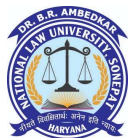


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(Established by the Haryana State Legislature Act No. 15 of 2012)

SYLLABUS							
Course Name: Law of Evidence (BSA) Course Code: 701							
AY: 2025-26 onwards	Programme: B.A. LL.B. (Hons.)	Semester: VII	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 about the historical development codification and basic structure of the Law of Evidence in India with specific focus on the Bharatiya SakshyaAdhiniyam, 2023.						
	2. To Explain and critically analyze the principles of relevancy, admissibility, and reliability of different types of facts and evidence.						
	3. To Interpret and apply the provisions relating to admissions, confessions, dying declarations, and related evidentiary concepts.						
	4. To Identify and distinguish various forms of evidence including oral, documentary, electronic, and expert evidence with legal effect.						
	5. To Understand and apply procedural rules regarding burden of proof, estoppel, examination of witnesses, and admissibility challenges in legal proceedings.						
	6. To Integrate theoretical knowledge with courtroom practices such as examination-in-chief, cross-examination, and handling of hostile witnesses through practical exercises.						
Course-specific Outcomes	After completion of this course, the students will be able to:						
	1. Demonstrate understanding of the evolution and significance of the Bharatiya SakshyaAdhiniyam and its departure from the Indian Evidence Act, 1872.						
	2. Critically analyze the doctrines of relevancy, admissibility, presumption and logical versus legal relevance of facts in evidentiary practice.						
	3. Examine legal standards and judicial interpretations surrounding admissions, confessions, dying declarations and mental/physical state evidence.						
	4. Classify and apply different types of evidence such as oral, documentary, secondary, electronic, forensicwith understanding of evidentiary value						
	5. Explain and apply the legal rules relating to burden of proof, estoppel and procedures of proof in trial settings.						
	6. Practice and analyze procedural aspects of examination of witnesses and evidence presentation through simulations and mock exercises.						
PATTERN of EXAMINATION							



(Continuous Internal Assessment, & End-term Examination)

Examination shall be divided into two components:

I. Continuous Internal Assessment = 40 marks

II. End Term Examination = 60 marks

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

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

Note:

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

END-TERM EXAMINATION:

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

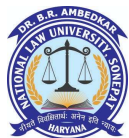
Three hours examination of 60 marks will be conducted as per schedule of the examination released by the University. Student will have to attempt 08 short-questions of 2.5 marks each, and 04 long questions of 10 marks each}. Question Paper will be divided into five-sections (Section A, B, C, D, & E)

• **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



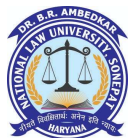
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- One of the optional questions, within every section of the question paper, will necessarily be an application / problem-based question, and the other optional question will be a theory / concept-based question.
- Question paper will cover all modules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

COURSE CONTENT

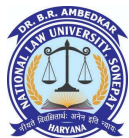
Module No.	Content	Contact Hrs.
I	INTRODUCTORY	20
	i. Stages of Development of Law of Evidence in India; Codification of Evidence Law and its Significance.	
	ii. Evidence and Its Relationship with the Substantive and Procedural Laws.	
	iii. Definitions: Fact, Facts in Issue, Relevant Fact, Evidence: Proved, Disproved, not Proved, Oral and Documentary Evidence.	
	iv. Presumption and Proof: 'May Presume', 'Shall Presume', 'Conclusive Proof', Circumstantial Evidence.	
	v. Doctrine of Relevancy: Logical Relevancy, Legal Relevancy, Admissibility and Reliability, Facts Forming Part of the Same Transaction: Doctrine of Res gestae; Plea of Alibi	
II	ADMISSION AND CONFESSION	15
	i. Relevant facts for proof of custom; Facts concerning bodies and mental state.	
	ii. Admissions.	
	iii. Confessions.	
	iv. Dying Declarations.	
	v. Relevancy of Judgments of Courts; Relevancy of Expert Opinion and Character.	
III	EVIDENCE AND PROOF	20
	i. Facts which need not be proved.	



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	<div><div>ii. Oral and Documentary Evidence: Primary evidence, Secondary evidence, Proof of documents by primary evidence.</div><div>iii. Electronic evidence, Impact of Forensic Science: Evidentiary Value in DNA Test, Narco-analysis.</div><div>iv. Exclusion of oral evidence by documentary evidence.<div><div>• Production and Effect of Evidence: Burden of Proof.</div></div></div></div>	
IV	EXAMINATIONS	20
	<div><div>i. Doctrine of Estoppel.</div><div>ii. Who may testify? Privileged Communication, Accomplice and Number of witnesses.</div><div>iii. Examination of Witnesses: Order of production and examination. Examination-in-Chief, Cross-examination, Re-examination.</div><div>iv. Leading Questions: When they may be asked and when not; Hostile witness.<div><div>i. Improper admission and rejection of evidence.</div></div></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>To fulfill the objective of imparting both theoretical understanding and practical application of the Bharatiya SakshyaAdhiniyam, 2023, the teaching pedagogy may be designed to engage students through a blend of lectures, case analysis, class discussionsand experiential learning. The core concepts and statutory provisions of the Adhiniyam should be systematically introduced through regular lectures, with an emphasis on comparative analysis of the new legislation with the erstwhile Indian Evidence Act, 1872. To reinforce the theoretical understanding, students may be involved in interactive discussions based on landmark and recent judgments, with classroom exercises focused on the identification and application of evidentiary principles. The illustrations provided under various sections of the Adhiniyam must be thoroughly discussed in class and used as the basis for short assessments and examination questions. In addition to lectures, the Socratic method of questioning may be</p>		



employed to provoke critical thinking and encourage analytical reasoning. Hypothetical problems and problem-based learning exercises may be used to simulate real-life scenarios requiring the application of rules of evidence. Further, moot court activities and mock trial exercises may be conducted to acquaint students with courtroom practices such as examination-in-chief, cross-examination and objections relating to admissibility. Students may be assigned pre-class readings and case briefs to promote a flipped-classroom environment, while presentations and group projects may encourage peer learning and collaboration. The internal assessment may include written assignments, mid-term tests, class participation, and presentations, while the term-end examination may combine theoretical, analytical, and problem-based questions. ICT tools such as legal databases, recorded lectures and multimedia presentations may be integrated into the teaching process. Overall, the pedagogy aims to foster critical engagement with the text, develop legal reasoning skills and prepare students to apply the principles of evidence law in practical and professional settings.

LIST OF CASES

- Puttaswamy v. Union of India (2017) 10 SCC 1
- Dhal Singh Dewanganv. State of Chhattisgarh, (2016) SCC 983
- Tomaso Bruno v. State of UP (2015) 7 SCC 178
- State of Rajasthan v. Kashi Ram (2006) 12 SCC 254
- State (NCT of Delhi) v. Navjot Sandhu @ Afsan Guru (2005) 11 SCC 600
- State of Maharashtra v. Praful B. Desai (2003) 4 SCC 601.
- Jayanti bhai Bhenkarbhaiv. State of Gujrat (2002) 8 SCC 165
- Central Bureau of Investigation v. V.C. Shukla AIR 1998 SC 1406.
- Vijayee Singh and Orsv. State of UP, 1990 SCR (2) 573.
- Sharad Birdhichand Sarda v. State of Maharashtra (1984) 4 SCC 116
- R.M. Malkani v. State of Maharashtra AIR 1973 SC 157.
- K.M. Nanavati v. State of Maharashtra, AIR 1962 SC 605
- State of Bombay v. Kathi Kalu Oghad, AIR 1961 SC 1808
- State of UP v. DeomanUpadyaya, AIR 1960 SC 1125
- Hanumant Govind Nargundkar v. State of Madhaya Pradesh, AIR 1952 SC 343



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- Mirza Akbar v. Emperor AIR 1940 PC 176.
- Pakala Narayan Swami v. Emperore, AIR 1937 PC 47

ESSENTIAL READINGS

- M. Monir, Law of Evidence, Universal Law Publishing Co. Pvt. Ltd.
- Rattan Lal Dheeraj Lal, Law of Evidence, Lexis Nexis.
- Avtar Singh, Principles of Law of Evidence, Central Law Publications.
- S.R. Myneni, Law of Evidence, Asia Law House.

SUGGESTED READINGS

- Batuk Lal, Law of Evidence, Central Law Agency.
- K.D. Gaur, Textbook on Law of Evidence, Lexis Nexis.
- K. A. Pandey, V. P. Sarathi's Law of Evidence, Eastern Book Company.
- V. Nageswara Rao, The Indian Evidence Act, Lexis Nexis.

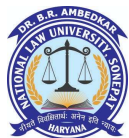
Statutes:

- **The Bhartiya SakshyaAdhiniyam, 2023.**

- **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



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SYLLABUS

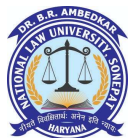
**Course Name: ALTERNATIVE DISPUTES
RESOLUTION AND
MEDIATION (Clinical-I)**
Course Code: 702

AY: 2025-26 onwards	Programme: B.A. LL.B. (Hons.)	Semester: VII	L	T	P	Credit	Contact hrs. per-week: 4
			1	1	3	4	Total Hrs.: 60
Total Evaluation Marks: 100			(Practical Examination)				

Details on evaluation/assessment / etc.:

1. The whole paper will be practical in nature. The students have to prepare a proper practical file on the contents of each unit and submit to the concerned subject teacher.
2. The marks will be awarded by a panel of examiners on the basis of presentation of the contents in the file and performance of Viva-Voce.
3. The panel of examiners for Evaluation of practical file and Conducting of Viva-Voce examination, shall consist of the Head of the Department, One External Expert (to be appointed by Dean of the Faculty / Head of the Department), One Internal Expert preferably the teacher, who has taught the subject (to be appointed by Head of the Department), at the place, date and time, fixed by the Head of the Department.
4. The Quorum will consist of two, out of which one external expert must be present.

Course- specific Objectives	The objectives of the course are as follows:
	1. To Introduce the concept, evolution, and necessity of ADR mechanisms in the context of judicial delays and growing legal demands.
	2. To develop theoretical understanding and practical awareness of major ADR methods such as Arbitration, Conciliation, Mediation, and Lok Adalats.
	3. To provide in-depth statutory knowledge of ADR laws in India, particularly the Arbitration and Conciliation Act, 1996, Legal Services Authorities Act, 1987, and Mediation Act, 2023.
	4. To enable students to acquire practical skills through role-plays, simulations, drafting exercises, and visits to ADR centers.



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	<p>5. To equip students with the competence to function independently as ADR professionals and assist the courts under Section 89 of CPC.</p> <p>6. To create awareness about recent reforms and institutional mechanisms, including the Mediation Council of India and Online Mediation frameworks</p>
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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. Explain the rationale, evolution, and importance of ADR systems in India and globally as alternatives to litigation. 2. Distinguish among various ADR mechanisms such as Arbitration, Conciliation, Negotiation, Mediation, and Lok Adalats with their legal basis and application. 3. Interpret and apply the statutory provisions under the Arbitration and Conciliation Act, Legal Services Authorities Act, and Mediation Act with understanding of recent amendments. 4. Demonstrate practical skills of negotiation, mediation, and arbitration through role plays, simulated exercises, and drafting tasks. 5. Evaluate the role of ADR in assisting the courts and performing quasi-judicial functions under Section 89 of the CPC. 6. Analyze institutional developments including the functioning of Lok Adalats, Mediation Centers, Mediation Council of India, and Online Mediation Platforms.
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COURSE CONTENT

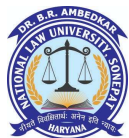
Module No.	Content	Contact Hrs.
	INTRODUCTORY	
I	<ol style="list-style-type: none"> i. Meaning, Concept and Evolution of ADR ii. Advantages & disadvantages of ADR, iii. ADR Processes iv. ADR in family disputes v. ADR under different legal framework 	10
II	LOK ADALATS, THE LEGAL SERVICES AUTHORITIES ACT, 1996	15



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	(WITH LATEST AMENDMENTS)	
	<div><div>i.</div><div>Concept, Meaning & Growth of Lok Adalats</div></div> <div><div>ii.</div><div>Lok Adalats under Legal Services Authorities Act, 1987,</div></div> <div><div>iii.</div><div>Nyaya Panchayats-Historical Perspectives,</div></div> <div><div>iv.</div><div>Advantages of Nyaya Panchayats,</div></div> <div><div>v.</div><div>Composition & Jurisdiction of Nyaya Panchayats.</div></div>	
III	THE ARBITRATION & CONCILIATION ACT, 1996 (WITH LATEST AMENDMENTS)	20
	<div><div>i.</div><div>Definition of Arbitration,</div></div> <div><div>ii.</div><div>Arbitration Agreement,</div></div> <div><div>iii.</div><div>Composition and jurisdiction of Arbitral Tribunal</div></div> <div><div>iv.</div><div>Conduct of Arbitral Proceedings,</div></div> <div><div>v.</div><div>Making of Arbitral Awards and Termination of Proceedings,</div></div> <div><div>vi.</div><div>Recourse Against Arbitral Award,</div></div> <div><div>vii.</div><div>Finality and Enforcement of arbitral Award,</div></div> <div><div>viii.</div><div>Appealable orders</div></div> <div><div>ix.</div><div>Arbitration Council of India</div></div> <div><div>x.</div><div>Enforcement of Foreign Awards (New York & Geneva Convention Awards)</div></div> <div><div>xi.</div><div>Conciliation</div></div>	
IV	THE MEDIATION ACT, 2023 (WITH LATEST AMENDMENTS)	15
	<div><div>i.</div><div>Meaning and Scope</div></div> <div><div>ii.</div><div>Mediation Agreement</div></div> <div><div>iii.</div><div>Mediators</div></div> <div><div>iv.</div><div>Mediation Proceedings and its enforcement</div></div> <div><div>v.</div><div>Online Mediation</div></div> <div><div>vi.</div><div>Mediation Council of India</div></div> <div><div>vii.</div><div>Community Mediation</div></div>	
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.

To meet the objectives of the course, which emphasizes both theoretical understanding and practical applications, a participatory and experiential approach to teaching-learning shall be adopted. The classroom environment shall integrate lectures, discussions, case analysis and practical exposure to various ADR mechanisms. Students will be engaged in class exercises, mock mediations and role-play simulations based on real-life scenarios and relevant case laws pertaining to Arbitration, Conciliation, Lok Adalats, and Mediation. The teaching of statutory provisions under the Arbitration and Conciliation Act, the Legal Services Authorities Act, and the Mediation Act, 2023 will be supplemented with illustrative interpretation of the sections and judicial decisions. These illustrations will be thoroughly discussed in class and will serve as the basis for evaluation during the practical examination. Students will be assigned pre-class readings comprising statutory texts, landmark judgments, and scholarly articles to facilitate critical analysis and deeper understanding of legal and procedural issues. Visits to Lok Adalats, Mediation Centers and Arbitration Tribunals may be organized, where feasible, to provide firsthand exposure to functioning ADR mechanisms. The pedagogical process will also include preparation and submission of a practical file covering all modules which will be evaluated by a panel during the Viva-Voce examination. The entire pedagogy aims to foster legal acumen, communication skills, negotiation abilities, and practical competence, thereby enabling students to practice as ADR professionals or assist in dispute resolution processes as per Section 89 of the Civil Procedure Code. The course shall thus be a blend of doctrinal learning and skill-based training, equipping students with both the knowledge and capacity to function effectively in ADR frameworks.

LIST OF CASES

- Vidya Drolia v. Durga Trading Corporation (2021) 2 SCC 1
- Hindustan Construction Company Ltd. v. Union of India (2020) 17 SCC 324
- State of Gujarat v. Utility Users Welfare Association (2018) 6 SCC 21
- Bar Council of India v. A.K. Balaji (2018) 5 SCC 379
- Afcons Infrastructure Ltd. Cherian Varkey Construction Co. Ltd. (2010) 8 SCC 24



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- SBP & Co. v. Patel Engineering Ltd. (2005) 8 SCC 618
- Haresh Dayaram Thakur v. State of Maharashtra (200) 6 SCC 179
- ONGC v. Saw Pipes Ltd. (2003) 5 SCC 705
- Food Corporation of India v. Joginder Pal Mohinder Pal, AIR 1989 SC 1263
- Rajasthan State Mines & Minerals Ltd. v. Eastern Engineering Enterprises, AIR 1999 SC 3627
- Tamil Nadu Electricity Board v. Bridge Tummel Construction, AIR 1997 SC 1376
- Trans Osis Shipping Agency Pvt. Ltd. V. Black Sea Shipping, AIR 1998 SC 707

ESSENTIAL READINGS

- Avatar Singh: Law of Arbitration and Conciliation; Eastern Book Company, 2023
- Shanshak Gard (Ed.) Alternative Dispute Resolution: The Indian Perspective, Oxford University Press, 2023
- [O.P. Tiwari: Arbitration and Conciliation, Allahabad Law Agency, Faridabad, 2023](#)
- S. C. Tripathi: *Alternative Dispute Resolution System (ADR)*, Central law Publications, Allahabad, 2023

SUGGESTED READINGS

- Kumar Doab: Law and Practice of Mediation in India: Commentary on the Mediation Act, 2023, Universal law Publications, 2024
- P.C. Markanda: Law Relating to Arbitration and Conciliation, Lexis Nexis, 2023
- Malika Taly: *Introduction to Arbitration*, Eastern Book Company, Lucknow, 2015
- Anirban Chakraborty: *Law & Practice of Alternative Dispute Resolution in India-A detailed analysis*, Lexis Nexis, Gurugram, 2015

Statutes:

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

- **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



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SYLLABUS							
Course Name: Law Relating to Human Right Law and Gender Justice Course Code: 703 A							
AY: 2025-26 onwards	Programme: B.A. LL.B. (Hons.)	Semester: VII	L	T	P	Credit	Contact Hrs. per Week: 3
			3	1	0	3	Total Hrs.: 45
Course-specific Objectives	The objectives of the course are as follows: 1. To critically engage with the philosophical foundations and normative theories underlying the concept of human rights. 2. To examine the historical evolution and key milestones in the development of human rights within the National legal tradition and role of instutions for protection of human rights. 3. To analyze the constitutional, legal, and institutional frameworks of human rights in contemporary India, with a focus on their implementation and challenges. 4. To explore concepts on gender justice and gender equaility. 5. To foster an advanced understanding of Sustainable Development Goals (SDGs) 2030 with respect to gendered perspectives.						
	Course-specific Outcomes	After the completion of this course, the student would be able to: 1. Understand core philosophical theories underpinning human rights across historical, moral, and legal dimensions. 2. Analyze Indian constitutional and legal mechanisms protecting contemporary human rights. 3. Understand the legal framework and role of different institutions in regard to protection of human rights Act 4. Understand gender justice, challenges faced by vulnerable groups with emphasis on gender justice. 5. Apply interdisciplinary approaches to critique, interpret, and advance gender equality discourse viz-a-viz Sustainable Development Goals (SDGs) to achieve gender equality, women's empowerment.					
PATTERN of EXAMINATION							
(Continuous Internal Assessment, & End-term Examination)							



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Examination shall be divided into two components:

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

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

- i.** 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}

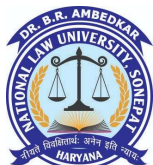
Three hours examination of 60 marks will be conducted as per schedule of the examination released by the University. Student will have to attempt 08 short-questions of 2.5 marks each, and 04 long questions of 10 marks each}. Question Paper will be divided into five-sections (Section A, B, C, D, & E)

- **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



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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.

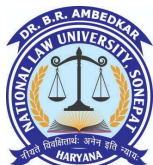
COURSE CONTENT

Module No.	Content	Contact Hrs.
	FOUNDATIONS OF HUMAN RIGHTS	
I	1. Human Rights in India: Conceptual Framework of Human Rights; Evolution and Analysis of natural Rights and Fundamental Rights 2. Preamble to the Indian Constitution and the Concept of Rights; Fundamental Rights; Directive Principles of State Policy; Fundamental Duties 3. International Human Rights Treaty Mechanism and the Indian Constitution 4. Universal Declaration of Human Rights and the Indian Constitution; the Indian Constitutional Framework and the International Covenant	10
	PROTECTION OF HUMAN RIGHTS IN CONTEMPORARY INDIA	
II	i. Provisions of the Indian Constitution, Application of International Human Rights Law in India, Role of Indian Judiciary in the Protection of Human Rights ii. The Protection of Human Rights Act, 1993: Salient Features; Role of NHRC, SHRC and Human Rights Courts i. Institutional Frameworks in India-Salient Features viz a viz protection of Human Rights- National Commission for Women, NCPCR, NCM, NCSC, NCST	10
	GENDER INEQUALITY & GENDER JUSTICE: CONCEPTS & INDICATORS	
III	i. Understanding Gender Justice: Notions of Sex and Gender ii. Deconstruction of Social Identities in Indian Society: Historical Perspectives from Ancient, Medieval, to Modern Times	11



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	iii. Socio-Legal Indicators of Gender Inequality: Difference in likelihood of survival; female foeticide, assignedhuman worth; and control over property, valued goods and services, working conditions,knowledge and information, political processes, symbolic representation, one’s body, and reproductive processes.	
IV	GENDER JUSTICE AND THE HUMAN RIGHTS	14
	1. Law Protecting Women Against Violence At Home: Domestic Violence, Dowry Harassment, and Sati. 2. Human Rights Framework for the Protection of Women, Children, Minorities, Persons with Disabilities, and the LGBTQ+ Community 3. Gender Justice and Armed Conflicts 4. Gender Equality and Sustainable Development Goals 2030	
PEDAGOGY (Teaching-Learning Strategy)		
<p>Teaching methodology is course-specific and aims at professional growth & holistic development of the students. Further, it aims at contributing socio-legal development of the country by considering aims & objectives of various initiatives of the state, like, NEP-2020, Viksit Bharat – 2047 and Sustainable Development Goals.</p> <p>Pedagogy of this course integrates theoretical knowledge through lecture of law &social sciences with its practical dimensions. This course will be delivered through class-room lectures, interactive discussions (Socratic method), experiential learning (clinical methods), tutorial methods (research-based exercise) and pro-bono legal activities (legal aid activities). Participatory techniques such as mock trials, role-plays, and debates will be employed to encourage critical analysis and ethical reasoning. Use of documentaries, visual media, and ICT tools will further aid in enhancing engagement & contextual understanding of the students. Emphasis will be laid on developing understanding of contemporary issues related to this course. It revolves around application of the law in real-life situations so that the students are able to satisfy expectations of the legal profession. Accordingly, methods of teaching, evaluation & assessment have been devised in this course.</p>		
LIST OF CASES		
<ul style="list-style-type: none">Indian Young Lawyers Association v. State of Kerala, 2018 SCC On Line SC 1690Joseph Shine v. Union of India, 2018 SCC On Line SC 1676		



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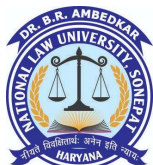
- Shayara Bano v. Union of India and others, 1985(2)SCC556.
- Danial Latifiv. Union of India (2001) 7 SCC 740
- Vishaka and Others v. The State of Rajasthan, AIR 1997 SC 3011
- Sarla Mudgal v. Union of India, 1995AIR 1531C.B. Muthammav. Union of India, 1979(4)SCC 260
- Air India and others v. Nergesh Meerza, 1982 SCR (1) 438
- Hiral P. Harsora And Ors v. Kusum Narottamdas Harsora, 2016 SCC OnLine SC (1) 118,
- Navtej Singh Johar & Ors v. Union of India, 2016

ESSENTIAL READINGS

- International Law and Human Rights, *Dr. H.O. Agarwal*, (Central Law Publication, Allahabad. 12th Edn. - 2012)
- Human Rights in India: Implementation and Violations, *Bajwa, G.S. and D.K. Bajwa* (D.K. Publishers, New Delhi, 1996).
- Human Rights in Constitutional Law, *Basu, D.D.*, (Lexis Nexis India, 2008)
- Woman and the Law, *G B Reddy*, (Gogia Law Agency, Hyderabad, 2001)
- Rege, Sharmila (ed), *Sociology of Gender: The Challenge of Feminist Sociological Knowledge*, Sage, New Delhi, 2003.
- Misra, Preeti, *Gender Justice: A Dream To Be Fulfilled*, Law Review, Vol. 20, 198- 99, JNPG College, Lucknow
- Law Relating to Protection of Human Rights, *Justice Palok Basu* (Modern Law Publications, Allahabad 2002).
- Law Relating to Human Rights, *S.K. Awasthi and R.P. Kataria*, (Orient Publications, New Delhi 2000)
- Human Right: International Protection, Monitoring and Enforcement, Symmonides, J., (Rawat publications, New Delhi 2005)
- Report of the United Nations High Commissioner for Human Rights on Discriminatory laws and practices and acts of violence against individuals based on their sexual orientation and gender identity (2014) available at
- https://www.un.org/ga/search/view_doc.asp?symbol=A/HRC/19/41
- UN Convention for the Elimination of Discrimination against Women
- Ved Kumari, "Gender Analyses of Indian Penal Code" in Amita Dhanda, Archan Parashar (ed) *ENGENDERING LAW Essays in Honour of Lotika Sarkar*, pp. 139-160 (1999). Eastern Book Company
- Vanessa Sheridan, "Transgender Economic Equality: The New Frontier" in HUFFPOST available at https://www.huffingtonpost.com/vanessa-sheridan/transgender-economic-equality-the-new-frontier_b_3914614.html

SUGGESTED READINGS

- Human Rights: Contemporary Issues - A Festschrift in the Honour of Professor Upendra Baxi (Only eBook Version Available) by V K Ahuja, Edition: 1st Edition, 2019
- International Law & Human Rights - M.P. Tandon, M.P. Tandon Nineteenth Edition-2024, Allahabad Law Agency
- Human Rights - V.K. Anand, Edition: 2018 Reprint: 2022, Allahabad Law Agency



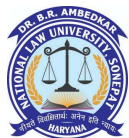
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- Kalapana Kannabhiran (ed), women and law critical feminist perspectives (SagePublications India 2014)
- Usha Tandon and Sidharth Luthra, “Rape: Violation of the Chastity or Dignity of Woman? A Feminist Critique of Indian Law”, FICHL Policy Brief Series No. 51 (2016)
- Dr. Shilpa Jain ,Amrit Kaur Pannu& Karan Godara, International Law, Allahabad Law Agency
- Lotika Sarkar, “Women’s Movement and the Legal Process” Occasional Paper 24,
- CWDS, <http://www.cwds.ac.in/wp-content/uploads/2016/09/WomensMovement.pdf>
- UN Human Rights Council Resolution on Human rights, Sexual Orientation and Gender Identity, 2011
- Sircar, V.K., Protection of Human Rights in India, Asia Law House, Hyderabad (2004-05.)
- Symmonides, J., Human Right: International Protection, Monitoring and Enforcement, Rawat publications, New Delhi (2005)

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

Note:

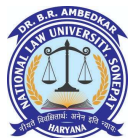
Suggested readings/case laws are not exhaustive. Students are advised to read the latest edition of the books and to refer to E-sources like: *West Law*; *JSTOR*, *Heinonline*, *EPW*, *Manupatra*, *the website of the Law Commission of India*, *liiofindia.org*. National Judicial Grid



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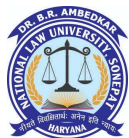
SYLLABUS							
Course Name: Technology & Law Course Code: 703-B							
AY: 2025-26 onwards	Programme: B.A.LL.B. (Hons.)	Semester: VII	L	T	P	Credit	Contact hrs. Per-week: 3
			3	1	0	3	Total Hrs.: 45
Course-specific Objectives	This Course is structured for achieving the following objectives:						
	<div><div></div><div>1. To make the learners understand the emerging interface of Information Technology (IT) and Law.</div><div>2. To make the students understand about the significance and recent trends in E-governance, E-commerce and E-contracts in the age of ICT.</div><div>3. To enable the learners to analyse the emerging issues of digital data privacy and data protection <i>vis-a-vis</i> jurisprudential landscape thereto.</div><div>4. To enable the learners to critically evaluatethe emerging issues in the ICT age create awareness among the common masses along with an elementary understanding of the debates around the globe pertaining to the IPR and social media regimes.</div></div>						
Course-specific Outcomes	After the completion of this course:						
	<div><div></div><div>1. The learners will be able to understand the emerging interface between IT and Law and the developmental aspect thereof.</div><div>2. The learners will be able to understand about the significance and recent trends in E-governance, E-commerce and E-contracts along with their pros and cons in the era of ICT.</div><div>3. The learners will havein-depth knowledge and will be able to analysethe issues of digital data privacy and data protection <i>vis-a-vis</i> jurisprudential landscape thereto.</div><div>4. The learners will be enabled to evaluate the interdisciplinary approach and emerging issues in the ICT ageand create awareness among the common masses along with an elementary understanding of the debates around the globe pertaining to the IPR and social media regimes.</div></div>						



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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) shall be of 20 marks. ii Project and presentation shall be of 10 marks (5 marks written project and 5 marks for presentation). iii Value based / ethical values (<i>such as role-playing, debates, community service, short documentaries / visual media on life skills, ethics, & morals, or visiting the social institutions etc.</i>) activity shall be assigned by the teacher to the students which shall carry 5 marks. iv Pro bono / legal aid activity relating to the clinical legal education shall be performed by the student and shall carry 05 marks. Note: <i>Further details on four components of continuous internal assessment are laid down hereinbelow. These instructions cater to course-specific objectives and outcomes, both.</i>	
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 <ul style="list-style-type: none">• 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.

IV Value-based and Pro-bono Activities (Total 5 activities)

- Awareness initiative in villages, colonies, social institutions etc.
- Pro-bono clint counselling and allied activities.

END-TERM EXAMINATION

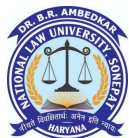
(2.5 x 08 short questions = 20) + (10 x 04 long questions=40) = 60 marks}

- 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

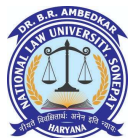


and the outcomes.

COURSE CONTENT		
Module No.	Content	Contact Hrs.
I	EVOLUTION AND DEVELOPMENT OF TECHNOLOGY AND LAW	12
	<ol style="list-style-type: none"> 1. Basic Concepts under Technology and Law: Notion of Information and Communication Technology (ICT); Evolution of Science and Technology Law in India. History of IT sector in India before 1991 and Economic Reforms in 1991 and Development of IT Sector in India. Interface of Technology and Law; Need and Relevance of Technology Law. 	
II	E-GOVERNANCE, E-COMMERCE AND E-CONTRACTS IN THE ERA OF ICT	11
	<ol style="list-style-type: none"> 1. E-Commerce: Concept of E-Commerce; Different Types of E-Commerce; Advantages and Disadvantages of E-Commerce. 2. E-Governance: Concept of E-Governance; Objective of E-Governance; Different Models of E-Governance; Advantages and Disadvantages of E- Governance; E-Governance vis-à-vis Transparency. 3. E-Contracts: Concept of E-Contract, Key Issues and Challenges; E-Frauds and Preventive Measures; Digital Signatures and Electronic Signatures. 	
III	DIGITAL DATA PRIVACY AND DATA PROTECTION	11
	<ol style="list-style-type: none"> 1. Key Concepts: Digital Privacy; Data Privacy; Data; Data Privacy; Privacy of Women and Children. 2. Digital Personal Data Protection Act, 2023: Concept of Data, Personal Data & Personal Digital Data; Data Fiduciary; Processing of Data; Grounds for Processing Personal Data (Sec. 4); General Obligations of Data Fiduciary (Sec. 8); Processing of Personal Data of Children (Sec. 9); Processing of Personal Data Outside India (Sec. 16). 3. Case Studies: Cambridge Analytica Data Scandal, Pegasus Snooping Scandal. 	



IV	INTERDISCIPLINARY APPROACH AND EMERGING ISSUES		11
	1. Interdisciplinary Approach: Agriculture and Information Technology, Medical Sciences and Information Technology; Interface of Information Technology with Biotechnology; Blockchain Technology and Artificial Intelligence.		
	2. Cyber Space and IPRs: Interface of Technology, Cyber Space and IPRs: Patentability Issues, Copyright Issues, Techno-legal Significance of Domain Names under Trademarks Regime.		
		3. ICT and Misuse of Social-Media <i>vis-a-vis</i> Preventive Measures.	
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			



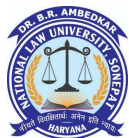
- PUCL v. Union of India, (1997) 1 SCC 301.
- Avnish Bajaj v. State of NCT Delhi (2005) 3 Comp LJ 364 Del.
- State (NCT of Delhi) v. Navjot Sandhu (2005) 11 SCC 600.
- Avnish Bajaj v. State (NCT) of Delhi, 2005(79)DRJ576.
- P.V. Anvar v. P.K. Basheer (2014) 10 SCC 473.
- Shreya Singhal v. Union of India, (2015) 5 SCC 1.
- K. S. Puttaswamy v. Union of India, (2017) 10 SCC 1.
- Amway India Enterprises Pvt. Ltd. v. 1Mg Technologies Pvt. Ltd. & Anr., (2019) 260 DLT 690.
- Arjun Panditrao Khotkar v. Kailash Kushanrao Gorantyal and Ors, 2020.

ESSENTIAL READINGS

- **Textbook on Information Technology Laws;** *Dr. Santosh Kumar* (WHITESMANN Publication, Delhi).
- **Information Technology Law and Practice- Cyber Laws and Laws Relating to E-Commerce;** *Vakul Sharma*, (Universal Law Publishing Co. Delhi)
- **Cyber Laws, Information Technology & Artificial Intelligence;** *Dr. Jyoti Rattan and Dr. Vijay Rattan* (Bharat Law House, New Delhi)
- **Handbook on Comparative IPR Law Technology Law and Emerging Legal Domains;** *Dr. Aditya Tomer, Dr. Joshua Aston, Mini Srivastava, Rupendra Singh* (Oakbridge Publishing Pvt. Ltd., Gurugram)

SUGGESTED READINGS

- **Cyber Security and Cyber Laws;** *Nilakshi Jain and Ramesh Menon*, (Wiley, New Delhi)
- **Cyber Law;** *Pavan Duggal* (LexisNexis, Gurugram)
- **Cyber Laws and IT Protection;** *Gagandeep Chander and Harish Kaur*, (PHI Learning Pvt. Ltd., New Delhi)
- **Cyber Laws;** *Justice Yatindra Singh* (Universal Law Publishing Co., Delhi)
- **The International Dimensions of Cyberspace Law (Law of Cyberspace);** *Bruno De Padiracin*, (Ashgate Publishing Ltd., United Kingdom)
- **Law Relating to Computers Internet & E Commerce;** *Nandan Kamath* (Universal Law Publisher, Delhi)
- **Cyber Law;** *Anirudh Rastogi* (LexisNexis, Gurugram)
- **Cyber Law: Intellectual Property and E-Commerce Security;** *Krishna Kumar* (Dominant Publishers & Distributors, New Delhi)



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- **A Complete Manual on Intellectual Property Rights & Cyber Laws in India;** *Dr. Anusuya Yadav* (Notion Press, Chennai)
- **Cyber Crime and the Victimization of Women: Laws, Rights and Regulations (Advances in Digital Crime, Forensics, and Cyber Terrorism;** *Debarati Halder and K. Jaishankar* (IGI Global, USA)
- **Internet Law-Text and Materials;** *Chris Reed* (Universal Law Publishing, Co. New Delhi)
- **Cyber Law Indian and International Perspectives;** *Aparna Viswanathan* (Lexis Nexis, Gurugram)
- **Computers, Internet and New Technology Laws-A Comprehensive Reference Work with Special Focus on Developments in India;** *Karnika Seth* (Lexis Nexis, Gurugram)
- **Cyber Law;** *Anirudh Rastogi* (Lexis Nexis, Gurugram)
- **Cyber Crimes;** *Talat Fatima* (Eastern Book Company, Lucknow)
- **Commentary on Information Technology Act;** *Apar Gupta* (Lexis Nexis, Gurugram)
- **Technology Laws Decoded;** *N. S. Nappinai*, (Lexis Nexis, Gurugram)
- **Information Technology Law and Practice;** *Vakul Sharma* (Universal Law Publishing Co., New Delhi)

STATUTES

- **Information and Technology Act, 2000 (Act No. 21 of 2000).**
- **Digital Personal Data Protection Act, 2023 (Act No. 22 of 2023).**

Note:

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



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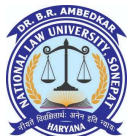
SYLLABUS

**Course Name: Media & Telecommunication
Laws**
Course Code: 704-A

AY: 2025-26 onwards	Programme: B.A. LL.B. (Hons.)	Semester: VII	L	T	P	Credit	Contact hrs. per-week: 3
			3	0	0	3	Total Hrs.: 45

Course specific objectives	The objectives of the course are as follows:
	1. To enable students, understand and think critically about the different ideas and ethical issues related to media and telecommunication law.
	2. To make students aware of the laws and rules that control the media and telecommunication industries, including the roles and responsibilities of authorities that ensure these sectors work properly and fairly.
	3. To equip students with the knowledge of limitations imposed on media practices, including advertising standards, contempt of court, and other content-related legal issues.
	4. To develop students' ability to evaluate the effectiveness of redressal mechanisms and the legal remedies available for service-related disputes in the media and telecommunication domains.
	5. To enhance analytical skills through the study of case laws, contemporary issues, and regulatory interventions in media and telecommunication services.

Course specific outcomes	After completion of this course, the students will be able to:
	1. Students will be able to understand the structure, composition, powers, and functions of the regulatory authorities governing media and telecommunication in India, such as TRAI and others.
	2. Students will be well acquainted with the legal boundaries and ethical limitations imposed on media, particularly in the context of advertising, obscenity, defamation, and contempt of court.
	3. Students will develop the ability to identify and address specific legal issues related to media content and communication, including hate speech, fake news, and trial by media.
	4. Students will be equipped to analyze the effectiveness of grievance redressal mechanisms and the remedies available under relevant laws.



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- | | |
|--|---|
| | 5. Students will gain insights into the practical application of media and telecommunication laws through case studies, legal provisions, and regulatory frameworks. |
|--|---|

PATTERN of EXAMINATION (Continuous Internal Assessment, & End-term Examination)
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Examination shall be divided into two components:

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

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

- i.** 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 hereinbelow. These instructions cater to course-specific objectives and outcomes, both.

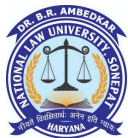
END-TERM EXAMINATION:

(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



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- There will be no choice in Section A
- **Sections B, C, D, & E (long questions)**
 - Questions in Sec. B, C, D. & E will contain long questions of 10 marks each;
 - Questions in above four Sections will cover Module I, II, III, & IV respectively
 - Internal Choice will be there in long-questions
 - One of the optional questions, within every section of the question paper, will necessarily be an application / problem-based question, and the other optional question will be a theory / concept-based question.
 - Question paper will cover all modules equally / proportionately keeping in view of the course objectives and the outcomes.

COURSE CONTENT

Module No.	Content	Contact Hrs.
I	INTRODUCTION	11
	i. Different forms of Media. <ul style="list-style-type: none"> • Print Media: Newspapers, Magazines, Journals • Electronic Media: Television, Radio • Digital Media: Social Media, Blogs, Podcasts • Cinema and Advertising as Media 	
	ii. Media & Freedom of Speech. <ul style="list-style-type: none"> • Concept and Evolution of Freedom of Speech and Expression • Historical development • Constitutional Provisions in India • Article 19(1)(a): Scope and meaning • Article 19(2): Reasonable restrictions 	
	iii. Right to Information.	
	iv. Media Trial	



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	<p>v. Privacy, Defamation & Right to Publicity</p> <ul style="list-style-type: none"> • Right to Privacy: Concept and Constitutional Recognition • Defamation: Civil and Criminal Aspects 	
II	<p style="text-align: center;">MEDIA AND ADVERTISEMENT</p> <p>i. Concept of Advertisement,</p> <p>ii. Advertisement & Ethics, (Sections 2-6) under The Drugs and Magic Remedies (Objectionable Advertisements) Act 1954,</p> <p>iii. Indecent Representation of Women (Prohibition) Act, 1986 (Sections 3-4)</p> <p>iv. IT (Intermediary Guidelines & Digital Media Ethics Code) Rules, 2021 (Rule 2 (clauses f, g, h, m, o, s, t, u, w, x, y), Rules 3-5,</p> <p style="padding-left: 40px;">Grievance Redressal Mechanism (Rule 10), Self Regulating Mechanism Level I (Rule 11), Level II (Rule 12), Level III (Rule 13), Blocking of Information in case of emergency (Rule 16)</p>	12
III	<p style="text-align: center;">PRESS COUNCIL OF INDIA INTRODUCTION TO TELECOMMUNICATION LAWS</p> <p>i. Historical Evolution of Telecommunications Law.</p> <p>ii. The Indian Telegraph Act 1885</p> <p>iii. Privileges & Powers of the Government (Sections 4-9),</p> <p>iv. Power to place telegraph lines and posts (Sections 10-11, 17-19B)</p> <p>v. Penalties (Sections 20-32)</p>	11
IV	<p style="text-align: center;">REFORMS IN TELECOMMUNICATION</p> <p>i. Reforms in Telecommunication</p> <p>ii. Constitutional aspects of Telecommunication</p> <p>iii. Technological reforms: Satellite Communication, Internet</p> <p>iv. Foreign Direct Investment Policy in Telecommunication</p> <p>v. Telecommunications: Issues and Challenges</p> <ul style="list-style-type: none"> • Jurisdictional issues: National & International Aspects 	11



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	<ul style="list-style-type: none"> Dispute Settlement under TRAI 	
<p style="text-align: center;">PEDAGOGY (Teaching-Learning Strategy)</p>		
<p>Teaching methodology is course-specific and aims at professional growth & holistic development of the students. Further, it aims at contributing socio-legal development of the country by considering aims & objectives of various initiatives of the state, like, NEP-2020, Viksit Bharat – 2047 and Sustainable Development Goals.</p> <p>Pedagogy of this course integrates theoretical knowledge through lecture of law & social sciences with its practical dimensions. This course will be delivered through class-room lectures, interactive discussions (Socratic method), experiential learning (clinical methods), tutorial methods (research-based exercise) and pro-bono legal activities (legal aid activities). Participatory techniques such as mock trials, role-plays, and debates will be employed to encourage critical analysis and ethical reasoning. Use of documentaries, visual media, and ICT tools will further aid in enhancing engagement & contextual understanding of the students. Emphasis will be laid on developing understanding of contemporary issues related to this course. It revolves around application of the law in real-life situations so that the students are able to satisfy expectations of the legal profession. Accordingly, methods of teaching, evaluation & assessment have been devised in this course.</p>		
<p style="text-align: center;">LIST OF CASES</p>		
<ul style="list-style-type: none"> Sheena Bora Murder Case (2012) Jessica Lal Murder Case (1999) Nirbhaya Rape Case (2012) Nithari Killings (2007) Aarushi-Hemraj Murder Case (2008) Indian Medical Associations & Anr. Vs. Union of India & Ors. 2022, https://www.livelaw.in/lawschool/articles/misleading-advertisement-patanjali-case-self-declaration-certificate-celebrities-influencers-consumer-protection-advertising-agencies-261264 		
<p style="text-align: center;">ESSENTIAL READINGS</p>		
<ul style="list-style-type: none"> Law of The Press; Basu, Dr. Durga Das, (5th Edn.), Lexis Nexis, Haryana, 2010 Law and the Media, Bloy, Duncan & Hadwin, Sara, (2nd Edn.), Sweet & Maxwell, London, 2013 Media Law; Carey, Peter, (2nd Edition), Sweet & Maxwell, London 1996 		



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- **Facets of Media Law;** *Divan, Madhavi Goradia*, Eastern Book Company, Lucknow, 2010

- **SUGGESTED READINGS**

- **Media Law: A Practical Guide to Managing Publication Risks;** Gallant & Epworth, Sweet & Maxwell, London, 2000
- **Essays on Press Freedom;** *Iyer, V. R. Krishna and Sethi, Vinod*, Capital Foundation Society, New Delhi, 1996
- **Media Laws And Regulations in India;** *Iyerass, Venkat*, (1st Edition), Bahri Sons (India Research Press), New Delhi, 2000
- **Ethics and The Media;** *Paul, Sebastian*, (3rd Edition), Lexis Nexis, Haryana, 2015
- **Media Law in India,** *Prasad, Kiran*, Kluwer Law International, Netherlands, 2011
- Broadcasting Reform in India:
- **Media Law from a Global Perspective;** *Price, Monroe Edwin, & Verhulst, Stefaan G.*, Oxford University Press, London, 2001
- **Constitution of India;** *Shukla, V.N.*, Eastern Book Company, (11th Edition), Lucknow, 2011
- **The International Comparative Legal Guide to Telecommunication Laws and Regulations 2019: A Practical Insight to Cross-border Telecommunication Laws and Regulations;** Global Legal Group, London, UK, 2008
- **Communications Law in India: Legal Aspects of Telecom, Broadcasting, and Cable Services;** *Vikram Raghavan*, LexisNexis Butterworths Wadhwa, Nagpur, 2007
- **Media and Telecommunication Laws;** Universal Law Publishing Company, 2009
- **Telecommunications, Broadcasting, and Information: Law, Policy, and Regulation,** *Amit M. Schejter (ed.)*, Cognella Academic Publishing, California, USA, 2012

Statutes:

- The Indian Telegraph Act, 1885
- The Telecom Regulatory Authority of India Act, 2001
- The Drugs and Magic Remedies (Objectionable Advertisements) Act, 1954
- The Indecent Representation of Women (Prohibition) Act, 1986
- The Competition Act, 2002



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- Information Technology Act, 2000

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



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SYLLABUS

Course Name: Marginalized Communities
Law Course Code: 704-B

AY: 2025-30	Programme: B.A.LL.B. (Hons.)	Semester: VII	L	T	P	Credit	Contact hrs.per-week:3
			3	0	0	3	Total Hrs.: 45

Course specific objectives	The objectives of the course are as follows:
	<ol style="list-style-type: none"> 1. To sensitize students to the structural and systemic marginalization faced by certain communities in India. 2. To equip students with knowledge of constitutional and legal protections available to marginalized groups. 3. To critically analyze the role of law in both reinforcing and dismantling social hierarchies. 4. To understand the interconnection between law, justice, and social transformation. 5. To explore the intersectionality of caste, class, gender, religion, ethnicity, and disability in marginalization.

Course specific outcomes	After completion of this course, the students will be able to:
	<ol style="list-style-type: none"> 1. Understand key concepts of marginalization and discrimination from legal and sociological perspectives. 2. Be equipped to interpret and apply constitutional and statutory protections for marginalized groups. 3. Analyze the role of judiciary, legislature, and civil society in advancing rights of marginalized communities. 4. Develop a critical lens to assess how the legal system interacts with identity, power, and social justice. 5. Be able to contribute meaningfully to legal advocacy and policy-making in the context of social equity



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.

END-TERM EXAMINATION:

(2.5x08 short questions=20) +(10 x04 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



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Module No.	Content	Contact Hrs.
I	INTRODUCTION	11
	i. Meaning and Forms of Marginalization	
	ii. Historical and Structural Discrimination	
	iii. Constitutional Mandate and Social Justice	
	iv. Ambedkar's Vision of Justice and Constitutional Morality	
	v. Role of Judiciary in Addressing Inequality	
II	MARGINALIZED COMMUNITIES AND THE LAW	12
	i. Scheduled Castes and the Law (Untouchability, Atrocities Act)	
	ii. Scheduled Tribes and Legal Protections (Forest Rights, Displacement)	
	iii. Religious Minorities and the Law	
	iv. Denotified Tribes and Nomadic Communities	
	v. Intersectionality and Legal Exclusion	
III	GENDER, SEXUALITY AND THE LAW	11
	i. Women and Law: Rights, Protection, and Empowerment	
	ii. Transgender Persons and Non-binary Identities (Post NALSA)	
	iii. LGBTQIA+ Rights and Decriminalization (Navtej Johar)	
	iv. Personal Laws and Gender Discrimination	
	v. Gender Justice and Uniform Civil Code Debates	



IV	CONTEMPORARY LEGAL AND POLICY CHALLENGES	11
	<ul style="list-style-type: none">i. Affirmative Action and Reservationsii. Access to Education, Health, and Housingiii. Labour Rights of Migrants, Domestic Workers, and Informal Sectoriv. Legal Empowerment and Access to Justicev. Role of Legal Aid and PIL in Empowering the Marginalized	



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

- Indian Young Lawyers Association v. State of Kerala (Sabarimala Case) (2019) 11 SCC 1
- Navtehsingh Johar v. Union of India (2018) 10 SCC 1
- NALSA v. Union of India (2014) 5 SCC 438
- Indra Sawhney v. Union of India (1992) Supp (3) SCC 217
- PUCL v. Union of India (2003) 4 SCC 273
- Mohini Jain v. State of Karnataka (1992) 3 SCC 666
- Shayara Bano v. Union of India (2017) 9 SCC 1

ESSENTIAL READINGS



- **Upendra Baxi** – *The Crisis of the Indian Legal System* (Vikas Publishing)
- **Dr. B.R. Ambedkar** – *Annihilation of Caste*
- **Flavia Agnes** – *Law and Gender Inequality: The Politics of Women's Rights in India* (OUP)
- **T.K. Oommen** – *Citizenship, Nationality and Ethnicity*
- **Kalpana Kannabiran** – *Tools of Justice: Non-Discrimination and the Indian Constitution*
- **Sukhadeo Thorat & Aryama** – *Equality and Social Justice*
- **Nandini Sundar (ed.)** – *Legal Grounds: Natural Resources, Identity, and the Law in Jharkhand*
- **Asha Bajpai** – *Child Rights in India: Law, Policy, and Practice*
- **M.P. Jain** – *Indian Constitutional Law*
- **Granville Austin** – *Working a Democratic Constitution: The Indian Experience*

Note:

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



- **Textbook on Criminology**; *K.S. Williams* (Oxford University Press, New York, 2001)

SUGGESTED READINGS

- **Clemency in India, Confluence, Contradictions and Confusions**; *Dr. Malvika Singh* (Bright Law House Publication, 2020)
- **Criminology, Penology & Victimology**; *Dr. Deepa Singh, Dr. Malvika and Dr. K.P. Singh* (Bright Law House Publication, 2019)
- **Criminology: Theories, Patterns and Typologies** (10th Ed.); *L.J. Seigel* (Cengage, USA, 2010)
- **New Horizons in Criminology**; *Negley Teeters, and Hary Elnar Barnes* (Prentice Hall, New Delhi, 1959)
- **Perspectives on Criminology**; *William Parsonage* (Sage Publications, London, 1979)
- **Social Theory and Social Structure**; *R.K. Merton* (Free Press, 1968)

- **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 the latest edition of the books and to refer E-sources like: *West Law*; *JSTOR*, *Heinonline*, *EPW*, *Manupatra*, *website of Law Commission of India*, *lii of india.org*. National Judicial Grid



SYLLABUS

Course Name: Election Laws

Course Code: 704-C

AY: 2025-30	Programme: B.A.LL.B. (Hons.)	Semester: VII	L	T	P	Credit	Contact hrs.per-week:3
			3	1	0	3	Total Hrs.: 45

Course specific objectives	The objectives of the course are as follows: <ol style="list-style-type: none">1. To provide a comprehensive understanding of the conceptual foundations, ethos, and legal principles governing democratic elections in India, with a focus on the role of electoral institutions, procedures for free and fair elections.2. To familiarize students with the institutional and procedural framework of electoral administration in India.3. To impart a comprehensive understanding of the legal framework regulating the conduct of elections in India, with emphasis on procedural rules, electoral offences, corrupt practices, and adjudication of election disputes.4. To examine the legal and institutional challenges confronting electoral democracy in India.5. To encourage critical thinking on anti-defection laws, office of profit provisions, Model Code of Conduct, and the impact of social media in elections.
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Course specific outcomes	After completion of this course, the students will be able to: <ol style="list-style-type: none">1. Critically analyze the constitutional and legal framework of elections in India.2. Evaluate the structure, powers, and duties of the Election Commission of India and State Election Commissions.3. Analyze the procedural steps involved in conducting elections, and understand the legal mechanisms for resolving election disputes.4. Demonstrate basic skills required to critically evaluate the evolving challenges to electoral democracy in India.5. Evaluate the effectiveness of the Model Code of Conduct and social media regulations in strengthening free and fair elections.
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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 presentations** 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.*



END-TERM EXAMINATION:

(2.5x08 short questions=20) +(10 x04 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 mark 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 mark 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 mark 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	CONCEPTUAL FRAMEWORK, COMPONENTS, AND PRINCIPLES OF ELECTIONS	11
	<p>i. Conceptual Framework:</p> <ul style="list-style-type: none"> • Democracy, Democratic bodies, and Elections • Evolution of democracy • Types of democracy <p>ii. Democracy and Indian Constitution:</p> <ul style="list-style-type: none"> • Evolution of democracy in India • Concept of free and fair Elections • Constitutional principles and Ethos for ensuring democratic polity <p>iii. Electorate, Electoral Roll:</p> <ul style="list-style-type: none"> • electorate, political parties, candidates, electoral machinery, electoral roll • dispute resolution, and principles for conduct of free and fair elections • electoral offices viz., members of Lok Sabha, Rajya Sabha, State Legislatures, President, Vice President, local bodies. <p>iv. Constituencies and Delimitation of Constituencies:</p> <ul style="list-style-type: none"> • Equality of constituencies • Procedure, and practice for delimitation of constituencies. <p>v. Elections to the Post of President and Vice-President:</p> <ul style="list-style-type: none"> • Procedure for conduct of elections to the post of President and Vice-President; Role of ECI 	
	ELECTION PROCESS AND ELECTORAL MACHINERY	



II	<ul style="list-style-type: none">i. Election Commission of India:<ul style="list-style-type: none">• Constitution of the ECI• Powers, Functions and Duties in the conduct of elections and the advisory opinion.ii. Electoral Machinery in States:<ul style="list-style-type: none">• Constitution of State Election Commission• Powers and functions of the state election commission, chief electoral officers, district electoral officers, returning officer, and other electoral machinery.iii. Political Parties:<ul style="list-style-type: none">• Registration, de-registration of political parties• Recognition of political parties as national or regional parties.iv. Symbols:<ul style="list-style-type: none">• Allotment of election symbols and disputes relating to election symbols.v. Qualifications and Disqualifications for being a Member of Legislative Bodies:<ul style="list-style-type: none">• Reservation in legislative bodies• Constitutional and statutory qualifications for contesting elections, and disqualifications.	12
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	REGULATION OF THE CONDUCT OF ELECTIONS AND ELECTION DISPUTES	11
	<p>III</p> <p>i. Electoral Process:</p> <ul style="list-style-type: none"> • Issue of notification, nomination papers, scrutiny of papers • Conduct of elections, declaration of results • Countermanding of election and cancellation of elections. <p>ii. Regulation of Electoral Process:</p> <ul style="list-style-type: none"> • Restrictions on electioneering • Restrictions on publication of advertisements/pamphlets/brochures • Ceiling on election expenditure and election accounts. <p>iii. Electoral Corrupt Practices:</p> <ul style="list-style-type: none"> • Booth capturing, bribery, undue influence, promotion of enmity, inciting votes on the ground of religion, caste, and other corrupt practices. <p>iv. Electoral Offences:</p> <ul style="list-style-type: none"> • Electoral offences under the Representation of the People Act, 1951 and the Bharatiya Nyaya Sanhita (BNS). <p>v. Election Disputes:</p> <ul style="list-style-type: none"> • Filing of election petition • Grounds on which election petition can be filed • Election tribunal; jurisdiction and trial. 	
	ISSUES AND CHALLENGES IN ELECTORAL DEMOCRACY AND ELECTORAL REFORMS	11
	<p>IV</p> <p>i. Anti-Defection Law:</p> <ul style="list-style-type: none"> • Evolution of anti-defection law • Critical concerns in anti-defection law <p>ii. Office of Profit:</p> <ul style="list-style-type: none"> • Meaning, scope, judicial interpretation • Disqualification on the ground of office of profit. 	



iii. Model Code of Conduct:

- Issuance of Model Code of Conduct
- Legal relevance and status of MCC
- Implementation challenges.

iv. Regulation of social media:

- Social media and elections; regulation of opinion polls, exit polls, and election surveys.

v. Emerging Issues in Conduct of Free and Fair Elections and Electoral Reforms

- Issues and Challenges in Indian Democracy
- Issues in the conduct of free and fair elections
- Funding of elections; reports of committees for electoral reforms, law commission, and election commission on electoral reforms.



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

- Sahara India Real Estate Corp. Ltd. v. SEBI (2013) 1 SCC 1
- National Stock Exchange v. SEBI (2015) 15 SCC 1
- Clariant International Ltd. v. SEBI (2004) 8 SCC 524
- SEBI v. Ajay Agarwal (2010) 3 SCC 765
- Tata Consultancy Services v. State of Andhra Pradesh (2005) 1 SCC 308

ESSENTIAL READINGS

- V.S. Rama Devi and S.K. Mendiratta, How India Votes- Election Laws, Practice and Procedure, Butterworths Wadhwa, Nagpur.
- Justice TS Doabia, Law of Elections and Election Petition, 6th Edition, 2021, Lexis Nexis.
- Kuber Mahajan, Election Laws and Practice in India, 2022, Whitesmann Publishing Co.

SUGGESTED READINGS

- A.B. Kafaltiya, Democracy and Election Laws, Deep and Deep Publishers, New Delhi.
- Ali, Raisa, Free and Fair Elections in India, Deep and Deep Publishers, New Delhi.
- Rajni Kothari, Rethinking Democracy, Orient Longman
- Neeraj Gopal Jayal, Democracy in India, Oxford University Press. H.M. Seervai, Constitutional Law of India, Eastern Book Company, Lucknow.



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SYLLABUS

Course Name: Financial Market Regulation

Course Code: 705 A

AY: 2025-26 onwards	Programme: B.A.LL.B. (Hons.)	Semester: VII	L	T	P	Credit	Contact hrs. per-week: 3
			3	0	0	3	Total Hrs.: 45

Course specific objectives	<p>The objectives of the course are as follows:</p> <ol style="list-style-type: none"> 1. Provide the students with the insights of financial system and economy of India 2. Will apprise students with the reforms in the financial system in India and development of Financial Institutions and Instruments. 3. To make the students understand the importance of regulating and promoting institution like RBI, SEBI for the purpose of regulation in investment market.
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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. Equipped with the knowledge and rationale behind laws and instruments relating to investment and finance. 2. Understand the legal regulations on finance and the contractual aspects, thus enhancing their prospects of practice in corporate issues. 3. Understand the rationale behind financial regulation and institutions, and apply this knowledge to practical legal and investment scenarios.
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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) shall be of 20 marks.
- ii.** Project and presentation shall be of 10 marks (5marks written project and 5 marks for presentation).
- iii.** Value based / ethical values (*such as role-playing, debates, community service, short documentaries / visual media on life skills, ethics, & morals, or visiting the social institutions etc.*) activity shall be assigned by the teacher to the students which shall carry 5 marks.
- iv.** Pro bono / legal aid activity relating to the clinical legal education shall be performed by the student and shall carry 05 marks.

Note:

Further details on four components of continuous internal assessment are laid down hereinbelow.

These instructions cater to course-specific objectives and outcomes, both.

CONTINUOUS INTERNAL ASSESSMENT (40 Marks)

END-TERM EXAMINATION:

(2.5x08 short questions=20) +(10 x04 long questions=40) =60 marks}



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Three hours examination of 60 marks will be conducted as per schedule of the examination released by the University. Student will have to attempt 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



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Module No.	Content	Contact Hrs.
I	INTRODUCTION TO FINANCIAL SYSTEM	11
	i. Financial system and economy	
	ii. Role of Indian financial system-structure of financial system, nature and role of financial system.	
	iii. Changing role of development financial institution, banking and non-banking institution, Commercial banks, co-operative bank, mutual funds, insurance companies, and financial regulation.	
II	SEBI: STRUCTURE, POWERS & ROLE	12
	i. Origin and evolution of securities market	
	ii. Evolution of securities law	
	iii. Meaning and Kinds of securities- [Sec 2(h) Securities Contracts (Regulation) Act,1956]	
	iv. Organisation, Structure, Power & Function of the Board, Penalty and Adjudication	
	v. Role of SEBI in Investor Protection	
III	REGULATION OF STOCK EXCHANGES AND LISTING NORMS	11
	i. Regulation of Stock Exchanges	
	• Corporatization and Demutualization	
	• Listing and Delisting of Securities	
	ii. SEBI (Listing Obligations and Disclosure Requirements) Regulations, 2015	
	• Major Concepts	
	• Designated securities	
	• Listing agreement	



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IV	SEBI REGULATION ON INSIDER TRADING		11
	i.	Securities and Exchange Board of India (Prohibition of Insider Trading) Regulations, 2015	
	ii.	Connected Person, Insider & Unpublished Price Sensitive Information	
	iii.	Communication Or Procurement of Unpublished Price Sensitive Information	
	iv.	Trading When in Possession of Unpublished Price Sensitive Information	



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

- Sahara India Real Estate Corp. Ltd. v. SEBI (2013) 1 SCC 1
- National Stock Exchange v. SEBI (2015) 15 SCC 1
- Clariant International Ltd. v. SEBI (2004) 8 SCC 524
- SEBI v. Ajay Agarwal (2010) 3 SCC 765
- Tata Consultancy Services v. State of Andhra Pradesh (2005) 1 SCC 308

ESSENTIAL READINGS

- L.M. Bhole, Financial Institutions and Markets: Structure, Growth and Innovation, Tata McGraw Hill Publishing Company Limited, New Delhi
- Bharati. V. Pathak, Indian Financial System, Pearson Education in South Asia Publishing Company, New Delhi
- V.A Avadhani, Financial Economics: Theory and Practice, Financial Economics: Theory and Practice
- H.J. Johnson, Financial Institutions and Markets, Tata McGraw Hill Publishing Company Limited, NY, 1993
- E. Gordon &: Capital Market in India; Himalaya Publishing House, Mumbai.
- Sanjeev Aggarwal: Guide to Indian Capital Market; Bharat Law House, New Delhi.



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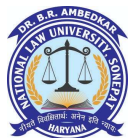
- V.L. Iyer: SEBI Practice Manual; Taxman Allied Service (P) Ltd., New Delhi.
- M.Y. Khan: Indian Financial Systems; Tata McGraw Hill, New Delhi
- S. Suryanarayanan &: SEBI – Law, Practice & Procedure; Commercial Law Publishers (India) V. Varadarajan Pvt. Ltd., Delhi.
- Mamta Bhargava: Compliances and Procedures under SEBI Law; Shreeji Publishers,
- Taxmann : SEBI Manual
- Asim Kumar Mishra: Venture Capital Financing in India; Shipra Publications, Delhi
- Shashi K Gupta: Financial Institutions and Markets; Kalyani Publishers, New Delhi.
- G.K. Kapoor & Sanjay Dhamija, “Company Law: A Comprehensive Text Book on Companies Act 2013”, Delhi.

Statutes:

- The Companies Act, 2013.
- The Banking Regulations Act, 1949.
- The Securities and Exchange Board of India Act, 1992.
- The SEBI (Listing Obligation and Disclosure Requirements) Regulations, 2015.
- The SEBI (Issue of Capital and Disclosure Requirements), Regulations, 2018.
- The Government Securities Act, 2006
- The Securities Contracts (Regulation) Act, 1956

Note:

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



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SYLLABUS

**Course Name: Criminology, Penology and
Victimology**

Course Code: 705 B

AY: 2025-26 onwards	Programme: B.A. LL.B. (Hons.)	Semester: VII	L	T	P	Credit	Contact hrs. per-week: 3
			3	0	0	3	Total Hrs.: 45

Course specific objectives	<p>The objectives of the course are as follows:</p> <ol style="list-style-type: none"> 1. To make the students understand the theories on crime, punishment, & victimization and collateral factors / events and the jurisprudence behind all that; 2. To examine/analyze various theories in light of contemporaneous developments in the discipline of crime; criminology, penology & victimology; 3. That the students acquire the skills to read & analyze a situation, not only with legal perspective, but also with inter-disciplinary perspectives, like, sociological, jurisprudential, etc. 4. To allow them to simulate the work of social scientists by applying theoretical tools to case studies and other data.
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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. Apply their understanding of the theories on crime, punishment, & victimization in light of the collateral factors / events that perpetuate crime which further lead to imposition of punishment; 2. Examine & analyze therelevant theories in light of contemporaneous developments in the discipline of crime; criminology, penology & victimology; 3. Read, understand,& analyze relevant situations, not only with legal perspective, but also with inter-disciplinary perspectives, like, sociological, jurisprudential, anthropological, etc.; 4. Simulate the theories of social scientists by applying theoretical tools to case studies and other data.
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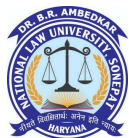
PATTERN of EXAMINATION

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

Note:

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

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)**

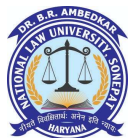
- Questions in Sec. B, C, D. & E will contain long questions of 10 marks each;
- Questions in above four Sections will cover Module I, II, III, & IV respectively
- Internal Choice will be there in long-questions
- One of the optional questions, within every section of the question paper, will necessarily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



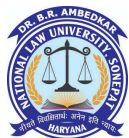
and the outcomes.

COURSE CONTENT

Module No.	Content	Contact Hrs.
I	INTRODUCTION: CRIMINAL JUSTICE SYSTEM & CRIMINOLOGY	11
	<p>i. Criminal justice system:</p> <ul style="list-style-type: none"> • Concept, development and purpose • kinds of criminal justice system: accusatorial and inquisitorial • Role of legislature, executive, and judiciary <p>ii. Definition of crime, punishment, & victim and legislative policy</p> <ul style="list-style-type: none"> • Historical Development & Contemporary Trends • Role of legislature in criminalization / decriminalization of an actus and criminal procedural law; and <ul style="list-style-type: none"> ○ the reasons & purpose behind legislative policy • Judicial practices & development in meaning & scope of crime, punishment, & victim <p>iii. Schools of criminology:</p> <ul style="list-style-type: none"> • Meanings & development of 'theory' & 'school' • Methods of studying criminology, penology, & victimology • Schools of criminology – till 18th century • Schools of criminology – 19th, 20th century • Schools of criminology – contemporary times 	
II	THEORIES OF CRIMINOLOGY	12
	<p>i. Classical theory on crime</p> <p>ii. Biological theory on crime</p> <p>iii. Psychological theories on crime</p> <p>iv. Sociological theories on crime</p> <ul style="list-style-type: none"> • Differential association, delinquent subculture, differential opportunity, social 	



	structure – anomie, the conflict perspective, labeling theory, cultural conflict; & cultural transmission	
III	THEORIES OF PENOLOGY	11
	<p>i. Penology</p> <ul style="list-style-type: none"> • Meaning & concept of penology & its scope • Methods of study in penology • Legislative presumptions & assumptions on prescription of punishment <p>ii. Theories of penology:</p> <ul style="list-style-type: none"> • Retributive theory • Deterrent theory • Reformatory theory • Preventive theory <p>iii. Current trends in theories of punishment</p> <ul style="list-style-type: none"> • Reformatory approach of state agencies: alternative punishment, open prison • Statistical analysis on theories of punishment (research-based topic) 	
IV	INTRODUCTION TO VICTIMOLOGY	11
	<p>i. Victim: meaning & definition and respective scope</p> <ul style="list-style-type: none"> • Nature / kinds / characteristics <p>ii. Victimology</p> <ul style="list-style-type: none"> • Meaning & concept of victimology & its scope • Inter-relation between victimization and punishment • Study in victimology & its historical development in India • Relevance & significance of studies on victimology in contemporary times <p>iii. Gender-specificity / age-specificity / socio-economic specificity in victimization of a person</p> <p>iv. Victimization / double-victimization</p> <p>v. Legislative policy - contemporary policy framework</p> <p>vi. Judicial trends - historical development</p>	



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

- Maneka Gandhi v. Union of India, AIR 1978 SC 597
- A.R. Antulay v. R.S. Nayak, AIR 1988 SC 1531
- Kartar Singh v. State of Punjab, AIR 1994 SC 1800
- State of West Bengal v. Anwar Ali Sarkar, AIR 1952 SC 75
- Bachan Singh v. State of Punjab, AIR 1980 SC 898
- Mithu v. State of Punjab, AIR 1983 SC 473
- Union of India v. V. Sriharan alias Murugan, AIR 2016 SC 3041
- Sunil Batra v. Delhi Administration, AIR 1978 SC 1675
- Sheela Barse v. Union of India, AIR 1986 SC 1773
- Bodhisattwa Gautam v. Subhra Chakraborty, AIR 1996 SC 922
- Delhi Domestic Working Women's forum v. Union of India, AIR 1995 SC 9

ESSENTIAL READINGS

- **Criminology–Crime Causation, Sentencing and Rehabilitation of Victims;***Dr. Girjesh Shukla* (Lexis Nexis, New Delhi, 2013)



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- **Criminological Theory**; *Stephen G. Tibbetts & Hemmens Craig* (Sage Publications India Private Limited, Delhi, 2010)
- **Criminology: An Interdisciplinary Approach**; *A. Walsh and L. Ellis* (Sage Publications, New Delhi, 2007)
- **Criminology: Problems and Perspective**; *Siddique Ahmed* (Eastern Book Company, Lucknow, 2008)
- **Principles of Criminology**; *Edwin H. Sutherland* (J.B. Lippincott, Philadelphia, 1971)
- **Textbook on Criminology**; *K.S. Williams* (Oxford University Press, New York, 2001)

SUGGESTED READINGS

- **Clemency in India, Confluence, Contradictions and Confusions**; *Dr. Malvika Singh* (Bright Law House Publication, 2020)
- **Criminology, Penology & Victimology**; *Dr. Deepa Singh, Dr. Malvika and Dr. K.P. Singh* (Bright Law House Publication, 2019)
- **Criminology: Theories. Patterns and Typologies** (10th Ed.); *L.J. Seigel* (Cengage, USA, 2010)
- **New Horizons in Criminology**; *Negley Teeters, and Hary Elnar Barnes* (Prentice Hall, New Delhi, 1959)
- **Perspectives on Criminology**; *William Parsonage* (Sage Publications, London, 1979)
- **Social Theory and Social Structure**; *R.K. Merton* (Free Press, 1968)

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



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SYLLABUS

Couse Name: International Commercial Arbitration
Course Code: 706 A

AY: 2025-26 onwards	Programme: B.A.LL.B. (Hons.)	Semester: VII	L	T	P	Credit	Contact hrs.per-week:3
			3	0	0	3	Total Hrs.: 45
Course specific objectives	The objectives of the course are as follows: <div>1. To understand the basic concept, nature and emergence of commercial arbitration at global level.</div> <div>2. To study the regulations relating to international commercial arbitration law and rules through international conventions and treaties.</div> <div>3. To study about various arbitral institutions and their working.</div> <div>4. To enable the students to resolve the commercial disputes with help of international law and rules.</div> <div>5. To analyze the international conventions and domestic law for recognition and enforcement of foreign arbitral awards.</div>						
Course specific outcomes	After completion of this course, the students will be able to: <div>1. It will enable the learners to understand meaning, nature and emergence of the international commercial arbitration.</div> <div>2. The students will be acquainted with the regulations relating to international commercial arbitration law and rules through international conventions and treaties.</div> <div>3. The students will become conversant about various arbitral institutions and their respective working.</div> <div>4. It will enable the students to resolve the commercial disputes with help of international law and rules.</div> <div>5. The learners will be able to analyze the international conventions and domestic law for recognition and enforcement of foreign arbitral awards.</div>						



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 presentations 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.

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	11
	i. Meaning, concept, forms and legality of ADR.	
	ii. Concept, nature and emergence of International Commercial Arbitration.	
	iii. Important terms used in international commercial arbitration: Meaning of "Commercial" in International Conventions.	
	iv. Meaning of "International" - Indian Perspective.	
	v. International Arbitration Institutions.	
II	SEBI: STRUCTURE, POWERS & ROLE	12
	i. Types of laws applicable in international commercial arbitration.	
	ii. Governing law of arbitration, Law applicable to the substantive and procedural issues.	
	iii. Enforcing the choice of law clause.	
	iv. Party Autonomy: Choice of law (Seat Theory), Choice of national law.	
	v. Conflict Rules: Conflict of Laws Procedure (Lex Fori - Lex Arbitri - Lex Situs - Lex Loci Contractus - Lex Loci Solutionis - Lex Domicilii Lex Patriae). <ul style="list-style-type: none"> • Lex Mercatoria • Amiable Composition 	



III	REGULATING INTERNATIONAL COMMERCIAL ARBITRATION	11
	<ul style="list-style-type: none"> i. An introduction to UNCITRAL Model law on International Commercial Arbitration. ii. Composition of Arbitral Tribunal under UNCITRAL Rules. iii. Conduct of Arbitration Proceedings- Place of Arbitration under ICC Rules and WIPO rules. iv. International Commercial Arbitration Vis-à-vis Indian Arbitration and Conciliation Act, 1996. v. Judicial intervention to arbitration and reference to arbitration. 	
IV	RECOGNITION OR ENFORCEMENT OF FOREIGN ARBITRAL AWARDS	11
	<ul style="list-style-type: none"> i. Foreign award- meaning: Filing of Foreign Arbitral Awards under Geneva and New York Conventions. ii. The International Conventions for recognition and enforcement of arbitral awards. iii. Indian law- scope and applicability. iv. Enforcement of Foreign Commercial Arbitral Awards in India. v. Grounds for Non-Recognition and Enforcement of Foreign Awards. 	



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

- Bhatia International v. Bulk Trading SA (2012) 9 SCC 552 ("Bhatia").
- Bharat Aluminium Co. v. Kaiser Aluminium Technical Services Inc., (2012) 9 SCC 552 ("BALCO").
- Harmony Innovation Shipping Limited v. Gupta Coal India Limited and another, (2016) 11 SCC 508 (210).
- Enercon (India) Ltd. & Ors v. Enercon GmbH & A nr, (2014) 5 SCC 1 ("Enercon").
- S. Shri Lal Mahal Ltd. v. Progetto Grano Spa (Civil Appeal No. 5085 of 2013 arising from SLP(C) NO. 13721 of 2012) ("Lal Mahal").

ESSENTIAL READINGS

- Jay E. Grenig, International Commercial Arbitration, West Thomson Reuters, 1st ed. (2014).
- Kroll, Laukas A Mistelis, Viscasillas, V. Rogers, International Arbitration and International Commercial Law, Kluwer International (2011).
- Ashwinie Kumar Bansal, International Commercial Arbitration - Practice and Procedure (Enforcement of Foreign Awards - Covering more than 75 Countries), Universal Law Publication Co. Pvt. Ltd, 1st ed. (2014).
- Justice R.S. Bachawat, Anirudh Wadhwa, Anirudh Krishnan, Law of Arbitration and Conciliation with Exhaustive Coverage of International Commercial Arbitration & ADR, Lexis Nexis Butterworth, 5th ed.



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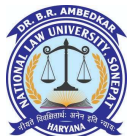
(2013).

Statutes:

- UNCITRAL Model law on International Commercial Arbitration.

Note:

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



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SYLLABUS

Course Name: Crime Against Humanity & War Crimes
Course Code: 706 B

AY: 2025-26 onwards	Programme: B.A. LL.B. (Hons.)	Semester : VII	L	T	P	Credit	Contact hrs. per-week: 3
			3	0	0	3	Total Hrs.: 45

Course specific objectives	<p>The objectives of the course are as follows:</p> <ol style="list-style-type: none"> 1. To make the students expand their understanding of the international law; 2. That the students have developed their understanding of the international criminal law, including crime (war-crime, genocide, crime against humanity, & aggression) and criminal trial; 3. That the students have understood the functioning of judicial forums, like, ICC, Nuremberg Tribunal, Tokyo Tribunal, ICTY, & ICTR 4. That the students have understood the principles of jurisdiction, elements of crimes, modes of liability, justifications & excuses, and immunities under international criminal law. 5. To assist the students in applying their understanding of international law in understanding contemporary international issues.
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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. Expanded their understanding of the international law and have started understanding international criminal law to be a specie of international law; 2. Understood the procedural mechanism applied by forums, like, ICC / tribunal, and can assist a professional body / senior legal professional working on a case; 3. Been able to analyze contemporary international criminal law problems in light of their understanding of the law & the principles learnt under this course; 4. Been able to suggest practical / feasible & reasonable solution to a dispute under international criminal law; 5. Been able to articulate their ideas on the subject matter of the course and have produced at least one research paper.
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PATTERN of EXAMINATION

(Continuous Internal Assessment, & End-term Examination)



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Examination shall be divided into two components:

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

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

- i.** 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 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}

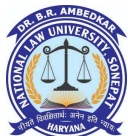
Three hours examination of 60 marks will be conducted as per schedule of the examination released by the University. Student will have to attempt 08 short-questions of 2.5 marks each, and 04 long questions of 10 marks each}. Question Paper will be divided into five-sections (Section A, B, C, D, & E)

- **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



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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	HISTORICAL EVOLUTION & FUNDAMENTAL PRINCIPLES	11
	<ul style="list-style-type: none"> i. Historical development and emergence of tribunals <ul style="list-style-type: none"> • Case study on effectiveness of Nuremberg Tribunal, &Tokyo Tribunal ii. Fundamentals of international criminal law <ul style="list-style-type: none"> • Sources& features of international criminal law: • Principle of legality: substantive justice & strict legality • Principles of criminal liability, <i>including nullum crimen sine lege, &nullumpeona sine lege</i> iii. Evolution of the ICC <ul style="list-style-type: none"> • The Rome conference • Negotiations at the Rome conference, signatories& the oppositions iv. The role of the United Nations (Security Council, the General Assembly) in international criminal law. 	
II	SUBSTANTIVE INTERNATIONAL CRIMINAL LAW, COMPOSITION & JURISDICTION OF THE ICC	
	<ul style="list-style-type: none"> i. Composition of the ICC <ul style="list-style-type: none"> • Administrative structure & judicial structure of the ICC • Eligibility & appointment procedure of the judge at ICC 	

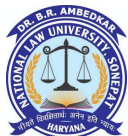


	<ul style="list-style-type: none"> • Principle of equitable representation of the states in the ICC (SDG – 16) • Representation of India in the ICC: historical facts <p>i. Substantive international criminal law</p> <ul style="list-style-type: none"> • Public international crime: <ul style="list-style-type: none"> • Genocide: Definition, elements, and the 1948 Convention. • Crimes against humanity: Definition, elements, and the Rome Statute. • War crimes: Definition, elements, and the Geneva Conventions. • The crime of aggression: Definition, elements, and the Rome Statute. • Private international crime: <ul style="list-style-type: none"> • Piracy: Definition, elements, and the international legal framework. • Cross-border offences: human trafficking, drug supply, hawala, &ors. • Punishments: penalties / sentence <p>iii. Jurisdiction of the ICC</p> <ul style="list-style-type: none"> • Temporal (ratione temporis) • Jurisdiction personal (ratione personae) • Jurisdiction territorial (ratione loci) • Jurisdiction acceptance of jurisdiction by a non-party state subject-matter (ratione materiae) • Jurisdiction admissibility triggering of jurisdiction. 	
	PROCEDURAL MECHANISM AT THE ICC	
III	<p>i. Procedural mechanism of establishment of a tribunal</p> <ul style="list-style-type: none"> • Facts & circumstances under which a Tribunal may be established • Procedure for establishment of a tribunal <p>ii. Procedural mechanism of judicial functioning of the ICC / Tribunal</p> <ul style="list-style-type: none"> • Pre-trial proceedings: <ul style="list-style-type: none"> • Confirming identity of the suspect, 	11



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	<ul style="list-style-type: none"> • Investigation & collection of evidence – state cooperation • Arrest and detention: extradition, abduction, and targeted killing. • Prosecution of the accused <ul style="list-style-type: none"> • Confirmation of the charge • Plea bargaining • Hearing prosecution, defense, and victim • Self-representation, • Rules of evidence, • Role of judges & the prosecutor, and the sentencing process. • Appeal / revision, and enforcement of judgments: legal mechanisms for challenging decisions and ensuring compliance. • <i>In-absentia</i> proceedings ii. Immunity / Defense under international criminal law <ul style="list-style-type: none"> • Immunities under Rome Statute • Superior order, duress, necessity, self-defense, intoxication, mistake of fact, mistake of law, mental incapacity 	
IV	TRIBUNALS UNDER INTERNATIONAL CRIMINAL LAW	11
	<ul style="list-style-type: none"> i. Critical analysis on efficacy of tribunals <ul style="list-style-type: none"> • Tribunal of Bangladesh • Iraqi High Crimes Tribunal ii. Contemporary international criminal law issues <ul style="list-style-type: none"> • (two contemporary international facts on which a tribunal may be established, but has not been established, e.g., American accession of territories in Afghanistan, America & Iraq war, & other similar facts) ii. International criminal law and transitional justice: <ul style="list-style-type: none"> • Role of international criminal law in addressing past atrocities and promoting reconciliation. 	



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PEDAGOGY (Teaching-Learning Strategy)
<p>Teaching methodology is course-specific and aims at professional growth & holistic development of the students. Further, it aims at contributing socio-legal development of the country by considering aims & objectives of various initiatives of the state, like, NEP-2020, Viksit Bharat – 2047 and Sustainable Development Goals.</p> <p>Pedagogy of this course integrates theoretical knowledge through lecture of law & social sciences with its practical dimensions. This course will be delivered through class-room lectures, interactive discussions (Socratic method), experiential learning (clinical methods), tutorial methods (research-based exercise) and pro-bono legal activities (legal aid activities). Participatory techniques such as mock trials, role-plays, and debates will be employed to encourage critical analysis and ethical reasoning. Use of documentaries, visual media, and ICT tools will further aid in enhancing engagement & contextual understanding of the students. Emphasis will be laid on developing understanding of contemporary issues related to this course. It revolves around application of the law in real-life situations so that the students are able to satisfy expectations of the legal profession. Accordingly, methods of teaching, evaluation & assessment have been devised in this course.</p>
LIST OF CASES
<ul style="list-style-type: none">• The Prosecutor v. Ali Muhammad Ali Abd-Al-Rahman (“Ali Kushayb”) ICC-02/05-01/20• The Prosecutor v. Saif Al-Islam Gaddafi Icc-01/11-01/11• The Prosecutor v. Thomas Lubanga, ICC-01/04-01/06.
ESSENTIAL READINGS
<ul style="list-style-type: none">• International Criminal Law and Human Rights <i>Dr. Rega Surya Rao</i>, Asia Law House• Human Rights and International Law, <i>Dr. S.K. Kapoor</i>, Central Law Agency• Human Rights and the Law, <i>Mamta Rao</i>, Eastern Book Company• Terrorism, Human Rights and the Law, <i>Dr. Ujjawal Kumar Singh</i>, Oxford University Press
SUGGESTED READINGS
<ul style="list-style-type: none">• The Rome Statute.• Geneva Conventions & Additional Protocols



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- **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