



**DR. B.R. AMBEDKAR NATIONAL LAW  
UNIVERSITY, SONEPAT**

(Established by the Haryana State Legislature Act No. 15 of 2012)

**SYLLABUS  
FOR  
LL.M. ONE YEAR COURSE  
(SEMESTER-I)**

**WITH SPECIALISATION IN:**

1. INTELLECTUAL PROPERTY LAW
2. ENVIRONMENTAL LAW AND GLOBAL JUSTICE
3. ALTERNATIVE DISPUTE RESOLUTION AND  
MEDIATION LAWS
4. CORPORATE LAW

*Balwinder Kaur*



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## **INTELLECTUAL PROPERTY LAW**

*Rajivinder Kaur*



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SYLLABUS							
Course Name: Research Methodology & Legal Writing Course Code: LM- RM- 101			Teacher In-Charge : Dr. Madhuker Sharma				
AY: 2025-26 onwards	Programme: LLM (One Yr.)	Semester:I	L	T	P	Credit	Contact Hrs. per-week: 4
			4	1	0	4	Total Hrs.: 60
Course specific objectives	The objectives of the course are as follows: 1. To introduce fundamental concepts, scope, and importance of legal research before the students; 2. To develop understanding of the students on research methodology, including doctrinal and empirical approaches; 3. To familiarize the students with essential research tools & techniques of research, and various sources of legal information; 4. To cultivate analytical and critical thinking skills among the students that are required for conducting independent legal research; 5. To enable the students to apply research methodologies effectively in academic writing and legal teaching.						
Course specific outcomes	After completion of this course, the students will be able to: 1. Understand the importance, objectives, nature, and various types of legal research; 2. Formulate a research problem and design appropriate research methodology; 3. Identify & apply suitable tools & techniques for legal research; 4. Collect, analyze, and interpret legal / socio-legal data effectively for the purpose of attaining objectives of their research work; 5. Conduct independent legal research and present findings before academic forum.						
PATTERN of EXAMINATION (Continuous Internal Assessment, & End-term Examination)							
Examination shall be divided into two components: I. Continuous Internal Assessment = 40 marks II. End Term Examination = 60 marks Continuous internal assessment is further divided into following sub-parts:							





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- i. Mid-term examination(s) / seminar paper shall be of 20 marks.
- ii. Project and presentation shall be of 20 marks (10 marks written project and 10 marks for presentation).

**Note:**

*Further details on above components of continuous internal assessment will be shared by the course in-charge.*

**END-TERM EXAMINATION:**

$(2.5 \times 08 \text{ short questions} = 20) + (10 \times 04 \text{ long questions} = 40) = 60 \text{ marks}$

Three hours examination of 60 marks will be conducted as per schedule of the examination released by the University. Student will have to attempt 08 short-questions of 2.5 marks each, and 04 long questions of 10 marks each}. Question Paper will be divided into five-sections (Section A, B, C, D, & E)

• **Section A (Short-questions)**

- ☐ Total 08 questions of 2.5 marks each
- ☐ Two questions from each Module will necessarily be framed therein Sec. A
- ☐ There will be no choice in Section A

• **Sections B, C, D, & E (long questions)**

- ☐ Questions in Sec. B, C, D, & E will contain long questions of 10 marks each;
- ☐ Questions in above four Sections will cover Module I, II, III, & IV respectively
- ☐ Internal Choice will be there in long-questions
- ☐ One of the optional questions, within every section (long questions) of the question paper, will necessarily be based on practical dimensions of research as per content of respective module of the syllabus.
- ☐ Question paper will cover all modules equally / proportionately keeping in view of the course objectives and the outcomes.

**COURSE CONTENT**

Module	Content	Contact Hrs.
I	<b>INTRODUCTION TO RESEARCH METHODOLOGY</b>	15
	1. Meaning, nature, & objectives of research 2. Relevance & importance of legal research 3. Types of research; doctrinal and non-doctrinal legal research 4. Legal reasoning & its importance in research 5. Ethics in research 6. Information technology and legal research	
II	<b>RESEARCH DESIGN</b>	15
	1. Introduction: understanding the research design, research design v. research technique, research design v. research proposal	

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	2. Identification and formulation of research problem 3. Literature review <ul style="list-style-type: none"> <li>• Sources for literature review</li> <li>• Significance of literature review in identification of research issues &amp; questions</li> <li>• Identification of relevant literature, opinion of the researcher on the literature, &amp; identification of research issues</li> </ul> 4. Framing of objectives of research, research questions & hypothesis	
<b>III</b>	<div align="center"><b>RESEARCH METHODOLOGY &amp; RESEARCH METHODS</b></div> 1. Research methodology: empirical research, doctrinal research, mixed-method research 2. Research methodology v. research methods 3. Research methods: tools & technique of data collection <ul style="list-style-type: none"> <li>• Observation studies, questionnaire / interview schedule, case-study, focused group discussion, survey</li> </ul> 4. Data interpretation & data analysis <ul style="list-style-type: none"> <li>• Data validation</li> <li>• Interpretation of data and its presentation</li> <li>• Analysis of data and observation thereupon</li> <li>• Drawing findings in light of research questions &amp; issues</li> <li>• Drawing conclusion:</li> <li>• Use of sources other than data in drawing conclusion</li> <li>• Testing hypothesis, if there is any</li> </ul>	<b>15</b>
<b>IV</b>	<div align="center"><b>LEGAL WRITING</b></div> 1. Introduction <ul style="list-style-type: none"> <li>• Importance of writing legal literature</li> <li>• Research paper v. white paper v. seminar paper v. working paper v. article v. project report v. report</li> </ul> 2. Technique of writing legal literature 3. Writing a research report (extension of Module I, II, & III) 4. Use of information technology tools in research writing 5. Reference style	<b>15</b>
<b>PEDAGOGY</b> (Teaching-Learning Strategy)		
Teaching methodology is course-specific and aims at professional growth & holistic development of the students. Further, it aims at contributing socio-legal development of the country by considering aims &		





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objectives of various initiatives of the state, like, NEP-2020, Viksit Bharat – 2047 and Sustainable Development Goals.

Pedagogy of this course integrates theoretical knowledge of law with methods of legal research with special emphasis on social dimensions of legal issues. This course will be delivered through class-room lectures, interactive discussions (Socratic method), experiential learning (clinical methods), and tutorial methods (research-based exercise). Participatory techniques such as discussions, seminars, & debates will be employed to encourage critical analysis and ethical dimensions of a legal issue.

Use of documentaries, visual media, and ICT tools will further aid in enhancing engagement & contextual understanding of the students. Emphasis will be laid on developing understanding of contemporary issues related to law & society. It revolves around application of research methods & tools in issues revolving around contemporary social facts & circumstances. Accordingly, methods of teaching, evaluation & assessment have been devised in this course.

Students shall be introduced with practical stimulations by way of drafting research synopsis for their respective dissertation, Writing & presenting short reports on the basis of preliminary research will be conducted in the tutorial.

**ESSENTIAL READINGS**

- Legal Research & Methodology, *S.K. Verma, & Afzal V. Wani* (Indian Law Institute)
- Research Methods for Law, *Edited by Mike McConville and Wing Hong Chui*, Edinburgh University Press
- Research Design: Qualitative, Quantitative, & Mixed Methods Approaches, *John W. Cresswell*, Sage Publication
- Social Research Method, *A. Bryman* (Oxford University Press)
- Legal Research Methodology, *M.K. Sinha, & D. Kharb* (Indian Law Institute)

**SUGGESTED READINGS**

- Socio-legal research in India: A Programschrift, *Upenda Baxi* (Indian Council of Social Science Research)
- Research Methods for Criminal Justice and Criminology, *Michael G. Maxfield and Earl Babbie*, (Thompson Learning, 2001)
- Research Methods: Rules for Survey Design and Analysis: Using Documents in Social Research, *Lindsay Prior* (Sage Publication, 2003)
- Social Research Methods, *Alan Bryman* (Oxford University Press, 2001)
- A Students' Guide For Research Methodology, *Peter Clough And Cathy, Brown* (Sage Publication, 2002)
- Legal Research and Writing Methods, *Anwarul Yaqin* (LexisNexis Butterworths Wadhwa, Nagpur, 2008)
- **Note: Students are advised to study the latest edition of the recommended books.**

**Note:**

Suggested readings/case laws are not exhaustive. Students are advised to read latest edition of the books and to refer E-sources like: *West Law; JSTOR, Heinonline, EPW, Manupatra, website of Law Commission of India, liiofindia.org*. National Judicial Grid



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**SYLLABUS**

**Course Name: Comparative Public Law**  
**Course Code: LM-CPL-102**

**Teacher In-Charge: Dr. Sanjay Kumar**

AY: 2025-26	Programme: LL.M. (One Year Programme)	Semester: I	L	T	P	Credit	Contact Hrs. per Week: 4
			3	1	0	4	Total Hrs.: 60

<b>Course-specific Objectives</b>	<b>The objectives of the course are as follows:</b> <ol style="list-style-type: none"><li>1. Explore the nature of public law, constitutionalism and doctrines of constitutional law.</li><li>2. Familiarize students with various forms of government and constitutional structures across Indian and USA.</li><li>3. To examine the principles of judicial review and the methods of amendment under the Constitution</li><li>4. Assess governance mechanisms, in a comparative frameworks.</li></ol>
<b>Course-specific Outcomes</b>	<b>After completion of this course, the students will be able to:</b> <ol style="list-style-type: none"><li>1. Understand the difference between public law and private law, concept of constitutionalism and doctrines of the Constitution.</li><li>2. Evaluate the strengths and weaknesses of various forms of government across different countries</li><li>3. Evaluate the importance and limitation of judicial review and method of amendments in India and USA.</li><li>4. Analyse governance structures such as the Ombudsman and RTI in a comparative framework</li></ol>

**PATTERN of EXAMINATION**  
(Continuous Internal Assessment, & End-term Examination)

Examination shall be divided into two components:

- I. Continuous Internal Assessment = 40 marks
- II. End Term Examination = 60 marks

Continuous internal assessment is further divided into following sub-parts:

- i. Mid-term examination(s) shall be of 20 marks.
- ii. Project and presentation shall be of 10 marks (5 marks written project and 5 marks for presentation).

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- iii. Value based / ethical values (such as role-playing, debates, community service, short documentaries / visual media on life skills, ethics, & morals, or visiting the social institutions etc.) activity shall be assigned by the teacher to the students which shall carry 5 marks.
- iv. Pro bono / legal aid activity relating to the clinical legal education shall be performed by the student and shall carry 05 marks.

**Note:**

Further details on four components of continuous internal assessment are laid down hereinbelow. These instructions cater to course-specific objectives and outcomes, both.

**END-TERM EXAMINATION:**

(2.5 x 08 short questions = 20) + (10 x 04 long questions=40) = 60 marks}

Three hours examination of 60 marks will be conducted as per schedule of the examination released by the University. Students will have to attempt 08 short-questions of 2.5 marks each, and 04 long questions of 10 marks each}. Question Paper will be divided into five-sections (Section A, B, C, D, & E)

• **Section A (Short-questions)**

- Total 08 questions of 2.5 marks each
- Two questions from each Module will necessarily be framed therein Sec. A
- There will be no choice in Section A

• **Sections B, C, D, & E (long questions)**

- Questions in Sec. B, C, D. & E will contain long questions of 10 marks each;
- Questions in above four Sections will cover Module I, II, III, & IV respectively
- Internal Choice will be there in long-questions
- One of the optional questions, within every section of the question paper, will necessarily be an application / problem-based question, and the other optional question will be a theory / concept-based question.
- Question paper will cover all modules equally / proportionately keeping in view of the course objectives and the outcomes.

**COURSE CONTENT**

Module No.	Content	Contact Hrs.
I	<b>Foundations of Public and Comparative Law and Constitutional Doctrines</b>	15
	<b>1. Public Law</b> Meaning and Definition of Public Law a) Distinction between Public Law and Private Law b) Public Law – International Law, Constitutional Law, Administrative Law c) Significance of Comparative Public Law <b>2. Constitutionalism</b> a) Concept of Constitutionalism b) Essential Features of Constitutionalism	

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	<b>3. Constitutional Doctrines: USA, India</b> a) Rule of Law b) Separation of Powers, c) Checks and Balances	
<b>II</b>	<b>Forms of Government and Legislative Supremacy</b> 1. Federal and Unitary Forms of Government 2. Concept of Quasi Federalism 3. Parliamentary and Presidential Forms of Government- India and USA 4. Legislative Mechanism- Supremacy of Legislature	15
<b>III</b>	<b>Judicial Review and Amendments</b> 1. Independence of Judiciary 2. Concept and Origin of Judicial Review, Limitations on Judicial Review 3. Public Interest Litigation 4. Judicial Accountability 5. Amendment a) Methods of Amendment – India, USA b) Limitations on Amending Power c) Theory of Basic Structure	15
<b>IV</b>	<b>Governance Mechanisms in Comparative Perspective</b> 1. Ombudsman in Scandinavian Countries 2. Indian Scenario- Lokpal and Lokayukta 3. Open Government and Right to Information – USA, India 4. Common Law and Civil Law	15
<b>PEDAGOGY</b> <b>(Teaching-Learning Strategy)</b>		
<p>Teaching methodology is course-specific and aims at professional growth &amp; holistic development of the students. Further, it aims at contributing socio-legal development of the country by considering aims &amp; objectives of various initiatives of the state, like, NEP-2020, Viksit Bharat – 2047 and Sustainable Development Goals.</p> <p>Pedagogy of this course integrates theoretical concepts in economics with its practical understanding and using real world applications. This course will be delivered through class-room lectures, real-life experiences interactive discussions (Socratic method), experiential learning (clinical methods), tutorial methods (research-based exercise) and pro-bono legal activities (legal aid activities). Use of documentaries, visual</p>		

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media, data visualization and ICT tools will further aid in enhancing engagement and contextual understanding of the students. Tutorial classes based on research-based exercises will help students to develop analytical skills to critically analyze microeconomics and macroeconomics concepts. Accordingly, methods of teaching, evaluation & assessment have been devised in this course.

**ESSENTIAL READINGS**

- M.P. Jain, *Indian Constitutional Law*, LexisNexis.
- Mahendra P. Singh, *Comparative Constitutional Law*, Eastern Book Company.
- Aakash Singh Rathore, *Ambedkar's Preamble: A Secret History of the Constitution of India* (Penguin Random House 2020).
- Abhinav Chandrachud, *The Informal Constitution*, (OUP, 2014)

**SUGGESTED READINGS**

**Reference Books:**

- Tom Ginsburg and Rosalind Dixon (eds.), *Comparative Constitutional Law*, Edward Elgar.
- Vicki Jackson & Mark Tushnet, *Comparative Constitutional Law*, Foundation Press.

**Articles / Theoretical Sources:**

- Aman Ullah and Uzair Samee, "Basic Structure of Constitution: Impact of *Kesavananda Bharati* on Constitutional Status of Fundamental Rights", Vol. 26 (2) *South Asian Studies* 299-309 (July-December 2011).
- Anne Smith, "Internationalization and Constitutional Borrowing in Drafting Bills of Rights", 60(4) *International and Comparative Law Quarterly* 867-894 (2011 October).
- Bruce Ackerman, "The New Separation of Powers" 113 (3) *Harv. L. Rev.* 634-729 (2000)
- Bryan Clark and Amanda Leiter, "Regulatory hide and seek: What agencies can (and can't) do to limit judicial review" 52(5) *Boston College Law Review* 1687-1732 (2011 November)
- Chhavi Agarwal, "Rule of Law: Reflection upon we the People and Beyond" 252 (1) *Madras Law Journal* 8-16 (2010)
- Daniel B. Rodriguez, "Change that matters: Essay on State Constitutional Development", 115(4) *Penn State Law Review* 1073-1098 (Spring 2011).
- Daryl Levinson and Richard H. Pildes "Separation of Parties, Not Powers" 119(8) *Harvard Law Review* 2311-2386 (2006).
- David King, "Formalizing Local Constitutional Standards of Review and the Implications for Federalism" 97 (7) *Virginia Law Review* 1685-1726 (November 2011).
- David Staruss, "Do we Have a Living Constitution" 59 (4) *Drake Law Review* 973-984 (2011 Summer)
- Devi Prasad Singh, "Sovereignty, Judicial Review and Separation of Power", 7(5)

**Note:**

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*Balwinder Singh*



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Suggested readings/case laws are not exhaustive. Students are advised to read the latest edition of the books and to refer E-sources like: *West Law*; *JSTOR*, *Heinonline*, *EPW*, *Manupatra*, *website of Law Commission of India*, *liiofindia.org*. National Judicial Grid





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SYLLABUS							
Course Name: Fundamentals of Intellectual Property Law: Evolutionary and Economic Perspective			Teacher In-Charge: Dr. Amit Guleria				
Course Code: LM- IPR-103							
AY: 2025-26	Programme: LL.M. (One Year Programme)	Semester:I	L	T	P	Credit	Contact Hrs. per Week: 3
			3	1	0	3	Total Hrs.: 45
Course-specific Objectives	This course curriculum is developed in order to achieve the following objectives:						
	<ol style="list-style-type: none"><li>1. To provide the learners a foundational understanding intellectual property (IP) regime.</li><li>2. To make the learners conversant with the evolutionary and developmental perspective of IP protection law.</li><li>3. To provide the learners a critical, philosophical and research-based approach about national and International IP jurisprudence.</li><li>4. To enable the learners to understand the significance of IP rights with a view to develop and promote skills and innovative ideas to convert such ideas into expressions for achieving SDG 8 (Economic Growth), SDG 9 (Industry, Innovation &amp; Infrastructure) in different fields of IP jurisprudence.</li></ol>						
Course-specific Outcomes	After the completion of this course:						
	<ol style="list-style-type: none"><li>1. The learners will have a foundational understanding of intellectual property (IP) regime and the significance of its protection.</li><li>2. The learners will be conversant with the evolutionary and developmental perspective of IP protection law.</li><li>3. The learners will be able to critically and philosophically evaluate the national and international IP jurisprudence and will be able to proceed for future research in the allied areas under the umbrella of IP jurisprudential landscape.</li><li>4. The learners will be able to understand the role of innovation, creativity and IP infrastructure for the economic growth, with an intent to achieve the designated SDGs.</li></ol>						
PATTERN of EXAMINATION (Continuous Internal Assessment, & End-term Examination)							
Examination shall be divided into two components:							
<div>I. Continuous Internal Assessment = 40 marks</div> <div>II. End Term Examination = 60 marks</div>							
Continuous internal assessment is further divided into following sub-parts:							
<div>i. Seminar Paper and its presentation shall be of 20 marks.</div>							



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- ii. Case analysis/Report writing/Book Review/other similar evaluation methods shall be of 20 marks

**END-TERM EXAMINATION:**

(3 x 04 short questions = 12) + (12 x 04 long questions=48) = 60 marks

Three hours examination of 60 marks will be conducted as per schedule of the examination released by the University. Students will have to attempt 04 short-questions of 3 marks each, and 04 long questions of 12 marks each. Question Paper will be divided into five-sections (Section A, B, C, D, & E)

• **Section A (Short-questions)**

- Total 04 questions of 3 marks each
- one question from each Module will necessarily be framed therein Sec. A
- There will be no choice in Section A

• **Sections B, C, D, & E (long questions)**

- Questions in Sec. B, C, D. & E will contain long questions of 12 marks each;
- Questions in above four Sections will cover Module I, II, III, & IV respectively
- Internal Choice will be there in long-questions
- All questions in Section B, C, D & E shall be based upon conceptual understanding and its application.
- Question paper will cover all modules equally / proportionately keeping in view of the course objectives and the outcomes.

**COURSE CONTENT**

Module No.	Content	Contact Hrs.
I	<b>Fundamentals of Intellectual Property</b>	12
	1. Concept of Property; Industrial Property; Meaning and Nature of Intellectual Property.	
	2. <b>Need for Protection of Intellectual Property:</b> Monopolistic Perspective, Economic Perspective, Public Welfare Perspective.	
	3. Multiplicity of Intellectual Property Rights; Intellectual Property Rights and Human Rights;	
	4. <b>Different Forms of IP:</b> Copyright, Patent, Trademark, Design, Geographical Indications, Trade Secrets	
II	<b>Evolution and Development of Intellectual Property</b>	11
	1. Historical Development of IP Legal Regime.	





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	<div>2. A shift from Industrial Property to Intellectual Property.</div> <div>3. A Journey from GATT to WTO: Dunkel Draft, Rounds of Negotiation.</div> <div>4. <b>Evolution and Development of Different IP regimes in India:</b> Patents, Copy Right, Trade Marks.</div>	
III	<div>National and International IP Regime</div> <div><div>1. <b>Patent Act 1970:</b> Concept of Patent, Patentable and Non-Patentable Inventions, Compulsory Licensing; Parallel Imports; Computer Programmes and Patentability issues. <b>Copy Rights Act, 1957:</b> Meaning, Nature and Scope of Copyright; Author and Ownership of Copyright; Fair Use Doctrine.</div><div>2. <b>The Designs Act, 2000:</b> Registrable &amp; Non-registerable Designs; Concept of Novelty &amp; Originality in Designs; <b>The Trade Marks Act, 1999:</b> Concept and Kinds of Trade Mark; Non-Registrable Trademarks. <b>Geographical Indications of Goods (Registration and Protection) Act, 1999:</b> Meaning and Nature of Geographical Indication; persons entitled for Registration.</div><div>3. <b>Key Characteristics of Different International Conventions and Agreements:</b> Paris Convention for the Protection of Industrial Property, 1883; Berne Convention for the Protection of Literary and Artistic Works, 1886; Universal Copyright Convention, 1952;</div><div>4. Convention Establishing the World Intellectual Property Organization, 1967. The Patent Cooperation Treaty (PCT), 1970; TRIPS Agreement, 1995</div></div>	11
	<div>Contemporary IP Issues and Economic Growth</div> <div><div>1. Globalisation of Intellectual Property Rights; IP War between Global South and North; Access to Medicines and Public Health Issues.</div><div>2. Technology Transfer; Access &amp; Benefit Sharing; Protection of Traditional Knowledge and Rights of Indigenous Communities.</div><div>3. Protection of Plant Varieties and Farmers Rights; Biodiversity and IPR.</div><div>4. Intellectual Property Rights and Economic Growth.</div><div>5. National IP Policy, 2016 and Economic Growth; IP Protection viz-a-viz Unfair Competition and Economic Impact.</div></div>	
IV		11
<div>PEDAGOGY</div> <div>(Teaching-Learning Strategy)</div> <div>Teaching methodology is course-specific and aims at professional growth &amp; holistic development of the students. Further, it aims at contributing socio-legal development of the country by considering aims &amp; objectives of various initiatives of the state, like, NEP-2020, Viksit Bharat – 2047 and Sustainable Development Goals.</div> <div>The pedagogy of this course integrates analytical and research approach through specialized lectures of law, its comparative study at global level and its practical dimensions. This course will be delivered through</div>		



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class-room lectures, interactive discussions (Socratic method), experiential learning (clinical methods) and tutorial methods (research-based exercise). Use of documentaries, visual media, and ICT tools will further aid in enhancing engagement & contextual understanding of the students through research. Emphasis will be laid on research of contemporary issues related to this course. It revolves around application of the law in real-life situations so that the students are able to satisfy expectations of the higher legal studies in specialized law.

Accordingly, methods of teaching, evaluation & assessment have been devised in this course.

**LIST OF CASES**

- *US Turmeric Patent Case, United States Patent No. 5,401,504.*
- *Entertainment Network (India) Ltd. v. Super Cassette Industries Ltd., (2008) 13 SCC 30*
- *Novartis AG v. Union of India, (2013) 6 SCC 1*
- *Eastern Book Company v. D.B. Modak, (2008) 1 SCC 1*
- *Yahoo! Inc. v. Akash Arora & Anr., 1999 SCC OnLine Del 318*
- *Bayer Corporation v. Union of India, 2019 SCC OnLine Del 9454*

**SUGGESTED READINGS**

- **Law of Copyright and Neighbouring Rights;** V.K. Ahuja (LexisNexis).
- **Law Relating to Intellectual Property;** B.L. Wadehra (Universal Law Publishing Co Ltd.)
- **Intellectual Property: Patents, Copyright, Trade Marks and Allied Rights;** W.R Cornish, (Sweet & Maxwell).
- **Intellectual Property Law;** Lionel Bently & Brad Sherman, (Oxford University Press).
- **"Intellectual Property,** David Bainbridge, (Pearson).
- **Law Relating to Intellectual Property,** N.S. Sreenivasulu, (Lexis Nexis).
- **WIPO Technology Trends 219, Artificial Intelligence, WIPO.**
- **The Future of Copyright in the Age of Artificial Intelligence;** Avin H. Gaon, (Edward Elgar).
- **Principles of Intellectual Property,** N.S. Gopalakrishnan & T.G. Agitha, (Eastern Book Company).
- **Intellectual Property Rights and the Law,** Meenu Paul, (Allahabad Law Agency).
- **Intellectual Property Law;** P. Narayan, (Eastern Law House).
- **Intellectual Property Rights and the Law,** G.B., Reddy, (Gogia Law Agency).
- **Intellectual Property Rights,** Asha Vijay Durafe and Dhanashree K. Toradmalle, (Wiley)

**Note:**

Suggested readings/case laws are not exhaustive. Students are advised to read latest edition of the books and to refer E-sources like: *West Law; JSTOR, Heinonline, EPW, Manupatra, website of Law Commission of India, liiofindia.org.* National Judicial Grid

*Rajivinder K.*

*[Signature]*





**DR. B.R. AMBEDKAR NATIONAL LAW UNIVERSITY, SONEPAT**  
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SYLLABUS								
<b>Course Name: Patent Protection: Theory and Practice (National and International)</b> <b>Course Code: LM- IPR-104</b>				<b>Teacher In-Charge: Dr. Amit Guleria</b>				
<b>AY:</b> 2025-26	<b>Programme:</b> LL.M. (One Year Programme)	<b>Semester: 1</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>	<b>Contact Hrs. per Week:</b>	<b>3</b>
			3	1	0	3	<b>Total Hrs.:</b>	<b>45</b>
<b>Course-specific Objectives</b> <p align="center"><b>This course curriculum is developed in order to achieve the following objectives:</b></p> <ol style="list-style-type: none"> <li>1. To introduce the conceptual foundations, historical evolution, and core principles of patent law, focusing on its role in innovation and legal policy.</li> <li>2. To equip students with practical knowledge of patent filing, prosecution, opposition, and administration within key national jurisdictions.</li> <li>3. To examine global frameworks that govern patent protection, and assess how international treaties influence national IP regimes and innovation policy.</li> <li>4. To explore the enforcement, commercialization, and strategic use of patents, including current and emerging legal challenges in a globalized innovation economy.</li> </ol>								
<b>Course-specific Outcomes</b> <p align="center"><b>Upon successful completion of this course, the students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Understand and critically reflect upon the conceptual foundations, historical development, and underlying principles of patent law, with an emphasis on its influence on innovation and legal policy.</li> <li>2. Demonstrate the ability to navigate the processes of patent filing, prosecution, opposition, and administration within key national jurisdictions, applying this knowledge in practical legal contexts.</li> <li>3. Analyze international legal frameworks and treaties governing patent protection, and evaluate their impact on intellectual property systems and innovation strategies.</li> <li>4. Assess the mechanisms for patent enforcement and commercialization, and explore their strategic use in addressing contemporary legal challenges in a global innovation-driven economy.</li> </ol>								
<b>PATTERN of EXAMINATION</b> <b>(Continuous Internal Assessment, &amp; End-term Examination)</b>								
Examination shall be divided into two components: I. Continuous Internal Assessment = 40 marks								




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II. End Term Examination = 60 marks  
Continuous internal assessment is further divided into following sub-parts:

- Seminar Paper and its presentation shall be of 20 marks.
- Case analysis/Report writing/Book Review/other similar evaluation methods shall be of 20 marks

**END-TERM EXAMINATION:**

(3 x 04 short questions = 12) + (12 x 04 long questions=48) = 60 marks

Three hours examination of 60 marks will be conducted as per schedule of the examination released by the University. Students will have to attempt 04 short-questions of 3 marks each, and 04 long questions of 12 marks each. Question Paper will be divided into five-sections (Section A, B, C, D, & E)

• **Section A (Short-questions)**

- Total 04 questions of 3 marks each
- one question from each Module will necessarily be framed therein Sec. A
- There will be no choice in Section A

• **Sections B, C, D, & E (long questions)**

- Questions in Sec. B, C, D. & E will contain long questions of 12 marks each;
- Questions in above four Sections will cover Module I, II, III, & IV respectively
- Internal Choice will be there in long-questions
- All questions in Section B, C, D & E shall be based upon conceptual understanding and its application.
- Question paper will cover all modules equally / proportionately keeping in view of the course objectives and the outcomes.

**COURSE CONTENT**



Module No.	Content	Contact Hrs.
I	<b>Introductory to Patent Law</b>	12
	1. Definition and Concept of Patents, Historical evolution of Patent Law. 2. Patentable Subject Matter: Comparative Study with India, US and EU 3. Patentability Criteria and Non-patentable Inventions in India. 4. Utility Models v. Patent Protection: Position in India, Japan, China, South Korea.	
II	<b>Acquisition of Patent and Rights Thereof</b>	11





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	<div>1. National and International Patent Filing in India.: Certification and Grant of Patents in India; Term of Protection.</div> <div>2. Patent Filing Procedure in US, Japan and China.</div> <div>3. Rights of Patent Holders; Assignment and Compulsory Licensing.</div> <div>4. Infringement of Patent Rights and Remedies.</div>	
III	<div>International Framework of Patent Law</div> <div>1. Paris Convention for the Protection of Industrial Property 1883;</div> <div>2. Patent Cooperation Treaty (PCT), 1970 Budapest Treaty on International Recognition of the Deposit of Micro-organisms for the Purpose of Patent Procedure, 1977.</div> <div>3. Patent Protection under TRIPS Agreement, 1994 and Dispute Settlement Mechanism.</div> <div>4. Patent Law Treaty, 2000.</div>	11
	<div>Contemporary and Emerging Issues in Patent Law</div> <div>1. Patenting in Emerging Technologies: Biotechnology, pharmaceuticals, nanotechnology.</div> <div>2. Computer-implemented inventions and software patents; Artificial Intelligence and Patent Law.</div> <div>3. Patent Protection v. Protection of Traditional Knowledge.</div> <div>4. Standard Essential Patents and FRAND Licensing, CRISPR and Gene-Editing Patents: Ethical and Legal Frontiers, Patent Law and Climate Change Technologies (Green Patents)</div>	
IV		11
<div>PEDAGOGY</div> <div>(Teaching-Learning Strategy)</div>		
<div>Teaching methodology is course-specific and aims at professional growth &amp; holistic development of the students. Further, it aims at contributing socio-legal development of the country by considering aims &amp; objectives of various initiatives of the state, like, NEP-2020, Viksit Bharat – 2047 and Sustainable Development Goals.</div> <div>The pedagogy of this course integrates analytical and research approaches through specialized lectures of law, its comparative study at global level and its practical dimensions. This course will be delivered through class-room lectures, interactive discussions (Socratic method), experiential learning (clinical methods) and tutorial methods (research-based exercise). Use of documentaries, visual media, and ICT tools will further aid in enhancing engagement &amp; contextual understanding of the students through research. Emphasis will be laid on research of contemporary issues related to this course. It revolves around application of the law in real-life situations so that the students are able to satisfy expectations of the higher legal studies in specialized law. Accordingly, methods of teaching, evaluation &amp; assessment have been devised in this course.</div>		





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**LIST OF CASES**

- Novartis AG v. Union of India (2013) 6 SCC 1
- Diamond v. Diehr, 450 U.S. 175 (1981)
- Dabus CASES : Thaler v. Comptroller General of Patents, (2021) EWCA Civ
- BAJAJ Auto Limited v. TVS Motor Company Ltd 2009 12(SC) 103
- Bayer Corporation v. Union of India 162 (2009) DLT 371
- Samsung Electronics Co. v. Apple Inc., 137 S. Ct. 429 (2016)
- Diamond v. Chakrabarty 447 U.S. 303 (1980)
- Markman v. Westview Instruments, Inc. 517 U.S. 370 (1996)
- Polaroid Corp. v. Eastman Kodak Co., 789 F.2d 1556, 229 USPQ 561 (Fed. Cir. 1986).

**SUGGESTED READINGS**

- **TRIPS Regime of Patent Rights**, Carvalho, (Apen Publishers, 2010)
- **Pharmaceuticals Biotechnology and the Law**, Cook, Trevor. 2nd ed. , (LexisNexis, 2009)
- **Chisum on Patent Law**, Donald S. Chisum, LexisNexis, 2008
- **Fundamentals of Patent Law: Interpretation and Scope of Protection**, Fisher, Mathew, (Hart Publications, 2007)
- **Gene Patents and Collaborative Licensing Models**, Geertrui Van Overwalle, CUP, (Cambridge, 2009)
- **Licensing Intellectual property: Law and Application**, Gomulkiewics, Nguyen, Conway-Jones, (Aspen 2008)
- **Principles of Intellectual Property**, Gopalakrishnan, N. S. & Agitha T. G, (Eastern Book Company, 2009)
- **Patents for Chemicals, Pharmaceuticals and Biotechnology: Fundamentals of Global law, Practice and Strategy**, Grubb, Philip W. and Thomson, Peter, (Oxford University Press, New York, 2010)
- **Human Rights and the WTO: The Case of Patents and Access to Medicine**, Holger Hestermryer, OUP, (New York, 2007)
- **Patents and Technological Progress in a Globalized World**, Joseph Straus et.al., Springer, Berlin, 2009 Nard, The Law of Patents, (Aspen, 2008)
- **Winning the Patent Damages Case**, Richard F. Cauley, OUP, (New York, 2008)
- **Background Reading Material on Intellectual Property**, WIPO, (1995)
- **Intellectual Property: Patents, Copyright, Trade Marks and Allied Rights**, W.R. Cornish, Universal Law Publishing Co. Pvt. Ltd., Delhi (2001).
- **Patent Law**, P. Narayanan, 4th Edn., (Eastern Law House, New Delhi and Kolkata, 2006).
- **Intellectual Property**, Elizabeth Verky, (Eastern Book Publication Co., Nagpur.)
- **Intellectual Property Rights in the WTO and Developing Countries**, Jayashree Watal, (Oxford University Press, New Delhi, 2001).
- **Intellectual Property Rights**, V. K. Ahuja, (Lexis Nexis, New Delhi.)
- **WIPO Handbook**: <http://www.wipo.int/about-ip/en/iprm/>
- **Economics of Intellectual property law**, Robert P Merges, Vol.I (Edward Elgar Publishing Limited,





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Cheltenham, 2007)

- **International encyclopedia of laws: intellectual property**, R. Blanpain, Vol. 1, (Wolters Kluwer Pvt, Ltd, New Delhi, 2008)

**Note:**

Suggested readings/case laws are not exhaustive. Students are advised to read latest edition of the books and to refer E-sources like: *West Law*; *JSTOR*, *Heinonline*, *EPW*, *Manupatra*, *website of Law Commission of India*, *liiofindia.org*. National Judicial Grid

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**DR. B.R. AMBEDKAR NATIONAL LAW UNIVERSITY, SONEPAT**  
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SYLLABUS							
Course Name: Copyright Protection and Personification of AI				Teacher In-Charge: Dr. Amit Guleria			
Course Code: LM- IPR-105							
AY: 2025-26	Programme: LL.M. (One Year Programme)	Semester:I	L	T	P	Credit	Contact Hrs. per Week: 3
			3	1	0	3	Total Hrs.: 45
Course-specific Objectives	This course is designed to:						
	<div>1. To develop a comprehensive and well-integrated understanding of the foundational principles of copyright law in India, including core concepts and their respective provisions.</div> <div>2. To understand the structure and functioning of the Indian copyright system, including its scope of protection, rights granted to creators and practical challenges faced in enforcing these laws.</div> <div>3. To develop a clear understanding of the global copyright framework, including how international agreements shape national laws, and to critically compare different countries' approaches to copyright protection and enforcement.</div> <div>4. To explore the emerging challenges and theoretical foundations surrounding the legal recognition of artificial intelligence within intellectual property frameworks, including issues of ownership, responsibility, enforcement, and the development of new regulatory approaches.</div>						
Course-specific Outcomes	Upon successful completion of the course, students will be able to:						
	<div>1. Identify and describe the basic requirement of copyright protection and ownership of copyrighted works.</div> <div>2. List out the rights enjoyed by copyright owners, understand the significance of neighboring rights, examine the requirements of assignment and licensing of copyright and analyse the principles related to infringement of copyright.</div> <div>3. Evaluate as against the other international legal framework related to copyright protection and articulate the problem areas for the deficiency.</div> <div>4. Demonstrate a critical understanding of the legal, ethical, and theoretical implications of recognizing artificial intelligence within intellectual property law, including the ability to evaluate emerging challenges related to authorship,</div>						

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	ownership, liability, and propose informed regulatory solutions.	
<b>PATTERN of EXAMINATION</b> <b>(Continuous Internal Assessment, &amp; End-term Examination)</b>		
Examination shall be divided into two components: I. Continuous Internal Assessment = 40 marks II. End Term Examination = 60 marks Continuous internal assessment is further divided into following sub-parts: i. Seminar Paper and its presentation shall be of 20 marks. ii. Case analysis/Report writing/Book Review/other similar evaluation methods shall be of 20 marks		
<b>END-TERM EXAMINATION:</b> (3 x 04 short questions = 12) + (12 x 04 long questions=48) = 60 marks Three hours examination of 60 marks will be conducted as per schedule of the examination released by the University. Students will have to attempt 04 short-questions of 3 marks each, and 04 long questions of 12 marks each. Question Paper will be divided into five-sections (Section A, B, C, D, & E) ● <b>Section A (Short-questions)</b> ➤ Total 04 questions of 3 marks each ➤ one question from each Module will necessarily be framed therein Sec. A ➤ There will be no choice in Section A ● <b>Sections B, C, D, &amp; E (long questions)</b> ➤ Questions in Sec. B, C, D. & E will contain long questions of 12 marks each; ➤ Questions in above four Sections will cover Module I, II, III, & IV respectively ➤ Internal Choice will be there in long-questions ➤ All questions in Section B, C, D & E shall be based upon conceptual understanding and its application. ➤ Question paper will cover all modules equally / proportionately keeping in view of the course objectives and the outcomes.		
<b>COURSE CONTENT</b>		
<b>Module No.</b>	<b>Content</b>	<b>Contact Hrs.</b>
	<b>Foundations of Copyright Legislation in India</b>	
	1. Conceptualization of Copyright and Scope & Subject Matter of	



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<b>I</b>	Copyright, Idea- Expression Dichotomy: Doctrines of sweat of the brow and minimal creativity. 2. Authorship vs Ownership. 3. Digital Copyright Protection in India and US. 4. Term of Protection of different works.	12
<b>II</b>	<b>Copyrights and Right Related Laws</b> 1. <b>Rights Conferred on Copyright Owners:</b> Economic Rights: Moral Rights and Cultural Rights, Concept of Neighbouring Rights; Right of Broadcasting Organizations. 2. <b>Exploitation of Rights:</b> Assignment of Copyright, Licensing of Copyright: Voluntary Licencing: Statutory Licencing: Compulsory Licensing. 3. <b>Copyright Societies:</b> Registration and role of Copyright Societies in the administration of copyright and distribution of collected royalties by Copyright Society. 4. Infringement of Copyright and its Exceptions with reference to Rights of Public, Doctrine of Fair Dealing 5. Remedies for Infringement: Civil & Criminal.	11
<b>III</b>	<b>Copyright Protection and Global Regime</b> 1. Berne Convention for the Protection of Library and Artistic Works, 1886. 2. WIPO Copyright Treaty (WCT), 1996; WIPO Performances and Phonograms Treaty (WPPT), 1996. 3. International Convention for the Protection of Performers, Producers of Phonograms and Broadcasting Organizations, 1961 (Rome Convention), Convention for the protection of producers of Phonograms Against Unauthorized Duplication of Their Phonograms, 1971 (Phonograms Convention). 4. Convention Relating to the Distribution of Programme-Carrying Signals Transmitted by Satellite, 1974 (Satellite Convention), TRIPs Agreement, 1994. 5. Copyright Protection: US and UK.	11
	<b>Personification of AI in Copyright Regime</b>	

IV

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	<ol style="list-style-type: none"><li>1. Theoretical basis of legal personhood including risks and benefits.</li><li>2. Developer Company as Trustee/Guardian;</li><li>3. Data input and output from AI's: Legal Status, Human Efforts v. Machine based Origin, IP ownership: Ownership of AI-Generated and AI Assisted Content's IPR.</li><li>4. National and Global Regulatory Frameworks on Ownership of AI, Current global position of AI viz-a-viz Copyright (India, US, EU).</li><li>5. Ethics, Governance, and Algorithmic Justice: Robotic Advocates and Judges, Future regulatory pathways and sui generis protection models.</li></ol>	
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**PEDAGOGY**  
(Teaching-Learning Strategy)

Teaching methodology is course-specific and aims at professional growth & holistic development of the students. Further, it aims at contributing socio-legal development of the country by considering aims & objectives of various initiatives of the state, like, NEP-2020, Viksit Bharat – 2047 and Sustainable Development Goals.

The pedagogy of this course integrates analytical and research approach through specialized lectures of law, its comparative study at global level and its practical dimensions. This course will be delivered through class-room lectures, interactive discussions (Socratic method), experiential learning (clinical methods) and tutorial methods (research-based exercise). Use of documentaries, visual media, and ICT tools will further aid in enhancing engagement & contextual understanding of the students through research. Emphasis will be laid on research of contemporary issues related to this course. It revolves around application of the law in real-life situations so that the students are able to satisfy expectations of the higher legal studies in specialized law. Accordingly, methods of teaching, evaluation & assessment have been devised in this course.

**LIST OF CASES**

- Star India v. Leo Burnett, 2003(2) Bom CR 655
- Jay Music Limited v. Sunday Pictorial Newspapers Limited, 1960 (1) AII E.R. 703
- Telemark Teleproducts (Aust) Pty. Limited v. Bond International 1985 (5) IPR 203
- Aktiebolaget Volvo of Sweden v. Volvo Sheets Limited of Gujarat (India), 1998 IPLR 63
- Saregama India Limited v. Balaji Motion Pictures Ltd. & Ors. (2019)
- Najma Heptulla v. Orient Longman Ltd., AIR 1989 Del 63
- Indian Express Newspapers v. Jagmohan, AIR 1985 Del 29
- Saregama India Ltd. v. Balaji Motion Pictures Ltd. & Ors, CS(COMM) 492/2019
- Eastern Book Company v. D.B. Modak, (2008) 1 SCC 1
- Indian Performing Right Society Ltd. v. Eastern Indian Motion Pictures Association, AIR 1977 SC 1443
- Super Cassettes Industries Ltd. v. Entertainment Network (India) Ltd., 2008 (38) PTC 385 (Del)
- Naruto v. Slater (Monkey Selfie Case – US)
- AI-generated inventions – WIPO Panel 2020





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- Entertainment Network (India) Ltd. v. Super Cassette Industries Ltd., (2008) 13 SCC30
- Eastern Book Company v. D.B. Modak, (2008) 1 SCC 1
- Yahoo! Inc. v. Akash Arora & Anr., 1999 SCC OnLine Del 318

**SUGGESTED READINGS**

- **Intellectual Property Laws**; V.K. Ahuja, (2009).
- **Law of Copyright and Neighbouring Rights: National and International Perspectives**; V.K. Ahuja, (2007)
- **Law Relating to Intellectual Property**; W.N.S. Sreenivasulu (Lexis Nexis)
- **Law of Copyright and Industrial Designs**; Narayanan, P., (2007)
- **Intellectual Property**; David Bainbridge (Pearson)
- **Law Of Copyright-Comparative Perspectives**; Alka Chawla, (LexisNexis 2013)
- **Materials on Copyright Law**; Ashwani K. Bansal (2004).
- **WIPO Intellectual Property Handbook: Policy, Law and Use** (2004)
- **Whale on Copyright** (1996)
- **Intellectual Property**: W.R. Cornish, Sweet & Maxwell, London (2000)
- **Principles of Intellectual Property**: N.S. Gopalakrishnan & T.G. Agitha (Eastern Book Company, Lucknow, 2009)
- Andres Guadamuz, "Artificial Intelligence and Copyright" (2017) 41(3) Computer Law & Security Review 1, <https://www.sciencedirect.com/science/article/pii/S0267364917301676>.
- Daniel Gervais, "AI and Copyright" (2020) 24(2) Vanderbilt J Ent & Tech L 393, [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=3374953](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3374953).
- Jane C. Ginsburg, "People Not Machines: Authorship and What It Means in the Berne Convention" (2018), [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=3331434](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3331434).
- Tun-Jen Chiang, "Competing Visions of AI Copyright" (2020) 105 Cornell L Rev 287, <https://www.cornelllawreview.org/wp-content/uploads/2020/02/Chiang-final.pdf>.
- Rebecca Giblin & Kimberlee Weatherall, "If We Automated Copyright, What Would It Look Like?" (2020) 36(2) Berkeley Tech LJ 331, [https://btli.org/data/articles2020/vol36/36\\_2/36-berkeley-tech-l-j\\_0331.pdf](https://btli.org/data/articles2020/vol36/36_2/36-berkeley-tech-l-j_0331.pdf).
- Simon Chesterman, "Artificial Intelligence and the Limits of Legal Personality" (2019) 69 International & Comparative Law Quarterly 819, <https://www.cambridge.org/core/journals/international-and-comparative-law-quarterly/article/artificial-intelligence-and-the-limits-of-legal-personality/CCB8F7A44736AD222E1F7714CFF70AE6>.
- Pamela Samuelson, "Allocating Ownership Rights in Computer-Generated Works" (1985) 47 U Pitt L Rev 1185, <https://scholarship.law.pitt.edu/pittlawfaculty/231>.
- Shlomit Yanisky-Ravid, "Generating Rembrandt: Artificial Intelligence, Copyright, and Accountability in the 3A Era – The Human-Like Authors Are Already Here" (2017) 2017 Mich St L

*Balwinder*

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Rev 659, <https://digitalcommons.law.msu.edu/lr/vol2017/iss3/6/>.

- Edward Lee, "Rise of the Machines: Artificial Intelligence, Robotics, and the Future of Copyright" (2018) 86 Geo Wash L Rev 1167, <https://www.gwlr.org/wp-content/uploads/2018/09/86-Geo.-Wash.-L.-Rev.-1167.pdf>.
- Aditi Subramaniam, "Artificial Intelligence and Copyright Law in India: A Comparative Analysis" (2021) NUJS L Rev, <https://nujslawreview.org/2021/01/10/artificial-intelligence-and-copyright-law-in-india-a-comparative-analysis/>.
- Lawrence B. Solum, "Legal Personhood for Artificial Intelligences" (1992) 70 North Carolina Law Review 1231, available at <https://scholarship.law.unc.edu/nclr/vol70/iss4/3>.
- Ugo Pagallo, *The Laws of Robots: Crimes, Contracts, and Torts*, Springer (2013), available at <https://link.springer.com/book/10.1007/978-94-007-6564-6>.
- Graeme B. Dinwoodie & Rochelle C. Dreyfuss, "Designing a Global Intellectual Property System Responsive to Change: The WTO, WIPO, and Beyond" (2004) 46 Houston Law Review 1187, <https://heinonline.org/HOL/LandingPage?handle=hein.journals/hulr46&div=50&id=&page=>.
- Peter Drahos, "The Universality of Intellectual Property Rights: Origins and Development" (1998) WIPO Publication, [https://www.wipo.int/edocs/mdocs/mdocs/en/gpon\\_ip\\_ge\\_98/gpon\\_ip\\_ge\\_98\\_ref\\_drahos.pdf](https://www.wipo.int/edocs/mdocs/mdocs/en/gpon_ip_ge_98/gpon_ip_ge_98_ref_drahos.pdf).
- Rochelle Cooper Dreyfuss, "TRIPS-Round II: Should Users Strike Back?" (2004) 71 U Chi L Rev 21, <https://chicagounbound.uchicago.edu/uclrev/vol71/iss1/2>.
- Frank Pasquale, "The Black Box Society: The Secret Algorithms That Control Money and Information" (2015), [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2471537](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2471537).
- Lilian Edwards, "Regulating AI in Europe: Four Problems and Four Solutions" (2019), <https://rovalsocietypublishing.org/doi/full/10.1098/rsta.2018.0080>.

**Note:**

Suggested readings/case laws are not exhaustive. Students are advised to read the latest edition of the books and to refer to E-sources like: *West Law*; *JSTOR*, *Heinonline*, *EPW*, *Manupatra*, *website of Law Commission of India*, *liiofindia.org*, *National Judicial Grid*



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## ***ENVIRONMENTAL LAW AND GLOBAL JUSTICE***

*Salvinder*





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SYLLABUS							
<b>Course Name: Research Methodology &amp; Legal Writing</b> <b>Course Code: LM- RM- 101</b>				<b>Course teacher: Dr. Madhuker Sharma</b>			
<b>AY: 2025-26 onwards</b>	<b>Programme: LLM (One Yr.)</b>	<b>Semester: I</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>	<b>Contact hrs. per-week: 4</b>
			<b>4</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>Total Hrs.: 60</b>
<b>Course specific objectives</b>	<b>The objectives of the course are as follows:</b> 1. To introduce fundamental concepts, scope, and importance of legal research before the students; 2. To develop understanding of the students on research methodology, including doctrinal and empirical approaches; 3. To familiarize the students with essential research tools & techniques of research, and various sources of legal information; 4. To cultivate analytical and critical thinking skills among the students that are required for conducting independent legal research; 5. To enable the students to apply research methodologies effectively in academic writing and legal teaching.						
	<b>Course specific outcomes</b>	<b>After completion of this course, the students will be able to:</b> 1. Understand the importance, objectives, nature, and various types of legal research; 2. Formulate a research problem and design appropriate research methodology; 3. Identify & apply suitable tools & techniques for legal research; 4. Collect, analyze, and interpret legal / socio-legal data effectively for the purpose of attaining objectives of their research work; 5. Conduct independent legal research and present findings before academic forum.					
<b>PATTERN of EXAMINATION</b> <b>(Continuous Internal Assessment, &amp; End-term Examination)</b> Examination shall be divided into two components: I. Continuous Internal Assessment = 40 marks II. End Term Examination = 60 marks Continuous internal assessment is further divided into following sub-parts: i. Mid-term examination(s) / seminar paper shall be of 20 marks.							



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- ii. Project and presentation shall be of 20 marks (10 marks written project and 10 marks for presentation).

**Note:**

*Further details on above components of continuous internal assessment will be shared by the course in-charge.*

**END-TERM EXAMINATION:**

(2.5 x 08 short questions = 20) + (10 x 04 long questions=40) = 60 marks}

Three hours examination of 60 marks will be conducted as per schedule of the examination released by the University. Student will have to attempt 08 short-questions of 2.5 marks each, and 04 long questions of 10 marks each}. Question Paper will be divided into five-sections (Section A, B, C, D, & E)

• **Section A (Short-questions)**

- ☐ Total 08 questions of 2.5 marks each
- ☐ Two questions from each Module will necessarily be framed therein Sec. A
- ☐ There will be no choice in Section A

• **Sections B, C, D, & E (long questions)**

- ☐ Questions in Sec. B, C, D, & E will contain long questions of 10 marks each;
- ☐ Questions in above four Sections will cover Module I, II, III, & IV respectively
- ☐ Internal Choice will be there in long-questions
- ☐ One of the optional questions, within every section (long questions) of the question paper, will necessarily be based on practical dimensions of research as per content of respective module of the syllabus.
- ☐ Question paper will cover all modules equally / proportionately keeping in view of the course objectives and the outcomes.

**COURSE CONTENT**

Module	Content	Contact Hrs.
I	<b>INTRODUCTION TO RESEARCH METHODOLOGY</b>	15
	1. Meaning, nature, & objectives of research 2. Relevance & importance of legal research 3. Types of research; doctrinal and non-doctrinal legal research 4. Legal reasoning & its importance in research 5. Ethics in research 6. Information technology and legal research	
II	<b>RESEARCH DESIGN</b>	15
	1. Introduction: understanding the research design, research design v. research technique, research design v. research proposal 2. Identification and formulation of research problem	





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	3. Literature review <ul style="list-style-type: none"> <li>Sources for literature review</li> <li>Significance of literature review in identification of research issues &amp; questions</li> <li>Identification of relevant literature, opinion of the researcher on the literature, &amp; identification of research issues</li> </ul> 4. Framing of objectives of research, research questions & hypothesis	
<b>III</b>	<b>RESEARCH METHODOLOGY &amp; RESEARCH METHODS</b> <ol style="list-style-type: none"> <li>Research methodology: empirical research, doctrinal research, mixed-method research</li> <li>Research methodology v. research methods</li> <li>Research methods: tools &amp; technique of data collection               <ul style="list-style-type: none"> <li>Observation studies, questionnaire / interview schedule, case-study, focused group discussion, survey</li> </ul> </li> <li>Data interpretation &amp; data analysis               <ul style="list-style-type: none"> <li>Data validation</li> <li>Interpretation of data and its presentation</li> <li>Analysis of data and observation thereupon</li> <li>Drawing findings in light of research questions &amp; issues</li> <li>Drawing conclusion:</li> <li>Use of sources other than data in drawing conclusion</li> <li>Testing hypothesis, if there is any</li> </ul> </li> </ol>	<b>15</b>
<b>IV</b>	<b>LEGAL WRITING</b> <ol style="list-style-type: none"> <li>Introduction               <ul style="list-style-type: none"> <li>Importance of writing legal literature</li> <li>Research paper v. white paper v. seminar paper v. working paper v. article v. project report v. report</li> </ul> </li> <li>Technique of writing legal literature</li> <li>Writing a research report (extension of Module I, II, &amp; III)</li> <li>Use of information technology tools in research writing</li> <li>Reference style</li> </ol>	<b>15</b>
<b>PEDAGOGY</b> (Teaching-Learning Strategy)		
Teaching methodology is course-specific and aims at professional growth & holistic development of the students. Further, it aims at contributing socio-legal development of the country by considering aims & objectives of various initiatives of the state, like, NEP-2020, Viksit Bharat – 2047 and Sustainable Development Goals.		

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*Balwinder*



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Pedagogy of this course integrates theoretical knowledge of law with methods of legal research with special emphasis on social dimensions of legal issues. This course will be delivered through class-room lectures, interactive discussions (Socratic method), experiential learning (clinical methods), and tutorial methods (research-based exercise). Participatory techniques such as discussions, seminars, & debates will be employed to encourage critical analysis and ethical dimensions of a legal issue.

Use of documentaries, visual media, and ICT tools will further aid in enhancing engagement & contextual understanding of the students. Emphasis will be laid on developing understanding of contemporary issues related to law & society. It revolves around application of research methods & tools in issues revolving around contemporary social facts & circumstances. Accordingly, methods of teaching, evaluation & assessment have been devised in this course.

Students shall be introduced with practical stimulations by way of drafting research synopsis for their respective dissertation, Writing & presenting short reports on the basis of preliminary research will be conducted in the tutorial.

**ESSENTIAL READINGS**

- Legal Research & Methodology, *S.K. Verma, & Afzal V. Wani* (Indian Law Institute)
- Research Methods for Law, *Edited by Mike McConville and Wing Hong Chui*, Edinburgh University Press
- Research Design: Qualitative, Quantitative, & Mixed Methods Approaches, *John W. Cresswell*, Sage Publication
- Social Research Method, *A. Bryman* (Oxford University Press)
- Legal Research Methodology, *M.K. Sinha, & D. Kharb* (Indian Law Institute)

**SUGGESTED READINGS**

- Socio-legal research in India: A Programschrift, *Upendra Baxi* (Indian Council of Social Science Research)
- Research Methods for Criminal Justice and Criminology, *Michael G. Maxfield and Earl Babbie*, (Thompson Learning, 2001)
- Research Methods: Rules for Survey Design and Analysis: Using Documents in Social Research, *Lindsay Prior* (Sage Publication, 2003)
- Social Research Methods, *Alan Bryman* (Oxford University Press, 2001)
- A Students' Guide For Research Methodology, *Peter Clough And Cathy, Brown* (Sage Publication, 2002)
- Legal Research and Writing Methods, *Anwarul Yaqin* (LexisNexis Butterworths Wadhwa, Nagpur, 2008)

**Note:**

Suggested readings/case laws are not exhaustive. Students are advised to read latest edition of the books and to refer E-sources like: *West Law; JSTOR, Heinonline, EPW, Manupatra, website of Law Commission of India, liiofindia.org*. National Judicial Grid





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**SYLLABUS**

**Course Name: Comparative Public Law**  
**Course Code: LM-CPL-102**

**Teacher In-Charge: Dr. Sanjay Kumar**

AY: 2025-26	Programme: LL.M. (One Year Programme)	Semester : I	L	T	P	Credit	Contact Hrs. per Week: 4	Total Hrs.: 60
			3	1	0	4		

**Course-spec  
ific  
Objectives**

**The objectives of the course are as follows:**

5. Explore the nature of public law, constitutionalism and doctrines of constitutional law.
6. Familiarize students with various forms of government and constitutional structures across Indian and USA.
7. To examine the principles of judicial review and the methods of amendment under the Constitution
8. Assess governance mechanisms, in a comparative frameworks.

**Course-spec  
ific  
Outcomes**

**After completion of this course, the students will be able to:**

5. Understand the difference between public law and private law, concept of constitutionalism and doctrines of the Constitution.
6. Evaluate the strengths and weaknesses of various forms of government across different countries
7. Evaluate the importance and limitation of judicial review and method of amendments in India and USA.
8. Analyse governance structures such as the Ombudsman and RTI in a comparative framework

**PATTERN of EXAMINATION**

**(Continuous Internal Assessment, & End-term Examination)**

Examination shall be divided into two components:

III. Continuous Internal Assessment = 40 marks

IV. End Term Examination = 60 marks

Continuous internal assessment is further divided into following sub-parts:

- v. Mid-term examination(s) shall be of 20 marks.
- vi. Project and presentation shall be of 10 marks (5 marks written project and 5 marks for presentation).
- vii. Value based / ethical values (such as role-playing, debates, community service, short documentaries / visual media on life skills, ethics, & morals, or visiting the social institutions etc.) activity shall be assigned by the teacher to the students which shall carry 5 marks.
- viii. Pro bono / legal aid activity relating to the clinical legal education shall be performed by the student and shall carry 05 marks.



**Note:**

*Further details on four components of continuous internal assessment are laid down hereinbelow. These instructions cater to course-specific objectives and outcomes, both.*

**END-TERM EXAMINATION:**

**(2.5 x 08 short questions = 20) + (10 x 04 long questions=40) = 60 marks}**

Three hours examination of 60 marks will be conducted as per schedule of the examination released by the University. Students will have to attempt 08 short-questions of 2.5 marks each, and 04 long questions of 10 marks each}. Question Paper will be divided into five-sections (Section A, B, C, D, & E)

• **Section A (Short-questions)**

- Total 08 questions of 2.5 marks each
- Two questions from each Module will necessarily be framed therein Sec. A
- There will be no choice in Section A

• **Sections B, C, D, & E (long questions)**

- Questions in Sec. B, C, D, & E will contain long questions of 10 marks each;
- Questions in above four Sections will cover Module I, II, III, & IV respectively
- Internal Choice will be there in long-questions
- One of the optional questions, within every section of the question paper, will necessarily be an application / problem-based question, and the other optional question will be a theory / concept-based question.
- Question paper will cover all modules equally / proportionately keeping in view of the course objectives and the outcomes.

**COURSE CONTENT**

Module No.	Content	Contact Hrs.
I	<b>Foundations of Public and Comparative Law and Constitutional Doctrines</b>	15
	<b>2. Public Law</b> Meaning and Definition of Public Law d) Distinction between Public Law and Private Law e) Public Law – International Law, Constitutional Law, Administrative Law f) Significance of Comparative Public Law <b>2. Constitutionalism</b> c) Concept of Constitutionalism d) Essential Features of Constitutionalism <b>3. Constitutional Doctrines: USA, India</b> d) Rule of Law e) Separation of Powers, f) Checks and Balances	
II	<b>Forms of Government and Legislative Supremacy</b>	15





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	<ul style="list-style-type: none"><li>5. Federal and Unitary Forms of Government</li><li>6. Concept of Quasi Federalism</li><li>7. Parliamentary and Presidential Forms of Government- India and USA</li><li>8. Legislative Mechanism- Supremacy of Legislature</li></ul>	
<b>III</b>	<p style="text-align: center;"><b>Judicial Review and Amendments</b></p> <ul style="list-style-type: none"><li>6. Independence of Judiciary</li><li>7. Concept and Origin of Judicial Review, Limitations on Judicial Review</li><li>8. Public Interest Litigation</li><li>9. Judicial Accountability</li><li>10. Amendment<ul style="list-style-type: none"><li>d) Methods of Amendment – India, USA</li><li>e) Limitations on Amending Power</li><li>f) Theory of Basic Structure</li></ul></li></ul>	15
<b>IV</b>	<p style="text-align: center;"><b>Governance Mechanisms in Comparative Perspective</b></p> <ul style="list-style-type: none"><li>5. Ombudsman in Scandinavian Countries</li><li>6. Indian Scenario- Lokpal and Lokayukta</li><li>7. Open Government and Right to Information – USA, India</li><li>8. Common Law and Civil Law</li></ul>	15
<p style="text-align: center;"><b>PEDAGOGY</b> (Teaching-Learning Strategy)</p>		
<p>Teaching methodology is course-specific and aims at professional growth &amp; holistic development of the students. Further, it aims at contributing socio-legal development of the country by considering aims &amp; objectives of various initiatives of the state, like, NEP-2020, Viksit Bharat – 2047 and Sustainable Development Goals.</p> <p>Pedagogy of this course integrates theoretical concepts in economics with its practical understanding and using real world applications. This course will be delivered through class-room lectures, real-life experiences interactive discussions (Socratic method), experiential learning (clinical methods), tutorial methods (research-based exercise) and pro-bono legal activities (legal aid activities). Use of documentaries, visual media, data visualization and ICT tools will further aid in enhancing engagement and contextual understanding of the students. Tutorial classes based on research-based exercises will help students to develop analytical skills to critically analyze microeconomics and macroeconomics concepts. Accordingly, methods of teaching, evaluation &amp; assessment have been devised in this course.</p>		

Balwinder K



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**ESSENTIAL READINGS**

- M.P. Jain, *Indian Constitutional Law*, LexisNexis.
- Mahendra P. Singh, *Comparative Constitutional Law*, Eastern Book Company.
- Aakash Singh Rathore, *Ambedkar's Preamble: A Secret History of the Constitution of India* (Penguin Random House 2020).
- Abhinav Chandrachud, *The Informal Constitution*, (OUP, 2014)

**SUGGESTED READINGS**

**Reference Books:**

- Tom Ginsburg and Rosalind Dixon (eds.), *Comparative Constitutional Law*, Edward Elgar.
- Vicki Jackson & Mark Tushnet, *Comparative Constitutional Law*, Foundation Press.

**Articles / Theoretical Sources:**

- Aman Ullah and Uzair Samee, "Basic Structure of Constitution: Impact of *Kesavananda Bharati* on Constitutional Status of Fundamental Rights", Vol. 26 (2) *South Asian Studies* 299-309 (July-December 2011).
- Anne Smith, "Internationalization and Constitutional Borrowing in Drafting Bills of Rights", 60(4) *International and Comparative Law Quarterly* 867-894 (2011 October).
- Bruce Ackerman, "The New Separation of Powers" 113 (3) *Harv. L. Rev.* 634-729 (2000)
- Bryan Clark and Amanda Leiter, "Regulatory hide and seek: What agencies can (and can't) do to limit judicial review" 52(5) *Boston College Law Review* 1687-1732 (2011 November)
- Chhavi Agarwal, "Rule of Law: Reflection upon we the People and Beyond" 252 (1) *Madras Law Journal* 8-16 (2010)
- Daniel B. Rodriguez, "Change that matters: Essay on State Constitutional Development", 115(4) *Penn State Law Review* 1073-1098 (Spring 2011).
- Daryl Levinson and Richard H. Pildes "Separation of Parties, Not Powers" 119(8) *Harvard Law Review* 2311-2386 (2006).
- David King, "Formalizing Local Constitutional Standards of Review and the Implications for Federalism" 97 (7) *Virginia Law Review* 1685-1726 (November 2011).
- David Staruss, "Do we Have a Living Constitution" 59 (4) *Drake Law Review* 973-984 (2011 Summer)

Devi Prasad Singh, "Sovereignty, Judicial Review and Separation of Power", 7(5)

**Note:**

Suggested readings/case laws are not exhaustive. Students are advised to read the latest edition of the books and to refer E-sources like: *West Law*; *JSTOR*, *Heinonline*, *EPW*, *Manupatra*, *website of Law Commission of India*, *liiofindia.org*. National Judicial Grid



# SYLLABUS

**Course Name: International Environmental Law**

**Teacher In-Charge: Dr. Sukhwinder Singh**

**Course Code: LM- ENV-103**

AY: 2025-26	Programme: LL.M. (One Year Programme)	Semester : I	L	T	P	Credit	Contact Hrs. per Week: 3
			3	1	0	3	Total Hrs.: 45

<b>Course-specific Objectives</b>	<ol style="list-style-type: none"> <li>To provide students with a comprehensive understanding of the principles, evolution, and framework of international environmental law.</li> <li>To critically examine major international treaties and institutions responsible for environmental governance.</li> <li>To analyze the interaction between international environmental law and other areas such as human rights, trade, and climate change.</li> <li>To develop the ability to assess compliance, enforcement mechanisms, and dispute resolution under international environmental regimes.</li> </ol>
<b>Course-specific Outcomes</b>	<p>Upon successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>Identify and explain key principles and sources of international environmental law.</li> <li>Analyze and interpret multilateral environmental agreements and case law.</li> <li>Evaluate the effectiveness of international institutions and enforcement mechanisms.</li> <li>Develop reasoned arguments on contemporary environmental challenges using international legal tools.</li> </ol>

## PATTERN of EXAMINATION (Continuous Internal Assessment, & End-term Examination)

Examination shall be divided into two components:

- Continuous Internal Assessment = 40 marks
- End Term Examination = 60 marks

Continuous internal assessment is further divided into following sub-parts:

- Seminar Paper and its presentation shall be of 20 marks.
- Case analysis/Report writing/Book Review/other similar evaluation methods shall be of 20 marks

## END-TERM EXAMINATION:

(3 x 04 short questions = 12) + (12 x 04 long questions=48) = 60 marks

Three hours examination of 60 marks will be conducted as per schedule of the examination released by the

*Sukhwinder Singh*



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University. Students will have to attempt 04 short-questions of 3 marks each, and 04 long questions of 12 marks each. Question Paper will be divided into five-sections (Section A, B, C, D, & E)

● **Section A (Short-questions)**

- Total 04 questions of 3 marks each
- one questions from each Module will necessarily be framed therein Sec. A
- There will be no choice in Section A

● **Sections B, C, D, & E (long questions)**

- Questions in Sec. B, C, D, & E will contain long questions of 12 marks each;
- Questions in above four Sections will cover Module I, II, III, & IV respectively
- Internal Choice will be there in long-questions
- All questions in Section B, C, D & E shall be based upon conceptual understanding and its application.
- Question paper will cover all modules equally / proportionately keeping in view of the course objectives and the outcomes.

**COURSE CONTENT**

Module No.	Content	Contact Hrs.
I	<b>Foundation and Evolution of International Environmental Law</b>	12
	1. Historical Evolution and Development of International Environmental Law 2. Sources of international environmental law: treaties, customs, general principles 3. Key principles: Sustainable Development, Precautionary Principle, Polluter Pays, Inter-generational Equity 4. Soft Law and its significance in Environmental Governance 5. Role of the United Nations and key Conferences (Stockholm 1972, Rio 1992, Johannesburg 2002, Rio+20)	
II	<b>Major Multilateral Environmental Agreements (MEAs)</b>	11
	1. Convention on Biological Diversity (CBD), 1992 2. United Nations Framework Convention on Climate Change (UNFCCC), Kyoto Protocol, Paris Agreement 3. Convention on International Trade in Endangered Species (CITES), 1973 4. Vienna Convention and Montreal Protocol on Ozone Depleting Substances 5. Basel, Rotterdam, and Stockholm Conventions on hazardous wastes and chemicals	





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III	<b>Institutions, Compliance, and Dispute Settlement</b>	11
	1. UNEP and other international organizations (IMO, FAO, UNDP, etc.) 2. Compliance and enforcement mechanisms in MEAs 3. International Court of Justice and environmental disputes 4. Non-compliance procedures and dispute resolution in treaty bodies 5. Role of NGOs and civil society in international environmental governance	
IV	<b>Contemporary Issues and Emerging Trends</b>	11
	1. Climate Justice and Equity in International Law 2. Human Rights and the Environment 3. Environmental concerns in trade and investment regimes (WTO, TRIPS, etc.) 4. Environmental refugees and migration 5. Corporate Accountability and Transboundary Environmental Harm	
<b>PEDAGOGY</b> (Teaching-Learning Strategy)		
<p>Teaching methodology is course-specific and aims at professional growth &amp; holistic development of the students. Further, it aims at contributing socio-legal development of the country by considering aims &amp; objectives of various initiatives of the state, like, NEP-2020, Viksit Bharat – 2047 and Sustainable Development Goals.</p> <p>Pedagogy of this course integrates analytical and research approach through specialized lectures of law, its comparative study at global level and its practical dimensions. This course will be delivered through class-room lectures, interactive discussions (Socratic method), experiential learning (clinical methods) and tutorial methods (research-based exercise). Use of documentaries, visual media, and ICT tools will further aid in enhancing engagement &amp; contextual understanding of the students through research. Emphasis will be laid on research of contemporary issues related to this course. It revolves around application of the law in real-life situations so that the students are able to satisfy expectations of the higher legal studies in specialized law.</p> <p>Accordingly, methods of teaching, evaluation &amp; assessment have been devised in this course.</p>		
<b>LIST OF CASES</b>		
<ul style="list-style-type: none"><li>• Trail Smelter Arbitration (United States v. Canada) (1938/1941)</li><li>• Corfu Channel Case (United Kingdom v. Albania), ICJ (1949)</li><li>• Nuclear Tests Cases (Australia v. France; New Zealand v. France), ICJ (1974)</li><li>• Gabčíkovo–Nagymaros Project (Hungary v. Slovakia), ICJ (1997)</li><li>• Pulp Mills on the River Uruguay (Argentina v. Uruguay), ICJ (2010)</li><li>• Whaling in the Antarctic (Australia v. Japan: New Zealand intervening), ICJ (2014)</li><li>• South China Sea Arbitration (Philippines v. China), PCA (2016)</li><li>• Iron Rhine Railway (Belgium v. Netherlands), PCA (2005)</li></ul>		



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**SUGGESTED READINGS**

- **International Environmental Law and Policy**; David Hunter, James Salzman, and Durwood Zaelke (Foundation Press, New York, 2011)
- **Principles of International Environmental Law**; Philippe Sands and Jacqueline Peel (Cambridge University Press, Cambridge, 2018)
- **International Environmental Law**; Birnie, Boyle, and Redgwell (Oxford University Press, Oxford, 2009)
- **Environmental Protection and Human Rights**; Donald K. Anton and Dinah Shelton (Cambridge University Press, Cambridge, 2011)
- **Transnational Environmental Law and Practice**; Raymond Frey and John H. Knox (American Casebook Series, West Group, St. Paul, 2008)
- **Multilateral Environmental Agreements: Legal Status of the Secretariats**; Bharat H. Desai (Cambridge University Press, Cambridge, 2010)
- **Trade and Environment: A Resource Book**; Adil Najam, Mark Halle, and Ricardo Meléndez-Ortiz (International Institute for Sustainable Development, Winnipeg, 2007)

**Note:**

Suggested readings/case laws are not exhaustive. Students are advised to read latest edition of the books and to refer E-sources like: *West Law*; *JSTOR*, *Heinonline*, *EPW*, *Manupatra*, *website of Law Commission of India*, *liiofindia.org*. National Judicial Grid

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SYLLABUS							
<b>Course Name: Natural Resources Management and Energy Laws</b> <b>Course Code: LM-ENV-104</b>			<b>Teacher In-Charge: Dr. Sukhwinder Singh</b>				
<b>AY: 2025-26 onwards</b>	<b>Programme: LL.M. (One Year Programme)</b>	<b>Semester:I</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>	<b>Contact Hrs. per Week: 3</b>
			<b>3</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>Total Hrs.: 45</b>
<b>Course-spec ific Objectives</b>							
<ol style="list-style-type: none"><li>1. .To impart comprehensive knowledge of the legal and policy framework governing natural resource management at national and international levels.</li><li>2. To examine legal issues related to the exploitation, conservation, and sustainable use of water, forest, land, minerals, and biodiversity.</li><li>3. To explore regulatory mechanisms and policies concerning conventional and renewable energy resources.</li><li>4. To develop the capacity to critically evaluate environmental, economic, and social implications of energy development and resource governance.</li></ol>							
<b>Course-spec ific Outcomes</b>							
<p>After successful completion of the course, the students will be able to:</p> <ol style="list-style-type: none"><li>1. Identify and explain the legal framework related to natural resource and energy governance.</li><li>2. Interpret and apply statutory and judicial principles related to forest, land, water, and energy laws.</li><li>3. Critically analyze the interplay between sustainability, development, and legal instruments.</li><li>4. Design and recommend policy solutions for efficient and equitable natural resource and energy management.</li></ol>							
PATTERN of EXAMINATION (Continuous Internal Assessment, & End-term Examination)							
Examination shall be divided into two components: I. Continuous Internal Assessment = 40 marks II. End Term Examination = 60 marks Continuous internal assessment is further divided into following sub-parts: i. Seminar Paper and its presentation shall be of 20 marks. ii. Case analysis/Report writing/Book Review/other similar evaluation methods shall be of 20							



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marks		
<b>END-TERM EXAMINATION:</b>		
(3 x 04 short questions = 12) + (12 x 04 long questions=48) = 60 marks		
Three hours examination of 60 marks will be conducted as per schedule of the examination released by the University. Student will have to attempt 04 short-questions of 3 marks each, and 04 long questions of 12 marks each. Question Paper will be divided into five-sections (Section A, B, C, D, & E)		
<ul style="list-style-type: none"> <li>• <b>Section A (Short-questions)</b> <ul style="list-style-type: none"> <li>➤ Total 04 questions of 3 marks each</li> <li>➤ one questions from each Module will necessarily be framed therein Sec. A</li> <li>➤ There will be no choice in Section A</li> </ul> </li> <li>• <b>Sections B, C, D, &amp; E (long questions)</b> <ul style="list-style-type: none"> <li>➤ Questions in Sec. B, C, D. &amp; E will contain long questions of 12 marks each;</li> <li>➤ Questions in above four Sections will cover Module I, II, III, &amp; IV respectively</li> <li>➤ Internal Choice will be there in long-questions</li> <li>➤ All questions in Section B, C, D &amp; E shall be based upon conceptual understanding and its application.</li> <li>➤ Question paper will cover all modules equally / proportionately keeping in view of the course objectives and the outcomes.</li> </ul> </li> </ul>		
<b>COURSE CONTENT</b>		
Module No.	Content	Contact Hrs.
I	<b>Legal Framework for Natural Resource Governance</b>	12
	1. Concept of natural resources: Classification, Ownership, Public Trust Doctrine 2. Constitutional Provisions and Environmental Jurisprudence in India 3. Common Property and Community Rights: Role of Panchayats and Tribal Communities 4. National and International Institutions for Natural Resource Governance 5. Sustainable Development and Inter-Generational Equity in Resource Management	
II	<b>Legal Regimes Governing Specific Natural Resources</b>	10
	1. <b>Water Resources:</b> regulation, inter-state water disputes, groundwater law 2. <b>Forests and Biodiversity:</b> Forest Conservation Act, Biological Diversity Act	





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	<div>3. <b>Land Resources:</b> Land Acquisition, Land Reforms, Mining and Mineral Laws</div> <div>4. <b>Wildlife and Ecological Resources:</b> Wildlife Protection Act, CAMPA</div> <div>5. Customary Rights and Recognition under Forest Rights Act, 2006</div>	
III	<div>Energy Laws and Policy Framework</div> <div>1. Overview of the Energy Sector: Conventional and Non-Conventional Energy</div> <div>2. Legal Framework for Electricity: Electricity Act, 2003 and Regulatory Commissions</div> <div>3. Laws related to Coal, Oil, and Gas: Mines Act, Petroleum Act, Coal Mines (Special Provisions) Act</div> <div>4. National Renewable Energy Policy and initiatives (e.g., National Solar Mission)</div> <div>5. Role of Energy Efficiency and Conservation Acts (e.g., Energy Conservation Act, 2001)</div>	13
IV	<div>Contemporary and Emerging Issues in Resource and Energy Law</div> <div>1. Climate change and Energy Transition: Legal Responses and Challenges</div> <div>2. International Environmental Treaties Impacting Natural Resource and Energy Laws</div> <div>3. Corporate Accountability and ESG in Resource Extraction and Energy Projects</div> <div>4. Displacement, Rehabilitation, and Consent in Large-scale Energy/Resource Projects</div> <div>5. Role of Judiciary and Green Tribunals in Natural Resource and Energy Governance</div>	10
PEDAGOGY (Teaching-Learning Strategy)		
<p>Teaching methodology is course-specific and aims at professional growth &amp; holistic development of the students. Further, it aims at contributing socio-legal development of the country by considering aims &amp; objectives of various initiatives of the state, like, NEP-2020, Viksit Bharat – 2047 and Sustainable Development Goals.</p> <p>Pedagogy of this course integrates analytical and research approach through specialized lectures of law, its comparative study at global level and its practical dimensions. This course will be delivered through class-room lectures, interactive discussions (Socratic method), experiential learning (clinical methods) and tutorial methods (research-based exercise). Use of documentaries, visual media, and ICT tools will further aid in enhancing engagement &amp; contextual understanding of the students through research. Emphasis will be laid on research of contemporary issues related to this course. It revolves around application of the law in real-life situations so that the students are able to satisfy expectations of the higher legal studies in specialized law.</p> <p>Accordingly, methods of teaching, evaluation &amp; assessment have been devised in this course.</p>		

*B.K.*

*[Signature]*



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**LIST OF CASES**

- M.C. Mehta v. Kamal Nath (1997) 1 SCC 388
- Narmada Bachao Andolan v. Union of India (2000) 10 SCC 664
- Samatha v. State of Andhra Pradesh (1997) 8 SCC 191
- T.N. Godavarman Thirumulpad v. Union of India (1996) 9 SCC 632 (Forest Case Series)
- Centre for Public Interest Litigation v. Union of India (2G Spectrum Case) (2012) 3 SCC 1
- Goa Foundation v. Union of India (2014) 6 SCC 590
- Reliance Natural Resources Ltd. v. Reliance Industries Ltd. (2010) 7 SCC 1
- Lafarge Umiam Mining Pvt. Ltd. v. Union of India (2011) 7 SCC 338
- Energy Watchdog v. Central Electricity Regulatory Commission (2017) 14 SCC 80

**SUGGESTED READINGS**

- **Natural Resources Law and Policy**; James Rasband, James Salzman, and Mark Squillace (Foundation Press, New York, 2009)
- **Environmental Law in India**; P. Leelakrishnan (LexisNexis, Gurugram, 2020)
- **Energy Law and Policy in India**; Usha Tandon & Sidharth Luthra (Oxford University Press, New Delhi, 2021)
- **Natural Resource Management and Development in India**; N.C. Saxena (Rawat Publications, Jaipur, 2018)
- **Renewable Energy Law and Policy**; Yamina Saheb (Cambridge University Press, Cambridge, 2022)
- **Legal Framework for Resource Management and Energy Development**; R.K. Gupta (Eastern Book Company, Lucknow, 2017)
- **Mining Law & Environment**; S.K. Sharma (Universal Law Publishing, New Delhi, 2014)

**Note:**

Suggested readings/case laws are not exhaustive. Students are advised to read latest edition of the books and to refer E-sources like: *West Law*; *JSTOR*, *Heinonline*, *EPW*, *Manupatra*, *website of Law Commission of India*, *liiofindia.org*. National Judicial Grid





**Course Name: Law relating to Bio Diversity Conservation**  
**Course Code: LM-ENV-105**

<b>AY: 2025-26 onwards</b>	<b>Programme: LL.M. (One Year Programme)</b>	<b>Semester : I</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>	<b>Contact Hrs. per Week: 3</b>
			<b>3</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>Total Hrs.: 45</b>

1. To introduce students to the significance of biodiversity and the need for its legal protection at national and international levels.
2. To critically examine legal frameworks, treaties, and policies governing biodiversity conservation and equitable benefit sharing.
3. To understand the role of indigenous knowledge, local communities, and biodiversity governance mechanisms.
4. To develop the capacity to assess and evaluate compliance, enforcement, and dispute resolution concerning biodiversity issues.

After completing the course, students will be able to:

1. Identify and explain the legal concepts and frameworks related to biodiversity conservation.
2. Analyze and interpret international conventions and national biodiversity legislation.
3. Critically evaluate the role of state and non-state actors in biodiversity governance.
4. Propose legal and policy solutions for biodiversity protection, sustainable use, and benefit sharing.

**(Continuous Internal Assessment, & End-term Examination)**

I.	Continuous Internal Assessment	= 40 marks
II.	End Term Examination	= 60 marks

- i. Seminar Paper and its presentation shall be of 20 marks.
- ii. Case analysis/Report writing/Book Review/other similar evaluation methods shall be of 20 marks

$$(3 \times 04 \text{ short questions} = 12) + (12 \times 04 \text{ long questions} = 48) = 60 \text{ marks}$$



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Three hours examination of 60 marks will be conducted as per schedule of the examination released by the University. Student will have to attempt 04 short-questions of 3 marks each, and 04 long questions of 12 marks each. Question Paper will be divided into five-sections (Section A, B, C, D, & E)

• **Section A (Short-questions)**

- Total 04 questions of 3 marks each
- one questions from each Module will necessarily be framed therein Sec. A
- There will be no choice in Section A

• **Sections B, C, D, & E (long questions)**

- Questions in Sec. B, C, D. & E will contain long questions of 12 marks each;
- Questions in above four Sections will cover Module I, II, III, & IV respectively
- Internal Choice will be there in long-questions
- All questions in Section B, C, D & E shall be based upon conceptual understanding and its application.
- Question paper will cover all modules equally / proportionately keeping in view of the course objectives and the outcomes.

**COURSE CONTENT**

Module No.	Content	Contact Hrs.
I	<b>Introduction to Biodiversity and Conservation</b>	11
	1. Meaning, types, and importance of biodiversity 2. Threats to biodiversity: natural and anthropogenic causes 3. Ecological, cultural, and economic significance of biodiversity 4. Conservation strategies: in-situ and ex-situ methods 5. Sustainable use and inter-generational equity principles	
II	<b>International Legal Framework on Biodiversity</b>	11
	1. Convention on Biological Diversity (CBD), 1992: objectives and principles 2. Cartagena Protocol on Biosafety, 2000 3. Nagoya Protocol on Access and Benefit Sharing, 2010 4. Role of IUCN, UNEP, and other international organizations 5. Interlinkages with other treaties: CITES, Ramsar Convention, UNFCCC	





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III	<b>National Legal Framework and Institutional Mechanisms</b>	12
	<ol style="list-style-type: none"> <li>1. Biological Diversity Act, 2002: structure, objectives, and key provisions</li> <li>2. Biodiversity Rules, 2004 and National Biodiversity Authority (NBA)</li> <li>3. Role of State Biodiversity Boards and Biodiversity Management Committees</li> <li>4. Protection of traditional knowledge and intellectual property interface</li> <li>5. Forest Rights Act and community participation in biodiversity conservation</li> </ol>	
IV	<b>Emerging Legal Issues and Contemporary Challenges</b>	11
	<ol style="list-style-type: none"> <li>1. Biopiracy, patents on life forms, and benefit-sharing controversies</li> <li>2. Biodiversity and climate change: legal responses and adaptation mechanisms</li> <li>3. Genetically Modified Organisms (GMOs) and biosafety concerns</li> <li>4. Legal aspects of wildlife corridors and habitat fragmentation</li> <li>5. Role of judiciary, NGT, and civil society in biodiversity conservation</li> </ol>	
<b>PEDAGOGY</b> <b>(Teaching-Learning Strategy)</b>		
<p>Teaching methodology is course-specific and aims at professional growth &amp; holistic development of the students. Further, it aims at contributing socio-legal development of the country by considering aims &amp; objectives of various initiatives of the state, like, NEP-2020, Viksit Bharat – 2047 and Sustainable Development Goals.</p> <p>Pedagogy of this course integrates analytical and research approach through specialized lectures of law, its comparative study at global level and its practical dimensions. This course will be delivered through class-room lectures, interactive discussions (Socratic method), experiential learning (clinical methods) and tutorial methods (research-based exercise). Use of documentaries, visual media, and ICT tools will further aid in enhancing engagement &amp; contextual understanding of the students through research. Emphasis will be laid on research of contemporary issues related to this course. It revolves around application of the law in real-life situations so that the students are able to satisfy expectations of the higher legal studies in specialized law.</p> <p>Accordingly, methods of teaching, evaluation &amp; assessment have been devised in this course.</p>		
<b>LIST OF CASES</b>		
<ul style="list-style-type: none"> <li>• T.N. Godavarman Thirumulpad v. Union of India (1996) 9 SCC 632</li> <li>• M.C. Mehta v. Kamal Nath (1997) 1 SCC 388</li> <li>• Navin M. Raheja v. Union of India (Aravalli Biodiversity Case) (2011) 1 SCC 700</li> <li>• Divisional Forest Officer v. G.V. Sudhakar Rao (1985) 4 SCC 573</li> <li>• Principle: Clarified ownership rights over forest produce and the authority of forest departments.</li> <li>• Research Foundation for Science, Technology and Natural Resource Policy v. Union of India (2005) 10 SCC 510</li> </ul>		



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- Outcome: Revoked after legal challenge; promoted documentation like the Traditional Knowledge Digital Library (TKDL).
- Van Vibhag Karamchari Griha Nirman Sahakari Sanstha Maryadit v. State of Maharashtra (2018) 1 SCC 507
- Nagymaros Project (Hungary v. Slovakia), ICJ (1997)

**SUGGESTED READINGS**

- **Biodiversity and the Law: Intellectual Property, Biotechnology and Traditional Knowledge;** Charles R. McManis (Earthscan Publications, London, 2007)
- **Environmental Law;** P. Leelakrishnan (LexisNexis, Gurugram, 2020)
- **Law, Environment and Development;** Philippe Cullet (Oxford University Press, New Delhi, 2010)
- **Biological Diversity Law: Policy and Practice;** Padmavathi Singh (Eastern Book Company, Lucknow, 2015)
- **Biodiversity and Legal Aspects;** S.C. Tripathi (Central Law Publications, Allahabad, 2019)
- **Access and Benefit Sharing in India: Challenges and Road Ahead;** Kanchi Kohli & Shalini Bhutani (Kalpavriksh, Pune, 2011)
- **International Environmental Law and World Order;** Lakshman D. Guruswamy (Thomson West, St. Paul, 2012)

**Note:**

Suggested readings/case laws are not exhaustive. Students are advised to read latest edition of the books and to refer E-sources like: *West Law*; *JSTOR*, *Heinonline*, *EPW*, *Manupatra*, *website of Law Commission of India*, *liiofindia.org*. National Judicial Grid

## ***ADR AND MEDIATION LAW***





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SYLLABUS							
<b>Course Name: Research Methodology &amp; Legal Writing</b> <b>Course Code: LM- RM- 101</b>				<b>Course teacher: Dr. Madhuker Sharma</b>			
<b>AY:</b> <b>2025-26</b> <b>onwards</b>	<b>Programme:</b> <b>LLM (One Yr.)</b>	<b>Semester:</b> <b>I</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>	<b>Contact hrs. per-week: 4</b>
			<b>4</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>Total Hrs.: 60</b>
<b>Course specific objectives</b>	<b>The objectives of the course are as follows:</b>						
	6. To introduce fundamental concepts, scope, and importance of legal research before the students; 7. To develop understanding of the students on research methodology, including doctrinal and empirical approaches; 8. To familiarize the students with essential research tools & techniques of research, and various sources of legal information; 9. To cultivate analytical and critical thinking skills among the students that are required for conducting independent legal research; 10. To enable the students to apply research methodologies effectively in academic writing and legal teaching.						
<b>Course specific outcomes</b>	<b>After completion of this course, the students will be able to:</b>						
	6. Understand the importance, objectives, nature, and various types of legal research; 7. Formulate a research problem and design appropriate research methodology; 8. Identify & apply suitable tools & techniques for legal research; 9. Collect, analyze, and interpret legal / socio-legal data effectively for the purpose of attaining objectives of their research work; 10. Conduct independent legal research and present findings before academic forum.						
PATTERN of EXAMINATION (Continuous Internal Assessment, & End-term Examination)							
Examination shall be divided into two components: III. Continuous Internal Assessment = 40 marks IV. End Term Examination = 60 marks Continuous internal assessment is further divided into following sub-parts: iii. Mid-term examination(s) / seminar paper shall be of 20 marks.							



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iv. Project and presentation shall be of 20 marks (10 marks written project and 10 marks for presentation).

**Note:**

*Further details on above components of continuous internal assessment will be shared by the course in-charge.*

**END-TERM EXAMINATION:**

$(2.5 \times 08 \text{ short questions} = 20) + (10 \times 04 \text{ long questions} = 40) = 60 \text{ marks}$

Three hours examination of 60 marks will be conducted as per schedule of the examination released by the University. Student will have to attempt 08 short-questions of 2.5 marks each, and 04 long questions of 10 marks each. Question Paper will be divided into five-sections (Section A, B, C, D, & E)

• **Section A (Short-questions)**

- ☐ Total 08 questions of 2.5 marks each
- ☐ Two questions from each Module will necessarily be framed therein Sec. A
- ☐ There will be no choice in Section A

• **Sections B, C, D, & E (long questions)**

- ☐ Questions in Sec. B, C, D, & E will contain long questions of 10 marks each;
- ☐ Questions in above four Sections will cover Module I, II, III, & IV respectively
- ☐ Internal Choice will be there in long-questions
- ☐ One of the optional questions, within every section (long questions) of the question paper, will necessarily be based on practical dimensions of research as per content of respective module of the syllabus.
- ☐ Question paper will cover all modules equally / proportionately keeping in view of the course objectives and the outcomes.

**COURSE CONTENT**

Module	Content	Contact Hrs.
I	<b>INTRODUCTION TO RESEARCH METHODOLOGY</b>	15
	7. Meaning, nature, & objectives of research	
	8. Relevance & importance of legal research	
	9. Types of research; doctrinal and non-doctrinal legal research	
	10. Legal reasoning & its importance in research	
	11. Ethics in research	
	12. Information technology and legal research	
II	<b>RESEARCH DESIGN</b>	15
	5. Introduction: understanding the research design, research design v. research technique, research design v. research proposal	
	6. Identification and formulation of research problem	





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	<p>7. Literature review</p> <ul style="list-style-type: none"> <li>• Sources for literature review</li> <li>• Significance of literature review in identification of research issues &amp; questions</li> <li>• Identification of relevant literature, opinion of the researcher on the literature, &amp; identification of research issues</li> </ul> <p>8. Framing of objectives of research, research questions &amp; hypothesis</p>	
<b>III</b>	<p align="center"><b>RESEARCH METHODOLOGY &amp; RESEARCH METHODS</b></p> <p>5. Research methodology: empirical research, doctrinal research, mixed-method research</p> <p>6. Research methodology v. research methods</p> <p>7. Research methods: tools &amp; technique of data collection</p> <ul style="list-style-type: none"> <li>• Observation studies, questionnaire / interview schedule, case-study, focused group discussion, survey</li> </ul> <p>8. Data interpretation &amp; data analysis</p> <ul style="list-style-type: none"> <li>• Data validation</li> <li>• Interpretation of data and its presentation</li> <li>• Analysis of data and observation thereupon</li> <li>• Drawing findings in light of research questions &amp; issues</li> <li>• Drawing conclusion:</li> <li>• Use of sources other than data in drawing conclusion</li> <li>• Testing hypothesis, if there is any</li> </ul>	<b>15</b>
<b>IV</b>	<p align="center"><b>LEGAL WRITING</b></p> <p>6. Introduction</p> <ul style="list-style-type: none"> <li>• Importance of writing legal literature</li> <li>• Research paper v. white paper v. seminar paper v. working paper v. article v. project report v. report</li> </ul> <p>7. Technique of writing legal literature</p> <p>8. Writing a research report (extension of Module I, II, &amp; III)</p> <p>9. Use of information technology tools in research writing</p> <p>10. Reference style</p>	<b>15</b>
<b>PEDAGOGY</b> (Teaching-Learning Strategy)		
<p>Teaching methodology is course-specific and aims at professional growth &amp; holistic development of the students. Further, it aims at contributing socio-legal development of the country by considering aims &amp; objectives of various initiatives of the state, like, NEP-2020, Viksit Bharat – 2047 and Sustainable Development Goals.</p>		



Pedagogy of this course integrates theoretical knowledge of law with methods of legal research with special emphasis on social dimensions of legal issues. This course will be delivered through class-room lectures, interactive discussions (Socratic method), experiential learning (clinical methods), and tutorial methods (research-based exercise). Participatory techniques such as discussions, seminars, & debates will be employed to encourage critical analysis and ethical dimensions of a legal issue.

Use of documentaries, visual media, and ICT tools will further aid in enhancing engagement & contextual understanding of the students. Emphasis will be laid on developing understanding of contemporary issues related to law & society. It revolves around application of research methods & tools in issues revolving around contemporary social facts & circumstances. Accordingly, methods of teaching, evaluation & assessment have been devised in this course.

Students shall be introduced with practical stimulations by way of drafting research synopsis for their respective dissertation, Writing & presenting short reports on the basis of preliminary research will be conducted in the tutorial.

#### **ESSENTIAL READINGS**

- Legal Research & Methodology, *S.K. Verma, & Afzal V. Wani* (Indian Law Institute)
- Research Methods for Law, *Edited by Mike McConville and Wing Hong Chui*, Edinburgh University Press
- Research Design: Qualitative, Quantitative, & Mixed Methods Approaches, *John W. Cresswell*, Sage Publication
- Social Research Method, *A. Bryman* (Oxford University Press)
- Legal Research Methodology, *M.K. Sinha, & D. Kharb* (Indian Law Institute)

#### **SUGGESTED READINGS**

- Socio-legal research in India: A Programschrift, *Upendra Baxi* (Indian Council of Social Science Research)
- Research Methods for Criminal Justice and Criminology, *Michael G. Maxfield and Earl Babbie*, (Thompson Learning, 2001)
- Research Methods: Rules for Survey Design and Analysis: Using Documents in Social Research, *Lindsay Prior* (Sage Publication, 2003)
- Social Research Methods, *Alan Bryman* (Oxford University Press, 2001)
- A Students' Guide For Research Methodology, *Peter Clough And Cathy, Brown* (Sage Publication, 2002)
- Legal Research and Writing Methods, *Anwarul Yaqin* (LexisNexis Butterworths Wadhwa, Nagpur, 2008)
- **Note: Students are advised to study the latest edition of the recommended books.**

#### **Note:**

Suggested readings/case laws are not exhaustive. Students are advised to read latest edition of the books and to refer E-sources like: *West Law; JSTOR, Heinonline, EPW, Manupatra, website of Law Commission of India, liiofindia.org. National Judicial Grid*





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<b>Course Name: Comparative Public Law</b> <b>Course Code: LM-CPL-102</b>				<b>Teacher In-Charge: Dr. Sanjay Kumar</b>			
<b>AY:</b> <b>2025-26</b>	<b>Programme:</b> <b>LL.M. (One Year Programme)</b>	<b>Semester</b> <b>:</b> <b>I</b>	<b>L</b>  <b>3</b>	<b>T</b>  <b>1</b>	<b>P</b>  <b>0</b>	<b>Credit</b>  <b>4</b>	<b>Contact Hrs. per Week:</b> <b>4</b> <b>Total Hrs.:</b> <b>60</b>
<b>Course-specific Objectives</b> <b>The objectives of the course are as follows:</b> 9. Explore the nature of public law, constitutionalism and doctrines of constitutional law. 10. Familiarize students with various forms of government and constitutional structures across Indian and USA. 11. To examine the principles of judicial review and the methods of amendment under the Constitution 12. Assess governance mechanisms, in a comparative frameworks.							
<b>Course-specific Outcomes</b> <b>After completion of this course, the students will be able to:</b> 9. Understand the difference between public law and private law, concept of constitutionalism and doctrines of the Constitution. 10. Evaluate the strengths and weaknesses of various forms of government across different countries 11. Evaluate the importance and limitation of judicial review and method of amendments in India and USA. 12. Analyse governance structures such as the Ombudsman and RTI in a comparative framework							
<b>PATTERN of EXAMINATION</b> <b>(Continuous Internal Assessment, &amp; End-term Examination)</b>							
Examination shall be divided into two components: V. Continuous Internal Assessment = 40 marks VI. End Term Examination = 60 marks Continuous internal assessment is further divided into following sub-parts: ix. Mid-term examination(s) shall be of 20 marks. x. Project and presentation shall be of 10 marks (5 marks written project and 5 marks for presentation). xi. Value based / ethical values (such as role-playing, debates, community service, short documentaries / visual media on life skills, ethics, & morals, or visiting the social institutions etc.) activity shall be assigned by the teacher to the students which shall carry 5 marks. xii. Pro bono / legal aid activity relating to the clinical legal education shall be performed by the student and shall carry 05 marks.							
<b>Note:</b>							

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*Further details on four components of continuous internal assessment are laid down hereinbelow. These instructions cater to course-specific objectives and outcomes, both.*

**END-TERM EXAMINATION:**

(2.5 x 08 short questions = 20) + (10 x 04 long questions=40) = 60 marks}

Three hours examination of 60 marks will be conducted as per schedule of the examination released by the University. Students will have to attempt 08 short-questions of 2.5 marks each, and 04 long questions of 10 marks each}. Question Paper will be divided into five-sections (Section A, B, C, D, & E)

• **Section A (Short-questions)**

- Total 08 questions of 2.5 marks each
- Two questions from each Module will necessarily be framed therein Sec. A
- There will be no choice in Section A

• **Sections B, C, D, & E (long questions)**

- Questions in Sec. B, C, D, & E will contain long questions of 10 marks each;
- Questions in above four Sections will cover Module I, II, III, & IV respectively
- Internal Choice will be there in long-questions
- One of the optional questions, within every section of the question paper, will necessarily be an application / problem-based question, and the other optional question will be a theory / concept-based question.
- Question paper will cover all modules equally / proportionately keeping in view of the course objectives and the outcomes.

**COURSE CONTENT**

Module No.	Content	Contact Hrs.
I	<b>Foundations of Public and Comparative Law and Constitutional Doctrines</b>	15
	<b>3. Public Law</b> Meaning and Definition of Public Law g) Distinction between Public Law and Private Law h) Public Law – International Law, Constitutional Law, Administrative Law i) Significance of Comparative Public Law <b>2. Constitutionalism</b> e) Concept of Constitutionalism f) Essential Features of Constitutionalism <b>3. Constitutional Doctrines: USA, India</b> g) Rule of Law h) Separation of Powers, i) Checks and Balances	
II	<b>Forms of Government and Legislative Supremacy</b>	15
	9. Federal and Unitary Forms of Government	

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	10. Concept of Quasi Federalism 11. Parliamentary and Presidential Forms of Government- India and USA 12. Legislative Mechanism- Supremacy of Legislature	
<b>III</b>	<b>Judicial Review and Amendments</b>	
	11. Independence of Judiciary 12. Concept and Origin of Judicial Review, Limitations on Judicial Review 13. Public Interest Litigation 14. Judicial Accountability 15. Amendment g) Methods of Amendment – India, USA h) Limitations on Amending Power i) Theory of Basic Structure	15
<b>IV</b>	<b>Governance Mechanisms in Comparative Perspective</b>	
	9. Ombudsman in Scandinavian Countries 10. Indian Scenario- Lokpal and Lokayukta 11. Open Government and Right to Information – USA, India 12. Common Law and Civil Law	15
<b>PEDAGOGY</b> (Teaching-Learning Strategy)		
<p>Teaching methodology is course-specific and aims at professional growth &amp; holistic development of the students. Further, it aims at contributing socio-legal development of the country by considering aims &amp; objectives of various initiatives of the state, like, NEP-2020, Viksit Bharat – 2047 and Sustainable Development Goals.</p> <p>Pedagogy of this course integrates theoretical concepts in economics with its practical understanding and using real world applications. This course will be delivered through class-room lectures, real-life experiences interactive discussions (Socratic method), experiential learning (clinical methods), tutorial methods (research-based exercise) and pro-bono legal activities (legal aid activities). Use of documentaries, visual media, data visualization and ICT tools will further aid in enhancing engagement and contextual understanding of the students. Tutorial classes based on research-based exercises will help students to develop analytical skills to critically analyze microeconomics and macroeconomics concepts. Accordingly, methods of teaching, evaluation &amp; assessment have been devised in this course.</p>		

*B.K.*

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### ESSENTIAL READINGS

- M.P. Jain, *Indian Constitutional Law*, LexisNexis.
- Mahendra P. Singh, *Comparative Constitutional Law*, Eastern Book Company.
- Aakash Singh Rathore, *Ambedkar's Preamble: A Secret History of the Constitution of India* (Penguin Random House 2020).
- Abhinav Chandrachud, *The Informal Constitution*, (OUP, 2014)

### SUGGESTED READINGS

#### Reference Books:

- Tom Ginsburg and Rosalind Dixon (eds.), *Comparative Constitutional Law*, Edward Elgar.
- Vicki Jackson & Mark Tushnet, *Comparative Constitutional Law*, Foundation Press.

#### Articles / Theoretical Sources:

- Aman Ullah and Uzair Samee, "Basic Structure of Constitution: Impact of *Kesavananda Bharati* on Constitutional Status of Fundamental Rights", Vol. 26 (2) *South Asian Studies* 299-309 (July-December 2011).
- Anne Smith, "Internationalization and Constitutional Borrowing in Drafting Bills of Rights", 60(4) *International and Comparative Law Quarterly* 867-894 (2011 October).
- Bruce Ackerman, "The New Separation of Powers" 113 (3) *Harv. L. Rev.* 634-729 (2000)
- Bryan Clark and Amanda Leiter, "Regulatory hide and seek: What agencies can (and can't) do to limit judicial review" 52(5) *Boston College Law Review* 1687-1732 (2011 November)
- Chhavi Agarwal, "Rule of Law: Reflection upon we the People and Beyond" 252 (1) *Madras Law Journal* 8-16 (2010)
- Daniel B. Rodriguez, "Change that matters: Essay on State Constitutional Development", 115(4) *Penn State Law Review* 1073-1098 (Spring 2011).
- Daryl Levinson and Richard H. Pildes "Separation of Parties, Not Powers" 119(8) *Harvard Law Review* 2311-2386 (2006).
- David King, "Formalizing Local Constitutional Standards of Review and the Implications for Federalism" 97 (7) *Virginia Law Review* 1685-1726 (November 2011).
- David Staruss, "Do we Have a Living Constitution" 59 (4) *Drake Law Review* 973-984 (2011 Summer)
- Devi Prasad Singh, "Sovereignty, Judicial Review and Separation of Power", 7(5)

#### Note:

Suggested readings/case laws are not exhaustive. Students are advised to read the latest edition of the books and to refer E-sources like: *West Law*; *JSTOR*, *Heinonline*, *EPW*, *Manupatra*, *website of Law Commission of India*, *liiofindia.org*. National Judicial Grid





**DR. B.R. AMBEDKAR NATIONAL LAW UNIVERSITY, SONEPAT**  
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SYLLABUS							
Course Name: Foundations of Mediation Course Code: LM-MED-103				Teacher In-charge: Prof. (Dr.) Ashutosh Mishra			
Session	Programme:	Semester	L	T	P	Credit	Contact Hrs. per Week:
2025-26 onwards	LL.M. (One Year)	I	3	1	0	3	Total Hrs.: 45
Course-specific Objectives	1. To understand mediation's ancient jurisprudential foundations, tracing its origins from traditional dispute resolution systems to modern constitutional and legal frameworks.						
	2. To learn foundational mediation theory, constitutional provisions, procedural frameworks, and jurisprudential principles governing mediation as a legal process.						
	3. To study the theoretical underpinnings of mediation law, constitutional mandates, and procedural mechanisms within India's legal system and jurisprudential context.						
	4. To build understanding of mediation's legal foundations, constitutional framework, theoretical principles, and process-oriented jurisprudential development.						
	5. To understand the jurisprudential evolution of mediation law, constitutional framework, theoretical foundations, and procedural legal processes within India's justice system.						
Course-specific Outcomes	After the completion of this course:						
	1. Students will understand ancient jurisprudential foundations, constitutional provisions, and theoretical legal frameworks governing mediation within India's justice system.						
	2. Students will be sensitized to mediation's jurisprudential significance as constitutional mandate for dispute resolution while preserving legal relationships.						
	3. Students will develop analytical skills to apply foundational mediation theories and constitutional principles across India's evolving legal framework.						
	4. Students will acquire theoretical competence in understanding mediation's constitutional basis, jurisprudential development, and foundational legal processes governing practice.						
	5. Students will identify jurisprudential evolution of mediation ethics, constitutional accreditation requirements, and foundational principles governing advocacy within legal framework.						
PATTERN of EXAMINATION							
(Continuous Internal Assessment, & End-term Examination)							
Examination shall be divided into two components:							
I. Continuous Internal Assessment = 40 marks							
II. End Term Examination = 60 marks							
Continuous internal assessment is further divided into following sub-parts:							



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- i. Seminar Paper and its presentation shall be of 20 marks.
- ii. Case analysis/Report writing/Book Review/other similar evaluation methods shall be of 20 marks

**END-TERM EXAMINATION:**

(3 x 04 short questions = 12) + (12 x 04 long questions=48) = 60 marks

Three hours examination of 60 marks will be conducted as per schedule of the examination released by the University. Students will have to attempt 04 short-questions of 3 marks each, and 04 long questions of 12 marks each. Question Paper will be divided into five-sections (Section A, B, C, D, & E)

• **Section A (Short-questions)**

- Total 04 questions of 3 marks each
- one question from each Module will necessarily be framed therein Sec. A
- There will be no choice in Section A

• **Sections B, C, D, & E (long questions)**

- Questions in Sec. B, C, D, & E will contain long questions of 12 marks each;
- Questions in above four Sections will cover Module I, II, III, & IV respectively
- Internal Choice will be there in long-questions
- All questions in Section B, C, D & E shall be based upon conceptual understanding and its application.
- Question paper will cover all modules equally / proportionately keeping in view the course objectives and the outcomes.

Module No.	Content	Contact Hrs.
I	<b>Historical and Jurisprudential Foundations of Mediation</b>	11
	<ol style="list-style-type: none"><li>i. Ancient Jurisprudential Foundations and Evolution of Mediation Principles</li><li>ii. Ancient Mediation Institutions</li><li>iii. Mediation in Dharmashastra and Smritis.</li><li>iv. Dispute Resolution by Sabhas and Panchayats</li><li>v. Comparative Analysis between ancient mediation vs. modern mediation</li></ol>	
II	<b>Constitutional, Social, and Institutional Context of Mediation in India</b>	11
	<ol style="list-style-type: none"><li>i. Historical Evolution of Article 39-A: From Directive Principle to Justiciable Right in Alternative Dispute Resolution</li><li>ii. Socio-Economic Dimensions of Mediation:</li><li>iii. Judicial Activism and Constitutional Interpretation:</li></ol>	





	iv. Constitutional Safeguards and Due Process in Mediation: <ul style="list-style-type: none"><li>• Due Process principles in mediation</li><li>• Mediator impartiality as a constitutional principle.</li></ul>	
III	<b>Legal Framework Governing Mediation in India</b>	12
	<ul style="list-style-type: none"><li>i. Civil Procedure Code and Mediation:<ul style="list-style-type: none"><li>• Section 89 CPC and Court-Referred Alternative Dispute Resolution</li><li>• Judicial interpretation</li></ul></li><li>ii. Criminal Mediation Framework:<ul style="list-style-type: none"><li>• Section 359 of Bharatiya Nyaya Sanhita and Plea Bargaining under Chapter XXIII of BNSS</li><li>• Mediation in case of matrimonial disputes under Section 85 of the Bharatiya Nyaya Sanhita</li><li>• Role of Lok Adalats in criminal compoundable matters</li><li>• Need for conciliation and blurring of conciliation and mediation in certain jurisdictions</li><li>• Handling issues relating to domestic, violence, POCSO, Sexual Harrassment at Workplace</li></ul></li><li>iii. Arbitration and Conciliation Act 2015:<ul style="list-style-type: none"><li>• Section 30 (Settlement) and Section 80 (Conciliation Proceedings)</li><li>• Role of conciliation as a bridge between arbitration and mediation</li></ul></li><li>iv. The Mediation Act 2023:<ul style="list-style-type: none"><li>• Statutory Framework: Objectives and scope of the Act, definition clause</li><li>• Court-annexed vs Private mediation</li><li>• Ethical framework in practice of mediation in court and in private</li><li>• Community Mediation: Concept, procedure, and social utility</li><li>• Online Dispute Resolution Provisions</li><li>• Establishment and functions of the Mediation Council of India</li><li>• Exceptions to mediation</li></ul></li></ul>	
IV	<b>Mediation Process and Practice</b>	11
	<ul style="list-style-type: none"><li>i. Pre-Mediation Process and Legal Framework:<ul style="list-style-type: none"><li>• Setting the stage and tone for mediation by empowerment and persuasion by the court, lawyers and other stakeholders</li><li>• Overview of pre-mediation phase: Screening disputes, party consent, selection of mediator, need for brief outline of perception of disputants and their projections</li><li>• Section 89 CPC and Court Referral Procedures</li></ul></li></ul>	



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	<ul style="list-style-type: none"><li>• Mandatory pre-litigation mediation under the Commercial Courts Act, 2015, and the Mediation Act, 2023.</li></ul> <p>ii. Opening Statements and Joint Sessions:</p> <ul style="list-style-type: none"><li>• Section 12 Mediation Act 2023: Structure of mediation meetings and mediator's role in discussions</li><li>• Confidentiality Provisions under Section 22 and 23 of the Mediation Act 2023</li><li>• Understanding communication patterns and enabling communication skills.</li></ul> <p>iii. Caucus Process and Private Sessions:</p> <ul style="list-style-type: none"><li>• Concept of caucus</li><li>• Role of private sessions in trust building</li><li>• Section 25 Mediation Act 2023: Mediator's discretion in holding caucus</li><li>• Mediator Conduct Rules: Mediator ethics, conduct rules, and maintaining neutrality</li></ul> <p>iv. Settlement Documentation and Closure:</p> <ul style="list-style-type: none"><li>• Drafting of the settlement agreement</li><li>• Section 20 Mediation Act 2023: Agreement recording and authentication</li><li>• Section 30 of the Act: Enforceability</li></ul>	
<b>PEDAGOGY</b>		
<p>Teaching methodology is course-specific and aims at professional growth &amp; holistic development of the students. Further, it aims at contributing socio-legal development of the country by considering aims &amp; objectives of various initiatives of the state, like, NEP-2020, Viksit Bharat – 2047 and Sustainable Development Goals.</p> <p>Pedagogy of this course integrates theoretical knowledge through lecture of law &amp; social sciences with its practical dimensions. This course will be delivered through class-room lectures, interactive discussions (Socratic method), experiential learning (clinical methods), tutorial methods (research-based exercise) and pro-bono legal activities (legal aid activities). Participatory techniques such as mock trials, role-plays, and debates will be employed to encourage critical analysis and ethical reasoning. Use of documentaries, visual media, and ICT tools will further aid in enhancing engagement &amp; contextual understanding of the students. Emphasis will be laid on developing understanding of contemporary issues related to this course. It revolves around application of the law in real-life situations so that the students are able to satisfy expectations of the legal profession.</p> <p>Accordingly, methods of teaching, evaluation &amp; assessment have been devised in this course.</p>		
<b>SUGGESTED READINGS</b>		
<b>LIST OF CASES</b>		
<ul style="list-style-type: none"><li>• MR Krishna Murthi v. New India Assurance Co. Ltd. (2019) 4 SCC 177</li><li>• Rupa &amp; Co. Ltd. v. Firhad Hakim, 2025 SCC OnLine SC 245</li><li>• Sanjeevkumar v. Union of India, 2024 SCC OnLine SC 1528</li><li>• Yamini Manohar v. T.K.D. Keerthi, (2023) 8 SCC 221</li></ul>		





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**LIST OF BOOKS**

- Usha Tandon & Ashutosh Mishra, Mediation - An Effective Mechanism for Peaceful Resolution of Disputes, Bloomsbury Publishing PLC, 1<sup>st</sup> Edn., 2024
- A.K. Sikri & Sumant Batra (eds.), Mediation in Insolvency: A Game Changer in Viksit Bharat, EBC, 1<sup>st</sup> Edn., 2025.
- Hemant K. Batra, Mediation: Legitimacy & Practice, EBC, Law for the Layman Series, 2020.
- Dr. P. C. Markanda, Commentary on The Mediation Act, 2023, LexisNexis, 1<sup>st</sup> Edn., 2025.
- Tony Allen, Mediation Law and Civil Practice, Bloomsbury Professional, 2<sup>nd</sup> Edn., 2019.
- Andrew Goodman, Effective Mediation Advocacy, Mediation Publishing, 4<sup>th</sup> Practitioner Edn., 2022.

**Note:**

Suggested readings/case laws are not exhaustive. Students are advised to read latest edition of the books and to refer E-sources like: *West Law*; *JSTOR*, *Heinonline*, *EPW*, *Manupatra*, *website of Law Commission of India*, *liiofindia.org*. National Judicial Grid

# SYLLABUS

Course Name: Mediation in Specialized Legal Domains			Teacher In-Charge: Prof. (Dr.) Ashutosh Mishra				
Course Code: LM-MED-104							
AY: 2025-26	Programme: LL.M. (One Year Programme)	Semester : I	L	T	P	Credit	Contact Hrs. per Week: 3
			3	1	0	3	Total Hrs.: 45
Course-specific Objectives	<div>1. To understand the specialized application of mediation principles and procedures in family law disputes, including divorce, custody, and matrimonial property matters.</div> <div>2. To learn mediation frameworks specific to intellectual property disputes, including patent conflicts, trademark disagreements, and copyright infringement cases.</div> <div>3. To study international commercial mediation processes, cross-border dispute resolution mechanisms, and applicable legal frameworks governing international business conflicts.</div> <div>4. To build comparative understanding of mediation approaches across family, intellectual property, and international commercial legal domains and their distinct procedural requirements.</div> <div>5. To understand domain-specific challenges, ethical considerations, and specialized mediation techniques required for effective dispute resolution in family, IP, and international commercial contexts.</div>						
Course-specific Outcomes	<div>After the completion of this course:</div> <div>1. Students will understand specialized mediation applications in family law disputes including divorce, custody, and matrimonial property resolution mechanisms.</div> <div>2. Students will learn mediation frameworks specific to intellectual property disputes covering patent conflicts, trademark disagreements, and copyright infringement cases.</div> <div>3. Students will study international commercial mediation processes, cross-border dispute resolution mechanisms, and applicable legal frameworks governing business conflicts.</div> <div>4. Students will build comparative understanding of mediation approaches across family, intellectual property, and international commercial legal domains effectively.</div> <div>5. Students will understand domain-specific challenges, ethical considerations, and specialized mediation techniques required for effective dispute resolution across contexts.</div>						
PATTERN of EXAMINATION							
(Continuous Internal Assessment, & End-term Examination)							
Examination shall be divided into two components:							
I. Continuous Internal Assessment = 40 marks							
II. End Term Examination = 60 marks							





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Continuous internal assessment is further divided into following sub-parts:

- Seminar Paper and its presentation shall be of 20 marks.
- Case analysis/Report writing/Book Review/other similar evaluation methods shall be of 20 marks

**END-TERM EXAMINATION:**

(3 x 04 short questions = 12) + (12 x 04 long questions=48) = 60 marks

Three hours examination of 60 marks will be conducted as per schedule of the examination released by the University. Student will have to attempt 04 short-questions of 3 marks each, and 04 long questions of 12 marks each. Question Paper will be divided into five-sections (Section A, B, C, D, & E)

• **Section A (Short-questions)**

- Total 04 questions of 3 marks each
- one questions from each Module will necessarily be framed therein Sec. A
- There will be no choice in Section A

• **Sections B, C, D, & E (long questions)**

- Questions in Sec. B, C, D, & E will contain long questions of 12 marks each;
- Questions in above four Sections will cover Module I, II, III, & IV respectively
- Internal Choice will be there in long-questions
- All questions in Section B, C, D & E shall be based upon conceptual understanding and its application.
- Question paper will cover all modules equally / proportionately keeping in view of the course objectives and the outcomes.

**COURSE CONTENT**

Module No.	Content	Contact Hrs.
I	<b>Mediation in Family and Domestic Disputes</b>	11
	1. Matrimonial Conflict Resolution: Section 9 Family Courts Act 1984 and Mediation in Divorce Proceedings	
	2. Child Custody and Property Mediation: Section 26 Hindu Marriage Act and Section 125 CrPC Framework	
	3. Restorative Justice in Domestic Violence: Section 320 CrPC and Section 12 Protection of Women from Domestic Violence Act 2005	
	4. Family Settlement Agreements and Judicial Referral: Section 89 CPC and Family Courts Act 1984 Implementation	

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II	<b>Mediation in Intellectual Property and Commercial Disputes</b>	11
	<ol style="list-style-type: none"><li>1. IP Mediation and Confidentiality: Section 25 Mediation Act 2023 and Trade Secret Protection Framework</li><li>2. Commercial Relationship Preservation in IP Disputes: Section 30 Arbitration and Conciliation Act 2015 and Business Continuity</li><li>3. Patent and Trademark Mediation: Section 64 Patents Act 1970 and Section 124 Trade Marks Act 1999</li><li>4. Copyright Mediation and Settlement: Section 62 Copyright Act 1957 and Licensing Agreement Disputes</li></ol>	
III	<b>Cross-Border and Institutional Mediation Mechanisms</b>	11
	<ol style="list-style-type: none"><li>1. Singapore Convention on Mediation: Article 4 Enforcement Provisions and India's Implementation Framework</li><li>2. UNCITRAL Model Law on International Commercial Mediation: Article 14 Settlement Agreements and Domestic Adoption</li><li>3. Cross-Border Mediated Settlement Enforcement: Section 44 Arbitration and Conciliation Act 2015 and International Treaties</li><li>4. International Commercial Dispute Resolution: New York Convention Interface and Multi-Tiered Dispute Resolution Clauses</li></ol>	
IV	<b>Institutional Frameworks, Case Law and Challenges in Specialized Mediation</b>	12
	<ol style="list-style-type: none"><li>1. WIPO Mediation for IP Disputes: Institutional Framework and Specialized Domain Name Conflict Resolution</li><li>2. ICC Mediation Rules 2014: Institutional Commercial Mediation and Emergency Mediator Provisions</li><li>3. ICADR and Domestic Institutional Mediation: Section 12 Mediation Act 2023 and Mediation Service Providers</li><li>4. Ad Hoc vs. Institutional Mediation: Rule 1A Delhi High Court Mediation Rules and Court-Annexed Programs</li><li>5. Supreme Court Jurisprudence on Mediation and Enforcement of Settlements</li></ol>	
<b>PEDAGOGY</b>		
<b>(Teaching-Learning Strategy)</b>		
<p>Teaching methodology is course-specific and aims at professional growth &amp; holistic development of the students. Further, it aims at contributing socio-legal development of the country by considering aims &amp; objectives of various initiatives of the state, like, NEP-2020, Viksit Bharat – 2047 and Sustainable Development Goals.</p> <p>Pedagogy of this course integrates analytical and research approach through specialized lectures of law, its comparative study at global level and its practical dimensions. This course will be delivered through class-room lectures, interactive discussions (Socratic method), experiential learning (clinical methods) and tutorial methods (research-based exercise). Use of documentaries, visual media, and ICT tools will further</p>		

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aid in enhancing engagement & contextual understanding of the students through research. Emphasis will be laid on research of contemporary issues related to this course. It revolves around application of the law in real-life situations so that the students are able to satisfy expectations of the higher legal studies in specialized law.

Accordingly, methods of teaching, evaluation & assessment have been devised in this course.

**LIST OF CASES**

- K. Srinivas Rao v. D.A. Deepa (2013) 5 SCC 226
- Sampelly Satyanarayana Rao v. Indian Renewable Energy Development Agency Ltd (2016) 10 SCC 458
- B.S. Krishnamurthy v. B.S. Nagaraj (2010) 15 SCC 219

**SUGGESTED READINGS**

- Usha Tandon & Ashutosh Mishra, Mediation - An Effective Mechanism for Peaceful Resolution of Disputes, Bloomsbury Publishing PLC, 1<sup>st</sup> Edn., 2024
- A.K. Sikri & Sumant Batra (eds.), Mediation in Insolvency: A Game Changer in Viksit Bharat, EBC, 1<sup>st</sup> Edn., 2025.
- Hemant K. Batra, Mediation: Legitimacy & Practice, EBC, Law for the Layman Series, 2020.
- Dr. P. C. Markanda, Commentary on The Mediation Act, 2023, LexisNexis, 1<sup>st</sup> Edn., 2025.
- Tony Allen, Mediation Law and Civil Practice, Bloomsbury Professional, 2<sup>nd</sup> Edn., 2019.
- Andrew Goodman, Effective Mediation Advocacy, Mediation Publishing, 4<sup>th</sup> Practitioner Edn., 2022.

**Note:**

Suggested readings/case laws are not exhaustive. Students are advised to read latest edition of the books and to refer E-sources like: *West Law*; *JSTOR*, *Heinonline*, *EPW*, *Manupatra*, *website of Law Commission of India*, *liiofindia.org*. National Judicial Grid

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SYLLABUS							
<b>Course Name: Corporate, Commercial and Insolvency Dispute Resolution</b> <b>Course Code: LM-MED-105</b>			<b>Teacher In-charge: Prof. (Dr.) Ashutosh Mishra</b>				
<b>Session</b>  <b>2025-26 onwards</b>	<b>Programme:</b> <b>LL.M. (One Year)</b>	<b>Semester</b> <b>:</b> <b>I</b>	<b>L</b>  <b>3</b>	<b>T</b>  <b>1</b>	<b>P</b>  <b>0</b>	<b>Credit</b>  <b>3</b>	<b>Contact Hrs. per Week:</b>  <b>Total Hrs.: 45</b>
<b>Course-specific Objectives</b>	1. To understand mediation concepts and legal frameworks governing corporate disputes including shareholder conflicts, board disputes, and governance issues.						
	2. To learn commercial mediation principles, procedures, and statutory provisions applicable to business disputes, contract conflicts, and trade disagreements.						
	3. To study insolvency mediation frameworks, resolution mechanisms, and legal provisions under insolvency law for creditor-debtor disputes and restructuring.						
	4. To build practical skills in applying mediation techniques to complex corporate, commercial, and insolvency disputes within sector-specific requirements.						
	5. To understand integration of mediation practice within corporate law, commercial legislation, and insolvency frameworks including procedural compliance and enforcement						
<b>Course-specific Outcomes</b>	After the completion of this course:						
	1. Students will understand mediation concepts and legal frameworks governing corporate disputes including shareholder conflicts, board disputes, and corporate governance issues.						
	2. Students will learn commercial mediation principles, procedures, and statutory provisions applicable to business disputes, contract conflicts, and commercial trade disagreements.						
	3. Students will study insolvency mediation frameworks, resolution mechanisms, and legal provisions under insolvency law for creditor-debtor disputes and corporate restructuring processes.						
	4. Students will build practical skills in applying mediation techniques to complex corporate, commercial, and insolvency disputes within specific sector legal requirements.						
5. Students will understand integration of mediation practice within corporate law, commercial legislation, and insolvency frameworks including procedural compliance and legal enforcement mechanisms.							
<b>PATTERN of EXAMINATION</b>							





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**(Continuous Internal Assessment, & End-term Examination)**

Examination shall be divided into two components:

- I. Continuous Internal Assessment = 40 marks
- II. End Term Examination = 60 marks

Continuous internal assessment is further divided into following sub-parts:

- i. Seminar Paper and its presentation shall be of 20 marks.
- ii. Case analysis/Report writing/Book Review/other similar evaluation methods shall be of 20 marks

**END-TERM EXAMINATION:**

(3 x 04 short questions = 12) + (12 x 04 long questions=48) = 60 marks

Three hours examination of 60 marks will be conducted as per schedule of the examination released by the University. Students will have to attempt 04 short-questions of 3 marks each, and 04 long questions of 12 marks each. Question Paper will be divided into five-sections (Section A, B, C, D, & E)

● **Section A (Short-questions)**

- Total 04 questions of 3 marks each
- one question from each Module will necessarily be framed therein Sec. A
- There will be no choice in Section A

● **Sections B, C, D, & E (long questions)**

- Questions in Sec. B, C, D. & E will contain long questions of 12 marks each;
- Questions in above four Sections will cover Module I, II, III, & IV respectively
- Internal Choice will be there in long-questions
- All questions in Section B, C, D & E shall be based upon conceptual understanding and its application.
- Question paper will cover all modules equally / proportionately keeping in view of the course objectives and the outcomes.

Module No.	Content	Contact Hrs.
I	<b>Mediation in Corporate and Business Disputes</b>	11
	i. Shareholder Conflict Mediation: Interest-Based Resolution and Confidential Business Dispute Settlement	
	ii. Partnership Dispute Mediation: Facilitative Approaches to Business Relationship Preservation	

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	<ul style="list-style-type: none"> <li>iii. Boardroom Disagreement Mediation: Executive Conflict Resolution and Corporate Decision-Making Processes</li> <li>iv. Business Mediation Models: Transformative Approaches to Commercial Relationship Management and Dispute Prevention</li> </ul>	
<b>II</b>	<p align="center"><b>Commercial Contractual Mediation and Cross-Border Disputes</b></p> <ul style="list-style-type: none"> <li>i. Supply Chain Dispute Mediation: Just-in-Time Delivery Conflicts and Vendor Relationship Management</li> <li>ii. Service Contract Mediation: Performance Standards, Quality Disputes, and Service Level Agreement Resolution</li> <li>iii. Cross-Border Contract Mediation: International Commercial Disputes and Multi-Jurisdictional Settlement Frameworks</li> <li>iv. Contractual Breach Mediation: Damages Assessment, Performance Disputes, and Commercial Relationship Restoration</li> </ul>	11
<b>III</b>	<p align="center"><b>Mediation in Insolvency and Regulatory Disputes</b></p> <ul style="list-style-type: none"> <li>i. Pre-Admission Mediation under IBC: Section 12A Settlement Framework and Corporate Insolvency Resolution Process</li> <li>ii. Creditor Dispute Mediation: Section 60 IBC and Committee of Creditors Conflict Resolution</li> <li>iii. Operational Creditor Mediation: Section 8 IBC and Pre-Application Settlement Procedures</li> <li>iv. IBC Mediation Limitations: Section 14 Moratorium Impact and Insolvency Professional Role in Dispute Resolution</li> </ul>	11
<b>IV</b>	<p align="center"><b>Institutional Support and Enforcement of Commercial Mediated Settlements</b></p> <ul style="list-style-type: none"> <li>i. SEBI's Role in Securities Mediation: Regulatory Oversight and Investor Protection in Market Disputes</li> <li>ii. NCLT's Role in Corporate Mediation: Judicial Support and Pre-Tribunal Settlement Facilitation</li> <li>iii. Mediation Centre Roles: Administrative Support, Mediator Training, and Case Management Services</li> <li>iv. Regulatory Body Roles in Commercial Mediation: Policy Development, Standards Setting, and Dispute Resolution Oversight</li> <li>v. Drafting and Enforcing Commercial Settlement Agreements:               <ul style="list-style-type: none"> <li>a) Commercial Settlement Agreement Drafting: Essential Clauses, Terms Structure, and Legal Validity Requirements</li> <li>b) Enforceability of Mediated Commercial Settlements: Section 30 Arbitration Act 2015 and Decree Status under CPC</li> <li>c) Compliance with Commercial Law Standards: Contract Act 1872</li> </ul> </li> </ul>	12





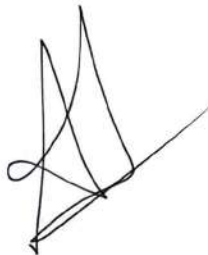
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	Provisions and Settlement Agreement Validity d) Post-Settlement Enforcement Mechanisms: Breach Remedies, Specific Performance, and Contempt Proceedings	
<b>PEDAGOGY</b>		
<p>Teaching methodology is course-specific and aims at professional growth &amp; holistic development of the students. Further, it aims at contributing socio-legal development of the country by considering aims &amp; objectives of various initiatives of the state, like, NEP-2020, Viksit Bharat – 2047 and Sustainable Development Goals.</p> <p>Pedagogy of this course integrates theoretical knowledge through lecture of law &amp; social sciences with its practical dimensions. This course will be delivered through class-room lectures, interactive discussions (Socratic method), experiential learning (clinical methods), tutorial methods (research-based exercise) and pro-bono legal activities (legal aid activities). Participatory techniques such as mock trials, role-plays, and debates will be employed to encourage critical analysis and ethical reasoning. Use of documentaries, visual media, and ICT tools will further aid in enhancing engagement &amp; contextual understanding of the students. Emphasis will be laid on developing understanding of contemporary issues related to this course. It revolves around application of the law in real-life situations so that the students are able to satisfy expectations of the legal profession.</p> <p>Accordingly, methods of teaching, evaluation &amp; assessment have been devised in this course.</p>		
<b>SUGGESTED READINGS</b>		
<b>LIST OF CASES</b>		
<ul style="list-style-type: none"><li>• HDFC Bank Ltd. v. Satpal Singh Bakshi (2012 SCC OnLine Del 4819)</li><li>• Sanjeev Kapoor v. Chandana Kapoor (2020 SCC OnLine SC 790)</li><li>• Jagjeet Singh v. Ashish Mishra (2022 SCC OnLine SC 1454)</li></ul>		
<b>LIST OF BOOKS</b>		
<ul style="list-style-type: none"><li>• Usha Tandon &amp; Ashutosh Mishra, Mediation - An Effective Mechanism for Peaceful Resolution of Disputes, Bloomsbury Publishing PLC, 1<sup>st</sup> Edn., 2024</li><li>• A.K. Sikri &amp; Sumant Batra (eds.), Mediation in Insolvency: A Game Changer in Viksit Bharat, EBC, 1<sup>st</sup> Edn., 2025.</li><li>• Hemant K. Batra, Mediation: Legitimacy &amp; Practice, EBC, Law for the Layman Series, 2020.</li><li>• Dr. P. C. Markanda, Commentary on The Mediation Act, 2023, LexisNexis, 1<sup>st</sup> Edn., 2025.</li><li>• Tony Allen, Mediation Law and Civil Practice, Bloomsbury Professional, 2<sup>nd</sup> Edn., 2019.</li><li>• Andrew Goodman, Effective Mediation Advocacy, Mediation Publishing, 4<sup>th</sup> Practitioner Edn., 2022.</li></ul>		
<b>Note:</b> Suggested readings/case laws are not exhaustive. Students are advised to read latest edition of the books and to refer E-sources like: <i>West Law; JSTOR, Heinonline, EPW, Manupatra, website of Law Commission of</i>		



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India, [liiofindia.org](http://liiofindia.org). National Judicial Grid



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## ***CORPORATE LAWS***

B.K



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SYLLABUS							
Course Name: Research Methodology & Legal Writing				Course teacher: Dr. Madhuker Sharma			
Course Code: LM- RM- 101							
AY: 2025-26 onwards	Programme: LLM (One Yr.)	Semester: I	L	T	P	Credit	Contact hrs. per-week: 4
			4	1	0	4	Total Hrs.: 60
Course specific objectives	The objectives of the course are as follows:						
	6. To introduce fundamental concepts, scope, and importance of legal research before the students; 7. To develop understanding of the students on research methodology, including doctrinal and empirical approaches; 8. To familiarize the students with essential research tools & techniques of research, and various sources of legal information; 9. To cultivate analytical and critical thinking skills among the students that are required for conducting independent legal research; 10. To enable the students to apply research methodologies effectively in academic writing and legal teaching.						
Course specific outcomes	After completion of this course, the students will be able to:						
	6. Understand the importance, objectives, nature, and various types of legal research; 7. Formulate a research problem and design appropriate research methodology; 8. Identify & apply suitable tools & techniques for legal research; 9. Collect, analyze, and interpret legal / socio-legal data effectively for the purpose of attaining objectives of their research work; 10. Conduct independent legal research and present findings before academic forum.						
PATTERN of EXAMINATION (Continuous Internal Assessment, & End-term Examination)							
Examination shall be divided into two components: III. Continuous Internal Assessment = 40 marks IV. End Term Examination = 60 marks Continuous internal assessment is further divided into following sub-parts: iii. Mid-term examination(s) / seminar paper shall be of 20 marks.							





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iv. Project and presentation shall be of 20 marks (10 marks written project and 10 marks for presentation).

**Note:**

*Further details on above components of continuous internal assessment will be shared by the course in-charge.*

**END-TERM EXAMINATION:**

(2.5 x 08 short questions = 20) + (10 x 04 long questions=40) = 60 marks}

Three hours examination of 60 marks will be conducted as per schedule of the examination released by the University. Student will have to attempt 08 short-questions of 2.5 marks each, and 04 long questions of 10 marks each}. Question Paper will be divided into five-sections (Section A, B, C, D, & E)

• **Section A (Short-questions)**

- ☐ Total 08 questions of 2.5 marks each
- ☐ Two questions from each Module will necessarily be framed therein Sec. A
- ☐ There will be no choice in Section A

• **Sections B, C, D, & E (long questions)**

- ☐ Questions in Sec. B, C, D, & E will contain long questions of 10 marks each;
- ☐ Questions in above four Sections will cover Module I, II, III, & IV respectively
- ☐ Internal Choice will be there in long-questions
- ☐ One of the optional questions, within every section (long questions) of the question paper, will necessarily be based on practical dimensions of research as per content of respective module of the syllabus.
- ☐ Question paper will cover all modules equally / proportionately keeping in view of the course objectives and the outcomes.

**COURSE CONTENT**

Module	Content	Contact Hrs.
<b>I</b>	<b>INTRODUCTION TO RESEARCH METHODOLOGY</b>	<b>15</b>
	7. Meaning, nature, & objectives of research 8. Relevance & importance of legal research 9. Types of research; doctrinal and non-doctrinal legal research 10. Legal reasoning & its importance in research 11. Ethics in research 12. Information technology and legal research	
<b>II</b>	<b>RESEARCH DESIGN</b>	<b>15</b>
	5. Introduction: understanding the research design, research design v. research technique, research design v. research proposal 6. Identification and formulation of research problem	

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	7. Literature review <ul style="list-style-type: none"> <li>• Sources for literature review</li> <li>• Significance of literature review in identification of research issues &amp; questions</li> <li>• Identification of relevant literature, opinion of the researcher on the literature, &amp; identification of research issues</li> </ul> 8. Framing of objectives of research, research questions & hypothesis	
<b>III</b>	<b>RESEARCH METHODOLOGY &amp; RESEARCH METHODS</b> 5. Research methodology: empirical research, doctrinal research, mixed-method research 6. Research methodology v. research methods 7. Research methods: tools & technique of data collection <ul style="list-style-type: none"> <li>• Observation studies, questionnaire / interview schedule, case-study, focused group discussion, survey</li> </ul> 8. Data interpretation & data analysis <ul style="list-style-type: none"> <li>• Data validation</li> <li>• Interpretation of data and its presentation</li> <li>• Analysis of data and observation thereupon</li> <li>• Drawing findings in light of research questions &amp; issues</li> <li>• Drawing conclusion:</li> <li>• Use of sources other than data in drawing conclusion</li> <li>• Testing hypothesis, if there is any</li> </ul>	<b>15</b>
<b>IV</b>	<b>LEGAL WRITING</b> 6. Introduction <ul style="list-style-type: none"> <li>• Importance of writing legal literature</li> <li>• Research paper v. white paper v. seminar paper v. working paper v. article v. project report v. report</li> </ul> 7. Technique of writing legal literature 8. Writing a research report (extension of Module I, II, & III) 9. Use of information technology tools in research writing 10. Reference style	<b>15</b>
<b>PEDAGOGY</b> (Teaching-Learning Strategy)		
Teaching methodology is course-specific and aims at professional growth & holistic development of the students. Further, it aims at contributing socio-legal development of the country by considering aims & objectives of various initiatives of the state, like, NEP-2020, Viksit Bharat – 2047 and Sustainable Development Goals.		





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Pedagogy of this course integrates theoretical knowledge of law with methods of legal research with special emphasis on social dimensions of legal issues. This course will be delivered through class-room lectures, interactive discussions (Socratic method), experiential learning (clinical methods), and tutorial methods (research-based exercise). Participatory techniques such as discussions, seminars, & debates will be employed to encourage critical analysis and ethical dimensions of a legal issue. Use of documentaries, visual media, and ICT tools will further aid in enhancing engagement & contextual understanding of the students. Emphasis will be laid on developing understanding of contemporary issues related to law & society. It revolves around application of research methods & tools in issues revolving around contemporary social facts & circumstances. Accordingly, methods of teaching, evaluation & assessment have been devised in this course. Students shall be introduced with practical stimulations by way of drafting research synopsis for their respective dissertation, Writing & presenting short reports on the basis of preliminary research will be conducted in the tutorial.

**ESSENTIAL READINGS**

- Legal Research & Methodology, *S.K. Verma, & Afzal V. Wani* (Indian Law Institute)
- Research Methods for Law, *Edited by Mike McConville and Wing Hong Chui*, Edinburgh University Press
- Research Design: Qualitative, Quantitative, & Mixed Methods Approaches, *John W. Cresswell*, Sage Publication
- Social Research Method, *A. Bryman* (Oxford University Press)
- Legal Research Methodology, *M.K. Sinha, & D. Kharb* (Indian Law Institute)

**SUGGESTED READINGS**

- Socio-legal research in India: A Programschrift, *Upendra Baxi* (Indian Council of Social Science Research)
- Research Methods for Criminal Justice and Criminology, *Michael G. Maxfield and Earl Babbie*, (Thompson Learning, 2001)
- Research Methods: Rules for Survey Design and Analysis: Using Documents in Social Research, *Lindsay Prior* (Sage Publication, 2003)
- Social Research Methods, *Alan Bryman* (Oxford University Press, 2001)
- A Students' Guide For Research Methodology, *Peter Clough And Cathy, Brown* (Sage Publication, 2002)
- Legal Research and Writing Methods, *Anwarul Yaqin* (LexisNexis Butterworths Wadhwa, Nagpur, 2008)
- **Note: Students are advised to study the latest edition of the recommended books.**

**Note:**

Suggested readings/case laws are not exhaustive. Students are advised to read latest edition of the books and to refer E-sources like: *West Law; JSTOR, Heinonline, EPW, Manupatra, website of Law Commission of India, liiofindia.org. National Judicial Grid*

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<b>Course Name: Comparative Public Law</b>				<b>Teacher In-Charge: Dr. Sanjay Kumar</b>			
<b>Course Code: LM-CPL-102</b>							
<b>AY:</b> 2025-26	<b>Programme:</b> LL.M. (One Year Programme)	<b>Semester</b> : I	<b>L</b>  3	<b>T</b>  1	<b>P</b>  0	<b>Credit</b>  4	<b>Contact Hrs. per Week:</b> 4 <b>Total Hrs.:</b> 60
<b>Course-specific Objectives</b> <b>The objectives of the course are as follows:</b> 13. Explore the nature of public law, constitutionalism and doctrines of constitutional law. 14. Familiarize students with various forms of government and constitutional structures across Indian and USA. 15. To examine the principles of judicial review and the methods of amendment under the Constitution 16. Assess governance mechanisms, in a comparative frameworks.							
<b>Course-specific Outcomes</b> <b>After completion of this course, the students will be able to:</b> 13. Understand the difference between public law and private law, concept of constitutionalism and doctrines of the Constitution. 14. Evaluate the strengths and weaknesses of various forms of government across different countries 15. Evaluate the importance and limitation of judicial review and method of amendments in India and USA. 16. Analyse governance structures such as the Ombudsman and RTI in a comparative framework							
<b>PATTERN of EXAMINATION</b> <b>(Continuous Internal Assessment, &amp; End-term Examination)</b>							
Examination shall be divided into two components: VII. Continuous Internal Assessment = 40 marks VIII. End Term Examination = 60 marks Continuous internal assessment is further divided into following sub-parts: xiii. Mid-term examination(s) shall be of 20 marks. xiv. Project and presentation shall be of 10 marks (5 marks written project and 5 marks for presentation). xv. Value based / ethical values (such as role-playing, debates, community service, short documentaries / visual media on life skills, ethics, & morals, or visiting the social institutions etc.) activity shall be assigned by the teacher to the students which shall carry 5 marks. xvi. Pro bono / legal aid activity relating to the clinical legal education shall be performed by the student and shall carry 05 marks. <b>Note:</b>							

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*Further details on four components of continuous internal assessment are laid down hereinbelow. These instructions cater to course-specific objectives and outcomes, both.*

**END-TERM EXAMINATION:**

$(2.5 \times 08 \text{ short questions} = 20) + (10 \times 04 \text{ long questions} = 40) = 60 \text{ marks}$

Three hours examination of 60 marks will be conducted as per schedule of the examination released by the University. Students will have to attempt 08 short-questions of 2.5 marks each, and 04 long questions of 10 marks each}. Question Paper will be divided into five-sections (Section A, B, C, D, & E)

• **Section A (Short-questions)**

- Total 08 questions of 2.5 marks each
- Two questions from each Module will necessarily be framed therein Sec. A
- There will be no choice in Section A

• **Sections B, C, D, & E (long questions)**

- Questions in Sec. B, C, D, & E will contain long questions of 10 marks each;
- Questions in above four Sections will cover Module I, II, III, & IV respectively
- Internal Choice will be there in long-questions
- One of the optional questions, within every section of the question paper, will necessarily be an application / problem-based question, and the other optional question will be a theory / concept-based question.
- Question paper will cover all modules equally / proportionately keeping in view of the course objectives and the outcomes.

**COURSE CONTENT**

Module No.	Content	Contact Hrs.
I	<b>Foundations of Public and Comparative Law and Constitutional Doctrines</b>	15
	<b>4. Public Law</b> Meaning and Definition of Public Law j) Distinction between Public Law and Private Law k) Public Law – International Law, Constitutional Law, Administrative Law l) Significance of Comparative Public Law <b>2. Constitutionalism</b> g) Concept of Constitutionalism h) Essential Features of Constitutionalism <b>3. Constitutional Doctrines: USA, India</b> j) Rule of Law k) Separation of Powers, l) Checks and Balances	
II	<b>Forms of Government and Legislative Supremacy</b>	15
	13. Federal and Unitary Forms of Government	



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	14. Concept of Quasi Federalism 15. Parliamentary and Presidential Forms of Government- India and USA 16. Legislative Mechanism- Supremacy of Legislature	
<b>III</b>	<div style="background-color: #c6e0b4; text-align: center; padding: 2px;"><b>Judicial Review and Amendments</b></div> 16. Independence of Judiciary 17. Concept and Origin of Judicial Review, Limitations on Judicial Review 18. Public Interest Litigation 19. Judicial Accountability 20. Amendment <ul style="list-style-type: none"> <li>j) Methods of Amendment – India, USA</li> <li>k) Limitations on Amending Power</li> <li>l) Theory of Basic Structure</li> </ul>	15
<b>IV</b>	<div style="background-color: #c6e0b4; text-align: center; padding: 2px;"><b>Governance Mechanisms in Comparative Perspective</b></div> 13. Ombudsman in Scandinavian Countries 14. Indian Scenario- Lokpal and Lokayukta 15. Open Government and Right to Information – USA, India 16. Common Law and Civil Law	15
<div style="background-color: #c6e0b4; text-align: center; padding: 5px;"><b>PEDAGOGY</b> (Teaching-Learning Strategy)</div>		
<p>Teaching methodology is course-specific and aims at professional growth &amp; holistic development of the students. Further, it aims at contributing socio-legal development of the country by considering aims &amp; objectives of various initiatives of the state, like, NEP-2020, Viksit Bharat – 2047 and Sustainable Development Goals.</p> <p>Pedagogy of this course integrates theoretical concepts in economics with its practical understanding and using real world applications. This course will be delivered through class-room lectures, real-life experiences interactive discussions (Socratic method), experiential learning (clinical methods), tutorial methods (research-based exercise) and pro-bono legal activities (legal aid activities). Use of documentaries, visual media, data visualization and ICT tools will further aid in enhancing engagement and contextual understanding of the students. Tutorial classes based on research-based exercises will help students to develop analytical skills to critically analyze microeconomics and macroeconomics concepts. Accordingly, methods of teaching, evaluation &amp; assessment have been devised in this course.</p>		

*Signature*





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**ESSENTIAL READINGS**

- M.P. Jain, *Indian Constitutional Law*, LexisNexis.
- Mahendra P. Singh, *Comparative Constitutional Law*, Eastern Book Company.
- Aakash Singh Rathore, *Ambedkar's Preamble: A Secret History of the Constitution of India* (Penguin Random House 2020).
- Abhinav Chandrachud, *The Informal Constitution*, (OUP, 2014)

**SUGGESTED READINGS**

**Reference Books:**

- Tom Ginsburg and Rosalind Dixon (eds.), *Comparative Constitutional Law*, Edward Elgar.
- Vicki Jackson & Mark Tushnet, *Comparative Constitutional Law*, Foundation Press.

**Articles / Theoretical Sources:**

- Aman Ullah and Uzair Samee, "Basic Structure of Constitution: Impact of *Kesavananda Bharati* on Constitutional Status of Fundamental Rights", Vol. 26 (2) *South Asian Studies* 299-309 (July-December 2011).
- Anne Smith, "Internationalization and Constitutional Borrowing in Drafting Bills of Rights", 60(4) *International and Comparative Law Quarterly* 867-894 (2011 October).
- Bruce Ackerman, "The New Separation of Powers" 113 (3) *Harv. L. Rev.* 634-729 (2000)
- Bryan Clark and Amanda Leiter, "Regulatory hide and seek: What agencies can (and can't) do to limit judicial review" 52(5) *Boston College Law Review* 1687-1732 (2011 November)
- Chhavi Agarwal, "Rule of Law: Reflection upon we the People and Beyond" 252 (1) *Madras Law Journal* 8-16 (2010)
- Daniel B. Rodriguez, "Change that matters: Essay on State Constitutional Development", 115(4) *Penn State Law Review* 1073-1098 (Spring 2011).
- Daryl Levinson and Richard H. Pildes "Separation of Parties, Not Powers" 119(8) *Harvard Law Review* 2311-2386 (2006).
- David King, "Formalizing Local Constitutional Standards of Review and the Implications for Federalism" 97 (7) *Virginia Law Review* 1685-1726 (November 2011).
- David Staruss, "Do we Have a Living Constitution" 59 (4) *Drake Law Review* 973-984 (2011 Summer)
- Devi Prasad Singh, "Sovereignty, Judicial Review and Separation of Power", 7(5)

**Note:**

Suggested readings/case laws are not exhaustive. Students are advised to read the latest edition of the books and to refer E-sources like: *West Law*; *JSTOR*, *Heinonline*, *EPW*, *Manupatra*, *website of Law Commission of India*, *liiofindia.org*. National Judicial Grid



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SYLLABUS							
Course Name: Corporate Governance and Social Responsibility Course Code: LM-COR-103				Teacher In-Charge: Dr. Balwinder Kaur			
AY: 2025-26	Programme: LL.M. (One Year Programme)	Semester: I	L	T	P	Credit	Contact Hrs. per Week: 3
			3	1	0	3	Total Hrs.: 45
Course-specific Objectives	1. To understand corporate governance principles, board structures, stakeholder management, and regulatory compliance frameworks in modern business organizations.						
	2. To learn social responsibility concepts, sustainability practices, and ethical business conduct standards for corporate accountability and transparency.						
Course-specific Outcomes	3. To study corporate governance mechanisms, internal controls, risk management systems, and oversight functions within organizational decision-making processes.						
	4. To build understanding of stakeholder engagement, corporate citizenship, and social impact measurement strategies for sustainable business development.						
Course-specific Outcomes	5. To understand regulatory requirements, disclosure obligations, and governance best practices for ensuring corporate accountability and social responsibility						
	After the completion of this course:						
Course-specific Outcomes	1. Students will understand corporate governance principles, board structures, stakeholder management, and regulatory compliance frameworks in modern business organizations.						
	2. Students will learn social responsibility concepts, sustainability practices, and ethical business conduct standards for corporate accountability and transparency.						
Course-specific Outcomes	3. Students will study corporate governance mechanisms, internal controls, risk management systems, and oversight functions within organizational decision-making processes.						
	4. Students will build understanding of stakeholder engagement, corporate citizenship, and social impact measurement strategies for sustainable business development.						
Course-specific Outcomes	5. Students will understand regulatory requirements, disclosure obligations, and governance best practices for ensuring corporate accountability and social responsibility.						
	PATTERN of EXAMINATION (Continuous Internal Assessment, & End-term Examination)						





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Examination shall be divided into two components:

- I. Continuous Internal Assessment = 40 marks
- II. End Term Examination = 60 marks

Continuous internal assessment is further divided into following sub-parts:

- I. Seminar Paper and its presentation shall be of 20 marks.
- II. Case analysis/Report writing/Book Review/other similar evaluation methods shall be of 20 marks

**END-TERM EXAMINATION:**

(3 x 04 short questions = 12) + (12 x 04 long questions=48) = 60 marks

Three hours examination of 60 marks will be conducted as per schedule of the examination released by the University. Student will have to attempt 04 short-questions of 3 marks each, and 04 long questions of 12 marks each. Question Paper will be divided into five-sections (Section A, B, C, D, & E)

• **Section A (Short-questions)**

- Total 04 questions of 3 marks each
- one questions from each Module will necessarily be framed therein Sec. A
- There will be no choice in Section A

• **Sections B, C, D, & E (long questions)**

- Questions in Sec. B, C, D. & E will contain long questions of 12 marks each;
- Questions in above four Sections will cover Module I, II, III, & IV respectively
- Internal Choice will be there in long-questions
- All questions in Section B, C, D & E shall be based upon conceptual understanding and its application.
- Question paper will cover all modules equally / proportionately keeping in view of the course objectives and the outcomes.

**COURSE CONTENT**

Module No.	Content	Contact Hrs.
I	<b>Principles and Models of Corporate Governance</b>	12
	1. Theoretical Foundations and Conceptual Framework of Corporate Governance	
	2. Comparative Models of Corporate Governance Systems	
	3. Corporate Governance Committees, Mechanisms and Structures	

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	<ul style="list-style-type: none"><li>4. Legal and Regulatory Framework for Corporate Governance</li><li>5. Contemporary Issues and Reforms in Corporate Governance</li></ul>	
II	<b>Legal and Regulatory Framework in India</b>	11
	<ul style="list-style-type: none"><li>1. Evolution and Structure of Indian Corporate Law</li><li>2. Companies Act 2013: Comprehensive Legal Framework</li><li>3. Securities Market Regulation and Capital Market Laws</li><li>4. Independent Directors: Role and Perspective</li><li>5. Enforcement Mechanisms and Adjudicatory Framework</li></ul>	
III	<b>Corporate Social Responsibility and Ethical Decision-Making</b>	11
	<ul style="list-style-type: none"><li>1. <b>Evolution and Concepts of CSR:</b> Traces the evolution of Corporate Social Responsibility from a philanthropic idea to a legal mandate, and explores different theoretical perspectives.</li><li>2. <b>Legal Mandate for CSR in India:</b> Provides an in-depth study of <b>Section 135</b> and <b>Schedule VII</b> of the <b>Companies Act, 2013</b>, which govern mandatory CSR spending and eligible activities.</li><li>3. <b>CSR Policy and Implementation:</b> Covers the practical aspects of formulating a comprehensive CSR policy and the strategic implementation under the <b>Companies (CSR Policy) Rules, 2014</b>.</li><li>4. <b>Business Ethics and Fiduciary Duties:</b> Discusses the theoretical foundations of business ethics and examines the <b>fiduciary duties</b> and ethical obligations of directors as outlined in the Companies Act.</li><li>5. <b>Corporate Accountability and Vigil Mechanisms:</b> Explores the legal framework for corporate accountability and the establishment of <b>whistleblower protection</b> and vigil mechanisms as per <b>Section 177</b> of the Companies Act, 2013.</li></ul>	
IV	<b>Contemporary Challenges and Global Trends in Corporate Governance</b>	11
	<ul style="list-style-type: none"><li>1. ESG Integration and Sustainability Reporting under SEBIBRSR Regulations 2021</li><li>2. Digital Governance and Technology-Enabled Board Processes under Companies Act 2013 and MCA Notifications</li></ul>	





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3. Cross-Border Corporate Governance and FEMA Compliance under the Foreign Exchange Management Act 1999
4. Crisis Management and Corporate Resilience Framework under Companies Act 2013 and SEBI LODR Regulations
5. Regulatory Convergence and International Corporate Governance Standards under OECD Principles and G20/OECD Guidelines

**PEDAGOGY**  
(Teaching-Learning Strategy)

Teaching methodology is course-specific and aims at professional growth & holistic development of the students. Further, it aims at contributing socio-legal development of the country by considering aims & objectives of various initiatives of the state, like, NEP-2020, Viksit Bharat – 2047 and Sustainable Development Goals.

Pedagogy of this course integrates analytical and research approach through specialized lectures of law, its comparative study at global level and its practical dimensions. This course will be delivered through class-room lectures, interactive discussions (Socratic method), experiential learning (clinical methods) and tutorial methods (research-based exercise). Use of documentaries, visual media, and ICT tools will further aid in enhancing engagement & contextual understanding of the students through research. Emphasis will be laid on research of contemporary issues related to this course. It revolves around application of the law in real-life situations so that the students are able to satisfy expectations of the higher legal studies in specialized law.

Accordingly, methods of teaching, evaluation & assessment have been devised in this course.

**LIST OF CASES**

- India Resurgence ARC v. Amit Metaliks Ltd. ( 2023 SC)
- SEBI v. Sahara India Real Estate Corp. Ltd. & Others (2012 SC)
- Tata Consultancy Services Ltd. v. Cyrus Investments Pvt. Ltd. (2021 SC)
- India Resurgence ARC v. Amit Metaliks Ltd. (2023 SC)
- SEBI vs. Price Waterhouse Coopers (2018 SC)
- SFIO v. Firestar Diamond International (NCLAT, 2023)

**SUGGESTED READINGS**

- **A.C.Fernando**, *Corporate Governance: Principles, Policies and Practices*, Pearson Education, 3rd Edn., 2018.
- **Avtar Singh**, *Corporate Law*, Eastern Book Company (EBC), 17th Edn., 2022.
- **Saleem Sheikh & William Rees**, *Corporate Governance & Corporate Control*, Cavendish



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**Publishing Ltd., 1995**

- **Taxmann, Companies Act 2013**
- **Taxmann, A Comparative Study of Companies Act 2013 and Companies Act 1956**
- **Komal Garg, Bharat's Corporate Social Responsibility, 2023.**
- **Charles Wild & Stuart Weinstein Smith and Keenan, Company Law, Pearson Longman, 2009**
- **Institute of Company Secretaries of India, Companies Act 2013, CCH Wolter Kluwer Business, 2013**
- **Lexis Nexis, Corporate Laws 2013 (Palmtop Edition)**
- **C.A. Kamal Garg, Bharat's Corporate and Allied Laws, 2013**
- **Ankur Srivastava, Taxmann Law & Practice Relating To Corporate Social Responsibility, 2023.**

**Note:**

Suggested readings/case laws are not exhaustive. Students are advised to read latest edition of the books and to refer E-sources like: *West Law*; *JSTOR*, *Heinonline*, *EPW*, *Manupatra*, *website of Law Commission of India*, *lii of india.org*. National Judicial Grid





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SYLLABUS							
Course Name: Banking Laws and Policy Course Code: LM-COR-104				Teacher In-Charge: Dr. Balwinder Kaur			
AY: 2025-26	Programme: LL.M. (One Year Programme)	Semester:I	L	T	P	Credit	Contact Hrs. per Week: 3
			3	1	0	3	Total Hrs.: 45
Course-spec ific Objectives	1. To understand banking regulatory framework, statutory provisions, and policy mechanisms governing banking operations and financial institution management.						
	2. To learn central banking functions, monetary policy implementation, and regulatory oversight of the banking sector within India's financial system.						
Course-spec ific Outcomes	3. To study banking law provisions, customer protection regulations, and compliance requirements for banking operations and financial service delivery.						
	4. To build understanding of banking policy formulation, regulatory reforms, and legal frameworks governing banking sector development and supervision.						
Course-spec ific Outcomes	5. To understand banking dispute resolution mechanisms, enforcement procedures, and regulatory compliance standards for banking institutions and practices.						
	After the completion of this course:						
Course-spec ific Outcomes	1. Students will understand banking regulatory framework, statutory provisions, and policy mechanisms governing banking operations and financial institution management.						
	2. Students will learn central banking functions, monetary policy implementation, and regulatory oversight of the banking sector within India's financial system.						
Course-spec ific Outcomes	3. Students will study banking law provisions, customer protection regulations, and compliance requirements for banking operations and financial service delivery.						
	4. Students will build understanding of banking policy formulation, regulatory reforms, and legal frameworks governing banking sector development and supervision.						
Course-spec ific Outcomes	5. Students will understand banking dispute resolution mechanisms, enforcement procedures, and regulatory compliance standards for banking institutions and practices.						
	PATTERN of EXAMINATION (Continuous Internal Assessment, & End-term Examination)						
Examination shall be divided into two components:							
I. Continuous Internal Assessment = 40 marks							
II. End Term Examination = 60 marks							
Continuous internal assessment is further divided into following sub-parts:							

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- i. Seminar Paper and its presentation shall be of 20 marks.
- ii. Case analysis/Report writing/Book Review/other similar evaluation methods shall be of 20 marks

**END-TERM EXAMINATION:**

(3 x 04 short questions = 12) + (12 x 04 long questions=48) = 60 marks

Three hours examination of 60 marks will be conducted as per schedule of the examination released by the University. Students will have to attempt 04 short-questions of 3 marks each, and 04 long questions of 12 marks each. Question Paper will be divided into five-sections (Section A, B, C, D, & E)

• **Section A (Short-questions)**

- Total 04 questions of 3 marks each
- one question from each Module will necessarily be framed therein Sec. A
- There will be no choice in Section A

• **Sections B, C, D, & E (long questions)**

- Questions in Sec. B, C, D. & E will contain long questions of 12 marks each;
- Questions in above four Sections will cover Module I, II, III, & IV respectively
- Internal Choice will be there in long-questions
- All questions in Section B, C, D & E shall be based upon conceptual understanding and its application.
- Question paper will cover all modules equally / proportionately keeping in view of the course objectives and the outcomes.

**COURSE CONTENT**

Module No.	Content	Contact Hrs.
I	<b>Regulatory Framework Governing Banking in India</b>	12
	1. Constitutional and Legislative Framework under Banking Regulation Act 1949 and Reserve Bank of India Act 1934	
	2. Banking License and Operational Regulations under Sections 22 and 23 of Banking Regulation Act 1949	
	3. Prudential Norms and Risk Management under RBI Master Directions and Basel III Framework	
	4. Customer Protection and Banking Ombudsman Scheme under Banking Regulation Act 1949 and RBI Guidelines	
	5. Digital Banking and Fintech Regulations under Payment and Settlement	





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	Systems Act 2007 and RBI Circulars	
<b>II</b>	<b>Structure and Functions of Banks and Financial Institutions</b> <ol style="list-style-type: none"> <li>1. Organizational Structure and Governance Framework under Banking Regulation Act 1949 and Companies Act 2013</li> <li>2. Core Banking Functions and Services under Sections 5 and 6 of Banking Regulation Act 1949</li> <li>3. Specialized Financial Institutions under NABARD Act 1981, SIDBI Act 1989, and NHB Act 1987</li> <li>4. Non-Banking Financial Companies (NBFCs) under RBI Act 1934 and NBFC Master Directions 2016</li> <li>5. Cooperative Banking Structure under Banking Regulation Act 1949 and State Cooperative Societies Acts</li> </ol>	11
<b>III</b>	<b>Banking Operations and Customer Relationship: Rights and Obligations</b> <ol style="list-style-type: none"> <li>1. Banker-Customer Legal Relationship under the Indian Contract Act 1872 and Banking Regulation Act 1949</li> <li>2. Deposit Operations and Account Management under Sections 10 and 11 of the Banking Regulation Act 1949</li> <li>3. Credit Operations and Lending Practices under SARFAESI Act 2002 and RBI Master Directions on Lending</li> <li>4. Customer Rights and Grievance Redressal under Banking Ombudsman Scheme 2006 and Consumer Protection Act 2019</li> <li>5. Digital Banking Services and Electronic Transactions under Information Technology Act 2000 and Payment and Settlement Systems Act 2007</li> </ol>	11
<b>IV</b>	<b>Enforcement, Insolvency, and Banking Frauds</b> <ol style="list-style-type: none"> <li>1. Debt Recovery Mechanisms under SARFAESI Act 2002 and Debt Recovery Tribunal Act 1993</li> <li>2. Banking Insolvency Framework under Insolvency and Bankruptcy Code 2016 and Financial Service Providers Rules</li> <li>3. Legal measures for the <b>prevention and detection of banking fraud</b>, with a focus on the <b>Prevention of Money Laundering Act, 2002</b></li> <li>4. Willful Default and Corporate Insolvency Resolution under IBC 2016 and RBI Circulars on Resolution Framework</li> <li>5. Asset Reconstruction and Bad Bank Mechanisms under SARFAESI Act 2002 and Asset Reconstruction Companies Guidelines</li> </ol>	11
<b>PEDAGOGY</b> (Teaching-Learning Strategy)		



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Teaching methodology is course-specific and aims at professional growth & holistic development of the students. Further, it aims at contributing socio-legal development of the country by considering aims & objectives of various initiatives of the state, like, NEP-2020, Viksit Bharat – 2047 and Sustainable Development Goals.

Pedagogy of this course integrates analytical and research approach through specialized lectures of law, its comparative study at global level and its practical dimensions. This course will be delivered through class-room lectures, interactive discussions (Socratic method), experiential learning (clinical methods) and tutorial methods (research-based exercise). Use of documentaries, visual media, and ICT tools will further aid in enhancing engagement & contextual understanding of the students through research. Emphasis will be laid on research of contemporary issues related to this course. It revolves around application of the law in real-life situations so that the students are able to satisfy expectations of the higher legal studies in specialized law.

Accordingly, methods of teaching, evaluation & assessment have been devised in this course.

**LIST OF CASES**

- **State Bank of India v. Allwyn Alloys Pvt. Ltd.** (2018 SC)
- **Moonlight Poultry Farm v. Union Bank of India** (2022 SC)
- **Bank of India v. Sri Nangli Rice Mills Pvt. Ltd.** (2025 SC)
- **Transcore v. Union of India** (2008 SC)
- **Harshad Govardhan Sondagar v. International Assets Reconstruction Co. Ltd.** (2014)

**SUGGESTED READINGS**

- JN Jain & RK Jain, *Modern Banking and Insurance—Principles and Techniques*, Regal Publications, 2008
- Jyotsana Sethi & Nishwar Bhatia, *Elements of Banking and Insurance*, PHI Publishers, 2<sup>nd</sup> Edition, 2013.
- Rangarajan, C., *Handbook of Insurance and Allied Laws*. K.C. Shekhar, & Lekshmi Shekhar, *Banking Theory and Practice*, Vikas Publishing House, 19th Edition, 2005
- M.L. Tannan, *Banking Law and Practice in India*, Lexis Nexis, 23rd Edition, 2010
- *Banking and Insurance Law and Practice*, Institute of Company Secretaries of India, Taxmann Publishers, 2010
- M.N. Mishra, *Law of Insurance*, Central Law Agency, 9th Edition, 2012
- Avtar Singh, *Banking and Negotiable Instruments*, Eastern Book Company EBC, 9th Edn., 2020.
- Taxmann, *Insolvency and Bankruptcy Code: Law and Practice*, Taxmann Publications, 6th Edn., 2024.

**Note:**

Suggested readings/case laws are not exhaustive. Students are advised to read latest edition of the books and to refer E-sources like: *West Law*; *JSTOR*, *Heinonline*, *EPW*, *Manupatra*, *website of Law Commission of India*, *liiofindia.org*. National Judicial Grid

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SYLLABUS							
Course Name: Corporate Finance and Securities Regulation			Teacher In-Charge: Dr. Balwinder Kaur				
Course Code: LM-COR-105							
AY: 2025-26	Programme: LL.M. (One Year Programme)	Semester: I	L	T	P	Credit	Contact Hrs. per Week: 3
			3	1	0	3	Total Hrs.: 45
<b>Course-specific Objectives</b>							
<ol style="list-style-type: none"><li>1. To understand corporate finance principles, capital structure decisions, and financial management strategies for corporate funding and investment activities.</li><li>2. To learn securities regulation framework, market oversight mechanisms, and regulatory compliance requirements for securities trading and market operations.</li><li>3. To study corporate fundraising methods, public offerings, and securities law provisions governing capital market transactions and investor protection.</li><li>4. To build understanding of financial disclosure requirements, corporate reporting standards, and regulatory frameworks for securities market transparency and accountability.</li><li>5. To understand securities market regulation, enforcement mechanisms, and compliance standards for corporate finance activities and securities trading practices.</li></ol>							
<b>Course-specific Outcomes</b>							
<p>After the completion of this course:</p> <ol style="list-style-type: none"><li>1. Students will understand corporate finance principles, capital structure decisions, and financial management strategies for corporate funding and investment activities.</li><li>2. Students will learn securities regulation framework, market oversight mechanisms, and regulatory compliance requirements for securities trading and market operations.</li><li>3. Students will study corporate fundraising methods, public offerings, and securities law provisions governing capital market transactions and investor protection.</li><li>4. Students will build understanding of financial disclosure requirements, corporate reporting standards, and regulatory frameworks for securities market transparency and accountability.</li><li>5. Students will understand securities market regulation, enforcement mechanisms, and Compliance standards for corporate finance activities and securities trading practices</li></ol>							
<b>PATTERN of EXAMINATION</b>							
<b>(Continuous Internal Assessment, &amp; End-term Examination)</b>							
Examination shall be divided into two components:							
I. Continuous Internal Assessment = 40 marks							

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- II. End Term Examination** = 60 marks
- Continuous internal assessment is further divided into following sub-parts:
- Seminar Paper and its presentation shall be of 20 marks.
  - Case analysis/Report writing/Book Review/other similar evaluation methods shall be of 20 marks

**END-TERM EXAMINATION:**

(3 x 04 short questions = 12) + (12 x 04 long questions=48) = 60 marks

Three hours examination of 60 marks will be conducted as per schedule of the examination released by the University. Student will have to attempt 04 short-questions of 3 marks each, and 04 long questions of 12 marks each. Question Paper will be divided into five-sections (Section A, B, C, D, & E)

• **Section A (Short-questions)**

- Total 04 questions of 3 marks each
- one questions from each Module will necessarily be framed therein Sec. A
- There will be no choice in Section A

• **Sections B, C, D, & E (long questions)**

- Questions in Sec. B, C, D, & E will contain long questions of 12 marks each;
- Questions in above four Sections will cover Module I, II, III, & IV respectively
- Internal Choice will be there in long-questions
- All questions in Section B, C, D & E shall be based upon conceptual understanding and its application.
- Question paper will cover all modules equally / proportionately keeping in view of the course objectives and the outcomes.

**COURSE CONTENT**

Module No.	Content	Contact Hrs.
<b>I</b>	<b>Introduction to Corporate Finance and Capital Structure</b>	<b>12</b>
	1. Theoretical Foundations of Corporate Finance under Companies Act 2013 and Capital Market Regulations, Non Performing Assets: Classification and Credit Information Bureau	
	2. Share Capital and Equity Financing under Sections 43-68 of Companies Act 2013 and SEBI ICDR Regulations	
	3. Debt Financing and Debenture Issuance under Sections 71-76 of Companies Act 2013 and SEBI Debt Regulations	





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	<p>4. Capital Structure Optimization under Companies Act 2013 and FEMA Corporate Debt Market Regulations</p> <p>5. Corporate Restructuring and Capital Reorganization under Sections 230-240 of Companies Act 2013 and SEBI Takeover Regulations</p>	
<b>II</b>	<p align="center"><b>Legal Framework Governing Securities Markets in India</b></p> <p>1. Constitutional and Legislative Framework under Securities and Exchange Board of India Act 1992 and Securities Contracts Regulation Act 1956</p> <p>2. Primary Market Regulations under SEBI ICDR Regulations 2018 and Companies Act 2013 Prospectus Provisions</p> <p>3. Secondary Market Operations under Securities Contracts Regulation Act 1956 and SEBI Stock Exchange Regulations</p> <p>4. Market Intermediaries Regulation under SEBI Intermediaries Regulations and Investment Advisers Regulations 2013</p> <p>5. Market Surveillance and Enforcement under SEBI Act 1992 and Prevention of Insider Trading Regulations 2015</p>	11
<b>III</b>	<p align="center"><b>Primary and Secondary Markets: Public Issues and Stock Exchanges</b></p> <p>1. Primary Market Framework under SEBI ICDR Regulations 2018 and Companies Act 2013 Prospectus Requirements</p> <p>2. IPO Process and Regulatory Compliance under SEBI ICDR Regulations 2018 and Stock Exchange Listing Agreements</p> <p>3. Secondary Market Structure under Securities Contracts Regulation Act 1956 and Stock Exchange Recognition Rules</p> <p>4. Trading Mechanisms and Market Microstructure under SEBI Stock Exchange Regulations and SECC Act 1956</p> <p>5. Market Making and Liquidity Provisions under SEBI Market Making Regulations and Stock Exchange Bye-Laws</p>	11
<b>IV</b>	<p align="center"><b>Disclosure, Compliance, and Corporate Governance in Securities Regulation</b></p> <p>1. Disclosure Framework under SEBI LODR Regulations 2015 and Companies Act 2013 Disclosure Provisions</p> <p>2. Continuous Disclosure Obligations under SEBI LODR Regulations 2015 and Material Event Reporting Requirements</p> <p>3. Corporate Governance Standards under SEBI LODR Regulations 2015 and Companies Act 2013 Board Provisions</p> <p>4. Insider Trading Prevention under SEBI PIT Regulations 2015 and Code of Conduct Requirements</p> <p>5. Compliance Monitoring and Enforcement under SEBI Act 1992 and Stock</p>	11

*B.K.*





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Exchange Disciplinary Actions
<b>PEDAGOGY</b> (Teaching-Learning Strategy)
<p>Teaching methodology is course-specific and aims at professional growth &amp; holistic development of the students. Further, it aims at contributing socio-legal development of the country by considering aims &amp; objectives of various initiatives of the state, like, NEP-2020, Viksit Bharat – 2047 and Sustainable Development Goals.</p> <p>Pedagogy of this course integrates analytical and research approach through specialized lectures of law, its comparative study at global level and its practical dimensions. This course will be delivered through class-room lectures, interactive discussions (Socratic method), experiential learning (clinical methods) and tutorial methods (research-based exercise). Use of documentaries, visual media, and ICT tools will further aid in enhancing engagement &amp; contextual understanding of the students through research. Emphasis will be laid on research of contemporary issues related to this course. It revolves around application of the law in real-life situations so that the students are able to satisfy expectations of the higher legal studies in specialized law.</p> <p>Accordingly, methods of teaching, evaluation &amp; assessment have been devised in this course.</p>
<b>LIST OF CASES</b>
<ul style="list-style-type: none"><li>• Hindustan Lever Limited v. SEBI (1998 SC)</li><li>• SEBI v. Chintalapati Srinivasa Raju (2018 SC)</li><li>• Salomon v. Salomon &amp; Co. Ltd. (1897)</li><li>• Life Insurance Corporation of India v. Escorts Ltd. (1986)</li><li>• Tata Engineering and Locomotive Co. Ltd. v. State of Bihar (1964)</li><li>• N. Narayanan v. Adjudicating Officer, SEBI (2013)</li></ul>
<b>SUGGESTED READINGS</b>
<ul style="list-style-type: none"><li>• Paul Davis &amp; Sara Worthington, Gower's Principles of Company Law, Sweet &amp; Maxwell Thomson, 9<sup>th</sup> Edition, 2006</li><li>• David Kidwell &amp; Robert Parinno, Fundamentals of Corporate Finance, Wiley, 2012</li><li>• Charles Wild, Stuart Weinstein, Smith and Keenon's Company Law, Pearson Education, 2013</li><li>• J.C. Verma &amp; Sanjeev Agarwal, Corporate Mergers, Amalgamations &amp; Takeovers, Bharat Law House, 2008</li><li>• Richard Brealey, Stewart Myers, Franklin Allen, Principles of Corporate Finance, Hill McGraw, 2012</li></ul>
<p><b>Note:</b></p> <p>Suggested readings/case laws are not exhaustive. Students are advised to read latest edition of the books and to refer E-sources like: <i>West Law</i>; <i>JSTOR</i>, <i>Heinonline</i>, <i>EPW</i>, <i>Manupatra</i>, <i>website of Law Commission of India</i>, <i>liiofindia.org</i>. National Judicial Grid</p>

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