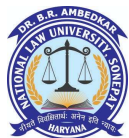




SYLLABUS							
Course Name: Legal Research Methodology & Legal Writing Course Code: BL-501							
AY: 2025-26 onwards	Programme: B.A. LL.B. (Hons.)	Semester: V	L	T	P	Credit	Contact hrs. per week: 5
			4	1	0	5	Total Hrs.: 75
Course specific objectives	The objectives of the course are as follows:						
	<div>1. To understand the foundational concepts of legal research, including its meaning, purpose, and the importance of a systematic thinking process.</div> <div>2. To familiarize learners with the ethical dimensions of research, including objectivity, value neutrality, and academic integrity.</div> <div>3. To make learners conversant with the primary methods of doctrinal legal research, including analytical, historical, comparative, and philosophical approaches.</div> <div>4. To introduce learners to the methodologies of non-doctrinal (empirical) research, covering qualitative and quantitative techniques and their respective tools for data collection.</div> <div>5. To develop the skills necessary for advanced legal research and writing, including the application of integrated methods like policy, action, and feminist research, and to produce coherent, well-researched legal documents.</div>						
Course specific outcomes	After completion of this course, the students will be able to:						
	<div>1. Understand the basic concepts of law, the purpose of legal research, and how to systematically build a research theme.</div> <div>2. Critically evaluate and apply various doctrinal research methods to the study of legal principles and propositions.</div> <div>3. Design and conduct basic empirical legal research by selecting appropriate tools for data collection and analysis.</div> <div>4. Adapt and apply a combination of research methods suitable for a particular legal research problem, demonstrating an interdisciplinary and eclectic approach.</div> <div>5. Demonstrate proficiency in research-based legal writing and adhere to ethical standards, including the proper citation of sources and avoidance of plagiarism</div>						



PATTERN of EXAMINATION

(Continuous Internal Assessment, & End-term Examination)

Examination shall be divided into two components:

I. Continuous Internal Assessment = 40 marks

II. End Term Examination = 60 marks

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/ interdisciplinary education shall be performed by the student and shall carry 05 marks.

Note:

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

END-TERM EXAMINATION:

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

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

• **Section A (Short-questions)**

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

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

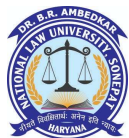
- Questions in Sec. B, C, D. & E will contain long questions of 10 marks each;
- Questions in above four Sections will cover Module I, II, III, & IV respectively



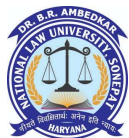
- Internal Choice will be there in long-questions
- One of the optional questions, within every section of the question paper, will necessarily be an application / problem-based question, and the other optional question will be a theory / concept-based question.
- Question paper will cover all modules equally / proportionately keeping in view of the course objectives and the outcomes.

COURSE CONTENT

Module No.	Content	Contact Hrs.
I	FOUNDATIONS OF LEGAL RESEARCH	15
	i. Meaning of Research; Legal Research; Objective of Socio-Legal Research.	
	ii. Fundamental Types of Research: Doctrinal Research and Non-Doctrinal Research.	
	iii. Research Methods: Qualitative Research; Quantitative Research: Mixed Research; Action Research; Case Study Method.	
	iv. Legal Materials: Bills and Acts; Reports, Journals, Case Studies.	
	v. Referencing: Footnoting; References & End Notes and Bibliography.	
II	FORMULATING THE RESEARCH PROBLEM AND METHODOLOGY	20
	i. Identification of Research Problem; Literature Survey	
	ii. Finding Research Gap.	
	iii. Research Objectives; Research Questions; Framing of Hypothesis.	
	iv. Research Methodology-Collection of Data: Primary and Secondary Sources.	
	v. Methods of Data Collection: Questionnaire Method; Interview Method and Observation Method.	
III	DATA ANALYSIS AND REPORT WRITING	18
	i. Purpose of Report Writing.	
	ii. Pre-Requisites of a Good Report Writing.	
	iii. Types of Report Writing - Term Paper; Dissertation, Thesis; Book Review;	



	Article and Research Paper. iv. Techniques of Writing an Articles, Research Papers and Abstracts., v. Essentials of Report Writing - The Preliminary Section, The Main Body, List of Table and Figures, Concluding Remark.	
IV	RESEARCH ETHICS	22
	i. Importance of Research Ethics and Research Integrity. ii. Authorship, Peer Review and Conflict of Interest. iii. Use of Copyright and Open-Source Materials. iv. Research Misconduct and Plagiarism. v. Codes and Policies for Research Ethics (UGC Regulations and Guidelines).	
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 been devised in this course.</p>		
LIST OF CASES		
<ul style="list-style-type: none">Kesavananda Bharati v. State of Kerala, AIR 1973 SC 1461ADM Jabalpur v. Shivkant Shukla, AIR 1976 SC 1207		



- Maneka Gandhi v. Union of India, AIR 1978 SC 597
- S.R. Bommai v. Union of India, AIR 1994 SC 1918
- Vishaka v. State of Rajasthan, AIR 1997 SC 3011
- Bandhua Mukti Morcha v. Union of India, (1984) 3 SCC 161
- Mohammed Ahmed Khan v. Shah Bano Begum, (1985) 2 SCC 556

ESSENTIAL READINGS¹

- P. Ishwara Bhat, Idea & Methods of Legal Research, Oxford University Press, New Delhi.
- G. P. Tripathi, Legal Method, Central Law Publications, Allahabad.
- K. L. Bhatia and S.C. Srivastava, Legal Method, Reasoning and Research Methodology, Regal Publications, New Delhi.

SUGGESTED READINGS

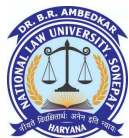
- S. R. Myneni, Legal Research Methodology, Allahabad Law Agency, Faridabad.
- H.N. Tewari, Legal Research Methodology, Allahabad Law Agency, Faridabad.
- S.R. Myneni, Legal Method, New Era Law Publication, Faridabad.
- Ashish Kumar Srivastava, Legal Research Methodology, Satyam Law International, New Delhi.
- C. R. Kothari, Research Methodology: Methods and Techniques, New Age International, New Delhi

- **Note: Students are advised to study the latest edition of the recommended books and case laws.**

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

¹ Essential Readings / Suggested Readings may include Reports / Research Papers / Articles in following format: title of the document – author – publisher with yr.



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

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

SYLLABUS

Course Name: Interpretation of Statutes & Principles of Legislation
Course Code: BL-502

AY: 2025-26 onwards	Programme: B.A. LL.B. (Hons.)	Semester: V	L	T	P	Credit	Contact hrs. per week: 5
			4	1	0	5	Total Hrs.: 75

Course specific objectives

The objectives of the course are as follows:

1. To make the students learn & understand the concepts of interpretation of statutes;
2. To make the students start using tools & techniques while interpreting the statutes;
3. To make the students learn how to apply legal principles and use different aids of interpretation while interpreting the statutes;
4. To make the students learn how to remove ambiguity therein any law;
5. To make the students read, learn, & understand process of legislative drafting;
6. To make the students learn the principles of legislative drafting.

Course specific outcomes

After completion of this course:

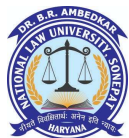
1. The students will be acquainted with the concepts of interpretation of statutes;
2. Students will have developed an understanding of basic rules of interpretation;
3. There will be enhancement in ability of students to understand the internal and external aid to interpretation / construction of law;
4. There will be comprehensive understanding of language of the law;
5. Students will have fair understanding of legislative process;
6. Students will have acquired skills to draft a legislative document.

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/ interdisciplinary education shall be performed by the student and shall carry 05 marks.

Note:

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

END-TERM EXAMINATION:

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

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

• **Section A (Short-questions)**

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

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

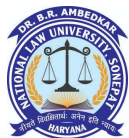
- Questions in Sec. B, C, D. & E will contain long questions of 10 marks each;
- Questions in above four Sections will cover Module I, II, III, & IV respectively
- Internal Choice will be there in long-questions
- One of the optional questions, within every section of the question paper, will necessarily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

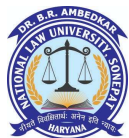
Module No.	Content	Contact Hrs.
I	INTRODUCTION	15
	<ol style="list-style-type: none"> i. Nature, Kinds and Sources of law in India ii. Classification of statutes <ul style="list-style-type: none"> • Standing of the statutes and their respective binding force iii. Meaning of interpretation/ construction iv. Presumptions in interpretation v. Basic principles of interpretation <ul style="list-style-type: none"> • Rules of Construction of general words: <i>Ejusdem Generis</i>, <i>Noscitur A Sociis</i>, & other similar rules • Operation and repeal of statute • Prospective, Retrospective, & retroactive operation of statutes • Relation between law and public opinion • Bentham's Principle of Utility. <p>Delegated Legislation</p>	
II	INTERNAL & EXTERNAL AID TO INTERPRETATION	20
	<ol style="list-style-type: none"> i. Internal aid to interpretation: <ul style="list-style-type: none"> • language, clauses, punctuation. • Short and long titles, preamble, schedules, marginal headings. • Explanations, exceptions, illustrations and provisos. ii. External aid to interpretation: <ul style="list-style-type: none"> • Dictionaries, use of foreign decisions, textbooks, etc. • Historical Background. iii. Conflict between internal aid & external aid iv. Interpretation of statutes v. interpretation of judgment v. interpretation of facts v. Judicial interpretation & interpretation of judgments 	



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

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

	Judicial precedents v. ratio decidendi v. obiter dicta	
III	RULES OF INTERPRETATION	20
	i. Rule of literal interpretation	
	ii. Golden Rule	
	iii. Rule of Mischief	
	iv. Harmonious interpretation	
	v. Construction in statutory provision:	
	vi. Liberal or beneficent construction, strict construction, harmonious construction	
	vii. Constitutional law doctrines; interpretation of constitution	
IV	LEGISLATIVE PROCESS & ITS PRINCIPLES	20
	i. Legislative mechanism in constitution of India	
	ii. Legislative mechanism – as per Rules of the Parliament	
	iii. Drafting of a legislative enactment (Practical exercise)	
	• Drafting a Bill	
	• Debate in the legislative house	
	• Voting on the bill	
	• Assent of the Governor/ President	
• Gazette notification		
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

- Sri Sankari Prasad Singh Deo v. Union of India, AIR 1951 SC 458
- A.K. Gopalan v. State of Madras, AIR 1950 SC 27
- A.R. Antulay v. R.S. Nayak, (1988) 2 SCC 602
- Arnit Das v. State of Bihar, (2000) 5 SCC 488
- Bengal Immunity Co. Ltd. v. State of Bihar, AIR 1955 SC 661
- Bharat Barrel & Drum Mfg. Co. Ltd. v. Employees' State Insurance Corporation, (1971) 2 SCC 860
- Bhola Bhagat v. State of Bihar, (1997) 8 SCC 720
- Commissioner of Sales Tax, M.P. v. Radha Krishnan, (1979) 2 SCC 249
- I.C. Golaknath & Ors. v. State of Punjab, AIR 1967 SC 1643
- K.M. Nanavati v. State of Bombay, AIR 1961 SC 112
- Krishan Kumar v. State of Rajasthan, (1991) 4 SCC 258
- M.M. Thomas v. State of Kerala, (2000) 1 SCC 666
- Naresh Shridhar Mirajkar v. State of Maharashtra, AIR 1967 SC 1
- Pradeep Kumar Biswas v. Indian Institute of Chemical Biology, (2002) 5 SCC 111
- Pratap Singh v. State of Jharkhand, (2005) 3 SCC 551
- R.S. Raghunath v. State of Karnataka, (1992) 1 SCC 335
- Rattan Lal @ Ram Rattan v. State of Punjab, AIR 1965 SC 444
- Sabhajit Tewary v. Union of India, (1975) 1 SCC 485
- Santanu Mitra v. State of West Bengal, (1998) 5 SCC 697
- Shilpa Shailesh v. Varun Srenavasan, (2023) 7 SCC 104
- State of Uttar Pradesh v. Man Budhan Lal Srivastava, AIR 1957 SC 912
- T. Barai v. Henry Dey & Anr., (1983) 1 SCC 177

ESSENTIAL READINGS¹

- D.N. Mathur, "Interpretation of Statutes" Central Law Publication Vepa P. Sarathi, "Interpretation of

¹ Essential Readings / Suggested Readings may include Reports / Research Papers / Articles in following format: title of the document – author – publisher with yr.



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

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

Statutes” Eastern Book Co.

- G.P.Singh, “Principles of Statutory Interpretation” Lexis Nexis.
- P.M. Bakshi, “Statutory Interpretation of Statutes” Eastern Book Co.

SUGGESTED READINGS

- Prof. T. Bhattacharyya, “The Interpretation of Statutes” Central Law Agency.
- Vepa P. Sarathi, “Interpretation of Statutes” Eastern Book Co.
- **Statute:** General Clauses Act, 1897

- **Note: Students are advised to study the latest edition of the recommended books and case laws.**

Note:

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



SYLLABUS

**Course Name: Labour and Industrial Law-
II Law Course Code: BL-503**

AY: 2025-26	Programme: B.A.LL.B. (Hons.)	Semester: VII	L	T	P	Credit	Contact hrs.per-week:5
			4	1	0	5	Total Hrs.: 60

**Course
specific
objectives**

The objectives of the course are as follows:

1. To understand the conceptualisation of Industrial Relations.
2. To explore an international organisation for the protection of workers' rights.
3. To explore mechanisms for resolving disputes related to layoffs, retrenchments, and closures, aiming to protect workers' jobs.
4. To explore the Trade unions as a negotiating body, representing workers in collective bargaining with employers to secure better terms and conditions.

**Course
specific
outcomes**

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

1. Students will gain knowledge of key labour laws and legislation relevant to industrial relations, such as the Industrial Relations Code, 2020, and other relevant Acts.
2. Students will learn about the ILO's role in setting and promoting international labor standards through conventions and recommendations.
3. Students will learn various dispute settlement mechanisms under the Act.
4. Students will learn the Trade Union Act, which facilitates collective bargaining between unions and employers, empowering workers to negotiate for better wages, working conditions, and benefits. Students will explore SDG 8, which is not just about economic growth; it's about ensuring that economic progress translates into improved lives, opportunities, and a better future for all, while also respecting the environment and promoting social justice.



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

Examinations shall be divided into two components:

I. Continuous Internal Assessment =40 marks

II. End Term Examination =60 marks

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

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

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. Project & viva-voce

- Multiple research issues will be shared with the students;
- Students will collect empirical data on the same;
- Brief report will be submitted and presentation will be made



II. Clinical legal activity & assessment (seminar on real-life case study)

- Real-life case study of famous cases will be allotted to the students;
- Students will have to study the offender in given case studies;
- They need to present their analysis on the offender in light of either of the relevant theory.

III. Class-test (two short problem-based questions)

- Prior schedule of the class-test will be given
- Two short problem-based questions of 2.5 marks each will be administered

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 LABOUR LAW	11
	i. History and Development of Labour Law, Importance and its Sociological Understanding, Philosophical Issues, Marxism and Labour Law.	
	ii. Evolution and Development of Labour Policy in India	
	iii. Constitutional Provisions: Articles 14, 19(1)(c), 21, 23–24, 38–43A (Directive Principles of State Policy).	
	iv. Overview of Recent Enacted Labour Codes and Rationale for Codification	
	v. International Labour Organisation (ILO)	
II	TRADE UNION	15
	i. History and Evolution of the Trade Union Movement in India	
	ii. Collective Bargaining: Meaning and ILO Convention on Collective Bargaining.	
	iii. Definition-Trade Union, Workman, Trade Dispute.	
	iv. Registration, Recognition, Rights and Liabilities	
	v. The Trade Unions Act, 1926, Sections 2(g) and (h), Sections 3-13, 15, 22 Scheduled	
	vi. The Trade Unions Act, 1926, Sections 17 and 18	
	vii. Amalgamation and dissolution of a trade union	
	viii. Recognition of the trade union and penalties	
III	INDUSTRIAL DISPUTES	20
	i. Industry – Section 2(j),	
	ii. Industrial Dispute v. Individual Dispute- Contrast	
	iii. The distinction between a contract for services and a contract of service,	
	iv. Workman 2(s)	
	v. Industrial dispute settlement machinery- works committee, conciliation officers and board of conciliation	
	vi. Adjudicatory machinery for dispute resolution, labour court, industrial tribunal,	



	national tribunal and voluntary arbitration	
vii.	Reference of disputes to the board, court, tribunal.	
viii.	Enforcement of awards and settlements	

STRIKE & LOCKOUT		15
IV	i. Concept of Strike and Lockout: Definitions, Legal Framework, Judicial Trends	
	ii. Lay-off, Retrenchment, and Closure: Conditions and Remedies	
	iii. Transfer of Undertakings and Rights of Workmen \	
	iv. Wages during Strike/Lockout	
	v. Right to Strike under the Indian Constitution: Scope and Limits	
	vi. Legality and justification – The Industrial Disputes Act, 1947, Sections 2(q), 2(l), 2(n), 10(3), 10A(3A), Sections 22-28	
	vii. Industrial Employment (Standing Orders) Act, 1946 Definitions, Application, Certification, Modification other provisions.	



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

- Rangaswami v. Registrar of Trade Unions, AIR 1962 Mad. 231 7
- The Tamil Nadu Non-Gazetted Government Officers' Union, Madras v. The Registrar of Trade Unions, AIR 1962 Mad. 234
- In Re Inland Steam Navigation Workers' Union, AIR 1936 Cal 59
- The Food Corporation of India Staff Union v. Food Corporation of India & Ors, AIR 1995 SC 1344.
- Bangalore Water Supply and Sewerage Board v. A. Rajappa, AIR 1978 SC 548
- State of U.P. v. Jai Bir Singh (2005) 5 SCC 1
- Arihant Siddhi Co-op. Hg. Soc. Ltd. V. Pushpa Vishnu More Bombay High Court, Writ Petition No. 787 OF 2007, Order dated 22.06-2018
- Workmen of Dimakuchi Tea Estate v. Management of Dimakuchi Tea Estate, AIR 1958 SC 353
- Municipal Corporation of Delhi v. Female Workers (Muster Roll) AIR 2000 SC 1274
- Dharangadhra Chemical Works Ltd. v. State of Saurashtra, AIR 1957 SC 264
- A. Sundarambal v. Government of Goa, Daman & Diu, AIR 1988 SC 1700
- H.R. Adyanthaya v. Sandoz (India) Ltd. (1994) 5 SCC 737
- Management of Chandramalai Estate v. Its Workmen, AIR 1960 SC 902
- Syndicate Bank v. K. Umesh Nayak (1994) 5 SCC 572
- Agra Electrical Supply Co. v. Sri Alladin, AIR 1970 SC 512
- B.R. Singh v. Union of India, (1989) 4 SCC 710



- Bokajan Cement Corporation Employees v. Cement Corporation of India Ltd, AIR 2004 SC 245
- Deepali Gundu Surwase v. Kranti Junior Adhyapak & Ors, (2013) 10 SCC 324
- Essorpe Mills Ltd. v. P.O.; Labour Court, (2008) 7 SCC 594
- General Manager, Telecom v. A. Srinivasa Rao, (1997) 8 SCC 767
- Guest Keen Williams P Ltd v. P.J. Sterling, AIR 1959 SC 1279
- Gujarat Steel Tubes Ltd v. Gujarat Steel Tubes Mazdoor Sabha, (1980) 2 SCC 593
- Jay Engineering Works v. State of West Bengal, AIR 1968 Cal 407
- Management of the Barara Cooperative Marketing cum Processing Society Ltd. v. Workman Pratap Singh, AIR 2019 SC 228
- Management, Shahdara (Delhi), Saharanpur Light Railway Co. v. S.S. Railway Work Union, AIR 1969 SC 573
- O.K. Ghosh v. E.X. Joseph, AIR 1963 SC 812
- State of U.P. v. Jai Bir Singh, (2005) 5 SCC 1
- Syndicate Bank v. K. Umesh Nayak, (1994) 5 SCC 572
- U.P. State Brassware Corporation Ltd. v. Uday Narain Pandey, (2006) 1 SCC 479

ESSENTIAL READINGS

List of Books

- V.G. Goswami, Labour and Industrial Laws, Central Law Agency, 11th edition (2019)
- S.C. Srivastava, Industrial Relations and Labour Laws, Vikas Publishing House Pvt Ltd., 7th ed. 2020
- S.N. Mishra, Labour and Industrial Laws with latest Amendments, Central Law Publication, 29th Edition, 2021
- P. L. Malik's Handbook of Labour and Industrial Law, Eastern Book Company, 19th Edition, 2021
- Kamala Sankaran, Freedom of Association in India and International Labour Standards (2009).
- E. M. Rao, O.P. Malhotra's The Law of Industrial Disputes (6th ed., 2004)
- Pai, G B: Labour Law in India Vol. I- New Delhi: Butterworths India, 2001.
- S N Dhyani, "ILO and India", National Publishing House, New Delhi, 1977.



SUGGESTED READINGS

Articles

- Kahn Freund's Labour and Law (Hamlyn Lecture Series) Introduction: Some Reflections on Law and Power, pp. 14-20 (1983).
- Employment Relations in India in the Post-Reform Period: Positives, Challenges, and Opportunities, Indian Journal of Labour Economics, Vol. 54, No.1, 2011
- What Should Indian Trade Unions Do? An Agenda for Trade Unions at the Risk of Sermonising! Indian Journal of Labour Economics, Vol. 51, No.4, 2008
- Trade Union and the New Challenges: One Step Forward, Two Steps Backwards, Indian Journal of Labour Economics, Vol. 49, No.4, 2006.
- Trade Union in India-A Sociological Approach by N.R. Sheth is available at <https://www.jstor.org/stable/23618623>.
- The Rise and Fall of India Trade Unions: A Legislative and Judicial Perspective available at <https://www.jstor.org/stable/27768099>
- Meaning of Industry under the Industrial Disputes Act, 1947 available at <https://www.jstor.org/stable/43949706>.

Reports:

- Report of the National Commission on Labour (1969)
- Report of the Second National Commission on Labour (2002)

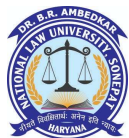
Prescribed Legislation:

- The Trade Unions Act, 1926
- The Industrial Disputes Act, 1947
- The Industrial Employment (Standing Orders) Act, 1946
- Kahn Freund's Labour and Law (Hamlyn Lecture Series) Introduction: Some Reflections on Law and Power, pp. 14-20 (1983).
- Marxism and Labour Law (Edited version based on Hugh Collins, Marxism and Law, Clarendon Press, Oxford, 1982).

- **Note: Students are advised to study the latest edition of the recommended books and case laws.**

Note:

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



SYLLABUS

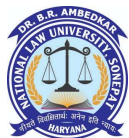
Course Name: Administrative Law

Course Code: BL-504

AY: 2025-26 onwards	Programme: B.A. LL.B. (Hons.)	Semester: V	L	T	P	Credit	Contact hrs. per week: 5
			4	1	0	5	Total Hrs.: 75

Course specific objectives	<p>The objectives of the course are as follows:</p> <ol style="list-style-type: none"> 1. To develop a comprehensive understanding of the nature, scope, and evolution of Administrative Law and the necessity of Delegated Legislation 2. To equip students with the ability to analyze the principles governing administrative actions, including natural justice, reasonableness, and judicial review, and their application to executive functions. 3. To enable students to evaluate remedies available under Administrative Law, such as writs, injunctions, and emerging mechanisms like the Right to Information and ombudsman institutions, for ensuring administrative accountability. 4. To cultivate an appreciation of Administrative Law's role in promoting social justice and governance, encouraging students to assess its impact on transparency, accountability, and equitable administration.
-----------------------------------	---

Course specific outcomes	<p>After completion of this course, the students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate a clear understanding of Administrative Law's principles and sources, articulating their application through analysis of judicial decisions and statutory provisions. 2. Critically assess the scope and limits of delegated legislation, sub-delegation and conditional delegation. 3. Apply the doctrines of natural justice and judicial review to evaluate the legality and fairness of administrative actions in hypothetical or real-world scenarios. 4. Formulate reasoned arguments on the appropriateness of administrative law remedies, such as writs or Right to Information requests, to address grievances against executive actions.
---------------------------------	--



5. Analyze the societal impact of Administrative Law, discussing its contributions to transparency, social justice, and good governance through case studies or contemporary issues like the Lokpal and Lokayukta.

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/ interdisciplinary education shall be performed by the student and shall carry 05 marks.

Note:

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

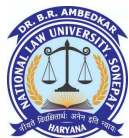
END-TERM EXAMINATION:

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

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

• **Section A (Short-questions)**

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

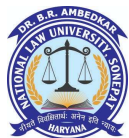


• **Sections B, C, D, & E (long questions)**

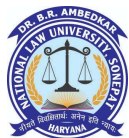
- Questions in Sec. B, C, D. & E will contain long questions of 10 marks each;
- Questions in above four Sections will cover Module I, II, III, & IV respectively
- Internal Choice will be there in long-questions
- One of the optional questions, within every section of the question paper, will necessarily 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 ADMINISTRATIVE LAW AND DELEGATED LEGISLATION	20
	i. Nature and Scope of Administrative Law	
	ii. Doctrine of Rule of Law	
	iii. Doctrine of Separation of Powers	
	iv. Delegated Legislation- Necessity, Sub Delegation, Conditional Delegation	
	v. Legislative and Judicial Control of Delegated Legislation	
II	PRINCIPLE OF NATURAL JUSTICE AND ADMINISTRATIVE DISCRETION	20
	i. The concept of Natural Justice and Fair Hearing.	
	ii. Discretionary Powers-Failure to exercise a discretion.	
	iii. Prevention of Abuse of Discretion	
	iv. The Principle of Reasonableness, Scope of Wednesbury Principle. Doctrine of Proportionality.	
III	JUDICIAL REVIEW OF ADMINISTRATIVE ACTIONS AND LIABILITIES OF STATE	20



	<div><div><div>i. Judicial Review of Administrative Actions through writs</div><div>ii. Exclusion of Judicial Review.</div><div>iii. Judicial Control of Administrative Tribunals</div><div>iv. Liabilities of the State and Public Authorities in Tort</div><div>v. Contractual Liability of the State, Promissory Estoppels</div></div></div>	
IV	<div>RIGHT TO INFORMATION AND GOVERNANCE MECHANISM</div> <div><div>1. Right to Information Act, 2005</div><div><div>i. Definitions, Nature and Scope of Right to Information Act.</div><div>ii. Right to Information and Obligations of Public Authorities.</div><div>iii. The Central and State Information Commission, its Powers and Functions. Appeal and Penalties.</div></div><div>2. Ombudsman- Institution of Lokpal and Lokayukta</div></div>	15
<div>PEDAGOGY</div> <div>(Teaching-Learning Strategy)</div> <div>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.</div>		



LIST OF CASES

- In re Delhi Laws Act, AIR 1951 SC 332
- Dwarka Prasad Laxmi Narain v. State of U.P., AIR 1954 SC 224
- Rai Sahib Ram Jawaya Kapur v. State of Punjab, AIR 1955 SC 549
- State of Bombay v. K.P. Krishnan, AIR 1960 SC 1223
- Syed Yakooob v. K.S. Radha Krishanan, AIR 1964 SC 477
- G. Sadananadan v. State of Kerala, AIR 1966 SC 1925
- State of M.P. v Bharat Singh, AIR 1967 SC 1170
- A.K. Kraipak v. Union of India, AIR 1970 SC 150
- Hira Nath Mishra v. Principal, Rajendra Medical College, AIR 1973 SC 1260
- Shri Rama Sugar Industries Ltd. v. State of Andhra Pradesh, AIR 1974 SC 1745
- Govind Lal v. A.P.M. Committee, AIR 1976 SC 263
- Lachmi Narain v. Union of India, AIR 1976 SC 714
- Maneka Gandhi v. Union of India, (1978) 1 SCC 248
- Atlas Cycle Industries Ltd. v. State of Haryana, AIR 1979 SC 1149
- Ranjit Singh v. Union of India, AIR 1981 SC 461
- Nandlal Khodidas Barot v. Bar Council of Gujarat and others, AIR 1981 SC 477
- Sonik Industries, Rajkot v. Municipal Corpn. of the City of Rajkot, AIR 1986 SC 1518
- Express Newspapers (Pvt.) Ltd. v. Union of India, AIR 1986 SC 872
- Ashok Kumar Yadav v. State of Haryana, AIR 1987 SC 454
- J. R. Raghupathy v. State of A. P., AIR 1988 SC 1681

ESSENTIAL READINGS¹

- I.P. Massey: Administrative Law, Eastern Book Company, Lucknow, 2023
- Kailash Rai: Administrative Law, Central Law Publications, Allahabad, 2018

SUGGESTED READINGS

¹Essential Readings / Suggested Readings may include Reports / Research Papers / Articles in following format: title of the document – author – publisher with yr.

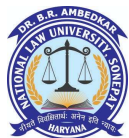


- Narendra Kumar: Nature and Concepts of Administrative Law, Allahabad Law Agency, Faridabad, 2019
- S.P. Sathe: Administrative Law, LexisNexis, New Delhi, 2022
- M.P. Jain & S.N. Jain: Principles of Administrative Law, LexisNexis, New Delhi, 2021
- C.K. Takwani: Lectures on Administrative Law, Eastern Book Company, Lucknow, 2020
- J.J.R. Upadhyaya: Administrative Law, Central Law Agency, Allahabad, 2017
- Ashok K. Jain: Administrative Law, Bharat Law House, New Delhi, 2016
- C.K. Thakker: Administrative Law, Eastern Book Company, Lucknow, 2015
- William Wade & Christopher Forsyth: Administrative Law, Oxford University Press, Oxford, 2014

• **Note: Students are advised to study the latest edition of the recommended books and case laws.**

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



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

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

SYLLABUS

**Course Name: Law of Crimes-I (Bharatiya
Nyaya Sanhita 2023)**
Course Code: BL 505

AY: 2025-26 onwards	Programme: B.A. LL.B. (Hons.)	Semester: V	L	T	P	Credit	Contact hrs. per week: 5
			4	1	0	5	Total Hrs.: 75

**Course
specific
objectives**

The objectives of the course are as follows:

1. To understand on substantive law is created among the students.
2. To understand of principles of substantive criminal law and specific offences as are in this syllabus, is created among the students.
3. To understand jurisprudence behind specific offences that are part of this course.
4. To understand the case laws delivered by the Supreme Court, and how courts interpret the substantive law.
5. To Learn criminal law through practice-based approach will prepare the students to deal with real-life situations when they will enter the legal profession.

**Course
specific
outcomes**

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

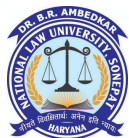
1. To explain & justify their general understanding of substantive criminal law.
2. To understand the general principles of substantive criminal law.
3. To share their legal knowledge of specific offences, including their understanding of jurisprudence behind that penal law.
4. To share their knowledge and understanding of judicial perspective of penal law.
5. To deal with a situation that will demand legal consultancy in a criminal case.

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/ interdisciplinary education shall be performed by the student and shall carry 05 marks.

Note:

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

END-TERM EXAMINATION:

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

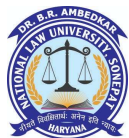
Three hours examination of 60 marks will be conducted as per schedule of the examination released by the University. Student will have to attempt 08 short-questions of 2.5 marks each, and 04 long questions of 10 marks each}. Question Paper will be divided into five-sections (Section A, B, C, D, & E)

- **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)**

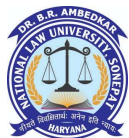
- Questions in Sec. B, C, D. & E will contain long questions of 10 marks each;
- Questions in above four Sections will cover Module I, II, III, & IV respectively
- Internal Choice will be there in long-questions
- One of the optional questions, within every section of the question paper, will necessarily 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	PRELIMINARY AND INCHOATE OFFENCE	15
	<ol style="list-style-type: none"> 1. Concept of Crime, Constituent elements of Crime Actus Reus & Mens-rea. 2. Definitions: Act, Child, Document, Gender, Good faith. Injury, Moveable Property, Offence, Omission, Person, Public Servant, Reason to Believe, Voluntarily, Wrongful Gain, Wrongful Loss, General Explanation Definitions in the code to understood subject to exceptions, Sense of expression once explained, Common Intention. 3. Punishment, Commutation of sentence of death or imprisonment for life, Fractions of terms of punishment, solitary confinement and limit of solitary confinement. 4. General exceptions: Rights of private defenses of body and property. Inchoate offences: abetment of a thing, criminal conspiracy, and attempt. 	
II	OFFENCES RELATING TO WOMAN, MARRIAGE AND HUMAN BODY	20
	<ol style="list-style-type: none"> i. Criminal force and assault against women: Ss. 74-79. ii. Offences relating to marriage Ss. 80-87. iii. Offences affecting life: Culpable homicide Sec. 100 and Sec. 105. iv. Murder Ss. 101-104. v. Causing Death by Negligence – Sec. 106. 	
III	OFFENCES AFFECTING PUBLIC	20
	<ol style="list-style-type: none"> 1. Organized crime Sec. 111, Petty organized crime, Sec. 112, Offence of terrorist Act Sec. 113. 2. Wrongful restraint Sec. 126 and Wrongful confinement Sec. 127. 3. Offences against the Public tranquility: Ss. 189-91, 191, 194. 4. False evidence and offences against Public Justice: Ss. 227-228 and Sec. 238. 5. Offences affecting the public health, safety, convenience, decency and morals: Ss. 270-71, & 281. 	
IV	OFFENCE RELATING TO PROPERTY, CRIMINAL INTIMIDATION AND DEFAMATION	20
	<ol style="list-style-type: none"> i. Offences against Property: Theft Sec. 303, Snatching- Sec. 304, Extortion Sec. 308, Robbery Sec. 309, Dacoity: Sec. 310. ii. Criminal Misappropriation of Property Sec. 314, Criminal breach of Trust Sec. 	



	316, Receiving of stolen Property Sec. 317. iii. Cheating: Ss. 318-319 and Mischief: Sec. 324. iv. Criminal Intimidation Sec. 351. v. Defamation Sec. 356.	
--	---	--

PEDAGOGY
(Teaching-Learning Strategy)

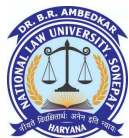
Teaching methodology is course-specific and aims at professional growth & holistic development of the students. Further, it aims at contributing socio-legal development of the country by considering aims & objectives of various initiatives of the state, like, NEP-2020, Viksit Bharat – 2047 and Sustainable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

- Bachan Singh v. State of Punjab, AIR 1980 SC 898
- Basudev v. State of Pepsu, AIR 1956 SC 488
- Chandra Pratap Singh v. State of MP 2023INSC887
- Director of Public Prosecutions v. Beard, 1920 AC 479
- Gopal Vinayak Godese v. State, AIR 1980 SC 600
- K.M. Nanawati v. State of Maharashtra AIR 1962 SC 605
- R v. McNaughten (1843) 10 Cl & Fin 200
- Mohd. Anwar v. State (2020) 7 SCC 391
- Prem Singh v. State of NCT of Delhi, 2023 SCCOnline 2



- Queen Empress v. K.N. Shah, (1896) ILR 23 Cal 604
- Queen v. Tolson (1889) 232 BD 168
- R v. Prince (1879) LR 2 CCR 154
- SG Vombatkere v. Union of India (2023) 6 SCC 1
- Sherras v. De Rutzen (1895) QB 918
- State of Maharashtra v. M.H. George, AIR 1965 SC 722
- State of Tamil Nadu v. Nalini 1999 Cri. LJ. 3124 SC
- Sukumaran v. State, (2019) 15 SCC 117

ESSENTIAL READINGS¹

- K.D. Gaur, Textbook on The Bharatiya Nyaya Sanhita, 2023 Publisher: Lexis Nexis
- Shailender Malik, on The Bharatiya Nyaya Sanhita, 2023 Publisher: Allahabad Law Agency
- Vageshwari Desdwal, Taxmann Law Relating to Bharatiya Nyaya Sanhita 2023, Edition 2025, Publisher: Aggarwal Law House

SUGGESTED READINGS

- Ratanlal&Dhirajlal on The Bharatiya Nyaya Sanhita, 2023 Publisher: Lexis Nexis
- Mulla, on The Bharatiya Nyaya Sanhita, 2023 Publisher: Delhi Publishing Company
- S N Misra on The Bharatiya Nyaya Sanhita, 2023 Publisher: Central Law Publication
- Ashok Kumar Jain, on The Bharatiya Nyaya Sanhita (BNS-I) (Criminal Law-I) 2025 Publisher: Ascent Publications
-

- **Note: Students are advised to study the latest edition of the recommended books and case laws.**

Note:

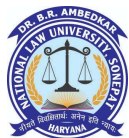
Suggested readings/case laws are not exhaustive. Students are advised to read latest edition of the books and to refer E-sources like: *West Law*; *JSTOR*, *Heinonline*, *EPW*, *Manupatra*, *website of Law Commission of India*, *liiofindia.org*. National Judicial Grid

¹ Essential Readings / Suggested Readings may include Reports / Research Papers / Articles in following format: title of the document – author – publisher with yr.



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

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



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

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

SYLLABUS

Course Name: Public International Law
Course Code: BL 506

AY:	Programme:	Semester:	L	T	P	Credit	Contact hrs. per week: 5
2025-26 onwards	B.A. LL.B. (Hons.)	V	4	1	0	5	Total Hrs.: 75

Course specific objectives	The objectives of the course are as follows:
	i. To acquaint the students with the relevance and scope of the Public International Law in the globalized world.
	ii. To examine the position of India vis-à-vis Public International Law and its implementation in India; and
	iii. Engage the students with the cases decided by ICJ and other relevant dispute settlement bodies

Course specific outcomes	After completion of this course, the students will be able:
	i. To understand the meaning, origin and historical evolution of Public International Law
	ii. To analyze the jurisprudential doctrines, customs, treaties and other legal instruments that have shaped the content, development and functioning of Public International Law
	iii. To examine the responsibilities of the state as a subject of International law.
	iv. To understand the concept of Nationality, Extradition and Asylum.
	v. To analyse the various methods of settlement of international disputes.
	vi. To evaluate the role of UNO, its composition and its working

PATTERN of EXAMINATION

(Continuous Internal Assessment, & End-term Examination)

Examination shall be divided into two components:

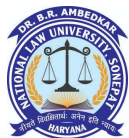
I. Continuous Internal Assessment = 40 marks

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/ interdisciplinary education shall be performed by the student and shall carry 05 marks.

Note:

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

END-TERM EXAMINATION:

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

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

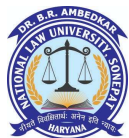
• **Section A (Short-questions)**

- 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

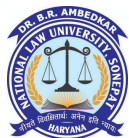
• **Sections B, C, D, & E (long questions)**

- 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	FOUNDATIONS OF PUBLIC INTERNATIONAL LAW	15
	i. Meaning, Evolution, Definitions, Development, and Codification of Public International Law	
	ii. Nature of Public International Law	
	iii. Subjects of International Law	
	iv. Sources of International Law	
	v. Relationship between International Law and Municipal Law	
II	STATEHOOD AND INTERNATIONAL RESPONSIBILITY	20
	i. Nature of State and Non-State Entities	
	ii. Basis and Concept of State Responsibility	
	iii. State Succession	
	iv. State Jurisdiction, including Jurisdiction on the High Seas	
	v. Manner /Form of Recognition, Modes of Recognition: De-jure Recognition and De-facto recognition, Theories of Recognition: Constitutive Theory and Declaratory Theory	
III	INDIVIDUALS AND INTERNATIONAL LAW	20
	i. Nationality: Definition and meaning, development of law of Nationality and its importance, modes of Acquisition of Nationality, Loss of Nationality, Statelessness	
	ii. Extradition: Principles, Conditions, and Restrictions under Indian Law	
	iii. Asylum: Meaning, Right of Asylum, Reason for Asylum Types of Asylum	
	iv. Diplomatic Agents	
	v. International Treaties	
IV	SETTLEMENT OF DISPUTES, UN AND LAW OF SEA	20
	i. Methods of Settlement of International Disputes: Peaceful and Compulsive Methods of International Dispute	
	ii. Prize Courts	
	iii. United Nations: Principles and Purposes.	
	iv. General Assembly, Security Council, ICJ	
	v. Law of the Sea: Territorial Sea, Contiguous zone, EEZ, Continental Shelf, Hot Pursuit, Freedom in High Sea, Land Locked State	



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

- Reparation for Injuries Suffered in the Service of the United Nations Case. ICJ Rep.1949
- In Re Berubari Union No. (I), AIR 1960 SC 845: (1960) 3 SCR 250
- Union of India v. Sukumar Sen Gupta AIR 1990 SC1692
- Luther v Sagor (1921) 3 KB 532
- Arrest and Restoration of Savarkar (France/Great Britain, 1911)
- Abu Salem v. State of Maharashtra (2011) SCC 214
- The Kutch Arbitration Award 1968
- Meganbhai Patel v. Union of India AIR 1969 SC 783

ESSENTIAL READINGS¹

- S. K. Kapoor, International Law and Human Rights, Central Law Agency, Allahabad

¹ **Essential Readings / Suggested Readings may include Reports / Research Papers / Articles in following format: title of the document – author – publisher with yr.**



- L. A. Shearer, "Starke's International Law", Oxford University Press
- V.K.Ahuja, "Public International Law", LexisNexis

SUGGESTED READINGS

- Malcolm N. Shaw, International Law, Cambridge University Press
- James Crawford, Brownlie's Principles of Public International Law, Oxford University Press
- S. K. Verma, An Introduction to Public International Law, Satyam Law International
- D.J Harris, Cases and Materials on international Law, Sweet & Maxwell
- Gurdip Singh, International Law, Eastern Book Company

- **Note: Students are advised to study the latest edition of the recommended books and case laws.**

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