



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

**SCHOOL OF LEGAL STUDIES**  
**PROGRAMME HANDBOOK**  
**BACHELOR OF LAW (H)**

**LL.B.(H)**

**Programme Code: 523**

**(Undergraduate Programme)**

**(2023-24)**



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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

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courses, projects in community engagement and service, value education, environmental education, and acquiring skill sets, thereby designing their own learning trajectory.

The of Bahelor of Law(LLB(H)) programme at K.R Mangalam University is a comprehensive Three-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 LLB(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

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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.

### **3. SCHOOL VISION AND MISSION**

#### **3.1 . 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.

#### **3.2 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 Law (LLB(H))**

The Bachelor of Law with Honors (LLB(H)) is a distinguished undergraduate program that provides a foundational education in law. Tailored to instill a deep understanding of legal principles, this program is designed for students aspiring to pursue a career in the legal field. The "Honors" designation signifies a commitment to academic excellence, encouraging students to engage in critical thinking, legal research, and analytical skills. LLB(H) programs typically cover a diverse range of legal subjects, including constitutional law, criminal law, and contract law. Through lectures, seminars, and practical exercises such as moot courts, students acquire both theoretical knowledge and practical skills essential for legal practice. The LLB(H) program serves as a stepping stone for those aspiring to enter legal professions, offering a comprehensive and rigorous legal education.

#### **4.1. Nature of Bachelor of Law (LLB(H))Programme**

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The nature of the Bachelor of Law with Honors (LLB(H)) program is characterized by its comprehensive exploration of legal principles and practices. Designed to provide students with a solid foundation in law, the program emphasizes academic rigor and critical thinking. LLB(H) encompasses an array of legal subjects, including constitutional law, criminal law, contract law, and more, allowing students to develop a well-rounded understanding of the legal landscape. The "Honors" designation reflects the program's commitment to excellence, encouraging students to engage in in-depth legal research, analysis, and scholarly pursuits. Practical elements, such as moot courts and legal clinics, are often integrated into the curriculum to provide students with real-world applications of legal theory. In essence, the nature of the LLB(H) program is geared toward producing graduates who are not only well-versed in legal principles but also equipped with the skills necessary to excel in diverse legal contexts.

#### **4.2. Aims of Bachelor of Law (LLB(H)) Programme**

The aims of the Bachelor of Law with Honors (LLB(H)) program are multifaceted and geared toward providing students with a comprehensive legal education. Firstly, the program aims to cultivate a deep understanding of legal principles, encompassing various areas of law such as constitutional law, criminal law, and civil law. Secondly, it seeks to foster critical thinking, analytical reasoning, and research skills, preparing students for the complexities of legal practice. The "Honors" designation reflects a commitment to academic excellence, encouraging students to engage in advanced legal studies and scholarly pursuits. Additionally, the program aims to instill ethical and professional values, emphasizing the importance of legal ethics and social responsibility. Practical elements, including moot courts and legal clinics, contribute to the development of practical skills necessary for the legal profession. Ultimately, the LLB(H) program aims to produce graduates who are not only well-versed in legal theory but also capable of applying their knowledge effectively in legal practice and contributing to the broader legal discourse.

### **5. LEARNING OUTCOME-BASED CURRICULUM FRAMEWORK IN BACHELOR OF LAW (LLB(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.

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

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**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 LAW (LLB(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 AND BACHELOR OF LAW (LLB(H)) PROGRAMME**

The qualification descriptors for the Bachelor of Law with Honors (LLB(H)) program delineate the expected outcomes and competencies for graduates. The program aims to confer a deep understanding of legal principles across various domains, fostering critical analysis and scholarly inquiry. Graduates are expected to demonstrate a high level of legal research proficiency, evidenced by the "Honors" designation, which signifies excellence in academic achievement. Additionally, the qualification descriptors emphasize the development of effective communication skills, ethical reasoning, and the ability to apply legal knowledge in practical scenarios. LLB(H) graduates are expected to exhibit a strong sense of professional responsibility and a commitment to upholding legal ethics. Overall, the qualification descriptors outline the



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program's goal of producing well-rounded legal professionals with the knowledge, skills, and ethical foundation necessary for success in legal practice and related fields.

## **8. PROGRAMME EDUCATIONAL OBJECTIVES**

PEO 1: Graduates will be able to acquire & apply legal knowledge to the complex Socio-legal problems.

PEO 2: Graduates will be able to make students eligible to practice in Courts, Industries, and Companies as legal practitioner.

PEO 3: Graduates will be able to possess professional skills required for legal practice such as argument, pleading, drafting, conveyancing etc

PEO 4: Graduates will be able to understand and apply principles of professional ethics of legal profession.

PEO 5: Graduates will be able to develop legal research skills & legal reasoning and apply it during programme & in Legal practice.

PEO 6: Graduates will be able to provide a platform of self-employability by developing professional skills in legal industry.

PEO 7: Graduates will be able to make awareness about Constitutional legislative & societal transformation in society & to develop clinical abilities

## **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.

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**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 LL.B.(H) undergraduate program, the students will be able to:

PSO1: Understand the principles of law, its processes, procedures, and relevant application in the legal world.

PSO2: Conduct legal research using analytical and critical thinking.

#### **MAPPING OF SCHOOL VISION, MISSION WITH PROGRAMME OUTCOMES (PO) AND PROGRAMME SPECIFIC OUTCOMES (PSO) OF 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
	M 2	PO 1, PO 2, PO 6, PO 7	PSO 1, PSO 2
	M 3	PO 1, PO 2, PO 4, PO 6, PO 7	PSO 1, PSO 2
	M 4	PO 3, PO 4, PO 5	PSO 1, PSO 2

### 11. PROGRAMME DURATION

Name of the Programme	Duration
Bachelor of Laws [ LL.B.(H)]	3Years (6Semesters)

### 12. CAREER AVENUES

The Law programs offer 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 be a graduate in any stream from a recognized University with an overall aggregate of 50%.

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#### **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 in the LLB (Bachelor of Laws) program is designed to provide students with a comprehensive understanding of legal principles and practices. Lectures, discussions, and seminars form the core of the teaching methodology, facilitating the exploration of various legal subjects. The program often incorporates case studies, moot court exercises, and legal research assignments to enhance practical skills and critical thinking. Students engage in discussions on legal precedents and contemporary issues, fostering a deeper understanding of the law's application in real-world scenarios. The teaching-learning process encourages active participation, enabling students to analyze legal concepts, debate legal principles, and develop effective communication skills. Additionally, interactions with legal professionals, guest lectures, and internships may be integral components, offering students practical insights into the legal profession. Overall, the LLB program's teaching-learning process is structured to provide a well-rounded legal education that prepares students for the complexities of legal practice and related fields.

#### **16. ASSESSMENT METHODS**

Both formative and summative assessments are an integral part of the LLB(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

**19. PROGRAMME STRUCTURE THREE YEAR LL.B.(H) PROGRAMME AT A GLANCE**

	<b>Sem I</b>	<b>Sem II</b>	<b>Sem III</b>	<b>Sem IV</b>	<b>Sem V</b>	<b>Sem VI</b>	<b>Total</b>
<b>Courses</b>	7	7	8	6	8	7	43
<b>Credits</b>	27	27	26	24	30	28	162

**SCHEME OF STUDIES FOR BACHELOR OF LAW (H)  
LL.B.(H) PROGRAMME AS PER LEARNING OUTCOME CURRICULUM  
FRAMEWORK(LOCF)  
PROGRAMME CODE: 523**

	<b>Semester I</b>
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S.No.	Course Type	Course Code	Course Title	Credits
1	Core	SOLS108A	Law of Torts & Consumer Protection Act, 1986	4
2	Core	SOLS109A	Law of Contract-I	4
3	Core	SOLS201A	Family Law-I	4
4	Core	SOLS205A	Legal History	4
5	Core	SOLS207A	Constitutional Law-I	4
6	Core	SOLS209A	Law of Crimes-I (IPC) (General Principles)	4
7	Core	UCDM 301A	Disaster Management	3
		<b>TOTAL</b>		<b>27</b>

<b>Semester II</b>				
S.No.	Course Type	Course Code	Course Title	Credits
1	Core	SOLS110A	Law of Contract-II	4
2	Core	SOLS204A	Family Law-II	4
3	Core	SOLS208A	Administrative Law	4
4	Core	SOLS210A	Constitutional Law-II	4
5	Core	SOLS212A	Law of Crimes-II (IPC)	4
6	Core	SOLS303A	Law of Evidence	4
7			Open Elective	3
		<b>TOTAL</b>		<b>27</b>

<b>Semester III</b>				
S.No.	Course Type	Course Code	Course Title	Credits

1	Core	SOLS304A	Labour & Industrial Law–I	4
2	Core	SOLS305A	Jurisprudence	4
3	SEC		<b>Specialization Paper I</b>	4
4	Core	SOLS307A	Civil Procedure Code, 1908 & Limitation Act, 1963	4
5	Core	SOLS308A	Company Law	4
6	Core	SOLS310A	Criminal Procedure Code, 1973	4
7	AECC	<b>SOLS 605A</b>	<b>Summer Internship I</b>	2
8			<b>VAC</b>	
		<b>TOTAL</b>		<b>26</b>

<b>Semester IV</b>				
<b>S.No.</b>	<b>Course Type</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
1	Core	SOLS311A	Property Law	4
2	Core	SOLS312A	Public International Law	4
3	SEC		<b>Specialization Paper II</b>	4
4	Core	SOLS403A	Labour & Industrial Law–II	4
5	Core	SOLS405A	Business Laws	4
6	Core	SOLS407A	Alternate Dispute Resolution	4
		<b>TOTAL</b>		<b>24</b>

<b>Semester V</b>				
<b>S.No.</b>	<b>Course Type</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
1	Core	SOLS402A	Intellectual Property Rights	4

2	Core	SOLS409A	Environmental Law	4
3	SEC		<b>Specialization PaperIII</b>	4
4	SEC		<b>Specialization PaperIV</b>	4
5	SEC		<b>Specialization PaperV</b>	4
6	SEC		<b>Specialization PaperVI</b>	4
7	SEC		<b>Specialization PaperVII</b>	4
8	AECC	SOLS 606A	<b>Summer Internship II</b>	2
		<b>Total</b>		<b>30</b>

<b>Semester VI</b>				
<b>S.No.</b>	<b>Course Type</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
1	Core	SOLS501A	Professional Ethics, Accountancy for Lawyers and Bench-Bar Relations	4
2	SEC		<b>Specialization PaperVIII</b>	4
3	Core	SOLS503A	Principles of Taxation Law	4
4	Core	SOLS 505A	Drafting, Pleading & Conveyancing	4
5	Core	SOLS504A	Law, Poverty & Development	4
6	Core	SOLS508A	Moot Court & Mock Trial	4
7	DSE		<b>Elective -1*</b>	4
		<b>TOTAL</b>		<b>28</b>

<b>LIST OF NEW DISCIPLINE SPECIFIC ELECTIVES</b>



S.NO.	COURSE CODE	COURSE TITLE	L	T	P	C
1	SOLS401A	Criminology, Penology & Probation of Offenders Act, 1958	3	1	0	4
2	SOLS404A	Private International Law	3	1	0	4
3	SOLS406A	Competition Law	3	1	0	4
4	SOLS408A	Human Rights, International Humanitarian & Refugee Law	3	1	0	4
5	SOLS410A	Banking & Insurance Law	3	1	0	4
6	SOLS507A	Cyber Law	3	1	0	4
7	SOLS506A	Law relating to Women and Child	3	1	0	4
8	SOLS306A	Principles of Legislation & Interpretation of Statutes	3	1	0	4
9	SOLS515A	The Registration Act, 1908, the Supreme Court Rules, 1966 & the Delhi High Court Rules, 1967	3	1	0	4
10	SOLS 517A	Right to Information	3	1	0	4
11	SOLS512A	Air & Space Law	3	1	0	4
12	SOLS 529A	Sports Law	3	1	0	4
13	SOLS509A	Election Law	3	1	0	4

**SPECIALIZATION - CONSTITUTIONAL LAW**

S.NO.	COURSE CODE	COURSE TITLE	L	T	P	C	STATUS	SPECIALIZATION PAPER
1	SOLS 420A	COMPARATIVE CONSTITUTION	3	1	0	4	NEW	SPECIALIZATION PAPER I
2	SOLS 528A	CITIZENSHIP AND MEDIA LAW	3	1	0	4	NEW	SPECIALIZATION PAPER II
3	SOLS511A	MEDIA LAW	3	1	0	4	ALREADY OFFERED-ELECTIVE	SPECIALIZATION PAPER III
4	SOLS510A	HEALTH LAW	3	1	0	4	ALREADY OFFERED-ELECTIVE	SPECIALIZATION PAPER IV

5	SOLS306A	PRINCIPLES OF LEGISLATION & INTERPRETATION OF STATUTES	3	1	0	4	ALREADY OFFERED	SPECIALIZATION PAPER V
6	SOLS 525A	HUMAN RIGHT LAW AND PRACTICE	3	1	0	4	NEW	SPECIALIZATION PAPER VI
7	SOLS 422A	GENDER JUSTICE AND FEMINIST JURISPRUDENCE	3	1	0	4	NEW	SPECIALIZATION PAPER VII
8	SOLS 421A	LAW ON EDUCATION	3	1	0	4	NEW	SPECIALIZATION PAPER VIII

**SPECIALIZATION - BUSINESS LAW**

S.NO.	COURSE CODE	COURSE TITLE	L	T	P	C	STATUS	SPECIALIZATION PAPER
1	SOLS523A	FIANCIAL MARKET REGULATION	3	1	0	4	ALREADY OFFERED-ELECTIVE	SPECIALIZATION PAPER I
2	SOLS406A	COMPETITION LAW	3	1	0	4	ALREADY OFFERED	SPECIALIZATION PAPER II
3	SOLS 507A	CYBER LAW	3	1	0	4	ALREADY OFFERED	SPECIALIZATION PAPER III
4	SOLS 320A	LAW ON CORPORATE FINANCE	3	1	0	4	NEW	SPECIALIZATION PAPER IV
5	SOLS 423A	BANKRUPTCY AND INSOLVENCY	3	1	0	4	NEW	SPECIALIZATION PAPER V
6	SOLS410A	BANKING AND INSURANCE LAW	3	1	0	4	ALREADY OFFERED	SPECIALIZATION PAPER VI
7	SOLS 526A	CORPORATE GOVERNANCE	3	1	0	4	NEW	SPECIALIZATION PAPER VII
8	SOLS 428A	INVESTMENT LAW	3	1	0	4	NEW	SPECIALIZATION PAPER VIII

SPECIALIZATION - CRIMINAL LAW									
S.NO.	COURSE CODE	COURSE TITLE	L	T	P	C	STATUS	SPECIALIZATION PAPER	
1	SOLS401A	Criminology, Penology & Probation of Offenders Act, 1958	3	1	0	4	ALREADY OFFERED	SPECIALIZATION PAPER I	
2	SOLS522A	WOMEN & CRIMINAL LAW	3	1	0	4	ALREADY OFFERED-ELECTIVE	SPECIALIZATION PAPER II	
3	SOLS514A	WHITE COLLAR CRIME	3	1	0	4	ALREADY OFFERED-ELECTIVE	SPECIALIZATION PAPER III	
4	SOLS 426A	OFFENCES AGAINST CHILD & JUVENILE OFFENCES	3	1	0	4	NEW	SPECIALIZATION PAPER IV	
5	SOLS 321A	CRIMINAL PSYCHOLOGY	3	1	0	4	NEW	SPECIALIZATION PAPER V	
6	SOLS 527A	FORENSIC SCIENCE	3	1	0	4	NEW	SPECIALIZATION PAPER VI	
7	SOLS 425A	INTERNATIONAL CRIMINAL LAW	3	1	0	4	NEW	SPECIALIZATION PAPER VII	
8	SOLS 424A	COMPARATIVE CRIMINAL PROCEDURE	3	1	0	4	NEW	SPECIALIZATION PAPER VIII	
SPECIALIZATION - INTERNATIONAL LAW									
S.NO.	COURSE CODE	COURSE TITLE	L	T	P	C	STATUS	SPECIALIZATION PAPER	
1	SOLS518A	INTERNATIONAL ENVIRONMENT LAW	3	1	0	4	ALREADY OFFERED-ELECTIVE	SPECIALIZATION PAPER I	
2	SOLS408A	HUMANITARIAN AND REFUGEE LAW	3	1	0	4	ALREADY OFFERED	SPECIALIZATION PAPER II	
3	SOLS 404A	PRIVATE INTERNATIONAL LAW	3	1	0	4	ALREADY OFFERED-ELECTIVE	SPECIALIZATION PAPER III	
4	SOLS 322A	INTERNATIONAL ORGANIZATIONS	3	1	0	4	NEW	SPECIALIZATION PAPER IV	
5	SOLS519A	MARITIME LAW	3	1	0	4	ALREADY OFFERED-ELECTIVE	SPECIALIZATION PAPER V	
6	SOLS520A	LAW OF THE SEA AND INTERNATIONAL RIVER	3	1	0	4	ALREADY OFFERED-ELECTIVE	SPECIALIZATION PAPER VI	
7	SOLS 427A	INTERNATIONAL CRIMINAL LAW & ICJ	3	1	0	4	NEW	SPECIALIZATION PAPER VII	
8	SOLS408A	INTERNATIONAL HUMAN RIGHTS	3	1	0	4	ALREADY OFFERED	SPECIALIZATION PAPER VIII	

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**SEMESTER I**

<b>SOLS 108A</b>	<b>Law of Torts &amp; Consumer Protection Laws</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 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.

**Course 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**

1. Nature and Definition of Tort
2. Various definitions of tort, nature of tort, essentials of tort, mental elements in tortious liability.
3. General Defences
4. Capacity: Minor, Corporation, Convict, Husband and Wife, Sovereigns. Joint tort feors and Independent tort feors.

### **UNIT II**

**10 LECTURES**

1. Vicarious Liability: Master-Servant Principal-Agent;
2. Vicarious Liability of the State-Position in India.
3. Remoteness of Damage: Test of directness, test of reasonable foresight

- 
4. Negligence: Essentials of negligence; Contributory Negligence
  5. Rule of Strict Liability: Rule and exceptions
  6. The Rule of absolute liability
  7. Nervous Shock

### **UNIT III**

**9 LECTURES**

1. Trespass to Land: Meaning, trespass ab Initio and remedies
2. Trespass to goods: Meaning, conversion of goods - meaning, kinds of conversion; detinue
3. Trespass to the person: Assault Battery and False Imprisonment and Remedies
4. Nuisance: Kinds of nuisance, Essentials, Defences
5. Defamation: Kinds, Essentials, Defences

### **UNIT IV**

**10 LECTURES**

1. Remedies: Damages, Injunctions, specific restitutions; extra judicial remedies.
2. Consumer Protection Act, 2019; Consumer Movements: Historical Perspective
3. Consumer: The concept
4. Consumer of goods and services; service, commercial service and consumer safety; unfair trade practices;
5. Enforcement of consumer rights.

### **SUGGESTED READINGS**

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

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

**Examination Scheme:**

**Examination Scheme:**

Components	Assignment	Mid Term	Attendance	End Term
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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 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 basic concept of tort, its requisites and in which circumstances a defendant can take the defence.	<b>PO1</b>
<b>CO2</b>	The students will have an understanding of the various forms of liabilities and what are the parameters for deciding the liability of defendant.	<b>PO2</b>
<b>CO3</b>	The students will be able to understand the concept of trespass, nuisance and defamation under Tort and its difference with crime.	<b>PO1</b>
<b>CO4</b>	The students will know the remedies under tort and the concept of consumer, their right and relief under consumer protection Act 2019.	<b>PO3,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.
<b>Course Code</b>	<b>Course Title</b>	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
<b>SOLS 108A</b>	<b>Law of Torts &amp; Consumer Protection Laws</b>	3	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>CO1</b>	<b>3</b>							<b>3</b>	



CO2		2							3
CO3			3					3	
CO4									3
1=lightly mapped                      2= moderately mapped                      3=strongly mapped									

**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	POE/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit I	General Defences	General Defences	General Defences	Various definitions of tort, nature of tort, essentials of tort, mental elements in tortious liability.	General Defences	-	General Defences	-	-	-	-	SDG 16	Analytical Skills & Research	-

				Joint tortfeasors and Independent tortfeasors.									
Unit II	Remoteness of Damage: Test of directness, test of reasonable foresight 4. Negligence: Essentials of negligence; Contributory Negligence	Remoteness of Damage: Test of directness, test of reasonable foresight 4. Negligence: Essentials of negligence; Contributory Negligence	Remoteness of Damage: Test of directness, test of reasonable foresight 4. Negligence: Essentials of negligence; Contributory Negligence	Rule of Strict Liability: exceptions Vicarious Liability: Master-Servant and Principal-Agent; Vicarious Liability: Master-Servant and Principal-Agent								SDG 16	Soft Skills
Unit III	Trespass to the person: Assault	Trespass to the person: Assault	Trespass to the person: Assault	Defamation: Kinds, Essentials,								SDG 8,16	Global Education Knowledge



				Nuisance: Kinds of nuisance, Essentials, Defences											
Unit V	Consumer Protection Act, 2019; Consumer Movements : Historical Perspective  Remedies: Damages, Injunctions, specific restitution; extra judicial remedies  Consumer of goods and services; service, commercial	Consumer Protection Act, 2019; Consumer Movements : Historical Perspective  Remedies: Damages, Injunctions, specific restitution; extra judicial remedies  Consumer of goods and services; service, commercial	Consumer Protection Act, 2019; Consumer Movements : Historical Perspective  Remedies: Damages, Injunctions, specific restitution; extra judicial remedies  Consumer of goods and services; service, commercial		Consumer Protection Act, 2019; Consumer Movements: Historical Perspective								SD G 8	Inclusive Education Learning	Global Education Knowledge

service and consumer safety ; unfair trade practices	service and consumer safety ; unfair trade practices	service and consumer safety ; unfair trade practices											
Enforcement of consumer rights.	Enforcement of consumer rights.	Enforcement of consumer rights.											

### Course objectives-

1 To introduce students with the formation of contract.

<b>SOLS 109A</b>	<b>LAW OF CONTRACT 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				

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.

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

**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

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- b. Communication
  - 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	Assignment	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
<b>CO1</b>	The students will be able to know the formation of a contract.	<b>PO1</b>
<b>CO2</b>	The students will be able to discuss capacity, validity, discharge and performance of contract.	<b>PO1, PO4</b>
<b>CO3</b>	The students will be able to explain the provisions of quasi-contract and all the provisions of Specific Relief Act, 1963.	<b>PO2</b>
<b>CO4</b>	The students will be able to explain the provisions of The Sale of Goods Act, 1930.	<b>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 principles of law, its processes, procedures and relevant application in the legal world.</b>	<b>Conduct legal research using analytical and critical thinking.</b>
<b>Course Code</b>	<b>Course Title</b>	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2
<b>SOLS 109A</b>	<b>LAW OF CONTRACT</b>	3	3	3	1				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>CO1</b>	3		2		2				3
<b>CO2</b>	3		2		2				3
<b>CO3</b>	3		2		2				3
<b>CO4</b>	3		2		2				3
1=lightly mapped			2= moderately mapped				3=strongly mapped		

**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 I	Meaning and nature of contract, Offer / Proposal, Acceptance	Meaning and nature of contract, Offer / Proposal, Acceptance	Meaning and nature of contract, Offer / Proposal, Acceptance	--	Offer / Proposal, Acceptance			-	-	-	-	SDG 8	Technical Skills that match Industry Needs	-. Soft skills & Skill development
Unit I	Capacity,	Capacity,	Capacity,		Performance	-	-		-	-	-	SDG 8,	Optimal learning	Soft skills

I	Validity, Discharge and Performance of Contract	Validity, Discharge and Performance of Contract	Validity, Discharge and Performance of Contract		Discharge of Contract							16	ring (12.10)	
Unit III	Remedies and Quasi Contracts	Remedies and Quasi Contracts	Remedies and Quasi Contracts		Remedies							SDG 8, 16		Soft Skills
Unit IV	Sales of Goods Act 1930	Sales of Goods Act 1930	Sales of Goods Act 1930		Rights of unpaid seller							SDG 8		Skill Development, Technical Skills that match industry needs



<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-**

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

### **Course Outcomes-**

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 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. 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 appraises 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.

The Muslim personal law will be covered by Family Law- II taught in next semester.

### **Course Content**

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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, 1993

**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)**



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

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

### 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	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	Sources of Hindu Law (a) Scope	Sources of Hindu Law (a) Scope	-	Sources of Hindu Law	-	-	-	Sources of Hindu Law	Sources of Hindu Law	-	SDG 4, 5	Vocational Edu	Soft Skills &



	and applica- tion of Hindu Law (b) Schoo- ls of Hindu Law	and applica- tion of Hindu Law (b) Schoo- ls of Hindu Law	and applica- tion of Hindu Law (b) Schoo- ls of Hindu Law									catio- n	Proj- ects  Inter- nshi- ps
U ni t II	The Hindu Marri- age Act, 1955- Conce- pt and variou- s forms of marri- age.  Divor- ce by Mutu- al Conse- nt.	The Hindu Marri- age Act, 1955- Conce- pt and variou- s forms of marri- age.  Divor- ce by Mutu- al Conse- nt.	The Hindu Marri- age Act, 1955- Conce- pt and variou- s forms of marri- age.  Divor- ce by Mutu- al Conse- nt.	-	The Hindu Marria- ge Act, 1955	-	-	-	Conce- pt and variou- s forms of marri- age.  Divor- ce by Mutu- al Conse- nt.	Conce- pt and variou- s forms of marri- age.  Divor- ce by Mutu- al Conse- nt.	-	SD G 4, 5	Proj- ect
U ni t II I	Hindu Adopt- ion and Maint- enanc- e Act, 1956- (a) Conce- pt of Adopt- ion (b) Law of Maint- enanc- e	Hindu Adopt- ion and Maint- enanc- e Act, 1956- (a) Conce- pt of Adopt- ion (b) Law of Maint- enanc- e	Hindu Adopt- ion and Maint- enanc- e Act, 1956- (a) Conce- pt of Adopt- ion (b) Law of Maint- enanc- e	-	(a) Concep- t of Adopti- on (b) Law of Mainte- nance	-	-	-	Section 125 of Cr.P. C (d) Hindu Minor- ity and Guard- ianshi- p Act 1956 - Law of Guard	Section 125 of Cr.P. C (d) Hindu Minor- ity and Guard- ianshi- p Act 1956 - Law of Guard	-	SD G 4, 5	

									ianshi p.	ianshi p.				
U ni t I V	Hindu Succes sion Act, 1956 and the Hindu Succes sion (Ame ndme nt) Act	Hindu Succes sion Act, 1956 and the Hindu Succes sion (Ame ndme nt) Act	Hindu Succes sion Act, 1956 and the Hindu Succes sion (Ame ndme nt) Act	-	Hindu Succes sion Act, 1956 and the Hindu Succes sion (Amen dment) Act, 2005 Succes sion – Intestat e succes sion; Succes sion to the propert y of Hindu Male and Female	-	-	-	Notio nal Partiti on – Class es of heirs – Enlar geme nt of limite d estate of wome n into their absol ute estate	Notio nal Partiti on – Class es of heirs – Enlar geme nt of limite d estate of wome n into their absol ute estate	-	SD G 4, 5	<b>Voc atio nal Edu catio n</b>	-

<b>SOLS 205A</b>	<b>LEGAL HISTORY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 2.0</b>		3	0	2	4
<b>Pre-requisites/Exposure</b>	NA				
<b>Co-requisites</b>	NA				

### **Course objectives-**

1 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

2 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.

3 To explain all the provisions of The Indian Bar Councils Act, 1926, All India Bar Committee 1951 and The Advocates Act, 1961.

4 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

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## Catalogue Description

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

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## **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
3. The Advocates Act, 1961.

### **UNIT IV**

**14 LECTURES**

1. The Indian Councils Act of 1861
2. The Indian Councils Act 1892
3. The Government of India Act 1919
4. The Government of India, 1935
5. 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:**

**Examination Scheme:**

<b>Components</b>	<b>Assignment</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>
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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>	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.	<b>PO1</b>
<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>

		<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 principles of law, its processes, procedures and relevant application in the legal world.</b>	<b>Conduct legal research using analytical and critical thinking.</b>
<b>Course Code</b>	<b>Course Title</b>	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
<b>SOLS 205A</b>	<b>LEGAL HISTORY</b>	3	3	3					3	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

### Relevance Of The Course To Various Indicators

Programme and Course Mapping									
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2
CO1	3								
CO2		3	3						3

<b>CO3</b>														<b>3</b>
<b>CO4</b>														<b>3</b>
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>P O E/ 4<sup>th</sup> I R</b>
	Loca l	Regi onal	Nati onal	G lo ba l	Empl oyabi lity	Entrep reneur ship	Skill Deve lopment	Prof essi onal Ethi cs mm	G en de r	Hu ma n Va lue s	Envir onme nt & Susta inabil ity			
<b>U nit I</b>	<b>Ancient Indian History</b>	<b>Ancient Indian History</b>	<b>Ancient Indian History</b>											
<b>U nit II</b>	<b>Socio- Economic and Political Organizations in Ancient India</b>	<b>Socio- Economic and Political Organizations in Ancient India</b>	<b>Socio- Economic and Political Organizations in Ancient India</b>											<b>Optimal learning -</b>



Unit III	Women and Concept of Dharma	Women and Concept of Dharma	Women and Concept of Dharma	analysis of condition of women in ancient India and modern India.				Stat us and position of women	inter-relationship and application of women		SDG 5	Inclusive education	Presentations/Group discussion
Unit IV	Source of Legal Knowledge	Source of Legal Knowledge	Source of Legal Knowledge	evaluative understanding of legal and judicial administration in ancient India.				justice in Ancient India				Inclusive education	Presentations/Group discussion

<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**

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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,

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**

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

<b>Components</b>	<b>Assignment</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 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>

		<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 principles of law, its processes, procedures and relevant application in the legal world	Conduct legal research using analytical and critical thinking	
<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	
<b>SOLS 207A</b>	<b>CONSTITUTIONAL LAW I</b>	3	2			3		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>CO1</b>	<b>3</b>	<b>2</b>			<b>2</b>		<b>3</b>	<b>3</b>	
<b>CO2</b>	<b>2</b>		<b>2</b>		<b>2</b>		<b>3</b>	<b>3</b>	
<b>CO3</b>	<b>2</b>				<b>2</b>		<b>3</b>	<b>3</b>	
<b>CO4</b>	<b>2</b>				<b>2</b>		<b>3</b>	<b>3</b>	
1=lightly mapped			2= moderately mapped				3=strongly mapped		

### **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 I	Meaning of Constitution, its nature and concept of law and Separation of Powers. <b>Rules of Interpretation</b>	Meaning of Constitution, its nature and concept of law and Separation of Powers. <b>Rules of Interpretation</b>	Meaning of Constitution, its nature and concept of law and Separation of Powers. <b>Rules of Interpretation</b>	<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 4, 16	<b>Optimal learning</b>	<b>Update Curriculum Soft Skills</b>
Unit II	Right to Equality - Doctrine of Reason	Right to Equality - Doctrine of Reason	Right to Equality - Doctrine of Reason	Right to Equality - Doctrine of Reason	Right to Equality - Doctrine of Reason	-	-	-	Article 14, 15, 16	Article 14, 15, 16	Article 14, 15, 16	SDG 4, 5	<b>Inclusive Education</b>	<b>Internship/Case Study</b>

	nable Classi- ficatio- n Articl- e 14, 15, 16	nable Classi- ficatio- n Articl- e 14, 15, 16	nable Classi- ficatio- n Articl- e 14, 15, 16	nable Classi- ficatio- n Articl- e 14, 15, 16	able Classif- ication Article 14, 15, 16									<b>Skill Devel- opment</b>
U ni- t II I	Right to Freed- om Articl- es 19- 22	Right to Freed- om Articl- es 19- 22	Right to Freed- om Articl- es 19- 22	Right to Freed- om Articl- es 19- 22	Right to Freedo- m Article 19-22	-	-	-	Right s of the Accu- sed	Right of the Accu- sed  Prote- ction of Life and Perso- nal Liber- ty	Rights of the Accu- sed	SD- G 4, 16	-	<b>Proje- ct &amp; Inten- ships</b>  <b>Proje- ct &amp; Inten- ships</b>
U ni- t I V	Articl- e 23- 24 Protec- tion again- st Explo- itation Articl- es 25- 28- Right to Freed- om of Religi- on, Secul- arism Articl- es 29-	Articl- e 23- 24 Protec- tion again- st Explo- itation Articl- es 25- 28- Right to Freed- om of Religi- on, Secul- arism Articl- es 29-	Articl- e 23- 24 Protec- tion again- st Explo- itation Articl- es 25- 28- Right to Freed- om of Religi- on, Secul- arism Articl- es 29-	Articl- e 23- 24 Protec- tion again- st Explo- itation Articl- es 25- 28- Right to Freed- om of Religi- on, Secul- arism Articl- es 29-	Article 23-24 Protect- ion against Exploit- ation, Article s (32- 35)- Right to Consti- tutional Remed- ies	-	-	-	Articl- e 23- 24 Protec- tion again- st Explo- itation Articl- es 25- 28- Right to Freed- om of Religi- on, Secul- arism	24 Prote- ction again- st Explo- itation Articl- es 25- 28- Right to Freed- om of Religi- on, Secul- arism	Article s (32- 35)- Right to Consti- tutional Remed- ies	SD- G 4, 16	<b>Opti- mal Learn- ing Enviro- nments</b>	<b>Focus on emplo- yabili- ty Skill, Case Competi- tions</b>  <b>Empl- oyabili- ty, Soft Skills, Proje- cts</b>



30- Cultural and Educational Rights, Articles (32-35)- Right to Constitutional Remedies	30- Cultural and Educational Rights, Articles (32-35)- Right to Constitutional Remedies	30- Cultural and Educational Rights, Articles (32-35)- Right to Constitutional Remedies							Articles 29-30- Cultural and Educational Rights,					
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<b>SOLS 209A</b>	<b>LAW OF CRIMES - I (IPC) (GENERAL PRINCIPLES)</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>	Ph				
<b>Co-requisites</b>	-				

### Course Objectives

1. To make students understand the fundamental elements of crime, stages in commission of crime and the difference between the crime and the wrong.
2. 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.
3. To give understanding of the provisions relating to general exceptions, private defence and abetment
4. To give knowledge of the offences against the State & public tranquillity and unlawful assembly

### Course Outcome (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

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provisions relating to criminal conspiracy, kinds of punishments, its theories and kinds of punishments prevalent in the world.

CO3: The students will have the understanding of 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.

### **Course Description:**

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 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, formulating 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 enforcer 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 crimes 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

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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

**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	PO1,PO7

	intention, common object), also the provisions relating to criminal conspiracy, kinds of punishments, its theories and kinds of punishments prevalent in the world.	
<b>CO3</b>	The students will have the understanding of the provisions relating to general exceptions, private defence and abetment.	<b>PO1,PO6,PO7</b>
<b>CO4</b>	The students will have the knowledge of the offences against the State & public tranquillity and unlawful assembly.	<b>PO1,PO6</b>

		<b>SUBSTANTIVE AND PROCEDURAL INTELLIGENCE</b>	<b>ADVERSARIAL AND INQUISITORIAL JUDICDDIUDENCE</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	PSO1	PSO2	PSO3
<b>SOLAS 209A</b>	<b>LAW OF CRIMES - I (IPC) (GENERAL</b>	3	1	1	1	1	2	2	2	2	3

	<b>PRINCIPLES)</b>											
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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
CO1	3							3	3
CO2	3						3	3	3
CO3	3					3	3	3	3
CO4	3					3	3	3	3
1=lightly mapped			2= moderately mapped				3=strongly mapped		

### 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				
<b>Unit I</b>	Introduction to Substanta	Introduction to Substanta	Introduction to Substanta	-	Introduction to Substantive Criminal Law	-	-	-	-	-	-	-	SDG 4, 5	Optimal Learning Environment and Support	Focus on Employability Skills (Local and Regional and

ntive Crimin al Law: Exten t and oper ation of IPC, Defini tion of Crime	ntive Crim in al Law: Exten t and oper ation of IPC, Defini tion of Crime	ntive Crim in al Law: Exten t and oper ation of IPC, Defini tion of Crime										for Stude nts (12.1- 12.10 ); Trans formi ng Regul atory Syste m (20.1- 20.15 ); Adult Educ ation and Lifel ong Learn ing (21.1- 21.10 )	Global Techni cal Skills that match Indust ry Needs  Skill Embe dded Cours es Devel opmen t; Skill Devel opmen t
<b>Unit II</b>	Elements of Criminal Liability, Criminal Conspiracy, Theories of Punishment, Kinds of Punishment, Punishment, Punishment, Punishment	Elements of Criminal Liability, Criminal Conspiracy, Theories of Punishment, Kinds of Punishment, Punishment, Punishment	Elements of Criminal Liability, Criminal Conspiracy, Theories of Punishment, Kinds of Punishment, Punishment, Punishment	Elements of Criminal Conspiracy, Theories of Punishment, Kinds of Punishment, Punishment, Punishment	Criminal Conspiracy, Theories of Punishment, Kinds of Punishment, Punishment, Punishment							SD G 4, 5	Focus on Emplo yabilit y Skills (Local /Region al and Global ); Techni cal Skills that match

	ments in India	ments in India	ments in India										Indust ry Needs
<b>U nil t II I</b>	Genera l Except ions, Private Defenc e, Abetm ent	Genera l Except ions, Private Defenc e, Abetm ent	Genera l Except ions, Private Defenc e, Abetm ent	-	Genera l Except ions, Private Defenc e, Abetm ent	-	-	-	-	-	-	SD G 4, 5	Trans formi ng the Reguly atory Syste m (20.1- 20.15 )  Focus on Emplo yabilit y Skills (Local /Regio nal and Global ); Techni cal Skills that match Indust ry Needs
													Skill Embe dded Cours es Devel opmen t
													Skill Embe dded Cours es Devel opmen



														t; Skill Devel opmen t
<b>U nities I V</b>	Offences against State & Public Tranqu ility:	Offences against State & Public Tranqu ility:	Offences against State & Public Tranqu ility:	-	Offences against State & Public Tranqu ility:	-	-	-	-	-	-	-	<b>SD G 4, 5</b>	Trans formi ng the Reguly atory Syste m (20.1- 20.15 ) ); Techn ical Skills that match Indust ry Needs  Skill Embe dded Cours es Devel opmen t; Skill Devel opmen t

<b>SLDM 301A</b>	<b>DISASTER MANAGEMENT</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 2.0</b>		3	0	0	3

<b>Pre-requisites/Exposure</b>	NA	
<b>Co-requisites</b>	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.

### **Course 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**

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## **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	Assignment	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>	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>

		<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 principles of law, its processes, procedures and relevant</b>	<b>Conduct legal research using analytical and critical thinking.</b>
<b>Course Code</b>	<b>Course Title</b>	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2

<b>UCDM 301A</b>	<b>DISASTER MANAGEMENT</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>CO1</b>	3							2	3
<b>CO2</b>	3							2	3
<b>CO3</b>		3						2	3
<b>CO4</b>			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>I C P /4 t h I</b>
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	Local	Regional	National	C l o b a l	E n v i r o n m e n t a l	E c o n o m i c	S o c i a l	P o l i t i c a l	C u l t u r a l	E n v i r o n m e n t a l	S u s t a i n a b i l i t y		
Unit I	<p>Concept and definitions- Disaster, Hazard, vulnerability, resilience, risks.</p> <p>Different Types of Disaster: Causes, effects and practical examples for all disasters.</p> <p>Natural Disaster: such as Flood, Cyclone, Earthquakes, Landslides etc.</p> <p>Man-made Disaster: such as Fire, Industrial Pollution, Nuclear Disaster, Biological</p>	<p>Concept and definitions- Disaster, Hazard, vulnerability, resilience, risks.</p> <p>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 &amp; Road), Structural</p>	<p>Concept and definitions- Disaster, Hazard, vulnerability, resilience, risks.</p> <p>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 &amp; Road), Structural</p>	C	-	-	practical examples for all disasters.	-	-	C	S	D	L
				o	n					o	4,	4,	o
				n						n	6,	6,	n
				c						c	7,	7,	i
				e						e	11	11	n
				p						p	3,	3,	v
				a						a	14	14	i
				n						n	1	1	r
				d						d	5	5	o
				d						d			n
				e						e			e
				f						f			s
				i						i			-
				n						n			D
				s						s			s
				-						-			r,
				D						D			H
				i						i			a
				s						s			r
				t						t			d,
				r,						r,			v
				H						H			u
				a						a			n
				z						z			e

<p>Disasters, Accidents (Air, Sea, Rail &amp; Road), Structural failures (Building and Bridge), War &amp; Terrorism etc.</p>	<p>failures (Building and Bridge), War &amp; Terrorism etc.</p>	<p>failures (Building and Bridge), War &amp; Terrorism etc.</p>	<p>ard, vulnerability, ability, resilience, risks.</p>			<p>ch as Flood, Cyclone, Earth quakes, And Landslides et c. Man-made Disaster: such as Fire, Industrial Pollution, Nuclear Di</p>		<p>ability, resilience, risks. Different Types of Disaster: Causes, effects and practical examples for all di</p>	<p>n</p>	
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				<p>and practical examples for all disasters. Natural Disasters: such as Flood, Cyclone</p>			<p>sastr, Biological Disasters, Accidents (Air, Sea, Rail &amp; Road), Structural failures (Building and Bridge), War &amp; Terrorism</p>			<p>sters. Natural Disasters: such as Flood, Cyclone, Earthquakes, Landslides etc. Man-made Disasters: such</p>		
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				lution, Nuclear Disaster, Biological Disaster, Accidents (Air, Sea, Rail & Road),						ctural failures (Building and Bridge), War & Terrorism etc.		
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				d), Structural failures (Building and Bridge), War & Terrorism etc.													
Unit II	Concept and Nature, Disaster Preparedness Plan, Prediction, Early Warnings and Safety Measures of Disaster, Role	Concept and Nature, Disaster Preparedness Plan, Prediction, Early Warnings and Safety Measures of Disaster, Role of	Concept and Nature, Disaster Preparedness Plan, Prediction, Early Warnings and Safety Measures of Disaster, Role of	Role of Government	-	-	Identifying the im	-	-	-	-	-	-	SDG 4	Learning & Environment	-	







## SEMESTER II

<b>SOLS 110A</b>	<b>LAW OF CONTRACT-II</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 acquaint the students with the concept of law relating to specific contracts.
- 2 To make the students understand about legal provisions of contract of agency.
- 3 To give an understanding to the students of the law relating to Specific reliefs.
- 4 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



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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.

## **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, Declaratory decree, Injunctions – Temporary and Perpetual and mandatory. Latest Amendments

## **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

- Pattabhiraman S, The Specific Relief Act, 1963: As amended by the Specific Relief (Amendment) Act, 2018

### **BARE ACTS**

- The Indian Contract Act, 1872
- The Specific Relief Act, 1963
- The Specific Relief (Amendment) Act, 2018

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

**Examination Scheme:**

#### **Examination Scheme:**

<b>Components</b>	<b>Assignment</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 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,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 principles of law, its processes, procedures and relevant application in the legal world.	Conduct legal research using analytical and critical thinking.
<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>SOLS 110A</b>	<b>LAW OF CONTRACT -II</b>	3	2				2	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>CO1</b>	3								3
<b>CO2</b>		2							3
<b>CO3</b>							2		3
<b>CO4</b>						2			3
1=lightly mapped			2= moderately mapped				3=strongly mapped		



					contract									
U ni t I V	Sales of Good s	Sales of Good s	Sales of Good s	-	-	-	-	-	-	-	-	SD G 4	Inclusi ve educati on	Prese ntatio ns /Grou p discus sion

<b>SOLS 204A</b>	<b>FAMILY LAW – II</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 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.

### Course 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 joint family and the laws of succession – testamentary and intestate – according to the personal laws of Hindus and 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 and equality among sexes in property relations within the family.

### UNIT I

**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.

### UNIT II

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

### UNIT III

**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-Sharitulwad*, Gift during death illness (*Marzul –a-Mawt*), Custody (*Hizanat*)

### UNIT IV

**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.

### TEXTBOOK:

1. Tahir Mahmood, Fyzee's: Outlines of Muhammedan Law.
2. M. Hidayatulla and Arshad Hidayatulla, Mulla's Principles of Mahomedan Law.
3. Mulla, D.F: Principal of Mohammadan Law

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

### Examination Scheme:

Components	Continuous Assessment	Mid Term	Attendance	End Term
	(Quiz/Assignment/ Extempore	Presentation/ Examination	ce	Exam

<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 know about the various sources and S dissolution of	<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	Conduct legal research using analytical and critical thinking	Understanding of the legal provisions and
<b>CO2</b>	The student functioning constitutional										
<b>CO3</b>	The students Muslim Person										
<b>CO4</b>	The students v and pre-empti										
<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>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
CO1	3	3				1	2		2
CO2	3	3				1	2		2
CO3	3	3				1	2		2
CO4	3	3				1	2		2
1=lightly mapped			2= moderately mapped				3=strongly mapped		

### 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	POE/ 4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit I	Muslim Law	Muslim Law	Muslim Law	-	Special Marriage Act, 1954, Dower; Divorce - (a) Extra-judicial - Talaq, Khula,	-	-	-	Special Marriage Act, 1954, Dower; Divorce - (a) Extra-judicial	Solemnization of Marriage - conditions for validity, classification	-	SDG 4, 5	-	Project



					Mubarat (b) Judicial - The Dissolution of Muslim Marriages Act, 1939,				l -and Talaq, Khula, Mubarat types					
<b>Unit II</b>	Famil y Court s, Impe dime nts to the formu lation of the Unifo rm Civil Code. Maint enanc e,	Famil y Court s, Impe dime nts to the formu lation of the Unifo rm Civil Code. Maint enanc e,	Famil y Court s, Impe dime nts to the formu lation of the Unifo rm Civil Code. Maint enanc e,	-	Unifor m Civil Code- Constit utional Mandat e; Role of the State;	-	-	-	Unifor m Civil Code- Consti tutional Manda te; Role of the State; Impedi ments to the formul ation of the Unifor m Civil Code	Unifor m Civil Code- Consti tutional Manda te; Role of the State; Impedi ments to the formul ation of the Unifor m Civil Code	-	SD G 4, 5	Voc ation al Edu catio n	Soft Skill s & Proj ects  Inter nshi ps
<b>Unit II</b>	Dispo sition s under Musli m Law	Dispo sition s under Musli m Law	Dispo sition s under Musli m Law	-	Capacit y of the Legate e, Formal ities of a Will (Wasiy at)	-	-	-				SD G 4, 5	Voc ation al Edu catio n	Proj ects  Inter nshi ps

<b>Unit</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 Charac teristic s, Advan tages and disadv antage s,	Rights and Charac teristic s, Advan tages and disadv antage s,		SD G 4, 5	Voc ation al Edu cation	Proj ects  Inter nshi ps
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<b>SOLS 208A</b>	<b>ADMINISTRATIVE 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 the concept and scope of administrative law.
- 2 To give students knowledge about legislative function of administration.
- 3 To explain students about judicial function of administration.
- 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 function of administration.
- CO3** The students will be able to identify the judicial function of administration.

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**CO4** The students will be able to analyse 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:**

#### **Examination Scheme:**

<b>Components</b>	<b>Assignment</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 function of administration.	<b>PO1</b>
<b>CO3</b>	The students will be able to identify the judicial function of administration.	<b>PO2</b>
<b>CO4</b>	The students will be able to analyse administrative discretion, judicial control of administrative action & judicial review.	<b>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 principles of law, its processes, procedures and relevant application in the legal world.</b>	<b>Conduct legal research using analytical and critical thinking.</b>
<b>Course Code</b>	<b>Course Title</b>	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
<b>SOLS 208A</b>	<b>ADMINISTRATIVE LAW</b>	3	3	3					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>CO1</b>	<b>3</b>	<b>3</b>							<b>3</b>
<b>CO2</b>									<b>3</b>
<b>CO3</b>		<b>2</b>		<b>2</b>					
<b>CO4</b>			<b>2</b>	<b>2</b>					
1=lightly mapped			2= moderately mapped				3=strongly mapped		

## **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 I	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. Parlia	-	-	-	-	-	-	-	SDG 4, 16	Inclusive Education	Skill Development

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





<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>	CONSTITUTION LAW-I				
<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

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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

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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:**

Components	Assignment	Mid Term	Attendance	End Term
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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 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>

		<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
<b>Course Code</b>	<b>Course Title</b>	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
SOLS210 A	CONSTITUTION LAW-II	3	3	3				3	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>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		

### **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 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 Environment	Skill development, Case Competitions

<b>SOLS212A</b>	<b>LAW OF CRIMES – III (IPC)</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>Total Contact Hours</b>	45 Hours			
<b>Pre-requisites/Exposure</b>	Ph			
<b>Co-requisites</b>	-			

### Course Objectives

1. To define a conceptual understanding of the specific principles of Criminal Law.
2. To explain different offences against Human Body such as Murder and Rape.
3. To analyze different offences against Property such as theft, Extortion, robbery, dacoity etc.
4. 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:

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 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 I the times of the British rule in India, formulating 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 enforcer 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 crimes is liable to be charged. It covers any person of Indian origin. The



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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

**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

**Offences relating to marriage-** Mock Marriages, Adultery, Bigamy (227th Report of the Law Commission) Cruelty (243rd Report of the Law Commission) Dowry Death (10<sup>th</sup> & 202<sup>nd</sup> 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)

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**Rape** - Comparison to be made with the definitions in The Protection of Children from Sexual

Offences Act, 2012, Custodial Rape (172<sup>nd</sup> Report of the Law Commission)

### **UNIT III**

**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 breaking.

### **UNIT IV**

**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

#### **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:**

<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>

<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>

**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	Understand the interdisciplinary nature of law and the contributions that other disciplines	Conduct legal research using analytical and critical thinking	Understanding of the legal provisions and developing skills required for legal
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	PS O 1	PS O 2	PS O 3
SO LS 21 2A	Law of Crimes II	2	2				2	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
CO1	2	2				2	3		2
CO2	2	2				2	3		2
CO3	2	2				2	3		2
CO4	2	2				2	3		2
1=lightly mapped			2= moderately mapped				3=strongly mapped		

### 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 I	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); Transform	Skill Embedded Courses Development; Skill Development

													g the Regul atory Syste m (20.1- 20.15) ; Adult Educa tion and Lifelo ng Learn ing (21.1- 21.10)	
<b>U ni t II</b>	Offen ces Agai nst Wom en	Offen ces Agai nst Wom en	Offen ces Agai nst Wom en	-	<b>Offenc es relatin g to marria ge, Miscar riage, Outrag ing modest y and annoya nce of women , rape</b>	-	-	-	-	-	-	-	SD G 4	Skill Devel opme nt
<b>U ni t II I</b>	Offe nces again st Prop erty	Offe nces again st Prop erty	Offe nces again st Prop erty	-	Theft, Extorti on, Robber y, Dacoity , Crimin al Misapp ropriati on of Propert y,	-	-	-	-	-	-	-	SD G 4	Transf ormin g the Regul atory Syste m Skill Embed ded Course s Devel opmen t; Skill Devel opmen t

					Criminal Breach of Trust									
<b>Unit IV</b>	Defamation, Criminal Intimidation, Insult and Annoyance  Attempt to commit offence	Defamation, Criminal Intimidation, Insult and Annoyance  Attempt to commit offence	Defamation, Criminal Intimidation, Insult and Annoyance  Attempt to commit offence	Defamation	Defamation, Criminal Intimidation, Insult and Annoyance	-	-	-	-	-	-	SDG 4	Transforming the Regulatory System	Skill Embedded Courses Development; Skill Development

<b>SOLS 303A</b>	<b>LAW OF EVIDENCE</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 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 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

**Course 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**



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**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

**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) & Character Evidence (Sec. 52 to 55).**

## UNIT III

**Documentary Evidence:** Primary and Secondary Evidence, Proof and verification of documents; Public documents and presumption as to documents.

## UNIT IV

**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.

### **TEXT BOOK:**

- Avtar Singh : Evidence Law
- The Evidence Act, 1872- 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>Attendance</b>	<b>End Term Examination</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)**

<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 analyse and define the concept and general nature of evidence.	<b>PO1</b>
<b>CO2</b>	Students will be able to Illustrate the different types of evidence and court procedures relating to evidence.	<b>PO1,PO6</b>
<b>CO3</b>	Students will be able to analyse the rule relating to relevance of evidence	<b>PO6 &amp; PO7</b>
<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

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

#### 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 I	Definitions and Relevancy of Facts	Definitions and Relevancy of Facts	Definitions and Relevancy of Facts	-	Relevancy and admissibility; Doctrine of res gestae;	-	-	-	-	-	-	-	SDG 4	Optimal learning	Update Curriculum, Soft Skills

					Conspiracy.									
<b>Unit II</b>	Admissions, confessions and statements by person who cannot be called as witnesses	Admissions, confessions and statements by person who cannot be called as witnesses	Admissions, confessions and statements by person who cannot be called as witnesses	-	Definition, relevance and consideration of confessions (section 24-30); Dying declaration (Section 32 and Section 33).Opinion of Third Persons (Sec. 45 to 51) & Character Evidence (Sec. 52 to 55).	-	-	-	-	-	-	-	Inclusive Education	Skill Development, Internship /Case Study
<b>Unit III</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	Production and	Production and	-	Cross Examination,	-	-	-	-	-	-	-	SD G 4al Learning	Skill Embedded

Effect of Evidence, Examination of Witnesses (Sections 135-166) and Rejection of evidence (Section 167)	Effect of Evidence, Examination of Witnesses (Sections 135-166) and Rejection of evidence (Section 167)	Effect of Evidence, Examination of Witnesses (Sections 135-166) and Rejection of evidence (Section 167)	Re-examination; Leading questions; Hostile witnesses; Refreshing memory; J								ng Envio rnmenn ts	Cours es Devel opme nt; Skill Devel opme nt
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<b>SEMESTER III</b>
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<b>SOLS 304 A</b>	<b>LABOUR &amp; INDUSTRIAL 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-**

- 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.

### **Course 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:

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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**

Industrial Disputes Act, 1947: Concept of industrial dispute, Arena of interaction, Industry, Participants, workman and employer, Settlement of industrial disputes, Dispute settlement, machinery, Works Committee, Conciliation Machinery, Adjudication, Labour Court, Tribunal and National Tribunal, Voluntary Arbitration, References of the disputes to the Boards, Courts and Tribunals

#### **UNIT II – 8 Lectures**

Instruments of economic coercion, strikes, lock-outs, Gherao and Bandh, Lay-off, retrenchment, closure and transfer, Unfair labour practices and discharge, Management's prerogative during the pendency of proceedings.

#### **UNIT III- 11 Lectures**

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



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Orders, - Powers and duties of Certifying Officers and Appellate Authorities, Misconduct, Disciplinary action and Domestic enquiry, Industrial Relations Code,2020.

### **SUGGESTED READINGS**

ND Kapoor, Labour & Industrial Law

S.N. Mishra, Labour and Industrial Laws, Central Law Publications

### **BARE ACT:**

Industrial Dispute Act, 1947

Trade Union Act, 1926

Industrial Employment (Standing Orders) Act, 1946

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

### **Examination Scheme:**

<b>Components</b>	<b>Assignment</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 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	<b>PO1,PO3</b>

	and appreciate their contribution to labour laws in organizations.	
<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 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>		
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
<b>SOLS 304 A</b>	<b>LABOUR &amp; INDUSTRIAL LAW-I</b>	3		2		2			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
CO1	3		2		2				3
CO2	3		2		2				3
CO3	3		2		2				3
CO4	3		2		2				3
1=lightly mapped                      2= moderately mapped                      3=strongly mapped									

### 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 I	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, Gherao and Bandh, Lay-off, retrenchment, closure and transfer, Unfair labour practices and discharge	Instruments of economic coercion, strikes, lock-outs, Gherao and Bandh, Lay-off, retrenchment, closure and transfer, Unfair labour practices and discharge	Instruments of economic coercion, strikes, lock-outs, Gherao and Bandh, Lay-off, retrenchment, closure and transfer, Unfair labour practices and discharge		Gherao and Bandh, Lay-off, retrenchment, closure and transfer, Unfair labour practices and discharge							<b>Optimal learning (12.1-12.10)</b>	
<b>Unit II</b>	Trade Unions Act, 1926:	Trade Unions Act, 1926:	Trade Unions Act, 1926:		Registration of Trade Unions, Rights and Liabilities of Trade Unions, Civil and Criminal Immunities of Registered Trade Union						SDG 4		Skill Development

					and its members									
<b>Unit IV</b>	Industrial Employment (Standing Order Act, 1946	Industrial Employment (Standing Order Act, 1946	Industrial Employment (Standing Order Act, 1946	-	Powers and duties of Certifying Officer s and Appellate Authorities, Misconduct, Disciplinary action and Domestic enquiry	-	-	-	-	-	-	SD Goal	Optimal Learning Environments	Skill Embedded Courses Development; <b>Skill Development</b>

<b>SOLS 305A</b>	<b>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 understand the meaning of jurisprudence and legal studies
- 2 To explain the genesis of law through various jurisprudential schools of law.
- 3 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

**Course Description:**

The objective of the course is to create an understanding of basic legal concepts and provide an insight to the student into philosophical, ideological and theoretical foundations of the discipline of law with special reference to Indian legal system. The question of knowing the metabolism of law involves various inquiries such as what is law and where the law is and the functions thereof? However, the investigation invariably requires distinction of the law with which we are concerned, and the subject of jurisprudence and here it is clearly concerned with social science laws. As the course progresses students would be prepared to understand that this subject is more about questions and not answers.

**UNIT I: Introduction**

1. Definition, Nature of Jurisprudence
2. Scope and Utility of Jurisprudence
3. Definition and 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

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(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 and 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>Attendance</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>	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>

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



		<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 local
<b>Course Code</b>	<b>Course Title</b>	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
<b>SOLS 305A</b>	Jurisprudence	3	1				2	2		3	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	PS O 1	PS O 2	PSO 3

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

Unit	1=lightly mapped, national, regional and global developmental needs				2= moderately mapped, Relevance To the Employability/ Entrepreneurship/ Skill Development			3=strongly mapped, Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				S D G	N E P	PO E/4 <sup>h</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

U nit IV	Legal Conce pts	Legal Conce pts	Legal Conce pts	Legal Conce pts	-	-	judicial pronou ncemen ts with state policy.	-	-	-	-	-	-	-	-	<b>Skill Devel opme nt</b>
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<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**

**08 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**

**12 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; Plaint 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:**

<b>Components</b>	<b>Assignment</b>	<b>Mid Term Examination</b>	<b>Attendance</b>	<b>End Term Examination</b>
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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>	The students will be able to analyse the provision relating to procedural law.	<b>PO1,PO2</b>
<b>CO2</b>	The students will learn how to prepare a civil suit	<b>PO1, PO2,PO4,PO5</b>
<b>CO3</b>	The students will learn about the interim applications mentioned in the subject	<b>PO1, PO2,PO6,</b>
<b>CO4</b>	The students will have the knowledge of appeals and other provisions of the civil procedural law.	<b>PO1, PO2,PO5,PO6</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	Understand the principles of law, its processes, procedures and relevant application in the legal world.	Conduct legal research using analytical and critical thinking.
<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
SOLS 307A	CIVIL PROCEDURE CODE, 1908 and LIMITATION ACT, 1963	3	2		3	3	2			

1=weakly mapped

2= moderately mapped

3- Strongly moderated

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

CO4	3	3			3	3		3	3
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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	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	-	-	-	-	-	-	-	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	-	-	-	-	-	<b>Increasing relevant skills for decent work</b>	<b>Optimal learning (12.1 - 12.10)</b>	<b>Skill Development</b>
Unit IV	appeals and other provisions of the civil procedural law.	appeals and other provisions of the civil procedural law.	appeals and other provisions of the civil procedural law.	-	Drafting of appeals	-	Drafting of appeals	-	-	-	-	-	<b>Increasing relevant skills for decent work</b>		<b>Skill - Development</b>

<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 the concept of company then differentiate it from partnership and limited liability partnership and then explain students the types of companies.
- 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.

### **Outcomes-**

After completion of the course:

- CO1** The students will be able to explain meaning of company, differentiate it from partnership and limited liability partnership and also explain all the types of companies.
- CO2** The students will be able to tell the entire process of incorporation of a company
- CO3** The students will be able to identify all the provisions of directors and meetings.
- CO4** The students will be able to analyse about the modes of winding up of a company and also about the role of tribunals in deciding company law cases.

### **Course 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.

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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.

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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**

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>Assignment</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>

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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>	The students will be able to explain the meaning of meaning of company, differentiate it from partnership and limited liability partnership and also explain all the types of companies.	<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 identify all the provisions of directors and meetings.	<b>PO2</b>
<b>CO4</b>	The students will be able to analyse 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 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 principles of law, its processes, procedures and relevant application in the legal world.</b>	<b>Conduct legal research using analytical and critical thinking.</b>
<b>Course Code</b>	<b>Course Title</b>	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2
<b>SOLS 308A</b>	<b>COMPANY LAW</b>	3	3	3					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>CO1</b>	<b>3</b>							<b>1</b>	<b>2</b>
<b>CO2</b>	<b>3</b>								<b>2</b>
<b>CO3</b>		<b>3</b>						<b>1</b>	<b>2</b>
<b>CO4</b>			<b>3</b>				<b>1</b>	<b>1</b>	<b>1</b>
1=lightly mapped			2= moderately mapped				3=strongly mapped		

### 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	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>	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 (12.1)	Update Curriculum	
<b>Unit II</b>	Process of incorporation of a	Process of incorporation of a	Process of incorporation of a	-	Procedural Aspects, Memorandum of Association & Articles of	-	-	-	-	-	-	SDG 4	Optimal learning (12.1)	Project	

	comp any and its consequences	comp any and its consequences	comp any and its consequences		Association and their Alteration, Doctrine of Ultra-Vires								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 IV</b>	Concept of winding up, the mode of winding up and also about the role of tribunals in deciding company	Concept of winding up, the mode of winding up and also about the role of tribunals in deciding company	Concept of winding up, the mode of winding up and also about the role of tribunals in deciding company		Compulsory Winding up under the Order of the Tribunal, Voluntary winding up, Contributories								Vocational Education with hand case study and field project	Project



law cases.	law cases.	law cases.												
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### 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:

<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				

**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

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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>Assignment</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 student will understand the basic concept of criminal law and rights of the arrested person.	<b>PO3,PO5</b>
<b>CO2</b>	The student will have the Knowledge of the Investigation procedure done by police and Pre-trial Proceedings.	<b>PO1</b>
<b>CO3</b>	The Student will Understand the various Trial Procedures.	<b>PO5</b>
<b>CO4</b>	The student will understand the procedure of taking Bails, procedure of appeals and other relief.	<b>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 principles of law, its processes, procedures and relevant application in the legal	Conduct legal research using analytical and critical thinking..
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
SOLS 310A	CRIMINAL PROCEDURE CODE, 1973	3				1		2	3	1

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

#### 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	S D G	NE P	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>	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	<b>Optimal learning</b>	<b>Update Curriculum</b>  Soft Skills
<b>Unit II</b>	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	-	-	-	-	-	-	SDG 4, 16	Inclusive Education	Internship /Case Study  Skill Development

					ion of Things, Condition Requisites for Initiation of Proceeding, Complaint to Magistrate and Commencement of Proceeding before Magistrate									
<b>Unit II</b>	Understanding of the various Trial Procedures.	Understanding of the various Trials Procedures.	Understanding of the various Trial Procedures.	-	General Provisions as to Inquiries and Trial, Execution, Suspension,	-	-	-	-	-	-	-	New Possibilities for life long learning	Project & Internships

SOLS 311A					PROPERTY LAW								L	T	P	C
Version 2.0													3	1	0	4
Pre-requisites/Exposure					NA											
Co-requisites					NA											
					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	

**SEMESTER IV**

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### **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 a relevance with Registration and Stamp Law.

### **Course 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 have 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**



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## 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

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4. The Registration Act, 1908

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

**Examination Scheme:**

<b>Components</b>	<b>Assignment</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 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 principles of law, its processes, procedures and relevant application in the legal world.	Conduct legal research using analytical and critical thinking.
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
<b>SOLS 311A</b>	<b>PROPERTY LAW</b>	3	2	2				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>CO1</b>	<b>3</b>	<b>3</b>						<b>3</b>	<b>2</b>
<b>CO2</b>	<b>3</b>	<b>3</b>						<b>3</b>	<b>2</b>
<b>CO3</b>	<b>3</b>	<b>3</b>		<b>3</b>				<b>3</b>	<b>2</b>
<b>CO4</b>	<b>3</b>						<b>3</b>	<b>3</b>	<b>2</b>
1=lightly mapped			2= moderately mapped				3=strongly mapped		

**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 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 ease ment ary rights under The Ease ment Act, 1882	Identify the ease ment ary rights under The Ease ment Act, 1882	Identify the ease ment ary rights under The Ease ment Act, 1882	-	-	-	-	-	-	-	-	-	Optimal learning (12.1 - 12.10)	Skill Development
Unit IV	Relevance of stamp law and Regis tratio n law with prope rty laws	Relevance of stamp law and Regis tratio n law with prope rty laws	Relevance of stamp law and Regis tratio n law with prope rty laws	-	-	-	-	-	-	-	-	-	Increasing relevant skills for decent work	Skill - Development

<b>SOLS 312A</b>	<b>PUBLIC INTERNATIONAL 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>	Ph				
<b>Co-requisites</b>	-				

**Course objectives-**

1 To give the students a global understanding of the rules that governing international relations.

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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 be 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.

### **Course 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**

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**UNIT I****10 LECTURES**

**Introduction:** Definition and Basis of International Law, Subjects of International Law, Relationship between International Law and Municipal Law .

**UNIT II****7 LECTURES**

**Sources of International Law:** Custom, Treaties, General Principles of law, Juristic Works, General Assembly Resolutions, Other sources.

**UNIT III****11****LECTURES**

**State Recognition, State Jurisdiction and Law of the Sea: State Recognition:** Recognition of states, Recognition of governments, *de facto* and *de jure* Recognition, Types of Recognition: Implied Recognition, Conditional Recognition, Collective Recognition; Withdrawal of Recognition, The legal effects of recognition; **State Jurisdiction:** Basics of Jurisdiction, Principles of Jurisdiction, Exemption from Jurisdiction: Diplomatic Immunities and Privileges, Armed Forces, Public Ships; **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.

**UNIT IV****9 LECTURES**

**Conflict Resolution, War and Neutrality of States:** Modes of Settlement of Disputes: Peaceful means, Coercive means; War: Laws of War, Humanitarian Laws: Rules of neutrality.

**SUGGESTED READINGS**

- H.O. Aggarwal, International Law

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

**Examination Scheme:**

Components	Assignment	Mid Term Examination	Attendance	End Term Examination
Weightage (%)	20	20	10	50

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







<b>U ni t I</b>	<b>Intro ducti on</b>	<b>Intro ducti on</b>	<b>Intro ducti on</b>				-	-	-	-	-	SD G 4, 16	<b>Opti mal learni ng</b>	<b>Updat e Curri culam</b>  Soft Skills
<b>U ni t II</b>				<b>State Reco gnitio n, State Juris dictio n and Law of the Sea: State Reco gnitio n</b>			-	-	-	-	-	SD G 4, 16	<b>Inclu sive Educ ation</b>	<b>Intern ship /Case Study</b>  Skill Devel opme nt
<b>U ni t II I</b>				<b>State Reco gnitio n, State Juris dictio n and Law of the Sea: State Reco gnitio n</b>		-	-	-	-	-	-	-	<b>New Possi bilitie s for life long learni ng</b>	<b>Proje ct &amp; Intern ships</b>
<b>U ni t IV</b>				<b>Confl ict Resol ution, War and Neut</b>		-	-	-	-	-	-	SD G 4	<b>Optim al Learn ing Envio rnmen ts</b>	<b>Emplo yabilit , Soft Skills, Projec ts</b>

				ality of State s											
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<b>SOLS 403A</b>	<b>Labour and Industrial law-II</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 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.

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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

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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>Assignment</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>	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 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 principles of law, its processes, procedures and relevant application in the legal world.</b>	<b>Conduct legal research using analytical and critical thinking.</b>
<b>Course Code</b>	<b>Course Title</b>	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
<b>SOLS 403A</b>	<b>Labour and Industrial law-II</b>	3	2			3		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>	



CO1	3							1	2
CO2		2	3					1	2
CO3								1	2
CO4				2				1	2
1=lightly mapped                      2= moderately mapped                      3=strongly mapped									

**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				
															Team Work
Unit I	Constitutional Perspective, Fundamental Rights related to labour, Directive Principles concerning	Constitutional Perspective, Fundamental Rights related to labour, Directive Principles concerning	Constitutional Perspective, Fundamental Rights related to labour, Directive Principles concerning		Fundamental Rights related to labour			-	-	-	-	SDG 4, 16			Employability



	d Labour	d Labour	d Labour											
<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>SOLS 405 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 apprises 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

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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.

### **UNIT IV**

**10 LECTURES**

#### **MISCELLANEOUS:**

Foreign LLP, conversion of Partnership Firm/ Private Company/ Unlisted Public Company into LLP, Compromise arrangement and reconstruction of LLP, winding up of LLP

### 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:**

Components	Assignment	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 student will understand the negotiable instruments and related legislation.	PO1, PO2,PO5,PO7
CO2	The student will have the knowledge of the Indian Partnership Act 1932	PO1, PO2,PO5,PO7
CO3	The student will have the Understanding of the Limited Liability Partnership 2008.	PO1, PO2,PO5,PO7

<b>CO4</b>	The student will have the knowledge of 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 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 principles of law, its processes, procedures and relevant application in the legal world.</b>	<b>Conduct legal research using analytical and critical thinking.</b>
<b>Course Code</b>	<b>Course Title</b>	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
<b>SOLS 405A</b>	<b>BUSINESS LAWS</b>	3	2			1		2	3	3

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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
CO1	3	3					3		3
CO2	3	3					3		3
CO3	3	3					3		3
CO4	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
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
UNIT I	NEGOTIABLE INSTRUMENT ACT 1881 WITH LATEST AMENDMENTS:	NEGOTIABLE INSTRUMENT ACT 1881 WITH LATEST AMENDMENTS:	NEGOTIABLE INSTRUMENT ACT 1881 WITH LATEST AMENDMENTS:		dishonor of negotiable instrument, noting and protesting, jurisdictional issue in cheque bouncing							SDG 4, 8	Optimal learning	Case Competitions

Unit II	THE INDIA PARTNERSHIP ACT, 1932:	THE INDIA PARTNERSHIP ACT, 1932:	THE INDIA PARTNERSHIP ACT, 1932:		registration of firms and effects of non-registration	-	-	-	-	-	-	SDG 4	Inclusive Education	Skill Development and Project
Unit III	LIMITED LIABILITY PARTNERSHIP ACT, 2008	LIMITED LIABILITY PARTNERSHIP ACT, 2008	LIMITED LIABILITY PARTNERSHIP ACT, 2008		assignment and transfer of partnership right	-	-	-	-	-	-	SDG 4	New Possibilities for life long learning	Skill and Project
Unit IV	Unlisted Public Company LLP, Compromise arrangement and reconstruction of LLP, winding	Unlisted Public Company LLP, Compromise arrangement and reconstruction of LLP, winding	Unlisted Public Company LLP, Compromise arrangement and reconstruction of LLP, winding	Foreign LLP, conversion of Firm	winding up of LLP	-	-	-	-	-	-	SDG 4, 7	Optimal Learning Environment	Employability, Soft Skills, Projects

up LLP	ofup LLP	ofup LLP	of											
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### 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

<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				

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

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**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.

**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**

The Arbitration and Conciliation Act, 1996.

The Legal Services Authority Act, 1987.

Avtar Singh, Law of Arbitration and Conciliation, EBC

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

**Examination Scheme:**

<b>Components</b>	<b>Assignment</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 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>	<b>Understand the principles of law, its processes, procedures and relevant application in the legal world.</b>	<b>Conduct legal research using analytical and critical thinking.</b>
<b>Course Code</b>	<b>Course Title</b>	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
<b>SOLS 407A</b>	ALTERNATE DISPUTE RESOLUTION	3	2		3	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>CO1</b>	<b>3</b>	<b>2</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>3</b>	<b>2</b>			<b>3</b>
<b>CO3</b>	<b>3</b>	<b>2</b>		<b>3</b>	<b>3</b>	<b>2</b>			<b>3</b>
<b>CO4</b>	<b>3</b>	<b>2</b>		<b>3</b>	<b>3</b>	<b>2</b>			<b>3</b>
1=lightly mapped			2= moderately mapped				3=strongly mapped		

### **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>h</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit I	Meaning, Nature and Genesis of Alternative Dispute Resolution; Forms of ADR Mechanism; Disputes - kinds of disputes - Justiciable dispute - Dispute Resolution	Meaning, Nature and Genesis of Alternative Dispute Resolution; Forms of ADR Mechanism; Disputes - kinds of disputes - Justiciable dispute - Dispute Resolution	Meaning, Nature and Genesis of Alternative Dispute Resolution; Forms of ADR Mechanism; Disputes - kinds of disputes - Justiciable dispute - Dispute Resolution	-	Meaning, Nature and Genesis of Alternative Dispute Resolution; Forms of ADR Mechanism; Disputes - kinds of disputes - Justiciable dispute - Dispute Resolution	-	-	-	-	-	-	SDG4, 8	Transforming the Regulatory System	Employability





	laya and Nyaya Panchayat in ADR.	laya and Nyaya Panchayat in ADR.	laya and Nyaya Panchayat in ADR.		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, Arbitration	Kinds of arbitration, the Arbitration and Conciliation Act, 1996: Definitions, Arbitration	Kinds of arbitration, the Arbitration and Conciliation Act, 1996: Definitions, Arbitration	-	Kinds of arbitration, the Arbitration and Conciliation Act, 1996: Definitions, Arbitra	-	-	-	-	-	-	SD G4, 8	Trans forming the Regulatory System	Employability



					<p>and the various facts related to arbitration</p> <p>The students will have the knowledge of the legal provisions of Arbitration Act.</p> <p>The students will have an understanding of arbitration and conciliation act</p>									
Unit III	Arbitration and Conciliation Act, 1996:	Arbitration and Conciliation Act, 1996:	Arbitration and Conciliation Act, 1996:	-	Arbitration and Conciliation Act, 1996:	-	-	-	-	-	-	SD G4, 8	Transforming the Regulatory System	Employability







					ve, just and human e method s.									
U ni t I V	The Arbitr ation and Concil iation Act, 1996:	The Arbitr ation and Concil iation Act, 1996:	The Arbitr ation and Concil iation Act, 1996:	Intern ation al Com merci al Arbit ration , Enfor ceme nt of Forei gn Awar d and Jurisd iction al Issue s: New- York and Gene va Conv entio n,	-	-	-	-	-	-	-	SD G4, 8	Trans formi ng the Regul atory Syste m	Emplo yabiili ty





<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

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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 I**

**10 LECTURES**

#### **CONCEPT AND PHILOSOPHY NEED FOR PRIVATE RIGHTS VERSUS PUBLIC INTERESTS, ADVANTAGES AND DISADVANTAGES OF IPR.**

Development of patent law, Rationale for patent protection, Nature and definition, Types of patentable subject matter, Patentability criteria, non-patentable inventions, Rights of patentee, Procedure for granting a patent, Grounds for opposition, Transfer of patent rights, Compulsory Licenses, Acquisition, Surrender, Revocation, restoration, Patent infringement and remedies, Bio patents and software patents, Official Machinery, Controller, Powers and Functions, Patent in pharmaceutical industry, Patent cooperation treaty, Paris convention.

### **UNIT II**

**10 LECTURES**

**COPYRIGHT:** History, Concept of copyright, conditions for grant of copyright, extent of rights exception to copyright protection, fair use provision, assignment and licensing, Compulsory licensing and statutory licensing, Collective administration, Copyright board and office, powers and functions, Moral rights: Neighboring rights; infringement, penalties and remedies, Appeals, Berne Convention, Universal Copyright Convention - WIPO Copyright Treaty: WIPO Phonograms and Performances treaty, TRIPS with respect to Copyright and Neighboring rights.

### **UNIT III**

**8 LECTURES**

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**DESIGNS, PROTECTION, HISTORICAL DEVELOPMENT, RATIONALE:** Designs Act, 2000: Meaning of Design, Conditions for grant of protection, Ambit of Protection, Exceptions, Registration of Designs, Cancellation, Copyright in Registered Designs, Enforcement, Infringement and remedies, Powers and duties of Controller.

**UNIT IV**

**12 LECTURES**

**TRADEMARKS:**

Evolution, Functions, Objective, Definition, Kinds of Marks, Domain names, Registration, Concurrent registration, Procedure for registration, Relative and absolute grounds of refusal, opposition and its grounds, Assignment, transmission and licensing of Trademarks , Infringement, Penalties and Remedies, Withdrawal of protection, Passing off, Official machinery for regulation administration and Redressal, Registrar, Difference between Trade Mark, Trade Secret, Traditional Knowledge and Geographical Indications, TRIPS on Trademarks, Madrid Agreement for The Repression of False or Deceptive Indications of Source on Goods,1891- Madrid Agreement for the International Registration of Marks, 1891 and protocol relating to that agreement 1989

**SUGGESTED READINGS:**

P. Narayanan, Intellectual Property Law, Eastern Law House, 2017

Law Relating to Intellectual Property Rights” by V K Ahuja.

Intellectual Property Rights” by Neeraj Pandey and Khushdeep Dharni.

Law Relating To Intellectual Property Rights” by V K Ahuja.

Law Relating to Intellectual Property, 2011 (Reprint)” by B L Wadehra.

**BARE ACTS:**

The Trade Marks Act, 1999

The Patent Act, 1970

The Copyright Act, 1957

The Design Act, 2000

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

**Examination Scheme:**

Components	Assignment	Mid Term Examination	Attendance	End Term Examination
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Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
SOLS 402A	Intellectual Property Rights	3				2		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
CO1	3	3							3
CO2	3	3							3
CO3	3	3							3
CO4	3	3							3
1=lightly mapped			2= moderately mapped				3=strongly mapped		

### 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	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	CONCEPT AND PHILOSOPHY	CONCEPT AND PHILOSOPHY	Patent in pharm	Rights of patentee,		-	-	-	-	-	SDG 4, 8		Global Education

	<b>SOPHY NEED FOR PRIVATE RIGHTS VERSUS PUBLIC INTERESTS, ADVANTAGES AND DISADVANTAGES OF IPR.</b>	<b>SOPHY NEED FOR PRIVATE RIGHTS VERSUS PUBLIC INTERESTS, ADVANTAGES AND DISADVANTAGES OF IPR.</b>	<b>SOPHY NEED FOR PRIVATE RIGHTS VERSUS PUBLIC INTERESTS, ADVANTAGES AND DISADVANTAGES OF IPR.</b>	aceutical industry, Patent cooperation treaty, Paris convention.	Procedure for granting a patent												<b>Knowledge</b>
<b>Unit II</b>	<b>COPYRIGHT</b>	<b>COPYRIGHT</b>	<b>COPYRIGHT</b>	Berne Convention, Universal Copyright Convention - WIPO Copyright Treaty : WIPO Phonograms and Performances		-	-	-	-	-	-	SDG 4,8	Transferring the Regulatory System (20.1-20.15)	Global Education Regulatory Knowledge; Technical Skills that match Industry needs			

				treaty, TRIPS with respect to Copyright and Neighboring rights										
<b>Unit II</b>	<b>DESIGNS, PROTECTION, HISTORICAL DEVELOPMENT, RATIONALE</b>	<b>DESIGNS, PROTECTION, HISTORICAL DEVELOPMENT, RATIONALE</b>	<b>DESIGNS, PROTECTION, HISTORICAL DEVELOPMENT, RATIONALE</b>		Powers and duties of Controller	-	-	-	-	-	-	SDG 4	<b>Transforming the Regulatory System (20.1-20.15)</b>	<b>Global Educational Knowledge; Technical Skills that match Industry needs</b>
<b>Unit IV</b>	<b>TRADE MARKS :</b>	<b>TRADE MARKS :</b>	<b>TRADE MARKS</b>	TRIPS Trade marks	transmission and licensing of Trade marks	-	-	-	-	-	-	SDG 4,8	<b>Transforming the Regulatory System (20.1-20.15)</b>	<b>Employability , Soft Skills , Projects</b>

**Course objectives-**

<b>SOLS 409A</b>	<b>ENVIRONMENTAL 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				

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, gazing 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:**



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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**

**10LECTURES**

### **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

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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>Assignment</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>

		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.
<b>Course Code</b>	<b>Course Title</b>	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2
<b>SOLS 409A</b>	<b>ENVIRONMENTAL LAW</b>	3	2			3		2	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
CO1					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		

## 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 I	Meaning, Definition and Concept of Environment, Concept of Pollution, Types of Environment Pollution, Effect of Pollution, International Norms	Meaning, Definition and Concept of Environment, Concept of Pollution, Types of Environment Pollution, Effect of Pollution, International Norms	Meaning, Definition and Concept of Environment, Concept of Pollution, Types of Environment Pollution, Effect of Pollution, International Norms	International Norms: Sustainable Development: Precautionary Principle, Polluter Pays Principle, Agenda 21, International equity, Public	To explain the students about the environment introduction and various issues related to Environment. To make the students aware about State and Federal Power	-	-	-	-	-	To explain the students about International Environment law.	SDG4,6,7,13,14,15	Optimal Learning Environment and Support for Students	Entrepreneurship and environmental sustainability.

	:Sustainable Development: Precautionary Principle, Polluter Pays Principle, Agenda 21, International equity, Public Trust Doctrine, Principle of no fault liability: Absolute Liability	:Sustainable Development: Precautionary Principle, Polluter Pays Principle, Agenda 21, International equity, Public Trust Doctrine, Principle of no fault liability: Absolute Liability	:Sustainable Development: Precautionary Principle, Polluter Pays Principle, Agenda 21, International equity, Public Trust Doctrine, Principle of no fault liability: Absolute Liability	Trust Doctrine, Principle of no fault liability: Absolute Liability	s in the field of Indian Environment Law.													
Unit II	-	-	-	atory and Development of Environment Prote	-	-	-	-	-	-	To explain the students about International Environment law.	SDG4, 6,7,13,14,15	Optimal Learning Environment and Support for Students	Entrepreneurs and environmental sustainability.				





				Conf erenc e 2002									
U ni t II I	Prote ction of envir onme nt and funda menta l rights, role of Judici ary, Expa nsion of Locus Stand i, PIL, Const itutio nal Remedy, Right to whole some Envir onme nt, Dyna mic Interp retati on of Articl e 21, 14 and 19 of the Const itutio	Prote ction of envir onme nt and funda menta l rights, role of Judici ary, Expa nsion of Locus Stand i, PIL, Const itutio nal Remedy, Right to whole some Envir onme nt, Dyna mic Interp retati on of Articl e 21, 14 and 19 of the Const itutio	- Prote ction of envir onme nt and funda menta l rights, role of Judici ary, Expa nsion of Locus Stand i, PIL, Const itutio nal Remedy, Right to whole some Envir onme nt, Dyna mic Interp retati on of Articl e 21, 14 and 19 of the Const	-	-	-	-	-	-	Protec tion of enviro nment and funda mental rights, role of Judici ary, Expan sion of Locus Standi, PIL, Consti tutional Reme dy, Right to whole some Enviro nment, Dyna mic Interpr etation of Article 21, 14 and 19 of the Consti tution. 42 <sup>nd</sup> Consti tution Amen dment Act, 1976,	SDG4, 6,7,13,1 4,15	Opti mal Learn ing Envir onme nts and Supp ort for Stude nt	Entrep reneurs hip and enviro nmenta l sustain ability.



	n. 42 <sup>nd</sup> Constitution Amendment Act, 1976, Directive Principles of State Policy, Fundamental Duties.	n. 42 <sup>nd</sup> Constitution Amendment Act, 1976, Directive Principles of State Policy, Fundamental Duties.	n. 42 <sup>nd</sup> Constitution Amendment Act, 1976, Directive Principles of State Policy, Fundamental Duties.							Directive Principles of State Policy, Fundamental Duties.			
Unit IV	Significance of India Forest Act, 1927, The Wildlife (Protection) Act, 1972, The Water (Prevention	Significance of India Forest Act, 1927, The Wildlife (Protection) Act, 1972, The Water (Prevention	Significance of India Forest Act, 1927, The Wildlife (Protection) Act, 1972, The Water (Prevention	-	-	-	-	-	-	Environment Law and Policy deals with the ways that human societies regulate the interaction of individual, communities, business, and governmental system - both natural	SDG4, 6,7,13,14,15	Optimal Learning Environment and Support for Student	Entrepreneurs and environmental sustainability.

and Contr ol of Pollut ion) Act of 1974, The Air (Prev ention and Contr ol of Pollut ion) Act of 1981 Envir onme ntal (Prote ction) Act, 1986, The Natio nal Green Tribu nal Act, 2010	and Contr ol of Pollut ion) Act of 1974, The Air (Prev ention and Contr ol of Pollut ion) Act of 1981 Envir onme ntal (Prote ction) Act, 1986, The Natio nal Green Tribu nal Act, 2010	and Contr ol of Pollut ion) Act of 1974, The Air (Prev ention and Contr ol of Pollut ion) Act of 1981 Envir onme ntal (Prote ction) Act, 1986, The Natio nal Green Tribu nal Act, 2010							system , such as forest, gazing lands and marine ecosys tem, and human create d system such as the manuf acturin g industr y, fossil fuel produc tion and use, agricul ture and cities. Enviro nment Law aims to protect and enhan ce the enviro nment, reduce the risk to human health from polluti on and achiev			
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SOLS 501A	PROFESSIONAL ETHICS, ACCOUNTANCY FOR LAWYERS & BENCH-BAR RELATIONS										L	T	P	C																							
Version 2.0											3	1	0	4																							
Pre-requisites/Exposure	NA																																				
Co-requisites	NA																																				

**SEMESTER VI**

Course objectives-

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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:**

Components	Assignment	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	
	<p>Course Outcomes (COs)</p> <p>Mapped Program Outcomes</p>

<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>

		<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 principles of law, its processes, procedures and relevant application in the legal</b>	<b>Conduct legal research using analytical and critical thinking.</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>PSO 1</b>	<b>PSO 2</b>
<b>SOLS 501A</b>	<b>PROFESSIONAL ETHICS, ACCOUNTANCY FOR LAWYERS</b>	3	3	3					3	1

	<b>&amp; BENCH- BAR RELATION S</b>									

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>CO1</b>	<b>3</b>								<b>2</b>
<b>CO2</b>	<b>3</b>								<b>2</b>
<b>CO3</b>		<b>3</b>		<b>3</b>					<b>2</b>
<b>CO4</b>									<b>2</b>
1=lightly mapped			2= moderately mapped				3=strongly mapped		

<b>SOLS 503A</b>	<b>PRINCIPLES OF TAXATION LAWS</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 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

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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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#### **UNIT I**

**8 LECTURES**

**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 LECTURES**



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**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 LECTURES**

**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 LECTURES**

**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>Assignment</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>	<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, penalty and prosecutions under GST.</b>	<b>PO1,PO2,PO4</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	Understand the principles of law, its processes, procedures, and relevant	Conduct legal research using analytical and critical thinking
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
<b>SOLS 503A</b>	PRINCIPLES OF TAXATION LAWS	3	3	3	3	2	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	PSO1	PSO2
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		

<b>SOLS 505A</b>	<b>DRAFTING, PLEADING AND CONVEYANCING</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 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

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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, Plaint 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**

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

**Examination Scheme**

<b>Components</b>	<b>Assignment</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 Pleadings	<b>PO1,PO4,PO6</b>
<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 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 principles of law, its processes, procedures and relevant application in the legal world.</b>	<b>Conduct legal research using analytical and critical thinking..</b>
<b>Course Code</b>	<b>Course Title</b>	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2
<b>SOLS 505A</b>	<b>DRAFTING, PLEADING AND CONVEYANCING</b>	3			3		3		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>CO1</b>	<b>3</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>CO3</b>	<b>3</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	Fundamentals of Pleadings: Meaning and Conveyancing, Plaintiff structure, written	Fundamentals of Pleadings: Meaning and Conveyancing, Plaintiff structure, written	Fundamentals of Pleadings: Meaning and Conveyancing, Plaintiff structure, written	-	-	-	Fundamentals of Pleadings: Meaning: Pleading and Conveyancing, Plaintiff structure, written statement,	-	-	-	-	SDG 4, 8		Technical Skills that match Industry needs



	statement, Affidavit and Conveyancing, Verification of pleading, Object of verification, Amendment of Pleadings	statement, Affidavit and Conveyancing, Verification of pleading, Object of verification, Amendment of Pleadings	statement, Affidavit and Conveyancing, Verification of pleading, Object of verification, Amendment of Pleadings				Affidavit and Conveyancing, Verification of pleading, Object of verification, Amendment of Pleadings							
<b>Unit II</b>	Suit for performance of the contract; Suit for specific performance of the contract; Suit for	Suit for performance of the contract; Suit for specific performance of the contract; Suit for	Suit for performance of the contract; Suit for specific performance of the contract; Suit for	-	-	-	Suit for performance of the contract; Suit for specific performance of the contract; Suit for	-	-	-	-	SD G 4,8	<b>Optimal Learning</b>	<b>Technical Skills that match Industry needs</b>

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	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	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				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						
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	under Section 13 of Negotiable Instruments Act; Application under Order 6 Rule 17	under Section 13 of Negotiable Instruments Act; Application under Order 6 Rule 17	under Section 13 of Negotiable Instruments Act; Application under Order 6 Rule 17				Negotiable Instruments Act; Application under Order 6 Rule 17								
<b>Unit II</b>	Completion; Application for Bail (Section 436, 437 of Code of Criminal Procedure); Application for Anticipatory Bail (Section 438 of	Completion; Application for Bail (Section 436, 437 of Code of Criminal Procedure); Application for Anticipatory Bail (Section 438 of	Completion; Application for Bail (Section 436, 437 of Code of Criminal Procedure); Application for Anticipatory Bail (Section 438 of	-	-	-	-	-	-	-	-	-	SDG 4,8	Transforming the Regulatory System (20.1-20.15)	Global Education Knowledge; Technical Skills that match Industry needs

	Code of Criminal Procedure Code); Accused's reply; Criminal Appeal (Appeal against conviction ).	Code of Criminal Procedure Code); Accused's reply; Criminal Appeal (Appeal against conviction ).	Code of Criminal Procedure Code); Accused's reply; Criminal Appeal (Appeal against conviction ).											
<b>Unit I V</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	<b>Optimal Learning</b>	<b>Technical Skills that match Industry needs</b>



### Course objectives-

- 1 To make the students know about the knowledge of 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.

<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				

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

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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 LECTURE**

**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>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 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 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.
<b>Course Code</b>	<b>Course Title</b>	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
SOLS 504 A	<b>LAW, POVERTY AND DEVELOPMENT</b>	3	2			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>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	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 Indu stry needs , Proje cts</b>
<b>U ni t IV</b>	<b>Impov erishm ent of Wome n, Childr en and Disabl ed Person s</b>	<b>Impov erishm ent of Wome n, Childr en and Disabl ed Person s</b>	<b>Impov erishm ent 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	-	-	-	-	Depri vation s of wome n and disabl ed perso n	-	SD G 4.5	<b>Optim al Learn ing</b>	<b>Tech nical Skills that matc h Indu stry needs</b>

					nized sectors														
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<b>SOLS 508A</b>	<b>MOOT COURT and MOCK TRIAL</b>	<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.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2
CO1	3	3		3		3	3	2	3
CO2	3	3		3		3	3	2	3
CO3	3	3		3		3	3	2	3
CO4	3	3		3		3	3	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
	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	Toward More Holistic and Multidisciplinary Education (11.1-11.13)	Skill Embedded Courses Development

<b>U n i t I I</b>						-	-	-	-	-	-	SD G 1, 4	<b>Optimal Learnin g</b>	<b>Techn ical Skills that match Indus try 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 Indus try needs, Proje cts</b>
<b>U n i t I V</b>						-	-	-	-	-	-	SD G 4,5	<b>Optimal Learnin g</b>	<b>Techn ical Skills that match Indus try needs</b>

**SPECIALIZATION: CONSTITUTIONAL LAW**

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## 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.

<b>SOLS 420A</b>	<b>COMPARATIVE CONSTITUTION</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>	--				

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

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

<b>SOLS420A</b>	<b>COMPARATIVE CONSTITUTION</b>	3	2			3		2	1		2
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1=weakly 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	Scope of Comparative Constitutional Law: Need for Comparative Study of Constitutional Law in Constitution Making; Different Approaches to Comparative Constitutional Law: Constitutional	Scope of Comparative Constitutional Law: Need for Comparative Study of Constitutional Law in Constitution Making; Different Approaches to Comparative Constitutional Law: Constitutional	Scope of Comparative Constitutional Law: Need for Comparative Study of Constitutional Law in Constitution Making; Different Approaches to Comparative Constitutional Law: Constitutional	Scope of Comparative Constitutional Law: Need for Comparative Study of Constitutional Law in Constitution Making; Different Approaches to Comparative Constitutional Law: Constitutional	Constitutional & Constitutional Law: Comparative Study of Constitutional Law in Constitution Making; Different Approaches to Comparative Constitutional Law: Constitutional	-	-	-	-	-	-	SDG 4	Inclusive Education	Human Values

	<p>tional Borrowings; Legal Transplantation; Migration of Constitutional Ideas; Types of Constitutions: Written Constitutions- U.S.A, Canada, Australia and India; Unwritten Constitutions- England</p>	<p>tional Borrowings; Legal Transplantation; Migration of Constitutional Ideas; Types of Constitutions: Written Constitutions- U.S.A, Canada, Australia and India; Unwritten Constitutions- England</p>	<p>tional Borrowings; Legal Transplantation; Migration of Constitutional Ideas; Types of Constitutions: Written Constitutions- U.S.A, Canada, Australia and India; Unwritten Constitutions- England</p>	<p>Legal Transplantation; Migration of Constitutional Ideas; Types of Constitutions: Written Constitutions- U.S.A, Canada, Australia and India; Unwritten Constitutions- England</p>											
Unit II	<p>Scope of Comparative Constitutional Law: Need for Comparative Study of Constitutional Law in Constitution</p>	<p>Scope of Comparative Constitutional Law: Need for Comparative Study of Constitutional Law in Constitution</p>	<p>Scope of Comparative Constitutional Law: Need for Comparative Study of Constitutional Law in Constitution</p>	<p>Scope of Comparative Constitutional Law: Need for Comparative Study of Constitutional Law in Constitution Making; Different</p>	<p>Scope of Comparative Constitutional Law: Need for Comparative Study of Constitutional Law in Constitution Making; Different</p>							SDG 4,	Inclusive Education	- Human Values	

Making; Differences to 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	Making; Differences to 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	Making; Differences to 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	Constitutional Law in 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																		
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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,	.3Inclusive Education	<b>Human Values</b>
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, Canada and India	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, Canada and India	Federalism: Concepts of Federalism and Federal Government-Conditions Essential for Federalism; Patterns of Federal Government: U.S.A, Australia, Canada and India	-	-	-	-	-	-	-	SDG 4,	Inclusive Education	<b>Human Values</b>

					a and India														
<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.



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## 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	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	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	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	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		Parliament to regulate the right of citizenship by law	-	-	-	-	-	-	SDG 4	Inclusive Education	



	Parliament to regulate the right of citizenship by law (Article 11)	Parliament to regulate the right of citizenship by law (Article 11)	Parliament to regulate the right of citizenship by law (Article 11)											
Unit II	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	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	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		Study of The Citizenship (Amendment) Act, 2019							SDG 4,	Inclusive Education	

	of territory, Conditions on which the citizenship can be terminated. Certificate of Citizenship in doubt, Revision, Review, Offences.	, Conditions on which the citizenship can be terminated. Certificate of Citizenship in doubt, Revision, Review, Offences.	, Conditions on which the citizenship can be terminated. Certificate of Citizenship in doubt, Revision, Review, Offences.											
Unit III	Its Forms-Print media; Broadcast media; Social media, Theories of media, History of legislative efforts	Its Forms-Print media; Broadcast media; Social media, Theories of media, History of legislative efforts	Its Forms-Print media; Broadcast media; Social media, Theories of media, History of legislative efforts		Different forms of Media								SDG 4,	.3Inclusive Education



	Speech etc.	Speech etc.	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	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.	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.		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 of a public figure and								SDG 4, Inclusive Education	



	<p>Regulation of the Social Media, Media, Advertisement &amp; the Law. Media and other contemporary issues i.e. Paid news, poll surveys.</p>	<p>Regulation of the Social Media, Media, Advertisement &amp; the Law. Media and other contemporary issues i.e. Paid news, poll surveys.</p>			<p>private figure, Right of Publicity. Trial by media and fair trial. Regulation of the Social Media, Media, Advertisement &amp; the Law. Media and other contemporary issues i.e. Paid news, poll surveys.</p>								
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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

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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

<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		

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 1	Introduction to Media Laws: What is media law?, Need for Media Laws, Statutory Laws, Civil Laws: Law of Torts (Defamation & Negligence) & Consumer Protection Act	Introduction to Media Laws: What is media law?, Need for Media Laws, Statutory Laws, Civil Laws: Law of Torts (Defamation & Negligence) & Consumer Protection Act	Introduction to Media Laws: What is media law?, Need for Media Laws, Statutory Laws, Civil Laws: Law of Torts (Defamation & Negligence) & Consumer Protection Act		Civil Laws: Law of Torts (Defamation & Negligence) & Consumer Protection Act 2006	-	-	-	-	-	-	SDG 4	Inclusive Education	

	2006, Criminal Laws (defamation/Obscenity/Sedition) R. v. Hicklin (LR 3 QB 360), Ranjit D. Udeshi v. State of Maharashtra (AIR 1965 SC 881)	2006, Criminal Laws (defamation/Obscenity/Sedition) R. v. Hicklin (LR 3 QB 360), Ranjit D. Udeshi v. State of Maharashtra (AIR 1965 SC 881)	2006, Criminal Laws (defamation/Obscenity/Sedition) R. v. Hicklin (LR 3 QB 360), Ranjit 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, Broadca	Media Laws: Right to Information Act, 2005/ Official Secrets Act, 1923, Broadcast Sector: Prasar Bharti Act, 1990, Broadca	Media Laws: Right to Information Act, 2005/ Official Secrets Act, 1923, Broadcast Sector: Prasar Bharti Act, 1990, Broadca		Cine Workers & Cinema Theatre Workers (Regulation of Employment) Act, 1981								SDG 4,	Inclusive Education



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)	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)	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)		Internet & Law: Evolution of Internet as a New Media, IT Act, 2000						SDG 4, .3Inclusive Education
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	Act, 1986	Act, 1986	Act, 1986											
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	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	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		The working Journalists and other Newspaper employees								SDG 4,	Inclusive Education

	Guidanc	Guidanc	Guidanc												
	e.	e.	e.												
<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.

## 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”

<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	N E P	P O E/ 4 <sup>th</sup> IR
	Local	Regiona l	National	Global	Empl oyabi lity	Entr epre neur ship	Skill Devel opme nt	Professi onal Ethics mm	Gende r	Hu man Val ues	Enviro nment & Sustai nabilit y			
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 confiden	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 confident	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 confident		Medicine and Healthcare	-	-	-	-	-	-	SDG3, 4	Inclusiv e Edu cation	<b>Envi ronment and susta inabilit y.</b>

	Quality, Access to medical records.	Quality, Access to medical records.	Quality, 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.	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	The Homeopathy Central Council Act, 1973, the Drugs and Cosmetics Act, 1940, Medical Negligence	The Homeopathy Central Council Act, 1973, the Drugs and Cosmetics Act, 1940, Medical Negligence		Medical Negligence							SDG 3,4	.3Inclusive Education	<b>Environment and sustainability.</b>

	ce, Ingredie nts,	ce, Ingredie nts,	ce, Ingredie nts,												
Unit IV	Role of consent in medical practice, Error of judgmen t and gross negligen ce, Wrongfu l diagnosi s and negligent diagnosi s, Remedie s for Medical Negligen ce, Law of Torts, Law of Crimes, and Consum er Protectio n Law, 1986	Role of consent in medical practice, Error of judgment and gross negligen ce, Wrongfu l diagnosis and negligent diagnosis , Remedie s for Medical Negligen ce, Law of Torts, Law of Crimes, and Consum er Protectio n Law, 1986	Role of consent in medical practice, Error of judgment and gross negligen ce, Wrongfu l diagnosis and negligent diagnosis , Remedie s for Medical Negligen ce, Law of Torts, Law of Crimes, and Consum er Protectio n Law, 1986		Role of consen t in medic al practic e								SDG 3,4	Incl usiv e Edu catio n	<b>Envi ron ment and susta inabl ity.</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.

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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**

G.P. Singh, Principles of Statutory Interpretation



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**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>

1=weakly mapped

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

2= moderately mapped

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2
CO1	2			2				1	2
CO2	2			2	1				2
CO3	2			2	1				2
CO4	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, Mar	Internal Aid: Tittle, Preamble, Heading, Mar	Internal Aid: Tittle, Preamble, Heading, Mar	-	Interpretation of Penal	-	-	-	-	-	-	SDG 4,	Inclusive Education	-

	iginal Note, Section, sub-section, Punctuation, Illustration, Exception, Proviso, Explanation , Saving, Clause, Schedule	iginal Note, Section, sub-section, Punctuation, Illustration, Exception, Proviso, Explanation , Saving, Clause, Schedule	iginal Note, Section, sub-section, Punctuation, Illustration, Exception, Proviso, Explanation , Saving, Clause, Schedule	Statut es.									
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	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	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	Interp retati on of India n Const itutio n	-	-	-	-	-	-	SD G 4,	.3In clusi ve Edu catio n	-

	overruling, principle of eclipse.	overruling, principle of eclipse.	overruling, principle of eclipse.												
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 ,consolidat ing and codif ying statut es	-	-	-	-	-	-	-	SD G 4, Incl usiv e Edu catio n	-	-

<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).

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## **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).

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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>CO1</b>	<b>3</b>	<b>3</b>						<b>2</b>	
<b>CO2</b>								<b>2</b>	
<b>CO3</b>	<b>3</b>			<b>3</b>	<b>3</b>		<b>3</b>	<b>2</b>	
<b>CO4</b>	<b>3</b>			<b>3</b>	<b>3</b>		<b>3</b>	<b>2</b>	
1=lightly mapped			2= moderately mapped				3=strongly mapped		



	Obligations (Article 38(1) of the Statute of the ICJ).	Obligations (Article 38(1) of the Statute of the ICJ).	Obligations (Article 38(1) of the Statute of the ICJ).	Obligations (Article 38(1) of the Statute of the ICJ).												
Unit II	Historical and Philosophical, Social Perspectives: Status of Women in Contemporary Indian Society - Poverty, Illiteracy, Lack of Independence, Oppressive Social Customs and Gender Bias; Violence	Historical and Philosophical, Social Perspectives: Status of Women in Contemporary Indian Society - Poverty, Illiteracy, Lack of Independence, Oppressive Social Customs and Gender Bias; Violence	Historical and Philosophical, Social Perspectives: Status of Women in Contemporary Indian Society - Poverty, Illiteracy, Lack of Independence, Oppressive Social Customs and Gender Bias; Violence	Historical and Philosophical, Social Perspectives: Status of Women in Contemporary Indian Society - Poverty, Illiteracy, Lack of Independence, Oppressive Social Customs and Gender Bias; Violence	Women and Human Rights									SDG 4,5	Inclusive Education	Human Values, gender



	ncy Act (1971), Commission of Sati (Prevention) Act (1982), PNDT Act (1994)	ncy Act (1971), Commission of Sati (Prevention) Act (1982), PNDT Act (1994)	ncy Act (1971), Commission of Sati (Prevention) Act (1982), PNDT Act (1994)	ncy Act (1971), Commission of Sati (Prevention) Act (1982), PNDT 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	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	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	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	Children and Human Rights												SDG 4,5	.3Inclusive Education	<b>Human Values, gender</b>



	Executive, Judiciary (Special Contribution of Judiciary, National Human Rights Commission, National Commission for Child	Executive, Judiciary (Special Contribution of Judiciary, National Human Rights Commission, National Commission for Child	Executive, Judiciary (Special Contribution of Judiciary, National Human Rights Commission, National Commission for Child	Executive, Judiciary (Special Contribution of Judiciary, National Human Rights Commission, National Commission for Child											
Unit IV	Development, Globalization and Human Rights and Contemporary Challenges to Human Rights Modernization and	Development, Globalization and Human Rights and Contemporary Challenges to Human Rights Modernization and	Development, Globalization and Human Rights and Contemporary Challenges to Human Rights Modernization and	Development, Globalization and Human Rights and Contemporary Challenges to Human Rights Modernization and	Globalization and Human Rights	-	-	-	-	-	-	SDG 4, 5	Inclusive Education	- Human Values, gender	







Human Rights violations.	Human Rights violations.	Human Rights violations.	Human Rights violations.											
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### 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)

SOLS 422A	GENDER JUSTICE AND FEMINIST JURISPRUDENCE	L	T	P	C
Version 2.0		3	1	0	4
Total Contact Hours	45 Hours				
Pre-requisites/Exposure					
Co-requisites	-				

### 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”

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## **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>CO1</b>	<b>3</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>3</b>
<b>CO3</b>	<b>3</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	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	Private-public dichotomy Women in ancient, medieval and modern India: An overview Indicator Status: Difference in - likelihood of survival; female feticide, assigned human worth; and control over property,	Private-public dichotomy Women in ancient, medieval and modern India: An overview Indicator Status: Difference in - likelihood of survival; female feticide, assigned human worth; and control over property,	Private-public dichotomy Women in ancient, medieval and modern India: An overview Indicator Status: Difference in - likelihood of survival; female feticide, assigned human worth; and control over property,	-	Human Rights	-	-	-	-	-	-	SDG 4,5	Inclusive Education	Gender and Human Values

	valued goods and services, working conditions, knowledge and information, political processes, symbolic representation, one's body, daily lifestyles, reproductive processes. "LGBT QH++ and Human Rights	valued goods and services, working conditions, knowledge and information, political processes, symbolic representation, one's body, daily lifestyles, reproductive processes. "LGBTQ H++ and Human Rights	valued goods and services, working conditions, knowledge and information, political 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	Indian Penal Code 1860 Rape Laws, Adultery etc. Immoral Traffic Prevention Act 1956 read with section 370 IPC Indecent Representation	Indian Penal Code 1860 Rape Laws, Adultery etc. Immoral Traffic Prevention Act 1956 read with section 370 IPC Indecent Representation	-	Indian Penal Code 1860	-	-	-	-	-	-	SDG 4,5	Inclusive Education	<b>Gender and Human Values</b>

	tation of Women (Prohibition) Act, 1986.	tation of Women (Prohibition) Act, 1986.	tation of Women (Prohibition) Act, 1986.											
Unit III	Protection of Women against Domestic Violence Act 2005 Dowry Prohibition Act 1961	Protection of Women against Domestic Violence Act 2005 Dowry Prohibition Act 1961	Protection of Women against Domestic Violence Act 2005 Dowry Prohibition Act 1961		LAW PROTECTING WOMEN AGAINST VIOLENCE AT HOME							SDG 4,5	.3Inclusive Education	Gender and Human Values
Unit IV	Labour Laws: Gender protective laws, Gender neutral laws, Gender corrective laws Law Protecting Women against Sexual	Labour Laws: Gender protective laws, Gender neutral laws, Gender corrective laws Law Protecting Women against Sexual	Labour Laws: Gender protective laws, Gender neutral laws, Gender corrective laws Law Protecting Women against Sexual		ECONOMIC EMPOWERMENT AND LAW							SDG 4,5	Inclusive Education	Gender and Human Values





## 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:

SOLS 421A	LAW ON EDUCATION	L	T	P	C
Version 2.0		3	1	0	4
Total Contact Hours	45 Hours				
Pre-requisites/Exposure					
Co-requisites	-				

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.)

<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>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>3</b>
<b>CO3</b>	<b>3</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	POE/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> Amendment Act and Article 21-A. Study of the rights provided to children under different laws. IPC, POCSO Act, Factories Act etc.	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.	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.	-	Constitutional provisions on Right to Education	-	-	-	-	-	-	SD G 4,	Inclusive Education	- <b>Human Values</b>
Unit III	Study of The RTE Act 2009, Right To Free And Compulsory Education, Duties Of Appropriate Government,	Study of The RTE Act 2009, Right To Free And Compulsory Education, Duties Of Appropriate Government,	Study of The RTE Act 2009, Right To Free And Compulsory Education, Duties Of Appropriate Government,	-	Study of The RTE Act 2009	-	-	-	-	-	-	SD G 4,	.3Inclusive Education	<b>Human Values</b>

	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.	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.	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	Curriculum And Evaluation Procedure, Monitoring of Child's	Curriculum And Evaluation Procedure, Monitoring of Child's	-	Curriculum And Evaluation Procedure							SDG 4,	Inclusive Education	- <b>Human Values</b>

Right to Educati on, Constitu tion of National Advisor y Council, Protecti on Of action taken in good faith.	Right to Educati on, Constitu tion of National Advisor y Council, Protecti on Of action taken in good faith.	Right to Educati on, Constitu tion of National Advisor y Council, Protecti on Of action taken in good faith.										
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**SPECIALIZATION: BUSINESS LAW**

### Course objectives-

<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>	-				

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

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## **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>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>
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>An Overview of Financial System: Constituents of Financial system: Significance of Financial system Development and Growth of Financial Market in India</b>	<b>An Overview of Financial System: Constituents of Financial system: Significance of Financial system Development and Growth of Financial Market in India</b>	<b>An Overview of Financial System: Constituents of Financial system: Significance of Financial system Development and Growth of Financial 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 regarding Foreign Currency Offences and Penalties.		FEMA (Foreign Exchange Management Act)							SDG 4, 8	Inclusive Education

SOLS406A	<b>COMPETITION 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>	Ph				
<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

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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

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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>

1=weakly mapped

2= moderately 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>	<b>Understand the principles of law, its processes, procedures and relevant application in the legal 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

3=strongly mapped

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	3							3
CO2	3	3							3
CO3	3	3							3
CO4	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 perse Illegal Rule; Horizontal and Vertical restraints; Exemptions; Penalties; Prohibitions;	Anti-Competitive Agreements under the Competition Act, 2002 - Appreciable Adverse Effect on Competition in the Market, Rule of Reason and perse Illegal Rule; Horizontal and Vertical restraints; Exemptions; Penalties; Prohibitions;	Anti-Competitive Agreements under the Competition Act, 2002 - Appreciable Adverse Effect on Competition in the Market, Rule of Reason and perse Illegal Rule; Horizontal and Vertical restraints; Exemptions; Penalties; Prohibitions;	-Anti-Competitive Agreements under the Competition Act, 2002 - Appreciable Adverse Effect on Competition in the Market, Rule of Reason and perse Illegal Rule; Horizontal and Vertical restraints; Exemptions; Penalties; Prohibitions;	Anti-Competitive Agreements under the Competition Act, 2002 - Appreciable Adverse Effect on Competition in the Market, Rule of Reason and perse Illegal Rule; Horizontal and Vertical restraints; Exemptions; Penalties; Prohibitions;								SDG 4, 8	Inclusive Education
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	Prohibition of Anti-competitive agreements/ Cartel/bid rigging.	Prohibition of Anti-competitive agreements/ Cartel/bid rigging.	Prohibition of Anti-competitive agreements/ Cartel/bid rigging.	Prohibition of Anti-competitive agreements/ Cartel/bid rigging.										
Unit III	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	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	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	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	Merger, Acquisition, Amalgamation and Takeover							SDG 4,8	.3Inclusive Education	



	Regulation of Combinations under EU and US Laws.	Regulation of Combinations under EU and US Laws.	Regulation of Combinations under EU and US Laws.	covered under the Competition Act, 2002; Regulations; Penalties; Regulation of Combinations under EU and US Laws.										
Unit IV	Enforcement Mechanisms under the Competition Act, 2002 - Competition Commission of India - Constitution of the CCI	Enforcement Mechanisms under the Competition Act, 2002 - Competition Commission of India - Constitution of the CCI	Enforcement Mechanisms under the Competition Act, 2002 - Competition Commission of India - Constitution of the CCI	Competition Advocacy								SDG 4,	Inclusive Education	

	Powers and Functions	and Functions																
<b>SOLS507A</b>	and Functions	ns- ns-	<b>CYBER LAW</b>								L	T	P	C				
<b>Version 2.0</b>	ns- Jurisdiction	ion of Jurisdiction									3	1	0	4				
<b>Pre-requisites/Exposure</b>	Jurisdiction of the CCI	the CCI	--															
<b>Co-requisites</b>	ion of the CCI	adjudica	--															
	adjudica tion and appeals	tion and appeals																
	Director General NCLAT	Director General NCLAT																

**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-**



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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.

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**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**

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.

**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>
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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>	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>

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

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3
SOLS507A	CYBER LAW	3	2					2			3

1=weakly 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, 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, key pair, Public Key, Private	-	-	-	-	-	-	SDG 4	Inclusive Education	Professional ethics

<p>certificati on practice statement , computer network, computer resources and computer system under Informati on Technolo gy Act, 2000</p>	<p>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</p>	<p>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</p>			<p>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</p>								
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Unit II	Regulatory Framework: appointment of the Controller and other officers, the functions of the controller and certifying authorities. Establish 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 Certificate	Regulatory Framework: appointment of the Controller and other officers, the functions of the controller and certifying authorities. Establish Cyber Appellate Tribunal, Composition of Cyber Appellate Tribunal, Qualification, Terms of Office, Salary and the Powers of the Cyber	Regulatory Framework: appointment of the Controller and other officers, the functions of the controller and certifying authorities. Establish Cyber Appellate Tribunal, Composition of Cyber Appellate Tribunal, Qualification, Terms of Office, Salary and the Powers of the Cyber	-	Regulatory Framework: appointment of the Controller and other officers, the functions of the controller and certifying authorities. Establish Cyber Appellate Tribunal, Composition of Cyber Appellate Tribunal, Qualification, Terms of Office, Salary and the Powers of the Cyber	-	-	-	-	-	-	-	SDG 4	Inclusive Education	Professional ethics
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Unit III	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	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	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	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	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	-	-	-	-	-	-	-	SDG 4	.3Inclusive Education	Professional ethics
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	maintaining brand identity, Licensing and regulatory requirements, E - banking Electronic funds transfer, Evidence & security, work in UNCITRAL, WTO & WIPO regarding commerce.	mer, Competition Law Establishing and maintaining identity, Licensing and regulatory requirements, E - banking Licencing and regulatory requirements, E - banking Electronic funds transfer, Evidence & security, work in UNCITRAL, WTO & WIPO regarding commerce.	mer, Competition Law Establishing and maintaining identity, Licensing and regulatory requirements, E - banking Licencing and regulatory requirements, E - banking Electronic funds transfer, Evidence & security, work in UNCITRAL, WTO & WIPO regarding commerce.	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	Cyber Crimes and Punishments: Hacking, Digital Forgery, Cyber Stalking, Cyber Pornogra	Cyber Crimes and Punishments: Hacking, Digital Forgery, Cyber Stalking, Cyber Pornogra	Cyber Crimes and Punishments: Hacking, Digital Forgery, Cyber Stalking, Cyber Pornogra	Cyber Crimes and Punishments: Hacking, Digital Forgery, Cyber Stalking, Cyber Pornogra	offences under Information Technology Act							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

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## **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.

<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>2</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	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>Protection of Investors</b>								SDG 4,8	.3In clusive Edu cation
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 usive Edu cation

## Course Objectives:

1 To define and understand the Insolvency and Bankruptcy Code, 2016.

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>	-				

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

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	PSO											
Unit I	The Insolvency and Bankruptcy Code, 2016	The Insolvency and Bankruptcy Code, 2016	The Insolvency and Bankruptcy Code, 2016	The Insolvency and Bankruptcy Code, 2016								1	SDG 4	Inclusive Education	2 Professional ethics					
Unit II	Companies Act, 2013, the Partnership Act, 1932 and the Limited Liability	Companies Act, 2013, the Partnership Act, 1932 and the Limited Liability	Companies Act, 2013, the Partnership Act, 1932 and the Limited Liability	Companies Act, 2013, the Partnership Act, 1932 and the Limited Liability										SDG 4	Inclusive Education	3 Professional ethics				
												1=lightly mapped			2=moderately mapped			3=strongly mapped		

	Partnership Act, 2008.	Partnership Act, 2008.	Partnership Act, 2008.		Partnership Act, 2008.										
Unit III	<b>The Indian Contract Act, 1872, The Sale of Goods Act, 1930 Specific Relief Act, 1933 Negotiable Instruments Act, 1881</b>	<b>The Indian Contract Act, 1872, The Sale of Goods Act, 1930 Specific Relief Act, 1933 Negotiable Instruments Act, 1881</b>	<b>The Indian Contract Act, 1872, The Sale of Goods Act, 1930 Specific Relief Act, 1933 Negotiable Instruments Act, 1881</b>		<b>The Indian Contract Act, 1872, The Sale of Goods Act, 1930 Specific Relief Act, 1933 Negotiable Instruments Act, 1881</b>								SD G 4	.3Inclusive Education	<b>Professional ethics</b>
Unit IV	<b>The Securitisation and Reconstruction of Financial Assets and Enforcement of Security Interest</b>	<b>The Securitisation and Reconstruction of Financial Assets and Enforcement of Security Interest</b>	<b>The Securitisation and Reconstruction of Financial Assets and Enforcement of Security Interest</b>		<b>The Securitisation and Reconstruction of Financial Assets and Enforcement of Security Interest</b>								SD G 4	Inclusive Education	<b>Professional ethics</b>

SOAS 101 Act, 2002	s Act, 2002	s Act, 2002	s Act, 2002	BANKING & INSURANCE LAW						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 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.

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**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;

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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:**



<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 historical background and present scenario of banking system in India and relationship of banker with customer.	<b>PO1,PO3</b>
<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>

Course Code	Course Title	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

<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>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>	<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			
Unit I	Banking system in India, Various kinds of Banks and their functions, Relationship between banker and customer, Banker's duty towards Customers, Contract	Banking system in India, Various kinds of Banks and their functions, Relationship between banker and customer, Banker's duty towards Customers, Contract	Banking system in India, Various kinds of Banks and their functions, Relationship between banker and customer, Banker's duty towards Customers, Contract		Banking system in India	-	-	-	-	-	-	SDG 4,8	Inclusive Education	

	between banker and customer: their rights and duties, Role and functions of Banking Institutions.	between banker and customer: their rights and duties, Role and functions of Banking Institutions.	between banker and customer: their rights and duties, Role and functions of Banking Institutions.																	
Unit II	Definition of 'bank', 'banker', 'banking', 'banking companies', Development of banking business and companies,	Definition of 'bank', 'banker', 'banking', 'banking companies', Development of banking business and companies,	Definition of 'bank', 'banker', 'banking', 'banking companies', Development of banking business and companies,	-	Powers and control exercised by the Reserve Bank of India	-	-	-	-	-	-	-	-	-	-	-	-	-	SD G 4, 8	Inclusive Education

	Regulations and restrictions;	Regulations and restrictions;	Regulations and restrictions;											
Unit III	Securities and Recovery Banks, Recovery of debts with and without intervention of courts tribunals	Securities and Recovery Banks, Recovery of debts with and without intervention of courts tribunals	Securities and Recovery Banks, Recovery of debts with and without intervention of courts tribunals	-	Securities and Recovery by Banks	-	-	-	-	-	-	SD G 4,8	.3Inclusive Education	-
Unit IV	Insurance Law: Nature of Insurance Contracts; Kinds of Insurance: Life	Insurance Law: Nature of Insurance Contracts; Kinds of Insurance: Life	Insurance Law: Nature of Insurance Contracts; Kinds of Insurance: Life	Insurance Law: Nature of Insurance Contracts; Kinds of Insurance: Life	-	Nature of Insurance Contracts	-	-	-	-	-	SD G 4, 8	Inclusive Education	-



<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>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>	<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			
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	Legal and Regulatory Framework of Corporate Governance in India	Legal and Regulatory Framework of Corporate Governance in India	Legal and Regulatory Framework of Corporate Governance in India	-	Legal and Regulatory Framework of Corporate Governance in India	-	-	-	-	-	-	SDG 4.	Inclusive Education	-
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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.

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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
- General control
- Control by rating
- Regulation on rating.

### **Depositories**

- Denationalized securities
- Recognition of securities
- Types of depository receipts: IDR, ADR, GDR and Euro receipts
- SEBI guideline on depositories
- Investment in non-banking financial institutions
- Control by RBI
- Regulation on non-banking financial and non-financial companies
- Private-financial companies: registration and regulation
- Chit funds





										ue s			
Unit I	<b>Historical Background of securities and investment laws</b> Securities: the concept England: Banking: 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 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 from the general public World Bank I.M.F. Asian Development.	<b>Government Securities</b> 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 from the general public World Bank I.M.F.	<b>Government Securities</b> 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 from the general public World Bank I.M.F.	<b>Government Securities</b> 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 from the general public World Bank I.M.F.	External borrowing World Bank I.M.F.	-	-	-	-	-	-	-	SD G 4, 8	Inclusive Education	-
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	<p>ment Bank Direct from foreign government. Government loan: the constitutional dilemma a and limitations Can a state go for external loans? Impact on economic sovereignty</p>	<p>Government loan: the constitutional dilemma and limitations Can a state go for external loans? Impact on economic sovereignty</p>	<p>Asian Development Bank Direct from government. Government loan: the constitutional dilemma and limitations Can a state go for external loans? Impact on economic sovereignty</p>	<p>ment Bank Direct from foreign government. Government loan: the constitutional dilemma a and limitations Can a state go for external loans? Impact on economic sovereignty</p>							
Unit III	<p><b>Securities Issued by Banks</b> Bank notes: is it the exclusive</p>	<p><b>Securities Issued by Banks</b> Bank notes: is it the exclusive privilege</p>	<p><b>Securities Issued by Banks</b> Bank notes: is it the exclusive</p>	<p>Bank notes: is it the exclusive privilege of the central bank in the issue</p>						SDG 4,8	.3Inclusive Education



			warrants											
Unit IV	Unit Trust of India Venture capital Mutual fund Control over issue and management of UTI, venture capital and mutual funds Plantations and horticulture farms General control by rating Regulation on rating.	Unit Trust of India v Venture capital Mutual fund Control over issue and management of UTI, and mutual funds Plantations and horticulture farms General control by rating. Regulation on rating.	Unit Trust of India Venture capital Mutual fund Control over issue and management of UTI, venture capital and mutual funds Plantations and horticulture farms General control	-	Shares Debentures Company deposits		-	-	-	-	-	SD G 4, 8	Inclusive Education	-

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			Control by rating Regulation on rating.											
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**SPECIALIZATION: CRIMINAL LAW**

## Course objectives-

<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				

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

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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



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**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>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 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>
<b>CO3</b>	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.	<b>PO2</b>



	<b>PROBATION OF OFFENDERS ACT, 1958</b>											
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Programme and Course Mapping									
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2
CO1	3							2	2
CO2		3	3					2	2
CO3	3		3					2	2
CO4	3		3	3				2	2
1=lightly mapped			2= moderately mapped				3=strongly mapped		

1=weakly 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>U n i t I</b>	Criminology: Definition, Nature and Scope	Criminology: Definition, Nature and Scope	Criminology: Definition, Nature and Scope	-	-	-	-	-	Criminal and Social Processes, Classical School, Cartographic School, Sociological School	Criminal and Social Processes, Classical School, Cartographic School, Sociological School	-	SDG 4, 16	Towards More Holistic and Multidisciplinary Education (11.1-11.13)	Skills Embedded Courses Development
<b>U n i t II</b>	Theories of Punishment	Theories of Punishment	Theories of Punishment	-	-	-	-	-	Prison Reforms and open prison system in India	Prison Reforms and open prison system in India	-	SDG 4, 16	Optimal Learning	Technical Skills that match Industry needs and Soft Skills
<b>U n i t II</b>	Treatment and Correction of Offenders	Treatment and Correction of Offenders	Treatment and Correction of Offenders	-	-	-	-	-	Treatment and Correction of	Treatment and Correction of	-	SDG 4, 16	Professional Education (17.1-17.5)	Technical Skills that match Indus

	of Offen ders and Juve nile Delin quenc y	ders and Juve nile Delin quenc y	ders and Juve nile Delin quenc y						Offen ders, Offen ders,				try needs	
<b>U ni t I V</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 Crim e, Orga nized Crim e	Role and Typo logy of Victi ms, Recid ivism , Whit e Colla r Crim e, Orga nized Crim e	-	SD G 4	<b>Optima l Learni ng</b>	<b>Soft Skills</b>

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.

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CO3 The students will have an understanding about the recent developments in the laws to protect the women in India.

#### UNIT I

1. Sexual Offences under Indian Penal Code:
  - Outraging the Modesty of Women
  - Rape
2. Sexual Harassment at Workplace
3. Obscenity and Indecent Representation of Women.

#### UNIT II

1. Dowry Crimes under Indian Penal Code:
  - Dowry Death (Section 304B)
  - Dowry Prohibition Act, 1961

#### UNIT III

1. Cruelty against Married Women (Section 498A)
2. Domestic Violence Act, 2005
3. Honour Killing

#### UNIT IV

1. Termination of Pregnancy under the Indian Penal Code (Ss.312-318)
2. Female Foeticide with special reference to Pre-Conception and Pre-Natal Diagnostic Techniques (Regulation and Prevention of Misuse) Act, 1994
3. Medical Termination of Pregnancy Act, 1971
4. 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
CO1	3				3			3	1
CO2	3				3			3	1
CO3	3				3		2	3	1
CO4	3				3		2	3	1
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>U n i t I I</b>	Dowry Crim es under India n Penal Code	Dowry Crim es under India n Penal Code	Dowry Crim es under India n Penal Code	-	-	-	-	-	Dowry Prohi bitio n Act, 1961	Dowry Prohi bitio n Act, 1961	-	SD G 4, 5	Profes sional Educ ation (17.1 - 17.5)	Techni cal Skills that match Industr y Needs; Focus on Emple yability Skills (Local/ Region al and Global)
<b>U n i t I I</b>	Cruel ty & Dom estic Viole nce	Cruel ty & Dom estic Viole nce	Cruel ty & Dom estic Viole nce	-	-	-	-	-	Cruel ty again st Marr ied Wom en	Cruel ty again st Marr ied Wom en	-	SD G 4, 5	Profes sional Educ ation (17.1 - 17.5)	<b>Techni cal Skills that match Industr y needs</b>
<b>U n i t I V</b>	Term inatio n ofn Pregn ancy; Surro gacy & PND	Term inatio n ofn Pregn ancy; Surro gacy & PND	Term inatio n ofn Pregn ancy; Surro gacy & PND	-	-	-	-	-	-	-	-	SD G 4, 5	<b>Opti mal Lear ning</b>	<b>Soft Skills</b>

PND CT Act	CT Act	CT Act												
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<b>SOLS 514A</b>	<b>White Collar Crimes</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 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.

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**CO4** The students will be 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

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## **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>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>
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	<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>

1=weakly 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
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

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>CO1</b>	<b>3</b>	<b>1</b>							<b>2</b>
<b>CO2</b>	<b>2</b>	<b>2</b>		<b>2</b>	<b>3</b>				<b>2</b>
<b>CO3</b>	<b>2</b>	<b>2</b>				<b>3</b>			<b>2</b>
<b>CO4</b>	<b>3</b>	<b>2</b>			<b>2</b>	<b>3</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			
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 & Adulteratio	Hoarding, Black marketing &	Hoarding, Black marketing & Adulteratio	-	-	-	Electoral Offences: sec 125 to 137 of	-	-	-	-	SDG 4, 16	-	Technical Skills that match Industry needs



	n, Tax evasion, White collar crime in different professions	Adulteratio n, Tax evasion, White collar crime in different professions	n, Tax evasion, White collar crime in different professions					Representatio n of People Act 1951.						and soft skills
<b>Unit II</b>	White collar crime vs. Traditional crime	White collar crime vs. Traditional crime	White collar crime vs. Traditional crime	-	-	-	-	Information Technology Act 2000 in combating Hacking, Cyber fraud,				SD G 4	Optimal Learning	Soft Skills
<b>Unit V</b>	Statutes dealing with White Collar Offences	Statutes dealing with White Collar Offences	Statutes dealing with White Collar Offences	-	-	-	-	Prosecution and Penalties Of Statutes dealing with White				SD G 4, 16	12.1 Practical Learning Outcome	Skill development & soft skills

								Collar Offenc es						
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### Course Objectives

1. To provide comprehensive knowledge to students about Concept of Child the offences

<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>	-				

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

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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 necessities 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

Programme and Course Mapping									
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2
CO1	3							3	3
CO2		3			3			3	3
CO3	3						2	3	3
CO4						2	2	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	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	Concept of Child and Juvenile	Concept of Child and Juvenile	International	-	-	-	-	Offences against Child	Offences against Child	-	SDG 4, 5	-	Technical Skills that matc

	<p>ile Defini tion and conce pts of term child and Juve nile Cause s of offenc e again st child.</p>	<p>n and concepts of child and Ju venile Cause s of offenc e again st child.</p>	<p>nile Defini tion and conce pts of term child and Juve nile Cause s of offenc e again st child.</p>	<p>pr ote cti on to chi ld an d co nv ent io n of offen ce again st child.</p>					<p>Child abuse ,Child labour and forced labour , Kidna pping, abduc tion , Abet ment of suicid e of child 5. Sale of obsce ne object s to young .</p>	<p>Child abuse ,Child labour and forced labour , Kidna pping, abduc tion , Abet ment of suicid e of child 5. Sale of obsce ne object s to young .</p>				<p>h Indus try needs and soft skills</p>
<p><b>U ni t II</b></p>	<p>The Immoral Traffic (Preven tion) Act 1956, Juve nile Delin quency- Nature, Juve nile</p>	<p>The Immoral Traffic (Preven tion) Act 1956, Juve nile Delin quency- Nature, Juve nile</p>	<p>The Immoral Traffic (Preven tion) Act 1956, Juve nile Delin quency- Nature, Juve nile</p>	-	-	-	-	<p>Treat ment and rehabi litatio n of juveni les, Legisl ative and judici al protec tion of juveni le</p>	<p>Treat ment and rehabi litatio n of juveni les, Legisl ative and judici al protec tion of juveni le</p>	-	<p>SD G 4, 5</p>	<p>12. 1 Pra ctic al Lea rnin g Out co me</p>	<p>Tech nical Skills that matc h Indus try needs and soft skills</p>	

	Juvenile Court System	Court System	s, Juvenile Court System					offender	offender				
<b>Unit II I</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: Provisions regarding welfare of Child	The Child Labour (Prohibition and Regulation) Act, 1986; Constitutional Provisions: Provisions regarding welfare of Child	-	SDG 4, 5 <sup>1</sup>	Optimal Learning	Soft Skills
<b>Unit V</b>	Child marriage (Child Marriage Restraint Act)	Child marriage (Child Marriage Restraint Act)	Child marriage (Child Marriage Restraint Act)	-	-	-	-	the Child Marriage Restraint	the Child Marriage Restraint	-	SDG 4, 5 <sup>1</sup>	12. Practical Learning Out	Skill development & soft skills

int Act) Aban donm ent of child Custo dy of Child durin g matri monia l suit	ment of child Custody of Child during matrimon ial suit	Restr aint Act) Aban donm ent of child Cust ody of Child durin g matri moni al suit					Act, 1929	Act, 1929		co me	
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### Course objectives-

1. To provide students with an understanding of the various theories of crime and prevention of crime

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>	-				

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



<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>	3						2		2
<b>CO2</b>	3	2			2		2		2
<b>CO3</b>	3	3			2		2		2
<b>CO4</b>	3	3			2		2		2
1=lightly mapped			2= moderately mapped				3=strongly mapped		

Introduction: Meaning of psychology and crime; meaning of criminal psychology; relationship between psychology and crime

## **UNIT II**

Theories of Crime: Sociological Theory of Crime, Biological Theory of Crime, Psychological Theory of Crime, Socio Psychological Theory of Crime; Crime Trends in India, Prevention of Crime

## **UNIT III**

Psychological Disorders and Criminal Behavior: Juvenile Delinquency, mentally ill offenders, serial killers and sex offenders; Violent Criminal Behavior and Drug Related Crime: Terrorism, Drug and Crime, Cyber Crimes

## **UNIT IV**

Selection of law enforcement personnel: Selection of police officers, Training of Police Officers: Interactions with the mentally ill offenders; Role of Psychology in Treatment of Offenders

## **TEXTBOOK**

Criminal Psychology, Dr. S.R. Myneni

## **REFERENCE BOOK**

Criminal Psychology, Navin Kumar, LexisNexis

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	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, Psychological Theory of Crime, Socio	-	SDG 4	Optimal Learning	soft skills

									Psychological Theory of Crime				
<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 V</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

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**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.

<b>SOLS 527A</b>	<b>FORENSIC SCIENCE</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>	Ph				
<b>Co-requisites</b>	-				

CO2 The students will be able to understand 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

<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>3</b>
<b>CO2</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>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			
<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: Han Gro ss, Ed mon d Loc ard	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 Science Laboratory	-	-	-	-	-	-	SDG 4	Optimal Learning	soft skills

<b>Unit II</b>	Functions and Duties of Forensic Scientist, Code of Conduct of Forensic Scientist, Qualifications of Forensic Scientist	Functions and Duties of Forensic Scientist, Code of Conduct of Forensic Scientist, Qualifications of Forensic Scientist	Functions and Duties of Forensic Scientist, Code of Conduct of Forensic Scientist, Qualifications of Forensic Scientist													SD G 4	Optimal Learning	Soft Skills
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<b>Unit I</b>	Meaning and Purpose of Crime Scene Investigation	Meaning and Purpose of Crime Scene Investigation	Meaning and Purpose of Crime Scene Investigation	-	Conduct Final Survey, Releasing the scene of Crime; Evaluation in Forensic Science	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	SDG 4	Practical Learning Outcome	Skill development & soft skills
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**Course objectives-**

1. To familiarize the students with the meaning and scope of International Criminal law.

<b>SOLS 425A</b>	<b>INTERNATIONAL 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>	-				

2 To make students understand about the function and structure of International Criminal 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)**



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**After completion of the course:**

CO1 The students will be able to understand the meaning and scope of International Criminal law.

CO2 The students will have an understanding about the function and structure of International Criminal Court

CO3 The students will be able to understand about crimes within the jurisdiction of International Criminal Court and prosecution thereof

CO4 The students will know about provisions related to appeal and revision under International Criminal Court.

**UNIT I**

Meaning of International criminal law; Sources of International Criminal Law

**UNIT II**

International Criminal Court: Structure of International Criminal Court; General Principles of Criminal Law

**UNIT III**

Crimes within the jurisdiction of International Criminal Court; Investigation and Prosecution Provisions of International Criminal Court

**UNIT IV**

Penalties Provisions of International Criminal Court; Appeal and Revision Provisions of International Criminal Court

**TEXTBOOK**

International Criminal Law, Theory and Practice, Dr. Anupam Jha

**REFERENCE BOOK**

Dr. Anupam Jha The Fundamental Concept of Crime in International Criminal Law (A Comparative Law Analysis), Iryna Marchuk

Programme and Course Mapping									
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2
CO1	3								3
CO2	3								3
CO3	3				3				3
CO4	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				Meaning of International criminal law	-	-	-	-	-	-	-	SDG 4	Optimal Learning	soft skills
Unit				International Criminal	-	-	-	-	-	-	-	SDG 4	Practical Learning	soft skills

t II			Criminal Court; International Criminal Court	International Court of Criminal Justice; International Criminal Court							g Out com e	
U ni t II I			Crimes within the jurisdiction of International Criminal Court	Investigation and Prosecution Provisions of International Criminal Court	-	-	-	-	-	SD G 4	Optimal Learning	Projects
U ni t I V			Penalties Provisions of International	Penalties Provisions of International	-	-	-	-	-	SD G 4	Practical Learning Output	Skill development & Project

				l Crimi nal Court	Crimina l Court									
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### Course objectives-

1. To provide comprehensive knowledge about the procedures that take place in criminal courts

SOLS 424A	COMPARATIVE CRIMINAL PROCEDURE	L	T	P	C
Version 2.0		4	0	0	4
<b>Total Contact Hours</b>	45 Hours				
<b>Pre-requisites/Exposure</b>	Ph				
<b>Co-requisites</b>	-				

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

<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>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>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>	<b>3</b>

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,

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

		<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SOLS 518 A</b>	<b>International Environment Law</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>	-				

**SPECIALIZATION: INTERNATIONAL LAW**

**Course objectives-**



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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.

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## **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 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 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>

		<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 principles of law, its processes, procedures and relevant application in the legal 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 518 A</b>	<b>International Environment Law</b>	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>CO1</b>	<b>3</b>				<b>3</b>			<b>2</b>	<b>1</b>
<b>CO2</b>	<b>3</b>	<b>3</b>	<b>3</b>					<b>2</b>	<b>1</b>
<b>CO3</b>	<b>3</b>	<b>3</b>	<b>3</b>					<b>2</b>	<b>1</b>
<b>CO4</b>	<b>3</b>	<b>3</b>					<b>3</b>	<b>2</b>	<b>1</b>
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 D e v e l o p m e n t	Prof e s s i o n a l E t h i c s m m	G e n d e r	Hu m a n V a l u e s	Envir o n m e n t & S u s t a i n a b i l i t y			
U n i t I			historical background of International Environment Law and human rights to live in pollution	historical background of International Environment Law and human rights to live in pollution						historical background of International Environment Law and human rights to live in pollution	historical background of International Environment Law and human rights to live in pollution	13.3	Optimal Learning Environments	

			free envir onme nt.	free envir onme nt.						free envir onme nt.				
U ni t II	-	-	Sourc es and Princi ples of Intern ationa l Envir onme nt Law	Sourc es and Princi ples of Intern ationa l Envir onme nt Law	Precaut ion Princip le, Polluter Pays Princip le, Inter- generat ional equity, Public Trust Doctrin e, Princip le of no fault liability : Absolut e Liabilit y		--			Preca ution Princi ple, Pollut er Pays Princip le, Inter- gener ationa l equit y, Publi c Trust Doctr ine, Princi ple of Absolu te fault liabilit y: Absol ute Liabil ity	Precaut ion Princip le, Pollute r Pays Princip le, Inter- generat ional equity, Public Trust Doctrin e, Princip le of no fault liability : Absolu te Liabilit y		<b>Optim al Learn ing Envio rnmen ts</b>	<b>Emplo yabilit y</b>
U ni t II I	-	-	under stand the Basel Conv entio n and	under stand the Basel Conv entio n and									<b>Optim al Learn ing Envio rnmen ts</b>	





<b>SOLS 408A</b>	<b>HUMANITARIAN and REFUGEE 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 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

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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.

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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:**

<b>Components</b>	<b>Continuous Assessment (Quiz/Assignment/ Presentation/ Extempore</b>	<b>Mid Term Examination</b>	<b>Attendance</b>	<b>End Term Examination</b>
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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)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
<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>	Understand the interdisciplinary nature of law and the contributions that other disciplines can make to the study	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

SOLS 408A	Humanitarian and refugee law	2	3	3		2		2			2

1=weakly 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	Environment & Sustainability					
					Programme and Course Mapping											
	CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2			
	CO1	3	3	3						2			2			
	CO2	3	3	3						2			2			
	CO3	3	Human	Human	3					2		16	2			
	CO4	3	n	n	3					2			2			
			Rights and their essence accordingly various	Rights and their essence accordingly various						Rights and their essence						
			1=lightly mapped	2=moderately mapped						3=strongly mapped						

			s Decla ration s, Coven ants and Protoc ols	s Decla ration s, Coven ants and Protoc ols										
U ni t II			princi ples of huma nity at the time of intern ationa l and non- intern ationa l war or confli cts.	princi ples of huma nity at the time of intern ationa l and non- intern ationa l war or confli cts.						prin ciple s of huma nity				
U ni t II I			aware ness of Refug ee's condit ions and protec tion from violati ons	aware ness of Refug ee's condit ions and protec tion from violati ons						Trea tmen t of Refu gees				
U ni t	laws and enfor	laws and enfor	laws and enforc		Enforceme nt of human					Huma n Rights				<b>Inter nshi p</b>

I	ce	ce	ement		rights in					in				
V	SOLS 404	MA	machi		India					India				
			neries			<b>Private International Law</b>		<b>L</b>		<b>T</b>	<b>P</b>		<b>C</b>	
Version	2.1	2.1	to					<b>3</b>		<b>1</b>	<b>0</b>		<b>4</b>	
Total Contact Hours					45 Hours									
Pre-requisites														
Co-requisites														
	huma	huma	n											
	n	n	rights											
	rights	rights	in											
	in	in	India											
	India	India												

### 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.

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## **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**



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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>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 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>CO1</b>	<b>3</b>	<b>3</b>					<b>2</b>		<b>2</b>
<b>CO2</b>	<b>3</b>	<b>3</b>	<b>2</b>				<b>2</b>		<b>2</b>
<b>CO3</b>	<b>3</b>	<b>3</b>	<b>2</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		

-	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			general concept of private international law	general concept of private international law										
Unit II			rules relating to family law comes under Private international law	rules relating to family law comes under Private international law	Family Law and Adoptions jurisdiction of courts in matrimonial causes					Family Law and Adoptions jurisdiction of courts in matrimonial causes			Equity & Inclusion	Skill Development
Unit II I			legal provisions related to civil and comm	legal provisions related to civil and comm	legal provisions related to civil and commercial matter									Skill Development

			ercial matter under Intern ational Law	ercial matter under Intern ational Law	under Internati onal Law									
U ni 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	-	-	-	-	-	-	-	-	-

### Course Objectives

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	-				

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

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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

<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>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>2</b>	<b>2</b>	
<b>CO4</b>	<b>3</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		
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development
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 the UN	-	-	-
Unit II	-	-	-	To impart knowledge on the creation of a number of international organizations and their	-	-	-



<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>		-					
				performance at global level.			
Unit III	-	-	-	The students will be able to understand about the various aspects and the role of International Organizations	-	-	-
Unit IV	-	-	-	To impart knowledge about regional commissions	-	-	-

**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

<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>CO2</b>	<b>3</b>					<b>2</b>		<b>2</b>	
<b>CO3</b>	<b>3</b>							<b>2</b>	
<b>CO4</b>	<b>3</b>	<b>3</b>						<b>2</b>	
1=lightly mapped			2= moderately mapped				3=strongly mapped		

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.

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	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 Use of National Ports; Merchant Shipping in Territorial Water	-	-	-	-	-	-	Maritime Flag and State Responsibility. Equality of Flag and Use of National Ports; Merchant Shipping in Territorial Water and	SDG-4,13,14	Optimal Learning Environment and Support for Students	Global Scoring

				and High Seas.							High Seas.			
Unit II	-	-	-	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	-	-	-	-	-	-	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 Bill of Lading as a Document of Title and its Function in Relation to Overseas	SD G-4,13,14	Optimal Learning Environment and Support for Students	Global Scoring

				<p>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</p>						<p>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.</p>			
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				e Only); The Ship- owners Lien, Stoppa ge in Transit . Measu re of Damag es for Breach of the Contra ct.										
U nit III	-	-	-	Genera l Princip les; what is Insure d; Insura ble Interes t Duty of Disclo sure; Princip le of Indem nity,	-	-	-	-	-	-	Contra ct: Premiu m its <sup>4</sup> Retenti on and Return Condi ons and Warran tees and their Interpre tation; Loss and Abando nment	SD G- 4,1 3,1 4	Opti mal Learni ng Enviro nment s and Suppo rt for Stude nts	Glo bal Scori ng

			Format ion of the Contra ct: Premiu m its Retenti on and Return Condit ions and Warra ntees and their Interpr etation ; Loss and Aband onmen t and Measu re of Indem nity; Assign ment; Reinsu rance.						and Measur e of Indemn ity; Assign ment; Reinsur ance.			
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Unit IV			<p>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</p>						<p><b>International Sales Law:</b> Exploring the main features of the private law of international trade.</p> <p><b>International Law of the Sea:</b> International rules regarding the use of oceans and seas.</p> <p><b>International Maritime</b></p>	SDG-4,13,14	Optimal Learning Environments and Support for Students	Global Scoring
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			ships; ship mortgages; collisions; salvage; and marine pollution. <b>International Sales Law:</b> Exploring the main features of the private law of international trade. <b>International Law of the Sea:</b> International							<b>Organization (IMO):</b> Objectives. Policy for International Shipping. Governing body, Committees.		
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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.

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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.

<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>CO2</b>	<b>3</b>					<b>2</b>		<b>2</b>	
<b>CO3</b>	<b>3</b>							<b>2</b>	
<b>CO4</b>	<b>3</b>	<b>3</b>						<b>2</b>	
1=lightly mapped			2= moderately mapped				3=strongly mapped		

**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>U</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</b>	<b>NE</b>	<b>P</b>
<b>ni</b>				<b>D</b>	<b>P</b>	<b>O</b>
<b>t</b>				<b>G</b>		<b>E/</b>
						<b>4<sup>th</sup></b>
						<b>IR</b>

	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit I	-	-	-	Introduction to Law of the Sea History of the Law of the Sea United Nations Convention on the Law of the Sea (LOS C) 1982, UNCL OS I	-	-	-	-	-	-	Introduction to Law of the Sea History of the Law of the Sea United Nations Convention on the Law of the Sea (LOSC) 1982, UNCLOS I and UNCLOS II. Four Geneva	SDG-4,1 3,1 4	Optimal Learning Environment and Support for Students	Global Scoring

				and UNCL OS II. Four Genev a Conve ntions of 1958 Mariti me Zones. .						Convent ions of 1958 Maritim e Zones.			
U nit II	-	-	-	Baseli nes The Territo rial Sea and Contig uous Zone Straits used for Intern ational Navig ation	-	-	-	-	-	Bills of Lading; Rights and Duties of Ship- owners at Commo n Law, Carriage of Goods by Sea Act, 1924; Protecti on of Ship- owner and Limitati on of	SD G- 4,1 3,1 4	Opti mal Learni ng Enviro nment s and Suppo rt for Studen ts	Glob al Scori ng



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				Archipelagoes and Islands						His 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.		
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											Measure of Damages for Breach of the Contract			
Unit III	-	-	-	Baselines The Territorial Sea and Contiguous Zone Straits used for International Navigation Archipelagos and Islands	-	-	-	-	-	-	Baselines The Territorial Sea and Contiguous Zone Straits used for International Navigation Archipelagos and Islands	SDG-4,1 3,1 4	Optimal Learning Environments and Support for Students	Global Scoring
Unit IV	-	-	-	Exclusive Economic	-	-	-	-	-	-	Exclusive Economic Zone	SDG-4,1 3,1 4	Global Education Knowledge	Global Scoring

				Zone (EEZ) 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						(EEZ) 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-Internati		
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				Minin g Interna tional seabed - Interna tional Seabe d authori ty							onal Seabed 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

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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.
6. Bowell, The Law of International Institutions.
7. Verma, S.K., An Introduction of Public International Law
8. International Criminal Law by Cassese and Antonio
9. An Introduction to the International Criminal Court by Schabas and William A.

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**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>CO1</b>	<b>3</b>	<b>3</b>						<b>1</b>	<b>2</b>
<b>CO2</b>	<b>3</b>	<b>3</b>						<b>1</b>	<b>2</b>
<b>CO3</b>	<b>3</b>							<b>1</b>	<b>2</b>
<b>CO4</b>	<b>3</b>	<b>3</b>				<b>3</b>		<b>1</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 I	Meaning, definition, Crimes and Elements of Crimes	Meaning, definition, Crimes and Elements of Crimes	Meaning, definition, Crimes and Elements of Crimes	History of International Criminal Law Sources of the International Criminal Law International Crimes: Meaning, definition, Crimes and Elements of Crimes	-	-	-	-	-	History of International Criminal Law Sources of the International Criminal Law International	-	SDG-4,16	Transforming the Regulatory System	Global Education Knowledge



Unit II			<p><b>The Types of International Crimes</b></p> <p>Major international crimes – genocide, aggression, organized crimes and corruption in War crimes and crimes against humanity, international terrorism</p> <p>Prevention and Punishment of international crimes</p>								SDG-4,16	Transforming the Regulatory System	Global Education Knowledge
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				Security of Mankind State Sovereignty and International Criminal Law General Principles of International Criminal Law Modes of Criminal Responsibility and Defences,									
U nit III	Inter national Regional and Mixed Tribu nals.	-	-	-	-	-	-	-	Inter national Regional and Mixed Tribu nals. Natio nal Persp ectiv	-	SD G- 4,1 6	Trans formi ng the Regul atory Syste m	Glo bal Educ ation Know ledge

	National Perspectives on International Criminal Law									es on International Criminal Law				
Unit IV	-	-	-	International Criminal Court Organisation structure, personal, material and temporal Jurisdiction of the Court. Procedure and evidence Universal Jurisdiction, Immunit	-	-	-	-	-	-	-	SDG-4,16	Transforming the Regulatory System	Global Educational Knowledge



				Punishme nt of the										
<b>SOLS 429A</b>				Crime and Genocid	<b>INTERNATIONAL HUMAN L RIGHTS</b>					<b>T</b>	<b>P</b>		<b>C</b>	
<b>Version 2.0</b>				(Bosnia and Herzegov ina Ph v.				<b>4</b>		<b>0</b>	<b>0</b>		<b>4</b>	
<b>Total Contact Hours</b>				45 Hours										
<b>Pre-requisites/Exposure</b>				Serbia -										
<b>Co-requisites</b>				and Monteneg ro) of 26 February 2007										

### 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:**

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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,

<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>2</b>	<b>2</b>					<b>3</b>
<b>CO2</b>	<b>3</b>	<b>2</b>	<b>2</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>2</b>							<b>3</b>
1=lightly mapped			2= moderately mapped				3=strongly mapped		

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





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	-	-	-	Introduction to International Human Rights Law Nature and Origin, Basic principles of Human Rights, History	-	-	-	-	-	Introduction to International Human Rights Law Nature and Origin, Basic principles of Human Rights, History	-	SDG-4,5,16,17	Equity and Inclusion Higher Education	Global Education Knowledge

				Develo pment and Instit utions of Interna tional Human Rights The Global Concep tual Frame work of Conte mporar y Human Rights.						Develo pment and Instit utions of Interna tional Human Rights The Global Concep tual Frame work of Conte mporar y Human Rights.				
U nit II	-	-	-	The Human Rights Move ment The Right to Life, the United Nation	-	-	-	-	-	The Right to Life, the United Nation s Treatie s and Instit utions	-	SD G- 4,5, 16,1 7	Equ ity and Incl usio n Hig her Edu cati on	Glo bal Educ ation Kno wled ge

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				s Treatie s and Institut ions Judgm ent at Nurem berg. The Role of States in Protect ing and Enforci ng Human Rights: The Spread of State Constit utionali sm in the Liberal Model, Human Rights Treatie s					Judgmen t at Nuremb erg				
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				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,	-	-	-	-	Internationalizing and Democratizing Rights, Perspectives and Approaches to Human Rights”	-	SDG-4,5,16,17	Equity and Inclusion in Higher Education	Global Education Knowledge





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	-	-	-	-	The Relationship between the Two Sets of Rights (ICCPR & ICESCR), Legal Framework of the ICESCR	-	SDG-4,5,16,17	Equity and Inclusion	Global Education Knowledge
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<b>SOLS 506A</b>	<b>LAW RELATING TO</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>WOMEN AND CHILD</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>	-				

## **ELECTIVES**

### **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)**

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**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 likeThe 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).

**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)**

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**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://jowaipolice.gov.in/Laws\\_and\\_References/ipl\\_and\\_acts/15-INDIAN-EVIDENCE-ACT-1872.pdf](http://jowaipolice.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>
5. [http://chdsla.gov.in/right\\_menu/act/pdf/PNDT.pdf](http://chdsla.gov.in/right_menu/act/pdf/PNDT.pdf)
6. <https://indiankanoon.org/doc/69064674/>
7. <https://www.ilo.org/dyn/natlex/docs/WEBTEXT/32063/64873/E87IND01.htm>
8. [https://www.mhrd.gov.in/sites/upload\\_files/mhrd/files/upload\\_document/ApprenticeAct1961.pdf](https://www.mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/ApprenticeAct1961.pdf)
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\\_statices\\_division/Constitutional&Legal\\_Rights.pdf](http://mospi.nic.in/sites/default/files/reports_and_publication/cso_social_statices_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>

<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>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>2</b>		<b>3</b>
<b>CO4</b>	<b>3</b>	<b>3</b>	<b>3</b>				<b>2</b>		<b>3</b>
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	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	Women & Criminal Laws	Women & Criminal Laws	Women & Criminal Laws	-	Offences against women under different laws	-	-	-	Offences against women under different laws	Offences against women under different laws	-	5	-	Soft skills



U n i t I	Wome n & L a b o u r L a w s	Wome n & L a b o u r L a w s	Wome n & L a b o u r L a w s	-	Safety provision for women under different labour codes.	-	-	-	Safety provisi on for women	Safety provisi on for women	-	-	Equi table & inclu sive educ ation	<b>Soft skills</b>
U n i t V	Protect ive Legisla tions for the Child	Protect ive Legisla tions for the Child	Protect ive Legisla tions for the Child	-	Protectiv e Legislati ons for the Child	-	-	-	Protec tive Legisl ations for the Child	Protec tive Legisl ations for the Child	-	-	Equi table & inclu sive educ ation	<b>Soft skills</b>

Course Code	Course Title	L	T	P	S	C
SOLS515A	REGISTRATION ACT,1908, SC RULES 1966 & DELHI HC,1967	3	1	0	0	4
<b>Version 1.0</b>						
<b>Pre-requisites/Exposure</b>	<b>Not Applicable</b>					
<b>Co-requisites</b>	<b>Not Applicable</b>					

#### 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:

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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)

## **UNIT II**

### **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)

## **UNIT III**

1. Review of its judgment or order by the Supreme Court (Order XL)

## **UNIT IV**

### **Delhi High Court Rules, 1967**

1. Jurisdiction – Vol. I, Chapter 2
2. Judgment and Decrees, Vol I, Chapter 11

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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

<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>3</b>							<b>2</b>
<b>CO2</b>									<b>2</b>
<b>CO3</b>		<b>2</b>		<b>2</b>					<b>2</b>
<b>CO4</b>			<b>2</b>	<b>2</b>					<b>2</b>
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
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
U ni t I	the conser vation of eviden ce and title throug h registr ation act	the conser vation of eviden ce and title throug h registr ation act	the conser vation of eviden ce and title throug h registr ation act	-	registrati on act	-	-	-	-	-	-	-	-	Soft Skills
U ni t II	. Rules as to the per sons who can appear and plead before the Supre me	. Rules as to the per sons who can appear and plead before the Supre me	. Rules as to the per sons who can appear and plead before the Supre me	-	<b>Supreme Court Rules, 1966</b>	-	-	-	-	-	-	-	-	Soft Skills

	Court (Order	Court (Order	Court (Order											
U ni t II I	Revie w of its judgm ent order by the Supre me Court	Revie w of its judgm ent order by the Supre me Court	Revie w of its judgm ent order by the Supre me Court											Soft Skills
U ni t I V	<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 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

<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 2</b>	<b>PSO2</b>
<b>CO1</b>	<b>3</b>	<b>3</b>						<b>3</b>	<b>2</b>
<b>CO2</b>								<b>3</b>	<b>2</b>
<b>CO3</b>		<b>2</b>		<b>2</b>				<b>3</b>	<b>2</b>
<b>CO4</b>			<b>2</b>	<b>2</b>				<b>3</b>	<b>2</b>

-	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
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
University of Information Technology India	history and origin of right to information in India	history and origin of right to information in India	history and origin of right to information in India	comparisons are the provisions relating to Information laws of India with similar laws of USA and UK.	-	-	-	-	-	-	-	SDG 4	-	-



U ni t II	privile ge to withho ld docu ments with special referen ce to certain laws.	privile ge to withho ld docu ments with special referen ce to certain laws.	privile ge to withho ld docu ments with special referen ce to certain laws.	-	-	-	-	-	-	-	-	-	-	Soft Skills
U ni t II I	Right to Infor mation Act, 2005	Right to Infor mation Act, 2005	Right to Infor mation Act, 2005	-	Right to Informati on Act, 2005	-	-	Right to Informa tion Act, 2005	-	-	-	-	-	Soft Skills
U ni t I V	role of judici ary in execu ting right to infor matio n	role of judici ary in execu ting right to infor matio n	role of judici ary in execu ting right to infor matio n	-	-	-	-	Role of judicia ry in executi ng right to inform ation	-	-	-	-	-	Soft Skills

<b>SOLS 529A</b>	<b>Sports 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 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.

### **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 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**

<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>2</b>
<b>CO2</b>	<b>2</b>						<b>2</b>		<b>2</b>
<b>CO3</b>	<b>3</b>	<b>3</b>					<b>2</b>	<b>2</b>	<b>2</b>
<b>CO4</b>			<b>2</b>	<b>2</b>	<b>2</b>				<b>2</b>
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	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	-	-

U n i t II	contra ctual issues related to sports.	contra ctual issues related to sports.	contra ctual issues related to sports.	-	Legal Frame work regardin g Sports and Broadca sting in India, Sports as an emergin g business	-	-	-	-	-	5	-	Soft skills	
U n i t II I	various crimes and IPR issues related to sports	various crimes and IPR issues related to sports	various crimes and IPR issues related to sports	-	Tradem ark right of professi onal athletes/ players	-	-	right of profe ssion al athlet es/pla yers	-	right of profess ional athletes /player s	-	5	-	<b>Soft skill s</b>
U n i t I V	gender discrimin ation in sports	gender discrimin ation in sports	gender discrimin ation in sports	gender discrimin ation in sports	-	-	-	Gender discrimi nation sports, Sexual harassm ent in sports, Inclusio n of	-	Gender discrim ination in sports, Sexual harass ment in sports, Inclusi on of	-	5	-	<b>Soft skill s</b>

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									transgender athletes in sports	on transgender athletes in sports			
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