



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

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

SYLLABUS

Course Name: English-I (General English)

Course Code: BA-101

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

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| Course specific objectives | The objectives of the course are as follows: |
| | 1. Explore the relationship between law and literature, understanding how legal concepts are represented in fictional texts. |
| | 2. Understand the fundamental concepts and models of communication, including various directions, types, and challenges within legal contexts and enhance the ability to use legal terms effectively in both oral and written communication. |
| | 3. Explore the interplay between law, personal ethics and responsibilities of legal practitioners and their role in social transformation. |
| | 4. To develop effective and analytical writing skills for professional and academic communication. |

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| Course specific outcomes | After completion of this course, the students will be able to: |
| | 1. Draw interdisciplinary connections between literary narrative and legal thought, demonstrating a nuanced understanding of both. |
| | 2. Gain familiarity with key legal terms and their proper usage in legal communication and documentation. |
| | 3. Interpret and critically engage with autobiographical narratives and the role of the lawyer in public life and social reform. |
| | 4. Produce clear, coherent, and grammatically sound written work and effectively articulate their ideas and arguments in a well-organized and logical manner. |

PATTERN of EXAMINATION

(Continuous Internal Assessment, & End-term Examination)

Examination shall be divided into two components:

I. Continuous Internal Assessment = 40 marks



II. End Term Examination = 60 marks

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

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

Note:

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

END-TERM EXAMINATION:

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

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

• **Section A (Short-questions)**

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

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

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



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- Question paper will cover all modules equally / proportionately keeping in view of the course objectives and the outcomes.

COURSE CONTENT

| Module No. | Content | Contact Hrs. |
|------------|---|--------------|
| I | LAW AND LITERARY WORK | 20 |
| | i. P. Herbert “the negotiable cow” (Uncommon Law) | |
| | ii. Frantz Kafka “In the Penal Colony” | |
| | iii. Anton Chekhov: “The Bet” | |
| II | LAW AND COMMUNICATION | 10 |
| | i. Meaning of Communication, Communication Approaches, Directions and Challenges, Importance of Communication | |
| | ii. Types of Communication: Written and Oral Communication, Formal & Informal Communication, Verbal, Nonverbal and Paralinguistic Communication | |
| | iii. Barriers to Communication and how to avoid them, Cultural and Language Sensitivity | |
| | iv. Legal Terms: Meaning and Usage Adoption, Agency, Agreement, Alimony, Arbitration, Award, Bail, Bailable, Bailment, Bankruptcy, Bigamy, Cause celebre, Clemency, Cognizance, Confiscate, Consideration, Contract, Culpable, Decree, Deed, Defamation, Defendant, Divorce, Eviction, Execution, First Information Report, Fraud, Genocide, Guarantee, Guardian, Homicide, Illegitimate, Illicit, Immunity, Impeach, Impugn, Indemnity, Judgment, Judicial Separation, Judiciary, Laches, Lease, Legislation, Legislature, Legitimate, Liability, Libel, Libel Minor, Liquidate, Locus Standi, Maintenance, Mandamus, Misstatement, Mortgage, Non- bailable, Notary Public, Order, Overrule, Pecuniary, Perjury, Petition, Plaintiff, Plaintiff, Pledge, Proviso, Ratify, Slander, Statute, Suicide, Tenancy, Testify, Tort, Ultra Vires, Uphold, Verdict, Void, Voidable, Waive, Will, Writ | |
| III | LAW AND SELF- NARRATIVE | 20 |



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| | The Law and the Lawyers: M.K. Gandhi (Section I, II, III) | |
| IV | COMPOSITION SKILLS | 10 |
| | <div><div>i. Letter Writing (formal)</div><div>ii. Essay Writing (Current legal issues)</div><div>iii. Drafting of CV, Differences between Curriculum Vitae and Resume</div><div>iv. Synonyms and Antonyms, Homophones, One word Substitution, Formation of words from given prefixes and suffixes, Formation of words from Noun to verb, Adjective to verb etc.</div></div> | |
| | | |
| PEDAGOGY (Teaching-Learning Strategy) | | |
| <p>Teaching methodology is course-specific and aims at professional growth & holistic development of the students. Further, it aims at contributing socio-legal development of the country by considering aims & objectives of various initiatives of the state, like, NEP-2020, Viksit Bharat – 2047 and Sustainable Development Goals.</p> <p>Pedagogy of this course integrates theoretical knowledge through lecture of law &social sciences with its practical dimensions. This course will be delivered through class-room lectures, interactive discussions, tutorial methods (research-based exercise) and pro-bono legal activities (legal aid activities). Participatory techniques such as role-plays and debates will be employed to encourage critical analysis and ethical reasoning. Use of documentaries, visual media, and ICT tools will further aid in enhancing engagement & contextual understanding of the students. Emphasis will be laid on developing understanding of the relation between law and literature. Accordingly, methods of teaching, evaluation & assessment have been devised in this course.</p> | | |
| | | |
| ESSENTIAL READINGS | | |
| <div><div>• “In the Penal Colony.” Translated by Ian Johnston, The Metamorphosis and Other Stories, Franz Kafka, (Dover Publications, 1996.)</div><div>• “The Bet.” Translated by Constance Garnett, The Witch and Other Stories, Chekhov, Anton. (Macmillan, 1904.)</div></div> | | |



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- **The Law and The Lawyers.** *M. K Gandhi*, (Compiled and Edited by S. B. Kher, Navajivan Publishing House, 1962.)
- **“The Negotiable Cow.” Uncommon Law: Being Sixty-six Misleading Cases Revised and Collected in One Volume;** *A.P. Herbert* (Methuen & Co. Boston, Beacon Press. London)

SUGGESTED READINGS

- **Legal Glossary**, Govt. of India, Ministry of Law and Justice Legislative Department, (official language wing, New Delhi.)
- **Study Skills in English** *Michael J. Wallace*, (Cambridge University Press, Cambridge.)
- **Technical Communication: Principles and Practice.** *Raman, Meenakshi, and Sangeeta Sharma.* (Oxford University Press, 2015.)
- **Effective Business Communication.** *Asha Kaul.* (PHI Learning, 2015)

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

Note:

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



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SYLLABUS

Course Name: History-I (Ancient & Medieval)
Course Code: BA-102

| AY: 2025-26 onwards | Programme: B.A. LL.B. (5 Year) Integrated Course | Semester: I | L | T | P | Credit | Contact Hrs. per Week: 4 |
|---------------------------|---|--------------------|---|---|---|--------|-----------------------------|
| | | | 4 | 1 | 0 | 4 | Total Hrs.: 60 |

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|-----------------------------------|---|
| Course-specific Objectives | <p>The objectives of the course are as follows:</p> <ol style="list-style-type: none"> 1. To introduce students to the fundamental concepts of history, its methodology, and the intrinsic relationship between historical development and legal evolution from prehistoric times through the Indus Valley Civilization. 2. To provide a comprehensive understanding of ancient Indian legal systems, including sources of law (Vedas, Dharma Shastras, Arthashastra), legal thinkers (Manu, Yajnavalkya), and the evolution of political and judicial institutions in early Indian civilizations. 3. To analyze the transformation of legal and administrative systems during medieval India, examining Islamic law, judicial apparatus of various dynasties, and the integration of different legal traditions in a multicultural society. 4. To examine the colonial transformation of Indian legal systems through the establishment of Company rule, introduction of Western legal institutions, and the development of modern judicial frameworks under British administration. 5. To develop critical thinking skills for evaluating the historical evolution of legal concepts, institutions, and social reforms, enabling students to understand the continuity and change in Indian legal traditions. |
| Course-specific Outcomes | <p>After completion of this course, the students will be able to:</p> <ol style="list-style-type: none"> 1. Students will be able to explain the meaning, purpose, and methodology of history and demonstrate understanding of prehistoric developments and the Indus Valley Civilization's contribution to early legal and social structures. 2. Students will be able to analyze and compare different sources of ancient Indian law, evaluate the contributions of major legal thinkers, and assess the functioning of various political and judicial systems in ancient India. 3. Students will be able to critically examine the administrative and judicial mechanisms of medieval Indian states, differentiate between Islamic and indigenous legal systems, and evaluate their synthesis in medieval Indian society. |



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| | <p>4. Students will be able to trace the evolution of colonial legal institutions, analyze the impact of British legal reforms on Indian society, and assess the role of social reform movements in legal transformation.</p> <p>5. Students will be able to synthesize knowledge from all historical periods to construct coherent arguments about the development of Indian legal traditions and apply historical analysis skills to contemporary legal issues.</p> |
| PATTERN of EXAMINATION (Continuous Internal Assessment, & End-term Examination) | |
| <p>Examination shall be divided into two components:</p> <p>I. Continuous Internal Assessment = 40 marks</p> <p>II. End Term Examination = 60 marks</p> <p>Continuous internal assessment is further divided into following sub-parts:</p> <p>i. Mid-term examination(s) / stimulation exercise(s) shall be of 20 marks.</p> <p>ii. Project and presentation shall be of 10 marks (5 marks written project and 5 marks for presentation).</p> <p>iii. Value based / ethical values (<i>such as role-playing, debates, community service, short documentaries / visual media on life skills, ethics, & morals, or visiting the social institutions etc.</i>) activity shall be assigned by the teacher to the students which shall carry 5 marks.</p> <p>iv. Pro bono / legal aid / social aid / public awareness activity relating to the clinical legal education / inter-disciplinary education shall be performed by the student and shall carry 05 marks.</p> <p>Note:</p> <p><i>Further details on four components of continuous internal assessment are laid down hereinbelow. These instructions cater to course-specific objectives and outcomes, both.</i></p> | |
| | |
| | END-TERM EXAMINATION: (2.5 x 08 short questions = 20) + (10 x 04 long questions=40) = 60 marks} |
| | <p>Three hours examination of 60 marks will be conducted as per the schedule of the examination released by the University. Student will have to attempt 08 short questions of 2.5 marks each, and 04 long questions of 10 marks each. Question Paper will be divided into five sections (Section A, B, C, D, & E)</p> <ul style="list-style-type: none"> Section A (Short-questions) |



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| | <ul style="list-style-type: none"> ➤ Total 08 questions of 2.5 marks each ➤ Two questions from each Module will necessarily be framed therein Sec. A ➤ There will be no choice in Section A • Sections B, C, D, & E (long questions) <ul style="list-style-type: none"> ➤ Questions in Sec. B, C, D. & E will contain long questions of 10 marks each; ➤ Questions in the 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. <p>Question paper will cover all modules equally / proportionately, keeping in view of the course objectives and the outcomes.</p> | |
|------------|--|--------------|
| Module No. | COURSE CONTENT | Contact Hrs. |
| | History and Law | |
| I | <ol style="list-style-type: none"> 1. Introduction – History, its meaning, purpose, and methodology, Historiography. 2. History of the Stone Age: Palaeolithic, Mesolithic, and Neolithic. 3. Indus Valley Civilisation: Salient Features and Causes of its Decline. 4. Relationship of History & Law. | 15 |
| | Early History | |
| II | <ol style="list-style-type: none"> 1. Sources of Law in Ancient India: Veda, Dharma Shastra, Arthashastra. 2. Legal thinkers of Ancient India: Manu and Yajnavalkya. 3. The System of Oligarchies and Republics. 4. Nature of state, Notions of kingship (Brahminic, Buddhist, Kautalyan). 5. Administrative apparatus: Vedic Polity, Mauryan Polity, Gupta Polity, and Polity in the Post-Mauryan Period: The Satavahana and the Kushana. 6. Social Institutions in Ancient India: The Ashrams, Gotra, and Pravara, Manial and Untouchable Status of Women: Education, Marriage, and Rights. | 15 |



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| | 7. Cholas: Local Self-Government 8. Types of Courts and Procedures, Role of Village Panchayats, Trial & Punishments. | |
| III | Medieval History (Delhi Sultanate) | 15 |
| | 1. Theory of Kingship, Nature of State, and administrative apparatus in medieval India. 2. Muslim Law: Sources and Characteristics. 3. Administrative and Judicial apparatus in the Delhi Sultanate era. 4. Vijayanagar State. 5. Peasant, Zamindars and the state: Market Reforms of Alauddin Khilji, Muhammad Bin Tughlaq. | |
| IV | Mughal History | 15 |
| | 1. Social Reforms of Akbar, Status, & Position of Women. 2. Mansabdari and Jagirdari System. 3. Islamic Criminal Law and punishment: Central, provincial, and local Courts. 4. Salient features of Islamic law in Mughal History. | |
| 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, tutorial methods (research-based exercise) and pro-bono legal activities (legal aid activities). Participatory techniques such as role-plays and debates will be employed to encourage critical analysis and ethical reasoning. Use of | | |



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documentaries, visual media, and ICT tools will further aid in enhancing engagement & contextual understanding of the students. Emphasis will be laid on developing understanding of the relation between law and literature. Accordingly, methods of teaching, evaluation & assessment have been devised in this course.

ESSENTIAL READINGS

- **India Ancient Past;** *R.S Sharma* (Oxford University Press, 2005)
- **A History of Ancient and Early Medieval India;** *Upinder Singh* (Pearson, 2022).
- **Medieval India I: Researches in the History of India 1200-1750;** *Irfan Habib*, ed., (Oxford University Press, New Delhi, 1992)
- **History of Medieval India;** *Satish Chandra* (Orient Black Swan, 2020)
- **Prachin Bharat Mem Nyaya Vivastha;** *Natasha Arora* (Swati Publication, New Delhi, 1992)
- **A History of South India;** *Neelkanth Sastri* (Oxford University Press, 1997)

SUGGESTED READINGS

- **Indian Feudalism;** *R.S. Sharma* (University of Calcutta, 1965)
- **The Making of Early Medieval India;** *B.D. Chattopadhyaya* (Oxford University Press, New Delhi, 1994)
- **Comprehensive History of India, Vol. IV (A & B);** *R.S. Sharma and K.M. Shrimali*, eds., (Indian History Congress, New Delhi 1987)
- **Comprehensive History of India, Vol. V;** Mohammad Habib and K.A. Nizami, eds. (Indian History Congress, New Delhi, 1970)
- **The Delhi Sultanate: The State in India (AD 1000 – AD 1700);** *Hermann Kulke*, ed., (Oxford University Press, 2000)
- **Madhyakaleen Bharat Part-2;** *Harish Chandra Verma* (Hindi Madhyam Karyanvyan Nideshalaya, New Delhi).
- **Medieval India: The story of a civilization;** *Irfan Habib* (National Book Trust, 2008)
- **The Delhi Sultanate;** *Peter Jackson* (Cambridge University Press, Cambridge 1999)
- **Religion and Politics in India during the Thirteenth Century;** *K.A. Nizami* (Oxford University Press, 2002)
- **Historians of Medieval;** *Mohibul Hasan*, (Aakar Books, New Delhi, 2018)
- **Hindu Law and Customs;** *J. Jolly*, (Gyan Publishing House, New Delhi, 2021)



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- **State and Government in Ancient India;** *A. S. Altaker* (Motillal Banarsidass, New Delhi, 2016)
- **History of Dharma Shastras;** *P. B. Kane* (Bhandarkar Oriental Research, Pune, 1930)
- **Hindu Polity: A Constitutional History of India in Hindu Times;** *K.P. Jaiswal*. (Chaukhamba Sanskrit Pratisthan, Varanasi, 2006)

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

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



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SYLLABUS

**Course Name: Political Science – I (Theory,
State and Political Obligation)**
Course Code: BA - 103

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

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|----------------------------------|--|
| Course specific objectives | The objectives of the course are as follows: <ol style="list-style-type: none">1. To Familiarize students with the theoretical concepts of liberty equality, justice, rights, state, and democracy which are central to the political analysis.2. To Explain the nature and working of different forms of government.3. To Examine the relevance and success of local governance through a case study.4. To Understand the role of state and key concepts of political theory in resolving the issues that exist in our society |
| | After the completion of this course, the student would be able to: <ol style="list-style-type: none">1. Acquaint with basic of political science. It enables them to grasp the knowledge of political key concepts.2. Demonstrate the nature and working of various forms of government.3. Understand the true concept of local governance.4. Examine the role of state to resolve various existent issues. |

PATTERN of EXAMINATION

(Continuous Internal Assessment, & End-term Examination)

Examination shall be divided into two components:

I. Continuous Internal Assessment = 40 marks

II. End Term Examination = 60 marks

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

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



iv. Pro bono / legal aid / social aid / public awareness activity relating to the clinical legal education / inter-disciplinary education shall be performed by the student and shall carry 05 marks.

Note:

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

END-TERM EXAMINATION:

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

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

• **Section A (Short-questions)**

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

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

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

COURSE CONTENT

| Module No. | Content | Contact Hrs. |
|------------|---|--------------|
| I | INTRODUCTION: POLITICAL SCIENCE | 15 |
| | 1. Political Science: meaning, nature, significance | |



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| | <div>2. Approaches to the study of Political Science: Traditional Approaches and Modern Approaches.</div> <div>3. Political Ideologies: Liberalism, Socialism, Nationalism, Feminism.</div> <div>4. Politics, Power, and Authority: Nature and Significance of Power, Authority, and Legitimacy, Different conceptions of power.</div> | |
| II | KEY CONCEPTS | 15 |
| | <div>1. Liberty: Distinction between positive and negative liberty, J.S. Mill’s and Gandhi’s concept of liberty and different dimensions of liberty.</div> <div>2. Equality: Idea of equality, relationship with justice and liberty.</div> <div>3. Justice: Concept and theories of justice: Rawls and Amartya Sen.</div> <div>4. Rights: concept, evolution, theories and human rights.</div> | |
| III | STATE | 15 |
| | <div>1. Concept of the State: significance of the state, state and sovereignty, state and nation, state and government, rise of modern nation state its present crisis</div> <div>2. Origins and Development: Divine origin theory, social contract theory, liberal theory, Marxist theory of state.</div> <div>3. Kautilya: Saptang theory of state and statecraft</div> <div>4. Democracy: concept, types, Gandhian views on democracy, Ambedkar’s views on social democracy.</div> | |
| IV | NATURE AND PATTERN OF GOVERNMENT | 15 |
| | <div>1. Presidential and parliamentary forms of government</div> <div>2. Unitary and federal forms of government, Indian and judiciary</div> <div>3. Organs of government: legislature, executive and judiciary</div> <div>4. Theories of social change: Factors of social change, Hindrances in the way of social change.</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.

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.

ESSENTIAL READINGS

- **Political Theory: An Introduction;** *Andrew Heywood; Chin, Clayton* (Bloomsbury Publishing / Bloomsbury Academic)
- **Political Theory: An Introduction;** *Ashok Acharya and Rajeev Bhargav* (Pearson Education India, 2008)
- **Political Theory: Ideas and Concept,** *Sushila Ramaswamy* (PHI learning private limited, Delhi, 2015).
- **An Introduction to Political Theory;** *OP Gauba* (Macmillan, 2019)

SUGGESTED READINGS

- **Political Science for Law Students,** *S.R. Myneni* (2019).
- **Kautilya Arthashastra Vol. 2,** *R.P. Kangle* (Specifically, Book VI of the Arthashastra)
- **Understanding Political Theory (BPSC-101)** New CBCS Edition, Gullybaba Publishing House Pvt. Ltd. (2024).
- **Introduction to Political Thinkers;** *Alan Ebenstein and William Ebenstein* (Harcourt College Publishers / Harcourt Brace Jovanovich, rev. 2nd ed., 2002; orig. 1992)

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*



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SYLLABUS

**Course Name: Legal Method and Indian
Legal System**
Course Code: BL-106

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

| | |
|---|--|
| Course specific objectives | The objectives of the course are as follows: |
| | 1) To make the students understand the foundational concepts, definitions, and functions of law from both classical and contemporary perspectives, including the traditional Bharatiya understanding through concepts like Rta and Dharma. |
| | 2) To explore various sources of law including Dharma, Custom, Legislation, and Judicial Precedent with a comparative approach. |
| | 3) To acquaint the students with the traditional Indian Legal Methods. |
| | 4) To provide students a comparative study of the ancient and modern Indian legal systems. |

| | |
|---|---|
| Course specific outcomes | After completion of this course, the students will be able to: |
| | 1) Explain the foundational concepts, definitions, and functions of law from classical, contemporary, and traditional Bharatiya perspectives, including key concepts like Rta and Dharma. |
| | 2) Identify and analyze various sources of law such as Dharma, Custom, Legislation, and Judicial Precedent through a comparative framework. |
| | 3) Demonstrate an understanding of traditional Indian legal methods and their relevance in the broader legal discourse to get the solutions of contemporary legal problems. |
| | 4) Critically compare and contrast ancient and modern Indian legal systems, highlighting their evolution and intersections. |



PATTERN of EXAMINATION

(Continuous Internal Assessment, & End-term Examination)

Examination shall be divided into two components:

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

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

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

Note:

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

END-TERM EXAMINATION:

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

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

- **Section A (Short-questions)**

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

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

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



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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.

P

COURSE CONTENT

| Module No. | Content | Contact Hrs. |
|------------|---|--------------|
| I | DEFINITION AND NATURE OF LAW | 15 |
| | 1) Meaning and Definition of 'Law' 2) Function and Purpose of Law 3) 'Law' from Bharatiya Perspective - <i>Rta</i> and <i>Dharma</i> 4) Classification of Laws: <ul style="list-style-type: none"> a. Divine Law & Human Law b. Imperative Law & Natural Law c. Public Law & Private Law d. Municipal Law and International Law e. Substantive and Procedural Law f. Civil Law & Common Law g. Criminal Law & Civil Law | |
| II | SOURCES OF LAW | 15 |
| | 1) Dharma – Sources of Dharma, Superiority among sources, resolving conflict between the <i>smritis</i> , King not to legislate, King to decide in certain cases, Registration of Convention 2) Custom – Definition & Nature of Custom, Kinds of Custom, Essentials of a Valid Custom 3) Legislation – Definition, Supreme and Subordinate Legislation, Delegated Legislation 4) Precedent – Nature, Kinds of Precedents, The Doctrine of <i>Ratio Decidendi</i> , <i>Obiter Dicta</i> and <i>Stare Decisis</i> | |



| | | |
|---|---|----|
| | | |
| III | INDIAN LEGAL METHODS | 15 |
| | 1) Research Methodology & Scientific Writing – <i>Tantrayukti</i> (Arthashastra) 2) Appreciation of Evidence – <i>Pramana</i> (Nyayashastra) 3) Legal Reasoning – <i>Anumana - Pramana</i> (Nyayashastra) 4) Interpretation of Statutes – <i>Mimamsa</i> and Modern Rules of Interpretation | |
| IV | INDIAN LEGAL SYSTEM – ANCIENT & MODERN | 15 |
| | 1) Ancient: a) Classification of Dharma: <i>Rajadharma</i> & <i>Vyavahardharma</i> b) Rule of Dharma & Separation of Powers c) The King and his fundamental Duties - <i>Rajadharma</i> d) Gradation and Jurisdiction of Ancient Indian Courts & Qualifications of Chief Justice e) Judicial Proceedings and Legal Remedies 2) Modern: a) Rule of Law b) Separation of Powers c) Hierarchy of Courts & Jurisdiction | |
| | | |
| 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 CASE (S)

- *A.S. Narayana Deekshitulu v. State of Andhra Pradesh* (1996) 9 SCC 548.
- *Beni Prasad v. Hardai Bibi* (1892) ILR 14 All 67 (FB).
- *Commissioner, Sales Tax v. Gulati And Co.* (2005) 140STC179(ALL).
- *B. Premanand & Ors v. Mohan Koikal & Ors* AIR 2011 SUPREME COURT 1925.
- *Vijay Narayan Thatte And Others v. State of Maharashtra And Others* (009 INSC 1054).
- *Surjit Singh v. Mahanagar Telephone Nigam Ltd* AIR 2008 SUPREME COURT 2226.
- *Rajbir Singh Dalal v. Chaudhari Devi Lal University & Anr* 2008 AIR SCW 5817
- *Mahabir Prasad Dwivedi v. State Of Uttar Pradesh And Others* AIR 1992 ALLAHABAD 351.
- *Gujarat Urja Vikash Nigam Ltd v. Essar Power Ltd* AIR 2008 SUPREME COURT 1921
- *M/S. Ispat Industries Ltd v. Commissioner of Customs, Mumbai* AIR 2006 SC 69.
- *U.P. State Agro Industrial Corporation ... v. Kisan Upbhokta Parishad & Ors* AIR 2008 SUPREME COURT 777.

ESSENTIAL READINGS

- **Studies in Jurisprudence & Legal Theory**, *N.V. Paranjape* (Central Law Agency, Allahabad, 2023).
- **Legal and Constitutional History of India: Ancient, Judicial and Constitutional System**, *Justice M. Rama Jois* (LexisNexis Publication, 1st edn., 2022).
- **Fundamentals of Jurisprudence The Indian Approach**, *S.N. Dhyani* (Central Law Agency, Prayagraj, 2023).
- **Jurisprudence Indian Legal Theory**, *S.N. Dhyani* (Central Law Agency, Prayagraj, 2023).
- **Jurisprudence**, *R.W.M. Dias* (5th ed., 1985).
- **Jurisprudence and Legal Theory**, *V.D. Mahajan* (Eastern Book Company, 6th edn., 2022).



- Article by Ila Sudame, “**The Shaastra of Law: Foundations from Indian Knowledge Systems for Contemporary Legal Methods**”
- Article by Brunda Karanam, “**Interpretation – An Exploration of Mimamsa & Its Contemporary Relevance**”
- Seema Singh and Vinayak Sharma, “**Exploring the Concept of Dharma in Bharatiya Jurisprudence: With Special Reference to Rule of Law**” *Kamkus Law Journal* 34-66 (2023).

SUGGESTED READINGS

- **Learning the Law**, *Granville Williams* (Universal Law Publishing, 2003).
 - **Law and Spirituality**, *Seema Singh & Raman Mittal* (Kitabwale, New Delhi, 2024).
 - **Jurisprudence with Bharatiya and Western Perspective**, *N. Pushtinath and Nandkumar Jha* (Swarnakshar Publication, 2024).
 - **An Introduction to Indian Philosophy**, *Satishchandra Chatterjee and Dhirendramohan Datta* (Rupa Publications, New Delhi, 2007).
- **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 OF CONTRACT – I
INCLUDING THE SPECIFIC
RELIEF ACT, 1963**

Course Code: BL-105

| AY: | Programme: | Semester: | L | T | P | Credit | Contact Hrs. per Week: |
|--------------------|--|-----------|---|---|---|--------|---------------------------|
| 2025-26 onwards | B.A. LL.B. (Hons.) (5 Year) Integrated Course | I | 4 | 1 | 0 | 4 | 4 |
| | | | | | | | Total Hrs.: 60 |

| | |
|-----------------------------------|---|
| Course-specific Objectives | <ol style="list-style-type: none"> 1. To familiarize students with the fundamental principles and statutory framework of contract law. 2. To develop the ability to interpret and analyze judicial decisions on contract law. 3. To enable students to identify and resolve legal issues in hypothetical contractual situations. 4. To critically examine the doctrinal and policy debates in contract law, including issues like consent, fairness, and public policy. 5. To appreciate the evolution and reform of contract law in contemporary India. |
| Course-specific Outcomes | <p>After the completion of this course:</p> <ol style="list-style-type: none"> 1. Students will be able to recall and explain the essential elements of a valid contract under the Indian Contract Act, 1872. 2. Students will be able to analyze and differentiate judicial interpretations of core contractual concepts by examining landmark and contemporary case laws. 3. Students will be able to apply legal rules and precedents to hypothetical problems and solve contract law issues using relevant statutory provisions. 4. Students will be able to evaluate legal principles and critically assess their implications on contractual justice and socio-economic relationships. 5. Students will be able to discuss and reflect on socio-economic changes influencing contract law reforms and debate its future direction. |

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

Examination shall be divided into two components:

I. Continuous Internal Assessment = 40 marks

II. End Term Examination = 60 marks

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



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

Note:

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

END-TERM EXAMINATION:

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

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

- **Section A (Short-questions)**

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

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

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

COURSE CONTENT

| Module No. | Content | Contact Hrs. |
|------------|------------------------------------|--------------|
| | INTRODUCTION AND FOUNDATION | |



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| | | |
|-----------|---|----|
| I | General features and nature of contractual obligations; Standard and Printed forms of contract - Their nature and unilateral character, Agreement and Contract- Definitions and essential elements, Proposal and Acceptance- Definition, their communication and revocation, postal, telephone and telex Communication, Proposal and invitation for proposal; General offer, cross- offer, Standing offer, (Section 2-9), Capacity to contract -meaning-incapacity arising out of unsound mind, Minor's Agreement-Nature and scope, Definition of Minor, Necessaries supplied to a minor, Minor's Agreement and Estoppel, Agreement beneficial and detrimental to the minor, ratification of minor's Agreement (Section 10-12, 68) | 14 |
| II | ESSENTIALS OF CONTRACT | 15 |
| | <p>Consideration – nudum pactum, its need, meaning essential elements, privity of contract with Exceptions, adequacy of consideration, past, executed and executory consideration, Exceptions to consideration (Section –2 (d) and 25)</p> <p>Consent and Free consent – Definition and need of free consent (Section 13-14), Voidability of Agreement without free consent (Section 19), factors vitiating free consent (Section 19-A), Coercion- Definition, essential elements, the doctrine of duress, Coercion and duress (Section 15), Undue Influence– Definition, Essential elements, Illustrations of undue influence, Agreement with Pardanashin women (Section16), Fraud – Definition, Essential Elements, When does silence amounts to fraud, Active concealment of facts– Importance of Intention, Fraud and misrepresentation (Section 17), Misrepresentation- Definition, misrepresentation of law and fact, their effects and illustration (Section18), Mistake– Definition, Mistake of fact and mistake of Law, Effect of mistake (Section 20-22)</p> <p>Unlawful Agreements- Lawful and unlawful considerations and objects, Void, Voidable and unlawful agreements and their effects (Section 23)</p> <p>Void Agreements- Effect of partly lawful and unlawful consideration and objects on agreement (Section-24), Agreements without Consideration (Section-25) Agreement in restraint of marriage (Section-26), Agreement in restraint of trade with</p> | |



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| | | |
|--|--|----|
| | exceptions (Section-27), Agreement in restraint of legal proceedings with exceptions (Section –28), Uncertain Agreements (Section-29), Wagering Agreement – Definition and essentials, with exceptions (Section-30), | |
| III | CONDITIONAL CONTRACTS, PERFORMANCE & DISCHARGE OF CONTRACTS, QUASI CONTRACTS, CONSEQUENCES OF BREACH CONTRACT | 16 |
| | Contingent contracts – Definition and Enforcement (Section-31-36), Performance of Contracts , Joint promises, time and place of performance (Section 37-50), Reciprocal Promises – meaning, scope and performance (Section-51-54), Essentiality of Time for performance - Meaning and illustrations (Section-55), Impossibility of Performance – meaning and scope, Doctrine of Frustration with illustrations (Section–56), Appropriation of payments (Section 59-61), Contracts which need not be performed – Novation, rescission and alteration of contract, dispensation and remission of performance (Section 62-67), Quasi Contracts (Section 68-72), Breach of contract , anticipatory breach and consequences of breach, Damages – Remoteness, measurement, kinds of damages, penalty and liquidated damages (Section-73-75) | |
| | THE SPECIFIC RELIEF ACT 1963 | 15 |
| | The Specific Relief Act, 1963 (With Latest Amendments): Meaning and General Principles (Section 1-4), Specific Relief (5-8), Specific performance of contracts – Contracts specifically enforceable, parties in relation to specific performance (Section 9-25), Rectification and cancellation of instruments (Section 26, 31-33) Rescission of contracts (Section 27-30), Declaratory Decrees (34-35), Preventive Relief (36-42) | |
| 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</p> | | |



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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

- Katta Sujatha Reddy v. Siddamsetty Infra Projects Pvt. Ltd., (2023) 1 SCC 355
- Kailash Nath Associates v. DDA, (2015) 4 SCC 136
- Suraj Lamp & Industries Pvt. Ltd. v. State of Haryana, (2012) 1 SCC 656
- Swarnam Ramachandran v. Aravacode Chakungal Jayapalan, (2004) 8 SCC 689
- Sundarachari v. State of Karnataka, AIR 2002 SC 503
- K.K. Modi v. K.N. Modi, (1998) 3 SCC 573
- Shiv Kumar v. Union of India, AIR 1989 SC 1346
- Sonia Bhatia v. State of UP, AIR 1981 SC 1274
- Union of India v. Raman Iron Foundry, AIR 1974 SC 1265
- State of Rajasthan v. Shyam Sundar, AIR 1974 SC 890
- Bhagwan Das v. Girdhari Lal & Co., AIR 1966 SC 543
- Dhirendra Nath v. Sudhir Chandra, AIR 1964 SC 1300
- Alopi Prashad v. Union of India, AIR 1960 SC 588
- Satyabrata Ghose v. Mugneeram Bangur & Co., AIR 1954 SC 44
- Pharmaceutical Society v. Boots Cash Chemists, (1953) 1 QB 401
- Raghunath Prasad v. Sarju Prasad, AIR 1924 PC 60
- Balfour v. Balfour, (1919) 2 KB 571
- Chikham Ammiraju v. Chikham Seshamma, AIR 1917 Mad 164 (FB)
- Dunlop Pneumatic Tyre Co. Ltd. v. Selfridge & Co. Ltd., (1915) AC 847
- Lalman Shukla v. Gauri Dutt, (1913) ILR 35 All 1
- Mohori Bibee v. Dharmodas Ghose, (1903) 30 Cal 539 (PC)
- Carlill v. Carbolic Smoke Ball Co., (1893) 1 QB 256
- Kedar Nath v. Gorie Mohamed, (1886) ILR 14 Cal 64
- Currie v. Misa, (1875) LR 10 Ex 153



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- Felthouse v. Bindley, (1862) EWHC CP J 35
- Hadley v. Baxendale, (1854) 9 Ex 341

ESSENTIAL READINGS

- **Law of Contract & Specific Relief**; *Avtar Singh* (Eastern Book Company, Lucknow, 2020)
- **Law of Contract**; *R.K. Bangia* (Allahabad Law Agency, Allahabad, 2020)
- **Law of Contract I**; *Dr. S.S. Srivastava* (Central Law Publications, Prayagraj, UP, 2023)

SUGGESTED READINGS

- **Law of Contract-I**; *Dr. Narender Kumar* (New Era Law Publication, Faridabad, Haryana, 2023)
- **Anson's Law of Contract**; *J. Beatson, Andrew Burrows & John Cartwright* (Oxford University Press, London, 2020)
- **Dutt on Contract-The Indian Contract Act, 1872**; *H. K. Saharay* (Eastern Law House, Kolkata, 2018)
- **Cheshire, Fifoot & Furmston's Law of Contract**; *Michael P. Furmston* (Oxford University Press, London, 2017)
- **Pollock & Mulla's Indian Contract Act, 1872**; *Nilima Bhadbhade* (Lexis Nexis, Gurugram, 2014)
- **Cheshire and Fifoot-Law of Contract**; *N. C. Seddon, R.A. Bigwood & M. P. Ellinghaus* (Butterworths, London, 2012)
- **Chitty on Contracts**; *Joseph Chitty* (Sweet and Maxwell, 35th Edition, 2023)

STATUTES/ACTS:

- The Indian Contract Act, 1872
- The Specific Relief Act 1963

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: Sociology-I (Theoretical Sociology)

Course Code: BA-104

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

| | |
|-----------------------------------|---|
| Course specific objectives | The objectives of the course are as follows: <ol style="list-style-type: none">1. To introduce students to the fundamental nature, scope, and emergence of sociology as a social science discipline.2. To provide students with a conceptual understanding of sociological terms, perspectives, and their application to social life.3. To introduce students with the contributions of classical sociological thinker Emile Durkheim, Max Weber and Karl Marx and their relevance today in understanding the Society.4. To develop an understanding of how individuals relate to society through culture, socialization, family, religion, and other institutions.5. The course will enable students to understand concepts like social stratification and processes of social change and further will explain the interrelationship between sociology and law. |
| | After completion of this course, the students will be able to: <ol style="list-style-type: none">1. Students will be able to define and explain the nature, scope, and historical development of sociology as a discipline.2. Students will be able to apply sociological terms and perspectives to everyday social life.3. Students will be able to interpret and critically assess the sociological theories of Emile Durkheim, Karl Marx, and Max Weber.4. Students will be able to understand the relationship of individual and society through concepts of culture and socialization. |



5. The students will be able to analyze the forms and theories of social stratification and change and will evaluate how these relate to law as a tool for social control and social transformation.

PATTERN of EXAMINATION

(Continuous Internal Assessment, & End-term Examination)

Examination shall be divided into two components:

I. Continuous Internal Assessment = 40 marks

II. End Term Examination = 60 marks

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

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

Note:

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

END-TERM EXAMINATION:

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

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

• **Section A (Short-questions)**

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

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



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

COURSE CONTENT

| Module No. | Content | Contact Hrs. |
|------------|---|--------------|
| I | INTRODUCTION TO SOCIOLOGY | 15 |
| | <ol style="list-style-type: none"> 1. Definition, Nature and Scope of Sociology 2. Emergence and Growth of Sociology <ul style="list-style-type: none"> • Auguste Comte: The Law of three stages; Positivism 3. Relationship of Sociology with other Social Sciences: Political Science, History, Economics, Psychology. 4. Understanding of Society from the perspective of classical sociological thinkers: <ul style="list-style-type: none"> Emile Durkheim <ul style="list-style-type: none"> • Social Fact • Division of Labour • Suicide Max Weber <ul style="list-style-type: none"> • Ideal Types • Social Action • Authority & Power • Bureaucracy Karl Marx <ul style="list-style-type: none"> • Historical Materialism | |



| | | |
|------------|---|-----------|
| | <ul style="list-style-type: none"> • Alienation • Class Conflict and its Critique | |
| II | BASIC CONCEPTS | 15 |
| | <ol style="list-style-type: none"> 1. Sociological Perspectives: <ul style="list-style-type: none"> • Functionalist perspective • Conflict perspective • Feminist perspective • Interactionist perspective 2. Society 3. Community 4. Institution 5. Association 6. Status and Role 7. Social Norms 8. Family and Kinship 9. Religion 10. Groups | |
| III | INDIVIDUAL AND SOCIETY | 15 |
| | <ol style="list-style-type: none"> 1. Culture and it's Components <ul style="list-style-type: none"> • Characteristics of culture • Theories of culture 2. Socialization <ul style="list-style-type: none"> • Definition • Types of Socialization • Stages and Agencies • Theories of Socialization | |



| | | | |
|---|---|--|----|
| IV | SOCIAL STRATIFICATION AND SOCIAL CHANGE | | 15 |
| | <div>1. Social Stratification</div> <div><ul style="list-style-type: none">•Meaning and Forms of Social Stratification•Theories of Social Stratification</div> <div>2. Social Change</div> <div><ul style="list-style-type: none">•Meaning and Forms of Social Change•Theories of Social Change•Law as medium of Social Change and Social Control•Sociology and Law (Relevance of Sociology for the Study of Law)</div> | | |
| PEDAGOGY (Teaching-Learning Strategy) | | | |
| <p>Teaching methodology is course-specific and aims at professional growth & holistic development of the students. Further, it aims at contributing socio-legal development of the country by considering aims & objectives of various initiatives of the state, like, NEP-2020, Viksit Bharat – 2047 and Sustainable Development Goals.</p> <p>Pedagogy of this course integrates theoretical knowledge through lecture of law & social sciences with its practical dimensions. This course will be delivered through class-room lectures, interactive discussions (Socratic method), experiential learning (clinical methods), tutorial methods (research-based exercise) and pro-bono legal activities (legal aid activities). Participatory techniques such as mock trials, role-plays, and debates will be employed to encourage critical analysis and ethical reasoning. Use of documentaries, visual media, and ICT tools will further aid in enhancing engagement & contextual understanding of the students. Emphasis will be laid on developing understanding of contemporary issues related to this course. It revolves around application 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> | | | |
| ESSENTIAL READINGS | | | |
| <ul style="list-style-type: none">• Introduction to Sociology; Anthony Giddens & Philip W. Sutton (Polity Press, Cambridge, 6th ed; 2021). | | | |



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- **Sociology: Themes and Perspectives**; Michael Haralambos, Martin Holborn & Robin Heald (Collins, London, 7th ed; 2008).
- **Sociology: Principles of Sociology with an Introduction to Social Thoughts**; Dr. C. N. Shankar Rao (S. Chand Publishing, New Delhi, 2011).

SUGGESTED READINGS

- **Sociology: A Guide to Problems and Literature**; T. B. Bottomore (Blackie & Son India Ltd., New Delhi, 1987).
- **The Crisis of the Indian Legal System**; Dr. Upendra Baxi (Vikas Publishing House, New Delhi, 1982).
- **Masters of Sociological Thought: Ideas in Historical and Social Context**; Lewis A. Coser (Harcourt Brace Jovanovich, New York, 1977).
- **The Sociology of Law: An Introduction**; Roger Cotterrell (Butterworths, London, 1992)
- **Sociological Theory**; George Ritzer (McGraw-Hill Education, New York, 8th ed; 2011).
- **Society: An Introductory Analysis (pp. 3-22)**; Robert M. MacIver & Charles H. Page (1937).
- **Sociology: A Guide to Problems and Literature**; T. B. Bottomore (George Allen & Unwin, London, 1962).
- **Case Studies on** S.R. Bommai case, Vishaka case, Navtej Singh Johar case, Triple Talaq Case, Indra Sawhney Case, etc.

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

Note:

Suggested readings/case laws are not exhaustive. Students are advised to read latest edition of the books and to refer E-sources like: *JSTOR* and *EPW*.