

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

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

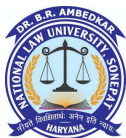
SYLLABUS

Course Name: Alternate Dispute Resolution and Mediation (Clinical-III)
Course Code: 901

AY: 2025-30	Programme: B.A. LL.B. (5 Year) Integrated Course	Semester: IX	L	T	P	Credit	Contact Hrs. per Week: 5
			1	2	2	4	Total Hrs.: 60

Course specific objectives	The objectives of this course are to make the student:
	<ol style="list-style-type: none"> 1. Equip herself / himself with the knowledge & skills to understand, analyze, & utilize various ADR methods effectively which further includes: <ul style="list-style-type: none"> • developing understanding of the theoretical concepts so as to be able to apply them in practice; • drafting agreements; • learning negotiation strategies, communication techniques, & conflict resolution approaches; and 2. developing ability to assess dispute scenarios and select the most appropriate ADR method. 3. Develop practical understanding of ADR methods through simulation exercises, role plays, case scenarios and other forms of clinical methodology; 4. Promoting the use of ADR as an alternative to traditional litigation, fostering quicker, more cost-effective, and potentially more amicable dispute resolution. 5. Understanding how ADR can contribute to socio-economic justice by providing accessible and efficient dispute resolution.

Course specific outcomes	At completion of this course, the student will have the knowledge, understanding & skills to:
	<ol style="list-style-type: none"> 1. Draft agreement having clause on ADR / mediation and various other similar documents; 2. Apply procedural mechanism while initiating action on dispute resolution clause in a contract;



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|--|--|
| | <ol style="list-style-type: none">3. Analyze the dispute, and then to suggest the most appropriate dispute resolution mechanism taking care of cost-benefit perspective;4. Apply problem-solving techniques, including, identification of core issue in given set of facts;5. Explain the benefits & drawbacks of arbitration / mediation proceedings in contrast to litigation proceedings; and then to explain the best possible option available to parties to dispute. |
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PATTERN of EXAMINATION

This is a clinical course in which evaluation / assessment will be conducted through simulation / practical exercises as per following details.

Evaluation of the students will be done by a Course Incharge as per the details mentioned below. Negotiation (25 marks) and Mediation(25 marks) stimulating exercises and at the end of the semester review of arbitration drafting exercise & Viva will be conducted by a panel of examiners evaluating the submission on arbitration (25marks) and presentation of the contents & the performance in Viva-Voce.(25marks) The panel of examiners for the Evaluation and Conduct of the Viva-Voce examination shall consist of the Head of the Department, One External Expert (to be appointed by the Head of the Department), One Internal Expert preferably the teacher who has taught the subject (to be appointed by Head of the Department), at the place, date and time, fixed by the Head of the Department. The Quorum will consist of two, out of which one external expert must be present.

I. Negotiation Exercise (25 Marks)

- Multiple propositions will be shared by the course in-charge on which strategy of negotiation will be submitted by the students which will be evaluation for 15 marks (Written Submissions) ;
- Further, negotiation skills will be evaluated through a stimulation exercise for 10 marks (Oral Presentation)

II. Mediation Proceedings (25 Marks)

- Multiple propositions will be shared by the course in-charge on which Mediation Plan will be submitted by the students and students will be evaluated for 15 marks (Written Mediation Plan);
- Oral Stimulation exercise based upon the Mediation Plan for 10 marks;



III. Draft Arbitration Exercise (25 Marks)

- The concerned subject In-charge may assign different drafting exercise to the student. The student will submit written draft either of comprehensive arbitration agreements covering arbitral clause & admissibility clauses or draft of settlement agreements or award/order of the arbitral tribunal based on case as assigned by the subject incharge. This will be evaluated for 25marks

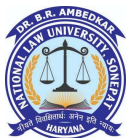
IV. Viva (25marks)

COURSE CONTENT

Module No.	Content	Contact Hrs.
I	INTRODUCTION to ALTERNATIVE DISPUTE RESOLUTION (ADR)	
	<ol style="list-style-type: none"> Nature of Disputes and Philosophical Approaches to Dispute Resolution: Understanding <i>the theoretical underpinnings of ADR mechanisms</i> Ethical Principles in ADR: Fairness, Neutrality, Confidentiality, and Value Systems: Exploring the ethical dimensions that guide ADR practices Comprehensive Overview of ADR Methods: Negotiation, Mediation, Conciliation, Arbitration, Expert Determination, Dispute Resolution Boards, Hybrid Models, Online Dispute Resolution (ODR), and Court-Annexed ADR ADR within the Civil Justice System: Provisions under the Code of Civil Procedure, 1908 — Section 89, Order XXIII and XXVII Institutional Mechanisms for Dispute Resolution at the Grassroots Level: Role of High Court Rules, Lok Adalats, Nyaya Panchayats, Legal Aid Services, and Preventive/Strategic Legal Aid 	
II	ARBITRATION	
	<ol style="list-style-type: none"> Arbitration: Composition of the Arbitral Tribunal: Number and appointment of arbitrators. Arbitral Proceedings: Procedural autonomy, place and language of arbitration, Settlement & Arbitral Awards: Form and content of arbitral awards, termination of proceedings, remedies against awards, finality, enforcement, and appeals. 	



	4. International Commercial Arbitration: Legal Framework and Practice: Key principles and global perspectives on cross-border arbitration.	
	MEDIATION	
III	<ol style="list-style-type: none"> 1. Foundations of Mediation: History, Philosophy, and Key Concepts: Mediation as a mode of dispute resolution; historical evolution; theories of mediation; Gandhian principles of non-violent conflict resolution; 2. International Legal Framework on Mediation: Overview of UNCITRAL Model Law on Mediation and Singapore Convention on Mediation. 3. The Mediation Act, 2023: Preliminary, Application & Definitions (Section 1-4), Concept of Mediation (Section 5-7), Mediators (Section-8-12), Mediation Proceedings (Section 13-26), Enforcement of Mediated Settlement Agreement (Section 27-29), Online Mediation (Section-30), Medication Council of India (Section 31-39), Mediation Service Providers and Mediation Institutions (Section 40-42), Community Mediation (Section 43-44), Power of Central Government to make rules (Section 51) 4. Skills and Ethics in Mediation Practice: Effective mediation techniques, problem-solving strategies, decision-making frameworks, ethical standards, confidentiality norms, and skill development. 	
	CONCILIATION & DRAFTING IN ADR PRACTICE	
IV	<ol style="list-style-type: none"> 1. Conciliation: Concept, Nature, and Legal Framework: Modes and approaches to conciliation; legal principles and UNCITRAL Model Law on Conciliation. 2. Role and Appointment of the Conciliator: Qualifications, appointment procedures, and duties of the conciliator. 3. Drafting of Comprehensive Arbitration Agreements: Procedural and Substantive Clauses. 4. Drafting Settlement Agreements and Awards in ADR: Techniques and formats for drafting effective settlement awards/agreements, with focus on family law and commercial dispute resolution. 	



PEDAGOGY

(Teaching-Learning Strategy)

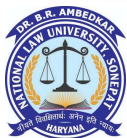
Teaching methodology is course-specific and aims at professional growth & holistic development of the students. Further, it aims at contributing socio-legal development of the country by considering aims & objectives of various initiatives of the state, like, NEP-2020, Viksit Bharat – 2047 and Sustainable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

Pedagogy of this course integrates theoretical knowledge through lecture of law & 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 & 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. Accordingly, methods of teaching, evaluation & assessment have been devised in this course.

LIST OF CASES

- Vidya Drolia v. Durga Trading Corporation (2021) 2 SCC 1
- Hindustan Construction Company Ltd. v. Union of India (2020) 17 SCC 324
- State of Gujarat v. Utility Users Welfare Association (2018) 6 SCC 21
- Bar Council of India v. A.K. Balaji (2018) 5 SCC 379
- Afcons Infrastructure Ltd. Cherian Varkey Construction Co. Ltd. (2010) 8 SCC 24
- SBP & Co. v. Patel Engineering Ltd. (2005) 8 SCC 618
- Haresh Dayaram Thakur v. State of Maharashtra (200) 6 SCC 179
- ONGC v. Saw Pipes Ltd. (2003) 5 SCC 705
- Food Corporation of India v. Joginder Pal Mohinder Pal, AIR 1989 SC 1263
- Rajasthan State Mines & Minerals Ltd. v. Eastern Engineering Enterprises, AIR 1999 SC 3627



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- Tamil Nadu Electricity Board v. Bridge Tummel Construction, AIR 1997 SC 1376
- Trans Osis Shipping Agency Pvt. Ltd. V. Black Sea Shipping, AIR 1998 SC 707

ESSENTIAL READINGS – BOOKS

- **Alternative Dispute Resolution: The Indian Perspective**, *Shashank Garg (Ed.)*, (Oxford University Press, 2023)
- **Law Relating to Arbitration and Conciliation**, *P.C. Markanda* (Lexis Nexis, 2023)
- **Law & Practice of Alternative Dispute Resolution in India - A Detailed Analysis**, *Anirban Chakraborty* (Lexis Nexis, Gurugram, 2015)

SUGGESTED READINGS

BOOKS

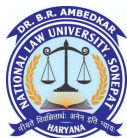
- **Law of Arbitration and Conciliation**, *Avatar Singh* (Eastern Book Company, 2023)
- **Arbitration and Conciliation**, *O.P. Tiwari* (Allahabad Law Agency, Faridabad, 2023)
- **Alternative Dispute Resolution System (ADR)**, *S. C. Tripathi* (Central law Publications, Allahabad, 2023)
- **Law and Practice of Mediation in India: Commentary on the Mediation Act, 2023**, *Kumar Doab* (Universal law Publications, 2024)
- **Introduction to Arbitration**, *Malika Taly* (Eastern Book Company, Lucknow, 2015)

STATUTES

- The Arbitration & Conciliation Act, 1996 with relevant Rules
- The Legal Services Authorities Act, 1996 with relevant Rules
- The Mediation Act, 2023 with relevant Rules
- Law Commission of India Reports on ADR and Mediation (esp. Report No. 277 on Mediation).
- NITI Aayog Discussion Paper on ODR in India (2020).
- Legislative Documents & Commentaries from [PRS India](https://prsindia.org), manupatra.com, and indiacode.nic.in.

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: Sports Law

Course Code: 902 A

AY: 2025-30	Programme: B.A. LL.B. (5 Year) Integrated Course	Semester: IX	L	T	P	Credit	Contact Hrs. per Week: 3
			3	0	0	3	Total Hrs.: 45

Course specific objectives	<p>This course has been designed with following objectives:</p> <ol style="list-style-type: none"> 1. To make the students understand fundamental principles of sports law and complexities of contracts therein; 2. That the students have insights into the contractual, commercial and intellectual property aspects of sports law; 3. To make the students analyse the legal issues & challenges faced by athletes, teams, and organizations; 4. To make the students learn how to apply legal principles to real-life sports law related issues; 5. To develop negotiation skills in r/o sports contract among the students; 6. To make the students acquiring drafting skills; 7. To make the students analyse the ethical, gender-related, and discriminatory practices
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Course specific outcomes	<p>At conclusion of this course, students should be able to:</p> <ol style="list-style-type: none"> 1. Understand the unique relationships among participants in the sports industry; 2. Understand & apply legal constructs and doctrines implicated in a given sports setting; 3. Describe & analyze the legal issues that affect the operation of professional sports teams and leagues, and the rights of athletes; and to deal with issues that arise therein given facts & circumstances; 4. To draft comprehensive sports-related documents, like, sports league rule-book, collective bargaining agreements, player contracts, governing body by-laws, player-agent representation agreements, etc.; 5. To make the practices in sports to be more fair & reasonable as per constitutional mandate
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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) /stimulation exercise(s) shall be of 20 marks. ii. Project and presentation shall be of 10 marks (5 marks written project and 5 marks for presentation). iii. Value based / ethical values (<i>such as role-playing, debates, community service, short documentaries / visual media on life skills, ethics, & morals, or visiting the social institutions etc.</i>) activity shall be assigned by the teacher to the students which shall carry 5 marks. iv. Pro bono / legal aid activity / social-aid activity / public-awareness relating to the clinical legal education shall be performed by the student and shall carry 05 marks. Note: <i>Further details on four components of continuous internal assessment are laid down hereinbelow. These instructions cater to course-specific objectives and outcomes, both.</i>	
PATTERN of EXAMINATION (Continuous Internal Assessment, & End-term Examination)	
CONTINUOUS INTERNAL ASSESSMENT (40 Marks)	
Continuous internal assessment includes 'synchronous' (CCDA) as well as 'asynchronous' (CPA) evaluation; equal weightage is given to both the evaluation exercises. It has following three components: I. Clinical Legal Educational Assessment, Or Mid-term Examination i. Clinical legal educational assessment a) Negotiation rounds in r/o sports employment contract; and, b) Negotiation rounds in case of sports related dispute;	



Teacher will share multiple fact-sheets on which students will develop their own stories in two stages, (i) negotiating on a sports employment contract, and then (ii) creating a dispute in the same story leading to negotiation exercise on the same.

Or

ii. Mid-term Examination: {(2.5 marks x four questions = 10 marks) + (5 marks x two questions = 10 marks) = 20 marks}

- Syllabus of the Mid-term Examination: two modules
- No. of questions:
 - four short questions of 2.5 marks; and two questions each from two modules
 - two questions of 05 marks; one question each from two Modules
 - ✓ Internal choice in two questions of 05 marks from same module will be there.

II. Course-specific Practical Assessment (CPA)

CPA is a teacher-driven exercise which is part of class-room teaching-learning process. Teacher will inculcate this assessment within teaching methodology of the given course. Mode of CPA varies from course to course; it primarily includes practical teaching, learning & assessment as per requirement of the legal profession from that specific course.

This course on sports law includes practical exercise, like, moot-court exercise dealing with sports-related dispute, drafting of sports-related documents, like, rule-book, agreements, contracts. This assessment will include either of the following:

- a) Moot-court on sports related dispute, like, failure in dope-test and withdrawal of award by the sporting bodies

Multiple moot propositions will be allotted by the teacher concerned, and then students will plead before tribunal / arbitrator as per guidelines & instructions shared by the teacher

Or

- b) Drafting of sports-league rule-book

Or

- c) Drafting of contract (player-sponsor / player-league organizer / player-endorser)

III. Course-content Development Assessment (CCDA)



- CCDA is a student-driven assessment in which topic / issue / subject-matter will be selected by the student and the teacher will guide the student
- It is a 'beyond class-room teaching & learning exercise'.
- The student is required to attend either of the following events, and then to submit a REPORT on understanding of the COURSE CONTENT through that event.
 - This event could be: seminar / conference / guest-lecture organized at the University, an ONLINE lecture suggested by teacher of the course, VIRTUAL HEARING of the Court / Tribunal, or, any other similar event suggested by the teacher concerned.
- Then, the student will present & defend his submission before his peer in class.

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)**

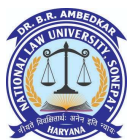
- Questions in Sec. B, C, D. & E will contain long questions of 10 marks each;
- Questions in above four Sections will cover Module I, II, III, & IV respectively
- Internal Choice will be there in long-questions
- One of the optional questions, within every section of the question paper, will necessarily 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 the course objectives and the outcomes.



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COURSE CONTENT		
Module No.	Content	Contact Hrs.
I	INTRODUCTION to the SPORTS LAW	10
	<ol style="list-style-type: none"> 1. Meaning & definition of sports: nature and scope of meaning 2. Historical, sociological and political aspects of sports 3. Growth and development of sports law 4. Cultural, historical and organizational prospective on regulation of sports 	
II	SPORTS LAW REGIME IN INDIA	25
	<ol style="list-style-type: none"> 1. Sports development policy in India: historical development post-independence to contemporary times 2. Structure of sports governance in India <ul style="list-style-type: none"> • Organizational structure of sport in India • Sport governing bodies in India: Indian Olympic Association, BCCI, Athletic Federation of India • Societies Registration Act XXI • Organizational framework and roles of the ministry of youth affairs and sports. • Sports Authority of India: Role, Responsibilities and challenges. 3. Indian E-Sports Policy 2022 4. National Sports Policy, 2024 	
III	INTERDISCIPLINARY LEGAL ASPECTS OF SPORTS LAW	20
	<ol style="list-style-type: none"> 1. Tortious principle and sports law 2. Competition law and sports law 3. Law of contract and sports: drafting of sports contracts 4. Intellectual property rights and sports law: <ul style="list-style-type: none"> • Trademark in sports • Trot of passing off • Tattoo & image rights 	



	<ul style="list-style-type: none"> Image rights & digital gaming <ol style="list-style-type: none"> Criminal liability in sports Alternate dispute resolution and sports Broadcasting & media rights: sports events 	
IV	CONTEMPORARY ISSUES IN SPORTS LAW	20
	<ol style="list-style-type: none"> Doping issues in sports: legal dimensions Genetic engineering & natural advantage: legal debates in sports Sports gambling and betting. International diplomacy and sports Olympics and global sporting culture/activities: global representation International sporting events: unfair selection of sport events e.g., sport events @ Olympics include sports that suit more to genetic structure of Europeans / Americans Gender discrimination in sports <ul style="list-style-type: none"> discriminatory approach of govt in managing the sports third gender persons & sports 	

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 theoretical knowledge through lecture of law & 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.



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

LIST OF CASES

- Arsenal Football Club v Matthew Reed [2002] ECR I-10273
- Akuate Internet Services Private Limited and others v Star India Private Limited and another, 2013 Indlaw DEL 3427
- Percept D'Markr (India) Private Limited v Zaheer Khan and Another, AIR 2006 SC 3426
- Sportz and Live Entertainment Private Limited v Volleyball Federation of India, 2018 Indlaw DEL 1685
- Churchill Brothers Sports Club Private Limited v Union of India and another, 2016 Indlaw DEL 932
- Cheteshwar Arvind Pujara v Union of India and others, 2018 Indlaw MUM 1423
- Rhiti Sports Management Private Limited v Power Play Sports and Events Limited, 2018 Indlaw DEL 945

ESSENTIAL READINGS

- **Law & Sports in India Developments Issues Challenges**, *Mukul Mudgal* (Lexis Nexis)
- **Sports & Law Contemporary Challenges** *Ashish Virk, Aman Amrit Cheema* (Whitesmann, 2009)
- **Sports Law in India**, *Lovely Dasgupta, & Shameek Sen* (Sage Publication, 2018)
- **Mukul Mudgal & Vidushpat Singhania, 'Law & Sports In India- Developments, Issues And Challenges'**, Lexis Nexis, 5th edition, 2015
- **Ian S. Blackshaw, 'International Sports Law: An Introductory Guide'**, Springer; 1st edition, 2017
- **Mark James, 'Sports Law'**, Bloomsbury, 3rd edition, 2017
- **Timothy Davis, N. Jeremi Duru, 'Understanding Sports Law'**, 1st edition, 2022 – Carolina Academic Press



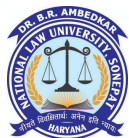
- **Stephen F. Ross, 'Advanced Introduction to Global Sports Law', 1st edition, 2021 - Edward Elgar Publishing**
- **Lovely Dasgupta, Shameek Sen, 'Sports Law in India: Policy, Regulation and Commercialisation', SAGE Publications, 1st edition, 2018**

SUGGESTED READINGS

- Supreme Court on Sports, Entertainment and Leisure (In 2 Volumes) (1950 to 2019) Surendra Malik and Sudeep Malik Eastern Book Company, 2022
- Michael Beloff QC, Tim Kerr QC, Marie Demetriou QC & Rupert Beloff, Sports Law 2nd Edition, Hart Publishing (2012).
- Blackshaw, Ian S., International Sports Law: An Introductory Guide, Springer, (2017).
- Nafziger, James A.R. & Chairholder, Thomas B. Stoel, Handbook on International Sports Law, Edward Elgar Publishing (2013).
- Anderson, Dr J., Modern Sports Law: A Textbook, Hart Publishing (2010).
- Chanda, S., Handbook: Developing Sports Law in India: A Challenge Ahead, IIP Publisher (2020)
- Grayson, Sport and the Law 3rd ed., Bloomsbury (2000)
- IOC and INTERPOL fact-finding training to protect sport's integrity: Retrieved From: <https://www.interpol.int/en/News-and-Events/News/2016/IOC-and-INTERPOL-fact-finding-training-to-protect-sport-s-integrity>
- Prevention of competition manipulation; Retrieved From: <https://www.olympic.org/prevention-competition-manipulation>

Note:

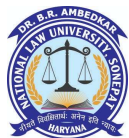
Suggested readings/case laws are not exhaustive. Students are advised to read latest edition of the books and to refer E-sources like: *West Law*; *JSTOR*, *Heinonline*, *EPW*, *Manupatra*, *website of Law Commission of India*, *liiofindia.org*. National Judicial Grid



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SYLLABUS							
Course Name: Health & Bio-technology Law Course Code: 902 B							
AY: 2025-30	Programme: B.A. LL.B. (5 Year) Integrated Course	Semester: IX	L	T	P	Credit	Contact Hrs. per Week: 3
			3	0	0	3	Total Hrs.: 45
Course specific objectives	Objectives of this course are as follows:						
	<div>1. To make the students realize the importance of attaining SDGs, especially, SDG 3 (good health & well-being), SDG 9 (industry, innovation, and infrastructure – promote inclusive and sustainable industrialization and foster innovation), SDG 11 (sustainable cities and communities – make human settlements inclusive, safe, resilient and sustainable), SDG 15 (protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss),</div> <div>2. Students will learn about the legal landscape governing biotechnology, including intellectual property rights, product safety regulations (like those for pharmaceuticals and medical devices), and biosafety regulations for research and development.</div> <div>3. Ethical Considerations: course will delve into the ethical dilemmas arising from biotechnology, such as genetic testing, gene therapy, stem cell research, and assisted reproductive technologies. It will also examine issues related to patient rights, informed consent, and the commercialization of human body parts.</div> <div>4. Regulatory Processes: students will gain insights into the processes for obtaining regulatory approvals for biotechnology products and research, including interactions with government agencies and the requirements for scientific data.</div> <div>5. Policy development: course will explore the development and implementation of biotechnology policies at both the domestic and international levels, with a focus on balancing innovation with public health, environmental protection, and socioeconomic considerations.</div> <div>Interdisciplinary Approach: adopting an interdisciplinary approach, drawing on insights from</div>						



	law, science, medicine, ethics, and public policy. This allows for a holistic understanding of the challenges and opportunities presented by biotechnology.
Course specific outcomes	<p>At the end of this course, students will be able to:</p> <ol style="list-style-type: none">1. Explain & justify the importance of attaining SDGs, especially, SDG 3, SDG 9, SDG 11, SDG 152. Explain the legal landscape governing biotechnology, including intellectual property rights, product safety regulations;3. Understand various ethical dilemmas arising from biotechnology;4. Apply for obtaining regulatory approvals for biotechnology products and research;5. Develop policy documents biotechnology laws at both the domestic and international levels;6. Understand, explain and apply interdisciplinary approach in issues related to health & biotechnology laws.
PATTERN of EXAMINATION (Continuous Internal Assessment, & End-term Examination)	
<p>Examination shall be divided into two components:</p> <p>I. Continuous Internal Assessment = 40 marks</p> <p>II. End Term Examination = 60 marks</p> <p>Continuous internal assessment is further divided into following sub-parts:</p> <p>i. Mid-term examination(s) / stimulation exercise(s) shall be of 20 marks.</p> <p>ii. Project and presentation shall be of 10 marks (5 marks written project and 5 marks for presentation).</p> <p>iii. Value based / ethical values (<i>such as role-playing, debates, community service, short documentaries / visual media on life skills, ethics, & morals, or visiting the social institutions etc.</i>) activity shall be assigned by the teacher to the students which shall carry 5 marks.</p> <p>iv. Pro bono / legal aid / social aid / public awareness activity relating to the clinical legal education / interdisciplinary education shall be performed by the student and shall carry 05 marks.</p> <p>Note:</p> <p><i>Further details on four components of continuous internal assessment are laid down hereinbelow. These instructions cater to course-specific objectives and outcomes, both.</i></p>	



PATTERN of EXAMINATION

(Continuous Internal Assessment, & End-term Examination)

CONTINUOUS INTERNAL ASSESSMENT (40 Marks)

Continuous internal assessment includes 'synchronous' (CCDA) as well as 'asynchronous' (CPA) evaluation; equal weightage is given to both the evaluation exercises. It has following three components:

I. Clinical Legal Educational Assessment, *Or* Mid-term Examination

i. Clinical legal educational assessment

Moot Court: teacher will draft moot problems on the issue of public health & / or bio-technology laws having legal as well as ethical issues; students will draft the submission and then plead as per guidelines to be shared by the teacher

Or

ii. Mid-term Examination: {(2.5 marks x four questions = 10 marks) + (5 marks x two questions = 10 marks) = 20 marks}

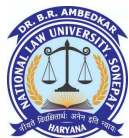
- Syllabus of the Mid-term Examination: two modules
- No. of questions:
 - four short questions of 2.5 marks; and two questions each from two modules
 - two questions of 05 marks; one question each from two Modules
 - ✓ Internal choice in two questions of 05 marks from same module will be there.

II. Course-specific Practical Assessment (CPA)

- CPA is a teacher-driven exercise which is part of class-room teaching-learning process;
- Teacher will inculcate this assessment within teaching methodology of this course;
- Mode of CPA may vary from course to course; it will primarily include practical teaching, learning & assessment as per requirement of the legal profession from that specific course.
- This course on health & biotechnology law will primarily be research-based exercise that will improve writing skills of the students. It will include either of the following:

i. Drafting a Policy Document

Multiple contemporary issues on public health and bio-technology will be identified and prepared as case-study; students will draft a policy document regulating the issues inherent



therein the given case-study

Or

- ii. **Para-legal volunteer:** working on a live-case on public-health / biotechnology with an NGO and submitting a Report

Student may work with an NGO that is working on the issue of public health / bio-technology law; student will submit a report on the case on which she / he has worked upon

Or

- iii. **Research Paper**

Teacher / student will identify researchable issues related to the given course, and then student will write & submit a research paper under guidance of the teacher

III. Course-content Development Assessment (CCDA)

- CCDA is a student-driven assessment in which topic / issue / subject-matter will be selected by the student and the teacher will guide the student
- It is a 'beyond class-room teaching & learning exercise'.
- The student is required to attend either of the following events, and then to submit a REPORT on understanding of the COURSE CONTENT through that event.
 - This event could be: seminar / conference / guest-lecture organized at the University, an ONLINE lecture suggested by teacher of the course, or, any other similar event suggested by the teacher concerned.
- Then, the student will present & defend his submission before his peer in class.

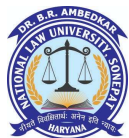
END-TERM EXAMINATION:

(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



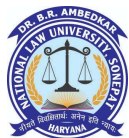
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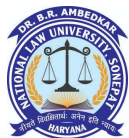
- There will be no choice in Section A
- **Sections B, C, D, & E (long questions)**
 - Questions in Sec. B, C, D. & E will contain long questions of 10 marks each;
 - Questions in above four Sections will cover Module I, II, III, & IV respectively
 - Internal Choice will be there in long-questions
 - 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 the course objectives and the outcomes.

COURSE CONTENT

Module No.	Content	Contact Hrs.
I	INTRODUCTION to the HEALTH LAW	
	1. Meaning & definition of health: nature and its scope	
	2. Right to Health: meaning & its scope	
	3. Constitution and 'right to health' in India	
	4. Legal rights & protections for health care professionals: framework & implementation	
	5. Scientific advancements, technology, and their interface with human rights	
II	LEGAL FRAMEWORK ON HEALTH LAW	
	1. Indian Medical Council Act, 1956: special features related to health law	
	2. The Indian Medical Council (Professional conduct, Etiquette and Ethics) Regulations, 2002	
	3. National Health Policy, 2017: objectives, implementation, and legal perspectives	
	4. The Mental Healthcare Act, 2017: Scope, Rights, and Legal Implications	
	5. Regulatory framework governing drugs & cosmetics in India	
	6. Legal framework on health insurance & medical coverage	



III	CONTEMPORARY ISSUES & the HEALTH LAW	
	1. Legal and ethical dimensions of assisted reproductive techniques 2. Surrogacy & reproductive technology: legal framework & challenges 3. Medical termination of pregnancy: legal provisions & judicial approach 4. Pre-Conception and Prenatal Diagnostic Techniques (PCPNDT) Act: Regulation and Implementation 5. Human organ transplantation: legal & ethical issues, and regulatory framework	
IV	BIOTECHNOLOGY LAW & PUBLIC HEALTH	
	1. Technology, bio-technology: meaning & its scope 2. SDG 3, SDG 9, SDG 11, & SDG 15 and public health & bio-technology 3. Bio-technology & public health: legal issues 4. Genetic modification in food & the public health 5. International law & biotechnology 6. Gene editing technology: legal boundaries & ethical challenges	
PEDAGOGY (Teaching-Learning Strategy)		
<p>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.</p> <p>Pedagogy of this course integrates theoretical knowledge through lecture of law & 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.</p> <p>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 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. Accordingly, methods of teaching, evaluation & assessment have</p>		



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been devised in this course.

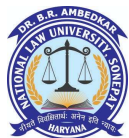
SUGGESTED READINGS

LIST OF CASES

- Dr Laxman Balkrishna Joshi v/s Dr. Trimbak Bapu Godbole AIR 1969 SC 128
- Paschim Banga Khet Mazdoor Samiti v/s State of West Bengal (1996)4 SCC 37
- Labonya Moyee Chandra v/s State of West Bengal SC decided on 31/7/1998
- Parmanand Katara v/s Union of India AIR 1989 SC 2039
- Supreme Court Legal Aid Committee v/s State of Bihar (1991) 3 SCC 482
- Chimanlal v/s State of Maharashtra AIR 1963 SC 665
- CCE v/s Richardson Hindustan Ltd. 2004 9 SCC 136
- Puma Ayurvedic Herbal (P) Ltd v/s CCE 2006 3 SCC 266
- Systopic Laboratories Pvt. Ltd. v/s Dr. Prem Gupta & Ors 1994 Supp 1 SCC 160
- Laxmikant v/s Union of India 1997 4 SCC 739
- Sidi Pharmacy Pvt. Ltd. v/s Union of India 2004 (13) SCC 780
- AIDWA v/s Union of India 1998 5 SCC 214
- Vincent Panikurlangara v/s Union of India 1987 2 SCC 165
- Bharat Prasad Gupta v/s State of West Bengal 1995 SUPP 3 SCC 640
- Swantraj v/s. State of Maharashtra (1975) 3 SCC322
- Hamdard Dawakhana v/s Union of India AIR 1960 SC 554
- Dr. Yash Pal Sahi v/s Delhi Administration (1963) 5 SCR 582
- Zaffar Mohammad v/s State of West Bengal AIR 1976 SC 171
- Novartis Case, the matter of an application for patent No. 1602/MAS/98 filed on July 17, 1998. Order of the Controller of Patents dated 25th January, 2006

ESSENTIAL READINGS

- **Law Relating to Bio-technology**, *N.S. Srinivasulu* (Oxford University Press)
- **Health Law**, *Dr. Ishita Chatterjee* (Central Law Publication, 2023)
- **Health Law(Medical Law & Medical Jurisprudence)**, *Dr. S.R. Myneni*(New Era Law Publication



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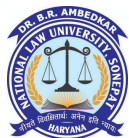
- **Health Laws in India**, *Dr. Caesar Roy* (Manakin Press, 2024)

SUGGESTED READINGS

- **Lectures on Law & Medicine (Health Law)**, *Prof. (Dr.) R.S. Rao, & P. Aravanida* (Gogia Law Agency)
- **Exploring a Human Rights Approach to Healthcare Reform**, *Chapman, Audrey* (American Association for the Advancement of Science, Washington DC, 1993)
- **Resource Generation Without Planned Allocation**, *Duggal, Ravi* (Economic and Political Weekly, Jan 5, 2002)
- **Operationalizing Right to Healthcare in India**, *Duggal Ravi* (ICFAI Journal of Healthcare Law, August 2004, Vol2, No. 3, Pg. 13-42)
- **Health Systems in Transition, Organisation for Economic Cooperation and Development**, (*OECD*, 1990)
- **The Right to Health as a Human Right in International Law**, *Toebe, Brigit* (Intersentia– Hart, Antwerp, 1998)
- **Monitoring of Progress, Common Framework, CFM3, Implementation of Strategies for Health**, by WHO

Note:

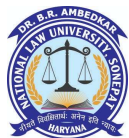
Suggested readings/case laws are not exhaustive. Students are advised to read latest edition of the books and to refer E-sources like: *West Law*; *JSTOR*, *Heinonline*, *EPW*, *Manupatra*, *website of Law Commission of India*, *liiofindia.org*. National Judicial Grid



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SYLLABUS							
Course Name: Disaster Management Law Course Code: 902 C							
AY: 2025-30	Programme: B.A. LL.B. (5 Year) Integrated Course	Semester: IX	L	T	P	Credit	Contact Hrs. per Week: 3
			3	0	0	3	Total Hrs.: 45
Course specific objectives	Objectives of this course are to:						
	<div>1. Impart basic conceptual understanding of various kinds of disasters to the students;</div> <div>2. Create disaster vulnerability profile across all the states in India;</div> <div>3. To make the students gain knowledge & understanding of disaster related legal policy framework;</div> <div>4. Make students understand need-based approach of disaster management;</div> <div>5. Develop basic skills required to respond to disasters among the students;</div> <div>6. To ensure availability of semi-skilled human-resource who can help themselves in times of disaster;</div> <div>7. Make the students understand & realize that growth & development must be sustainable, and they should contribute in achieving the SDG 11 (Sustainable Cities & Communities), SDG 12 (Responsible Consumption & Production), SDG 13 (Climate Action), SDG 15 (Life on Land), and SDG 17 (Partnerships for the Goals);</div>						
Course specific outcomes	At the end of the course, the student shall be able to:						
	<div>1. Explain the types of disaster along-with the causes responsible for occurring of those disasters;</div> <div>2. Explain the disaster vulnerability profile of India;</div> <div>3. Act as legal aid volunteer in case of crisis and explain the legal framework to victims & others;</div> <div>4. Exhibit basic set of skills required in times of disaster;</div> <div>5. Practice the basic strategies of disaster management in times of disaster as emergency responder;</div>						



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| 6. Participate in rescue & relief operation in India during times of disaster |
| 7. Realize the importance of sustainable development and to make others aware of the same. |

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) / stimulation exercise(s) shall be of 20 marks.
- ii.** Project and presentation shall be of 10 marks (5 marks written project and 5 marks for presentation).
- 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 / social aid / public awareness activity relating to the clinical legal education / inter-disciplinary 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.

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

CONTINUOUS INTERNAL ASSESSMENT (40 Marks)

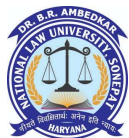
Continuous internal assessment includes 'synchronous' (CCDA) as well as 'asynchronous' (CPA) evaluation; equal weightage is given to both the evaluation exercises. It has following three components:

I. Clinical Legal Educational Assessment, Or Mid-term Examination

i. Clinical legal educational assessment

A stimulating exercise: live-demo exercise of a man-made disaster (like, dam construction / nuclear power plant) through which the students will be doing the following:

- a) Role play of para-legal volunteer (05 marks);



- b) Drafting report on behalf of a Commission of Inquiry (05 marks); and
- c) Drafting documents on behalf of victim for claiming compensation (10 marks)

Or

ii. Mid-term Examination: {(2.5 marks x four questions = 10 marks) + (5 marks x two questions = 10 marks) = 20 marks}

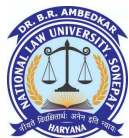
- Syllabus of the Mid-term Examination: two modules
- No. of questions:
 - four short questions of 2.5 marks; and two questions each from two modules
 - two questions of 05 marks; one question each from two Modules
 - ✓ Internal choice in two questions of 05 marks from same module will be there.

II. Course-specific Practical Assessment (CPA)

- CPA is a teacher-driven exercise which is part of class-room teaching-learning process;
- Teacher will inculcate this assessment within teaching methodology of this course;
- Mode of CPA may vary from course to course; it will primarily include practical teaching, learning & assessment as per requirement of the legal profession from that specific course.
- This course on disaster management will necessarily include demonstrative exercises as well as working on live-incidences (natural as well as man-made disasters).
 - Multiple incidences of disaster that have happened in the past will be taken as case-study and then students will participate in Moot-court Exercise (Tribunal for Award of Compensation of Victim of a Man-made Disaster) developed on those case-studies
 - Or
 - Legal aid activity, like, working with NDMA / SDMA or any legal aid organization, and submitting a report
 - Or
 - Apprehending a natural / man-made disaster and preparing Course of Action to avoid that disaster

III. Course-content Development Assessment (CCDA)

- CCDA is a student-driven assessment in which topic / issue / subject-matter will be selected by the student and the teacher will guide the student



- It is a 'beyond class-room teaching & learning exercise'.
- The student is required to attend either of the following events, and then to submit a REPORT on understanding of the COURSE CONTENT through that event.
 - This event could be: seminar / conference / guest-lecture organized at the University, an ONLINE lecture suggested by teacher of the course / movie or web-series available on a disaster (like, movie on Bhopal gas tragedy) or, any other similar event / on-line material suggested by the teacher concerned.
- Then, the student will present & defend his submission before his peer in class.

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)**

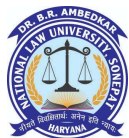
- Total 08 questions of 2.5 marks each
- Two questions from each Module will necessarily be framed therein Sec. A
- There will be no choice in Section A

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

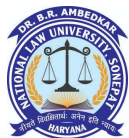
- Questions in Sec. B, C, D. & E will contain long questions of 10 marks each;
- Questions in above four Sections will cover Module I, II, III, & IV respectively
- Internal Choice will be there in long-questions
- One of the optional questions, within every section of the question paper, will necessarily 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 the course objectives and the outcomes.



COURSE CONTENT		
Module No.	Content	Contact Hrs.
I	INTRODUCTION to DISASTER MANAGEMENT	
	<p>i. Meaning & classifications of disaster</p> <ul style="list-style-type: none"> • Natural disasters • Anthropogenic disasters • Warfare, and technological disasters <p>ii. Important terms related to disaster: hazards, coastal hazard, vulnerability, risk, resilience, disaster cycle, earthquake, cyclone, drought, flood, volcanoes, land-slide, & forest-fire</p> <p>iii. Disaster management:</p> <ul style="list-style-type: none"> • Meaning & its functioning <p>iv. Impact of disasters on environment and development</p>	
II	DISASTER MITIGATION	
	<p>i. Disaster mitigation:</p> <ul style="list-style-type: none"> • Basic principles & elements of disaster mitigation • Cost-benefit consideration of mitigation • Resource analysis and mobilization • Pre-disaster strategies, syn-disaster strategies, first-responder strategies, & post-disaster strategies <p>ii. Information technology in disaster preparedness</p> <ul style="list-style-type: none"> • Use of geographic information system (GIS) in disaster preparedness • Data analytics for risk-assessment • Early warning systems • Use of sensors, satellites, & communication systems for timely early warning systems • Drones & aerial imaging <p>iii. Vulnerability analysis & risk assessment</p>	



	iv. Disaster prevention & preparedness <ul style="list-style-type: none"> • Disaster awareness • Role of disaster experts, rescuers / responders, & NGOs • Communication systems & protocols 	
III	DISASTER MANAGEMENT IN INDIA	
	i. Disaster management strategies in India <ul style="list-style-type: none"> • Disaster specific strategies in operation • Training of disaster managers / volunteers: search / rescue / evacuation strategic training • Use of formal education system ii. Disaster cycle in India and its management iii. Role of community in disaster management in India iv. Emerging issues, lessons & strategies for future	
IV	LEGISLATIVE FRAMEWORK ON DISASTER	
	i. Brief overview of disaster management laws in India ii. Disaster Management Act, 2005 <ul style="list-style-type: none"> • Key provisions • National / State Disaster Management Authority <ul style="list-style-type: none"> ○ Mandates, role & responsibilities iii. National Disaster Management Plan, 2016 <ul style="list-style-type: none"> • Key provisions, mandates, role & responsibilities of authorities iv. National Disaster Management Authority (NDMA) guidelines on cyclones, earthquakes, floods, urban floods, information systems, communication systems etc., v. Role of United Nations Office for Disaster Risk Reduction (UNDRR) vi. Sustainable Development Goals	
<p style="text-align: center;">PEDAGOGY (Teaching-Learning Strategy)</p>		
Teaching methodology is course-specific and aims at professional growth & holistic development of the students.		



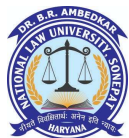
Further, it aims at contributing socio-legal development of the country by considering aims & objectives of various initiatives of the state, like, NEP-2020, Viksit Bharat – 2047 and Sustainable Development Goals.

Pedagogy of this course integrates theoretical knowledge through lecture of law & 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 & 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. Accordingly, methods of teaching, evaluation & assessment have been devised in this course.

LIST OF CASES

- M.C. Mehta v. Union of India, AIR 1987 SC 965 – Oleum Gas Leak Case – Introduced 'Absolute Liability'. Held hazardous industries strictly liable for harm without exceptions.
- Vellore Citizens Welfare Forum v. Union of India, AIR 1996 SC 2715 – Polluter Pays and Precautionary Principles recognized. Stressed sustainable development.
- Indian Council for Enviro-Legal Action v. Union of India, (1996) 3 SCC 212 – Polluter Pays Principle reaffirmed. Compensation and environmental remediation ordered.
- Narmada Bachao Andolan v. Union of India, AIR 2000 SC 3751 – Development vs. Displacement – Dam construction upheld with strict rehabilitation compliance.
- Municipal Council, Ratlam v. Vardhichand, AIR 1980 SC 1622 – Local authority obligated to maintain sanitation despite financial constraints. Public health is a legal duty.
- Subhash Kumar v. State of Bihar, AIR 1991 SC 420 – Recognized right to pollution-free water and environment as part of Article 21.
- Union Carbide Corporation v. Union of India, AIR 1992 SC 248 – Bhopal Gas Tragedy – Compensation of \$470 million approved. Led to EPA 1986 and PLI Act 1991.



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- Gaurav Kumar Bansal v. Union of India, 2021 SCC OnLine SC 946 – COVID-19 compensation, binding duty of NDMA under Disaster Management Act.
- Lal Bahadur v. State of Bihar, AIR 1981 Pat 117 – State liability for dam collapse, infrastructural negligence during man-made disasters.
- Re: Problems and Miseries of Migrant Labourers, Suo Motu W.P. (Civil) No. 6 of 2020 – Right to life and dignity during COVID-19 lockdown, State's responsibility in disaster-induced displacement.

ESSENTIAL READINGS

- **Disaster Management**, Gupta H. (University Science Press)
- **Disaster Management**, Srivastava H.N. (CBS Publishers)
- **Disaster Management: A Legal Perspective**, Singh S.S. (Universal Law Publishing)
- **Reports & Guidelines** (National Disaster Management Authority)

SUGGESTED READINGS

- **Environmental Studies**, Kaushik, A., & Kaushik, C.P. (New Age International)
- **Introduction to Environmental Law**, Shastri, S.C. (EBC Publishing)
- **Environmental Law and Policy in India**, Paras Diwan & Peeyush Diwan (Deep & Deep Publications)
- **Environmental Chemistry**, De, A.K. (New Age International)
- **Environmental Law & Policy in India**, Divan, S. & Rosencranz, A., (Oxford University Press)
- **Environmental Law**, Shastri, S.C. (LexisNexis)
- **Law Relating to Environmental Protection**, Pathak A. (Lexis Nexis)

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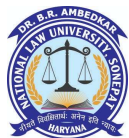
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SYLLABUS							
Course Name: Banking Law and Negotiable Instruments							
Course Code: 903A							
AY: 2025-30	Programme: B.A. LL.B. (5 Year) Integrated Course	Semester: IX	L	T	P	Credit	ContactHrs. Per-week: 3
			3	0	0	3	Total Hrs.: 45
Course specific objectives	This course is designed and developed with the following objectives:						
	<div>1. To provide learners with a comprehensive understanding of banking system, legal principles and regulations and practical application of banking operations.</div> <div>2. To equip the learners to examine various banking reforms, recent developments, basic theoretical framework of rules/regulations and policy making for strengthening the banking jurisprudence in India.</div> <div>3. To make the learners conversant with the modern scenario of banking operations in the cyber age and banking frauds.</div> <div>4. To provide the learners with a comprehensive understanding of legal principles, functions and practical application of negotiable instruments in different commercial transactions.</div> <div>To make the learners acquaint with the dishonour of cheques, jurisdiction and dispute resolution mechanism.</div>						
Course specific outcomes	Students graduating with Banking Law and Negotiable Instruments will be able to:						
	<div>1. Comprehensively understand about the banking system, legal principles and regulations and practical application of banking operations in India.</div> <div>2. Examine and evaluate various banking reforms, recent trends developments in the banking system, basic theoretical framework of rules/regulations and policy making that will be helpful for strengthening the banking jurisprudence in the country.</div> <div>3. Understand and analyse the modern scenario of banking operations in the cyber age and banking frauds and to deal with such frauds.</div>						



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| | <p>4. Comprehensively understand about the legal principles, functioning and practical application of negotiable instruments in the course of different commercial transactions.</p> <p>5. Deal with the case of dishonour of cheques in different jurisdictions with respect to resolving the respective disputes.</p> |
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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) / stimulation exercise(s) shall be of 20 marks.
- ii.** Project and presentation shall be of 10 marks (5 marks written project and 5 marks for presentation).
- 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 / social aid / public awareness activity relating to the clinical legal education / inter-disciplinary education shall be performed by the student and shall carry 05 marks.

Note:

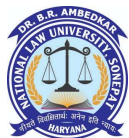
Further details on four components of continuous internal assessment are laid down hereinbelow. These instructions cater to course-specific objectives and outcomes, both.

CONTINUOUS INTERNAL ASSESSMENT (40 Marks)

Continuous internal assessment includes 'synchronous' (CCDA) as well as 'asynchronous' (CPA) evaluation; equal weightage is given to both the evaluation exercises. It has following three components:

I. Clinical Legal Educational Assessment, Or Mid-term Examination

- i.** Clinical legal educational assessment (any two of the following)
 - a) Preparation of a policy paper/document; & / or
 - b) Working on a real-life case relating to Negotiable Instruments and submitting a report on that case; & / or



c) Empirical work on Bank Frauds/E-Banking Frauds etc.

Or

ii. Mid-term Examination: {(2.5 marks x four questions = 10 marks) + (5 marks x two questions = 10 marks) = 20 marks}

- Syllabus of the Mid-term Examination: two modules
- No. of questions:
 - four short questions of 2.5 marks; and two questions each from two modules
 - two questions of 05 marks; one question each from two Modules
 - ✓ Internal choice in two questions of 05 marks from same module will be there.

II. Course-specific Practical Assessment (CPA)

- CPA is a teacher-driven exercise which is part of class-room teaching-learning process;
- Teacher will inculcate this assessment within teaching methodology of this course;
- Mode of CPA may vary from course to course; it will primarily include practical teaching, learning & assessment as per requirement of the legal profession from that specific course.
- This course on Banking Law and Negotiable Instruments will include practical exercise, like, pleading before Court, or, legal aid exercise, or, research-based exercise. It will include either of the following:

i. Moot Court on Dishonour of Cheque before Adjudicating Forum:

Multiple moot propositions will be allotted by the teacher concerned, and then students will plead before the Adjudicating Forum as per guidelines & instructions shared by the teacher.

Or

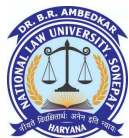
ii. Legal aid exercise, like, working with DLSA/SLSA or any legal aid organization, and submitting a report.

Or

iii. 2 Clint Counselling Sessions under the guidance of an Advocate and submission of report

III. Course-content Development Assessment (CCDA)

- CCDA is a student-driven assessment in which topic / issue / subject-matter will be selected by the



student and the teacher will guide the student.

- It is a 'beyond class-room teaching & learning exercise'.
- The student is required to attend either of the following events, and then to submit a REPORT on understanding of the COURSE CONTENT through that event.
 - This event could be: seminar / conference / guest-lecture organized at the University, an ONLINE lecture suggested by teacher of the course, VIRTUAL HEARING of the Court / Tribunal, or, any other similar event suggested by the teacher concerned.
- Then, the student will present & defend his submission before his peer in the class.

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)**

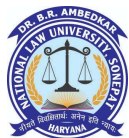
- Total 08 questions of 2.5 marks each
- Two questions from each Module will necessarily be framed therein Sec. A
- There will be no choice in Section A

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

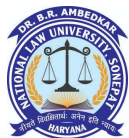
- Questions in Sec. B, C, D. & E will contain long questions of 10 marks each;
- Questions in above four Sections will cover Module I, II, III, & IV respectively
- Internal Choice will be there in long-questions
- One of the optional questions, within every section of the question paper, will necessarily 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	Introduction to Banking System and Banking Reforms	10
	1.1. Nature and Historical Evolution of Banking System in India including Co-operative Banking. 1.2. Different Types of Banking Institutions. 1.3. Non-Banking Financial Companies and their role in the economy. 1.4. Nationalisation of Banks; Reforms in Indian Banking System. 1.5. Relationship between 'Banker' and 'Customer'.	
II	Banking Law & Regulatory Framework in India	12
	2.1 Reserve Bank of India Act, 1934: Role of Reserve Bank of India: Objectives, Constitution & Management; and Functions under the RBI Act, 1934; Monetary Policy of RBI and Techniques of Money Control; RBI Guidelines for Locker Facility. Business that RBI may and may not transact; Obligation of RBI to transact Government business. Obligation to supply different forms of currency; Transactions in foreign exchange. 2.2 Banking Regulation Act, 1949: Definition of Bank, Banker, Banking Company; Prohibition of trading; Board of Directors; Reserve Fund; Cash reserve. 2.3 Restrictions: on nature of subsidiary companies, loans and advances, power to remit debts; Licensing of banking companies; Accounts and balance-sheet; Audit & Inspection. 2.4 SARFAESI Act, 2002: Regulation of securitisation and reconstruction of financial assets of banks and financial institutions; Enforcement of security interest. 2.5 The Bankers Books Evidence Act, 1891: Mode of proof of entries in bankers books; Case in which officer of bank not	



	compellable to produce books; Inspection of books by order of Court or Judge.	
III	Employment of Funds, Banking Frauds and Recent Trends	13
	3.1 Loans and Advances: Different Types and Schemes.	
	3.2 Lending by Banks, Securities for bank advances: Pledge & Bailment; Guarantees as security Contract of guarantee and contract of indemnity; Surety's rights and liabilities.	
	3.3 Nature and Types of Banking Frauds: Recent Trends in Frauds: ATM and Online Banking, Credit Cards; UPI.	
	3.4 Legal regime to control bank frauds and precautionary measures.	
	3.5 Banking Ombudsman: The role and responsibilities.	
IV	Negotiable Instruments	10
	4.1 Definition of Negotiable Instrument; Negotiation and Endorsement; Need of Negotiable Instruments.	
	4.2 Different types of Negotiable Instruments: Promissory Note, Bill of Exchange, Cheque, Hundi, Inland instruments and foreign instruments,	
	4.3 Parties to different instruments, Holder and Holder in due course, Liability of Parties.	
	4.4 Dishonor of a Negotiable Instrument; Procedure and penalties in case of dishonor of certain cheque.	
	4.5 Jurisdiction in case of dishonour of Cheque and Dispute resolution.	
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 theoretical knowledge through lecture of law & 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		



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

LIST OF CASES

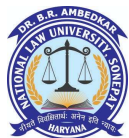
- Ganesh Santa Ram Sirur v. State Bank of India & Anr., (2005) 1 SCC 13.
- UCO Bank and Anr. v. Rajinder Lal Capoor, (2007) 6 SCC 694.
- Bank of Baroda v. Karva Trading Co. & Anr., Civil Appeal No. 363 of 2022.
- National Spot Exchange Ltd. v. Union of India & Ors., 2025 Latest Caselaw 581 SC.
- M/s. Shri Sendhur Agro and Oil Industries v. Kotak Mahindra Bank Ltd. 2025 Latest Caselaw 231 SC.
- Bank of Rajasthan Ltd. v. Commissioner of Income Tax, 2024 Latest Caselaw 644 SC.
- Baruah C.C. and Anr. v. State Bank of India and Ors., (2024) ibclaw.in 1296 HC.
- P.K. Krishnakuma and Anr. v. IndusInd Bank and Ors., (2024) ibclaw.in 1280 HC.
- Ajitsinh Chehuji Rathod v. State of Gujarat & Anr., 2024 INSC 63.
- K.S. Mehta v. Morgan Securities, 2025 INSC 315

ESSENTIAL READINGS

- **Banking Law and Negotiable Instrument Act**, R.K. Bangia (Allahabad Law Agency, Faridabad)
- **Law of Banking and Negotiable Instruments**, S.R. Myneni (Asia Law House, Hyderabad)
- **Banking Laws**, R.N. Chaudhary (Central Law Publication, Allahabad)
- **Banking Law & Practice in India**, M.L. Tannan (Lexis Nexis, Gurugram)

SUGGESTED READINGS

- **Banking Law**, H.P. Gupta (Central Law Publication, Allahabad)



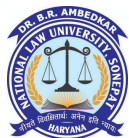
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- **Banking Law & Practice in India**, *M.L. Tannan* (Lexis Nexis, India)
- **Banking Law and Negotiable Instrument Act**, *R.K. Bangia* (Allahabad Law Agency)
- **Banking Laws**, *R.N. Chaudhary* (Central Law Publication)
- **Law of Banking and Negotiable Instruments**, *S.R. Myneni* (Asia Law House)
- **Money, Banking and Financial Markets: An Economic Approach**, *Baye, J.* (AITBS Publishers and Distributors, New Delhi, 1999)
- **Law Relating to Banking and Negotiable Instruments**, *N. Maheshwara Swamy* (Asia Law House)
- **Banking Regulations & Business Laws**, IIBF (Macmillan India Ltd.)
- **Law of Negotiable Instruments and Dishonour of Cheques**, *Justice P.S. Narayana, P. Jagadish Chandra Prasad* (Asia Law House)
- **Dishonour of Cheques and Innovative Digital Frauds with Model Forms of Notice and Complaint**, *Rajesh Narain Gupta, Amit Aggarwal, S. N. Gupta* (LexisNexis)
- **Commentary on Law of Dishonour of Cheques**, *K.K. Bhardwaj* (WHITESMANN Publication)

Note:

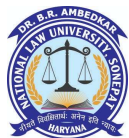
Suggested readings/case laws are not exhaustive. Students are advised to read latest edition of the books and to refer E-sources like: *West Law*; *JSTOR*, *Heinonline*, *EPW*, *Manupatra*, *website of Law Commission of India*, *liiofindia.org*. National Judicial Grid



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SYLLABUS							
Course Name: White Collar Crimes							
Course Code: 903 B							
AY: 2025-30	Programme: B.A. LL.B. (5 Year) Integrated Course	Semester: IX	L	T	P	Credit	Contact Hrs. per Week: 3
			3	0	0	3	Total Hrs.: 45
Course specific objectives	This course has been designed with the objectives: 1. To make the students understand identification of basic characteristics & classifications of white-collar crime, its causes, and what its consequences are for individuals & society at large; 2. To discuss and define various kinds of white-collar crimes, like, enterprise crime, entrepreneurial crime, and techno-crime as they relate to white collar crime; 3. To make the students understand the differences and similarities between civil and criminal law; 4. That the students will understand the principal sources of lawmaking pertaining to white collar crime along-with role of law-enforcing agencies that deal with white collar criems; 5. To evaluate, critique, and rank the relative usefulness of some hypotheses for explaining certain case studies and how lessons learned can be applied in a preventative and investigative perspective; 6. Through discussion, participants will understand the relation between privilege, power and deviant behaviour.						
Course specific outcomes	At the end of the course, students will be able to: 1. Identify the multifarious methods in which the white-collar crimes are committed in furtherance of which they will understand the ways through which white-collar crimes may be put under restrain; 2. Analyze the existing legal framework curbing and penalizing the offenders committing the white-collar crimes;						



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3. Draw the parallels between white collar crime and other criminal activities;
4. Articulate the major theories that explain the white-collar crimes, and the principal research findings associated with such theories;
5. Analyze the case studies of white-collar crimes in order to explore themes around victimization, social damages, criminal justice, and broader policy responses;
6. Recognize the cost & effect of white-collar crimes, e.g., environmental cost, human cost, economic cost, social cost, etc.;
7. Exhibit their analytical and research skills through written assignments.

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:

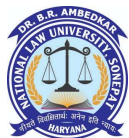
- i.** Mid-term examination(s)/stimulation exercise(s) shall be of 20 marks.
- ii.** Project and presentation shall be of 10 marks (5 marks written project and 5 marks for presentation).
- iii.** Value based / ethical values (*such as role-playing, debates, community service, short documentaries / visual 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.

CONTINUOUS INTERNAL ASSESSMENT (40 Marks)

Continuous internal assessment includes 'synchronous' (CCDA) as well as 'asynchronous' (CPA) evaluation; equal weightage is given to both the evaluation exercises. It has following three components:



I. Clinical Legal Educational Assessment, *Or* Mid-term Examination

i. Clinical legal educational assessment (any two out of following three for ten marks each)

- a) Report on proceedings at court dealing with white collar crimes; & / or
- b) Working on a real-life case on white collar crime and submitting a report on that case; & / or
- c) Field visit and collection of empirical data on white collar crimes

Or

ii. **Mid-term Examination:** {(2.5 marks x four questions = 10 marks) + (5 marks x two questions = 10 marks) = 20 marks}

- Syllabus of the Mid-term Examination: two modules
- No. of questions:
 - ✓ four short questions of 2.5 marks; and two questions each from two modules
 - ✓ two questions of 05 marks; one question each from two Modules
 - ✓ Internal choice in two questions of 05 marks from same module will be there.

II. Course-specific Practical Assessment (CPA)

CPA is a teacher-driven exercise which is part of class-room teaching-learning process; teacher will inculcate this assessment within teaching methodology of this course. Mode of CPA may vary from course to course; it will primarily include practical teaching, learning & assessment as per requirement of the legal profession from that specific course. This course on white collar crime will include the following exercises:

i. Moot-court (fact-sheet on white-collar crimes/s);

- Multiple moot propositions will be allotted by the teacher concerned, and then students will plead before the special court dealing with white collar crimes as per guidelines & instructions shared by the teacher

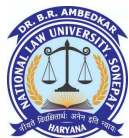
Or

ii. Legal aid activity, like, working with DLSA/SLSA or any legal aid organization, and submitting a report

Or

iii. Trial Court Record Analysis

III. Course-content Development Assessment (CCDA)



CCDA is a student-driven assessment in which topic / issue / subject-matter will be selected by the student and the teacher will guide the student; it is a 'beyond class-room teaching & learning exercise'.

- The student is required to attend either of the following events, and then to submit a REPORT on understanding of the COURSE CONTENT through that event.
- This event could be: seminar / conference / guest-lecture organized at the University, an ONLINE lecture suggested by teacher of the course, VIRTUAL HEARING of the Court / Tribunal, or, any other similar event suggested by the teacher concerned.
- Then, the student will present & defend his submission before his peer in class.

END-TERM EXAMINATION:

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

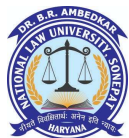
Three hours examination of 60 marks will be conducted as per schedule of the examination released by the University. Student will have to attempt 08 short-questions of 2.5 marks each, and 04 long questions of 10 marks each}. Question Paper will be divided into five-sections (Section A, B, C, D, & E)

- **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)**

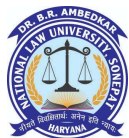
- Questions in Sec. B, C, D, & E will contain long questions of 10 marks each;
- Questions in above four Sections will cover Module I, II, III, & IV respectively
- Internal Choice will be there in long-questions
- One of the optional questions, within every section of the question paper, will necessarily 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 the course objectives and the outcomes.



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COURSE CONTENT		
Module No.	Content	Contact Hrs.
I	INTRODUCTION	11
	1. Nature, concept and scope of white-collar crime. 2. White collar crime vs traditional crime 3. Sutherland's Theory of differential association 4. Fraud Triangle Theory 5. Recommendations of Santhanam Committee	
II	WHITE COLLAR CRIME IN DIFFERENT PROFESSIONS	11
	1. Misbranding 2. Adulteration 3. Tax Evasion 4. Corporate Frauds 5. Academic Frauds	
III	PREVENTION OF CORRUPTION ACT, 1988	11
	1. Nature and Scope of the Act 2. Appointment of Special Judges 3. Offences and Penalties 4. Persons authorized to investigate 5. Power to inspect bankers' books.	
IV	OTHER LEGAL FRAMEWORK& FAMOUS SCAMS	12
	1. Prevention of Money Laundering Act 2002 a. Meaning and Punishment for Money Laundering b. Attachment, Adjudication and Confiscation 2. The Fugitive Economic Offenders Act, 2018 a. Nature and Scoope b. Declaration of Fugitive Economic Offenders and Confiscation of Property 3. The Central Vigilance Commission Act, 2003	



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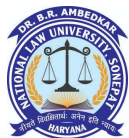
	<ul style="list-style-type: none"> a. Constitution of Central Vigilance Commission b. Appointment of Central Vigilance Commissioner and Vigilance Commissioners <p>4. The Special Court (Trial of offences relation to Transactions in Securities) Act, 1992</p> <ul style="list-style-type: none"> a. Appointment and functions of Custodian b. Establishment of Special Court <p>5. Famous Scams:</p> <ul style="list-style-type: none"> a. Harshad Mehta Scam 1992 b. Adarsh Housing Society scandal c. Commonwealth Games Scam 2010 	
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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.

Pedagogy of this course integrates theoretical knowledge through lecture of law & 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 & 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. Accordingly, methods of teaching, evaluation & assessment have been devised in this course.

LIST OF CASES



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- M. Narayanan Nambiar v. State of Kerala (1963) AIR 1116
- PVNarasimha Rao v. State 1998(4) SCC 626
- L. Narayana Swamy v. State of Karnataka (2016) 9 SCC 598
- Vijay Madanlal Choudhary v. Union of India, 2022 SCC ONLINE SC 929
- Anoop Bartaria v. Dy. Director Enforcement Directorate 2023 SCC OnLine SC 477

ESSENTIAL READINGS

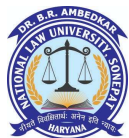
- **Pillai White Collar Crime**, K. Prasad (Whitesmann Publishing Co., Delhi, 2025)
- **Socio-Economic Offences**, Rattan Singh & Varinder Singh (Allahabad Law Agency, Faridabad, 2022)
- **Basic Statutes Socio Economic Offences**, J.S.P. Singh (New Era Law Publications, Faridabad, 2021)

SUGGESTED READINGS

- **White-Collar Crime: A Critique of Contemporary Theories**, Michael L. Benson, Sally S. Simpson (Routledge, New York, 2009)
- **White-Collar Crime: The Uncut Version**, Edwin Sutherland (Yale University Press, New Haven, 1949)
- **White-Collar Crimes: An Indian Perspective**, Vikas Goel and Abhishek Kumar Ravi Singhania (Thomson Reuters, New York, 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

Course Name: Insurance Law

Course Code: 904 A

AY: 2025-30	Programme: B.A. LL.B. (5 Year) Integrated Course	Semester: IX	L	T	P	Credit	Contact hrs. per-week: 3
			3	0	0	3	Total Hrs.: 45

Course specific objectives

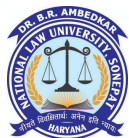
This course is designed to acquaint the students with the conceptual and operational parameters, of insurance law. Primarily, objectives of this course will help the student to:

1. Understand the insurance law through critical analysis of legal principles governing insurance contracts and judicial precedents;
2. Examine and make critical analysis of regulatory environment on insurance law in India;
3. Analyze the merits & demerits of insurance, from initial processing to disposal of claim;
4. Understand the conceptual parameters of insurance law in context of development of general principles of law
5. Examine the role of insurance in risk management, social security, and access to justice, with a focus on life, health, motor, fire, marine, & agriculture insurance;
6. Develop ability to assess insurance mechanisms as tools of financial protection for individuals and vulnerable groups, thereby supporting goals like poverty reduction and public health.

Course specific outcomes

Students graduating with insurance law will be able to:

1. Identify & address common legal issues and barriers encountered by insurance claimants before, during, and after entering into an insurance contract.
2. Demonstrate the ability to practice and engage with real-world insurance matters before courts and tribunals, like, MACT, & IRDAI.
3. Apply legal knowledge to support inclusive insurance practices;
4. Promote awareness of insurance as a means of financial and social protection, particularly



for low-income or marginalized groups

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) / stimulation exercise(s) shall be of 20 marks.
- ii. Project and presentation shall be of 10 marks (5 marks written project and 5 marks for presentation).
- 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 / social-aid activity / public awareness relating to the clinical legal education / inter-disciplinary 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.

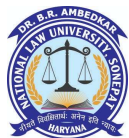
PATTERN of EXAMINATION
(Continuous Internal Assessment, & End-term Examination)

CONTINUOUS INTERNAL ASSESSMENT (40 Marks)

Continuous internal assessment includes 'synchronous' (CCDA) as well as 'asynchronous' (CPA) evaluation; equal weightage is given to both the evaluation exercises. It has following three components:

I. Clinical Legal Educational Assessment, Or Mid-term Examination

- i. Clinical legal educational assessment (any two of the following)
 - a) Report on proceedings at court / tribunal; & / or
 - b) Working on a real-life case and submitting a report on that case; & / or
 - c) Field visit and collection of empirical data on incidences covered under insurance (research-based



activity)

Or

ii. Mid-term Examination: {(2.5 marks x four questions = 10 marks) + (5 marks x two questions = 10 marks) = 20 marks}

- Syllabus of the Mid-term Examination: two modules
- No. of questions:
 - four short questions of 2.5 marks; and two questions each from two modules
 - two questions of 05 marks; one question each from two Modules
 - ✓ Internal choice in two questions of 05 marks from same module will be there.

II. Course-specific Practical Assessment (CPA)

- CPA is a teacher-driven exercise which is part of class-room teaching-learning process;
- Teacher will inculcate this assessment within teaching methodology of this course;
- Mode of CPA may vary from course to course; it will primarily include practical teaching, learning & assessment as per requirement of the legal profession from that specific course.
- This course on Insurance Law will include practical exercise, like, pleading before Motor Accident Claim Tribunal, or, legal aid exercise, or, research-based exercise. It will include either of the following:

i. Moot Court before Motor Accident Claim Tribunal:

Multiple moot propositions will be allotted by the teacher concerned, and then students will plead before the MACT as per guidelines & instructions shared by the teacher

Or

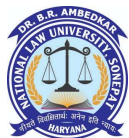
ii. Legal aid exercise, like, working with DLSA/SLSA or any legal aid organization, and submitting a report

Or

iii. MACT Record Analysis (Research-based exercise)

Or

iv. Preparing a claim for insurance and then to submit ASSESSMENT of the CLAIM



III. Course-content Development Assessment (CCDA)

- CCDA is a student-driven assessment in which topic / issue / subject-matter will be selected by the student and the teacher will guide the student
- It is a 'beyond class-room teaching & learning exercise'.
- The student is required to attend either of the following events, and then to submit a REPORT on understanding of the COURSE CONTENT through that event.
 - This event could be: seminar / conference / guest-lecture organized at the University, an ONLINE lecture suggested by teacher of the course, VIRTUAL HEARING of the Court / Tribunal, or, any other similar event suggested by the teacher concerned.
- Then, the student will present & defend his submission before his peer in class.

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 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

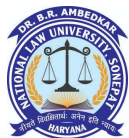
Module No.	Content	Contact Hrs.
I	Introduction & General Principles	10
	<ol style="list-style-type: none"> 1. Introduction to insurance law <ol style="list-style-type: none"> i. Definition & its scope, nature & characteristics of insurance ii. General principles of insurance law iii. Contract of insurance and its classification 2. History of law of insurance in India <ol style="list-style-type: none"> i. Insurance law in common law countries as source of insurance law in India ii. Growth & development of insurance law in India 3. Role of state in ensuring health security (state-sponsored health insurance schemes) (SDG 3) 4. Gender parity in life & health insurance cover (SDG 5) <ul style="list-style-type: none"> • Minor empirical research collecting data on gender-based insurance cover 5. Significant terms related to insurance: <ol style="list-style-type: none"> i. Insurable interest, indemnity, uber-rimae fidei, subrogation & contribution, insurance v. guarantee v. wager, non-disclosure, risk, micro insurance, Risk analysis & management, planning & control, transfer of risk, and <i>causa-proxima</i> 	
II	Insurance Law & Regulatory Framework in India - I	12
	<ol style="list-style-type: none"> 1. Life & health insurance: <ol style="list-style-type: none"> i. Nature, scope, & classification of life insurance & health insurance ii. The policy and formation of a life insurance contract iii. Circumstance affecting the risk iv. Amount recoverable under the life insurance policy <ol style="list-style-type: none"> a) Assignment & nomination, and persons entitled to insured amount 	



	<p>b) Settlement of claim and payment of insured amount</p> <p>v. Health insurance products</p> <p>vi. Health insurance claim management</p> <p>2. Fire insurance:</p> <p>i. Nature, scope, & classification of fire insurance</p> <p>ii. Conditions & warranties under fire insurance</p> <p>iii. Public Liability Insurance</p> <p>iv. The standard fire & special perils policy</p> <p>v. Fire hazard & fire prevention</p> <p>3. Motor vehicle insurance</p> <p>i. Nature, scope & classification of motor insurance</p> <p>ii. Personal accident cover, & third-party insurance</p> <p>iii. Compulsory insurance of motor vehicles</p> <p>iv. Absolute liability, no-fault liability</p> <p>v. Motor vehicle claim tribunal: powers, functions, & procedural mechanism</p> <ul style="list-style-type: none"> • Legal process for claiming compensation after road accidents, • Challenges faced by victims in claim of compensation 	
III	Insurance Law & Regulatory Framework in India - II	13
	<p>1. Marine insurance:</p> <p>i. Nature, scope & classification of marine insurance</p> <p>ii. Insurable interest & insurable values</p> <p>iii. Marine insurance policy- conditions and express warranties</p> <p>iv. Voyage deviation, perils of sea</p> <p>v. Special features of Marine Insurance Act</p> <p>2. Agriculture insurance:</p> <p>i. Nature, scope, & classification of agriculture insurance</p> <p>ii. History of crop insurance in India</p> <p>iii. Role of public policy in settling the claims of agriculture insurance</p>	



	<p>iv. Cattle insurance in India.</p> <p>3. Regulatory framework on insurance law in India</p> <ul style="list-style-type: none"> i. Licensing, audit & supervision, amalgamation & transfer, grievance redressal ii. Insurance Regulatory and Development Act iii. Insurance Act, 1938 iv. The Insurance (Amendment) Act, 2002 v. General Insurance Business (Nationalization) Amendment Act, 2002 <p>4. Regulatory framework under IRDAI</p> <ul style="list-style-type: none"> • Special features of the IRDAI Act, 1999 • Role of IRDAI in protecting interests of policy-holders, especially in addressing consumer complaints, regulating insurers, and ensuring fair practices in the insurance market. 	
IV	<p style="text-align: center;">Practical Dimensions of Insurance Law</p> <ol style="list-style-type: none"> 1. Market players and their role: agents, brokers, surveyors & loss assessors, third party administrators 2. Certification of Insurance Professionals 3. Insurance - practices and procedures 4. Technology & Insurance (Insurtech) <ul style="list-style-type: none"> i. Role of digital tools (mobile apps, artificial intelligence, and online claim platforms) in transforming insurance industry ii. Legal concerns related to online policy issuance, automated claim decisions, & data protection 5. Insurance documentation & claim procedure (life, health, fire, marine, motor, & agriculture) <ul style="list-style-type: none"> • Pre-requisites & eligibility for insurance policy / insurance claim • Structure & contents of the insurance policies / insurance claim • Checklist of documents • Authority before which claim needs to be filed and its procedural mechanism 	10



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- Appellate authority and its procedural mechanism

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 theoretical knowledge through lecture of law & 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.

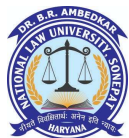
Use of documentaries, visual media, and ICT tools will further aid in enhancing engagement & contextual understanding of the students. Emphasis will be laid on developing understanding of contemporary issues related to this course. It revolves around application of the law in real-life situations so that the students are able to satisfy expectations of the legal profession. Accordingly, methods of teaching, evaluation & assessment have been devised in this course.

SUGGESTED READINGS

LIST OF CASES

- LIC of India v. Consumer Education & Research Centre, (1995) 5 SCC 482
- National Insurance Co. Ltd. v. Swaran Singh, (2004) 3 SCC 297
- Sarla Verma v. Delhi Transport Corporation, (2009) 6 SCC 121
- Satwant Kaur Sandhu v. New India Assurance Co. Ltd., (2009) 8 SCC 316
- United India Insurance Co. Ltd. v. Manubhai Dharmasinhbhai Gajera, (2008) 10 SCC 404
- Oriental Insurance Co. Ltd. v. Sony Cheriyan, (1999) 6 SCC 451

ESSENTIAL READINGS



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- **Modern Law of Insurance in India**, *K. S. N. Murthy and K. V. S. Sharma*(Lexis Nexis)
- **Principles of Insurance Law**, *M. N. Srinivasan*(Lexis Nexis)
- **Insurance Law and Practice**, *Rajiv Jain*(Vidhi Publication Private Limited)
- Insurance Manual, *Taxmann Publication Private Limited*
- Insurance Act, 1938.
- The Marine Insurance Act, 1963.
- General Insurance (Business) (Nationalization) Act, 1972
- The Life Insurance Corporation Act, 1956
- Motor Vehicle Act, 1988

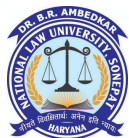
SUGGESTED READINGS

- **Principles of Risk Management and Insurance**, *George E. Rejda*(Pearson, 2011)
- **General Principles of Insurance Law**, *Ivamy, E.R.Hardy*(Butterworth Publisher)
- **Principles of Insurance Law**, *M. N. Srinivasan, & K. Kannan* (Eastern Book Company)
- **Law of Insurance**, *Dr. Avtar Singh*(Universal Publication Pvt. Limited)

Note: Students are advised to study 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: Prison Admin., Probation, & Parole							
Course Code: 904 B							
AY: 2025-30	Programme: B.A. LL.B. (5 Year) Integrated Course	Semester: IX	L	T	P	Credit	Contact Hrs. per Week: 3
			3	0	0	3	Total Hrs.: 45
Course specific objectives	This course has been designed with following objectives:						
	1. To familiarize the students with the meaning, nature, scope and principles of correctional administration along-with alternative non-institutional methods of probation and parole;						
	2. To bring significance of historical perspectives and evolution of punitive practices within domain of knowledge of the students;						
	3. To make students understand the concept of penology, punishment & its aims;						
	4. Through class-room discussions, exploring the different types of punishment and their objectives, including retribution, deterrence, rehabilitation, and societal protection, enhancing comprehension of the purposes and implications of various punitive measures.						
	5. To let the students understand the role of central & state governments in prison administration providing insights into the challenges & approaches in the Indian context;						
	6. To let the students examine policy framework on treatment of offenders, rehabilitation models, recent trends in punishment & correctional methods;						
Course specific outcomes	At the end of the course, students will be able to:						
	1. Explain the meaning, nature, scope and principles of correctional administration along-with alternative non-institutional methods of probation and parole;						
	2. Justify the importance of historical perspectives and evolution of punitive practices within criminal justice system in India;						
	3. Explain the concept & aims of various mechanism that the prison administration applies in their dealing with prisoners, including application of various theories of penology & criminology;						



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| | <ol style="list-style-type: none">4. Explain the role of various state agencies, including central & state governments, in prison administration;5. Empathize with the plight of prisoners living in inhuman conditions in prisons; further, students will empathize with the plight of under-trial prisoners due to delayed trials;6. Evaluate the problems relating to the prison administration and to suggest the measures required to resolve those issues as per existing international, constitutional, and judicial measures. |
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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) / stimulation exercise(s) shall be of 20 marks.
- ii. Project and presentation shall be of 10 marks (5 marks written project and 5 marks for presentation).
- 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 / social-aid activity / public awareness relating to the clinical legal education / inter-disciplinary legal education shall be performed by the student and shall carry 05 marks.

Note:

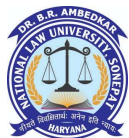
Further details on four components of continuous internal assessment are laid down hereinbelow. These instructions cater to course-specific objectives and outcomes, both.

CONTINUOUS INTERNAL ASSESSMENT (40 Marks)

Continuous internal assessment includes 'synchronous' (CCDA) as well as 'asynchronous' (CPA) evaluation; equal weightage is given to both the evaluation exercises. It has following three components:

I. Clinical Legal Educational Assessment, Or Mid-term Examination

i. Clinical legal educational assessment



Moot Court (writ petition on a fact-sheet stating the poor living conditions at prison)

Or

ii. Mid-term Examination: {(2.5 marks x four questions = 10 marks) + (5 marks x two questions = 10 marks) = 20 marks}

- Syllabus of the Mid-term Examination: two modules
- No. of questions:
 - four short questions of 2.5 marks; and two questions each from two modules
 - two questions of 05 marks; one question each from two Modules
 - ✓ Internal choice in two questions of 05 marks from same module will be there.

II. Course-specific Practical Assessment (CPA)

CPA is a teacher-driven exercise which is part of class-room teaching-learning process; teacher will inculcate this assessment within teaching methodology of this course. Mode of CPA varies from course to course; it primarily includes practical teaching, learning & assessment as per requirement of the legal profession from that specific course. This course on prison administration include either of the following exercises:

- i. Field visit to prison and submitting a report on prison administration

Or

- ii. Legal aid activity, working with DLSA/SLSA or any legal aid organization, and submitting a report

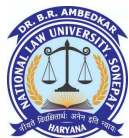
Or

- iii. Collection of empirical data on prison and submitting a report on the same

III. Course-content Development Assessment (CCDA)

CCDA is a student-driven assessment in which topic / issue / subject-matter will be selected by the student and the teacher will guide the student. It is a 'beyond class-room teaching & learning exercise'.

- The student is required to attend either of the following events, and then to submit a REPORT on understanding of the COURSE CONTENT through that event.
 - This event could be: seminar / conference / guest-lecture organized at the University, an ONLINE lecture suggested by teacher of the course, VIRTUAL HEARING of the Court / Tribunal, or, any other similar event suggested by the teacher concerned.
- Then, the student will present & defend his submission before his peer in class.



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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)**

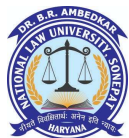
- Total 08 questions of 2.5 marks each
- Two questions from each Module will necessarily be framed therein Sec. A
- There will be no choice in Section A

- **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 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 the course objectives and the outcomes.

COURSE CONTENT

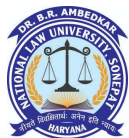
Module No.	Content	Contact Hrs.
I	INTRODUCTION TO PRISON ADMINISTRATION	
	1. History and Evolution of Prisons: <ul style="list-style-type: none"> • Historical development of prisons, from early forms of punishment to modern correctional systems. 	
	2. Principles of Prison Administration: <ul style="list-style-type: none"> • Exploring key concepts like security, safety, discipline, and humane treatment of prisoners. 	



	<p>3. Human Rights in Prison Administration:</p> <ul style="list-style-type: none"> Examining the fundamental human rights of prisoners and the legal and ethical obligations of prison authorities. <p>4. Vulnerable Groups in Prisons:</p> <ul style="list-style-type: none"> Addressing the specific needs of women, juveniles, and other vulnerable populations within the prison system <p>5. Emerging principles of correctional justice</p> <ul style="list-style-type: none"> Meaning of correctional justice & its scope Study on correctional justice v. victimology Correctional institutions: <ul style="list-style-type: none"> policy framework on rehabilitation activities , like, educational programs, vocational programs 	
II	PRISON MANAGEMENT IN INDIA	
	<p>1. Prison system in India:</p> <ul style="list-style-type: none"> Understanding the structure of prisons in India, including different types of prisons (central, district, open, etc.) and their specific roles. <p>2. Custodial management:</p> <ul style="list-style-type: none"> Focusing on security protocols, prisoner classification, movement, and control within the prison. <p>3. Salient features of Moder Prison Manual, 2016</p> <ul style="list-style-type: none"> Prisoner care and welfare: <ul style="list-style-type: none"> addressing issues related to prisoner health, hygiene, food, clothing, and access to basic necessities. Religious and educational services: <ul style="list-style-type: none"> understanding the role of religious services, educational programs, and library facilities in prisons. Managing staff and resources: <ul style="list-style-type: none"> exploring the management of prison staff, including training, discipline, and 	



	<p>career development.</p> <ul style="list-style-type: none"> • Managing crisis situations: <ul style="list-style-type: none"> ○ preparing for and responding to incidents like riots, escapes, and other emergencies. <p>4. Prison reforms:</p> <ul style="list-style-type: none"> • Examining the need for and ongoing efforts towards prison reforms in India, including judicial trends and policy initiatives; • Modernization of prisons in light of the constitutional rights • Role of technology in prison administration 	
III	LEGISLATIVE FRAMEWORK ON PRISONS IN INDIA	
	<ol style="list-style-type: none"> 1. Historical development of prison legislations in India 2. Salient features of the following: <ol style="list-style-type: none"> i. Prison Act, 1894 ii. Transfer of Prisoners Act, 1950 iii. Prison institutions for children under Juvenile Justice (Care and Protection of Children) Act, 2015 iv. Model Prisons and Correctional Services Act, 2023 	
	PROBATION & PAROLE	
IV	<ol style="list-style-type: none"> 1. Aftercare and Reintegration: <ul style="list-style-type: none"> • Understanding the importance of aftercare services and support systems for prisoners upon release. 2. Introduction to parole: meaning & concept, and historical development <ul style="list-style-type: none"> • Understanding the meaning and purpose of parole, including its role in prisoner rehabilitation. 3. Procedural law on parole: <ul style="list-style-type: none"> • Examining the structure and functions of parole boards, and the procedures for granting and revoking parole. 4. Introduction to probation: meaning & concept, and historical development 	



	<ul style="list-style-type: none"> Understanding the meaning and purpose of probation, including its role in prisoner rehabilitation <p>5. Remission, commutation of sentence</p> <p>6. Procedural law on probation, including Probation of Offenders Act, 1958</p> <ul style="list-style-type: none"> Examining the legal procedure for seeking probation <p>7. Contemporary trends on application for probation, and for parole</p> <ul style="list-style-type: none"> Analysis of contemporary trends on the basis of statistical data (research-based topic) 	
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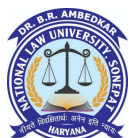
PEDAGOGY
(Teaching-Learning Strategy)

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.

Pedagogy of this course integrates theoretical knowledge through lecture of law & 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 & 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. Accordingly, methods of teaching, evaluation & assessment have been devised in this course.

LIST OF CASES

- W.P. (C) No. 406/2013, In Re-Inhuman conditions in 1382 Prisons
- State of A.P. Vs. Challa Ramkrishna Reddy & Ors. (2000) 5 SCC 712
- Sunil Batra v. Delhi Administration (1980) 3 SCC 488:
- Rustom Cowvasjee Cooper v. Union of India, AIR 1970 SC 1318 and Menaka Gandhi case:



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- Ramamurthy v. State of Karnataka AIR 1997 SC 1739
- Satender Kumar Antil v. CBI, (2022) 10 SCC 51
- Sonu @ Sonu Tomar v. State of U.P., Order dt. 12.09.22
- Rashidul Jafar @ Chhota v. State of U.P. (06.09.22)

ESSENTIAL READINGS

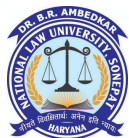
- **Prisoners and Human Rights**, *S.K. Pachauri*(A.P.H. Publishing, 1999)
- **Punishment and the Prison**, *R.D. Shankardas*(Sage Publication, 2000)
- **Indian Prison Systems**, *Amarendra Mohanty & Narayan Hazary*(APH Publishing, 1990)
- **Institutional Corrections in the Administration of Criminal Justice**, *N.K. Chakrabarthy*(Deep & Deep Publication, 2002)

SUGGESTED READINGS

- **Criminology & Penology with Victimology**, *N.V Paranjape*(Central Law Publication, 2023)
- **Institutional Corrections in the Administration of Criminal Justice**, *N.K. Chakrabarthy*(Deep & Deep Publication, 2002)
- **Creative Activities and the Law: Human Rights Approach**, *S.D. Sharma, & S.B. Sinha*(Deep & Deep Publication, 2007)
- **Prisons and Prison System: A Global Encyclopedia**, *Mitchel P. Roth*(Greenwood Press, 2005)
- **Prison & Jail Administration: Practice & Theory**, *Peter Carlson & Judith Simon Garrett*(Jones & Bartlett Publishers)

Note:

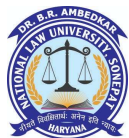
Suggested readings/case laws are not exhaustive. Students are advised to read latest edition of the books and to refer E-sources like: *West Law; JSTOR, Heinonline, EPW, Manupatra, website of Law Commission of India, liiofindia.org*. National Judicial Grid



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SYLLABUS							
Course Name: Mergers and Acquisitions							
Course Code: 905 A							
AY: 2025-30	Programme: B.A. LL.B. (5 Year) Integrated Course	Semester: IX	L	T	P	Credit	ContactHrs. Per-week: 3
			3	0	0	3	Total Hrs.: 45
Course specific objectives	This Course is developed with the following objectives:						
	1. To develop a basic understanding about the law and practice of mergers and acquisitions in India.						
	2. To provide a comprehensive and in-depth exploration of the dynamic field of corporate restructuring.						
	3. To acquaint the learners with the applications of various concepts and techniques of valuation and standards actually applied in real life mergers and acquisition cases and challenges in any contemplated Mergers and Acquisition transactions.						
	4. To help the learners navigate the legal and regulatory framework governing mergers and acquisition activities.						
	To develop a deep understanding regarding various agreements and its impact on the competition.						
Course specific outcomes	After the completion of this course, the student would be able to:						
	1. The student will be able to understand and will be equipped with the knowledge of merger and acquisitions transaction and its intricacies.						
	2. The learners will grasp comprehensive and in-depth exploration of the dynamic field of corporate restructuring.						
	3. The learners will be acquainted with the applications of various concepts and techniques of valuation and standards actually applied in real life merger and acquisition cases and challenges in any contemplated merger and acquisition transactions.						



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| | <p>4. The learners will be able to navigate the legal and regulatory framework governing merger and acquisition activities.</p> <p>5. The learners will be able to draft various related agreements.</p> |
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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) / stimulation exercise(s) shall be of 20 marks.
- ii. Project and presentation shall be of 10 marks (5 marks written project and 5 marks for presentation).
- 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 / social-aid activity / public-awareness relating to the clinical legal education shall be performed by the student and shall carry 05 marks.

Note:

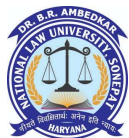
Further details on four components of continuous internal assessment are laid down hereinbelow. These instructions cater to course-specific objectives and outcomes, both.

CONTINUOUS INTERNAL ASSESSMENT (40 Marks)

Continuous internal assessment includes 'synchronous' (CCDA) as well as 'asynchronous' (CPA) evaluation; equal weightage is given to both the evaluation exercises. It has following three components:

I. Clinical Legal Educational Assessment, Or Mid-term Examination

- i. Clinical legal educational assessment (any two of the following)
 - a) Preparation of a draft agreement on merger/acquisition; & / or
 - b) Working on a real-life case relating to merger and acquisitions and submitting a report on that case; & / or



c) Preparation of draft of corporate restructuring strategy and submission with presentation etc.

Or

ii. Mid-term Examination: {(2.5 marks x four questions = 10 marks) + (5 marks x two questions = 10 marks) = 20 marks}

- Syllabus of the Mid-term Examination: two modules
- No. of questions:
 - four short questions of 2.5 marks; and two questions each from two modules
 - two questions of 05 marks; one question each from two Modules
 - ✓ Internal choice in two questions of 05 marks from same module will be there.

II. Course-specific Practical Assessment (CPA)

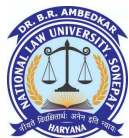
- CPA is a teacher-driven exercise which is part of class-room teaching-learning process;
- Teacher will inculcate this assessment within teaching methodology of this course;
- Mode of CPA may vary from course to course; it will primarily include practical teaching, learning & assessment as per requirement of the legal profession from that specific course.
- This course on Merger and Acquisitions will include practical exercise, like, moot court practice and clint counselling sessions. It will include either of the following:
 - i. Moot-court (Merger and Acquisitions);

Or

- ii. 2 Clint Counselling Sessions under the guidance of a legal practitioner dealing with cases of Merger and Acquisitions or Competition Law and submission of report.

III. Course-content Development Assessment (CCDA)

- CCDA is a student-driven assessment in which topic / issue / subject-matter will be selected by the student and the teacher will guide the student.
- It is a 'beyond class-room teaching & learning exercise'.
- The student is required to attend either of the following events, and then to submit a REPORT on understanding of the COURSE CONTENT through that event.
 - This event could be: seminar / conference / guest-lecture organized at the University, an ONLINE lecture suggested by teacher of the course, VIRTUAL HEARING of the Court /



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Tribunal, or, any other similar event suggested by the teacher concerned.

- Then, the student will present & defend his submission before his peer in the class.

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 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

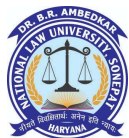
Module No.	Content	Contact Hrs.
I	Introductory and Corporate Restructuring	13
	1.1. Meaning of merger, amalgamation, acquisition, takeover.	
	1.2. Types of merger, motives behind merger, theories of merger.	



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	<p>1.3. Operating, financial and managerial synergy of merger, value creation in horizontal, vertical and conglomerate merger, internal and external change forces contributing to Merger and Acquisitions activities.</p> <p>1.4. Corporate Restructuring: Meaning of Corporate Restructuring; Classification of Corporate Restructuring.</p> <p>1.5. Reasons of Corporate Restructuring, Barriers to Restructuring.</p>	
II	<p style="text-align: center;">Process and Procedure of Merger and Acquisitions</p> <p>2.1 Process of Merger and Acquisitions; Reasons of failure.</p> <p>2.2 Classification of merger, Types of acquisitions.</p> <p>2.3 Fast Track Merger, Merger in public interest, Cross Border Merger, Reverse Merger; Demerger.</p> <p>2.4 Strategic perspective: Industry life cycle and product life cycle analysis in Merger and Acquisitions decision.</p> <p>2.5 Strategic approaches to Merger and Acquisitions: SWOT analysis, BCG matrix, Porter's five forces model.</p>	12
III	<p style="text-align: center;">Corporate Valuation and Take Over</p> <p>3.1 Valuation: Meaning and concept; Valuation as a cause of Merger and Acquisitions Failure.</p> <p>3.2 Approaches to Corporate Valuation: Asset Based; Income Based; Market Based.</p> <p>3.3 Operating and financial synergy, valuing corporate control, valuing of Leveraged Buy Out (LBO), Adjusted present value.</p> <p>3.4 Takeover: Concept, Types, Defense Tactics: Pre offer defenses & Post offer defenses.</p> <p>3.5 Advantages and Disadvantages of takeover.</p>	10
IV	<p style="text-align: center;">Legal Issues and Statutory Obligations</p> <p>4.1 Provision for Merger and Acquisitions under Companies Act, 2013.</p> <p>4.2 SEBI Buyback of Securities Regulations.</p> <p>4.3 Statutory obligations and SEBI (Substantial Acquisition of Shares & Takeovers)</p>	10



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	Regulations 2011. 4.4 Competition law aspects in Merger and Acquisitions; De minimis standard. 4.5 Tax issues relating to Merger and Acquisitions.	
PEDAGOGY (Teaching-Learning Strategy)		
<p>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.</p> <p>Pedagogy of this course integrates theoretical knowledge through lecture of law & 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 & 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. Accordingly, methods of teaching, evaluation & assessment have been devised in this course.</p>		
LIST OF CASES		
<ul style="list-style-type: none">• Miheer H. Mafatlal v. Mafatlal Industries Ltd. Supreme Court, JT 1996 (8) 205.• Ion Exchange (India) Ltd. In re, (2001) 105 Comp Cases 115 (Bom).• Nokia Siemens Network India P Ltd., In re, (2009) 150 Comp Cases 728 (Kar)• Shrikant BhujaballiBahirshet and others v. Shamrao Vithal Co - Operative Bank Limited, Mumbai, Letters Patent Appeal No.285 of 2013.• Bank of Madura Shareholders Welfare Association v. Governor, Reserve Bank of India & Ors., WP No. 1124 of 2001.		



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- Commissioner of Income Tax v. Trichy United Bank Limited, [1984]146ITR85(MAD)
- Aruna Dixit D/o Late Y. D. Dixit v. State of Chhattisgarh, DoJ 15 May, 2015.

ESSENTIAL READINGS

- E.L Miller, **Merger and Acquisitions: Creating Integrated Knowledge**, John Wiley and Sons Ltd.
- Cary L. Cooper; Sydney Finkelstein, **Advances in Merger and Acquisitions**, Emerald Publishing Limited.
- Aurora Rajinder, Kavita Shetty and Sharad R. Kale, **Merger and Acquisitions**, OUP India.
- B.D. Chatterjee, **Handbook on Corporate Restructuring and Merger & Acquisitions**, Bharat Law House.
- S Ramanujan, **Merger et al-Issues, Implications and Case Law in Corporate Restructuring**, LexisNexis.

SUGGESTED READINGS

- **Guide To The Companies Act (Providing Guidance On The Companies Act, 2013)**, Ramaiya (LexisNexis)
- Richard Louis M., **A Practical Guide to Merger & Acquisitions**, Strategic Book Publishing.
- Amy L. Pablo and Mansour Javidan, **Merger and Acquisitions: Creating Integrated Knowledge**, John Wiley and Sons Ltd.
- Donald M. DePamphilis, **Merger, Acquisitions, and Other Restructuring Activities**, Academic Press.
- Sridharan and Pandian, **Guide to Takeovers and Merger**, Lexis Nexis.
- Abir Roy and Jayant Kumar, **Competition Law in India**, Eastern Law House.
- Richard Whish and David Bailey, **Competition Law**, Oxford University Press.
- Ramaiya, **Guide To The Companies Act (Providing Guidance On The Companies Act, 2013)** LexisNexis

Note:

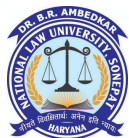
Suggested readings/case laws are not exhaustive. Students are advised to read latest edition of the books and to refer E-sources like: *West Law*; *JSTOR*, *Heinonline*, *EPW*, *Manupatra*, *website of Law Commission of India*,



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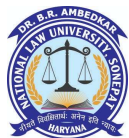
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SYLLABUS							
Course Name: International Criminal Law							
Course Code: 905 B							
AY: 2025-30	Programme: B.A. LL.B. (5 Year) Integrated Course	Semester: IX	L	T	P	Credit	Contact Hrs. per Week: 3
			3	0	0	3	Total Hrs.: 45
Course specific objectives	The objectives of the course are as follows:						
	1. To make the students expand their understanding of the international law;						
	2. That the students have developed their understanding of the international criminal law, including crime (war-crime, genocide, crime against humanity, & aggression) and criminal trial;						
	3. That the students have understood the functioning of judicial forums, like, ICC, Nuremberg Tribunal, Tokyo Tribunal, ICTY, & ICTR						
	4. That the students have understood the principles of jurisdiction, elements of crimes, modes of liability, justifications & excuses, and immunities under international criminal law.						
	5. To assist the students in applying their understanding of international law in understanding contemporary international issues						
Course specific outcomes	At completion of this course, it is expected that the students have:						
	1. Expanded their understanding of the international law and have started understanding international criminal law to be a specie of international law;						
	2. Understood the procedural mechanism applied by forums, like, ICC / tribunal, and can assist a professional body / senior legal professional working on a case;						
	3. Been able to analyze contemporary international criminal law problems in light of their understanding of the law & the principles learnt under this course;						



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- | | |
|--|---|
| | <p>4. Been able to suggest practical / feasible & reasonable solution to a dispute under international criminal law;</p> <p>5. Been able to articulate their ideas on the subject matter of the course and have produced at least one research paper.</p> |
|--|---|

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) / stimulation exercise(s) shall be of 20 marks.
- ii.** Project and presentation shall be of 10 marks (5 marks written project and 5 marks for presentation).
- 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 / social-aid activity / public awareness relating to the clinical legal education / inter-disciplinary 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.

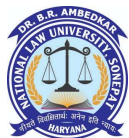
CONTINUOUS INTERNAL ASSESSMENT (40 Marks)

Continuous internal assessment includes 'synchronous' (CCDA) as well as 'asynchronous' (CPA) evaluation; equal weightage is given to both the evaluation exercises. It has following three components:

I. Clinical Legal Educational Assessment, Or Mid-term Examination

i. Clinical legal educational assessment

- a) International Criminal Law Moot Court Exercise in which moot propositions (in even number, like, two / four / six moot propositions) will be drafted by the teacher; and



- b) Each student will be allotted two moot propositions; now, he / she will plead as prosecutor in ist proposition and as defendant in iind proposition;

Moot Proposition	Prosecutor (10 Marks)	Defendant (10 Marks)
I	Mr. A	Mr. B
II	Ms. C	Mr. A
III	Mr. B	Ms. C

- c) Each pleading will be evaluated for 10 marks

Or

ii. Mid-term Examination: {(2.5 marks x four questions = 10 marks) + (5 marks x two questions = 10 marks) = 20 marks}

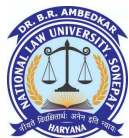
- Syllabus of the Mid-term Examination: two modules
- No. of questions:
 - four short questions of 2.5 marks; and two questions each from two modules
 - two questions of 05 marks; one question each from two Modules
- ✓ Internal choice in two questions of 05 marks from same module will be there.

II. Course-specific Practical Assessment (CPA)

- CPA is a teacher-driven exercise which is part of class-room teaching-learning process;
- Teacher will inculcate this assessment within teaching methodology of this course;
- Mode of CPA may vary from course to course; it will primarily include practical teaching, learning & assessment as per requirement of the legal profession from that specific course.
- This course on international criminal law will include practical exercise, like, drafting and pleading before International Criminal Court / Tribunal
- Multiple moot propositions will be allotted by the teacher concerned, and then students will plead before the international judicial forums as per guidelines & instructions shared by the teacher

III. Course-content Development Assessment (CCDA)

- CCDA is a student-driven assessment in which topic / issue / subject-matter will be selected by the student and the teacher will guide the student
- It is a 'beyond class-room teaching & learning exercise'.
- The student is required to attend either of the following events, and then to submit a REPORT on



understanding of the COURSE CONTENT through that event.

- This event could be: seminar / conference / guest-lecture organized at the University, an ONLINE lecture suggested by teacher of the course, VIRTUAL HEARING of the Court / Tribunal, or, any other similar event suggested by the teacher concerned.
- Then, the student will present & defend his submission before his peer in class.

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)**

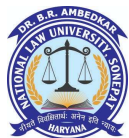
- Total 08 questions of 2.5 marks each
- Two questions from each Module will necessarily be framed therein Sec. A
- There will be no choice in Section A

- **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 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 the course objectives and the outcomes.

COURSE CONTENT

Module	Content	Contact
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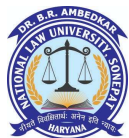
No.		Hrs.
I	HISTORICAL EVOLUTION & FUNDAMENTAL PRINCIPLES	
	<ol style="list-style-type: none"> 1. Historical development and emergence of tribunals <ul style="list-style-type: none"> • Case study on effectiveness of Nuremberg Tribunal, &Tokyo Tribunal 2. Fundamentals of international criminal law <ol style="list-style-type: none"> i. Sources & features of international criminal law: ii. Principles under international criminal law: <ul style="list-style-type: none"> • Principle of legality: substantive justice & strict legality • Principles of criminal liability, <i>including nullum crimen sine lege, &nullumpeona sine lege</i> • Principle of individual responsibility: Mens rea (criminal intent), actus reus (criminal act), and individual liability. • Command responsibility: The liability of superiors for crimes committed by subordinates. 3. Evolution of the ICC <ol style="list-style-type: none"> i. The Rome conference ii. Developments prior to the Rome conference iii. Negotiations at the Rome conference, signatories & the oppositions iv. Operationalization of the International Criminal Court 4. The role of the United Nations (Security Council, the General Assembly) in international criminal law 5. The concept of jus cogens norms: <ul style="list-style-type: none"> • International norms that are considered to be universally binding and cannot be violated. 	
II	SUBSTANTIVE INTERNATIONAL CRIMINAL LAW, COMPOSITION & JURISDICTION of the ICC	
	<ol style="list-style-type: none"> 1. Composition of the ICC <ol style="list-style-type: none"> i. Administrative structure & judicial structure of the ICC 	



	<ul style="list-style-type: none"> ii. Eligibility & appointment procedure of the judge at ICC iii. Principle of equitable representation of the states in the ICC (SDG – 16) iv. Representation of India in the ICC: historical facts <p>2. Substantive international criminal law</p> <ul style="list-style-type: none"> i. Public international crime: <ul style="list-style-type: none"> • Genocide: Definition, elements, and the 1948 Convention. • Crimes against humanity: Definition, elements, and the Rome Statute. • War crimes: Definition, elements, and the Geneva Conventions. • The crime of aggression: Definition, elements, and the Rome Statute. • Terrorism: Definition, elements, and the international framework. ii. Private international crime: <ul style="list-style-type: none"> • Piracy: Definition, elements, and the international legal framework. • Cross-border offences: human trafficking, drug supply, hawala, &ors. iii. Punishments: penalties / sentence <ul style="list-style-type: none"> • Cross-border offences: human trafficking, drug supply, hawala, &ors. <p>3. Jurisdiction of the ICC</p> <ul style="list-style-type: none"> i. Temporal (ratione temporis) ii. Jurisdiction personal (ratione personae) iii. Jurisdiction territorial (ratione loci) iv. Jurisdiction acceptance of jurisdiction by a non-party state subject-matter (ratione materiae) v. Jurisdiction admissibility triggering of jurisdiction <p>4. Prosecution in national courts: universal jurisdiction, complementarity, and the role of national courts.</p>	
III	PROCEDURAL MECHANISM at the ICC	
	<p>1. Procedural mechanism of establishment of a tribunal</p> <ul style="list-style-type: none"> i. Facts & circumstances under which a Tribunal may be established ii. Procedure for establishment of a tribunal 	



	<p>2. Procedural mechanism of judicial functioning of the ICC / Tribunal</p> <p>i. Pre-trial proceedings:</p> <ul style="list-style-type: none"> • Confirming identity of the suspect, • Investigation & collection of evidence – state cooperation • Arrest and detention: extradition, abduction, and targeted killing. <p>ii. Prosecution of the accused</p> <ul style="list-style-type: none"> • Confirmation of the charge • Plea bargaining • Hearing prosecution, defense, and victim • Self-representation, • Exclusion of torture evidence. • Rules of evidence, • Role of judges & the prosecutor, and the sentencing process. • Appeal / revision, and enforcement of judgments: legal mechanisms for challenging decisions and ensuring compliance. • <i>In-absentia</i> proceedings <p>3. Rule of ‘admissibility’ in international criminal law</p> <p>4. Immunity / Defense under international criminal law</p> <p>i. Immunities under Rome Statute</p> <p>ii. Superior order, duress, necessity, self-defense, intoxication, mistake of fact, mistake of law, mental incapacity</p>	
IV	TRIBUNALS UNDER INTERNATIONAL CRIMINAL LAW	
	<p>1. Critical analysis on efficacy of tribunals</p> <p>i. Special court for Sierra Leone</p> <p>ii. East Timor Extraordinary Chambers in the Courts of Cambodia War Crimes</p> <p>iii. Chamber for Bosnia and Herzegovina</p> <p>iv. Special Tribunal for Lebanon War Crimes</p> <p>v. Tribunal of Bangladesh</p>	



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	<p>vi. Iraqi High Crimes Tribunal</p> <p>2. Contemporary international criminal law issues</p> <ul style="list-style-type: none"> (five contemporary international facts on which a tribunal may be established, but has not been established, e.g., American accession of territories in Afghanistan, America & Iraq war, & other similar facts) <p>3. International criminal law and transitional justice:</p> <ul style="list-style-type: none"> Role of international criminal law in addressing past atrocities and promoting reconciliation. 	
PEDAGOGY (Teaching-Learning Strategy)		
<p>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.</p> <p>Pedagogy of this course integrates theoretical knowledge through lecture of law & 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 & 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. Accordingly, methods of teaching, evaluation & assessment have been devised in this course.</p>		
LIST OF CASES		
<ul style="list-style-type: none"> The Prosecutor v. Ali Muhammad Ali Abd-Al-Rahman (“Ali Kushayb”) ICC-02/05-01/20 The Prosecutor v. Saif Al-Islam Gaddafi Icc-01/11-01/11 The Prosecutor v. Saif al-Islam Gaddafi, ICC01/11-01/11-577, International Criminal Court (ICC), 		



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December 10, 2014

- The Prosecutor v. Thomas Lubanga, ICC-01/04-01/06, International Criminal Court (ICC), March 14, 2012

ESSENTIAL READINGS

- **Introduction to International Law**, *J.G Starke*(Butterworths Law, 1989)
- **International Law & Human Rights**, *Dr. S.K.Kapoor*(Central Law Agency)
- **An Introduction to International Criminal Law & Procedure**,*Valerie Oosterveld, Sergey Vasiliev, Robert Cryer*(Cambridge University Press)
- **An introduction to International Criminal Court**,*Schabas, William A.* (Cambridge University Press, 2002)

SUGGESTED READINGS

- **International Criminal Law**, *Kittichaisaree, Kriangsak*(Oxford University Press, 2002)
- **International Law & Human Rights**, *H.O. Agarwal* (Central Law Publication)
- **The Making of International Criminal Justice: A View from the Bench: Selected Speeches**,*Theodor Meron* (Oxford University Press)
- **The International Criminal Law Practitioner**, *Gideon Boas, James L. Bischoff, Natalie L. Reid, B.*(Cambridge University Press)
- **An introduction to International Criminal Court**, *Schabas, William A.* (Cambridge University Press, 2002)
- **Principles of International Law**, *L.Oppenheim*(Longman, Greens & Co., 1905)

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