

SYLLABUS

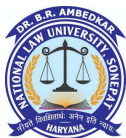
Course Name: Economics-I

Course Code: BL-201

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

Course specific objectives	The objectives of the course are as follows:
	1. The course aims to give a broad overview of Economics and understand the problem of scarcity and making choices.
	2. It aims to analyze the key concepts of Economic Growth and Economic Development which forms pivotal root for fulfilling SDG (Sustainable Development Goals).
	3. The course also gives the opportunity to analyze the theory of demand and supply mechanisms and their market equilibrium.
	4. To make the students understand the firm's behaviour and various market structure like perfect competition, monopoly, monopolistic competition and oligopoly
	5. To make the students understand the basic concepts and scope of macroeconomics.

Course specific outcomes	After completion of this course, the students will be able to:
	1. Understand the fundamentals of discipline of Economic and the importance of studying Economics in law field in respect of scarcity and making choices.
	2. Distinguish the short-term and long-term development, the interconnectedness of Economic Growth and Economic Development and their crucial role in creating a sustainable development.
	3. Interpret how markets allocate their scarce resources with price mechanism and can use these concepts to evaluate the impact of legal regulation, price control and antitrust laws.
	4. Evaluate outcomes under different market structure and their impact on efficiency and welfare.



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| | 5. Calculate National Income by using different methods, interpret the state of the economy by using economic indicators like GDP, inflation etc. and critically assess the impact of the policies. |
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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 / 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.

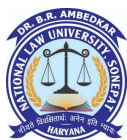
END-TERM EXAMINATION:

(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)**

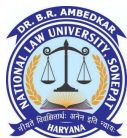
- Questions in Sec. B, C, D. & E will contain long questions of 10 marks each;
- Questions in above four Sections will cover Module I, II, III, & IV respectively
- Internal Choice will be there in long-questions
- One of the optional questions, within every section of the question paper, will necessarily 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	INTRODUCTION TO LAW AND ECONOMICS	15
	<ul style="list-style-type: none"> i. Economics and Law: Introduction, Meaning and Importance ii. Economic problems of scarcity and choice iii. Central problems of an Economy: <ul style="list-style-type: none"> • What to produce? • How to produce • For whom to produce iv. Micro vs Macro Economics: Meaning, Scope and Limitations v. Economic growth and Economic Development: <ul style="list-style-type: none"> • Meaning • Difference • Factors of Economic development <p>Sustainable Development Goals</p>	
II	DEMAND AND SUPPLY	15
	<ul style="list-style-type: none"> i. The Market Forces of Demand <ul style="list-style-type: none"> • Law of Demand 	



	<ul style="list-style-type: none"> • Determinants of Demand • Movement and Shifting Along the Demand Curve <p>ii. The Market Forces of Supply</p> <ul style="list-style-type: none"> • Law of Supply • Determinants of Supply • Movement and Shifting Along the Supply Curve <p>iii. Equilibrium of Demand and Supply</p> <ul style="list-style-type: none"> • Determination of Equilibrium Price • Effect of Shift of Demand and Supply on Equilibrium <p>iv. Elasticity of Demand and Supply & its determinants</p> <ul style="list-style-type: none"> • Types of Goods in Consumer Behaviour: Normal, Inferior and Giffen Goods (Price Effect) 	
III	THEORY OF PRODUCTION AND COST	15
	<p>i. Production Function</p> <ul style="list-style-type: none"> • Types of Production Function: Variable and Fixed Production Function • Law of Variable Proportion <p>ii. Cost</p> <ul style="list-style-type: none"> • Various Measure of Cost: Fixed & Variable Cost, Average & Marginal Cost • Cost Curve and their shape • Relationship between MC and AC • Cost in the Short Run and Long Run <p>iii. Concept of Revenue</p> <ul style="list-style-type: none"> • Total Revenue, Average Revenue and Marginal Revenue • Revenue Curve and their shape • Relationship <p>iv. Market Structure: Types and Features</p> <ul style="list-style-type: none"> • Perfect Competition 	



	<ul style="list-style-type: none">• Monopoly• Monopolistic• Oligopoly	
IV	MACROECONOMIC ANALYSIS	15
	<ul style="list-style-type: none">i. Income:<ul style="list-style-type: none">• Concepts of Circular Flow of Income• National Income (Measurement and difficulties in Estimation)• Real versus Nominal GDP & GDP Deflatorii. Money<ul style="list-style-type: none">• Money demand• Money Supplyiii. Inflation<ul style="list-style-type: none">• Meaning• Social Costs• Hyperinflation	
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 concepts in economics with its practical understanding and using real world applications. This course will be delivered through class-room lectures, real-life experiences interactive discussions (Socratic method), experiential learning (clinical methods), tutorial methods (research-based exercise) and pro-bono legal activities (legal aid activities). Use of documentaries, visual media, data visualization and ICT tools will further aid in enhancing engagement and contextual understanding of the</p>		



students. Tutorial classes based on research-based exercises will help students to develop analytical skills to critically analyze microeconomics and macroeconomics concepts. Accordingly, methods of teaching, evaluation & assessment have been devised in this course.

ESSENTIAL READINGS

- **Principles of Economics;** *Karl E. Case and Ray C. Fair* (Pearson Education, Inc., 2007)
- **Principle of Economics;** *N. Gregory Mankiw* (Worth Publishers)
- **Advanced Economic Theory;** *H.L. Ahuja* (S. Chand and Company, India)

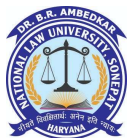
SUGGESTED READINGS

- **Principles of Economics;** *D.N. Dwivedi* (Vikas Publishing, India)
- **Microeconomic Theory;** *K. N. Verma* (Vikas Publishing, India)
- **Micro-Economics;** *Pindyck, Robert, S., Rubinfeld, D. L. & Gupta, P.L.* (New Delhi: Prentice Hall of India)
- **A. Modern micro economics;** *Koutsoyiannis* (Paperback)
- **Macroeconomics;** *Rudiger Dornbusch, Stanley Fischer and Richard Startz* (McGraw Hill)
- **Micro-Economic Theory and Applications;** *G. S. Maddala & Ellen M. Miler* (Tata McGraw Hill Education, India)
- **Macroeconomics: Its Origin, Development and Current Stat.;** *Brian Snowden & Howard R. Vane* (UK: Edward Elgar Press)
- **Macroeconomics: Theory and policy;** *D.N. Dwivedi* (Tata McGraw Hill Education, India)

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

Note:

Suggested readings are not exhaustive. Students are advised to read latest edition of the books and to refer to e-resources like: *ECONLIB*, *GOOGLE SCHOLAR*, *NBER*, *ECONOMIC SURVEY OF INDIA*, *WORLD BANK*, *FRED*.

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

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

SYLLABUS

Course Name: Political Science- III (International Relations) Course Code: BA -203	
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AY: 2025-26 onwards	Programme: B.A. LL.B. (Hons.)	Semester: III	L	T	P	Credit	Contact hrs. per-week: 4
			4	1	0	4	Total Hrs.: 60

Course specific objectives	The objectives of the course are as follows:
	1. To Political science explores state system, public policy, international relations, law, rights and global and regional actors which are central to implementing and understanding the sustainable development, to acquaint the students with international relations and role of UNO in world politics.
	2. High light the core issues and problems in International Politics, such as terrorism, poverty and social injustice.
	3. Examine the Relevancy of Universal and Regional actors in international politics.
	4. Examine analytically the main Approaches to the study of International Relations.
	5. Examine the concept of Diplomacy as an instrument of foreign policy in resolving global problems.

Course specific outcomes	After the completion of this course, the student would be able to:
	1. Understand the nature of international relations.
	2. Determine the importance of post-cold war and emergence of Detente and New cold war.
	3. Examine the role of non-state actors in world politics as becoming center of power.
	4. Understand the impact of Diplomacy/Nuclear Proliferation and trends in international politics.
	5. Analysis the Basis of Foreign policy as instrument of national interest/ national power.

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/ public awareness 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.

END-TERM EXAMINATION:

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

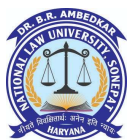
Three hours examination of 60 marks will be conducted as per schedule of the examination released by the University. Student will have to attempt 08 short-questions of 2.5 marks each, and 04 long questions of 10 marks each}. Question Paper will be divided into five-sections (Section A, B, C, D, & E)

• **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



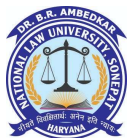
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- One of the optional questions, within every section of the question paper, will necessarily be an application / problem-based question, and the other optional question will be a theory / concept-based question.
- Question paper will cover all modules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

COURSE CONTENT

Module No.	Content	Contact Hrs.
I	Introduction To International Relations	15
	<ul style="list-style-type: none"> i. International relations: Meaning, nature and scope of international relations, Emergence of international state ii. Approaches: Idealism, Realism, Liberalism, Marxism iii. Origin and end of cold war, emergence of detente. 	
II	Concept of International Relations	15
	<ul style="list-style-type: none"> i. National power, National interest, Balance of Power ii. National Ideology, Collective Security, The New International Economic Order (NIEO) iii. Foreign Policy: Meaning, Nature and Determinants of India's foreign policy 	
III	Trends in International Politics.	15
	<ul style="list-style-type: none"> i. Ecological Issues: Climate change and its impact on international relations. ii. International Terrorism: Non-state actors and state terrorism post 9/11 development. iii. Diplomacy: kinds of diplomacy: Diplomacy during war and peace 	
IV	Regional and Global Organizations.	15
	<ul style="list-style-type: none"> I. United Nations. II. IMF: WTO, World Bank. 	



III. EU: ASEAN, SAARC.

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 BOOKS

- **International relations;** Malhotra Vinay kr, (Anmol Publication PVT LTD New Delhi.)
- **International Politics (Theory and Practice);** Badayal JS (Raj Publishers, Jalandhar)
- **Diplomacy (Theory and Practice of Diplomacy);** Harish sharma (Tripolia, Jaipur).
- **Diplomacy;** Narender Kaushik and Dr. Usha Dahiya (Jyoti Prakashan, Sonapat Haryana)
- **International Relations and politics;** J.C Johri (sterling publishers pvt. Ltd Delhi)
- **International Politics;** B.L Fadia (Sahitya Bhawan Publications)

ESSENTIAL READINGS

Note: Students are advised to study the latest edition of the recommended books.

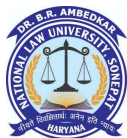


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- **John J:** Tragedy of Great power politics.
- **John Baylis**, Steve Smith and Patrica: Globalization of world Politics.
- **Diplomacy**; Henry Kissinger, (Simon & Schuster)
- **Dr. S.R MYNENI.** International Relations & Organisations New Era Law Publications
plot no.33,16}5 Mathura Road Faridabad.
- **Samuel P. Huntington:** The Clash of civilization.
- **Dr. Rajbir Yadav:** India's foreign policy.

Note: Students are suggested to read (EPW), main streams journals of internationals relations.



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SYLLABUS

Course Name: History III

Course Code: BL-205

Session	Programme:	Semester:	L	T	P	Credit	Contact Hrs. per Week:
2025-30 onwards	B.A. LL.B. (5 Year) Integrated Course	III	4	1	0	4	4
							Total Hrs.: 60

Course-specific Objectives	<p>The objectives of the course are as follows:</p> <ol style="list-style-type: none">1. The course aims to acquaint the student with the emergence of changes in the socio-political and economic landscape in Europe from the late eighteenth century to the Mid of Nineteenth century. What is the revolution. French revolution which changes the dynamics of world how liberty, democracy giving new hopes to masses.2. Students will understand the concept of the Industrial Revolution in different regions of Europe, how it changes the demography of the region and also the family and gender roles.3. Evaluation of the various reasons of first and second world wars how new power alliances which changes the politics of different countries in Europe4. They will able to think critically about the process of mass education and birth of different disciplines, different types of art and related movement5. At the same time the course will help the students identifying various historical themes, causes and effects and also history of different world organisations and their importance in the world politics, economics and how they have contributed socially.
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Course-specific Outcomes	<p>After the completion of this course, the student would be able to:</p> <ol style="list-style-type: none">1. Analyse the important developments of world history in terms of understanding the revolution and its origin.2. Illustrate the growth of industrial revolution and the emergence of new social and political class.3. They can critically asses the reasons of world wars and its reasons and exclusive nationalism
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	<p>that led to fascism.</p> <p>4. Develop an idea of how the development of education at that time and different forms of arts changed the history of Modern Europe and the world.</p> <p>5. Analyse the History of different world organisations and their impact on world politics.</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

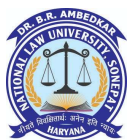
Continuous internal assessment is further divided into the following sub-parts:

- i.** Mid-term examination(s) / stimulation exercise(s) shall be of 20 marks.
- ii.** Assignment 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 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.

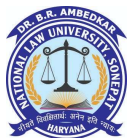
	END-TERM EXAMINATION: (2.5 x 08 short questions = 20) + (10 x 04 long questions=40) = 60 marks}	
	<p>Three hours examination of 60 marks will be conducted as per schedule of the examination released by the University. Student will have to attempt 08 short-questions of 2.5 marks each, and 04 long questions of 10 marks each}. Question Paper will be divided into five-sections (Section A, B, C, D, & E)</p> <ul style="list-style-type: none"> • Section A (Short-questions) <ul style="list-style-type: none"> ➤ Total 08 questions of 2.5 marks each ➤ Two questions from each Module will necessarily be framed therein Sec. A 	



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	<p>➤ There will be no choice in Section A</p> <p>• Sections B, C, D, & E (long questions)</p> <p>➤ Questions in Sec. B, C, D. & E will contain long questions of 10 marks each;</p> <p>➤ Questions in above four Sections will cover Module I, II, III, & IV respectively</p> <p>➤ Internal Choice will be there in long-questions</p> <p>➤ 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.</p> <p>Question paper will cover all modules equally / proportionately keeping in view of the course objectives and the outcomes.</p>	
	COURSE CONTENT	
Module No.	Content	Contact Hrs.
	Revolutions: Beginning and Process	
I	<p>i. Phases of the French Revolution 1789 – 99. Art and Culture of French Revolution. Napoleonic consolidation – reform and empire.</p> <p>ii. Process of Capitalist development, rise of Industrialization and agriculture: case studies of Britain, France, the German States and Russia.</p> <p>iii. Evolution and Differentiation of social classes: Bourgeoisie, proletariat, land owning classes and peasantry.</p> <p>iv. Changing trends in demography and urban patterns. Family, gender, and process of industrialization</p>	20
	Imperialism, War, and Crisis: c. 1880 – 1939:	
II	<p>i. Theories and mechanisms of imperialism; growth of militarism; Power blocks and alliances: expansion of European empires - War of 1914 – 1918.</p> <p>ii. The post–1919 World Order: economic crises, the Great Depression and Recovery. Fascism and Nazism. Origins of the Second World War.</p>	12



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III	Cultural and Intellectual Developments since circa 1850:	13
	i. Changing contexts: Notions of Culture Creation of a new public sphere and mass media Mass education – extension of literacy. ii. Creation of new cultural forms: from Romanticism to Abstract Art. Major intellectual trends: Institutionalization of disciplines, including history, sociology, and anthropology.	
IV	Development of International Bodies	15
	i. Formation and History of League of Nations, United Nations, International Labor Organizations. ii. Financial Institutions: IMF& IBRD, UNDP, World Bank, WTO, History of Human Rights Development, UDHR, History of International Refugee Laws, History of Geneva Convention, Red cross Movement, History of ICJ and History of War Tribunals, United nations Initiative on Global Environmental Management.	

PEDAGOGY

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, tutorial methods (research-based exercise) and pro-bono legal activities (legal aid activities). Participatory techniques such as 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 the relation between law and literature. Accordingly, methods of teaching, evaluation & assessment have been devised in this course.

ESSENTIAL READINGS

- **Mastering Modern World History;** *Lowe Norman* (Palgrave Macmillan, UK, 2013)
- **A History of the Modern World 1500-2000 A.D;** *Jain & Mathur,* (Jain Prakashan Mandir, Jaipur)



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- **Nations and Nationalism**, *E.J. Hobsbawm*, (Cambridge University Press 2022)
- **History of Europe, 1815 – 1960**; *Anthony Wood* (Longman, 1985)
- **First Industrial Revolution Nation**; *Peter Mathias* (Routledge, 2001)
- **An Economic History of the USSR**; *Alec Nove* (Penguin Books, 1990)

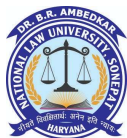
SUGGESTED BOOKS

- **The Chartists: Popular Politics in the Industrial Revolution**; *Dorothy Thompson* (Breviary Stuff Publications 2013)
- **Making of the English Working Class**; *E.P. Thompson* (Vintage Books, 1996)
- **Fall of the French Monarchy 1787-1792**; *Michel Vovelle*, (Cambridge University Press, 1984)
- **The Russian Empire 1801-1917**; *H. Seton Watson* (Clarendon Press, 1988)
- **The Age of Revolution 1789-1848**; *Eric Hobsbawm* (Abacus, 1988)
- **Politics, Culture and Class in the French Revolution**; *Lynn Hunt* (University of California Press, 2004)
- **Culture and Society**; *Raymond Williams* (Vintage Classics, 2017)
- **International Organisation in World Politics**; *David Armstrong* (Palgrave Macmillan, 2013)
- **United Nations: A History**; *Stanley Meisler* (Grove Press, 2018)

Note: Students are advised to study the latest edition of the recommended books.

Note:

Suggested readings/case laws are not exhaustive. Students are advised to read the latest edition of the books and to refer E-sources like: *Western Sociological theories*; *JSTOR*, *Heinonline*, *EPW*, *Internet Archives*, *Academia*, *Taylor and Francis*, etc.



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SYLLABUS

Course Name: Sociology II (Law and Society)

Course Code: BL 207

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

Course specific objectives	<p>The objectives of the course are as follows:</p> <ol style="list-style-type: none"> 1. To understand Law as a Social Institution. 2. To examine/analyze Law & Social Hierarchies. 3. To Examine Law's Role in Social Change. 4. To Evaluate and understand Justice Systems. 5. To Encourage Interdisciplinary Legal Thinking.
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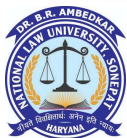
Course specific outcomes	<p>After completion of this course, the students will be able to:</p> <ol style="list-style-type: none"> 1. Students will be able to critically analyze the social foundations of law, including how law interacts with societal norms, institutions, and values. 2. Students will demonstrate the ability to critically evaluate the impact of caste, gender, religion, and class on the legal process, with examples from Indian society. 3. Students will explain how law has acted both as an instrument of social reform and as a site of resistance using historical and contemporary case studies. 4. Students will assess the functioning, challenges, and relevance of justice mechanisms like Gram Nyayalayas, PILs, and civil society interventions in rural India. 5. Students will use sociological, historical, and political tools to examine legal texts, reforms, and judgments.
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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 (05 marks written project and 05 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 05 marks.
- iv. Pro bono/ legal aid/ social aid/public awareness activity relating to the clinical legal education/ interdisciplinary education shall be performed by the students 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}

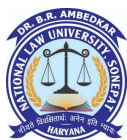
Three hours examination of 60 marks will be conducted as per schedule of the examination released by the University. Student will have to attempt 08 short-questions of 2.5 marks each, and 04 long questions of 10 marks each}. Question Paper will be divided into five-sections (Section A, B, C, D, & E)

• **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.



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- 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	LAW, CASTE, AND SOCIAL HIERARCHY	15
	I. Law and Society: Relationship and Significance, Role of Traditions and Cultures.	
	II. Law and its relationship with Social Institutions.	
	III. Evolution of Legal System in the Indian Society.	
	IV. Law and Social Change in India: A Sociological Perspective.	
II	LAW, INDIAN SOCIETY AND SOCIAL CHANGE: A SOCIOLOGICAL OUTLOOK	15
	I. Law and Indian Society: An Introduction.	
	II. Law at Contours: Displacement of Traditional Law in Modern India.	
	III. Law, Caste and Changes in Legal Cultures.	
	IV. Ambedkar's vision of law and social transformation	
	V. Atrocities Act, reservation laws, and their social impact	
	VI. Changing Social Structure in Indian Society.	
III	LAW AND SOCIAL TRANSFORMATION	15
	I. Law as an instrument of Social Change and Transformation.	
	II. Women and the Law: Crimes and Judicial Approach.	
	III. Law and Gender in India. <ul style="list-style-type: none"> • Personal laws vs. Uniform Civil Code debate, • Sexual violence laws and feminist legal critique (e.g., Nirbhaya case), • LGBTQ+ rights and decriminalization of Section 377 	
	IV Religion and Legal Pluralism.	



	<ul style="list-style-type: none">• Personal Law Systems (Hindu, Muslim, Christian)• Secularism and its Indian variation• Customary laws in tribal areas <p>V Modernisation of Social Institutions through reforms: Family Laws, Agrarian Reforms and Industrial Reforms.</p> <p>VI Law and Prison Reforms: Social Transformation and Reformation.</p>	
IV	INFORMAL JUSTICE AND ACCESS TO JUSTICE IN RURAL INDIA	15
	I. Law and Development. <ul style="list-style-type: none">• Land acquisition and displacement (e.g., Narmada dam protests).• Environmental justice and the law (e.g., Bhopal Gas Tragedy, NGT).• Right to Education, Right to Food, and the welfare state.	
	II Access to Justice. <ul style="list-style-type: none">• Legal aid and Provisions for special classes, PIL, Lok Adalats, Gram Nyayalayas.• Role of civil society in today’s scenario.	
	III Law, Inequality, and Social Movements.	
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</p>		



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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.

ESSENTIAL READINGS

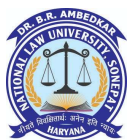
- **Sociology of Law**; Indra Deva (Oxford University Press, New Delhi, 2005)
- **Law and Social Transformation**; Ishwar Bhat (Eastern Book House, Guwahati, 2009)
- **Law and Society in Modern India**; Marc Galanter (Oxford University Press, New Delhi, 1997)
- **Law and Social Transformation in India**; Oliver Mendelsohn (Oxford University Press, New Delhi, 2014)

SUGGESTED READINGS

- **Annihilation of Caste**; Dr. B.R. Ambedkar (Navayana Publishing, New Delhi, 2014)
 - **Contemporary India**; Neera Chandok (Pearson, New Delhi, 2010)
 - **Law and Social Transformation in India**; Malik and Raval (Allahabad Law Agency, Allahabad, 2011)
 - **Sociology of Law**; Eugen Ehrlich (Harvard Law Review, 1922, pp. 130–145)
 - **The Division of Labour**; Emile Durkheim (Chicago Press, Chicago, 1893)
 - **Why Must Legal Ideas be Interpreted Sociologically**; Roger Cotterrell (Journal of Law and Society, 1998, pp. 1–15)
 - **Case Studies on** Narmada dam protests, Bhopal Gas Tragedy, Nirbhaya case, Shah Bano case, Dalit Movement, Peasant Movement, Women Movement, Student Movement, Tribal Movement etc.
- **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: *JSTOR*, *EPW*, *Manupatra*, *website of Law Commission of India*, *liiofindia.org*.



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SYLLABUS

Course Name: Family Law- 1

Course Code: BL 209

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

Course specific objectives

1. To develop a foundational knowledge of the laws, legal principles of schools and sources of Hindu Laws governing family relationships.
2. To equip learners with the ability to analyze and apply key statutory provisions and landmark judicial decisions related to The Special marriage Act.
3. To sensitize the students about The Hindu marriage rights and protections offered under personal laws and constitutional mandates.
4. To equip learners with the ability to analyze the provisions of Muslim law and landmark judicial decisions related to the Schools, Sources and marriage under Muslim Law.
5. To develop a fundamental knowledge of the provisions of maintenance in Indian Legal System

Course specific outcomes

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

1. The students will be acquainted with the legal principles of Schools of Hindu Laws, sources of Hindu Laws, and legal aspect of Special marriage laws.
2. Students will have developed an understanding of basic rules of Hindu marriage.
3. There will be enhancement in ability of students to understand the rules relating to the Sources, Schools and marriage under Muslim laws.
4. There will be comprehensive understanding of Maintenance laws in Indian Legal system.



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



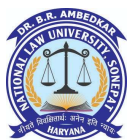
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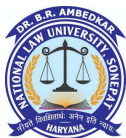
- Internal Choice will be there in long-questions
- One of the optional questions, within every section of the question paper, will necessarily be an application / problem-based question, and the other optional question will be a theory / concept-based question.
- Question paper will cover all modules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

COURSE CONTENT

Module No.	Content	Contact Hrs.
I	INTRODUCTION: CRIMINAL JUSTICE SYSTEM & CRIMINOLOGY	20
	i. Sources of Hindu Law: Ancient and Modern Sources.	
	ii. Schools of Hindu Law:	
	a. Mitakshara School.	
	b. Dayabhaga School.	
	iii. Conditions and objections relating to solemnization of marriage under Special Marriage Act, 1954.	
II	iv. Registration and Procedure for Registration of marriage under Special Marriage Act, 1954.	20
	Concept of divorce under Special Marriage Act, 1954.	
	THEORIES OF CRIMINOLOGY	
	i. Application of Hindu Law.	
	ii. Concept of marriage, conditions and ceremonies of marriage under Hindu Law.	
	iii. Registration of Marriage and Restitution of Conjugal Rights under The Hindu Marriage Act, 1955.	
	iv. Judicial Separation and Divorce under The Hindu Marriage Act, 1955.	
	v. Bar on Matrimonial Remedies under The Hindu Marriage Act, 1955.	



III	THEORIES OF PENOLOGY	15
	<div><div>i. Schools of Muslim Law.</div><div>ii. Sources of Muslim Law.</div><div>iii. Concept of Nikah under Muslim Law.</div><div>iv. Dower, Divorce and Acknowledgement of Paternity under Muslim Law.</div><div>Concept of Live in Relationship and Same Sex Marriages.</div></div>	
IV	Maintenance Provisions	20
	<div><div>i. Maintenance under Hindu Marriage Act, 1955.</div><div>ii. Maintenance under Hindu Adoption and Maintenance Act, 1956.</div><div>iii. Maintenance under Section 144, Bhartiya Nagarik Suraksha Sanhita 2023.</div><div>iv. Maintenance under The Muslim Women (Protection of Rights on Divorce) Act 1986.</div><div>v. Maintenance under Maintenance and Welfare of Senior Citizens Act, 2007.</div></div>	
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</p>		



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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

- Lily Thomas v. Union of India, (2000) 6 SCC 224.
- Munish Kakkar v. Nidhi Kakkar, (2020) 14 SCC 657.
- Seema v. Ashwani Kumar, (2006) 2 SCC 578.
- Narendra v. K. Meena, (2016) 9 SCC 455.
- Shayara Bano v. Union of India & Ors., MANU/SCOR/34974/2017.
- Shafiya Khan v. State of U.P. and Ors., MANU/SC/0170/2022.
- Mohd. Ahmed Khan v. Shah Bano Begum, 1985 (2) SCC 556.
- Neha Tyagi v. Lieutenant Colonel Deepak Tyagi, DoJ: 1 December, 2021 (SC).

ESSENTIAL READINGS¹

- Mulla, D.F., Principles of Hindu Law.
- Diwan, P., & P. Diwan, Modern Hindu Law.
- Poonam Pardhan Saxena, Family Law Lectures Family Law I and II

SUGGESTED READINGS

- Basu, N.D., Law of Succession. 2.
- Bhattacharjee, A.M., Hindu Law and the Constitution.
- Derrett, J.D.M., A Critique of Modern Hindu Law.
- Derrett, J.D.M., Hindu Law: Past and Present.
- Derrett, J.D.M., The Death of a Marriage Law: Epitaph for the Rishis.
- Desai, K., Indian Law of Marriage and Divorce.
- Diwan, P., Law of Adoption, Minority, Guardianship & Custody.
- Diwan, P., & P. Diwan, Law of Marriage and Divorce.
- Diwan, P., & P. Diwan, Law of Intestate and Testamentary Succession.
- Husain, A., & S.K. Rashid, Wakf Laws and Administration in India.
- Indian Law Institute, Annual Survey of Indian Law.
- Manchanda, S.C., Law and Practice of Divorce in India.
- Mayne, J.D., A Treatise on Hindu Law and Usage.

- **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



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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: Constitutional Law - I

Course Code: BL - 211

AY: 2025-26 onwards	Programme: B.A. LL.B. (5 Year) Integrated Course	Semester: IX	L	T	P	Credit	Contact hrs. per-week: 5
			4	1	0	5	Total contact hrs.: 75

Course specific objectives

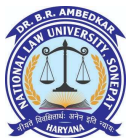
This course is designed and developed with the following objectives:

1. To inculcate skills of reading & understanding the constitution law in the students;
2. To make the students familiar with the concept of fundamental rights and constitutionalism in Indian context;
3. To make the students identify the fundamental policy choices incorporated in the Constitution;
4. To make the students articulate opinions on significant current constitutional & judicial issues;
5. That the students have acquitted the skills to understand interdisciplinary dimensions of the constitutional law and its relation with other statutory laws in India.

Course specific outcomes

Students graduating with constitutional law will be able to:

1. Exhibit & practice their understanding of constitutional law viz-a-viz other statutory laws in India;
2. Explain the concept & importance of fundamental rights for a citizen of India; further, students will be able to interpret the constitutional law in light of principle of constitutionalism;
3. Identify the aim & object of statutory law in light of principles of constitutional law;
4. To express their opinion on contemporary constitutional issues leading to just, fair & reasonable solutions to them;



- | | |
|--|--|
| | 5. Understand constitutional law in light of various social facts & issues, and vice-versa, that will further lead to assisting the constitutional courts & policy-makers in their respective functions. |
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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.

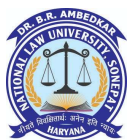
END-TERM EXAMINATION:

(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)**

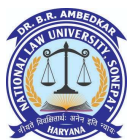
- Questions in Sec. B, C, D. & E will contain long questions of 10 marks each;
- Questions in above four Sections will cover Module I, II, III, & IV respectively
- Internal Choice will be there in long-questions
- One of the optional questions, within every section of the question paper, will necessarily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

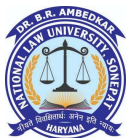
Module No.	Content	Contact Hrs.
	INTRODUCTION TO CONSTITUTION	
I	1. Introduction <ul style="list-style-type: none"> • Classification of constitutions & constitutional governments • Sources & features of constitution of India • Constitutional law & constitutionalism: meaning & its scope in contemporaneous times (<i>to be done at end of the course</i>) • Preamble: amenability & positioning of the Preamble in constitutional law 2. Union and its territories <ul style="list-style-type: none"> • Creation / extinction of state / territories of state • Power to cede Indian territory to a foreign nation 3. The State & the Law <ul style="list-style-type: none"> • Definition of state & its interpretations by the apex court • Other Authorities: meaning and scope of its meaning • Judiciary viz-a-viz Article 12; judicial review • Law under Article 13: definition of law, personal law 	15



	4. Interpretation of the constitution: Doctrine of eclipse, doctrine of waiver, doctrine of severability and doctrine of colourable legislation	
II	FUNDAMENTAL RIGHTS - I	20
	1. Citizenship <ul style="list-style-type: none"> • Concept of citizenship, modes of acquisition and loss of citizenship • Citizenship Act, 1955: brief overview 2. Right to equality <ul style="list-style-type: none"> • Relationship between Article 14,15,16,17 and 18 • Equal protection clause: equality before the law” and “equal protection of laws” • Concept of arbitrariness, legitimate expectation and intelligible differentia • No discrimination on the grounds of religion, sex, caste etc., • Special provisions for women and children 3. Equality of opportunity in public employment <ul style="list-style-type: none"> • Reservations: reservation in admissions in educational institutions • Socially and educationally backward classes • Concept of creamy layer, 103rd amendment and reservation for economically weaker sections 	
III	FUNDAMENTAL RIGHTS - II	20
	1. Right to freedoms <ul style="list-style-type: none"> • Six freedoms: philosophical justification and importance of different freedoms • Reasonable restrictions placed on the exercise of the freedoms 2. Protection in respect of conviction of offences <ul style="list-style-type: none"> • Protection against ex-post facto law, • Protection against double jeopardy • Protection against self-incrimination 3. Right to life and personal liberty <ul style="list-style-type: none"> • Due process and procedure established by law, 	



	<ul style="list-style-type: none">• Right to die• Right to privacy• Right to education• Right against exploitation <p>4. Freedom of religion</p> <ul style="list-style-type: none">• Concept of secularism vis-à-vis right of religion• Right to religion v. right to life <p>5. Cultural and educational rights of minorities</p> <ul style="list-style-type: none">• Right to establish and administer educational institutions• Rights of minorities and non-minorities• Degree of state control in aided and non-aided educational institutions	
IV	CONSTITUTIONAL REMEDIES, DIRECTIVE PRINCIPLES AND FUNDAMENTAL DUTIES	15
	<p>1. Right to constitutional remedies</p> <ul style="list-style-type: none">• Remedies under Article 32 & Article 226• Scope of remedies under Article 32 & Article 226 <p>2. Directive principle of state policy</p> <ul style="list-style-type: none">• Nature and object of directive principles of state policy• Harmonious construction between directive principles and fundamental rights <p>3. Fundamental Duties</p> <ul style="list-style-type: none">• Co-relation between fundamental duties and fundamental rights• Legislative efforts to enforce the fundamental duties	
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.		

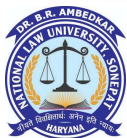


Pedagogy of this course integrates theoretical knowledge through lecture of law & social sciences with its practical dimensions. This course will be delivered through class-room lectures, interactive discussions (Socratic method), experiential learning (clinical methods), tutorial methods (research-based 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
(Part of scheme of examination)

- Keshvanand Bharti v. State of Kerala (1973)
- Zee Telefilms Ltd. v. Union of India (2005)
- In re Berubari Union (1960)
- Pradeep Kumar Biswas v. Indian Institute of Chemical Biology (2002)
- Zee Telefilms Ltd. v. Union of India (2005)
- BCCI v. Cricket Association of Bihar (2015)
- Shayara Bano v. Union of India (2017)
- State of W. B. v. Anwar Ali Sarkar (1952)
- Bennett Coleman & Co. v. Union of India (1972)
- Secretary, M/o Information & Broadcasting, Govt. of India v. Cricket Association of Bengal (1995)
- Bijoe Emmanuel v. State of Kerala (1986)
- Maneka Gandhi v. Union of India (1978)
- L. Chandra Kumar v. Union of India (1997)
- Indian Young Lawyer's Association v. State of Kerala (2018)
- A.K. Gopalan v. State of Madras (1950)
- Indira Gandhi v. Raj Narain (1975)



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- Naresh Shridhar Mirajkar v. State of Maharashtra (1966)
- The State of Bombay vs Narasu Appa Mali (1951)

ESSENTIAL READINGS

- **The Constitution of India**, *J.N. Pandey* (Central Law Agency, Prayagraj)
- **Constitutional Law of India**, *Narender Kumar* (Central Law Publications, Prayagraj)
- **Constitution of India**, *V.N. Shukla* (Eastern Book Company, Lucknow)
- **The Indian Constitution: Basic Features**, *Upendra Baxi* (Oxford University Press, New Delhi)
- **Shorter Constitution of India**, *D.D. Basu* (15th ed., 2018)

SUGGESTED READINGS

- **The Indian Constitution: Cornerstone of a Nation**, *Granville Austin* (1966)
- **Working a Democratic Constitution - A History of the Indian Experience**, *Granville Austin*, (1999)
- **The Framing of India's Constitution– Select Documents**, *B. Shiva Rao* (1967)
- **Report of the National Commission to Review the Working of the Constitution** (2002)
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- **Constitutional Law of India**, *H.M. Seervai* (2019 Rep.)
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- *P.A. Inamdar v. State of Maharashtra*, (2005)
- *S. R. Bommai v. Union of India* (1994)
- *Rai Sahib Ram Jawaya Kapur v. State of Punjab* (1955)
- *I.R. Coelho v. State of Tamil Nadu* (2007)
- *Keshavan Madhava Menon v. State of Bombay* 1951) (doctrine of eclipse)
- *State of Bombay v. F.N. Balsara* (1951) (doctrine of severability)
- *Joseph Shine v. Union of India* (2019)
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- M. Nagaraj v. Union of India (2006)
- Shreya Singhal v. Union of India (2015)
- PUCL v. Union of India (1997)
- Anuradha Bhasin v. Union of India (2020)
- Navtej Singh Johar v. Union of India (2018)
- Selvi v. State of Karnataka (2010)
- NLSA v. Union of India (2014)
- Indian Young Lawyers Association v. State of Kerala (2019)
- T.M.A. Pai Foundation V. State of Karnataka (2002)
- Islamic Academy of Education v. State of Karnataka (2003)
- P.A. Inamdar v. State of Maharashtra (2005)
- State of Uttaranchal v. Balwant Singh Chaufal (2010)
- Hon'ble Shri Rangnath Mishra v. Union of India (2003)
- State of Karnataka v. Appa Balu Ingale (1993)

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