, Cash Book and Acco untan cy Recor ds for an Advo cate	-	-	-	Double Entry Book Keepin g, Ledger , Cash Book and Accou ntancy Record s for an Advoc ate	-	-			4.7.1 Educa tion at all levels and polici es.	NEP 11.3 Holisti c Develop ment of all capaci ties of Huma n Beings	Empl oyabil ity , Soft Skills, Projec ts
U ni t IV	Bench Bar Relati ons , Code of Ethics for Judge s, Lawy ers	Bench Bar Relati ons , Code of Ethics for Judge s, Lawy ers	Bench Bar Relati ons , Code of Ethics for Judge s, Lawy ers	-	-	-	Code of Ethics for Judge s , Lawye rs	-	Code of Ethic s for Judge s, Lawy ers			Youth 7 Adult iterac y and sustai nable Develop ment & Globa l Citize nship	Optim al Learni ng Enviorn ments	Empl oyabil ity , Soft Skills, Projec ts

<b>SOLS 503A</b>	<b>PRINCIPLES OF TAXATION LAWS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		4	0	0	4
<b>Pre-requisites/Exposure</b>	--				
<b>Co-requisites</b>	--				

### **Course Objectives**

- To give the overview of History and Development of Tax Laws in India.
- Explain the Basic Concept of Income Tax and provisions of various heads of IT.
- Discuss about IT Authorities and their Powers.
- Understand the concept of recovery, refund of tax and penalty imposed to assessee.
- Discuss the principles of DTAA and Appreciate the DTAA scenario in India.
- Explain the relief give to a person under DTAA and Tax Havens- problems and opportunities.
- Students will learn and understands various definitions and terminologies of Goods and Service Tax (GST).
- Discuss about the Penalties and Prosecution under GST.

### **Course Outcomes**

On completion of this course, the students will be able to

CO1. Understand the basic principles of Taxation Laws in India.

CO2. Explain the provisions of various heads of Income Tax and deduction given u/s 80C to 80U.

CO3. Define the IT Authorities, how to impose penalty and what are the offences in IT?

CO4. Comprehend the concept of DTAA, benefits and reliefs under DTAA.

CO5. Describe GST concept and Terminology, Explain GST Council. Understand how to levy and collect GST, penalty and prosecutions under GST.

### **Catalog Description**

This course deals primarily with the two major forms of taxes in India, i.e. income tax and the Goods and Services Tax (GST). A conceptual framework is developed in the first lecture that serves as a link across various topics in the course and to present the tax laws and practices as

a meaningful, integrated and coherent whole rather than as a fragmented set of compartmentalized rules. The broad concepts raised in the framework explicitly outline fundamental issues that need to be addressed whenever any type of tax is to be imposed in any State by any level of government. This conceptual approach is intended to facilitate students to consciously think about the underlying considerations that drive the enactment/implementation of specific tax laws/practices

## **Course Content**

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**8 hours**

### **UNIT I**

**General Principles of Taxation Laws:** History and Development of Tax Laws in India, Fundamental Principles relating to Tax Laws, Taxing power and constitutional limitations, Tax avoidance, Tax evasion, Tax planning and Tax management.

### **UNIT II**

**12 hours**

**Basic concepts of Income Tax:** Income, Previous Year, assessment Year, Person, Assessee and Total Income, Income not included in the Total Income. Residential status, Clubbing of Income, Tax planning, Rate of Income Tax, Heads of Income, Salaries, Income from House Property, Income from Business or Profession, Capital Gains, Income from Other sources, Deductions under the Income Tax Act, 1961, Income Tax Authorities: Power and Functions, Filing of returns and procedure for assessment, Offences and Penal Sanctions .

### **UNIT III**

**8 hours**

**Double Taxation Avoidance Agreement,** Principles of DTAA, Entitlement to benefits under DTAA, DTAA Scenario in India, Government working on DTAA to avoid tax evasion, Dual Residence, Bilateral Relief, Unilateral Relief, Tax Havens, Tax havens problems and opportunities.

### **UNIT IV**

**12 hours**

**Goods and Services Tax-** Characteristics, levy and collection of GST, place of supply, Rate of Taxes, exemptions from GST, Penalties and Prosecution.

## REFERENCE BOOKS:

1. Iyengar, Sampath, Law of Income Tax new Delhi, Bharath Law House.
2. Jain, Narayan, How to Handel Income Tax Problems, Book Corporation.
3. Palkivala, N.A., The Law & Practice of Income Tax, Nagpur: Wadha Publication.
4. Parameswaran, K. Power of Taxation under the Constitution, Eastern Book Company.
5. Sharma, Remesh, Supreme Court on Direct Taxes, New Delhi: Bharath Law House.
6. Singh S.D., Principles of Law of Sales Tax, Eastern Book Company.
7. V. Ramachandran & T.A. Ramakrishnan (eds.) A.N. Aiyar's Indian Tax Laws, Chennai: Company Law Institute of India Pvt. Ltd.

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

<b>Components</b>	<b>Continuous Assessment (Quiz/Assignment/ Presentation/ Extempore</b>	<b>Mid Term Examination</b>	<b>Attend ance</b>	<b>End Term Examination</b>
<b>Weightage (%)</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>50</b>

<b>Mapping between COs and POs</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	<b>Understand the basic principles of Taxation Laws in India.</b>	<b>PO1,PO2</b>
<b>CO2</b>	<b>Explain the provisions of various heads of Income Tax and deduction given u/s 80C to80U.</b>	<b>PO1,PO2,PO4</b>
<b>CO3</b>	<b>Define the IT Authorities, how to impose penalty and what are the offences in IT?</b>	<b>PO6,PO7</b>
<b>CO4</b>	<b>Comprehend the concept of DTAA, benefits and reliefs under DTAA.</b>	<b>PO3,PO5</b>
<b>CO5</b>	<b>Describe GST concept and Terminology, Explain GST Council. Understand how to levy and collect GST,</b>	<b>PO1,PO2,PO4</b>



	penalty and prosecutions under GST.	
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**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

		SUBSTANTIVE AND PROCEDURAL INTELLIGENCE	ADVERSARIAL AND INQUISITORIAL JURISPRUDENCE	PRODUCTIVE CIVILIAN	PROFESSIONAL ETHICS, VALUES AND CONDUCT	SURROUNDINGS AND SUSTAINABILITY	SKILL DEVELOPMENT	CRITICAL THINKING, LEGAL REASONING AND RESEARCH SKILLS	Understand the interdisciplinary nature of law and the contributions that other disciplines can make to the study	Conduct research using analytical and critical thinking.	Understanding of the legal provisions and developing
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
<b>SOLS 503A</b>	PRINCIPLES OF TAXATION LAWS	3	3	3	3	2	3	3			2

1=weakly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping										
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO3
CO1	3	3								3
CO2	3	3								3
CO3	3	2								3
CO4	3	2								3
CO5	2		3							2
1=lightly mapped			2= moderately mapped				3=strongly mapped			

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	POE/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit I	General Principles of Taxation Laws	General Principles of Taxation Laws	General Principles of Taxation Laws		Tax planning and Tax management			-	-	Tax avoidance, Tax evasion, Tax planning and Tax management	-	SDG 4, 8		Technical Skills that match Industry needs

										nt.				
<b>Unit II</b>	<b>Basic concepts of Income Tax</b>	<b>Basic concepts of Income Tax</b>	<b>Basic concepts of Income Tax</b>		Rate of Income Tax			-	-	Filing of returns and procedure for assessment	-	SD G 4,8	<b>Optimal Learning</b>	<b>Technical Skills that match Industry needs</b>
<b>Unit II I</b>	<b>Double Taxation Avoidance Agreement</b>	<b>Double Taxation Avoidance Agreement</b>	<b>Double Taxation Avoidance Agreement</b>		Entitlement to benefits under DTAA,		Tax havens problems and opportunities.	-	-	-	-	SD G 4,8	<b>Transforming the Regulatory System (20.1-20.15)</b>	<b>Global Education Knowledge; Technical Skills that match Industry needs</b>
<b>Unit I V</b>	<b>Goods and Services Tax</b>	<b>Goods and Services Tax</b>	<b>Goods and Services Tax</b>		Rate of Taxes, exemptions from GST		Rate of Taxes	-	-	-	-	SD G 4,8	<b>Optimal Learning</b>	<b>Technical Skills that match Industry needs</b>

<b>SOLS 505A</b>	<b>DRAFTING, PLEADING AND CONVEYANCING</b>	L	T	P	C
<b>Version 2.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	NA				
<b>Co-requisites</b>	NA				

### **Course Objectives-**

- 1 To provide the students about the knowledge of Fundamentals Rules of Pleadings
- 2 To explain the students concept of General Principles of Civil Pleadings
- 3 To make the students understand the concept of General Principles of Criminal Pleadings.
4. To make the students to know about the Conveyancing.

### **Course Outcomes-**

After completion of the course:

**CO1** The students will be able to understand the concept Pleadings.

**CO2** The students will have the knowledge of Principles of Civil Pleadings.

**CO3** The students will have an understanding of General Principles of Criminal Pleadings.

**CO4** The students will know the Conveyancing.

### **Catalogue Description**

The course aims at acquainting the students about the various fundamentals of drafting to develop the skills of pleading and conveyancing. The objective of the present course is to guide young lawyers, law students, litigants on the methods of drafting legal pleadings for Indian courts. This will enable students to quickly file and prosecute Legal Suits, Public Interest Litigation (PILs), Private Criminal Complaints, Bail Applications, Appeals, Review of Orders. The art of drafting has been explained in a simple and crisp manner to avoid huge legal jargon and enable people to file Court Pleadings.

### **Course Content**

#### **UNIT I**

**12**

#### **LECTURES**

**Fundamentals Rules of Pleadings:** Meaning: Pleading and Conveyancing, Complaint structure, written statement, Affidavit and Conveyancing, Verification of pleading, Object of verification, Amendment of Pleadings .

#### **UNIT II**

**10**

#### **LECTURES**

**General Principles of Civil Pleadings:** Suit for Part-performance of the contract; Suit for

specific performance of the contract; Suit for recovery of money given on Interest (Money suit); Suit of damages; Suit for restitution of conjugal rights; Maintenance suit by wife; Application under Section 13 Hindu Marriage Act (Divorce) ; Suit for recovery of rent or eviction of tenant ; Interpleader suit; Suit for malicious prosecution ; Suit under Section 13 of Negotiable Instruments Act; Application under Order 6 Rule 17 of Code of Civil Procedure ( Amendment of Pleadings); Appeal (First); Execution Petition; Revision; Application for Temporary Injunction Order 39 Rule 2 of Code of Civil Procedure.

**UNIT III 8**

**LECTURES**

**General Principles of Criminal Pleadings:** Complaint; Application for Bail (Section 436, 437 of Code of Criminal Procedure); Application for Anticipatory Bail (Section 438 of Code of Criminal Procedure Code); Accused’s reply; Criminal Appeal (Appeal against conviction ).

**UNIT IV 10**

**LECTURES**

**Conveyancing:** Notice and Reply to notice; General power of attorney; Special power of Attorney; Writ petitions: *Habeas Corpus* ,*Mandamus*, *Certiorari*, *Quo Warranto*; Sale deed; Partnership deed; Lease deed/ Rent deed; Promissory note; Gift deed; Adoption deed; Will; Affidavit; Mortgage –deed.

**SUGGESTED READINGS**

Conveyancing – A.N. Chaturvedi

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

Components	Continuous Assessment (Quiz/Assignment/ Presentation/ Extempore	Mid Term Examination	Attend ance	End Term Examination
Weightage (%)	20	20	10	50

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

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	The students will be able to understand the concept Pleadings	PO1,PO4,PO6

<b>CO2</b>	The students will have the knowledge of Principles of Civil Pleadings.	<b>PO1, PO4,PO6</b>
<b>CO3</b>	The students will have an understanding of General Principles of Criminal Pleadings	<b>PO1,PO4,PO6</b>
<b>CO4</b>	The students will know the Conveyancing	<b>PO1,PO4,PO6</b>

		<b>SUBSTANTIVE AND PROCEDURAL ADVERSARIAL AND INQUISITORIAL</b>	<b>PRODUCTIVE CIVILIAN</b>	<b>PROFESSIONAL ETHICS, VALUES AND SURROUNDINGS AND SUSTAINABILITY</b>	<b>SKILL DEVELOPMENT</b>	<b>CRITICAL THINKING, LEGAL REASONING AND RESEARCH SKILLS</b>	Understand the interdisciplinary nature of law and the contributions that other disciplines can make to the study of law.	Conduct legal research using analytical and critical thinking.	Understanding of the legal provisions and developing skills required for legal profession	
<b>Course Code</b>	<b>Course Title</b>	P O 1	PO 2 3	P O 4	PO 5	P O 6	PO7	PSO1	PSO2	PSO3
<b>SOLS 505A</b>	<b>DRAFTING, PLEADING AND CONVEYANCING</b>	3		3		3				3

1=weakly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping										
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO3
CO1	3			3		3		3	3	
CO2	3			3		3				
CO3	3			3		3		3	3	
CO4	3			3		6			3	3
1=lightly mapped			2= moderately mapped				3=strongly mapped			

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	POE/ 4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit I	Fundamentals of Pleadings: Meaning and	Fundamentals of Pleadings: Meaning and	Fundamentals of Pleadings: Meaning and	-	-	-	Fundamentals Rules of Pleadings: Meaning: Pleading and Conve	-	-	-	-	SDG 4, 8		Technical Skills that match Industry needs

	Conveyancing, Plaintiff structure, written statement, Affidavit and Conveyancing, Verification of pleading, Object of verification, Amendment of Pleadings	Conveyancing, Plaintiff structure, written statement, Affidavit and Conveyancing, Verification of pleading, Object of verification, Amendment of Pleadings	Conveyancing, Plaintiff structure, written statement, Affidavit and Conveyancing, Verification of pleading, Object of verification, Amendment of Pleadings				yancing, Plaintiff structure, written statement, Affidavit and Conveyancing, Verification of pleading, Object of verification, Amendment of Pleadings							
<b>Unit II</b>	Suit for Part-performance	Suit for Part-performance	Suit for Part-performance	-	-	-	Suit for Part-performance	-	-	-	-	SDG 4,8	<b>Optimal Learning</b>	<b>Technical Skills that</b>





	recovery of rent or eviction of tenant ; Interpleader suit; Suit for malicious prosecution ; Suit under Section 13 of Negotiable Instruments Act; Application under Order 6 Rule 17	recovery of rent or eviction of tenant ; Interpleader suit; Suit for malicious prosecution ; Suit under Section 13 of Negotiable Instruments Act; Application under Order 6 Rule 17	recovery of rent or eviction of tenant ; Interpleader suit; Suit for malicious prosecution ; Suit under Section 13 of Negotiable Instruments Act; Application under Order 6 Rule 17				Interpleader suit; Suit for malicious prosecution ; Suit under Section 13 of Negotiable Instruments Act; Application under Order 6 Rule 17								
<b>Unit II</b>	Complaint; Application for Bail (Section 436, 437 of Code of Criminal	Complaint; Application for Bail (Section 436, 437 of Code of Criminal	Complaint; Application for Bail (Section 436, 437 of Code of Criminal	-	-	-	-	-	-	-	-	-	SD G 4,8	Transforming the Regulatory System (20.1-20.15)	Global Education Knowledge; Technical Skills that match Industry needs

	Proced ure); Applic ation for Antici patory Bail (Sectio n 438 of Code of Crimin al Proced ure Code); Accus ed's reply; Crimin al Appea l (Appe al against convic tion ).	Proced ure); Applic ation for Antici patory Bail (Sectio n 438 of Code of Crimin al Proced ure Code); Accus ed's reply; Crimin al Appea l (Appe al against convic tion ).	Proced ure); Applic ation for Antici patory Bail (Sectio n 438 of Code of Crimin al Proced ure Code); Accus ed's reply; Crimin al Appea l (Appe al against convic tion ).											
<b>U ni t I</b>	Compl aint;	Compl aint;	Compl aint;	-	-	-	-	-	-	-	-	SD G	<b>Optim al Learni</b>	<b>Tech nical Skills that</b>

V	Application for Bail (Section 436, 437 of Code of Criminal Procedure); Application for Anticipatory Bail (Section 438 of Code of Criminal Procedure); Accused's reply; Criminal	Application for Bail (Section 436, 437 of Code of Criminal Procedure); Application for Anticipatory Bail (Section 438 of Code of Criminal Procedure); Accused's reply; Criminal	Application for Bail (Section 436, 437 of Code of Criminal Procedure); Application for Anticipatory Bail (Section 438 of Code of Criminal Procedure); Accused's reply; Criminal								4,8	ng	match Industry needs
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<b>SOLS 504 A</b>	<b>Law, Poverty and Development</b>	L	T	P	C
<b>Version 2.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	NA				
<b>Co-requisites</b>	NA				

### **Course objectives-**

- 1 To make the students know about the poverty and relative Dimensions.
- 2 To explain the concept of Constitutional Provisions for weaker section to students.
- 3 To make the students aware about the Criminal Justice System.
4. To make the students know about the various measures for improvement of vulnerable Section of Society.

### **Course Outcomes-**

After completion of the course:

**CO1** The students will be able to understand the concept of poverty and relative Dimensions.

**CO2** The students will have the knowledge of Constitutional Provisions for weaker section.

**CO3** The students will have an understanding of the Criminal Justice System.

**CO4** The students will know the various measures for improvement of vulnerable Section of Society.

### **Catalogue Description**

The State of India's poor does not feature much in Indian law Curricula. Only a few law schools offer an optional course. The Constitution of India - especially Article 39-A since 1976 commands innovation of legal system in such ways that no one, especially because of economic condition, is denied access to the law and its benefits. In so far as legal education is a state-funded or sponsored action and even otherwise, this Directive Principle must apply to renovation of legal education. The constitutional PROGRAM of social justice displays a dramatic concern for the "weaker sections of society". Steadily, legislation protecting their entitlements has grown to impressive proportion in the last forty years. They would be advocates, counselors, judges, teachers; scientists in law ought to have a complete grounding in these legal processes of "development". The burgeoning "poverty law" involves: (a) constitutional provisions' (b) legislation; (c) administrative anti-poverty programs aimed at

improving economic condition of the poor; (d) legal services programs; (e) adjudication on the entitlement of the poor through social action litigation. All these need careful study in this compulsory course.

## **Course Content**

**UNIT I** **12**

### **LECTURES**

**Understanding Poverty and Development :** Poverty: Meaning and Concept, Relative Dimensions, Measurement and Determinants, Issues related to Poverty in India; Development: Perspectives, Developmental index.

**UNIT II** **10**

### **LECTURES**

**Constitutional Guarantees for the Poor:** Equality and Protective Discrimination, Right to Basic Needs and Welfare, Abolition of Untouchability and Protection of Civil Rights, Right to Development.

**UNIT III** **8**

### **LECTURES**

**Criminal Justice System and the Poor:** Treatment of the poor by Police, Inability to get Bail, Problems of Poor Under trials, working of free legal aid schemes.

**UNIT IV** **10**

### **LECTURES**

**Impoverishment of Women, Children and Disabled Persons:** Deprivations of women under family laws, Problems of women workers in organized and unorganized sectors, Child labour, Approaches to disability and rights of the disabled persons, Right to education and dignity.

## **SUGGESTED READINGS**

- Maj.Gen.Nilendra Kumar **Textbook on Law, Poverty and Development**
- Upendra Baxi, Law, Poverty and Development
- Manoj Kumar Sinha, Enforcement of Economic, Social and Cultural Rights—National and International Perspectives

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

<b>Components</b>	<b>Continuous Assessment (Quiz/Assignment/ Presentation/ Extempore</b>	<b>Mid Term Examination</b>	<b>Attendance</b>	<b>End Term Examination</b>
<b>Weightage (%)</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>50</b>

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

<b>Mapping between COs and POs</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	The students will be able to understand the concept of poverty and relative Dimensions.	<b>PO2,PO5</b>
<b>CO2</b>	The students will have the knowledge of Constitutional Provisions for weaker section.	<b>PO1, PO7</b>
<b>CO3</b>	The students will have an understanding of the Criminal Justice System.	<b>PO5,PO7</b>
<b>CO4</b>	The students will know the various measures for improvement of vulnerable Section of Society.	<b>PO5,PO7</b>



		<b>SUBSTANTIVE AND PROCEDURAL INTELLIGENCE</b>	<b>ADVERSARIAL AND INQUISITORIAL JURISPRUDENCE</b>	<b>PRODUCTIVE CIVILIAN</b>	<b>PROFESSIONAL ETHICS, VALUES AND CONDUCT</b>	<b>SURROUNDINGS AND SUSTAINABILITY</b>	<b>SKILL DEVELOPMENT</b>	<b>CRITICAL THINKING, LEGAL REASONING AND</b>	<b>DEBATE AND CIVILILIC</b>	<b>Understand the interdisciplinary nature of law and the contributions that other disciplines can make to the study of law</b>	<b>Conduct legal research using analytical and critical thinking.</b>	<b>Understanding of the legal provisions and developing skills required for legal profession</b>
<b>Course Code</b>	<b>Course Title</b>	PO 1	PO2	PO 3	PO 4	PO 5	PO6	PO7	PSO 1	PSO 2	PSO 3	
SOLS 504 A	<b>LAW, POVERTY AND DEVELOPMENT</b>	3	2			3		2			2	

1=weakly mapped

2= moderately mapped

3=strongly mapped

<b>Programme and Course Mapping</b>										
<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO3</b>
<b>CO1</b>	3	3						2		3
<b>CO2</b>	3	3						2		3
<b>CO3</b>	3	3						2		3
<b>CO4</b>	3	3						2		3
1=lightly mapped			2= moderately mapped				3=strongly mapped			

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	POE/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit I	Understanding Poverty and Development	Understanding Poverty and Development	Understanding Poverty and Development	-	-	-	-	-	-	Issues related to Poverty in India	-	SDG 1, 2	Towards More Holistic and Multidisciplinary Education (11.1-11.13)	Skill Embedded Courses Development
Unit II	Constitutional Guarantees for the Poor	Constitutional Guarantees for the Poor	Constitutional Guarantees for the Poor	-	Abolition of Untouchability and Protection of Civil Rights, Right	-	-	-	-	Equality and Protective Discrimination	-	SDG 1, 4	Optimal Learning	Technical Skills that match Industry needs

					to Develo pment.									
<b>U ni t II I</b>	<b>Crimi nal Justice Syste m and the Poor</b>	<b>Crimi nal Justice Syste m and the Poor</b>	<b>Crimi nal Justice Syste m and the Poor</b>	-	workin g of free legal aid schem es	-	-	-	-	Treat ment of the poor by Police	-	SD G 1, 4	<b>Transf orming the Regula tory System (20.1- 20.15)</b>	<b>Tech nical Skills that matc h Indus try need s, Proje cts</b>
<b>U ni t I V</b>	<b>Impov erish ment of Wome n, Childr en and Disabl ed Person s</b>	<b>Impov erish ment of Wome n, Childr en and Disabl ed Person s</b>	<b>Impov erish ment of Wome n, Childr en and Disabl ed Person s</b>	-	Depriv ations of wome n under family laws, Proble ms of wome n worker s in organi zed and unorga nized sectors	-	-	-	-	Depri vation s of wome n and disabl ed perso n	-	SD G 4,5	<b>Optima l Learnin g</b>	<b>Tech nical Skills that matc h Indus try need s</b>

<b>Semester X</b>
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<b>SOLS 502A</b>	<b>LEGAL AID and PUBLIC INTEREST LAWYERING</b>	L	T	P	C
<b>Version 2.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	NA				
<b>Co-requisites</b>	NA				

**Course objectives-**

- 1 To enable the student to analyze about the poverty, inequality and development.
- 2 To enable the student To connect between economic, political and social processes in the society.
- 3 To enable the student to learn about public interest litigation
4. To enable the student with knowledge of judicial activism in the area of legal aid India

**Course Outcomes-**

After completion of the course:

- CO1** The students will be able to understand the the poverty, inequality and development.
- CO2** The students will have the knowledge of economic, political and social processes in the society.
- CO3** The students will have an understanding of public interest litigation.
- CO4** The students will know about judicial activism in the area of legal aid India.

**Catalogue Description** The constitution of India promises every Indian human to live a dignified life and the Indian State is bound to ensure this. Poverty, pollution and malnutrition with increasing inequality of access to resources essential for human dignity deny human

dignity to the majority of Indians. One of the reasons for this is the inequality and denial of access to effective legal help. This course seeks to make the students aware of this negation of the rule of law and their role in actively remedying this to make law socially relevant and help them to learn how to provide the legal help and spread the legal awareness in the society

## **Course Content**

### **UNIT I**

**10 LECTURES**

Evolution of rule of law from legal aid to legal service and from charity to a right. Relevant provisions of Cr.PC, C.P.C and judgments on legal aid in Criminal and Civil matters

### **UNIT II**

**10 LECTURES**

The National Legal Services Act-schemes for the vulnerable and oppressed. The role of para legals. The spread of legal services from litigation to mediation. The role and duty of senior advocates in providing free legal services. The role of para legals, amicus curiae and legal services. State Legal Services Authority: Constitution of State Legal Services Authority, Functions of the State Authority, High Court Legal Services Committee, State Legal Aid Fund District Legal Services Authority: Functions of District Authority, District Legal Aid Fund

### **UNIT III**

**10 LECTURES**

Concept of Public Interest Litigation (*pro bono publico*), Origin and development in India, Judicial evolution of public interest litigation, Scope and limitation of the Public Interest Litigation PIL and Rule of *locus standi* abuse of PIL. The role and place of Article 21 of the Constitution of India as vehicle for PIL. PIL protecting Rights of Children, PIL protecting Human Rights, Role of PIL in Environment Protection, Protecting labour class from exploitation

### **UNIT IV**

**10 LECTURES**

Future of PIL: Grounds for filling 'Public Interest Litigation', Withdrawal of PIL, Supreme Court's rejection of PIL's The Government of India pro bono public Scheme. Rights of the accused persons and prisoners protected by PIL, PIL a tool to prevent politicians from abusing their powers.

## SUGGESTED READINGS

Dr. Kailash Rai. Public Interest Lawyering, Legal Aid and Para Legal Services, Central Law Publications

Legal Service Authority Act(Bare Act)

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

<b>Components</b>	<b>Continuous Assessment (Quiz/Assignment/ Presentation/ Extempore</b>	<b>Mid Term Examination</b>	<b>Attendance</b>	<b>End Term Examination</b>
<b>Weightage (%)</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>50</b>

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

<b>Mapping between COs and POs</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	Understand the the poverty, inequality and development.	<b>PO1,PO2</b>
<b>CO2</b>	knowledge of economic, political and social processes in the society.	<b>PO1, PO2,PO4,PO6</b>
<b>CO3</b>	understanding of public interest litigation .	<b>PO1, PO2,PO6,</b>
<b>CO4</b>	know about judicial activism in the area of legal aid India	<b>PO1, PO2,PO3,PO6</b>

Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3
SOLS 502A	LEGAL AID and PUBLIC INTEREST LAWYERING	2	3	1	3		2		2		3

1=weakly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping										
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3
CO 1	2	3						2		3
CO 2	2	3		3		2		2		3
CO 3	2	3				2		2		3
CO 4	2	3	1					2		3

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	PO E/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit I	Evolution of rule of law from legal aid to legal service and charity to a right.	Evolution of rule of law from legal aid to legal service and charity to a right.	Evolution of rule of law from legal aid to legal service and charity to a right.	-	legal aid in Criminal and Civil matters	-	legal aid in Criminal and Civil matters	legal aid in Criminal and Civil matters	-	legal aid in Criminal and Civil matters	-	4.4 Skills for decent work	-	Employability, Soft Skills, Projects
Unit II	The National Legal Services Act-schemes for the vulnerable and oppre	The National Legal Services Act-schemes for the vulnerable and oppre	The National Legal Services Act-schemes for the vulnerable and oppre	-	Para legal volunteers	-	providing free legal services	providing free legal services	-	providing free legal services	-	4.4 Skills for decent work	NEP 14 Inclusion in Higher Education	Employability, Soft Skills, Projects



	and oppressed	ssed	ssed											
U III	Concept of Public Interest Litigation	Concept of Public Interest Litigation	Concept of Public Interest Litigation	-	filling 'Public Interest Litigation'	-	filling 'Public Interest Litigation'	filling 'Public Interest Litigation'	-	filling 'Public Interest Litigation'	-	4.7.1 Education at all levels and policies.	NEP 11.3 Holistic Development of all capacities of Human Beings	Employability, Soft Skills, Projects
U IV	judicial activism in the area of legal aid India	judicial activism in the area of legal aid India	judicial activism in the area of legal aid India	-	-	-	pro bono public Scheme	pro bono public Scheme	-	pro bono public Scheme	-	Skills for decent work	-	Employability, Soft Skills, Projects

<b>SOLS 508A</b>	MOOT COURT and MOCK TRIAL	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 2.0</b>		<b>0</b>	<b>0</b>	<b>8</b>	<b>4</b>
<b>Total Contact Hours</b>					
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>	-				

**Course Objectives:**

1. To make students understand the drafting skills.
2. To make student learn the court attenuates.
3. To make student able to get the practical knowledge about the legal provisions.
4. To make student able to relate the laws with the real life problems and to find out the solution for the same

**Course Outcomes (CO)**

**After completion of the course:**

CO1 The students will be able to draft the petitions.

CO2 The students will be able to know how to appear before the court and learn to proceed the trials by themselves.

CO3 The students will get the practical knowledge about the legal provisions.

CO4 The students will know how to relate the laws with the real life problems and to find out the solution for the same.

Programme and Course Mapping										
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO3
CO1	3	3		3		3	3			3
CO2	3	3		3		3	3			3
CO3	3	3		3		3	3			3
CO4	3	3		3		3	3			3
1=lightly mapped			2= moderately mapped				3=strongly mapped			

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	PO E/4 <sup>th</sup> IR
	L o c a l	R e g i o n a l	N a t i o n a l	G l o b a l	E m p l o y a b i l i t y	E n t r e p r e n e u r s h i p	S k i l l D e v e l o p m e n t	P r o f e s s i o n a l E t h i c s	G e n d e r	H u m a n V a l u e s	E n v i r o n m e n t & S u s t a i n a b i l i t y			
Unit I				-	-	-	-	-	-	-	-	SDG 1, 2	Towards More Holistic and Multidisciplinary Education	Skill Embedded Courses Development

													(11.1-11.13)	
<b>U n i t I I</b>						-	-	-	-	-	-	SD G 1, 4	<b>Optimal Learning</b>	<b>Techn ical Skills that match Indust ry needs</b>
<b>U n i t I I</b>						-	-	-	-	-	-	SD G 1, 4	<b>Transfo rming the Regulat ory System (20.1- 20.15)</b>	<b>Techn ical Skills that match Indust ry needs , Projec ts</b>
<b>U n i t I V</b>						-	-	-	-	-	-	SD G 4,5	<b>Optimal Learning</b>	<b>Techn ical Skills that match Indust ry needs</b>

**SPECIALIZATION: CONSTITUTIONAL LAW**

<b>SOLS 420A</b>	<b>COMPARATIVE CONSTITUTION</b>	L	T	P	C
<b>Version 1.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	--				
<b>Co-requisites</b>	--				

**COURSE OBJECTIVE**

1. To enable the students understand the Constitutional Law more deeply.
2. To make the students learn the role in establishing effective government system.
3. To let the students study the overview of actual Constitutional law Problems.
4. To make the students analyse different approaches to these solutions in Russia and foreign countries.

**COURSE OUTCOME**

After completion of the course:

**CO1** Students will be able to identify all the Constitutional aspects more deeply..

**CO2** The students will be able to analyze the role in establishing & effective government system.

**CO3** The students will be able to understand the concept of actual Constitutional law Problems and the approaches taken in other countries.

**CO4** The students will be having better understanding over the subject relating to other countries such as Russia etc.

**Catalogue Description**

Comparative constitutional law is the study of differences and similarities between the laws of different countries. The importance of comparative law has increased enormously in the present age of internationalism, economic globalization, and democratization. An important question raised by the growth of the field of comparative constitutional law is how to define the outer boundaries of the phenomenon to be studied. The study of comparative constitutional law, most scholars agree, is something distinct from the study of comparative private law or non-constitutional law, but scholars also differ significantly in how they draw

this distinction. A second approach focuses on the idea of entrenchment, or the degree to which certain legal rules are immune from change by ordinary as opposed to super-majority legislative processes, either as a matter of legal form or political convention. While formal entrenchment may often coincide with a text-based approach (i.e. whether a norm is included in a written document labeled constitutional), other norms can be informally entrenched as a practical matter, and hence might be considered constitutional in some sense. A third approach, which is more common among contributors is more functional, and defines the constitutional domain by reference to the role of constitutions in both ‘checking’ and ‘creating’ government power. Comparative constitutional law is an intellectually vibrant field that encompasses an increasingly broad array of approaches and methodologies. This series collects analytically innovative and empirically grounded work from scholars of comparative constitutionalism across academic disciplines. Books in the series include theoretically informed studies of single constitutional jurisdictions, comparative studies of constitutional law and institutions, and edited collections of original essays that respond to challenging theoretical and empirical questions in the field.

## **UNIT I – 8 LECTURES**

### **UNIT-I CONSTITUTION & CONSTITUTIONALISM**

Introduction to comparative constitutional law: relevance, scope and challenges; Evolution of Constitutional Values; Requisites of Ideal Constitution; Constitutional Law & Constitutionalism: Concept; Evolution; Comparative Constitutional Law in India; Judicial Transplantation and Indian Supreme Court; Constitutional borrowing in South Asia

## **UNIT II- 10 LECTURES**

### **UNIT-II COMPARATIVE CONSTITUTIONAL STUDY**

1. Scope of Comparative Constitutional Law: Need for Comparative Study of Constitutional Law in Constitution Making;
2. Different Approaches to Comparative Constitutional Law: Constitutional Borrowings; Legal Transplantation; Migration of Constitutional Ideas;
3. Types of Constitutions: Written Constitutions-U.S.A, Canada, Australia and India; Unwritten Constitutions-England

## **UNIT III- 14 LECTURES**

### **UNIT-III COMPARATIVE STUDY OF THE CONSTITUTIONS**

1. Systems of Government: Parliamentary & Presidential;

2. Judicial Review & Fundamental Rights: A Comparative Study;
3. The Separation of Powers;
4. The Rule of Law;
5. Emergency Powers

#### **UNIT IV – 8 LECTURES**

#### **UNIT-IV FEDERALISM**

·Federalism: Concepts of Federalism and Federal Government- Conditions Essential for Federalism; Patterns of Federal Government: U.S.A, Australia, Canada and India

#### **SUGGESTED READINGS**

Comparative Constitutional Law

D. D. Basu: Comparative Constitution Law, LexisNexis India, Gurgaon.

D. D. Basu: Introduction to the Constitution of India, Lexis-Nexis, New Delhi.

M. P. Jain: Indian Constitutional Law, LexisNexis India, Gurgaon.

M. P. Singh: V.N Shukla’s Constitutional Law, Eastern Book Company, Lucknow.

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

<b>Components</b>	<b>Continuous Assessment (Quiz/Assignment/ Presentation/ Extempore</b>	<b>Mid Term Examination</b>	<b>Attend ance</b>	<b>End Term Examination</b>
<b>Weightage (%)</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>50</b>

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

<b>Mapping between COs and POs</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	Students will be able to identify all the Constitutional aspects more deeply	<b>PO3</b>
<b>CO2</b>	The students will be able to analyze the role in establishing & effective government system	<b>PO1</b>

<b>CO3</b>	The students will be able to understand the concept of actual Constitutional law Problems and the approaches taken in other countries	<b>PO2</b>
<b>CO4</b>	The students will be having better understanding over the subject relating to other countries such as Russia etc.	<b>PO1</b>

		<b>SUBSTANTIVE AND PROCEDURAL INTELLIGENCE</b>	<b>ADVERSARIAL AND INQUISITORIAL JURISPRUDENCE</b>	<b>PRODUCTIVE CIVILIAN</b>	<b>PROFESSIONAL ETHICS, VALUES AND CONDUCT</b>	<b>SURROUNDINGS AND SUSTAINABILITY</b>	<b>SKILL DEVELOPMENT</b>	<b>CRITICAL THINKING, LEGAL REASONING AND RESEARCH SKILLS</b>	Understand the principles of law, its processes, procedures and relevant application in the legal world.	Conduct legal research using analytical and critical thinking..	Demonstrate adequate legal skills in different context.
<b>Course Code</b>	<b>Course Title</b>	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3
<b>SOLS420A</b>	<b>COMPARATIVE CONSTITUTION</b>	3	2			3		2	1		2

1=weakly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping										
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO3
CO1	3	3		3				1		3
CO2								1		3
CO3								1		
CO4								1		3
1=lightly mapped			2= moderately mapped				3=strongly mapped			

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	POE/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit I	Scope of Comparative Constitutional Law: Need for Comparative Study of Constitutional Law in Constitution Making; Different Approaches to Comparative Constitutional	Scope of Comparative Constitutional Law: Need for Comparative Study of Constitutional Law in Constitution Making; Different Approaches to Comparative Constitutional	Scope of Comparative Constitutional Law: Need for Comparative Study of Constitutional Law in Constitution Making; Different Approaches to Comparative Constitutional	Scope of Comparative Constitutional Law: Need for Comparative Study of Constitutional Law in Constitution Making; Different Approaches to Comparative Constitutional	Constitutional Law & Constitutionalism: Comparative Study of Constitutional Law in Constitution Making; Different Approaches to Comparative Constitutional Law in India	-	-	-	-	-	-	SDG 4	Inclusive Education	Human Values



	Law: Constitutional Borrowings; Legal Transplantation; Migration of Constitutional Ideas; Types of Constitutions: Written Constitutions- U.S.A, Canada, Australia and India; Unwritten Constitutions- England	Law: Constitutional Borrowings; Legal Transplantation; Migration of Constitutional Ideas; Types of Constitutions: Written Constitutions- U.S.A, Canada, Australia and India; Unwritten Constitutions- England	Law: Constitutional Borrowings; Legal Transplantation; Migration of Constitutional Ideas; Types of Constitutions: Written Constitutions- U.S.A, Canada, Australia and India; Unwritten Constitutions- England	Borrowings; Legal Transplantation; Migration of Constitutional Ideas; Types of Constitutions: Written Constitutions- U.S.A, Canada, Australia and India; Unwritten Constitutions- England										
Unit II	Scope of Comparative Constitutional Law: Need for Comparative Study of Constitutional Law in Constitution Making; Different	Scope of Comparative Constitutional Law: Need for Comparative Study of Constitutional Law in Constitution Making; Different	Scope of Comparative Constitutional Law: Need for Comparative Study of Constitutional Law in Constitution Making; Different	Scope of Comparative Constitutional Law: Need for Comparative Study of Constitutional Law in Constitution Making; Different	Scope of Comparative Constitutional Law: Need for Comparative Study of Constitutional Law in Constitution Making; Different	-	-	-	-	-	-	SDG 4,	Inclusive Education	- Human Values

	Approaches to Comparative Constitutional Law: Constitutional Borrowings; Legal Transplantation; Migration of Constitutional Ideas; Types of Constitutions: Written Constitutions- U.S.A, Canada, Australia and India; Unwritten Constitutions- England	Approaches to Comparative Constitutional Law: Constitutional Borrowings; Legal Transplantation; Migration of Constitutional Ideas; Types of Constitutions: Written Constitutions- U.S.A, Canada, Australia and India; Unwritten Constitutions- England	Approaches to Comparative Constitutional Law: Constitutional Borrowings; Legal Transplantation; Migration of Constitutional Ideas; Types of Constitutions: Written Constitutions- U.S.A, Canada, Australia and India; Unwritten Constitutions- England	Comparative Constitutional Law: Borrowings; Legal Transplantation; Migration of Constitutional Ideas; Types of Constitutions: Written Constitutions- U.S.A, Canada, Australia and India; Unwritten Constitutions- England	in Constitutional Law: Borrowings; Legal Transplantation; Migration of Constitutional Ideas; Types of Constitutions: Written Constitutions- U.S.A, Canada, Australia and India; Unwritten Constitutions- England										
Unit III	Systems of Government: Parliamentary & Presidential;	Systems of Government: Parliamentary & Presidential;	Systems of Government: Parliamentary & Presidential;	Systems of Government: Parliamentary & Presidential;	Systems of Government: Parliamentary & Presidential;								SDG 4, .3	Inclusive Education	Human Values

Unit IV	Federalism: Concepts of Federalism and Federal Government-Conditions Essential for Federalism; Patterns of Federal Government: U.S.A, Australia, Canada and India	Federalism: Concepts of Federalism and Federal Government-Conditions Essential for Federalism; Patterns of Federal Government: U.S.A, Australia and India	Federalism: Concepts of Federalism and Federal Government-Conditions Essential for Federalism; Patterns of Federal Government: U.S.A, Australia and India	Federalism: Concepts of Federalism and Federal Government-Conditions Essential for Federalism; Patterns of Federal Government: U.S.A, Australia and India	Federalism: Concepts of Federalism and Federal Government-Conditions Essential for Federalism; Patterns of Federalism; Essential for Federalism; Patterns of Federal Government: U.S.A, Australia, Canada and India	-	-	-	-	-	-	-	SDG 4,	Inclusive Education	- Human Values
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<b>SOLS 528A</b>	<b>CITIZENSHIP AND MEDIA LAW</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 2.0</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Total Contact Hours</b>	45 Hours				
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>	-				

### **Course objectives-**

- 1 To familiarize the students with the Constitutional Provisions pertaining to Citizenship.
- 2 To explain the provisions of The Citizenship (Amendment) Act, 2019.
- 3 To give an understanding of different forms of Media, its theories .
- 4 To provide the students an understanding of citizenship and the connectivity of media to the society.

### **Course Outcomes (CO)**

#### **After completion of the course:**

- CO1 The students will be able to familiarize with the Constitutional Provisions pertaining to Citizenship .
- CO2 The students will able to explain the provisions of The Citizenship (Amendment) Act, 2019.
- CO3 The students will have understanding different forms of Media, its Theories.
- CO4 The students will have an understanding of citizenship and the connectivity of media to the society.

### **UNIT-I Constitutional Provisions pertaining to Citizenship**

Citizenship at the commencement of the Constitution (Article 5); Rights of citizenship of certain persons who have migrated to India from Pakistan (Article 6); Rights of citizenship of certain migrants to Pakistan (Article 7); Rights of citizenship of certain persons of Indian origin residing outside India (Article 8); Persons voluntarily acquiring citizenship of a foreign State not to be citizens (Article 9); Continuance of the rights of citizenship (Article 10); Parliament to regulate the right of citizenship by law (Article 11)

### **UNIT-II Study of The Citizenship (Amendment) Act, 2019**

The modes to get the Citizenship, Citizenship by birth, descent, registration and naturalization. Special provisions as to citizenship of persons covered by the Assam Accord. What is Citizenship by incorporation of territory, Conditions on which the citizenship can be terminated. Certificate of Citizenship in case of doubt, Revision, Review, Offences.

UNIT-III Different forms of Media, its Theories, History of Legislative Efforts. Its Forms- Print media; Broadcast media; Social media, Theories of media, History of legislative efforts in India. Media, Freedom of Speech and the Constitution. Freedom of speech and expression under Article 19 (1) (a) and the Reasonable restrictions under Article 19 (2) Derivative rights - right to know/right to receive information, right to advertise, right to broadcast; Hate Speech etc.

UNIT-IV Privacy, defamation and the sting operations Define “privacy”; right to privacy versus freedom of expression; Differentiating between right to privacy of a public figure and private figure, Right of Publicity. Trial by media and fair trial. Regulation of the Social Media, Media, Advertisement & the Law. Media and other contemporary issues i.e. Paid news, poll surveys.

TEXT BOOKS: Facets of Media Laws (1<sup>st</sup> Edn), Divan Govadia Madhavi, Eastern Book Company, Lucknow

**REFERENCE BOOKS:**

Media Ethics and Law, Hakemulder, R Jan. Jonge, Fay AC De & Singh, Anmol Publications Private Limited, New Delhi

Constitution of India, Shukla, V.N. Eastern Book Company, Lucknow

Media Ethics and Law, Hakemulder, R Jan. Jonge, Fay AC De & Singh, Anmol Publications Private Limited, New Delhi

Media Ethics – Cases & Moral reasoning, Christain G Clifford & others Pearson Education, London

<b>Programme and Course Mapping</b>									
<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PSO 1</b>	<b>PSO 2</b>
<b>CO1</b>	<b>3</b>	<b>2</b>						<b>3</b>	
<b>CO2</b>	<b>3</b>							<b>3</b>	
<b>CO3</b>	<b>3</b>							<b>3</b>	
<b>CO4</b>	<b>3</b>						<b>3</b>	<b>3</b>	
1=lightly mapped			2= moderately mapped				3=strongly mapped		

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	POE/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit I	Citizenship at the commencement of the Constitution (Article 5); Rights of citizenship of certain persons who have migrated to India from Pakistan (Article 6); Rights of citizenship of certain migrants to Pakistan (Article 7); Rights of citizens	Citizenship at the commencement of the Constitution (Article 5); Rights of citizenship of certain persons who have migrated to India from Pakistan (Article 6); Rights of citizenship of certain migrants to Pakistan (Article 7); Rights of citizens	Citizenship at the commencement of the Constitution (Article 5); Rights of citizenship of certain persons who have migrated to India from Pakistan (Article 6); Rights of citizenship of certain migrants to Pakistan (Article 7); Rights of citizens	-	Parliament to regulate the right of citizenship by law	-	-	-	-	-	-	SDG 4	Inclusive Education	-

	hip of certain persons of Indian origin residing outside India (Article 8); Persons voluntarily acquiring citizenship of a foreign State not to be citizens (Article 9); Continuance of the rights of citizenship (Article 10); Parliament to regulate the right of citizenship by law (Article 11)	hip of certain persons of Indian origin residing outside India (Article 8); Persons voluntarily acquiring citizenship of a foreign State not to be citizens (Article 9); Continuance of the rights of citizenship (Article 10); Parliament to regulate the right of citizenship by law (Article 11)	hip of certain persons of Indian origin residing outside India (Article 8); Persons voluntarily acquiring citizenship of a foreign State not to be citizens (Article 9); Continuance of the rights of citizenship (Article 10); Parliament to regulate the right of citizenship by law (Article 11)											
Unit II	The modes to get the Citizenship, Citizens	The modes to get the Citizenship, Citizens	The modes to get the Citizenship, Citizens	-	Study of The Citizenship (Amendme	-	-	-	-	-	-	SDG 4,	Inclusive Education	-





Unit III	Its Forms-Print media; Broadcast media; Social media, Theories of media, History of legislative efforts in India. Media, Freedom of Speech and the Constitution. Freedom of speech and expression under Article 19 (1) (a) and the Reasonable restrictions under Article 19 (2) Derivative rights - right to know/right to receive	Its Forms-Print media; Broadcast media; Social media, Theories of media, History of legislative efforts in India. Media, Freedom of Speech and the Constitution. Freedom of speech and expression under Article 19 (1) (a) and the Reasonable restrictions under Article 19 (2) Derivative rights - right to know/right to receive	Its Forms-Print media; Broadcast media; Social media, Theories of media, History of legislative efforts in India. Media, Freedom of Speech and the Constitution. Freedom of speech and expression under Article 19 (1) (a) and the Reasonable restrictions under Article 19 (2) Derivative rights - right to know/right to receive	-	Different forms of Media	-	-	-	-	-	-	SDG 4,	.3Inclusive Education	-
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	information, right to advertise, right to broadcast; Hate Speech etc.	information, right to advertise, right to broadcast; Hate Speech etc.	information, right to advertise, right to broadcast; Hate Speech etc.											
Unit IV	Privacy, defamation and the sting operations Define “privacy”; right to privacy versus freedom of expression; Differentiating between right to privacy of a public figure and private figure, Right of Publicity. Trial by media and fair trial. Regulation of the Social Media, Media,	Privacy, defamation and the sting operations Define “privacy”; right to privacy versus freedom of expression; Differentiating between right to privacy of a public figure and private figure, Right of Publicity. Trial by media and fair trial. Regulation of the Social Media, Media,	Privacy, defamation and the sting operations Define “privacy”; right to privacy versus freedom of expression; Differentiating between right to privacy of a public figure and private figure, Right of Publicity. Trial by media and fair trial. Regulation of the Social Media, Media,	-	Privacy, defamation and the sting operations Define “privacy”; right to privacy versus freedom of expression; Differentiating between right to privacy of a public figure and private figure, Right of	-	-	-	-	-	-	SDG 4,	Inclusive Education	-



SOLS 511A	<b>MEDIA LAW</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 2.0</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Total Contact Hours</b>	45 Hours				
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>	-				

### **Course objectives-**

- 1 To make students understand about the meaning of media laws.
- 2 To make students understand about the different forms of Media Laws.
- 3 To explain the student about evolution of Internet as a New Media.
- 4 To make the students know about the print media & laws related to it.

### **Course Outcomes (CO)**

#### **Course Outcomes-**

#### **After completion of the course:**

- CO1 The students will be able to understand the basic concept of media laws.
- CO2 The students will have an understanding of the various forms Media Laws.
- CO3 The students will be able to understand the evolution of Internet as a New Media.
- CO4 The students will know about the print media & laws related to it

### **UNIT I**

Introduction to Media Laws: What is media law?, Need for Media Laws, Statutory Laws, Civil Laws: Law of Torts (Defamation & Negligence) & Consumer Protection Act 2006, Criminal Laws (defamation/Obscenity/Sedition) R. v. Hicklin (LR 3 QB 360), Ranjit D. Udeshi v. State of Maharashtra (AIR 1965 SC 881)

Judicial Interpretation of Media freedom and its limits (including Contempt of Court & Judicial Activism).

### **UNIT II**

Media Laws: Right to Information Act, 2005/ Official Secrets Act, 1923, Broadcast Sector: Prasar Bharti Act, 1990, Broadcasting Bill, 2006, Cinematograph Act, 1952 (Sec.51/14(d)/57/62A) Cable TV Networks (Regulation) Act, 1995, Cine Workers & Cinema Theatre Workers (Regulation of Employment) Act, 1981, Cine Workers Welfare Cess Act, 1981

Case Study: K. A. Abbas v. UOI; Bobby Art International v. Om Pal Singh)

### **UNIT III**

Internet & Law: Evolution of Internet as a New Media, IT Act, 2000 & Media Regulatory commissions of New Media, Advertisement & Law: Advertisement Act, 1954 Indecent Representation (Prohibition) Act, 1986

Case Study: Hamdard Dawakhana v. UOI; Tata Press Ltd. V. Mahanagar Telephone Nigam Ltd.

### **UNIT IV**

Print Media & Law: Press Council Act, 1978 Cable television Network (Regulation) Act, 1995 The working Journalists and other Newspaper employees (Conditions of Service and Miscellaneous Provisions) Act, 1955 Press Council Guidance.

Case Study: Sakal Papers Ltd. v. Union of India AIR 1962 SC 305, Bennet Coleman and Co. v. Union of India AIR 1973 SC 106

Text Book: Facets of Media Laws (1stEdn), Divan Govadia Madhavi, Eastern Book Company, Lucknow (Added Text Book)

#### **REFERENCE BOOKS:**

1. Media Ethics and Law, Hakemulder, R Jan. Jonge, Fay AC De & Singh, Anmol Publications Private Limited, New Delhi
2. Copyright Infringement, Center for International Legal Studies, Campbell, Dennis & Cotter, Susan (1998) Kluwer Law International, London
3. Constitutional Law of India, Pandey, J.N. Central Law Agency, Allahabad
4. Constitution of India, Shukla, V.N. Eastern Book Company, Lucknow
5. Broadcasting reform in India; Media Law from a Global Perspective, E. Price, Monroe & Veerhulst, Stefaan G, Oxford University Press, New Delhi
6. Mass Media Laws and regulations in India, Iyer, Venkat, Asian Media Information and Communication Centre, Singapore
7. Law of the Press in India, Basu, Durga Das Prentice Hall of India, New Delhi
8. Media Ethics – Cases & Moral reasoning, Christian G Clifford & others Pearson Education, London
9. Media Ethics – Veda to Gandhi & Beyond, Shrivastava, KM Publications Division, New Delhi

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	N E P	P O E/ 4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit I	Introduction to Media Laws: What is media law?, Need for Media Laws, Statutory Laws, Civil Laws: Law of Torts (Defamation & Negligence) & Consumer Protection Act 2006, Criminal Laws (defamation/Obscenity/Sedition) R. v. Hicklin (LR 3 QB 360), Ranjit	Introduction to Media Laws: What is media law?, Need for Media Laws, Statutory Laws, Civil Laws: Law of Torts (Defamation & Negligence) & Consumer Protection Act 2006, Criminal Laws (defamation/Obscenity/Sedition) R. v. Hicklin (LR 3 QB 360), Ranjit	Introduction to Media Laws: What is media law?, Need for Media Laws, Statutory Laws, Civil Laws: Law of Torts (Defamation & Negligence) & Consumer Protection Act 2006, Criminal Laws (defamation/Obscenity/Sedition) R. v. Hicklin (LR 3 QB 360), Ranjit	-	Civil Laws: Law of Torts (Defamation & Negligence) & Consumer Protection Act 2006	-	-	-	-	-	-	SDG 4	Inclusive Education	-

	D. Udeshi v. State of Maharashtra (AIR 1965 SC 881)	D. Udeshi v. State of Maharashtra (AIR 1965 SC 881)	D. Udeshi v. State of Maharashtra (AIR 1965 SC 881)											
Unit II	Media Laws: Right to Information Act, 2005/ Official Secrets Act, 1923, Broadcast Sector: Prasar Bharti Act, 1990, Broadcasting Bill, 2006, Cinematograph Act, 1952 (Sec.51/14(d)/57/62A) Cable TV Networks (Regulation) Act, 1995, Cine	Media Laws: Right to Information Act, 2005/ Official Secrets Act, 1923, Broadcast Sector: Prasar Bharti Act, 1990, Broadcasting Bill, 2006, Cinematograph Act, 1952 (Sec.51/14(d)/57/62A) Cable TV Networks (Regulation) Act, 1995, Cine	Media Laws: Right to Information Act, 2005/ Official Secrets Act, 1923, Broadcast Sector: Prasar Bharti Act, 1990, Broadcasting Bill, 2006, Cinematograph Act, 1952 (Sec.51/14(d)/57/62A) Cable TV Networks (Regulation) Act, 1995, Cine	-	Cine Workers & Cinema Theatre Workers (Regulation of Employment) Act, 1981	-	-	-	-	-	-	-	SDG 4,	Inclusive Education

	Workers & Cinema Theatre Workers (Regulation of Employment) Act, 1981, Cine Workers Welfare Cess Act, 1981	Workers & Cinema Theatre Workers (Regulation of Employment) Act, 1981, Cine Workers Welfare Cess Act, 1981	Workers & Cinema Theatre Workers (Regulation of Employment) Act, 1981, Cine Workers Welfare Cess Act, 1981											
Unit III	Internet & Law: Evolution of Internet as New Media, IT Act, 2000 & Media Regulatory commissions of New Media, Advertisement & Law: Advertisement	Internet & Law: Evolution of Internet as New Media, IT Act, 2000 & Media Regulatory commissions of New Media, Advertisement & Law: Advertisement	Internet & Law: Evolution of Internet as New Media, IT Act, 2000 & Media Regulatory commissions of New Media, Advertisement & Law: Advertisement		Internet & Law: Evolution of Internet as a New Media, IT Act, 2000								SDG 4, .3In	clusi ve Edu catio n



	sement Act, 1954 Indecen t Represe ntation (Prohibi tion) Act, 1986	ement Act, 1954 Indecent Represe ntation (Prohibi tion) Act, 1986	ement Act, 1954 Indecent Represe ntation (Prohibi tion) Act, 1986												
Unit IV	Print Media & Law: Press Council Act, 1978 Cable televisio n Networ k (Regula tion) Act, 1995 The working Journali sts and other Newspa per employ ees (Condi tions of Service and Miscell aneous Provisio ns) Act, 1955	Print Media & Law: Press Council Act, 1978 Cable televisio n Networ k (Regulat ion) Act, 1995 The working Journali sts and other Newspa per employe es (Condi tions of Service and Miscella neous Provisio ns) Act, 1955	Print Media & Law: Press Council Act, 1978 Cable televisio n Networ k (Regulat ion) Act, 1995 The working Journali sts and other Newspa per employe es (Condi tions of Service and Miscella neous Provisio ns) Act, 1955	-	The worki ng Journ alists and other News paper emplo yees	-	-	-	-	-	-	-	SDG 4,	Incl usiv e Edu catio n	-

	Press Council Guidanc e.	Press Council Guidanc e.	Press Council Guidanc e.											
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Programme and Course Mapping										
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3
CO1	3	2								3
CO2	3									3
CO3	3									3
CO4	3						3			3
1=lightly mapped			2= moderately mapped				3=strongly mapped			

<b>SOLS 510A</b>	<b>HEALTH LAW</b>			<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 2.0</b>				<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Total Contact Hours</b>	45 Hours						
<b>Pre-requisites/Exposure</b>							
<b>Co-requisites</b>	-						

### **COURSE OBJECTIVE:**

1. The objective of this paper is to provide an understanding of legal provisions concerning to healthcare and the legal provisions related to that.
2. To study about the ethics of the medical profession will make the understanding clear.
3. To study how the law point has to be connected with the profession.
4. To study the laws related to medical professionals and the remedies related to Medical Negligence.

### **Course Outcomes (CO)**

#### **After completion of the course:**

CO1 The student will be able to understand the legal provisions concerning to health care and legal provisions related to that

CO2 The student will be able to enhance the knowledge about the ethics of the medical profession with clear understanding.

CO3 The student will know about the law point which needs to be connected with the profession.

CO4 The student will gain the knowledge about the law related to medical professionals and what are the remedies related to the negligence.

### **UNIT I**

Medicine and Healthcare: Healthcare as an issue at the national and international level, Constitutional Provisions, Right to a Health as a Fundamental Right, Remedies available under the Indian Constitution, c. Right to health vis-à-vis the right to confidentiality, Access to medical records.

### **UNIT II**

Professional Obligations of Doctors- Indian Medical Council Act, 1956, Code of Medical Ethics. Indian Medicine Central Council Act, 1970, Dentists Act, 1948.

<b>Programme and Course Mapping</b>
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### **UNIT III**

The Homeopathy Central Council Act, 1973, the Drugs and Cosmetics Act, 1940, Medical Negligence, Ingredients,

### **UNIT IV**

Role of consent in medical practice, Error of judgment and gross negligence, Wrongful diagnosis and negligent diagnosis, Remedies for Medical Negligence, Law of Torts, Law of Crimes, and Consumer Protection Law, 1986

### **TEXT BOOK**

Dr. Jagjit Singh, “Medical Negligence & Legal Remedies”

### **REFERENCE BOOKS:**

1. Vijay Malik, “Drug and Cosmetic Act, 1940”
2. Anoop K. Kaushal, “Medical Negligence & Legal R
3. B.K. Dutta, “Drug Control”

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3
CO1	3	2						1	1	3
CO2	3							1	1	3
CO3	3							1	1	3
CO4	3						3	1	1	3

1=lightly mapped

2= moderately mapped

3=strongly mapped

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	POE/ 4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit I	Medicine and Healthcare: Healthcare as an issue at the national and international level, Constitutional Provisions, Right to a Health as a Fundamental Right, Remedies available under the Indian Constitution, c. Right to health vis-à-vis the right to confidentiality, Access to medical records.	Medicine and Healthcare: Healthcare as an issue at the national and international level, Constitutional Provisions, Right to a Health as a Fundamental Right, Remedies available under the Indian Constitution, c. Right to health vis-à-vis the right to confidentiality, Access to medical records.	Medicine and Healthcare: Healthcare as an issue at the national and international level, Constitutional Provisions, Right to a Health as a Fundamental Right, Remedies available under the Indian Constitution, c. Right to health vis-à-vis the right to confidentiality, Access to medical records.		Medicine and Healthcare	-	-	-	-	-	-	SDG3, 4	Inclusive Education	Environment and sustainability.

Unit II	Professional Obligations of Doctors-Indian Medical Council Act, 1956, Code of Medical Ethics. Indian Medicine Central Council Act, 1970, Dentists Act, 1948.	Professional Obligations of Doctors-Indian Medical Council Act, 1956, Code of Medical Ethics. Indian Medicine Central Council Act, 1970, Dentists Act, 1948.	Professional Obligations of Doctors-Indian Medical Council Act, 1956, Code of Medical Ethics. Indian Medicine Central Council Act, 1970, Dentists Act, 1948.	-	Professional Obligations of Doctors	-	-	-	-	-	-	-	SDG3, 4	Inclusive Education	<b>Environment and sustainability.</b>
Unit III	The Homeopathy Central Council Act, 1973, the Drugs and Cosmetics Act, 1940, Medical Negligence, Ingredients,	The Homeopathy Central Council Act, 1973, the Drugs and Cosmetics Act, 1940, Medical Negligence, Ingredients,	The Homeopathy Central Council Act, 1973, the Drugs and Cosmetics Act, 1940, Medical Negligence, Ingredients,	-	Medical Negligence	-	-	-	-	-	-	-	SDG 3,4	.3Inclusive Education	<b>Environment and sustainability.</b>
Unit IV	Role of consent in medical practice, Error of judgment and gross negligence, Wrongful diagnosis and negligent	Role of consent in medical practice, Error of judgment and gross negligence, Wrongful diagnosis and negligent	Role of consent in medical practice, Error of judgment and gross negligence, Wrongful diagnosis and negligent	-	Role of consent in medical practice	-	-	-	-	-	-	-	SDG 3,4	Inclusive Education	<b>Environment and sustainability.</b>



<b>SOLS 306A</b>	<b>PRINCIPLES OF LEGISLATION AND INTERPRETATION OF STATUTES</b>	L	T	P	C
<b>Version 2.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	NA				
<b>Co-requisites</b>	NA				

### **Course objectives-**

- 1 To provide knowledge of the principles and process of statutory interpretation
- 2 To explain the concept of impacting on approaches to statutory interpretation and its application in professional practice.
- 3 To understand the statutory interpretation while working collaboratively.
4. To make the students know about legal research principles and methods in interpreting legal instruments.

### **Course Outcomes-**

After completion of the course:

**CO1** The students will be able to understand principles and process of statutory interpretation.

**CO2** The students will have the knowledge of approaches to statutory interpretation and its application in professional practice.

**CO3** The students will have an understanding of statutory interpretation while working collaboratively.

**CO4** The students will know the legal research principles and methods in interpreting legal instruments.

### **Catalogue Description**

Legislation dominates the contemporary legal landscape. Almost all fields of legal regulation involve legislation in some form. The ability to interpret and understand the operation of legislation is a skill essential to understanding law and its operation.

This course will provide an advanced study of the rules and principles governing statutory interpretation. Students who have encountered statute law in a variety of contexts (criminal law, torts law, administrative law etc.) and been introduced to the relevant common law principles, will benefit from a more detailed consideration of statutory interpretation as a fundamental skill involved in all areas of practice but particularly those areas involving government.

### **Course Content**

#### **UNIT I 12**

##### **LECTURES**

Statute: Meaning and Classification, Interpretation-Meaning, Object, Purpose and Scope, Basic Principles of Interpretation, Rule of Construction-Literal, Golden and Mischief Rules,

#### **UNIT II 10**

##### **LECTURES**

Internal Aid: Title, Preamble, Heading, Marginal Note, Section, sub-section, Punctuation, Illustration, Exception, Proviso, Explanation, Saving Clause, Schedule

External Aid: Dictionaries, Text Books, Historical background, legislative History.

Interpretation of Mandatory and Directory Provisions,

Interpretation of Penal Statutes.

#### **UNIT III 8**

##### **LECTURES**

Interpretation of Indian Constitution: principle of incidental and ancillary powers, principle of implied prohibition, principle of pith and substance, principle of colourable legislation, principle of territorial nexus, principle of severability, principle of prospective overruling, principle of eclipse.

Rule of Ejusdem Generis, Rule of Noscitur-a-sociis, Rule of Stare Decisis

#### **UNIT IV 10**

##### **LECTURES**

Amending ,consolidating and codifying statutes(add) What is Legislation, Bentham's Theory of Legislation, Greatest Happiness of Greatest Number, Pains and Pleasure, Utilitarianism

##### **SUGGESTED READINGS**



**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

<b>Components</b>	<b>Continuous Assessment (Quiz/Assignment/ Presentation/ Extempore</b>	<b>Mid Term Examination</b>	<b>Attendance</b>	<b>End Term Examination</b>
<b>Weightage (%)</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>50</b>

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

<b>Mapping between COs and POs</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	Knowledge of the principles and process of statutory interpretation	<b>PO1,PO4,</b>
<b>CO2</b>	Knowledge of impact on approaches to statutory interpretation and its application in professional practice.	<b>PO1, PO4,5</b>
<b>CO3</b>	Understanding of the statutory interpretation while working collaboratively.	<b>PO1,PO4,PO5</b>
<b>CO4</b>	Understanding of the legal research principles and methods in interpreting legal instruments.	<b>PO1,PO4,PO2</b>

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3
SOLS 306A	Principles of legislation and interpretation of statutes	2	1		2	1	3				1

1=weakly mapped

**Programme and Course Mapping**

2= moderately mapped

3=strongly mapped

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3
CO1	2			2					2	2
CO2	2			2	1				2	2
CO3	2			2	1				2	2
CO4	2	2		2					2	2
1=lightly mapped			2= moderately mapped				3=strongly mapped			

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	POE/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit I	Statute: Meaning and Classification, Interpretation-Meaning, Object, Purpose and Scope, Basic Principles of Interpretation, Rule of Construction-Literal, Golden and Mischief Rules	Statute: Meaning and Classification, Interpretation-Meaning, Object, Purpose and Scope, Basic Principles of Interpretation, Rule of Construction-Literal, Golden and Mischief Rules	Statute: Meaning and Classification, Interpretation-Meaning, Object, Purpose and Scope, Basic Principles of Interpretation, Rule of Construction-Literal, Golden and Mischief Rules	-	Rule of Construction	-	-	-	-	-	-	SDG 4	Inclusive Education	-
Unit II	Internal Aid: Tittle, Preamble, Heading, Marginal Note, Section, sub-section, Punctuation, Illustration, Exception,	Internal Aid: Tittle, Preamble, Heading, Marginal Note, Section, sub-section, Punctuation, Illustration, Exception,	Internal Aid: Tittle, Preamble, Heading, Marginal Note, Section, sub-section, Punctuation, Illustration, Exception,	-	Interpretation of Penal Statutes.	-	-	-	-	-	-	SDG 4,	Inclusive Education	-

	Proviso, Explanation, Saving Clause, Schedule	Proviso, Explanation, Saving Clause, Schedule	Proviso, Explanation, Saving Clause, Schedule											
U ni t II I	Interpretatio n of Indian Constitution : principle of incidental and ancillary powers, principle of implied prohibition, principle of pith and substance, principle of colourable legislation, principle of territorial nexus, principle of severability, principle of prospective overruling, principle of eclipse.	Interpretatio n of Indian Constitution : principle of incidental and ancillary powers, principle of implied prohibition, principle of pith and substance, principle of colourable legislation, principle of territorial nexus, principle of severability, principle of prospective overruling, principle of eclipse.	Interpretatio n of Indian Constitution : principle of incidental and ancillary powers, principle of implied prohibition, principle of pith and substance, principle of colourable legislation, principle of territorial nexus, principle of severability, principle of prospective overruling, principle of eclipse.	-	Interp retati on of India n Const itutio n	-	-	-	-	-	-	SD G 4,	.3In clusi ve Edu catio n	-

U ni t I V	Amending ,consolidati ng and codifying statutes(add ) What is Legislation, Bentham's Theory of Legislation, Greatest Happiness of Greatest Number, Pains and Pleasure, Utilitarianis m	Amending ,consolidati ng and codifying statutes(add ) What is Legislation, Bentham's Theory of Legislation, Greatest Happiness of Greatest Number, Pains and Pleasure, Utilitarianis m	Amending ,consolidati ng and codifying statutes(add ) What is Legislation, Bentham's Theory of Legislation, Greatest Happiness of Greatest Number, Pains and Pleasure, Utilitarianis m	-	Amending ,consolidati ng and codif ying statut es	-	-	-	-	-	-	-	SD G 4,	Incl usiv e Edu catio n	- -
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<b>SOLS 525A</b>	<b>HUMAN RIGHT LAW AND PRACTICE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 2.0</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Total Contact Hours</b>	45 Hours				
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>	-				

### **Course objectives-**

- 1 To enable the student to analyze the international obligations to protect human rights.
- 2 To explain the students about historical, philosophical and social perspectives of women's human rights.
- 3 To explain the students about historical, philosophical and social perspectives of children's human rights.
- 4 To provide the student with an understanding about the development needed in the field of human rights .

### **Course Outcomes (CO)**

#### **After completion of the course:**

CO1 The students will be able to understand the international obligations to protect human rights.

CO2 The students will have the knowledge about historical, philosophical and social perspectives of women's human rights.

CO3 The students will have the knowledge about historical, philosophical and social perspectives of children's human rights.

CO4 The students will have an understanding about the development needed in the field of human rights

**Course Objective:** The objective of this course is to study the human rights available to human. To understand the development needed in the field of human rights.

### **UNIT-I**

#### **International Obligations to Protect Human Rights**

Concept of International Obligations Concept of obligations: Legal, Moral, Social, Obligations Accepted by International Community Through International Law: Sources of International Law Giving Rise to International Obligations (Article 38(1) of the Statute of the ICJ).

## **UNIT-II**

### **Women and Human Rights:**

Historical and Philosophical, Social Perspectives: Social: Status of Women in Contemporary Indian Society-Poverty, Illiteracy, Lack of Independence, Oppressive Social Customs and Gender Bias; Violence Against and Abuse of Women in Public and Private Domains Special Laws for the Protection of Women: Suppression of Immoral Traffic Act (1956), Maternity Benefit Act (1961), Dowry Prohibition Act (1961), Equal Remuneration Act (1976), Medical Termination of Pregnancy Act (1971), Commission of Sati (Prevention) Act (1982), PNDT Act (1994)

## **UNIT -III**

### **Children and Human Rights**

Historical, Philosophical and Social Perspective of Child Rights, Status and Contemporary Indian Society: Impact of Poverty and Illiteracy on the Health and Education of Child, Social and Cultural Practices Regarding Girl Child Foeticide and Child Marriage, Child Labour. Fundamental Rights and Directive Principles Under the Indian Constitution, Special Provisions for the Protection for the Child: Article 15 (3) Article 24, Article 39 (e), (f) and Article (45), Legislature, Executive, Judiciary (Special Contribution of Judiciary, Nation Human Rights Commission, National Commission for Child.

**UNIT-IV** Development, Globalization and Human Rights and Contemporary Challenge to Human Rights Modernization and Dependency Approach, a Human Rights Approach to Development, Globalization: Meaning, Voices for and Against, Globalization and its Impact on Agriculture, Labour, Women, Environment, Culture etc. Unit-IV International Trade and Human Rights International Trade and Development, WTO, Unequal Terms of Trade Imposed by the Uruguay Round of GATT Negotiations, Impact on Social System Transnational Corporations (TNCS) and Human Rights violations.

Science and Technology • Terrorism

## **PRESCRIBED LEGISLATION**

**Human Rights Act,**

## **TEXTBOOK**

H O Agarwal, Human Rights, Central Law Publications, Allahabad, (18th Edn. - 2018)

## **REFERENCE BOOK**

1. Alston, Phillip, The United Nations and Human Rights, Clarendon Press, London (1995).



2. Bajwa, G.S. and D.K. Bajwa, Human Rights in India: Implementation and Violations, D.K. Publishers, New Delhi (1996).
3. Basu, D.D., Human Rights in Constitutional Law, Prentice Hall, New Delhi (1994).
4. Sehgal, B.P.Singh, ed., Human Rights in India: Problems and Perspectives, Deep and Deep Publications, New Delhi (1999).
5. S.K.Avesti and R.P.Kataria, Law Relating to Human Rights, Orient Publications, New Delhi (2000)
6. SK Kapoor, Human Rights under International and Indian Law, Central Law Agency, Allahabad, (1999)
7. HO Agarwal, Human Rights, Central Law Publications, Allahabad, (12th Edn. - 2012)
8. Justice Palok Basu, Law Relating to Protection of Human Rights, Modern Law Publications, Allahabad (2002).
9. Sircar, V.K., Protection of Human Right in India, Asia Law House, Hyderabad (2004-05.)
10. Symmonides, J., Human Right: International Protection, Monitoring and Enforcement, Rawat publications, New Delhi (2005)
11. Mamata Rao, Law Relating to Woman and Children, Eastern Book Co., Lucknow (2008)

<b>Programme and Course Mapping</b>										
<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>
<b>CO1</b>	3	3							3	2
<b>CO2</b>									3	2
<b>CO3</b>	3			3	3		3		3	2
<b>CO4</b>	3			3	3		3		3	2
1=lightly mapped			2= moderately mapped				3=strongly mapped			



	Statute of the ICJ).	Statute of the ICJ).	Statute of the ICJ).	Statute of the ICJ).											
Unit II	Historical and Philosophical, Social Perspectives: Social: Status of Women in Contemporary Indian Society - Poverty, Illiteracy, Lack of Independence, Oppressive Social Customs and Gender Bias; Violence Against and Abuse of Women	Historical and Philosophical, Social Perspectives: Social: Status of Women in Contemporary Indian Society - Poverty, Illiteracy, Lack of Independence, Oppressive Social Customs and Gender Bias; Violence Against and Abuse of Women	Historical and Philosophical, Social Perspectives: Social: Status of Women in Contemporary Indian Society - Poverty, Illiteracy, Lack of Independence, Oppressive Social Customs and Gender Bias; Violence Against and Abuse of Women	Historical and Philosophical, Social Perspectives: Social: Status of Women in Contemporary Indian Society - Poverty, Illiteracy, Lack of Independence, Oppressive Social Customs and Gender Bias; Violence Against and Abuse of Women	Women and Human Rights	-	-	-	-	-	-	-	SDG 4,5	Inclusive Education	Human Values, gender



	Act (1994)	Act (1994)	Act (1994)	Act (1994)											
Unit III	Historical, Philosophical and Social Perspective of Child Rights, Status and Contemporary Indian Society : Impact of Poverty and Illiteracy on the Health and Education of Child, Social and Cultural Practices Regarding Girl Child Foeticide and Child Marriage, Child Labour. Funda	Historical, Philosophical and Social Perspective of Child Rights, Status and Contemporary Indian Society : Impact of Poverty and Illiteracy on the Health and Education of Child, Social and Cultural Practices Regarding Girl Child Foeticide and Child Marriage, Child Labour. Funda	Historical, Philosophical and Social Perspective of Child Rights, Status and Contemporary Indian Society : Impact of Poverty and Illiteracy on the Health and Education of Child, Social and Cultural Practices Regarding Girl Child Foeticide and Child Marriage, Child Labour. Funda	Historical, Philosophical and Social Perspective of Child Rights, Status and Contemporary Indian Society : Impact of Poverty and Illiteracy on the Health and Education of Child, Social and Cultural Practices Regarding Girl Child Foeticide and Child Marriage, Child Labour. Funda	Children and Human Rights	-	-	-	-	-	-	-	SDG 4,5	.3Inclusive Education	<b>Human Values, gender</b>



	for Child	for Child	for Child	for Child											
Unit IV	Development, Globalization and Human Rights and Contemporary Challenge to Human Rights Modernization and Dependency Approach, Human Rights Approach to Development, Globalization:	Development, Globalization and Human Rights and Contemporary Challenge to Human Rights Modernization and Dependency Approach, Human Rights Approach to Development, Globalization:	Development, Globalization and Human Rights and Contemporary Challenge to Human Rights Modernization and Dependency Approach, Human Rights Approach to Development, Globalization:	Development, Globalization and Human Rights and Contemporary Challenge to Human Rights Modernization and Dependency Approach, Human Rights Approach to Development, Globalization:	Globalization and Human Rights	-	-	-	-	-	-	-	SDG 4, 5	Inclusive Education	Human Values, gender







<b>SOLS 422A</b>	<b>GENDER JUSTICE AND FEMINIST JURISPRUDENCE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 2.0</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Total Contact Hours</b>	45 Hours				
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>	-				

### **Course objectives-**

- 1 To enable the student to understand the notions of sex, gender and gender justice.
- 2 To explain the students about sexuality and morality in law.
- 3 To explain the students about law protecting women against violence at home.
- 4 To provide the student with an understanding about economic empowerment of women and law .

### **Course Outcomes (CO)**

#### **After completion of the course:**

CO1 The students will be able to understand the notions of sex, gender and gender justice

CO2 The students will have the knowledge about sexuality and morality in law.

CO3 The students will have the knowledge about law protecting women against violence at home

CO4 The students will have an understanding about economic empowerment of women and law.

### **UNIT –I**

What is Gender justice? Notions of sex and gender. Deconstructing ‘Man’, ‘Woman’, ‘Other’. Private-public dichotomy Women in ancient, medieval and modern India: An overview Indicators of Status: Difference in - likelihood of survival; female feticide, assigned human worth; and control over property, valued goods and services, working conditions, knowledge and information, political processes, symbolic representation, one’s body, daily lifestyles, reproductive processes. “LGBTQH++ and Human Rights”

### **UNIT –II**

#### **SEXUALITY AND MORALITY IN LAW (6 LECTURES)**

Indian Penal Code 1860 Rape Laws, Adultery etc. Immoral Traffic Prevention Act 1956 read with section 370 IPC Indecent Representation of Women (Prohibition) Act, 1986.

### **UNIT-III**

**LAW PROTECTING WOMEN AGAINST VIOLENCE AT HOME: DOMESTIC VIOLENCE, DOWRY HARASSMENT, SATI. (5 LECTURES)**

Protection of Women against Domestic Violence Act 2005 Dowry Prohibition Act 1961  
Commission of Sati (Prevention) Act 1987

**UNIT-IV**

**ECONOMIC EMPOWERMENT AND LAW (8 LECTURES)**

Labour Laws: Gender protective laws, Gender neutral laws Gender corrective laws  
Law Protecting Women against Sexual Harassment at Workplace. The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act 2013

TEXT BOOK: Sarla Gopalan, towards equality – the unfinished agenda – status of women in India 2001.

Reference Book:

1. Amita Dhanda, Archana Parashar (ed) ENGENDERING LAW ESSAYS IN HONOUR OF LOTIKA SARKAR (1999). Eastern Book Depot.
2. Ratna Kapur and Brendia Cossman, SUBVERSIVE SITES: FEMINIST ENGAGEMENTS WITH LAW IN INDIA (1996).
3. TOWARDS EQUALITY Report of the Committee of Status in India Government of India (1974).
4. Kalapana Kannabhiran (ed), WOMEN AND LAW CRITICAL FEMINIST PERSPECTIVES (Sage Publications India 2014)
5. Usha Tandon (ed), Gender Justice: A Reality or Fragile Myth (2015)
6. Rajesh Talwar, The Third Sex and Human Rights (2016)
7. National Commission for Women.

<b>Programme and Course Mapping</b>										
<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>
<b>CO1</b>	<b>3</b>				<b>3</b>		<b>3</b>			<b>3</b>
<b>CO2</b>	<b>3</b>				<b>3</b>		<b>3</b>			<b>3</b>
<b>CO3</b>	<b>3</b>				<b>3</b>		<b>3</b>			<b>3</b>
<b>CO4</b>	<b>3</b>				<b>3</b>		<b>3</b>			<b>3</b>
1=lightly mapped			2= moderately mapped				3=strongly mapped			



	processes, symbolic representation, one's body, daily lifestyles, reproductive processes. "LGBT QH++ and Human Rights	processes, symbolic representation, one's body, daily lifestyles, reproductive processes. "LGBTQ H++ and Human Rights	processes, symbolic representation, one's body, daily lifestyles, reproductive processes. "LGBTQ H++ and Human Rights											
Unit II	Indian Penal Code 1860 Rape Laws, Adultery etc. Immoral Traffic Prevention Act 1956 read with section 370 IPC Indecent Representation of Women (Prohibition) Act, 1986.	Indian Penal Code 1860 Rape Laws, Adultery etc. Immoral Traffic Prevention Act 1956 read with section 370 IPC Indecent Representation of Women (Prohibition) Act, 1986.	Indian Penal Code 1860 Rape Laws, Adultery etc. Immoral Traffic Prevention Act 1956 read with section 370 IPC Indecent Representation of Women (Prohibition) Act, 1986.	-	Indian Penal Code 1860	-	-	-	-	-	-	SDG 4,5	Inclusive Education	Gender and Human Values
Unit III	Protection of Women against Domestic Violence Act	Protection of Women against Domestic Violence Act	Protection of Women against Domestic Violence Act	-	LAW PROTECTING WOMEN AGAINST VIOLENCE AT HOME	-	-	-	-	-	-	SDG 4,5	Inclusive Education	Gender and Human Values

	2005 Dowry Prohibit ion Acti 1961	2005 Dowry Prohibit Action Act 1961	2005 Dowry Prohibit Action Act 1961												
Unit IV	Labour Laws: Gender protecti ve laws, Gender neutral laws Gender correcti ve laws Law Protecti ng Women against Sexual Harass ment at Workpl ace. The Sexual Harass ment of Women at Workpl ace	Labour Laws: Gender protecti ve laws, Gender neutral laws Gender correcti ve laws Law Protecti ng Women against Sexual Harass ment at Workpl ace. The Sexual Harass ment of Women at Workpl ace	Labour Laws: Gender protecti ve laws, Gender neutral laws Gender correcti ve laws Law Protecti ng Women against Sexual Harass ment at Workpl ace. The Sexual Harass ment of Women at Workpl ace	-	ECON OMIC EMPO WER MEN T AND LAW	-	-	-	-	-	-	-	SDG 4,5	Incl usiv e Edu catio n	<b>Gen der and Hum an Valu es</b>

(Prevent ion, Prohibit ion and Redress al) 2013	(Prevent ion, Prohibit ion and Redress Act) 2013	(Prevent ion, Prohibit ion and Redress Act) 2013												
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<b>SOLS 421A</b>	<b>LAW ON EDUCATION</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 2.0</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Total Contact Hours</b>	45 Hours				
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>	-				

### Course Objectives

- 1 To enable the student to know about the law on education & types of education.
- 2 To explain the students an in-depth understanding of the Constitutional Provision as well as other laws .
- 3 To explain the students about principles of Right to Education Act.
- 4 To provide the student with an understanding identify, explain and apply the curriculum and evaluation procedure.

### Course Outcomes (CO)

#### After completion of the course:

- CO1 To make students aware about the Law on Education & Types of Education.
- CO2 To demonstrate them an in-depth understanding of the Constitutional Provision as well as other laws.
- CO3 To make them understand principles of Right to Education Act.
- CO4 To make them able Identify, explain and apply the Curriculum And Evaluation Procedure.

## **UNIT I-Introduction**

What is an Education Law? Is there any Law on Education which is providing Justice to the People? Study of the laws related to education. Types of Education, Policy Makers in education, rights of a child.

## **UNIT II**

Constitutional provisions on Right to Education, 86<sup>th</sup> Amendment Act and Article 21-A. Study of the rights provided to children under different laws. IPC, POCSO Act, Factories Act etc.

## **UNIT III**

Study of The RTE Act 2009, Right To Free And Compulsory Education, Duties Of Appropriate Government, Local Authority And Parents, Appropriate Government To Provide For Pre-School Education, Responsibilities Of Schools And Teachers, School Development Plan, Duties of teachers and redressal of grievances.

## **UNIT IV**

Curriculum And Evaluation Procedure, Monitoring of Child's Right to Education, Constitution of National Advisory Council, Protection Of action taken in good faith.

## **PRESCRIBED LEGISLATION**

Right to Education Act, 2009

## **TEXTBOOK**

Right to education and schooling, Deepa Idnani (ed.)



Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	PO E/4 <sup>th</sup> IR	
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability				
Unit I	What is an Education Law? Is there any Law on Education which is providing Justice to the People? Study of the laws related to education. Types of Education, Policy Makers in education, rights of a child.	What is an Education Law? Is there any Law on Education which is providing Justice to the People? Study of the laws related to education. Types of Education, Policy Makers in education, rights of a child.	What is an Education Law? Is there any Law on Education which is providing Justice to the People? Study of the laws related to education. Types of Education, Policy Makers in education, rights of a child.	-	Law on Education Policy Makers in education, rights of a child.	-	-	-	-	-	-	-	SDG 4	Inclusive Education	Human Values
Unit II	Constitutional provisions on Right to Education, 86 <sup>th</sup>	Constitutional provisions on Right to Education, 86 <sup>th</sup>	Constitutional provisions on Right to Education, 86 <sup>th</sup>	-	Constitutional provisions on Right to Education	-	-	-	-	-	-	-	SDG 4,	Inclusive Education	Human Values

	Amendment Act and Article 21-A. Study of the rights provided to children under different laws. IPC, POCSO Act, Factories Act etc.	Amendment Act and Article 21-A. Study of the rights provided to children under different laws. IPC, POCSO Act, Factories Act etc.	Amendment Act and Article 21-A. Study of the rights provided to children under different laws. IPC, POCSO Act, Factories Act etc.	on										
Unit III	Study of The RTE Act 2009, Right To Free And Compulsory Education, Duties Of Appropriate Government, Local Authority And Parents, Appropriate Government To Provide For Pre-School Education	Study of The RTE Act 2009, Right To Free And Compulsory Education, Duties Of Appropriate Government, Local Authority And Parents, Appropriate Government To Provide For Pre-School Education	Study of The RTE Act 2009, Right To Free And Compulsory Education, Duties Of Appropriate Government, Local Authority And Parents, Appropriate Government To Provide For Pre-School Education	Study of The RTE Act 2009	-	-	-	-	-	-	-	SD G 4,	.3Inclusive Education	<b>Human Values</b>

	on, Responsibilities Of Schools And Teachers, School Development Plan, Duties of teachers and redressal of grievances.	on, Responsibilities Of Schools And Teachers, School Development Plan, Duties of teachers and redressal of grievances.	on, Responsibilities Of Schools And Teachers, School Development Plan, Duties of teachers and redressal of grievances.											
Unit IV	Curriculum And Evaluation Procedure, Monitoring of Child's Right to Education, Constitution of National Advisory Council, Protection Of	Curriculum And Evaluation Procedure, Monitoring of Child's Right to Education, Constitution of National Advisory Council, Protection Of	Curriculum And Evaluation Procedure, Monitoring of Child's Right to Education, Constitution of National Advisory Council, Protection Of	Curriculum And Evaluation Procedure							SDG 4,	Inclusive Education	- Human Values	



## **SPECIALIZATION: BUSINESS LAW**

<b>SOLS 523A</b>	<b>FINANCIAL MARKET REGULATION</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 2.0</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Total Contact Hours</b>	45 Hours				
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>	-				

### **Course objectives-**

- 1.To enable the students to have an in-depth understanding of Financial Market and Regulatory mechanism thereto, besides, procedure for grievance redressal etc.
- 2.To traverse among students the laws in relation to financial system, stock exchange, competition and FEMA The course preserves the theoretical and pragmatic amalgam.
- 3.To study the fundamentals of financial markets and financial instruments, the features of the formation of modern financial markets
- 4.To enable the students to be able to apply practical application of financial instruments, the types of financial institutions and their roles and functions in the financial markets.

### **Course Outcomes (CO)**

#### **After completion of the course:**

CO1 The course coverage would enable the students to have an in-depth understanding of Financial Market and Regulatory mechanism thereto, besides, procedure for grievance redressal etc.

CO2 The course will also traverse among others the laws in relation to financial system, stock exchange, competition and FEMA The course preserves the theoretical and pragmatic amalgam.

CO3 The course aimed to study of the fundamentals of financial markets and financial instruments, the features of the formation of modern financial markets

CO4 The course coverage would enable the students to be able to apply practical application of financial instruments, the types of financial institutions and their roles and functions in the financial markets.

## **UNIT I**

### **An Overview of Financial System:**

- Constituents of Financial system
- Significance of Financial system
- Development and Growth of Financial and Market in India
- Regulatory Authorities Governing Financial Market.

## **UNIT II**

### **SEBI (Securities Exchange Board of India):**

- Role and Powers
- Depositories Act, 1996; Right and Obligation of Depositories, Participants, Issuers and Beneficial Owners

## **UNIT III**

### **Capital Market and Money Market:**

- Meaning & Significance
- Capital Market Instruments
- Money Market Instruments
- Capital Market vis-à-vis Money Market
- Formation and Regulation of NBFCs.

## **UNIT IV**

### **Competition & FEMA Laws:**

- Competition Act, 2002, Aims, Objectives, Prohibition of Certain Agreements, Abuse of Dominant Position and Regulation of Combinations and Penalties.
- FEMA (Foreign Exchange Management Act): Aims, Objectives, Definitions, Regulations regarding Foreign Currency, Offences and Penalties.

### **Pedagogy for Course Delivery:**

The course will be conducted using lectures, assignments. The students will be acquainted with important case laws on the subject to understand the intricacies of the subjects including the stock and Foreign exchange.

### **Text & References Book:**

1. E. Gordon & H. Natarajan, Capital Market in India; Himalaya publishing House, Ramdoot, Dr. Bhalerao Marg, Girgaon, Mumbai – 400004
2. V.L. Lyer, SEBI practice Manual; Taxman allied Services (P) Ltd; 59/32, New Rohtak Road, New Delhi – 110005

3. M.Y. Khan, Indian Financial Systems; Tata Mcgrew Hill, 4/21, Asaf Ali Raod, New Delhi – 1100102
4. SEBI Manual, Taxman
5. A.K. Senguma & A.K. Agarwal, Money Market Operations in India: Skylark
6. SEBI Annual Reports
7. SEBI Monthly Bulletin
8. Bharat V. Pathak,” Indian Financial System”, Pearson Education, 3<sup>rd</sup> Edition

<b>Programme and Course Mapping</b>										
<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO3</b>
<b>CO1</b>	3									3
<b>CO2</b>		2								3
<b>CO3</b>			3							3
<b>CO4</b>										3
1=lightly mapped			2= moderately mapped				3=strongly mapped			

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	POE/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit I	<b>An Overview of Financial System: Constituents of Financial system: Significance of Financial system Development and Growth of Financial and Market in India</b>	<b>An Overview of Financial System: Constituents of Financial system: Significance of Financial system Development and Growth of Financial and Market in India</b>	<b>An Overview of Financial System: Constituents of Financial system: Significance of Financial system Development and Growth of Financial and Market in India</b>	-	Regulatory Authorities Governing Financial Market	-	-	-	-	-	-	SDG 4	Inclusive Education	-



	Regulatory Authorities Governing Financial Market.	Regulatory Authorities Governing Financial Market.	Regulatory Authorities Governing Financial Market.											
Unit II	<b>SEBI (Securities Exchange Board of India):</b> Role and Powers Deposit ories Act, 1996; Right and Obligati on of Deposit ories, Particip ants, Issuers	<b>SEBI (Securities Exchange Board of India):</b> Role and Powers Deposit ories Act, 1996; Right and Obligati on of Deposit ories, Particip ants, Issuers	<b>SEBI (Securities Exchange Board of India):</b> Role and Powers Deposit ories Act, 1996; Right and Obligati on of Deposit ories, Particip ants, Issuers	-	Depositories Act, 1996	-	-	-	-	-	-	SDG 4, 8	Inclusive Education	-

	and Beneficial Owners	and Beneficial Owners	and Beneficial Owners											
Unit III	<b>Capital Market and Money Market</b> : Meaning & Significance Capital Market Instru ments Money Market Instru ments Capital Market vis-à- vis Money Market Formati on and Regulation of NBFCs.	<b>Capital Market and Money Market</b> : Meaning & Significance Capital Market Instru ments Money Market Instru ments Capital Market vis-à-vis Money Market Formati on and Regulation of NBFCs.	<b>Capital Market and Money Market</b> : Meaning & Significance Capital Market Instru ments Money Market Instru ments Capital Market vis-à-vis Money Market Formati on and Regulation of NBFCs.	-	Capit al Mark et Instru ments Mone y Mark et Instru ments	-	-	-	-	-	-	SDG 4,8	.3In clusi ve Edu catio n	-

Unit IV	Competition Act, 2002, Aims, Objectives, Prohibition of Certain Agreements, Abuse of Dominant Position and Regulation of Combinations and Penalties.	Competition Act, 2002, Aims, Objectives, Prohibition of Certain Agreements, Abuse of Dominant Position and Regulation of Combinations and Penalties.	Competition Act, 2002, Aims, Objectives, Prohibition of Certain Agreements, Abuse of Dominant Position and Regulation of Combinations and Penalties.	FEMA (Foreign Exchange Management Act): Aims, Objectives, Definitions, Regulations regarding Foreign Currency Offences and Penalties.		FEMA (Foreign Exchange Management Act)							SDG 4, 8	Inclusive Education

<b>SOLS406A</b>	<b>COMPETITION LAW</b>	L	T	P	C
<b>Version 1.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	--				
<b>Co-requisites</b>	--				

### **Course objectives-**

1. To make the students understand the kinds of markets and the historical background of Competition Law.
2. To let the students learn the theories of competition law and to analyze the anti-competition agreements.
3. To study the overview of the Abuse of dominance in the market its Combinations, Amalgamations and take overs by the students .
4. To make the students know about the Constitution of the Competition Act, Its adjudication and appeals.

### **Course Outcomes-**

After completion of the course:

**CO1** Students will be able to identify all the types of markets and their applicability.

**CO2** The students will be able to analyze the competition and anti-competition law.

**CO3** The students will be able to understand the concept dominance and how the abuse of dominance be controlled in the market.

**CO4** The students will be having better understanding over the subject.

### **Catalogue Description**

Competition is the act of the sellers individually seeking to acquire the patronage of buyers in order to achieve profits or market share. The Competition Act, 2002 was enacted by the Parliament of India and replaced The Monopolies and Restrictive Trade Practices Act, 1969. Course objective of competition law is to prohibit firms for engaging in conduct which will distort the competitive process and harm competition by, for example, preventing firms

from indulging in anti-competitive agreements, preventing firms with a powerful position on a market from abusing their market power.

The Act mainly covers

- Prohibition of anti- competitive agreements.
- Prohibition of abuse of dominance.
- Regulation of combination (acquisition, mergers, and amalgamation of certain size)
- Establishment of the competition commission of India.
- Power and functions of the competition commission of India.

The main features of competition Act is to

-to prevent practices having adverse effect on competition, -to promote and sustain competition in markets, -to protect the interests of consumers, -to ensure freedom of trade carried on by other participants in markets in India and for matters connected therewith or incidental thereto.

## **Course Content**

### **UNIT I**

**8**

#### **LECTURES**

Concept of Competition; Classification of Markets: Pure and Perfect Competitions, Monopolistic and Imperfect Competition, Monopoly, Oligopoly; Constitutional aspect; Objectives of Competition Law. History and Development of Competition Law/ Antitrust Law, the Sacher Committee Report, the Raghavan Committee Report, Difference between the MRTP Act and the Competition Act.

### **UNIT II**

**10**

#### **LECTURES**

Relevant definitions and concepts – agreement, undertaking, enterprise, relevant market, de minimis, parallel behaviour, appreciable adverse effect on Competition

Anti- Competitive Agreements under the Competition Act, 2002 - Appreciable Adverse Effect on Competition in the Market, Rule of Reason and per se Illegal Rule; Horizontal and Vertical restraints; Exemptions; Penalties; Prohibition of Anti-competitive agreement/ Cartel/bid rigging.

Prohibition of Anti- Competitive Agreements under EU and US Laws.

### **UNIT III**

**14**

#### **LECTURES**

Abuse of Dominance in the Market – Concept of dominance, relevant market; Appreciable Adverse Effect on Competition in the Market; Abusive Conduct under the Competition Act, 2002; Penalties; Predatory Pricing; Prevention of Abuse of Dominance under EU and US Laws. Combinations: Merger, Acquisition, Amalgamation and Takeover; Horizontal, Vertical and Conglomerate Mergers - Combinations covered under the Competition Act, 2002; Regulations; Penalties; Regulation of Combinations under EU and US Laws.

### **UNIT IV**

**8**

#### **LECTURES**

Enforcement Mechanisms under the Competition Act, 2002 - Competition Commission of India - Constitution of the CCI - Powers and Functions- Jurisdiction of the CCI – adjudication and appeals - Director General – NCLAT

Private Enforcement; Competition Advocacy

#### **SUGGESTED READINGS**

- Versha Vahini, Indian Competition Law, 1st ed., LexisNexis, 2016.
- The Competition Act, 2002, Bare Acts.
- Competition Act, 2002, Prof. Dr. V.K. Agrawal

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

<b>Components</b>	<b>Continuous Assessment (Quiz/Assignment/ Presentation/ Extempore</b>	<b>Mid Term Examination</b>	<b>Attendance</b>	<b>End Term Examination</b>
<b>Weightage (%)</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>50</b>

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

<b>Mapping between COs and POs</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	Students will be able to identify all the types of markets and their applicability.	<b>PO3</b>
<b>CO2</b>	Knowledge of the theories of the Competition Law and Anti- Competition Act.	<b>PO1,PO2</b>
<b>CO3</b>	Students will be able to understand the concept dominance and how the abuse of dominance be controlled in the market.	<b>PO2,PO7</b>
<b>CO4</b>	Knowledge about the Constitution of the Competition Act and its power and will be having better understanding over the subject.	<b>PO1</b>

		<b>SUBSTANTIVE AND PROCEDURAL INTELLIGENCE</b>	<b>ADVERSARIAL AND INQUISITORIAL</b>	<b>PRODUCTIVE CIVILIAN</b>	<b>PROFESSIONAL ETHICS, VALUES AND CONDUCT</b>	<b>SURROUNDINGS AND SUSTAINABILITY</b>	<b>SKILL DEVELOPMENT</b>	<b>CRITICAL THINKING, LEGAL REASONING AND</b>	<b>Understand the principles of law, its processes, procedures and relevant application in the local world</b>	<b>Conduct legal research using analytical and critical thinking..</b>	<b>Demonstrate adequate legal skills in different context.</b>
<b>Course Code</b>	<b>Course Title</b>	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
<b>SOLS 406A</b>	<b>Competition Law</b>	3	2			3		2			2

1=weakly mapped

2= moderately mapped

3=strongly mapped

<b>Programme and Course Mapping</b>										
<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	3	3								3
<b>CO2</b>	3	3								3
<b>CO3</b>	3	3								3
<b>CO4</b>	3	3								3
1=lightly mapped			2= moderately mapped				3=strongly mapped			



Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	N E P	P O E/ 4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit I	Relevant definitions and concepts – agreements, undertaking, enterprise, relevant market, de minimis, parallel behaviour, appreciable adverse effect on Competition	Relevant definitions and concepts – agreements, undertaking, enterprise, relevant market, de minimis, parallel behaviour, appreciable adverse effect on Competition	Relevant definitions and concepts – agreements, undertaking, enterprise, relevant market, de minimis, parallel behaviour, appreciable adverse effect on Competition	-	Classification of Markets :Pure and Perfect Competitions, Monopolistic and Imperfect Competition, Monopoly, Oligopoly;	-	-	-	-	-	-	SDG 4	Inclusive Education	-

Unit II	Anti-Competitive Agreements under the Competition Act, 2002 Appreciable Adverse Effect on Competition in the Market, Rule of Reason and per se Illegal Rule; Horizontal and Vertical restraints; Exemptions;	Anti-Competitive Agreements under the Competition Act, 2002 Appreciable Adverse Effect on Competition in the Market, Rule of Reason and per se Illegal Rule; Horizontal and Vertical restraints; Exemptions;	Anti-Competitive Agreements under the Competition Act, 2002 Appreciable Adverse Effect on Competition in the Market, Rule of Reason and per se Illegal Rule; Horizontal and Vertical restraints; Exemptions;	Anti-Competitive Agreements under the Competition Act, 2002 Appreciable Adverse Effect on Competition in the Market, Rule of Reason and per se Illegal Rule; Horizontal and Vertical restraints; Exemptions; Prohibition of Anti-competitive agreement/ Cartel/ bid rigging	Anti-Competitive Agreements under the Competition Act, 2002						SDG 4, 8	Inclusive Education	
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	Penalties; Prohibition of Anti-competitive agreements/ Cartel/bid rigging.	Penalties; Prohibition of Anti-competitive agreements/ Cartel/bid rigging.	Penalties; Prohibition of Anti-competitive agreements/ Cartel/bid rigging.												
Unit III	Abuse of Dominance in the Market – Concept of dominance, relevant market; Appreci- able Adverse Effect on Competition in the Market; Abusive Conduct under the Competi- tion Act, 2002; Penalties;	Abuse of Dominance in the Market – Concept of dominance, relevant market; Appreci- able Adverse Effect on Competition in the Market; Abusive Conduct under the Competi- tion Act, 2002; Penalties;	Abuse of Dominance in the Market – Concept of dominance, relevant market; Appreci- able Adverse Effect on Competition in the Market; Abusive Conduct under the Competi- tion Act, 2002; Penalties;	Abuse of Dominance in the Market – Concept of dominance, relevant market; Appreci- able Adverse Effect on Competition in the Market; Abusive Conduct under the	Merger, Acquisition, Amalgama- tion and Takeover	-	-	-	-	-	-	-	SDG 4,8	.3In- clusive Educa- tion	-

<p>Predatory Pricing; Prevention of Abuse of Dominance under EU and US Laws. Combinations: Merger, Acquisition, Amalgamation and Takeover; Horizontal, Vertical and Conglomerate Mergers - Combinations covered under the Competition Act, 2002; Regulations; Penalties; Regulation of Combinations under EU and</p>	<p>Predatory Pricing; Prevention of Abuse of Dominance under EU and US Laws. Combinations: Merger, Acquisition, Amalgamation and Takeover; Horizontal, Vertical and Conglomerate Mergers - Combinations covered under the Competition Act, 2002; Regulations; Penalties; Regulation of Combinations under EU and</p>	<p>Predatory Pricing; Prevention of Abuse of Dominance under EU and US Laws. Combinations: Merger, Acquisition, Amalgamation and Takeover; Horizontal, Vertical and Conglomerate Mergers - Combinations covered under the Competition Act, 2002; Regulations; Penalties; Regulation of Combinations under EU and</p>	<p>Competition Act, 2002; Penalties; Predatory Pricing; Prevention of Abuse of Dominance under EU and US Laws. Combinations: Merger, Acquisition, Amalgamation and Takeover; Horizontal, Vertical and Conglomerate Mergers - Combinations covered under the Competition Act, 2002; Regulations; Penalties; Regulation of Combinations under EU and</p>									
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Jurisdiction of the CCI – adjudication and appeals – Director General NCLAT	Jurisdiction of the CCI – adjudication and appeals – Director General NCLAT	Jurisdiction of the CCI – adjudication and appeals – Director General NCLAT												
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<b>SOLS507A</b>	<b>CYBER LAW</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 2.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	--				
<b>Co-requisites</b>	--				

**Course objectives-**

- 1 To define the students about the concept of cyber space and cyber law
- 2 To explain the students about the provisions relating to regulatory framework under IT Act 2000.
- 3 To make students understand about the provisions of IPR in cyber space, electronic commerce, Online contracts and international organisation such as TRIPS, WTO, WIPO etc.
- 4 To make the students know about the various forms of cyber crimes

**Course Outcomes-**

After completion of the course:

**CO1** The students will be able to understand the basics of cyber space and Cyber law.

**CO2** The students will have the knowledge of the different authorities form regulation of IT Act 2000.

**CO3** The students will have an understanding of issues related to IPR, E- contract in cyber space and preparedness plan at International level.

**CO4** The students will know the offences related to cyber world and their punishments.

### **Catalogue Description**

The technology industry in India has seen a lot of growth over the past few years. While technology has impacted India in positive ways, it also has certain adverse effects. The advancement and rise in technology have seen a bump in the number of cyber-scams, data-theft and cyber bullying, among other things. So, in order to decrease these “cyber-crimes”, the Indian government enacted the Information Technology Act in the year 2000 in order to address this new range of new-age crimes by implementing Cyber law.

It takes care of the legal issues related to the World Wide Web and rectifies them. Aspirants willing to pursue Cyber Law have to deal with the criminal activities conducted on the internet such as theft, fraud, defamation and forgery.

The students will understand about the internet, freedom of expression, online privacy as well as relevant usage of the internet.

After completing the course, students will be able to learn about the various various classifications and types of cybercrime, Intellectual Property Rights over cyberspace, issues related to online contract, and various authority under IT Act.

### **Course Content**

#### **UNIT I**

**8 LECTURES**

Concept of cyber space, need and role of Cyber Law , cyber security, electronic signature, digital signature, key pair, Public Key, Private Key, Asymmetric crypto system, licence, secure system, certifying authority, certification practice statement, computer network, computer resources and computer system under Information Technology Act, 2000.

#### **UNIT II**

**10 LECTURES**

Regulatory Framework: appointment of the Controller and other officers,the functions of the controller and certifying authorities. Establishment of Cyber Appellate Tribunal, Composition of Cyber Appellate Tribunal, Qualification, Terms of Office, Salary and the Powers of the

Cyber Appellate Tribunal. Procedure for issue of Electronic Signature Certificates, Digital Signature Certificate, Suspension and Revocation of Digital Signature Certificates.

### **UNIT III**

**10 LECTURES**

Intellectual Property Rights & Electronic Commerce in Cyber Space: Concept, Nature and issue of Intellectual Property in cyber space. International legal preparedness: Berne Convention, WIPO, TRIPS Agreement. Introduction to electronic commerce, Online contracts, Issues, Spamming, Disclaimer, Competition Law Establishing and maintaining brand identity, Licensing and regulatory requirements, E - banking Electronic funds transfer, Evidence & security, work in UNCITRAL, WTO & WIPO regarding commerce.

### **UNIT IV**

**12 LECTURES**

Types of Cyber Crimes their regulations, Cyber Defamation and the punishment of these offences under Information Technology Act, 2000 and under the Indian Penal Code, 1860. New challenges and opportunities to cyber security through AI and digital technologies

### **SUGGESTED READINGS**

- Vakul Sharma, Universal Law Publication: Information Technology Laws and Practice. 5<sup>th</sup> Edition 2016.
- Information Technology Act, 2000
- Information Technology (Amendment) Act, 2008

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

<b>Components</b>	<b>Continuous Assessment (Quiz/Assignment/ Presentation/ Extempore</b>	<b>Mid Term Examination</b>	<b>Attendance</b>	<b>End Term Examination</b>
<b>Weightage (%)</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>50</b>

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

<b>Mapping between COs and POs</b>	
	<b>Course Outcomes (COs)</b>
	<b>Mapped Program</b>



		<b>Outcomes</b>
<b>CO1</b>	The students will be able to understand the basics of Cyber law as per Indian IT Act 2000	<b>PO1</b>
<b>CO2</b>	The students will have the knowledge of the different authorities form regulation of IT Act 2000.	<b>PO1</b>
<b>CO3</b>	The students will have an understanding of issues related to IPR, E- contract in cyber space and preparedness plan at International level.	<b>PO1,PO2</b>
<b>CO4</b>	The students will know the offences related to cyber world and their punishments.	<b>PO1</b>

		<b>SUBSTANTIVE AND PROCEDURAL INTELLIGENCE</b>	<b>ADVERSARIAL AND INQUISITORIAL JURISPRUDENCE</b>	<b>PRODUCTIVE CIVILIAN</b>	<b>PROFESSIONAL ETHICS, VALUES AND CONDUCT</b>	<b>SURROUNDINGS AND SUSTAINABILITY</b>	<b>SKILL DEVELOPMENT</b>	<b>CRITICAL THINKING, LEGAL REASONING AND RESEARCH SKILLS</b>	Understand the interdisciplinary nature of law and the contributions that other disciplines can make to the study of law.	Conduct legal research using analytical and critical thinking.	Understanding of the legal provisions and developing skills required for legal profession
<b>Course Code</b>	<b>Course Title</b>	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3
<b>SOLS507A</b>	<b>CYBER LAW</b>	3	2					2			3

1=weakly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping										
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO3
CO1	3						2		2	3
CO2	3						2		2	3
CO3	3	3					2		2	3
CO4	3			2			2		2	3
1=lightly mapped			2= moderately mapped				3=strongly mapped			

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	POE/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit I	Concept of cyber space, need and role of Cyber Law , cyber security, electronic signature, digital signature, key pair, Public Key, Private Key, Asymmetric crypto system, licence, secure system, certifying authority,	Concept of cyber space, need and role of Cyber Law , cyber security, electronic signature, digital signature, key pair, Public Key, Private Key, Asymmetric crypto system,	Concept of cyber space, need and role of Cyber Law , cyber security, electronic signature, digital signature, key pair, Public Key, Private Key, Asymmetric crypto system,	-	Concept of cyber space, need and role of Cyber Law , cyber security, electronic signature, digital signature, key pair, Public Key, Private	-	-	-	-	-	-	SDG 4	Inclusive Education	Professional ethic

	certificati on practice statement , computer network, computer resources and computer system under Informati on Technolo gy Act, 2000	licence, secure system, certifyin g authorit y, certifica tion practice stateme nt, compute r network , compute r resource s and compute r system under Informa tion Technol ogy Act, 2000	licence, secure system, certifyin g authorit y, certifica tion practice stateme nt, compute r network , compute r resource s and compute r system under Informa tion Technol ogy Act, 2000		Key, Asym metric crypto syste m, licenc e, secure syste m, certif ying author ity, certifi cation practi ce state ment, comp uter netwo rk, comp uter resour ces and comp uter syste m under Infor matio n Techn ology Act, 2000										
Un it II	Regulator y Framewo rk: appointm ent of the Controller and	Regulat ory Framew ork: appoint ment of the Controll	Regulat ory Framew ork: appoint ment of the Controll	-	Regul atory Frame work: appoi ntmen t of the	-	-	-	-	-	-	SDG 4	Incl usiv e Edu catios n	<b>Prof essio nal ethic</b>	

<p>other officers, the functions of the controller and certifying authorities. Establishment of Cyber Appellate Tribunal, Composition of Cyber Appellate Tribunal, Qualification, Terms of Office, Salary and the Powers of the Cyber Appellate Tribunal. Procedure for issue of Electronic Signature Certificates, Digital Signature Certificate, Suspension and Revocation of Digital Signature Certificates</p>	<p>er and other officers, the functions of the controller and certifying authorities. Establishment of Cyber Appellate Tribunal, Composition of Cyber Appellate Tribunal, Qualification, Terms of Office, Salary and the Powers of the Cyber Appellate Tribunal. Procedure for issue of Electronic Signature Certificates,</p>	<p>er and other officers, the functions of the controller and certifying authorities. Establishment of Cyber Appellate Tribunal, Composition of Cyber Appellate Tribunal, Qualification, Terms of Office, Salary and the Powers of the Cyber Appellate Tribunal. Procedure for issue of Electronic Signature Certificates,</p>		<p>Controller and other officers, the functions of the controller and certifying authorities. Establishment of Cyber Appellate Tribunal, Composition of Cyber Appellate Tribunal, Qualification, Terms of Office, Salary and the Powers of the Cyber Appellate Tribunal.</p>								
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		Digital Signatur e Certific ate, Suspend ion and Revocat ion of Digital Signatur e Certific ates	Digital Signatur e Certific ate, Suspend ion and Revocat ion of Digital Signatur e Certific ates		Proce dure for issue of Electr onic Signatur e Certif icates, Digita l Signatur e Certif icate, Suspe nsion and Revoc ation of Digita l Signatur e Certif icates									
Un it III	Intellectu al Property Rights & Electroni c Commerc e in Cyber Space: Concept, Nature and issue of Intellectu al Property in cyber space. Internatio nal legal	Intellectu al Property Rights & Electron ic Comme rce in Cyber Space: Concept , Nature and issue of Intellect ual Property in cyber space. Internati	Intellectu al Property Rights & Electron ic Comme rce in Cyber Space: Concept , Nature and issue of Intellect ual Property in cyber space. Internati	Intellectu al Property Rights & Electroni c Commer ce in Cyber Space: Concept, Nature and issue of Intellect ual Property in cyber space. Internati	Intelle ctual Prope rty Rights & Electr onic Com merce in Cyber Space							SDG 4	.3In clusi ve Edu catios n	<b>Prof essio nal ethic</b>



		RAL, WTO & WIPO regarding commerce.	RAL, WTO & WIPO regarding commerce.	commerce.											
Unit IV	Cyber Crimes and Punishments: Hacking, Digital Forgery, Cyber Stalking, Cyber Pornography, Identity theft and Fraud, Cyber Terrorism, Cyber Defamation and the punishment of these offences under Information Technology Act and under the Indian Penal Code.	Cyber Crimes and Punishments: Hacking, Digital Forgery, Cyber Stalking, Cyber Pornography, Identity theft and Fraud, Cyber Terrorism, Cyber Defamation and the punishment of these offences under Information Technology Act and under the Indian Penal Code.	Cyber Crimes and Punishments: Hacking, Digital Forgery, Cyber Stalking, Cyber Pornography, Identity theft and Fraud, Cyber Terrorism, Cyber Defamation and the punishment of these offences under Information Technology Act and under the Indian Penal Code.	Cyber Crimes and Punishments: Hacking, Digital Forgery, Cyber Stalking, Cyber Pornography, Identity theft and Fraud, Cyber Terrorism, Cyber Defamation and the punishment of these offences under Information Technology Act and under the Indian Penal Code.	offences under Information Technology Act and under the Indian Penal Code.	-	-	-	-	-	-	SDG 4	Inclusive Education	Professional ethics	

SOLS 320A	<b>LAW ON CORPORATE FINANCE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 2.0</b>		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Total Contact Hours</b>	45 Hours				
<b>Pre-requisites/Exposure</b>	Ph				
<b>Co-requisites</b>	-				

### Course objectives-

- 1.To understand the economic and legal dimensions of corporate finance in the process of industrial development in establishing social order in the context of constitutional values
- 2.To acquaint the students with the normative, philosophical and economic contours of various statutory rules relating to corporate finance
- 3.To acquaint the students with the organisation, functions, lending, and recovery procedures, conditions of lending and accountability of international national and state financing institutions and also of commercial banks; and
- 4.To acquaint the students with the process of the flow and outflow of corporate finance

### Course Outcomes (CO)

#### After completion of the course:

CO1 The students will be able to understand the economic and legal dimensions of corporate finance in the process of industrial development in establishing social order in the context of constitutional values

CO2 The students will be acquainted with the normative, philosophical and economic contours of various statutory rules relating to corporate finance

CO3 The students will be acquainted with the organisation, functions, lending, and recovery procedures, conditions of lending and accountability of international national and state financing institutions and also of commercial banks; and

CO4 The students will be able to know the process of the flow and outflow of corporate finance

### UNIT I: Introduction

Meaning, importance and scope of corporation finance

Capital needs - capitalization - working capital - securities-borrowings-deposits  
debentures

Objectives of corporation finance - profit maximization and wealth maximization

Constitutional perspectives - the entries 37, 38, 43, 44, 45, 46, 47, 52, 82, 85, and 86 of List 1 - Union List; entry 24 of List 11 - State List.

### Equity Finance

- Share capital
- Prospectus - information disclosure
- Issue and allotment
- Shares without monetary consideration
- Non-opting equity shares



## **UNIT II Debt Finance**

- Debentures
- Nature, issue and class
- Deposits and acceptance
- Creation of charges
- Fixed and floating charges
- Mortgages
- Convertible debentures

## **Conservation of Corporate Finance**

- Regulation by disclosure
- Control on payment of dividends
- Managerial remuneration
- Payment of commissions and brokerage
- Inter-corporate loans and investments
- Pay-back of shares
- Other corporate spending

## **UNIT III Protection of creditors**

- Need for creditor protection
- Preference in payment
- Rights in making company decisions affecting creditor interests
- Creditor self-protection
- Incorporation of favorable terms in lending contracts
- Right to nominate directors
- Control over corporate spending

## **Protection of Investors**

- Individual shareholder right
- Corporate membership right
- Derivative actions
- Qualified membership right
- Conversion, consolidation and re-organization of shares
- Transfer and transmission of securities
- Dematerialization of securities

## **UNIT IV Corporate Fund Raising**

Depositories - IDR(Indian depository receipts), ADR(American depository receipts),GDR(Global depository receipts)

Public financing institutions - IDBI, ICICI, IFC and SFC

Mutual fund and other collective investment schemes

Institutional investments - LIC, UTI and banks

FDI and NRI investment - Foreign institutional investments (IMF and World bank

## Administrative Regulation on Corporate Finance

### SEBI

Central government control, Control by registrar of companies, RBI control

- Ramaiya A, Guide to the Companies Act (1998), Vol. I, II and III.
- H.A.J. Ford and A.P. Austen, Fords' principle of Corporations Law (1999) Butterworths. J.H. Farrar and B.M. Hanniyan, Farrar's company Law (1998) Butterworths
- Austen R.P., The Law of Public Company Finance (1986) LBC
- R.M. Goode, Legal Problems of Credit and Security (1988) Sweet and Maxwell Altman and Subrahmanyam, Recent Advnces in Corporate Finance (1985) LBC Gilbert Harold, Corporation Finance (1956)
- Henry E. Hoagland, Corporation Finance (1947) Maryin M. Kristein, Corporate Finance 1975) R.C. Osborn, Corporation Finance (1959)
- S.C. Kuchhal Corporation finance: Principles and Problems (6th ed. 1966) V.G. Kulkami, Corporate Finance (1961)
- Y.D. Kulshreshta, Government Regulation of Financial management of Private Corporate Sector in India (1986)
- Journal of Indian Law Institute, Journal of Business Law, Chartered Secretary, Company
- Law Journal, Law and Contemporary Problems.
- Companies Act and laws relating SEBI, depositories, industrial financing and information technology.

Programme and Course Mapping										
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO3
CO1	3						2			3
CO2	3									3
CO3	3						2			3
CO4	3									3
1=lightly mapped			2= moderately mapped				3=strongly mapped			

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	N E P	P O E/ 4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit I	Meaning, importance and scope of corporation finance	Meaning, importance and scope of corporation finance	Meaning, importance and scope of corporation finance	-	Capital needs - capitalization - working capital	-	-	-	-	-	-	SDG 4	Inclusive Education	-
Unit II	Debentures Nature, issue and class Regulation by disclosure Control on payment of dividends Managerial remuneration Payment of commis	Debentures Nature, issue and class Regulation by disclosure Control on payment of dividends Managerial remuneration Payment of commis	Debentures Nature, issue and class Regulation by disclosure Control on payment of dividends Managerial remuneration Payment of commis	-	Conservation of Corporate Finance	-	-	-	-	-	-	SDG 4, 8	Inclusive Education	-

	sions and brokera ge Inter-corporate loans and investm ents Pay-back of shares Other corporat e spendin g	sions and brokera ge Inter-corporate loans and investm ents Pay-back of shares Other corporat e spendin g	sions and brokera ge Inter-corporate loans and investm ents Pay-back of shares Other corporat e spendin g												
Unit III	creditorsNeed for creditor protection	creditorsNeed for creditor protection	creditorsNeed for creditor protection	-	<b>Pro tect ion of Inv esto rs</b>	-	-	-	-	-	-	-	SDG 4,8	.3In clusi ve Edu catio n	-
Unit IV	Public financin g instituti ons - IDBI, ICICI, IFC and SFC	Public financin g instituti ons - IDBI, ICICI, IFC and SFC	Public financin g instituti ons - IDBI, ICICI, IFC and SFC	-	Public financ ing institu tions - IDBI, ICICI, IFC and SFC	-	-	-	-	-	-	-	SDG 4.	Incl usiv e Edu catio n	-

SOLS 423A	<b>BANKRUPTCY AND INSOLVENCY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 2.0</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Total Contact Hours</b>	45 Hours				
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>	-				

### **Course Objectives:**

- 1 To define and understand the Insolvency and Bankruptcy Code, 2016.
- 2 To explain the students about the Companies Act, 2013, the Partnership Act, 1932 and the Limited Liability Partnership Act, 2008.
- 3 To make students understand the role of various intermediaries under the Code.
- 4 To make the students able to take a decision as to the future potential of this subject in their professional career.

### **Course Outcomes (CO)**

#### **After completion of the course:**

- CO1 The students will be able to enumerate the objectives of the Insolvency and Bankruptcy Code.
- CO2 The students will able to enumerate the functioning of the regulatory bodies under the Code
- CO3 The students will have an understanding of the role of various intermediaries under the Code.
- CO4 The students will be able to take a decision as to the future potential of this subject in their professional career.

**UNIT I The Insolvency and Bankruptcy Code, 2016 (Entire Code), Rules and Regulations under the Bankruptcy Code (All Rules and Regulations notified under the Code till 31st December, 2017)**

### **UNIT II**

#### **The Companies Act, 2013**

- Prospectus and Allotment of Securities
- Share Capital and Debentures
- Acceptance of Deposits by Companies
- Registration of Charges
- Management and Administration
- Accounts of Companies
- Compromises, Arrangements and Amalgamations
- Registered Valuers
- Removal of names of the companies from the register of companies
- Winding-up of the companies

NCLT and NCLAT

**The Partnership Act, 1932, and The Limited Liability Partnership Act, 2008**  
(Nature of LLP; Partners and their Relations; Limitation of Liability; Financial Disclosures)

### UNIT III

#### **The Indian Contract Act, 1872**

(Voidable Contracts and Void Agreements; Contingent Contracts; Performance of Contract; Novation, Rescission and Alteration of Contracts; Agency; Consequences of breach of Contract; Indemnity and Guarantee, Surety; Bailment and Pledge; Set off)

#### **The Sale of Goods Act, 1930**

(Sale, Condition and Warranty, Seller's Lien and Damages)

#### **Specific Relief Act,1963**

#### **Negotiable Instruments Act,1881**

### UNIT IV

- **The Recovery of Debts due to Banks and Financial Institutions Act, 1993;**  
**The Securitisation and Reconstruction of Financial Assets and Enforcement of Security Interests Act, 2002**  
Corporate Debt Restructuring Scheme, Strategic Debt Restructuring, and Scheme for Sustainable Structuring of Stressed Assets (S4A of RBI)  
The Arbitration and Conciliation Act, 1996;
- **General Awareness** (Economy, Financial Markets, Rights of Workmen under Labour Laws and fundamental concept of Valuation)
- **Finance and Accounts** (Corporate Finance, and Financial Analysis, Liquidity Management, Tax Planning, GST)
- **Case Laws-** Orders of Hon'ble Supreme Court, High Courts, NCLAT and NCLT relating to Corporate Insolvency Resolution, Corporate Liquidation, Voluntary Liquidation and Fast Track Resolution Process.)

#### **Reference Books:**

- DATEY, V.S., Guide to Insolvency and Bankruptcy Code & Law relating to SARFAESI/ Debt Recovery & Winding Up, Taxman, 9<sup>th</sup> Edition, 2020
- The Insolvency and Bankruptcy Code, 2016

Programme and Course Mapping										
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO3
CO1	3					2	2	1		3
CO2	3					2	2	1		3
CO3	3					2	2	1		3
CO4	3					3	2	1		3
1=lightly mapped			2= moderately mapped				3=strongly mapped			

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	PO E/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit I	<b>The Insolvency and Bankruptcy Code, 2016</b>	<b>The Insolvency and Bankruptcy Code, 2016</b>	<b>The Insolvency and Bankruptcy Code, 2016</b>	-	<b>The Insolvency and Bankruptcy Code, 2016</b>	-	-	-	-	-	-	SDG 4	Inclusive Education	<b>Professional ethics</b>
Unit II	Companies Act, 2013, the Partnership Act, 1932 and the Limited Liability Partnership Act, 2008.	Companies Act, 2013, the Partnership Act, 1932 and the Limited Liability Partnership Act, 2008.	Companies Act, 2013, the Partnership Act, 1932 and the Limited Liability Partnership Act, 2008.	-	Companies Act, 2013, the Partnership Act, 1932 and the Limited Liability Partnership Act, 2008.	-	-	-	-	-	-	SDG 4	Inclusive Education	<b>Professional ethics</b>
Unit III	<b>The Indian Contract Act, 1872, The Sale of Goods Act, 1930 Specific Relief Act, 196</b>	<b>The Indian Contract Act, 1872, The Sale of Goods Act, 1930 Specific Relief Act, 196</b>	<b>The Indian Contract Act, 1872, The Sale of Goods Act, 1930 Specific Relief Act, 196</b>	-	<b>The Indian Contract Act, 1872, The Sale of Goods Act, 1930 Specific Relief Act</b>	-	-	-	-	-	-	SDG 4	.3Inclusive Education	<b>Professional ethics</b>

	<b>3</b> <b>Negotia</b> <b>ble</b> <b>Instru</b> <b>ments</b> <b>Act,188</b> <b>1</b>	<b>3</b> <b>Negotia</b> <b>ble</b> <b>Instru</b> <b>ments</b> <b>Act,188</b> <b>1</b>	<b>3</b> <b>Negotia</b> <b>ble</b> <b>Instru</b> <b>ments</b> <b>Act,188</b> <b>1</b>		<b>Act,196</b> <b>3</b> <b>Negotia</b> <b>ble</b> <b>Instru</b> <b>ments</b> <b>Act,188</b> <b>1</b>									
<b>U</b> <b>nit</b> <b>IV</b>	<b>The</b> <b>Securiti</b> <b>sation</b> <b>and</b> <b>Reconst</b> <b>ruction</b> <b>of</b> <b>Financi</b> <b>al</b> <b>Assets</b> <b>and</b> <b>Enforce</b> <b>ment of</b> <b>Securit</b> <b>y</b> <b>Interest</b> <b>s Act,</b> <b>2002</b>	<b>The</b> <b>Securiti</b> <b>sation</b> <b>and</b> <b>Reconst</b> <b>ruction</b> <b>of</b> <b>Financi</b> <b>al</b> <b>Assets</b> <b>and</b> <b>Enforce</b> <b>ment of</b> <b>Securit</b> <b>y</b> <b>Interest</b> <b>s Act,</b> <b>2002</b>	<b>The</b> <b>Securiti</b> <b>sation</b> <b>and</b> <b>Reconst</b> <b>ruction</b> <b>of</b> <b>Financi</b> <b>al</b> <b>Assets</b> <b>and</b> <b>Enforce</b> <b>ment of</b> <b>Securit</b> <b>y</b> <b>Interest</b> <b>s Act,</b> <b>2002</b>	-	<b>The</b> <b>Securiti</b> <b>sation</b> <b>and</b> <b>Reconst</b> <b>ruction</b> <b>of</b> <b>Financi</b> <b>al</b> <b>Assets</b> <b>and</b> <b>Enforce</b> <b>ment of</b> <b>Securit</b> <b>y</b> <b>Interest</b> <b>s Act,</b> <b>2002</b>		-	-	-	-	-	SD G 4	Inclu sive Educ ation	<b>Profes</b> <b>sional</b> <b>ethics</b>



<b>SOLS410A</b>	<b>BANKING &amp; INSURANCE LAW</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 2.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	--				
<b>Co-requisites</b>	--				

### **Course objectives-**

- 1 To define the students about the banking system and relationship of banker and customer.
- 2 To explain the students about the provisions relating to function and regulation of banking system and RBI
- 3 To make the students understand about the provisions relating to debt recovery process and banking fraud
- 4 To make the students know about the concept, nature, type of insurance and constitution and Functions of IRDA

### **Course Outcomes-**

After completion of the course:

**CO1** The students will be able to understand the historical background and present scenario of banking system in India and relationship of banker with customer.

**CO2** The students will have the knowledge of regulation of banking system and control of RBI on banking system.

**CO3** The students will have an understanding of debt recovery process and banking fraud.

**CO4** The students will know the concept, nature, type of insurance and their regulation.

### **Catalogue Description**

Banking and Insurance are two sectors which are fast evolving and witnessing a transformational change. Banks are the backbone of all activities, because every transaction where money is involved, the bank is the main character. Insurance business is one of the prominent financial services in modern times. Keeping these aspects in mind, this Course in

Fundamentals in Banking and Insurance has been designed to train students in basic concepts of Banking and Insurance. The Course has incorporated the significant changes that have taken place in the global financial architecture and the new products and technology that have invaded this sector. This course has made an attempt to offer to students a fundamental tool which will enhance their understanding of various businesses in the world economy.

In this Course students will be introduced with the basic concepts of Banking and Insurance Knowledge of Banking and Insurance helps the students to find positions in insurance, personal loans, mortgages, collections and back office operations which are generally vacant and offer opportunities to average students. After completion of the course, students-

Will be equipped with an understanding of the rudimentary aspects of Banking and Insurance, able to engage with one of the fastest growing sectors of the economy, kindle interest towards a deeper understanding of Banking and Insurance and Will be able to explore various job opportunities.

## **Course Content**

### **UNIT I**

**9 lectures**

Banking system in India, Various kinds of Banks and their functions, Relationship between banker and customer, Bankers duty towards Customers, Contract between banker and customer: their rights and duties, Role and functions of Banking Institutions.

### **UNIT II**

**12 lectures**

Definition of 'bank', 'banker', 'banking', 'banking companies', Development of banking business and companies, Regulations and restrictions;

Powers and control exercised by the Reserve Bank of India (B.R. Act, sections 5-36)

Recent change in banking regulation system

The Banking Ombudsman Scheme, 1995 with recent amendments

### **UNIT III**

**8 lectures**

Securities and Recovery by Banks, Recovery of debts with and without intervention of courts / tribunal

Banking Frauds: Nature of Banking Frauds; Legal Regime to Control Banking Frauds;

Recent Trends in Banking

### **UNIT IV**

**11 lectures**

Insurance Law: Nature of Insurance Contracts; Kinds of Insurance: Life Insurance, Medi claim, Property Insurance, Fire Insurance, Motor Vehicles Insurance with special reference to third party insurance; Constitution, Functions and Powers of Insurance Regulatory and Development Authority

### SUGGESTED READINGS

- Taxmann: Banking And Insurance Law And Practise; Taxmann Publications Pvt.Limited,1<sup>st</sup> Edition 2010.
- M.L.Tannan's : Banking Law; Lexis Nexis Publications,1<sup>st</sup> Edition 2015.
- Avtar Singh: Banking And Negotiable Instruments , Eastern Book Company, 2<sup>nd</sup> Edition,2011
- Prof.M.N.Mishra: Law Of Insurance, Central Law Agency, 9<sup>th</sup> Edition,2012
- Banking Regulation Act, 1949
- Reserve Bank Of India Act, 1934
- Insurance Regulatory And Development Authority Of India Act, 1999

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

Components	Continuous Assessment (Quiz/Assignment/ Presentation/ Extempore	Mid Term Examination	Attend ance	End Term Examination
Weightage (%)	20	20	10	50

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

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	The students will be able to understand the historical background and present scenario of banking system in India and relationship of banker with customer.	PO1,PO3

<b>CO2</b>	The students will have the knowledge of regulation of banking system and control of RBI on banking system.	<b>PO1,PO3</b>
<b>CO3</b>	The students will have an understanding of debt recovery process and banking fraud.	<b>PO1, PO2,PO7</b>
<b>CO4</b>	The students will know the concept, nature, type of insurance and their regulation	<b>PO1,PO3</b>

		<b>SUBSTANTIVE AND PROCEDURAL INTELLIGENCE</b>	<b>ADVERSARIAL AND INQUISITORIAL INTELLIGENCE</b>	<b>PRODUCTIVE CIVILIAN</b>	<b>PROFESSIONAL ETHICS, VALUES AND CONDUCT</b>	<b>SURROUNDINGS AND SUSTAINABILITY</b>	<b>SKILL DEVELOPMENT</b>	<b>CRITICAL THINKING, LEGAL REASONING AND RESEARCH SKILLS</b>	Understand the interdisciplinary nature of law and the contributions that other disciplines can make to the study of law.	Conduct legal research using analytical and critical thinking.	Understanding of the legal provisions and developing skills required for legal profession
<b>Course Code</b>	<b>Course Title</b>	PO 1	PO2	PO 3	PO 4	PO 5	PO6	PO7	PSO 1	PSO 2	PSO 3
<b>SOLS410A</b>	<b>BANKING &amp; INSURANCE LAW</b>	3	3	2				2			3

1=weakly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping										
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO3
CO1	3		2					1		3
CO2	3		2					1		3
CO3	3	3					2	1		3
CO4	3		3					1		3
1=lightly mapped			2= moderately mapped				3=strongly mapped			

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	POE/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit I	Banking system in India, Various kinds of Banks and their functions, Relationship between banker and customer, Bankers duty towards Customers, Contract between banker and customer	Banking system in India, Various kinds of Banks and their functions, Relationship between banker and customer, Bankers duty towards Customers, Contract between banker and customer	Banking system in India, Various kinds of Banks and their functions, Relationship between banker and customer, Bankers duty towards Customers, Contract between banker and customer		Banking system in India	-	-	-	-	-	-	SDG 4,8	Inclusive Education	-

	r: their rights and duties, Role and functions of Banking Institutions.	rights and duties, Role and functions of Banking Institutions.	rights and duties, Role and functions of Banking Institutions.											
Unit II	Definition of 'bank', 'banker', 'banking', 'banking companies', Development of banking business and companies, Regulations and restrictions;	Definition of 'bank', 'banker', 'banking', 'banking companies', Development of banking business and companies, Regulations and restrictions;	Definition of 'bank', 'banker', 'banking', 'banking companies', Development of banking business and companies, Regulations and restrictions;	-	Powers and control exercised by the Reserve Bank of India	-	-	-	-	-	-	SDG 4, 8	Inclusive Education	-

Unit III	Securities and Recovery by Banks, Recovery of debts with and without intervention of courts tribunal	Securities and Recovery by Banks, Recovery of debts with and without intervention of courts tribunal	Securities and Recovery by Banks, Recovery of debts with and without intervention of courts tribunal	-	Securities and Recovery by Banks	-	-	-	-	-	-	SDG 4,8	.3Inclusive Education	-
Unit IV	Insurance Law: Nature of Insurance Contracts; Kinds of Insurance: Life Insurance, Medical claim, Property Insurance, Fire Insurance, Motor Vehicle Insurance with special reference to third party	Insurance Law: Nature of Insurance Contracts; Kinds of Insurance: Life Insurance, Medical claim, Property Insurance, Fire Insurance, Motor Vehicle Insurance with special reference to third party	Insurance Law: Nature of Insurance Contracts; Kinds of Insurance: Life Insurance, Medical claim, Property Insurance, Fire Insurance, Motor Vehicle Insurance with special reference to third party	Insurance Law: Nature of Insurance Contracts; Kinds of Insurance: Life Insurance, Medical claim, Property Insurance, Fire Insurance, Motor Vehicle Insurance with special reference to third party	-	Nature of Insurance Contracts	-	-	-	-	-	SDG 4, 8	Inclusive Education	-

insurance; Constitution, Functions and Powers of Insurance Regulatory and Development Authority	insurance; Constitution, Functions and Powers of Insurance Regulatory and Development Authority	insurance; Constitution, Functions and Powers of Insurance Regulatory and Development Authority	Constitution, Functions and Powers of Insurance Regulatory and Development Authority										
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<b>SOLS 526A</b>	<b>CORPORATE GOVERNANCE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 2.0</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Total Contact Hours</b>	45 Hours				
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>	-				

### Course objectives-

- 1 To introduce students with the meaning and concept with regard to the corporate governance
2. To give students a broad overview of Internal and External Regulatory Mechanism for corporate governance.
3. To explain students about Conceptual Framework of Corporate Governance.
4. To make students aware about the Legal and Regulatory Framework of Corporate Governance in India.

### Course Outcomes (CO)

#### After completion of the course:

CO1 The students will be able to understand the meaning and concept with regard to the corporate governance..

CO2 The students will be able to know the Internal and External Regulatory Mechanism for corporate governance.

CO3 The students will be able to know the conceptual framework of Corporate Governance.



CO4 The students will be able to understand the Legal and Regulatory Framework of Corporate Governance in India.

### **UNIT I History of corporation and recent developments.**

- The corporation in the modern world – comparison with other forms of business organization.
- History of Registered Companies in England and India
- Classification of companies
- Formation of company. Promotion and pre-incorporation contracts. a) Concept of Promotion b) Rights and Duties of Promoters c) Pre-incorporation contracts.

### **UNIT 2 Internal and External Regulatory Mechanisms.**

- Kinds of meetings – statutory, annual, extraordinary, general.
- Procedure and requisites of a valid meeting Notice, Quorum, Adjournment, Proceedings, Voting, Proxy Resolutions – kinds
- SEBI and Stock exchanges
- Ministry of Corporate Affairs
- Registrar of companies and Regional Directors.
- Company Law Board /National Company law Tribunal

### **UNIT 3 Conceptual Framework of Corporate Governance**

- Historical Perspective – The East Asian Crisis of 1997-Crash of the economies of Thailand, Indonesia, South Korea, Malaysia and The Philippines –American corporate crises of 2001-2002 -Collapse of Enron and WorldCom.
- Collapse of the British Bank of Middle East due to frauds, Collapse of large companies like Maxwell Communication
- Global Initiatives on Corporate Governance Sir Adrian Cadbury committee

### **UNIT 4 Legal and Regulatory Framework of Corporate Governance in India**

- History of Corporate Governance in India
- Provisions of Securities Contract (Regulation) Act relating to Corporate Governance. • Clause 49 of Listing Agreement
- Substantial Acquisition & Takeover Regulations
- Sri Kumaramangalam Birla Committee, Naresh Chandra Committee, Narayan Murthy Committee
- **Majority and Minority; Prevention of Oppression and Mismanagement of Companies**
- Management of Company, Concept of corporate Governance
- Directors – types, qualifications, appointment, remuneration, termination, Powers, Removal, Liabilities and Duties of Directors; Breach of Corporate Duties
- Meetings of company
- Supremacy of majority and protection of minority: exceptions to Rule in Foss V. Harbottle. Oppression and Mismanagement: Meaning of and Relief against Oppression and Mismanagement.
- Winding up Types, Grounds for winding up Procedure of winding up, Appointment of Liquidators
- Amalgamation, absorption and Restructuring

### **REFERENCE BOOKS**

1. L.C.B. Gower and Paul L.Davis, Principles of Modern Company Law

2. Robert R. Pennington, Company Law
3. John H. Farrar et.al, Company Law
4. L.S.Sealy, Cases and Materials in Company Law
5. Brenda Hannigan, Company Law
6. Brian Cheffins, Company Law: Theory Structure and Operation
7. Stephen Mayson et.al, Mayson, French and Ryan on Company Law
8. Fararr Company law 5 th Edn

<b>Programme and Course Mapping</b>										
<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO3</b>
<b>CO1</b>	<b>3</b>									<b>2</b>
<b>CO2</b>	<b>3</b>	<b>3</b>								<b>2</b>
<b>CO3</b>	<b>3</b>	<b>3</b>					<b>3</b>			<b>2</b>
<b>CO4</b>	<b>3</b>						<b>3</b>			
1=lightly mapped			2= moderately mapped				3=strongly mapped			

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	N E P	P O E/ 4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit I	-	-	<b>History of corporation and recent developments.</b>	<b>History of corporation and recent developments.</b>		-	-	-	-	-	-	SDG 4	Inclusive Education	-
Unit II	-	-	Internal and External Regulatory Mechanism for corporate governance.	Internal and External Regulatory Mechanism for corporate governance.	Internal and External Regulatory Mechanism for corporate governance.		-	-	-	-	-	SDG 4,8	Inclusive Education	-
Unit III	-	-	<b>Conceptual Framework of Corporate Governance</b>	<b>Conceptual Framework of Corporate Governance</b>	<b>Conceptual Framework of Corporate Governance</b>		-	-	-	-	-	SDG 4,8	.3Inclusive Education	-
Unit IV	<b>Legal and Regulatory Framework</b>	<b>Legal and Regulatory Framework</b>	<b>Legal and Regulatory Framework</b>		<b>Legal and Regulatory Framework</b>		-	-	-	-	-	SDG 4.	Inclusive Education	-

	work of Corpor ate Govern ance in India	work of Corpor ate Govern ance in India	work of Corpor ate Govern ance in India		ewor k of Corp orate Gove rnanc e in India										
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<b>SOLS 428A</b>	<b>INVESTMENT LAW</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 2.0</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Total Contact Hours</b>	45 Hours				
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>	-				

### Course Objectives

- 1.To analyze and impart the basic principles of investment law and its historical development in India.
- 2.To impart to the students an understanding of investment in the form of govt. securities.
- 3.To impart to the students an understanding of investment in the form of corporate securities.
- 4.To acquaint students regarding collective investments and depositories

### Course Outcomes (CO)

#### After completion of the course:

CO1 The students will be able to understand the basic principles of investment law and its historical development in India.

CO2 The students will be able to have understanding of investment in the form of govt. securities.

CO3 The students will be able to have understanding of investment in the form of corporate securities.

CO4 The students will be able to know about collective investments and depositories.

### UNIT I Historical Background of securities and investment laws

- Securities: the concept
- England: Banking corporate finance and private financial services
- India: from usury laws to the modern system

#### Securities: Kinds

- Government Securities

- Securities issued by banks
- Securities issued by corporations
- Securities in mutual fund and collective investment scheme
- Depository receipts

## **UNIT II Government Securities**

- Bonds issued by government and semi government institutions
- Role of Central Bank (the RBI in India)
- Impact of issuance of bonds on economy
- Government loan from the general public
- External borrowing
- World Bank
- I.M.F.
- Asian Development Bank
- Direct from foreign government.
- Government loan: the constitutional dilemma and limitations
- Can a state go for external loans?
- Impact on economic sovereignty

## **UNIT III Securities Issued by Banks**

- Bank notes: is it the exclusive privilege of the central bank in the issue
- Changing functions of banks from direct lending and borrowing to modern System
- Bank draft, travelers' cheques, cheque cards, credit cards, cast cards
- Deposits' nature: current, saving and fixed deposits, interest warrants

## **Corporate Securities**

- Shares
- Debentures
- Company deposits
- Control over corporate securities
- Central government: Company Law Board
- SEBI : guide lines on capital issues
- RBI
- Protection of investor
- Administrative regulation
- Disclosure regulation
- Protection by criminal sanction

## **UNIT IV Collective Investment**

- Unit Trust of India
- Venture capital
- Mutual fund
- Control over issue and management of UTI, venture capital and mutual funds
- Plantations and horti-culture farms



Unit I	<b>Historical Background of securities and investment laws</b> Securities: the concept England: Banking corporate finance and private financial services India: from usury laws to the modern system	<b>Historical Background of securities and investment laws</b> Securities: the concept England: Banking corporate finance and private financial services India: from usury laws to the modern system	<b>Historical Background of securities and investment laws</b> Securities: the concept England: Banking corporate finance and private financial services India: from usury laws to the modern system	<b>Historical Background of securities and investment laws</b> Securities: the concept England: Banking corporate finance and private financial services India: from usury laws to the modern system	Government Securities	-	-	-	-	-	-	-	-	-	-	SD G 4	Inclusive Education	-
Unit II	<b>Government Securities</b> Bonds issued by government and	<b>Government Securities</b> Bonds issued by government and	<b>Government Securities</b> Bonds issued by government and	<b>Government Securities</b> Bonds issued by government and	External borrowing World Bank I.M.F.	-	-	-	-	-	-	-	-	-	-	SD G 4.8	Inclusive Education	-





	ons Can a state go for external loans? Impact on economic sovereignty	economic sovereignty	dilemma and limitations Can a state go for external loans? Impact on economic sovereignty	ns Can a state go for external loans? Impact on economic sovereignty										
Unit III	<b>Securities Issued by Banks</b> Bank notes: is it the exclusive privilege of the central bank in the issue Changing functions of banks from direct lending and borrowing to modern System Bank draft, cheque	<b>Securities Issued by Banks</b> Bank notes: is it the exclusive privilege of the central bank in the issue Changing functions of banks from direct lending and borrowing to modern System Bank draft, cheque	<b>Securities Issued by Banks</b> Bank notes: is it the exclusive privilege of the central bank in the issue Changing functions of banks from direct lending and borrowing to modern System Bank draft, cheque	-	Bank notes: is it the exclusive privilege of the central bank in the issue Changing functions of banks from direct lending and borrowing to modern System Bank draft, cheque, travelers', cheques, cheque cards, credit cards,	-	-	-	-	-	-	SDG 4,8	.3Inclusive Education	-

	traveler s' cheques , cheque cards, credit cards, cast cards Deposit s' nature: current, saving and fixed deposits , interest warrant s	cards, credit cards, cast cards Deposits' nature: current, saving and fixed deposits, interest warrants	Bank draft, travele rs' cheque s, cheque cards, credit cards, cast cards Deposit s' nature: current , saving and fixed deposi ts, interest warrant s		cast cards Deposits ' nature: current, saving and fixed deposits, interest warrants									
Unit IV	Unit Trust of India Ventur e capital Mutual fund Control over issue and manag ement of UTI, ventur e capital and mutual funds Plantat	Unit Trust of India v Venture capital Mutual fund Control over issue and manage ment of UTI, venture capital and mutual funds Plantati ons and horti- culture farms	Unit Trust of India Ventu re capita l Mutu al fund Contr ol over issue and mana geme nt of UTI, ventu re capita l and	-	Shares Debentu res Compan y deposits		-	-	-	-	-	SD G 4, 8	Inclu sive Educ ation	-

	ions and horti- culture farms Genera l control Contro l by rating Regulati on on rating.	General control Control by rating Regulati on on rating.	mutua l funds Planta tions and horti- cultur e farms Gener al contr ol Contr ol by rating Regula tion on rating.								
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**SPECIALIZATION: CRIMINAL LAW**

<b>SOLS 401A</b>	<b>CRIMINOLOGY, PENOLOGY &amp; PROBATION OF OFFENDERS ACT 1958</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 2.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	NA				
<b>Co-requisites</b>	NA				

**Course objectives-**

- 1 To introduce students the broad study of criminology.
- 2 To give a broad overview to the theories of punishment, police system and custodial violence.
- 3 To explain all the provisions of The Probation of Offenders Act, 1958 and also the provisions of Juvenile Delinquency: Juvenile Justice (Care and Protection of Children) Act 2015.
- 4 To make students understand the concept of victimology, criminal justice, role & typology of victims and also about various types of crimes such as White Collar Crime, Organized Crime.

**Outcomes-**

After completion of the course:

**CO1** The students will be able to explain criminology in details.

**CO2** The students will be able to analyse all theories of punishment, understand police system and also about custodial violence.

**CO3** The students will be able to explain all the provisions of The Probation of Offenders Act, 1958 and also the provisions of Juvenile Delinquency: Juvenile Justice (Care and Protection of Children) Act 2015.

**CO4** The students will be able to identify the white collar crimes, organized crimes.

### **Catalogue Description**

Criminology involves a detailed study to understanding criminality and getting an in-depth knowledge of criminal justice system, equipping the students with skills that, allow them to analyze data, determine the cause of crime and predict ways of preventing criminal behavior and crimes. This subject aims to analyze various schools of criminology and various types of crimes such as white collar crime, organized crime and such other related types of crime.

### **Course Content**

#### **UNIT I**

**8 LECTURES**

Criminology: Definition, Nature and Scope, Crime and Social Processes, Classical School, Cartographic School, Sociological School, Typological School, Definition of Crime, Elements of Crime as per IPC, Difference between Crime and Tort, Difference between Crime and Immorality

#### **UNIT-II**

**8 LECTURES**

Theories of Punishment, The Police System, Functions and Duties of the Police, Custodial Violence, Police- Community Relations, Prison System: Prison Reforms and open prison system in India

#### **UNIT-III**

**14 LECTURES**

Treatment and Correction of Offenders, Probation: The Probation of Offenders Act, 1958, Parole

Juvenile Delinquency: Juvenile Justice (Care and Protection of Children) Act, 2015

#### **UNIT-IV**

**11 LECTURES**

Victimology, Nature and Development, Victim and Criminal Justice, Role and Typology of Victims, Recidivism, White Collar Crime, Organized Crime, Cyber Crime, Environmental Crime, Prevention of Crime, Types of Criminals: Violent Criminals, First time offenders, Career Criminals, Cyber Criminals

**SUGGESTED READINGS:**

Paranjape, N.V on Criminology and Penology

Siddique, Ahmed on Criminology

**BARE ACT:** The Probation of Offenders Act 1958,  
Juvenile Justice (Care and Protection of Children) Act 2015

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**  
**Examination Scheme:**

<b>Components</b>	<b>Continuous Assessment (Quiz/Assignment/ Presentation/ Extempore</b>	<b>Mid Term Examination</b>	<b>Attend ance</b>	<b>End Term Examination</b>
<b>Weightage (%)</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>50</b>

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

<b>Mapping between COs and POs</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	The students will be able to explain criminology in details.	<b>PO1</b>
<b>CO2</b>	The students will be able to analyse all theories of punishment, understand police system and also about custodial violence.	<b>PO1</b>



Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3
<b>SOLS 401A</b>	<b>CRIMINOLOGY, PENOLOGY &amp; PROBATION OF OFFENDERS ACT, 1958</b>	3	3	3					3	3	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

<b>Programme and Course Mapping</b>										
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO3
CO1	3							2	3	2
CO2		3	3					2	3	2
CO3	3		3					2	3	2
CO4	3		3	3				2	3	2
1=lightly mapped			2= moderately mapped				3=strongly mapped			



Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	PO E/ 4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
<b>Unit I</b>	Criminology: Definition, Nature and Scope	Criminology: Definition, Nature and Scope	Criminology: Definition, Nature and Scope	-	-	-	-	-	Criminal Processes, Classical School, Cartographic School, Sociological School	Criminal Processes, Classical School, Cartographic School, Sociological School	-	SDG 4, 16	Towards More Holistic and Multidisciplinary Education (11.1-11.13)	Skilled Embedded Courses Development
<b>Unit II</b>	Theories of Punishment	Theories of Punishment	Theories of Punishment	-	-	-	-	-	Prison Reforms and open	Prison Reforms and open	-	SDG 4, 16	Optimal Learning	Technical Skills that match Industry needs

									priso n syste m in India	priso n syste m in India				<b>and Soft Skills</b>
<b>U ni t II I</b>	Treat ment and Corre ction of Offen ders and Juv en ile Delin quenc y	Treat ment and Corre ction of Offen ders and Juv en ile Delin quenc y	Treat ment and Corre ction of Offen ders and Juv en ile Delin quenc y	-	-	-	-	-	Treat ment and Corre ction of Offen ders,	Treat ment and Corre ction of Offen ders,	-	SD G 4, 16	Professi onal Educati on (17.1- 17.5)	<b>Techn ical Skills that matc h Indus try needs</b>
<b>U ni t IV</b>	Victi molo gy, Natur e and Devel opme nt, Victi m and Crimi nal Justic e	Victi molo gy, Natur e and Devel opme nt, Victi m and Crimi nal Justic e	Victi molo gy, Natur e and Devel opme nt, Victi m and Crimi nal Justic e	-	-	-	-	-	Role and Typo logy of Victi ms, Recid ivism , Whit e Colla r	Role and Typo logy of Victi ms, Recid ivism , Whit e Colla r	-	SD G 4	<b>Optima l Learnin g</b>	<b>Soft Skills</b>

										Crim e, Orga nized Crim e	Crim e, Orga nized Crim e				
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SOLS 522A	<b>WOMEN AND CRIMINAL LAW</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 2.0</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Total Contact Hours</b>	45 Hours				
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>	-				

#### **Course objectives-**

- 1 To make students aware about legal safeguards enacted for the protection of women.
- 2 To give students knowledge about offences that are committed against women and the laws that punishes the offenders.
- 3 To explain students about the recent developments in the laws to protect the women in India.
- 4 To make students aware about administrative discretion, judicial control of administrative action & judicial review..

#### **Course Outcomes (CO)**

##### **After completion of the course:**

CO1 Students will be able to understand legal safeguards enacted for the protection of women.

CO2 The students will gain knowledge about offences that are committed against women and the laws that punishes the offenders.

CO3 The students will have an understanding about the recent developments in the laws to protect the women in India.

## UNIT I

### Sexual Offences against women in India

- 354, 354A, 354B, 354C, 354D, 509
- Rape
- Sexual Harassment at Workplace
- Obscenity and Indecent Representation of Women.
- Protection of Children from Sexual Offences Act, 2012
- Prevention of Immoral Trafficking Act or Immoral Traffic (Prevention) Act

## UNIT II

### Offences against women in domestic sphere

- Dowry Crimes
- Sec. 494, 495, 498A IPC
- Domestic violence
- Triple Talaq

## UNIT III

### Crime against life and health of women

- Acid Attack
- Dowry Death (Section 304B)
- Honour Killing
- Miscellaneous crimes against women in India
- Female Genital Mutilation
- Witch Hunting

## UNIT IV

### Reproductive rights of women in India

- Termination of Pregnancy under the Indian Penal Code (Ss.312-318)
- Female Foeticide with special reference to Pre-Conception and Pre-Natal Diagnostic Techniques (Regulation and Prevention of Misuse) Act, 1994
- Medical Termination of Pregnancy Act, 1971
- Surrogacy,

TEXT BOOK

Nomita Aggarwal, Women and Law

REFERENCE BOOKS:

1. Dr. Sayed Maqsood, Law Relating to Women
2. S.P. Sathe: Towards Gender Justice
3. Dr. Vijay Sharma: Protection to woman in Matrimonial home

Programme and Course Mapping										
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO3
CO1	3				3			2	3	3
CO2	3				3			2	3	3
CO3	3				3		2	2	3	3
CO4	3				3		2	2	2	3
1=lightly mapped			2= moderately mapped				3=strongly mapped			

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	PO E/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit I	Sexual Offences under Indian Penal Code	Sexual Offences under Indian Penal Code	Sexual Offences under Indian Penal Code	-	-	-	-	-	Sexual Harassment Workplace	sexual Harassment Workplace	-	SDG 4, 5	Professional Education (17.1 - 17.5)	Technical Skills that match Industry Needs; Focus on Employability Skills (Local/ Regional and Global)

<b>Unit II</b>	Dowry Crimes under Indian Penal Code	Dowry Crimes under Indian Penal Code	Dowry Crimes under Indian Penal Code	-	-	-	-	-	Dowry Prohibition Act, 1961	Dowry Prohibition Act, 1961	-	SDG 4, 5	Professional Education (17.1 - 17.5)	Technical Skills that match Industry Needs; Focus on Employability Skills (Local/Regional and Global)
<b>Unit II I</b>	Cruelty & Domestic Violence	Cruelty & Domestic Violence	Cruelty & Domestic Violence	-	-	-	-	-	Cruelty against Married Women	Cruelty against Married Women	-	SDG 4, 5	Professional Education (17.1 - 17.5)	<b>Technical Skills that match Industry needs</b>
<b>Unit IV</b>	Termination of Pregnancy; Surrogacy & PNDCT Act	Termination of Pregnancy; Surrogacy & PNDCT Act	Termination of Pregnancy; Surrogacy & PNDCT Act	-	-	-	-	-			-	SDG 4, 5	<b>Optimal Learning</b>	<b>Soft Skills</b>

<b>SOLS 514A</b>	<b>White Collar Crimes</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 2.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	NA				
<b>Co-requisites</b>	NA				

### **Course objectives-**

- 1 To enable the student to know laws relating to white collar crimes and Know the basic elements of currency violations and tax crimes
- 2 To enable the student to Understand securities fraud and insider trading.
- 3 To enable the student to learn Remedial measures to curb White Collar Crimes and IT ACT
4. To provide the student with knowledge of The Prevention of Money Laundering Act/The Prevention of Corruption Act

### **Course Outcomes-**

After completion of the course:

**CO1** The students will be able to demonstrate familiarity with the various definitions of white collar crime and distinguish it from other varieties of criminal conduct.

**CO2** The students will understand to examine issues in investigating, prosecuting, defending, punishing and deterring white collar crime.

**CO3** The students will be able to evaluate current investigative and legal methods for prevention of such crimes.

**CO4** The students will able to Evaluate the provisions of money laundering and prevention of corruption act.

**Catalogue Description** Understanding of laws relating to white collar crimes and know the basic elements of currency violations and tax crimes. Understand securities fraud and insider trading. Explain money laundering. Remedial measures to curb White Collar Crimes and IT ACT. The Prevention of Money Laundering Act/The Prevention of Corruption

### **Course Content**

**UNIT I** **10**

**LECTURES**

Nature, Concept & Scope of White Collar Crime, Classification of White Collar Crime, Sutherland's view on White Collar Crime, Criticism of Sutherland's view on White Collar Crime, Growth of White Collar Crime in India Men-srea and White Collar Crime

**UNIT II** **10**

**LECTURES**

Hoarding, Black-marketing & Adulteration, Tax evasion, White collar crime in different professions – Medical, Engineering, Legal, Educational Institutions, White collar crime in Business, Fake employment / placement rackets, (delete), Electoral Offences: sec 125 to 137 of Representation of People Act 1951.

**UNIT III** **10**

**LECTURES**

White collar crime vs. Traditional crime, judicial response to White collar crime, Remedial measures to curb White Collar Crimes, Information Technology Act 2000 in combating Hacking, Cyber fraud, Corporate Crimes-Meaning and Nature, Types of Corporate Crimes Offences Relating to Statutory Noncompliance under Companies Act, Vicarious Liability of Corporation

**UNIT IV – 10 LECTURES**

**Statues dealing with White Collar Offences**

**The Prevention of Corruption Act, 1988**-Salient features of the Act, Offences committed by Public Servant & bribe giver, Sanction for Prosecution, Presumption where public servant accepts gratification, Prosecution and Penalties

**The Prevention of Money Laundering Act, 2002**

Salient features of the Act, Definition & Scope of Money Laundering, Survey, Search & Seizure, Attachment, Powers to arrest under the Act, Adjudication by the Adjudicating authorities & Special Courts, Obligation of banking companies, financial institutions and Intermediaries

**The Essential Commodities Act, 1955**

**SUGGESTED READINGS**

White Collar Crimes, Causes Prevention Law and Judicial Trends, Dr. Shailesh Kumar Sing  
S.P. Singh, Socio- Economic Offences (1st Ed., 2005, Reprint 2015)



Ahmed Siddiqui, Criminology: Problems and Perspectives (4th Ed., 1997)

Seth and Capoor, Prevention of Corruption Act with a treatise on Anti- Corruption Laws (3rd Ed., 2000)

C. Mehanathan, Law on Prevention of Money Laundering in India (2014)

N.V Paranjape, Criminology, Penology with Victimology, 16th Ed., 2014, Central Law Publications

Justice Jaspal Singh, Socio Economic Offences

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

<b>Components</b>	<b>Continuous Assessment (Quiz/Assignment/ Presentation/ Extempore</b>	<b>Mid Term Examination</b>	<b>Attend ance</b>	<b>End Term Examination</b>
<b>Weightage (%)</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>50</b>

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

<b>Mapping between COs and POs</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	Learn about the various definitions of white collar crime and distinguish it from other varieties of criminal conduct.	<b>PO1,PO2</b>
<b>CO2</b>	Understand the concept of examining issues in investigating, prosecuting, defending, punishing and deterring white collar crime.	<b>PO1, PO2,PO4,PO5</b>
<b>CO3</b>	Evaluate current investigative and legal methods for prevention of such crimes	<b>PO1, PO2,PO6,</b>
<b>CO4</b>	Evaluate the provisions of money laundering and prevention of corruption act.	<b>PO1, PO2,PO5,PO6</b>

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3
SOLS 514A	WHITE COLLAR CRIMES	3	2		3	3	2				3
		SUBSTANTIVE AND PROCEDURAL INTELLIGENCE	ADVERSARIAL AND INQUISITORIAL JURISPRUDENCE	PRODUCTIVE CIVILIAN	PROFESSIONAL ETHICS, VALUES AND CONDUCT	SURROUNDINGS AND SUSTAINABILITY	SKILL DEVELOPMENT	CRITICAL THINKING, LEGAL REASONING AND RESEARCH SKILLS	Understand the interdisciplinary nature of law and the contributions that other disciplines can make to the study of	Conduct legal research using analytical and critical thinking.	Understanding of the legal provisions and developing skills required for legal profession

1=weakly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping										
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO3
CO1	3	1							2	2
CO2	2	2		2	3				2	2
CO3	2	2				3			2	2
CO4	3	2			2	3			2	2
1=lightly mapped			2= moderately mapped				3=strongly mapped			

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	PO E/ 4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit I	Nature, Concept & Scope of White Collar Crime	Nature, Concept & Scope of White Collar Crime	Nature, Concept & Scope of White Collar Crime	Sutherland's view on White Collar Crime	-	-	-	Growth of White Collar Crime in India	-	-	-	SDG 4, 16	-	Technical Skills that match Industry needs and soft skills
Unit II	Hoarding, Black-marketing &	Hoarding, Black-marketing &	Hoarding, Black-marketing &	-	-	-	Electoral Offences: sec 125 to	-	-	-	-	SDG 4, 16	-	Technical Skills that match Industry needs

	Adult eration, Tax evasio n, White collar crime in differ ent profes sions	ting & Adult eratio n, Tax evasio n, White collar crime in differ ent profes sions	Adult eratio n, Tax evasio n, White collar crime in differ ent profes sions					137 of Repres entatio n of People Act 1951.						and soft skills
<b>U ni t II I</b>	White collar crime vs. Tradit ional crime	White collar crime vs. Tradit ional crime	White collar crime vs. Tradit ional crime	-	-	-	-	Inform ation Techn ology Act 2000 in comba ting Hackin g, Cyber fraud,			-	SD G 4	Opti mal Lea rnin g	Soft Skills
<b>U ni t IV</b>	Statue s dealin g with White Collar Offen ces	Statue s dealin g with White Collar Offen ces	Statue s dealin g with White Collar Offen ces	-	-	-	-	Prosec ution and Penalti es Of Statues dealin g with White			-	SD G 4, 16	12.1 Pra ctic al Lea rnin g Out come	Skill devel opme nt & soft skills

								Collar Offences									
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<b>SOLS 426A</b>	<b>OFFENCES AGAINST CHILD AND JUVENILE OFFENCES</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 2.0</b>		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Total Contact Hours</b>	45 Hours				
<b>Pre-requisites/Exposure</b>	Ph				
<b>Co-requisites</b>	-				

### Course Objectives

1. To provide comprehensive knowledge to students about Concept of Child the offences that is committed against child.
2. To provide knowledge about Juvenile Delinquency and about The Immoral Traffic (Prevention) Act 1956, the Juvenile Justice (Care and Protection of Children) Act, 2015
3. To enable the students to understand the meaning of crime related to child and the essential principles of Criminal liability by a study of various offences under the Indian Penal Code, Constitution Law, Juvenile Justice Act 2015, etc.
4. To provide information about the Child marriage Restraint Act which is now The Prohibition Of Child Marriage Act, 2006

### Course Outcomes (CO)

#### After completion of the course:

CO1: It emphasized the students to understand about the Concept of Child & Offences against Child.

CO2: This course will make the students to understand the importance of Juveniles delinquency and the impact of juvenile delinquency and also be able to understand about the Immoral Traffic (Prevention) Act 1956, the Juvenile Justice (Care and Protection of Children) Act, 2015

CO3: Students will be able to know about certain legislative provisions for the Protection of Child and Juveniles

CO4: Students will acquire the comprehensive knowledge about the Child marriage Restraint

Act which is now The Prohibition Of Child Marriage Act, 2006 and about the National Policy for Children

### UNIT I

Concept of Child and Juvenile Definition and concepts of term child and Juvenile Causes of offence against child. International protection to child and convention Offences against Child Child abuse ,Child labour and forced labour , Kidnapping, abduction , Abetment of suicide of child 5. Sale of obscene objects to young. Provisions in Information Technology Act, 2008: Section 67B; the Protection of Children from Sexual Offences Act 2012

### UNIT II

The Immoral Traffic (Prevention) Act 1956, Juvenile Delinquency-Nature, causes, Juvenile Court System, Treatment and rehabilitation of juveniles, Legislative and judicial protection of juvenile offender, Juvenile Justice Act, 2001. the Juvenile Justice (Care and Protection of Children) Act, 2000

### UNIT III

Protection of Child and Juveniles -Under the provisions of constitution (fundamental rights and directive-principles) , Under IPC, 1860,Under CRPC, 1973,Under Contract Act, 1872,Under Juvenile Justice Act, 2001The Child Labour (Prohibition and Regulation) Act, 1986; Constitutional Provisions: Provisions regarding welfare of Child

### UNIT IV

Child marriage (Child Marriage Restraint Act) Abandonment of child Custody of Child during matrimonial suit. Obligations to supply necessaries to children The Child Marriage Restraint Act, 1929, National Policy for Children

### BOOKS REFERED

Paras Diwan, Children & Legal Protection

O.P. Mishra, Law Relating to women & child

Savitri Goonesekar, Children Law and Justice

Programme and Course Mapping										
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO3
CO1	3							2	3	3
CO2		3			3			2	3	3
CO3	3						2	2	3	3
CO4						2	2	2	3	3
1=lightly mapped			2= moderately mapped				3=strongly mapped			

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	POE/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit I	Concept of Child and Juvenile Definition and concepts of term child and Juvenile Cause of offence against child.	Concept of Child and Juvenile Definition of child and Juvenile offence against child.	Concept of Child and Juvenile Definition and concepts of term child and Juvenile Cause of offence against child.	International protection to child and juvenile offences against child.	-	-	-	-	Offences against Child abuse, Child labour and forced labour, Kidnapping, abduction, Abetment of suicide of child.	Offences against Child abuse, Child labour and forced labour, Kidnapping, abduction, Abetment of suicide of child.	-	SDG 4, 5	-	Technical Skills that match Industry needs and soft skills

<b>Unit II</b> The Immoral Traffic (Prevention) Act 1956, Juvenile Delinquency-Nature, cause, Juvenile Court System	The Immoral Traffic (Prevention) Act 1956, Juvenile Delinquency-Nature, causes, Juvenile Court System	The Immoral Traffic (Prevention) Act 1956, Juvenile Delinquency-Nature, cause, Juvenile Court System	-	-	-	-	-	Treatment and rehabilitation of juveniles, Legislative and judicial protection of juvenile offender	Treatment and rehabilitation of juveniles, Legislative and judicial protection of juvenile offender	-	SDG 4, 5	12. Practical Learning Outcome	Technical Skills that match Industry needs and soft skills
<b>Unit II</b> Protection of Child and Juveniles - Under the provisions of constitution (fundamental rights and directive-principles)	Protection of Child and Juveniles - Under the provisions of constitution (fundamental rights and directive-principles)	Protection of Child and Juveniles - Under the provisions of constitution (fundamental rights and directive-principles)	-	-	-	-	-	The Child Labour (Prohibition and Regulation) Act, 1986; Constitutional Provisions regarding welfare of Child	The Child Labour (Prohibition and Regulation) Act, 1986; Constitutional Provisions regarding welfare of Child	-	SDG 4, 5	Optimal Learning	Soft Skills



	rights and directive-principles)												
<b>Unit I V</b>	Child marriage (Child Marriage Restraint Act) Abandonment of child during Custody of Child during matrimonial suit	Child marriage (Child Marriage Restraint Act) Abandonment of Child during matrimonial suit	Child marriage (Child Marriage Restraint Act) Abandonment of child during matrimonial suit	-	-	-	-	the Child Marriage Restraint Act, 1929	the Child Marriage Restraint Act, 1929	-	SDG 4, 5	12.1 Practical Learning Outcome	Skill development & soft skills

SOLS 321A	<b>CRIMINAL PSYCHOLOGY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 2.0</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Total Contact Hours</b>	45 Hours				
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>	-				

### **Course objectives-**

1. To provide students with an understanding of the various theories of crime and prevention of crime
2. To study the law pertaining to collection and use of evidence both primary and secondary.
3. To acquaint the students with the concept of Psychological Disorders and Criminal Behavior.
4. To equip students with knowledge about the role of psychology in the treatment of offenders at the end.

### **Course Outcomes-**

#### **After completion of the course:**

CO1 The students will be able to have an in-depth understanding of the role of psychology and crime.

CO2 The students will have an understanding of the various theories of crime and prevention of crime.

CO3. The students will be able to understand the concept of Psychological Disorders and Criminal Behavior.

CO4 The students will have knowledge about the role of psychology in the treatment of offenders at the end.

### **UNIT I**

Psychology and Schools of Psychology:

1. Psychology: Concept, Meaning and Scope,
2. Schools of Psychology,
3. Criminal Psychology
4. Human Psychology and Behaviour

### **UNIT II**

Crime and Theories of Crime:

1. Crime: Nature, concept and essential elements
2. Theories of Crime

- a) Sociological Theory,
- b) Biological Theory,
- c) Psychological Theory and
- d) Socio-economic and Psychological Theory

### **UNIT III**

Psychological Disorder and Dimensions of Deviant Behaviour:

- 1. Psychological Disorder: Nature and Meaning,
- 2. Dimensions of Deviant Behaviour
  - a) Juvenile Delinquency,
  - b) Adolescent Deviance,
  - c) Adult offenders
  - d) Sex offenders, Nechrophelia
  - e) Serial Killers.

### **UNIT IV**

Modern Trends of Crime and Law Enforcement Agency:

- 1. Modern Trends of Crime and Psychological Explanations,
  - a) Drug Addiction and Drug Abuse related Crimes,
  - b) Suicidal Tendency and Factors responsible,
  - c) Cyber Crimes: Factors and Implications and
  - d) Terrorism: Its causes and Implications.
- 2. Crime and Law Enforcement Agencies
  - a) Recruitment of Police Personnel: Process and Prospects,
  - b) Police Functioning: Its Physical/Psychological impact on the police personnel and their families and
  - c) Training of Police Personnel.
- 3. Role of Psychology in the deduction, investigation and prevention of crime and treatment of the deviants

### **TEXTBOOK**

Criminal Psychology, Dr. S.R. Myneni

### **REFERENCE BOOK**

Criminal Psychology, Navin Kumar, LexisNexis

Programme and Course Mapping										
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO3
CO1	3						2	2	3	2
CO2	3	2			2		2	2	3	2
CO3	3	3			2		2	2	3	2
CO4	3	3			2		2	2	3	2
1=lightly mapped                      2= moderately mapped                      3=strongly mapped										

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	PO E/ 4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit I	Introduction to psychology and crime	Introduction to psychology and crime	Introduction to psychology and crime	-	-	-	-	-	-	relationship between psychology and crime	-	SDG 4	Optimal Learning	Skill development & soft skills
Unit II	Theories of Crime	Theories of Crime	Theories of Crime	-	-	-	-	-	-	Sociological Theory of Crime, Biological Theory of Crime,	-	SDG 4	Optimal Learning	soft skills

										Psychological Theory of Crime, Socio Psychological Theory of Crime				
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<b>SOLS 527A</b>	<b>FORENSIC SCIENCE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
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<b>Unit II</b>	Psychological Disorders and Criminal Behaviour	Psychological Disorders and Criminal Behaviour	Psychological Disorders and Criminal Behaviour	-	-	-	-	-	-	Juvenile Delinquency, mentally ill offenders, serial killers and sex offenders	-	SDG 4, 5	Optimal Learning	Soft Skills
<b>Unit IV</b>	Select ion of law enforcement personnel	Select ion of law enforcement personnel	Select ion of law enforcement personnel	-	-	-	-	-	-	Role of Psychology in Treatment of Offenders	-	SDG 4, 5	12. Practical Learning Outcome	Skill development & soft skills

<b>Version 2.0</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Total Contact Hours</b>	45 Hours				
<b>Pre-requisites/Exposure</b>	Ph				
<b>Co-requisites</b>	-				

### **Course objectives-**

- 1 To familiarize the students with the meaning, scope and need of forensic science
- 2 To provide the students an understanding about organization of crime laboratory
- 3 To give an understanding of the Functions and Duties of Forensic Scientist
- 4 To explain about meaning and purpose of Crime Scene Investigation.

### **Course Outcomes (CO)**

#### **After completion of the course:**

CO1 The students will be able to understand the meaning, scope and need of forensic science.

CO2 The students will be able to understanding about organization of crime laboratory

CO3 The students will have an understanding of the Functions and Duties of Forensic Scientist

CO4 The students will know the meaning and purpose of Crime Scene Investigation.

### **UNIT I**

Meaning and Scope and Need of Forensic Science, History of Forensic Science: Hans Gross, Edmond Locard; Principles of Forensic Science

### **UNIT II**

Organization of Crime Laboratory: Crime Labs, Services of Crime Labs, Crime Lab Units, Basic and Optional Services provided by Full Service Crime Laboratories; Forensic Labs in India: Central Forensic Science Laboratory and State Forensic Science Laboratory,

### **UNIT III**

Functions and Duties of Forensic Scientist, Code of Conduct for Forensic Scientist, Qualifications of Forensic Scientist, Meaning of Crime Scene, Types of Crime Scene: Outdoor Crime Scene, Indoor Crime Scene, Conveyance Crime Scene, Who All at Crime Scene

### **UNIT IV**

Meaning and Purpose of Crime Scene Investigation, Basic Stages in Crime Scene Investigation: Approach Scene and protect it, Initiate Preliminary Survey, Examination of Scene, Documentation of Scene, Record and Collect Physical Evidence, Conduct Final

Survey, Releasing the scene of Crime; Evaluation in Forensic Science

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	PO E/ 4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
<b>Programme and Course Mapping</b>														
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO3				
CO1	3							2	2	3				
CO2	3							2	2	3				
CO3	3				3			2	2	3				
CO4	3					3	2	2	2	3				
1=lightly mapped					2= moderately mapped					3=strongly mapped				
<b>Unit I</b>	Meaning and Scope and Need of Forensic Science	Meaning and Scope and Need of Forensic Science	Meaning and Scope and Need of Forensic Science	History of Forensic Science: Hand Gross, Edmond Locard	Principles of Forensic Science	-	-	-	-	-	-	SDG 4	Optimal Learning	Skill development & soft skills
<b>Unit II</b>	Organization of Crime Laboratory	Organization of Crime Laboratory	Organization of Crime Laboratory	-	Central Forensic Science Laboratory and State Forensic	-	-	-	-	-	-	SDG 4	Optimal Learning	soft skills

		atory			c Science Laborat ory																
<b>U ni t II I</b>	Func ti ons and Duties of Forens ic Scient ist, Code of Condu ct for Forens ic Scient ist, Qualif ication s of Forens ic Scient ist	Func ti ons and Duties of Forens ic Scient ist, Code of Condu ct for Forens ic Scient ist, Qualif ication s of Forens ic Scient ist	Func ti ons and Duties of Forens ic Scient ist, Code of Condu ct for Forens ic Scient ist, Qualif ication s of Forens ic Scient ist	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	SD G 4	Opti mal Lea rnin g	Soft Skills



Unit I V	Meaning and Purpose of Crime Scene Investigation, Basic Stages in Crime Scene Investigation	Meaning and Purpose of Crime Scene Investigation, Basic Stages in Crime Scene Investigation	Meaning and Purpose of Crime Scene Investigation, Basic Stages in Crime Scene Investigation	-	Conduct Final Survey, Releasing the scene of Crime; Evaluation in Forensic Science	-	-	-	-	-	-	-	SD G 4	Practical Learning Outcome	Skill development & soft skills

**Course objectives-**

- 1.To familiarize the students with the meaning and scope of International Criminal law.
- 2 To make students understand about the function and structure of International Criminal

SOLS 425A	INTERNATIONAL CRIMINAL LAW	L	T	P	C
Version 2.0		3	1	0	4
<b>Total Contact Hours</b>	45 Hours				
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>	-				

Court

3 To explain the student about crimes within the jurisdiction of International Criminal Court and prosecution thereof.

4 To make the students know about provisions related to appeal and revision under International Criminal Court.

**Course Outcomes (CO)**

**After completion of the course:**

CO1 The students will be able to understand the meaning and scope of International Criminal



Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	PO E/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit I				Meaning of International criminal law	-	-	-	-	-	-	-	SDG 4	Optimal Learning	soft skills
Unit II				International Criminal Court: Structure of International Criminal Court; International Criminal Court;	-	-	-	-	-	-	-	SDG 4	Practical Learning Outcome	soft skills
Unit III				Crimes within the jurisdiction of	Investigation and Prosecution	-	-	-	-	-	-	SDG 4	Optimal Learning	Projects

				International Provisions of Criminal Court; International Criminal Court									
<b>Unit I V</b>				Penalties Provisions of International Criminal Court	Penalties Provisions of International Criminal Court	-	-	-	-	-	-	SD G 4	Practical development & Project Outcome

<b>SLAW 424A</b>	<b>COMPARATIVE CRIMINAL PROCEDURE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 2.0</b>		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Total Contact Hours</b>	45 Hours				
<b>Pre-requisites/Exposure</b>	Ph				
<b>Co-requisites</b>	-				

**Course objectives-**

1. To provide comprehensive knowledge about the procedures that take place in criminal courts .
2. To enable the student to learn about the pre trial procedures that take place in criminal courts.
3. To enable the student to learn about the trial procedures that take place in criminal courts
4. To enable the student to learn about the correctional measures that is provided to offenders

## Course Outcomes (CO)

### After completion of the course:

CO1 The students will be able to know about the procedures that take place in criminal courts.

CO2 The students will learn about the pre trial procedures that take place in criminal courts

CO3 The students will learn about the trial procedures that take place in criminal courts .

CO4 The students will have the knowledge of correctional measures that is provided to offenders

### UNIT I

Organization of Courts: Hierarchy of Criminal Courts and their jurisdiction; Nyay Panchayat in India.

### UNIT II

Pre Trial Process: Bringing information about crime incident before the formal system (Police or Magistrate) Sections 154, 155 and 190, Investigation of Crime (Sections 157 to 173), Roles of the Prosecutor and the Judicial Officer in Investigation, Arrest and Questioning of the Accused, Evidentiary Value of Statements/articles seized/collected by the police, Rights of Accused and Victim, Right to Counsel and Legal Right, Withdrawal of Prosecution.

### UNIT III

Trial Procedure: Role of Judge, prosecutor and defense attorney in the trial, Main features of session's trial, warrant, trial, summons trial and Summary Trial, Provisions regarding Bail and Bail Bond, Plea Bargaining, Identification Parade, Expert Evidence, Burden of Proof

### UNIT IV

Correctional Measures: Institutional Correction of Offenders, Law relating to Probation and Parole, Role of the Court in Correctional Programmes in India, Provisions relating preventive measure in the Criminal Procedure Code

### TEXTBOOK

Comparative Criminal Procedure, Prof. (Dr.) Priya Sepaha

### REFERENCE BOOK

Comparative Criminal Procedure, H.K. Bharti,

Programme and Course Mapping										
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO3
CO1	3	3						2		3
CO2	3	3						2		3
CO3	3	3				3	3	2		3
CO4	3	3				3	3	2		3
1=lightly mapped			2= moderately mapped				3=strongly mapped			

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	PO E/4 <sup>th</sup> IR	
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability				
Unit I	Hierarchy of Criminal Courts and their jurisdiction; Nyay Panchayat in India.	Hierarchy of Criminal Courts and their jurisdiction; Nyay Panchayat in India.	Hierarchy of Criminal Courts and their jurisdiction; Nyay Panchayat in India.	-	Hierarchy of Criminal Courts	-	-	-	-	-	-	SDG 4	Optimal Learning	soft skills	

<b>Unit II</b>	Pre Trial Process India	Pre Trial Process India	Pre Trial Process India	-	Arrest and Questioning of the Accused, Evidentiary Value of Statements/articles seized/collected by the police,	-	-	-	-	-	-	-	SDG 4, 16	Practical Learning Outcome	<b>Technical Skills that match Industry Needs</b> And projects
<b>Unit II I</b>	Trial Procedure	Trial Procedure	Trial Procedure	-	Main features of session's trial, warrant, trial, summons trial and Summary Trial, Provisions regarding Bail	-	-	-	-	-	-	-	SDG 4, 16	Practical Learning Outcome	<b>Technical Skills that match Industry Needs</b> And projects
<b>Unit I V</b>	Correctional Measures of Offenders	Correctional Measures of Offenders	Correctional Measures of Offenders	-	Law relating to Probation and Parole	-	-	-	-	-	-	-	SDG 4, 16	Practical Learning Outcome	Skill development & Project

## SPECIALIZATION: INTERNATIONAL LAW

<b>SOLS 518 A</b>	<b>International Environment Law</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 2.0</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Total Contact Hours</b>	45 Hours				
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>	-				

### Course objectives-

- 1 To make student understand the historical background of International Environment Law and human rights to live in pollution free environment.
- 2 To explain the students about Sources and Principles of International Environment Law
- 3 To make student understand the Basel Convention and Vienna Convention.
4. To make the students know about the Role of international Institutions and state liabilities.

### Course Outcomes-

After completion of the course:

**CO1** The students will be able historical background of International Environment Law and human rights to live in pollution free environment

**CO2** The students will have the knowledge about Sources and Principles of International Environment Law.

**CO3** The students will have an understanding of Basel Convention and Vienna Convention.

**CO4** The students will know Role of international Institutions and state liabilities.

### Catalogue Description

International environmental law is a branch of public international law - a body of law created by States for States to govern problems that arise between States. It is concerned with the attempt to control pollution and the depletion of natural resources within a framework of sustainable development. Multilateral environmental agreements are a subset of the international conventions acknowledged by Article 38 (1) of the Statute of the International Court of Justice as a source of international law with specific focus on environmental matters. we have so many judicial decision and juristic writings but these are not source of binding law in and of themselves, but are subsidiary means of determining the law. International



Convention International Customary Law General Principles Judicial Decisions Juristic Writings International environmental law covers topics such as biodiversity, climate change, ozone depletion, toxic and hazardous substances, desertification, marine resources, and the quality of air, land and water. It also has synergies with related areas of international law like international trade, human rights, international finance, and so on. International Environment law gives a detail understanding on environmental issues at international level.

## **Course Content**

### **UNIT I**

**10 LECTURES**

1. Historical Evolution
- 2 Developed and Developing Countries Perspectives
3. Stockholm, Rio and Johannesburg

### **UNIT II**

**10 LECTURES**

#### **Sources and Principles of International Environment Law**

Sources: Treaties, Custom, General Principles of Law, Sovereignty over Natural Resources

Principles: Precaution Principle, Polluter Pays Principle, Inter-generational equity, Public Trust Doctrine, Principle of no fault liability: Absolute Liability

### **UNIT III**

**10 LECTURES**

#### **Conventions**

1. Convention on the Control of Trans Boundary Movement of Hazardous Wastes and their Disposal 1989
2. Protection of Ozone Layer- Vienna Convention and Montreal Protocol
3. The Climate Change Convention

### **UNIT IV**

**10 LECTURES**

#### **International Institutions**

1. Role of International Institutions
2. Standards Applied in Civil and Criminal Liability
3. The Role of Non-governmental Organizations

## SUGGESTED READINGS

- Donald K. Anton, Jonathan I. Charney, Philippe Sands, Thomas Schoenbaum and Michael J. Young, International Environmental Law: Cases, Materials, Problems (LexisNexis 2007).
- Elli Louka, International environmental law: fairness, effectiveness, and world order, Cambridge University Press, 2006
- Pilippe Sands, Principles of international environmental law, Cambridge University Press, 2003
- S Bhatt, International Environmental Law, APH Publishing, 2007
- Edith Brown Weiss, Daniel Barstow Magraw, Paul C. Szasz, International environmental law: basic instruments and references, 1992-1999, Volume 2, Transnational Publishers, 1999.
- Documents in International Environmental Law, Philippe Sands, Eds, Cambridge University Press, 2004. Alexandre Charles Kiss, Dinah Shelton, International environmental law, Transnational Publishers, 2004. P.K. Rao, International environmental law and economics, ley-Blackwell, 2002.

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

<b>Components</b>	<b>Continuous Assessment (Quiz/Assignment/ Presentation/ Extempore</b>	<b>Mid Term Examinat ion</b>	<b>Attend ance</b>	<b>End Term Examination</b>
<b>Weightage (%)</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>50</b>

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

<b>Mapping between COs and POs</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	The students will be able to understand the meaning of Pollution and human rights to live in pollution free environment	<b>PO5</b>

<b>CO2</b>	The students will have the knowledge of Stockholm convention and Earth summit.	<b>PO5,PO7</b>
<b>CO3</b>	The students will have an understanding of Basel Convention and Vienna Convention.	<b>PO5, PO7</b>
<b>CO4</b>	The students will know Role of international Institutions and state liabilities.	<b>PO1</b>

		SUBSTANTIVE AND PROCEDURAL INTELLIGENCE	ADVERSARIAL AND INQUISITORIAL JURISPRUDENCE	PRODUCTIVE CIVILIAN	PROFESSIONAL ETHICS, VALUES AND CONDUCT	SURROUNDINGS AND SUSTAINABILITY	SKILL DEVELOPMENT	CRITICAL THINKING, LEGAL REASONING AND RESEARCH SKILLS	Understand the principles of law, its processes, procedures and relevant application in the legal world.	Conduct legal research using analytical and critical thinking..	Demonstrate adequate legal skills in different context.
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
<b>SOLS 518 A</b>	<b>International Environment Law</b>	1				3		3			1

1=weakly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping										
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO3
CO1	3				3			2		2
CO2	3	3	3					2		2
CO3	3	3	3					2		2
CO4	3	3					3	2		2
1=lightly mapped			2= moderately mapped				3=strongly mapped			

-	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				S D G	NE P	PO E/4 <sup>h</sup> IR
	L o c a l	Re g i o n a l	Nat i o n a l	Glo b a l	Empl o y a b i l i t y	Entrep r e n e u r s h i p	Skill Deve lop m e n t	Prof ess i o n a l Eth i c s m m	G e n d e r	Hu m a n V a l u e s	Envir onme nt & Susta inabi lity			
U n i t 1	-	-	histor ical backg round of Intern ationa l Envir onme nt Law and huma	histor ical backg round of Intern ationa l Envir onme nt Law and huma	-	-	-	-	-	histor ical backg round of Intern ationa l Envir onme nt Law and huma	histor ical backg round of Intern ationa l Envir onme nt Law and huma	13.3	Optim al Learni ng Envior nmen ts	-

			in rights to live in pollution free environment.	in rights to live in pollution free environment.					in rights to live in pollution free environment.	pollution free environment.			
Unit II	-	-	Sources and Principles of International Environment Law	Sources and Principles of International Environment Law	Precaution Principle, Polluter Pays Principle, Intergenerational equity, Public Trust Doctrine, Principle of no fault liability: Absolute Liability	--	-	-	Precaution Principle, Polluter Pays Principle, Intergenerational equity, Public Trust Doctrine, Principle of no fault liability: Absolute Liability	Precaution Principle, Polluter Pays Principle, Intergenerational equity, Public Trust Doctrine, Principle of no fault liability: Absolute Liability	-	Optimal Learning Environments	Employability

U ni t III	-	-	under stand the Basel Conv ention and Vienn a Conv ention .	under stand the Basel Conv ention and Vienn a Conv ention .	-	-	-	-	-	-	-	-	<b>Optim al Learn ing Envior nmen ts</b>	-
U ni t IV	-	-	Role of intern ationa l Instit utions and state liabili ties	Role of intern ationa l Instit utions and state liabili ties	-	-	--	-	-	-	-	-	-	-

<b>SOLS 408A</b>	<b>HUMANITARIAN and REFUGEE LAW</b>	L	T	P	C
<b>Version 2.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	--				
<b>Co-requisites</b>	--				

### **Course objectives-**

- 1.To introduce the concept of Human Rights, International Bill of Rights and protections of the rights of vulnerable sections under auspices of United Nation.
2. To study about the development and bills of International Humanitarian Law.
3. To explain the concept of Refugees and its various conventions and protocols.
4. To introduce the development and enforcement of Human Rights in India

### **Course Outcomes-**

1. To explain Human Rights and their essence accordingly various Declarations, Covenants and Protocols
2. To describe the principles of humanity at the time of international and non-international war or conflicts.
3. To enhance awareness of Refugee’s conditions and protection from violations.
4. To outline the laws and enforcement machineries to protect human rights in India

### **Catalogue Description:**

International Humanitarian Law (IHL) and Human Rights Law are complementary. They both seek to protect human dignity, though they do so in different circumstances and in different ways. Human rights law applies at all times and in all circumstances, and it concerns all persons subject to the jurisdiction of a State. Its purpose is to protect individuals from arbitrary behavior by the State. Human rights law, therefore, continues to apply in times of armed conflict. However, human rights treaties, such as the International Covenant on Civil and Political Rights, the European Convention and the American Convention on Human Rights authorize derogations under stringent conditions from some rights in time of “public emergency which threatens the life of the nation,” of which armed conflict is certainly an

example. It was under the influence of the United Nations (U.N.) and the Universal Declaration of Human Rights of 1948 that the development of human rights began in earnest. Two important covenants were signed in 1966: the International Covenant on Civil and Political Rights (first generation of human rights) and the International Covenant on Economic, Social and Cultural Rights (second generation of human rights). The first covenant remains the standard. It has served as a model for many other treaties as well as national charters of rights and freedoms. The second one, on the other hand, saw its impact limited by the potential for economic development in each country and by regional characteristics. The third generation of human rights involves emerging universal rights such as the right to development, peace, a healthy environment, etc. However, those rights have yet to be clearly defined or enforced. Human rights have also been recognized through regional organizations: European Convention for the Protection of Human Rights and Fundamental Freedoms (1950, Council of Europe), American Convention on Human Rights (1969, Organization of American States), African Charter on Human and Peoples' Rights (1981, Organization of African Unity).

## **Course Content**

### **UNIT I**

**8 Lectures**

#### **Origin and Development of Human Rights**

**United Nations and Human Rights: International Bill of Rights:** UDHR (Universal Declaration of Human Rights), International Covenants: Civil and Political Rights, Economic, Social and Cultural Rights;

Human Rights and Vulnerable Sections: Children, Women, Disabled Persons, Racial Minorities, Prisoners (war prisoners and others), Refugee and Immigrants, SC/ST. Human Rights Council, International Criminal Court.

### **UNIT II**

**8 Lectures**

#### **International Humanitarian Law:**

History and evolution, Growth, Character of International Humanitarian Law, Geneva Convention I, Geneva Convention II, Geneva Convention III and Geneva Convention IV, 1949, Additional Protocol I to Geneva Conventions, 1977, Additional Protocol II to Geneva Conventions II 1977.



Enforcement Machinery: War Crimes, Serious breaches of International Humanitarian Law, International Criminal Court (ICC).

### UNIT III

10 Lectures

**Refugees under International Law:** Who is a refugee?, Convention Relating to the Status of Refugees, 1933, Convention on Status of Refugees, 1951, The 1967 Protocol, Role of the UNHCR, Treatment of Refugees under Indian Laws

### UNIT IV

14 Lectures

**Human Rights in India:** Evolution of concept, National freedom movement, Social and political movements, Dalit movements, Women's movements, Environmental movements, Criminal justice system and protection of human rights : treatment of individuals in situations of crime, Human rights of the accused.

**Human Rights Enforcement in India:** Role of Constitution, Role of Judiciary; National Institutions (composition, powers and functions): NHRC, SHRC, NCW, NGO's etc. Protection of Human Rights Act, 1993

### SUGGESTED READINGS

1. S.K Kapoor, International Law and Human Rights
2. Dr. H.O. Agarwal, Human Rights, Central Law Publications
3. Rashee Jain, Textbook on Human Rights Law and Practice
4. Justice D M Dharmadhikari, Human Values & Human Rights
5. Alok Kumar Meena, Human Rights in India
6. R.K. Tiwari, Introduction to Human Rights
7. Pratyush Vatsala, Human Rights Education
8. Arundhati Bhattacharyya, Human Rights and The World Today
9. S. Narayan, Human Rights Dynamics in India

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

Components	Continuous Assessment (Quiz/Assignment/ Presentation/ Extempore	Mid Term Examination	Attendance	End Term Examination
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<b>Weightage (%)</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>50</b>
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**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

<b>Mapping between COs and POs</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	Understanding the Human Rights and their essence accordingly various Declarations, Covenants and Protocols.	<b>PO1, PO3</b>
<b>CO2</b>	Knowledge of the principles of humanity at the time of international and non-international war or conflicts.	<b>PO3</b>
<b>CO3</b>	Understanding of the concept of Refugees and its various conventions and protocols.	<b>PO2,PO3</b>
<b>CO4</b>	Knowledge about the development and enforcement of Human Rights in India.	<b>PO5</b>

		<b>SUBSTANTIVE AND PROCEDURAL INTELLIGENCE</b>	<b>ADVERSARIAL AND INQUISITORIAL JURISPRUDENCE</b>	<b>PRODUCTIVE CIVILIAN</b>	<b>PROFESSIONAL ETHICS, VALUES AND CONDUCT</b>	<b>SURROUNDINGS AND SUSTAINABILITY</b>	<b>SKILL DEVELOPMENT</b>	<b>CRITICAL THINKING, LEGAL REASONING AND RESEARCH SKILLS</b>	<b>Understand the interdisciplinary nature of law and the contributions that other disciplines can make to the study</b>	<b>Conduct legal research using analytical and critical thinking.</b>	<b>Understanding of the legal provisions and developing skills required for legal profession</b>
<b>Course Code</b>	<b>Course Title</b>	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
<b>SOLS 408A</b>	<b>Humanitarian and refugee law</b>	2	3	3		2		2			2

1=weakly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping										
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO3
CO1	3	3	3				2	2		2
CO2	3	3	3				2	2		2
CO3	3	3	3				2	2		2
CO4	3	3	3				2	2		
1=lightly mapped                      2= moderately mapped                      3=strongly mapped										

	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				S D G	N E P	P O E/ 4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit I	-	-	Human Rights and their essence according to various Declarations,	Human Rights and their essence according to various Declarations,	-	-	-	-	-	Human Rights and their essence	-	16		

			Covenants and Protocols	Covenants and Protocols										
Unit II	-	--	principles of humanity at the time of international and non-international war or conflicts.	principles of humanity at the time of international and non-international war or conflicts.	-	-	-	-	-	principles of humanity	-	-		
Unit III	-	-	awareness of Refugee's conditions and protection from violations	awareness of Refugee's conditions and protection from violations	-	-	-	-	-	Treatment of Refugees	-	-		
Unit IV	laws and enforcement machinery to protect human	laws and enforcement machinery to protect human	laws and enforcement machinery to protect human rights	-	Enforcement of human rights in India	-	-	-	-	Human Rights in India	-	-		<b>Internship</b>

rights in India	rights in India	in India												
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<b>SOLS404A</b>	<b>Private International Law</b>	L	T	P	C
<b>Version 1.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	NA				
<b>Co-requisites</b>	NA				

### Course objectives-

- 1 To define the students about the general concept of private international law, characterization, Renvoi, Domicile, and jurisdiction of courts.
- 2 To explain the students about the rules relating to family law comes under Private international law
- 3 To make the students understand about the legal provisions related to civil and commercial matter under International Law
4. To make the students know about the applicability of foreign decrees in India

### Course Outcomes-

After completion of the course:

**CO1** The students will be able to understand about the meaning, feature and theories of private international law, characterization, Renvoi, Domicile, Jurisdiction of courts.

**CO2** The students will have the knowledge about the personal laws of individual at international level.

**CO3** The students will have an understanding of rules of contract and torts at international level

**CO4** The students will know how an international decree is applicable in India.

## **Catalogue Description**

Private international law refers to that part of the law that is administered between private citizens of different countries or is concerned with the definition, regulation, and enforcement of rights in situations where both the person in whom the right inheres and the person upon whom the obligation rests are private citizens of different nations. It is a set of rules and regulations that are established or agreed upon by citizens of different nations who privately enter into a transaction and that will govern in the event of a dispute. In this respect, private International Law differs from public international law, which is the set of rules entered into by the governments of various countries that determine the rights and regulate the intercourse of independent nations.

The course aims to provide a general grounding in private international law as applied in international civil and commercial litigation, focusing primarily on jurisdiction, recognition and enforcement and choice of law.

The course will concentrate on contractual and noncontractual obligations but will also provide an introduction to the cross-border aspects of selected other areas of private and commercial law. The course will combine English and Indian law, and will also cover the relevant international instruments relevant for this area of the law.

## **Course Content**

### **UNIT I**

**13 LECTURES**

Definition Nature and Scope of Private International Law, Application and subject matter of Private International Law, Distinction with Public International Law, Characterization and theories of characterization, Concept of Renvoi, Application of foreign law, Domicile, Jurisdiction of courts.

### **UNIT II**

**12 LECTURES**

Family Law and Adoptions : Material and formal validity of marriage under Indian and English law, Choice of law and jurisdiction of courts in matrimonial causes: dissolution of marriage, grounds of divorce, restitution of conjugal rights, recognition of foreign judgment, Recognition of foreign adoptions, Adoption by foreign parents, Jurisdiction under Indian and English law.

**UNIT III****8 LECTURES**

Civil and Commercial matters: Tort, Theories of foreign tort, Contract, Theory of Proper Law of Contract, Ascertaining the applicable law, Property. Expanding scope of conflict of laws

**UNIT IV****7 LECTURES**

Indian Law relating to foreign judgment: Basis of recognition; Recognition and Enforcement of Foreign Judgments, Finality, Failure, Direct execution of foreign judgments, decrees.

The Hague Conference on Private International Law

**SUGGESTED READINGS**

- Private International Law by Dr. Paras Diwan
- Private International Law by Cheshire
- Private International Law by Morris
- Conflict of Laws by Atul M Setalvad
- Conflict of Laws in India by V. C. Govindaraj

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

<b>Components</b>	<b>Continuous Assessment (Quiz/Assignment/ Presentation/ Extempore</b>	<b>Mid Term Examination</b>	<b>Attend ance</b>	<b>End Term Examination</b>
<b>Weightage (%)</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>50</b>

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

<b>Mapping between COs and POs</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	The students will be able to understand about the meaning, feature and theories of private international law, characterization, Renvoi, Domicile, Jurisdiction of courts.	<b>PO1, PO2,,PO7</b>

<b>CO2</b>	The students will have the knowledge about the personal laws of individual at international level.	<b>PO1, PO2,PO3,PO7</b>
<b>CO3</b>	The students will have an understanding of rules of contract and torts at international level	<b>PO1, PO2,PO3,PO7</b>
<b>CO4</b>	The students will know how an international decree is applicable in India.	<b>PO1, PO2,PO7</b>

		<b>SUBSTANTIVE AND PROCEDURAL INTELLIGENCE</b>	<b>ADVERSARIAL AND INQUISITORIAL JURISPRUDENCE</b>	<b>PRODUCTIVE CIVILIAN</b>	<b>PROFESSIONAL ETHICS, VALUES AND CONDUCT</b>	<b>SURROUNDINGS AND SUSTAINABILITY</b>	<b>SKILL DEVELOPMENT</b>	<b>CRITICAL THINKING, LEGAL REASONING AND RESEARCH SKILLS</b>	Understand the interdisciplinary nature of law and the contributions that other disciplines can make to the study of	Conduct legal research using analytical and critical thinking.	Understanding of the legal provisions and developing skills required for legal profession
<b>Course Code</b>	<b>Course Title</b>	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
<b>SOLS404A</b>	<b>Private International Law</b>	3	3	2				2		2	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

<b>Programme and Course Mapping</b>										
<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO3</b>
<b>CO1</b>	3	3					2	2		2
<b>CO2</b>	3	3	2				2	2		2
<b>CO3</b>	3	3	2				2	2		2
<b>CO4</b>	3	3					2	2		2
1=lightly mapped                      2= moderately mapped                      3=strongly mapped										



-	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				S D G	N E P	PO E/4 <sup>th</sup> IR
	L o c a l	Reg i o n a l	Nati o n a l	Glo b a l	Empl o y a b i l i t y	Entre p r e n e u r s h i p	Skill Devel opme nt	Profe s s i o n a l Ethi c s mm	Ge n d e r	Hu m a n Val u e s	Envir onme nt & Sustai nabilit y			
U n i t I	-	-	genera l conce pt of privat e intern ationa l law	genera l conce pt of privat e intern ationa l law	-	-	-	-	-	-	-	-	-	-
U n i t II	-	-	rules relatin g to family law comes under Privat e intern ationa l law	rules relatin g to family law comes under Privat e intern ationa l law	Family Law and Adoptio ns jurisdic tion of courts in matrim onial causes	-	-	-	-	Famil y Law and Adopti ons jurisd iction of courts in matri monia l cause s	-	-	Equi ty & Incl usio n	Skill Devel opment
U n i t III	-	-	legal provis ions relate d to civil and comm ercial matter under Intern ationa l Law	legal provis ions relate d to civil and comm ercial matter under Intern ationa l Law	legal provisio ns related to civil and commer cial matter under Internati onal Law	-	-	-	-	-	-	-	-	Skill Devel opment

U n i t I V	-	-	applic ability of foreign n decrees in India	applic ability of foreign n decrees in India	Recogni tion and Enforce ment of Foreign Judgme nts	-	-	-	-	-	-	-	-	-
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SOLS 322A	INTERNATIONAL ORGANIZATIONS	L	T	P	C
Version 2.0		3	1	0	4
Total Contact Hours	45 Hours				
Pre-requisites/Exposure	Ph				
Co-requisites	-				

### Course Objectives

- 1 To provide opportunity for the students to learn about the various aspects and the role of International Organizations.
- 2 To give an understanding of evolution of the UN.
- 3 To impart knowledge on the creation of a number of international organizations and their performance at global level.
- 4 To impart knowledge about regional commissions

### Course Outcomes (CO)

#### After completion of the course:

- CO1 The students will be able to understand about the various aspects and the role of International Organizations
- CO2 The students will have an understanding of evolution of the UN.
- CO3 The students will be able to understand the creation of a number of international organizations and their performance at global level.
- CO4 The students will be acquainted with regional commissions.

### Unit-I

Introduction to International Organisations, History and concept The League of Nations

### Unit II

Evolution of the UN, The UN Charter United Nations System : Principal Organs - Security

council, General Assembly, ECOSOC, ICJ and Trusteeship Council Mission of UN

### Unit III Other Important Bodies of UN

Subsidiary Bodies – Military Staff Committee, International Criminal Tribunal, Peace keeping  
 Related organization-OPCW , IAEA and WTO, UNRISD

Programmes and Funds : UNCTAD,UNEP,UNDP, UNICEF, UNFPA, UNHCR, WFP,  
 UNWRA

Functional Commissions- Human Rights, Narcotic Drugs,Sustainable development, Status of  
 women

### UNIT IV

Regional Commissions- Economic Commissions for Africa, Europe , Latin America and the  
 Caribbean, Economic and Social Commissions for the Asia and Pacific and Western Asia

Specialized agencies- ILO, FAO,UNESCO, World Bank, IMF, IMO, WMO, ITU

### REFERENCE BOOKS:

1. The Law of International Organisations by N. D. White
2. International Organisations and Global Problems: Theories and Explanations by Susan Park
3. An Introduction to International Organizations Law by Jan Klabbers
4. An introduction to International Organisations by Sajid Iqbal and Uzma Yousaf
5. International Organisations and Global Peace by Dr Lama Gangchen and Dr Charles Mercieca

Programme and Course Mapping										
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO3
CO1	3	3						2		2
CO2	3	3						2		2
CO3	3	3					2	2		2
CO4	3							2		2
1=lightly mapped			2= moderately mapped				3=strongly mapped			

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	POE/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit I	-	-	-	To provide opportunity for the students to learn about the various aspects and the role of International Organizations . To give an understanding of Evolution of	-	-	-	-	-	Renaissance Humanism	-	SDG-4,1,6,17	Equitable and Inclusive Education : Learning for AI	Global Education Knowledge

				the UN										
Unit II	-	-	-	To impart knowledge on the creation of a number of international organizations and their performance at global level.	-	-	-	-	-	Renaissance Humanism	-	SD G-4,1 6,1 7	Equitable and Inclusive Education : Learning for all.	Global Education Knowledge
Unit III	-	-	-	The students will be able to understand about the	-	-	-	-	-	Renaissance Humanism	-	SD G-4,1 6,1 7	Equitable and Inclusive Education : Learning for all.	Global Education Knowledge

				various aspects and the role of International Organizations										
Unit IV	-	-	-	To impart knowledge about regional commissions	-	-	-	-	Renaissance Humanism	-	SDG-4,1,6,17	Equitable and Inclusive Education: Learning for All.	Global Education Knowledge	

<b>SOLS 519A</b>	<b>MARITIME LAW</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 2.0</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Total Contact Hours</b>	45 Hours				
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>	-				

### **Course objectives-**

- To make the students understand the Merchant Shipping Laws
- To enable the students to understand the legal principles involved in carriage by sea
- To understand the concept of marine insurance.
- To provide the student insight on the admiralty law .

### **Course Outcomes (CO)**

#### **After completion of the course:**

CO1. Student will be able to understand the Merchant Shipping Laws

CO2. Students will be able to understand the legal principles involved in carriage by sea

CO3.Students will be able to understand the concept of marine insurance

CO4.The students will have an insight on the admiralty law.

### **UNIT I HISTORY AND JURISDICTION:**

Public International Law and Merchant Shipping Laws; Relationship of Merchant Shipping Law to National and International Law; Maritime Flag and State Responsibility. Equality of Flag and Use of National Ports; Merchant Shipping in Territorial Water and High Seas.

### **UNIT II CARRIAGE BY SEA:**

The Form of the Contract Charter Party and Bills of Lading; Rights and Duties of Ship-owners at Common Law, Carriage of Goods by Sea Act, 1924; Protection of Ship-owner and Limitation of His Liability Under the Merchant Shipping Act; Bill of Lading as a Document of Title and its Function in Relation to Overseas Trade; Bills of Lading Act, 1855; Contract for the Sale of Goods and C.I.F. and FOB Terms; Average and the York Antwerp Rules (All in Outline Only); The Ship-owners Lien, Stoppage in Transit. Measure of Damages for Breach of the Contract.

### **UNIT III MARINE INSURANCE:**

General Principles; what is Insured; Insurable Interest Duty of Disclosure; Principle of Indemnity, Formation of the Contract: Premium its Retention and Return Conditions and

Warrantees and their Interpretation; Loss and Abandonment and Measure of Indemnity; Assignment; Reinsurance.

#### UNIT IV ADMIRALTY LAW

This is concerned with matters within the jurisdiction of the Admiralty Court. It is concerned with the "wet" areas of maritime law including acquisitions and transfer of interest in ships; ship mortgages; collisions; salvage; and marine pollution.

**International Sales Law:** Exploring the main features of the private law of international trade.

**International Law of the Sea:** International rules regarding the use of oceans and seas.

**International Maritime Organization (IMO):** Objectives. Policy for International Shipping. Governing body, Committees.

#### REFERENCE BOOKS:

1. The law relating to Marine Insurance by B.C.Mitra
2. Admiralty and maritime Law: Admiralty and Maritime (Hornbook Series Student Edition) By Thomas J.
3. Legal regime of Marine Environment in The Bay of Bengal by M. Habibur Rahman
4. Marine Insurance – its principles and practice by Frederick Templeman
5. International Maritime Conventions: Protection of the Marine Environment by Francesco Berlingieri.

Programme and Course Mapping										
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO3
CO1	3									2
CO2	3					2				2
CO3	3									2
CO4	3	3								2
1=lightly mapped			2= moderately mapped				3=strongly mapped			



Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	POE/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit 1	Relationship of Merchant Shipping Law to National and International Law	Relationship of Merchant Shipping Law to National and International Law	Relationship of Merchant Shipping Law to National and International Law	Maritime Flag and State Responsibility. Equality of Flag and International Ports; Merchant Shipping in Territorial Water and High Seas.	-	-	-	-	-	-	Maritime Flag and State Responsibility. Equality of Flag and Use of National Ports; Merchant Shipping in Territorial Water and High Seas.	SDG-4,13,14	Optimal Learning Environments and Support for Students	Global Scoring

Unit II	-	-	-	The Form of the Contract Charter Party and Bills of Lading ; Rights and Duties of Ship-owners at Comm on Law, Carriage of Goods by Sea Act, 1924; Protection of Ship-owner and Limitation of His Liability Under the Merchant Shipping Act; Bill of Lading as a Document	-	-	-	-	-	-	Bills of Lading; Rights and Duties of Ship-owners at Comm on Law, Carriage of Goods by Sea Act, 1924; Protection of Ship-owner and Limitation of His Bill of Lading as a Document of Title and its Function in Relation to Overse as Trade; Bills of Lading Act, 1855; Contract for the Sale of Goods	SD G-4,1 3,1 4	Optimal Learning Environment s and Support for Students	Global Scoring
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			of Title and its Function in Relation to Overseas Trade; Bills of Lading Act, 1855; Contract for the Sale of Goods and C.I.F. and FOB Terms; Average and the York Antwerp Rules (All in Outline Only); The Ship-owners Lien, Stoppage in Transit. Measure of Damages for Breach of the							and C.I.F. and FOB Terms; Average and the York Antwerp Rules (All in Outline Only); The Ship-owners Lien, Stoppage in Transit. Measure of Damages for Breach of the Contract.			
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				Contract.										
Unit III	-	-	-	General Principles; what is Insured; Insurable Interest Duty of Disclosure; Principle of Indemnity, Formation of the Contract: Premium its Retention and Return Condit	-	-	-	-	-	-	Contract: Premium its Retention and Return Conditions and Warranties and their Interpretation; Loss and Abandonment and Measure of Indemnity; Assignment; Reinsurance.	SD G-4,1 3,1 4	Optimal Learning Environments and Support for Students	Global Scoring

				ions and Warra ntees and their Interpr etation ; Loss and Aband onmen t and Measu re of Indem nity; Assign ment; Reinsu rance.										
U nit IV	-	-	-	This is concer ned with matter s within the jurisdi ction of the	-	-	-	-	-	-	<b>Intern ational Sales Law:</b> Explori ng the main feature s of the private law of internat	SD G- 4,1 3,1 4 4	Opti mal Learni ng Enviro nmen ts and Suppo rt for Stude nts	Glob al Scori ng

			Admiralty Court. It is concerned with the "wet" areas of maritime law including acquisitions and transfer of interest in ships; ship mortgages; collisions; salvage; and marine pollution.						ional trade. <b>International Law of the Sea:</b> International rules regarding the use of oceans and seas. <b>International Maritime Organization (IMO):</b> Objectives. Policy for International Shipping. <b>Governing</b>			
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			on. <b>Intern ationa l Sales Law:</b> Explor ing the main feature s of the private law of interna tional trade. <b>Intern ationa l Law of the Sea:</b> Intern ational rules regardi ng the use of oceans and seas. <b>Intern ationa l</b>							body, Commi tees.		
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<b>SOLS 520A</b>	<b>LAW OF SEA &amp; INTERNATIONAL WATER</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 2.0</b>		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Total Contact Hours</b>	45 Hours				
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>	-				

### **Course objectives-**

- 1 to develop the understanding on various important aspects of the law of the sea
- 2 To enhance the knowledge of the students on a number of important conventions
- 3 To explain the students about protection and preservation of the marine environment
- 4 To make the students understand about settlement of disputes related to sea water.

### **Course Outcomes (CO)**

#### **After completion of the course:**

- CO1 The students will be able to understand various important aspects of the law of the sea
- CO2 The students will have the knowledge on a number of important conventions.
- CO3 The students will have an understanding about protection and preservation of the marine environment .
- CO4 The students will know about settlement of disputes related to sea water.

### **UNIT I Law of the Sea**

1. Introduction to Law of the Sea
2. History of the Law of the Sea
3. United Nations Convention on the Law of the Sea (LOSC) 1982,
4. UNCLOS I and UNCLOS II.
5. Four Geneva Conventions of 1958
6. Maritime Zones.

### **UNIT II**

- 1 Baselines
- 2 The Territorial Sea and Contiguous Zone
- 3 Straits used for International Navigation
- 4 Archipelagoes and Islands

### **UNIT III**

- 5 Exclusive Economic Zone (EEZ)
- 6 Continental Shelf and the High Seas
- 7 Maritime Delimitation

- 8 The High Seas – jurisdiction on the high seas
- 9 Protection and preservation of the marine environment
- 10 Deep Seabed Mining
- 11 International seabed- International Seabed authority

#### **UNIT IV Settlement of disputes**

1. Settlement of disputes
2. Indian Law and practice
3. International boundary rivers, with special reference to boundary rivers in the Indian sub-continent
4. The International Tribunal for the Law of the Sea

#### **TEXT BOOK**

R.C. and Hingorani, Modern International Law.

#### **REFERENCE BOOKS:**

1. H.O. Aggarwal, International Law.
2. S.K. Kapoor, International Law.
3. The International Law of the Sea, by Donald R. Rothwell and Tim Stephens
4. The International Tribunal for the Law of the Sea by P. Chandrasekhara Rao and Philippe Gautier

<b>Programme and Course Mapping</b>										
<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO3</b>
<b>CO1</b>	<b>3</b>							<b>2</b>		<b>2</b>
<b>CO2</b>	<b>3</b>					<b>2</b>		<b>2</b>		<b>2</b>
<b>CO3</b>	<b>3</b>							<b>2</b>		<b>2</b>
<b>CO4</b>	<b>3</b>	<b>3</b>						<b>2</b>		<b>2</b>
1=lightly mapped			2= moderately mapped				3=strongly mapped			

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	POE/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit 1	-	-	-	Introduction to Law of the Sea History of the Law of the Sea United Nations Convention on the	-	-	-	-	-	-	Introduction to Law of the Sea History of the Law of the Sea United Nations Convention on the Law of the Sea (LOSC) 1982, UNCLO	SDG-4,1 3,1 4	Optimal Learning Environments and Support for Students	Global Scoring

				Law of the Sea (LOS C) 1982, UNCL OS I and UNCL OS II. Four Geneva Conventions of 1958 Maritime Zones.						S I and UNCLOS II. Four Geneva Conventions of 1958 Maritime Zones.			
Unit II	-	-	-	Baselines The Territorial Sea and Contiguous Zone Straits used	-	-	-	-	-	Bills of Lading; Rights and Duties of Ship-owners at Common Law, Carriage of Goods by Sea Act, 1924; Protecti	SDG-4,13,14	Optimal Learning Environments and Support for Students	Global Scoring

				for Intern ational Navig ation Archip elagoe s and Island s						on of Ship- owner and Limitati on of His Bill of Lading as a Docume nt of Title and its Function in Relation to Oversea s Trade; Bills of Lading Act, 1855; Contract for the Sale of Goods and C.I.F. and FOB Terms; Average and the York Antwer p Rules (All in Outline Only); The Ship- owners Lien, Stoppag e in Transit. Measure of		
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											Damage s for Breach of the Contract .			
U nit III	-	-	-	Baseli nes The Territo rial Sea and Contigu ous Zone Straits used for Intern ational Navig ation Archip elagoe s and Island s	-	-	-	-	-	-	Baselin es The Territori al Sea and Contigu ous Zone Straits used for Internati onal Navigati on Archipe lagoes and Islands	SD G- 4,1 3,1 4	Opti mal Learn ing Enviro nment s and Suppo rt for Stude nts	Glob al Scori ng
U nit IV	-	-	-	Exclu sive Econo mic Zone (EEZ)	-	-	-	-	-	-	Exclusi ve Economi c Zone (EEZ) Contine	SD G- 4,1 3,1 4	Globa l Educa tion Knowl edge	Glob al Scori ng

				Continental Shelf and the High Seas Maritime Delimitation The High Seas jurisdiction on the high seas Protection and preservation of the marine environment Deep Seabed Mining						Continental Shelf and the High Seas Maritime Delimitation The High Seas jurisdiction on the high seas Protection and preservation of the marine environment Deep Seabed Mining International seabed-International Seabed			
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				Intern ational seabed - Intern ational Seabe d author ity							authorit y			
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<b>SOLS 427A</b>	<b>INTERNATIONAL CRIMINAL LAW &amp; INTERNATIONAL COURT OF JUSTICE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 2.0</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Total Contact Hours</b>	45 Hours				
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>	-				

Course objectives-

- 1 To make students understand the various aspects of International Criminal Law.
- 2 To gain knowledge on the issues of contemporary international criminal law and procedure
- 3 To enable the student to learn the national perspectives on International Criminal Law
- 4 To provide the student with knowledge of structure and jurisdiction of International Criminal Court

Course Outcomes (CO)

After completion of the course:

CO1 The students will be able to understand the various aspects of International Criminal Law.

CO2 The students will have the knowledge on the issues of contemporary international criminal law and procedure.



CO3 The students will have an understanding of national perspectives on International Criminal Law

CO4 The students will know the structure and jurisdiction of International Criminal Court

### **UNIT I International Criminal Law**

History of International Criminal Law Sources of the International Criminal Law International Crimes: Meaning, definition, Crimes and Elements of Crimes

**UNIT II. The Types of International Crimes** Major international crimes – genocide, aggression, organized crimes and corruption War crimes and crimes against humanity, international terrorism Prevention and Punishment of international crimes – jurisdiction, extradition and mutual legal assistance Individual Responsibility: Historical Development, Treaty of Versailles, Nuremberg & Tokyo Trials, Genocide Convention, 1948, Geneva Convention, 1949, ILC Draft Code of Crimes against the Peace and Security of Mankind

State Sovereignty and International Criminal Law General Principles of International Criminal Law Modes of Criminal Responsibility and Defences,

### **UNIT III National Perspectives on International Criminal Law**

1. International Regional and Mixed Tribunals.
2. National Perspectives on International Criminal Law

### **UNIT IV International Criminal Court**

International Criminal Court – Organisation structure, personal, material and temporal Jurisdiction of the Court. Procedure and evidence

Universal Jurisdiction, Immunities :Ex parte Pinochet (UK House of Lords); Belgium's 1993 Universal Jurisdiction law; ICJ Arrest warrant of 2000 (Congo v .Belgium); Congo v. France; Decisions of the International Court of Justice Case Concerning the Application of the Convention on the Prevention and Punishment of the Crime of Genocide (Bosnia and Herzegovina v. Serbia and Montenegro) of 26 February 2007

### **TEXT BOOK**

S.K. Kapoor, International Law.

### **REFERENCE BOOKS:**

1. Oppenheim, International Law, Vol. – 1.
2. J.G. Strake, Introduction to International Law.
3. Grieg, International Law.
4. R.C. and Hingorani, Modern International Law.
5. H.O. Aggarwal, International Law.



	Elements of Crimes	Elements of Crimes	Elements of Crimes	of the International Criminal Law International Crimes: Meaning, definition, Crimes and Elements of Crimes						Law Sources of the International Criminal Law International		m	ge	
Unit II	-	-	-	<b>The Types of International Crimes</b> Major international crimes – genocide, aggression, organized crimes and corruption War crimes and crimes against humanity, internatio	-	-	-	-	-	-	-	SD G-4,16	Transforming the Regulatory System	Global Education Knowledge





U ni t III	Inter na tio nal Re gio nal and M ixe d Tri bu nals. Natio nal Pers p ective s on Intern ation al Crimi nal Law	-	-	-	-	-	-	-	-	-	Inter na tio nal Re gio nal and M ixe d Tri bu nals. Natio nal Pers p ective s on Intern ation al Crimi nal Law	-	SD G- 4,1 6	Trans formi ng the Regul atory Syste m	Glo bal Educ atio n Know ledge
U ni t IV	-	-	-	Internati onal Criminal Court – Organisat ion structure, personal, material and temporal Jurisdicti	-	-	-	-	-	-	-	-	SD G- 4,1 6	Trans formi ng the Regul atory Syste m	Glo bal Educ atio n Know ledge







<b>SOLS 429A</b>	<b>INTERNATIONAL HUMAN RIGHTS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 2.0</b>		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Total Contact Hours</b>	45 Hours				
<b>Pre-requisites/Exposure</b>	Ph				
<b>Co-requisites</b>	-				

#### **Course objectives-**

1. To provide knowledge to the students regarding basic concepts and framework of International Human rights Law.
2. To develop their understanding and research ability on various important aspects of this subject.
3. To enable the student to learn about Human Rights and the Transformation of World Politics
4. To provide the student with an understanding of the UN Charter to the two covenants.

#### **Course Outcomes (CO)**

##### **After completion of the course:**

CO1 The students will be able to understand the basic concepts and framework of International Human rights Law.

CO2 The students will have understanding and research ability on various important aspects of this subject.

CO3 The students will be able to learn about Human Rights and the Transformation of World Politics .

CO4 The students will know the UN Charter to the two covenants .

#### **Unit I**

Introduction to International Human Rights Law

Nature and Origin, Basic principles of Human Rights, History, Development and Institutions of International Human Rights

The Global Conceptual Framework of Contemporary Human Rights.

#### **Unit II**

The Human Rights Movement

The Right to Life, the United Nations Treaties and Institutions

Judgment at Nuremberg. The Role of States in Protecting and Enforcing Human Rights: The Spread of State Constitutionalism in the Liberal Model, Human Rights Treaties within States

Legal and Political Orders. The Evolving Legal Framework for Human-Rights Obligations and Accountability of NGOs, INGOs and Civil Society.

International Environmental Law and Human Rights Regimes

Rights of Refugees and Asylum Seekers

The Human Right to Health, Minority Rights

Social and Economic Rights, The Right against Torture, Inhuman, and Degrading Treatment,

### **Unit III**

Human Rights and the Transformation of World Politics

Internationalizing and Democratizing Rights,

Perspectives and Approaches to Human Rights; Human Rights and the Third World,

Feminist Approach, Hindu Traditions of Human Rights, Islamic Approach to Human Rights,

Human Rights Values and Multiple Legal Orders: Connections & Contradictions, Human Rights and Multiculturalism

### **Unit IV**

The UN Charter to the Two Covenants, The Relationship between the Two Sets of Rights (ICCPR & ICESCR), Legal Framework of the ICESCR, The Rights mentioned in the ICESCR

Role of the Courts in Developing Economic-Social Rights, Social Mobilization Approaches and Rights of the Child.

Women's Rights in International Human Rights Systems

Women's Rights and CEDAW, Status, Discrimination, Violence: Socio-Economic and Cultural Context, CEDAW's Principles and Committee.

Monitoring system, Remedies & Enforcement Mechanisms

### **REFERENCE BOOKS:**

1. International Human Rights in Context: Law, Politics, Morals by Henry J. Steiner and Philip Alston
2. International Human Rights Law by Olivier de Schutter
3. Non-State Actors and Human Rights by Alston.
4. Philip Human Rights Law-Making in the United Nations: A Critique of Instruments and Process by Meron, T
5. International Human Right by Philip Alston and Ryan Goodman
6. Universal Human Rights in Theory and Practice by Jack Donnelly,
7. Making Sense of Human Rights by James Nickel

8. The History of Human Rights: From Ancient Times to the Modernization Era by  
Micheline R, Isha

Programme and Course Mapping										
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO3
CO1	3	2	2	2				2		3
CO2	3	2	2	2				2		3
CO3	3	2						2		3
CO4	3	2						2		3
1=lightly mapped                      2= moderately mapped                      3=strongly mapped										

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	POE/ 4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit 1	-	-	-	Introduction to International Human Rights	-	-	-	-	-	Introduction to International Human Rights	-	SDG - 4,5, 16, 17	Equity and Inclusion in Higher Education	Global Education Knowledge

				Law Nature and Origin, Basic princip les of Human Rights, Histor y, Develo pment and Institut ions of Interna tional Human Rights The Global Conce ptual Frame work of Conte mporar y Human Rights.						Law Nature and Origin, Basic princip les of Human Rights, Histor y, Develo pment and Institut ions of Interna tional Human Rights The Global Conce ptual Frame work of Conte mporar y Human Rights.				
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U ni t II	-	-	-	The Human Rights Move ment The Right to Life, the United Nation s Treatie s and Institut ions Judgm ent at Nurem berg. The Role of States in Protect ing and Enforc ing Human Rights: The	-	-	-	-	The Right to Life, the United Nation s Treatie s and Institut ions Judgme nt at Nuremb erg	-	SDG - 4,5, 16, 17	Equ ity and Incl usion in High er Edu cati on	Glo bal Educa tio n Kno wled ge
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				Rights Social and Econo mic Rights, The Right against Tortur e, Inhum an, and Degrad ing Treatm ent,									
U ni t III	-	-	-	Human Rights and the Transf ormati on of World Politic s Intern ationali zing and Democ ratizin g	-	-	-	-	Interna tionali zing and Democ ratizin g Rights, Perspect ives and Approac hes to Human Rights”	-	SDG - 4,5, 16, 17	Equ ity and Incl usio n in High er Edu cati on	Glo bal Educa tio n Know ledge





				le Legal Orders : Conne ctions & Contra diction s, Human Rights and Multic ulturali sm									
U ni t IV	-	-	-	The UN Charte r to the Two Coven ants, The Relatio nship betwee n the Two Sets of Rights (ICCP R &	-	-	-	-	The Relation ship between the Two Sets of Rights (ICCPR & ICESCR ), Legal Framew ork of the ICESCR	-	SDG - 4,5, 16, 17	Equ ity and Incl usion in High er Edu cati on	Glo bal Educ atio n Know led ge







## **ELECTIVES**

<b>SOLS 506A</b>	<b>LAW RELATING TO WOMEN AND CHILD</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 2.0</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Total Contact Hours</b>	45 Hours				
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>	-				

### **Course objectives-**

- 1 To make students aware about the Historical background and status of women in ancient India, Post-independence position.
- 2 To explain the students about the Women & Criminal Laws
- 3 To make the students understand about the Women & Labour Laws
- 4 To make the students know about the about the Protective Legislations for the Child

### **Course Outcomes (CO)**

#### **After completion of the course:**

- CO1. The students will be able to understand the about the Status of women in different Personal Laws.
- CO2. The students will have the knowledge about certain acts like the Medical Termination of Pregnancy Act, 1971, the Pre Natal Diagnostic Techniques (Regulation and Prevention of Misuse) Act, 1994, the Immoral Traffic (Prevention) Act, 1986
- CO3. The students will have an understanding about certain acts like The Factories Act, 1948, the Maternity Protection Act, 1961, Legal control of employment of child labour under the following enactments, The Factories Act, 1948, The Apprentices Act, 1961, The Child Labour (Prohibition and Regulation) Act, 1986.
- CO4. The students will know about certain acts like The Juvenile Justice (Care and Protection of Children) Act, 2000, The Protection of Human Rights Act, 1993. The Child Marriage Restraint Act, 1929, The Protection of Children from Sexual Offences Act 2012 (POCSO).

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## UNIT I

(Lectures- 8)

**General Introduction:** Historical background and status of women in ancient India, Post-independence position

**Personal Laws:** Status of women in different Personal Laws, Social and legal status of child

Uniform Civil Code towards Gender justice.

## UNIT II

(Lectures- 10)

**Women & Criminal Laws**–The Indian Evidence Act, 1872, Offences against women under the Indian Penal Code, 1860, Outraging the modesty of women, sexual harassment, rape, bigamy, mock and fraudulent marriages, adultery, causing miscarriage, insulting women, Provision of Maintenance under the Cr.P.C, the Medical Termination of Pregnancy Act, 1971, the Pre Natal Diagnostic Techniques (Regulation and Prevention of Misuse) Act, 1994, the Immoral Traffic (Prevention) Act, 1986

## UNIT III

(Lectures- 13)

**Women & Labour Laws:** The Factories Act, 1948, the Maternity Protection Act, 1961, Legal control of employment of child labour under the following enactments, The Factories Act, 1948, The Apprentices Act, 1961, The Child Labour (Prohibition and Regulation) Act, 1986

**Constitutional Laws:** Provisions regarding welfare of Child, National policy for Children, Constitutional Provisions regarding women rights.

## UNIT IV

(Lectures- 9)

**International Laws:** Legal status of child, The National Commission for child, U.N Declaration of the Rights of the child.

**Protective Legislations for the Child-**

The Juvenile Justice (Care and Protection of Children) Act, 2000.

The Protection of Human Rights Act, 1993.

The Child Marriage Restraint Act, 1929.

The Protection of Children from Sexual Offences Act 2012(POCSO)

### Textbook

1. Dr. Sayed Maqsood, Law Relating to Women

### Bare Acts

1. The Indian Evidence Act, 1872,
2. Indian Penal Code, 1860
3. Medical Termination of Pregnancy Act, 1971
4. The Pre Natal Diagnostic Techniques (Regulation and Prevention of Misuse) Act, 1994,
5. The Immoral Traffic (Prevention) Act, 1986
6. The Factories Act, 1948,
7. the Maternity Benefit Act, 1961,
8. The Apprentices Act, 1961,
9. The Child Labour (Prohibition and Regulation) Act, 1986
10. The Juvenile Justice (Care and Protection of Children) Act, 2000.
11. The Protection of Human Rights Act, 1993.
12. The Child Marriage Restraint Act, 1929.

### 13. The Protection of Children from Sexual Offences Act 2012(POCSO)

#### Reference Books/Materials

1. Mamta Rao, Law Relating to Women and Children, Eastern Book Company

#### • Online Reference

1. [http://jowaiipolice.gov.in/Laws\\_and\\_References/ipl\\_and\\_acts/15-INDIAN-EVIDENCE-ACT-1872.pdf](http://jowaiipolice.gov.in/Laws_and_References/ipl_and_acts/15-INDIAN-EVIDENCE-ACT-1872.pdf)
2. <http://www.bareactslive.com/ACA/ACT225.HTM>
3. <http://legislative.gov.in/sites/default/files/A1974-02.pdf>
4. <https://tcw.nic.in/Acts/MTP-Act-1971.pdf>
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9. [https://labour.gov.in/sites/default/files/act\\_3.pdf](https://labour.gov.in/sites/default/files/act_3.pdf)
10. [https://wcd.nic.in/sites/default/files/npcenglish08072013\\_0.pdf](https://wcd.nic.in/sites/default/files/npcenglish08072013_0.pdf)
11. [http://mospi.nic.in/sites/default/files/reports\\_and\\_publication/cso\\_social\\_statitics\\_division/Constitutional&Legal\\_Rights.pdf](http://mospi.nic.in/sites/default/files/reports_and_publication/cso_social_statitics_division/Constitutional&Legal_Rights.pdf)
12. <http://odishapolicecidcb.gov.in/sites/default/files/Juvenile%20Justice%20%28Care%20And%20Protection%20Of%20Children%29%20Act%2C%202000.pdf>
13. [https://www.indiacode.nic.in/handle/123456789/1970?view\\_type=browse&sam\\_handle=123456789/1362](https://www.indiacode.nic.in/handle/123456789/1970?view_type=browse&sam_handle=123456789/1362)
14. <https://wcd.nic.in/child-marriage-restraint-act-1929-19-1929>

Programme and Course Mapping										
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	3	3	3				2	2	3	3
CO2	3	3	3				2	2	3	3
CO3	3	3	3				2	2	3	3
CO4	3	3	3				2	2	3	3
1=lightly mapped			2= moderately mapped				3=strongly mapped			



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-	<b>Relevance to the local, national, regional and global developmental needs</b>	<b>Relevance To the Employability/ Entrepreneurship/ Skill Development</b>	<b>Relevance to the Professional Ethics, Gender, Human Values, Environment &amp; Sustainability</b>	<b>S D G</b>	<b>N E P</b>	<b>P O E/ 4<sup>th</sup> IR</b>
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	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit I	Historical background and status of women in ancient India, Post-independence position	Historical background and status of women in ancient India, Post-independence position	Historical background and status of women in ancient India, Post-independence position	-	-	-	-	-	Historical background and status of women	Historical background and status of women	-	-	Inclusive education	-
Unit II	<b>Women &amp; Criminal Laws</b>	<b>Women &amp; Criminal Laws</b>	<b>Women &amp; Criminal Laws</b>	-	Offences against women under different laws	-	-	-	Offences against women under different laws	Offences against women under different laws	-	5	-	Soft skills
Unit III	<b>Women &amp; Labour Laws</b>	<b>Women &amp; Labour Laws</b>	<b>Women &amp; Labour Laws</b>	-	Safety provision for women under different labour codes.	-	-	-	Safety provision for women	Safety provision for women	-	-	Equitable & inclusive education	<b>Soft skills</b>
Unit IV	Protective Legislations for the Child	Protective Legislations for the Child	Protective Legislations for the Child	-	Protective Legislations for the Child	-	-	-	Protective Legislations for the Child	Protective Legislations for the Child	-	-	Equitable & inclusive education	<b>Soft skills</b>

Course Code	Course Title	L	T	P	S	C
SOLS208A	REGISTRATION ACT,1908, SC RULES 1966 & DELHI HC,1967	3	1	0	0	4
Version 1.0						
Pre-requisites/Exposure	Not Applicable					
Co-requisites	Not Applicable					

#### Course objectives-

- 1 To make students aware about the conservation of evidence and title through registration act
- 2 To give students knowledge about mandatory and optional registration and what are the effect of registration and non-registration.
- 3 To explain students about the procedure followed by the Supreme Court of India
- 4 To make students aware about understand the Rules, jurisdiction of Delhi High Court.

#### Course Outcomes (CO)

##### After completion of the course:

CO1 The students will be able to know the conservation of evidence and title through registration act. Section 17 of the Indian Registration Act 1908, deals with the documents that are compulsory to be registered.

CO2 The students will be able to impart knowledge about mandatory and optional registration and what are the effect of registration and non-registration.

CO3 The students will be able to know the procedure followed by the Supreme Court of India.

CO4 The students will be able to understand the Rules, jurisdiction of Delhi High Court.

#### UNIT I

##### Indian Registration Act 1908

1. Compulsory registration of certain documents (Ss.17, 18, 49)
1. Description of property and maps etc. (Ss.21-22)
2. Time of presentation of documents (Ss.23-26)

3. Re-registration of certain documents (S. 23 A)
4. Place of registration (S. 28-31)
5. Effect of registration and non-registration (S 47, 50)

<b>Programme and Course Mapping</b>										
<b>CO</b>	<b>PO1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PS O 1</b>	<b>PS O 2</b>	<b>PSO 3</b>
<b>CO1</b>	3	3							3	2
<b>CO2</b>									3	2
<b>CO3</b>		2		2					3	2
<b>CO4</b>			2	2					3	2
1=lightly mapped                      2= moderately mapped                      3=strongly mapped										

## **UNITII**

### **Supreme Court Rules, 1966**

1. Rules as to the persons who can appear and plead before the Supreme Court (Order IV)
2. Procedure for enforcement of fundamental rights under Article 32 of the Constitution (Order XXXV)

## **UNITIII**

1. Review of its judgment or order by the Supreme Court (Order XL)

## **UNITIV**

### **Delhi High Court Rules, 1967**

1. Jurisdiction – Vol. I, Chapter 2
2. Judgment and Decrees, Vol I, Chapter 11
3. Execution of Decrees – Vol. I, Chapter 12

Part A – General

Part B – Courts competent to execute decrees

Part C – Powers of executing courts

3. Superintendence and Control (Vol. IV, Chapter 1)

Part A – Supervision and Control

## **REFERENCE BOOKS:**

Indian Registration Act by Mulla  
 The Registration Act by Sanjiva Rao  
 Indian Registration Act by J.P.S. Sirohi  
 Supreme Court Practice and Procedure by B.R. Agarwala



U ni t III	Revie w of its judgm ent or order by the Supre me Court	Revie w of its judgm ent or order by the Supre me Court	Revie w of its judgm ent or order by the Supre me Court	-	-	-	-	-	-	-	-	-	-	Soft Skills
U ni t IV	<b>Delhi High Court Rules, 1967</b>	<b>Delhi High Court Rules, 1967</b>	-	-	<b>Delhi High Court Rules, 1967</b>	-	-	-	-	-	-	-	-	Soft Skills

<b>Course Code</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>C</b>
<b>SOLS517A</b>	<b>Right To Information</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Version 1.0</b>						
<b>Pre-requisites/Exposure</b>	<b>Not Applicable</b>					
<b>Co-requisites</b>	<b>Not Applicable</b>					

**Course objectives-**

- To learn about the history and origin of right to information in India and compare the provisions relating to Information laws of India with similar laws of USA and UK.
- To understand the privilege to withhold documents with special reference to certain laws.
- To analyse the concepts and legislative provisions related to Right to Information
- To understand the role of judiciary in executing right to information.

**Course Outcome:**

After the successful completion of the course,

CO-1: The students will be able to learn about the history and origin of right to information in India and compare the provisions relating to Information laws of India with similar laws of USA and UK.

CO-2: the students will be able to understand the privilege to withhold documents with special

Programme and Course Mapping										
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO3
CO1	3	3							3	2

reference to certain laws.

CO-3: the students will be able to analyse the concepts and legislative provisions related to Right to Information

CO-4: the students will be able to understand the role of judiciary in executing right to information.

### UNIT I

1. Conceptual Background: Right to know, Open Government and Transparency in Governance
2. Privilege to withhold disclosure of Documents/Information
3. Comparative analysis of Laws in other Common Law – countries with special reference to (a) England (b) U.S.A.

### UNIT II

Privilege to withhold documents and the law in India – with special reference to:

- (a) Indian Evidence Act, 1872
- (b) Indian Telegraph Act, 1885
- (c) The Official Secret Act, 1923
- (d) The Atomic Energy Act, 1962

### UNIT III

Right to Information and Legislative Measures in India

- Efforts/attempts made to legislate right to Information
- Right to Information Act, 2005

### UNIT IV

Right to Information and Judiciary

- Electoral reforms, transparency in governance, privilege and immunities of journalist involved in legal reporting
- Extent of liability for Contempt of Court, scope of defences under the Contempt of Court Act, 1971 and the Right to Information Act, 2005





U	privile	privile	privile	-	-	-	-	-	-	-	-	-	-	-	Soft
SOES 529A	to	to	to		<b>Sports Law</b>			<b>L</b>		<b>T</b>	<b>P</b>		<b>C</b>		Skills
Version 2017	with	with	with					<b>3</b>		<b>1</b>	<b>0</b>		<b>4</b>		
Total Contact Hours					45 Hours										
Pre-requisites/Exposure	documents	documents	documents												
Co-requisites															
	with special reference to certain laws.	with special reference to certain laws.	with special reference to certain laws.												
Unit III	Right to Information Act, 2005	Right to Information Act, 2005	Right to Information Act, 2005		Right to Information Act, 2005			Right to Information Act, 2005							Soft Skills
Unit IV	role of judiciary in executing right to information	role of judiciary in executing right to information	role of judiciary in executing right to information					Role of judiciary in executing right to information							Soft Skills

### Course Objectives

1. To explain students about various social and ethical issues pertaining to sports.
2. To study about contractual issues related to sports.
3. To make students understand about various crimes and IPR issues related to sports.
4. To study about gender issues in sports.

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## Course Outcomes (CO)

On completion of this course, the students will be able to

CO1. Students will be able to understand various social and ethical issues pertaining to sports.

CO2. Students will be able to know about contractual issues related to sports

CO3. Students will be able to understand about various crimes and IPR issues related to

<b>Programme and Course Mapping</b>
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sports.

CO4. Students will be able to understand about issue of gender discrimination in sports

### Unit- I Current and Ethical Issues in Sports

- Doping in sports
- Criminalization of Doping in Sports
- Good Governance of Sports bodies in India
- Abuse of power by sports federation

### Unit- II Sports and Contractual Issues.

- Legal Frame work regarding Sports and Broadcasting in India
- Online gambling in India
- Sports as an emerging business

### Unit-III Criminal and IPR issues in sports

- Gambling and sports betting
- Sports aggression, sports violence, match fixing.
- Trademark right of professional athletes/players.

### Unit-IV Gender Issues in Sports

- Gender discrimination in sports
- Sexual harassment in sports
- Inclusion of transgender athletes in sports.

## Reference Book

**Sports and Law, Contemporary challenges, By Prof (Dr). Aman Amrit Cheema and Dr. Ashish Virk**

CO	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PS O 1	PS O 2	PSO 3
CO1				3			2	2	2	2
CO2	2						2	2	2	2
CO3	3	3					2	2	2	2
CO4			2	2	2			2	2	2
1=lightly mapped                      2= moderately mapped                      3=strongly mapped										

	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				S D G	N E P	P O E/ 4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
U	social and ethical issues pertaining to sports.	social and ethical issues pertaining to sports.	social and ethical issues pertaining to sports.	social and ethical issues pertaining to sports.	-	-	-	social and ethical issues pertaining to sports.	-	social and ethical issues pertaining to sports.	-	5	-	-

Unit II	contractual issues related to sports.	contractual issues related to sports.	contractual issues related to sports.	-	Legal Framework regarding Sports and Broadcasting in India, Sports as an emerging business	-	-	-	-	-	-	5	-	Soft skills
Unit III	various crimes and IPR issues related to sports	various crimes and IPR issues related to sports	various crimes and IPR issues related to sports	-	Trademark right of professional athletes/players	-	-	right of professional athletes/players	-	right of professional athletes/players	-	5	-	Soft skills
Unit IV	gender discrimination in sports	gender discrimination in sports	gender discrimination in sports	gender discrimination in sports	-	-	-	Gender discrimination in sports, Sexual harassment in sports, Inclusion of transgender	Gender discrimination in sports, Sexual harassment in sports, Inclusion of transgender	-	-	5	-	Soft skills

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