



DR. B.R. AMBEDKAR NATIONAL LAW UNIVERSITY, SONEPAT
(Established by the Haryana State Legislature Act No. 15 of 2012)

SYLLABUS

Course Name: Economics – II Course Code: BL-202	Teacher In-Charge: Dr. Nisha
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AY: 2025-26 onwards	Programme: B.A. LL.B. (Hons.) (5 Year) Integrated Course	Semester: IV	L 3	T/VAC 1	P 0	Credit 4	Contact Hrs. per Week: 4	Total Hrs.: 60
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Note:

Keeping in view the fully residential nature of the University and in consonance with the objectives and spirit of the National Education Policy (NEP), 2020, the Tutorial and/or Value Added Classes (VAC) may be conducted by the teacher concerned as per his/her prescribed timetable or during morning, evening, holidays, or at any other suitable time, as deemed appropriate, for the academic benefit of the students.

Such Tutorial/VACs may also be conducted outside the classroom and may include, inter alia, lectures, discussions, and various academic, co-curricular and extra-curricular activities such as participation in seminars, conferences, sports events, debates/declamation activities, case studies, outreach programmes, field-based activities, or any other activity as may be assigned by the teacher concerned in furtherance of experiential and holistic learning.

The class teacher concerned may assign any of the aforesaid activities to the students and shall mark the attendance of those students who duly comply with the instructions and participate in such activities, in accordance with the applicable University rules, regulations, and academic ordinances.

Course-specific Objectives	<ul style="list-style-type: none"> ● Introduce fundamental economic concepts relevant to legal analysis and policy-making. ● Develop understanding of the interdisciplinary relationship between Economics and Law. ● Analyze market structures, competition, and regulatory intervention using economic and legal frameworks. ● Examine taxation principles and their economic and legal implications in India. ● Evaluate the impact of economic policies such as globalization, liberalization, and privatization on Indian law.
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Course-specific Outcomes	<p>After the completion of this course, the student would be able to:</p> <ul style="list-style-type: none"> ● Explain basic economic concepts and theories relevant to law and public policy. ● Analyze legal problems using economic reasoning and cost–benefit analysis. ● Interpret competition law issues with reference to market structures, dominance, and cartel behavior. ● Assess taxation policies, including GST, and their impact on markets and consumers. ● Examine the influence of economic reforms and international trade on the development of
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Indian law.

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.

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



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Module No.	Content	Contact Hrs.
I	INTRODUCTION	15
	i. Interrelationship between Economics and Law	
	ii. Origin and Development of Law and Economics	
	iii. Role of Legal Institutions in Economic Development	
	iv. Importance of Economic Analysis for Lawyers and Policy Makers	
II	ECONOMICS AND LAW	15
	i. Market Structures and Economic Foundations <ul style="list-style-type: none"> • Perfect Competition and Monopoly • Profit Maximisation and Welfare Analysis (Graphical Explanation) 	
	ii. Competition Law in India <ul style="list-style-type: none"> • Abuse of Dominant Position (Section 4) • Role, powers, and functioning of the Competition Commission of India (CCI) 	
	iii. Economic Methods of Detecting a Cartel: Structural Changes and Behavioural changes	
	iv. Evolution and Recent Developments <ul style="list-style-type: none"> • MRTP Act, 1969: Objectives and Limitations • Competition Act, 2002 	
III	THE SALES OF GOODS ACT, 1930	15
	i. Canons of Taxation: Classical and Modern Approach	
	ii. Classification of Taxes <ul style="list-style-type: none"> • Direct and Indirect Taxes • Progressive, Proportional, and Regressive Taxes • Specific and Ad-Valorem Taxes 	
	iii. Incidence and Impact of Taxation: Tax burden under elastic and inelastic demand	



	<p>iv. Goods and Services Tax (GST) in India</p> <ul style="list-style-type: none"> • Structure of GST: CGST, SGST, IGST • Economic impact of GST on market efficiency and compliance 	
IV	IMPACT OF ECONOMIC POLICIES ON LAW	
	<p>i. Impact of Globalisation on Law in India</p> <p>ii. Impact of Liberalisation and Privatisation on Law in India</p> <p>iii. Impact of Market Economy on Law</p> <p>iv. Impact of International Trade on Law In India</p>	15
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"> • Cooter, Robert and Ulen, Thomas (latest edition). Law and Economics. Berkeley Law Books. • Verma, K. N. (latest edition). Microeconomic Theory. Vikas Publishing, India. • Ahuja, H.L. (latest edition). Advanced Economic Theory. S. Chand and Company, India. 		



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- **N Patel, Dr. Bimal** (latest edition). Economic Analysis of Law. Lexis Nexis Publications, India

SUGGESTED READINGS

- **Tripathi, Dr. S.C.** (Latest edition). Competition Law. Central Law Publications, India .
- **Rao, R. Kavita, Mukherjee Sachidananda**, Evolution of GST in India, Cambridge University Press.
- **Nagar, Ranita, Thakkar Hitesh kumar**. (Latest Edition). Law and Economics: Analysing Facets Of Public Policy, Eastern Book Company .
- **Gopalkrishnan, K.C.** (Latest Edition). Legal Economics (Interactional Dimensions Of Economics &Law), Eastern Book Company.
- **Dwivedi, D.N. (2005)**. Macroeconomics: Theory and policy, Tata McGraw Hill Education, India.
- **Salvatore, Dominick**, Fordham University (latest edition), International Economics, Wiley Publications.

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: Hindi				Course teacher: Dr. Divya Tripathi			
Course Code: BL-204							
AY:	Programme:	Semester:	L	T/VAC	P	Credit	Contact hrs. per-week: 4
2025-26 onwards	B.A. LL.B. (Hons.)	IV	3	1	0	4	Total Hrs.: 60
Note:							
<p>विश्वविद्यालय के पूर्णतः आवासीय एवं समग्र शैक्षणिक परिवेश को दृष्टिगत रखते हुए तथा राष्ट्रीय शिक्षा नीति (NEP), 2020 के उद्देश्यों, सिद्धांतों एवं भावना के अनुरूप, इस पाठ्यक्रम के अंतर्गत ट्यूटोरियल एवं/या मूल्यवर्धित कक्षाएँ (Value Added Classes - VAC) संबंधित पाठ्यक्रम-अध्यापक द्वारा निर्धारित समय-सारिणी के अतिरिक्त प्रातःकालीन सत्र, सायंकालीन सत्र, अवकाश दिवसों अथवा किसी अन्य उपयुक्त समय पर, विद्यार्थियों के शैक्षणिक एवं व्यावसायिक हित में संचालित की जा सकेंगी।</p> <p>उक्त ट्यूटोरियल/VAC गतिविधियाँ पारंपरिक कक्षा शिक्षण तक सीमित न होकर, अनुभवात्मक एवं परिणामोन्मुख अधिगम को प्रोत्साहित करने हेतु कक्षा-कक्ष के भीतर एवं बाहर दोनों माध्यमों से आयोजित की जा सकती हैं। इन गतिविधियों में, यथा-विशेष व्याख्यान, समूह-चर्चा, संगोष्ठी, सेमिनार, कार्यशाला, अनुवाद एवं प्रारूपण अभ्यास, न्यायालयीन प्रक्रिया का भूमिका-निर्वाह (Mock Court Exercise), वाद-विवाद, न्यायालय अथवा शासकीय कार्यालयों का शैक्षणिक भ्रमण, विधिक सहायता शिविरों में सहभागिता, सामुदायिक जन-जागरूकता कार्यक्रम, क्षेत्राधारित अध्ययन (Field-Based Learning), लघु शोध-अभ्यास, दस्तावेज़ विश्लेषण, अथवा शिक्षक द्वारा अधिगम के समग्र, नैतिक एवं व्यावसायिक विकास की दृष्टि से उपयुक्त समझी गई अन्य शैक्षणिक, सह-पाठ्यक्रमीय या पाठ्येतर गतिविधियाँ सम्मिलित हो सकती हैं।</p> <p>संबंधित पाठ्यक्रम-अध्यापक को यह अधिकार होगा कि वे उपर्युक्त गतिविधियों में से किसी भी गतिविधि को विद्यार्थियों को आवंटित करें तथा विश्वविद्यालय के प्रचलित नियमों, विनियमों एवं शैक्षणिक अध्यादेशों के अनुसार, निर्धारित निर्देशों का अनुपालन करने एवं सक्रिय रूप से सहभागिता सुनिश्चित करने वाले विद्यार्थियों की उपस्थिति एवं आंतरिक मूल्यांकन अभिलेखित करें।</p> <p>यह स्पष्ट किया जाता है कि ट्यूटोरियल/VAC का उद्देश्य केवल पूरक शिक्षण न होकर, विद्यार्थियों में भाषिक दक्षता, विधिक प्रारूपण कौशल, अनुवाद क्षमता, संवैधानिक मूल्यों की समझ तथा व्यावसायिक उत्तरदायित्व की भावना का समन्वित विकास करना है, जिससे वे न्यायिक एवं प्रशासनिक क्षेत्रों में हिन्दी भाषा का प्रभावी, शुद्ध एवं उत्तरदायी प्रयोग कर सकें।</p>							
The objectives of the course are as follows:							
1. हिन्दी भाषा के ऐतिहासिक विकास एवं संवैधानिक स्थिति का अध्ययन करना।							
2. शासन एवं न्यायिक प्रशासन में हिन्दी की भूमिका को समझना।							



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Course specific objectives	<ol style="list-style-type: none">3. विधिक प्रारूपण (Drafting) एवं प्रशासनिक हिन्दी में दक्षता विकसित करना।4. हिन्दी-अंग्रेजी विधिक शब्दावली में प्रवीणता प्राप्त करना।5. साहित्यिक कृतियों का विधिक एवं सामाजिक न्याय के संदर्भ में विश्लेषण करना।6. व्यावसायिक विधिक संप्रेषण कौशल विकसित करना।7. संवैधानिक नैतिकता एवं सामाजिक उत्तरदायित्व को भाषा अध्ययन से जोड़ना।
Course specific outcomes	<p>पाठ्यक्रम पूर्ण करने के पश्चात विद्यार्थी:</p> <ol style="list-style-type: none">1. संविधान के अनुच्छेद 343-351 की व्याख्या कर सकेंगे।2. विधिक एवं प्रशासनिक दस्तावेजों का प्रारूप हिन्दी में तैयार कर सकेंगे।3. विधिक शब्दों का शुद्ध अनुवाद कर सकेंगे।4. न्यायालयीन उर्दू शब्दावली का प्रयोग समझ सकेंगे।5. साहित्यिक कृतियों का सामाजिक-वैधानिक विश्लेषण कर सकेंगे।6. न्यायालय एवं प्रशासनिक कार्य में हिन्दी का आत्मविश्वासपूर्वक प्रयोग कर सकेंगे।7. संवैधानिक मूल्यों को व्यवहारिक जीवन से जोड़ सकेंगे।
PATTERN of EXAMINATION (Continuous Internal Assessment, & End-term Examination)	
<p>नीचे हिन्दी-II (विधिक हिन्दी एवं साहित्य) पाठ्यक्रम की परीक्षा पद्धति (Pattern of Examination) विस्तृत एवं प्रशासनिक शैली में प्रस्तुत की जा रही है:</p> <p>इस पाठ्यक्रम की परीक्षा प्रणाली सतत एवं व्यापक मूल्यांकन प्रणाली (Continuous and Comprehensive Evaluation System) पर आधारित होगी, जो राष्ट्रीय शिक्षा नीति (NEP), 2020 के अनुरूप ज्ञान, कौशल, अनुप्रयोग क्षमता एवं नैतिक दृष्टिकोण के समग्र आकलन पर केंद्रित है। परीक्षा दो प्रमुख घटकों में विभाजित होगी:</p> <p>1. सतत आंतरिक मूल्यांकन (Continuous Internal Assessment – CIA)</p> <p>कुल अंक: 40</p> <p>सतत आंतरिक मूल्यांकन निम्नलिखित चार घटकों में विभाजित होगा:</p>	



(क) मध्यावधि परीक्षा / सिमुलेशन अभ्यास – 20 अंक

- लिखित परीक्षा या व्यावहारिक अभ्यास के रूप में आयोजित की जाएगी।
- इसमें लघु उत्तरीय प्रश्न, अनुवाद, प्रारूपण (Drafting), टिप्पणी लेखन अथवा साहित्यिक विश्लेषण सम्मिलित हो सकते हैं।
- परीक्षा का उद्देश्य विद्यार्थियों की विषय की संकल्पनात्मक समझ एवं अनुप्रयोग क्षमता का परीक्षण करना होगा।

(ख) परियोजना एवं प्रस्तुति – 10 अंक

(5 अंक लिखित परियोजना + 5 अंक मौखिक प्रस्तुति)

- विद्यार्थी को विषयानुकूल परियोजना कार्य आवंटित किया जाएगा।
- उदाहरणार्थ: शपथ-पत्र का प्रारूप, विधिक शब्दावली का तुलनात्मक अध्ययन, न्यायालयीन निर्णय का संक्षिप्त अनुवाद, न्यायालय भ्रमण प्रतिवेदन आदि।
- प्रस्तुति के माध्यम से संप्रेषण कौशल एवं विश्लेषण क्षमता का मूल्यांकन किया जाएगा।

(ग) मूल्य-आधारित / नैतिक गतिविधि – 5 अंक

- भूमिका-निर्वाह (Mock Court), वाद-विवाद, जन-जागरूकता कार्यक्रम, संवैधानिक मूल्यों पर प्रस्तुति आदि।
- उद्देश्य विद्यार्थियों में नैतिक दृष्टिकोण एवं सामाजिक उत्तरदायित्व की भावना विकसित करना है।

(घ) प्रो बोनो / विधिक सहायता / अनुवाद गतिविधि – 5 अंक

- विधिक सहायता क्लिनिक में सहभागिता
- विधिक जागरूकता सामग्री का हिन्दी में प्रारूपण
- विधिक दस्तावेजों का अनुवाद
- सामुदायिक सेवा से संबंधित शैक्षणिक गतिविधि

2. (End-Term Examination)

कुल अंक: 60

समयावधि: 3 घंटे

प्रश्न-पत्र निम्नलिखित प्रकार से संरचित होगा:

(i) खंड – A (लघु उत्तरीय प्रश्न)



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- कुल 8 प्रश्न
- प्रत्येक प्रश्न 2.5 अंक का
- कुल अंक: 20
- प्रत्येक इकाई से अनिवार्य रूप से प्रश्न शामिल होंगे।
- इस खंड में कोई विकल्प उपलब्ध नहीं होगा।

(ii) खंड – B, C, D एवं E (दीर्घ उत्तरीय प्रश्न)

- प्रत्येक खंड संबंधित एक इकाई को आवृत करेगा।
- प्रत्येक खंड में 10 अंक के प्रश्न होंगे।
- प्रत्येक खंड में आंतरिक विकल्प उपलब्ध होगा:
 - एक प्रश्न सिद्धांत आधारित
 - एक प्रश्न अनुप्रयोग/समस्या-आधारित
- विद्यार्थी को प्रत्येक खंड से एक प्रश्न हल करना अनिवार्य होगा।
- कुल अंक: 40

सामान्य निर्देश:

1. प्रश्न-पत्र पाठ्यक्रम की सभी इकाइयों को समान रूप से आवृत करेगा।
2. मूल्यांकन में भाषिक शुद्धता, अभिव्यक्ति की स्पष्टता, विधिक शब्दावली का उचित प्रयोग एवं विश्लेषणात्मक दृष्टिकोण को महत्त्व दिया जाएगा।
3. आंतरिक एवं सेमेस्ट की अंतिम परीक्षा का संयुक्त उद्देश्य विद्यार्थियों के ज्ञान, कौशल, अनुप्रयोग क्षमता एवं व्यावसायिक दक्षता का समग्र आकलन करना है।

END-TERM EXAMINATION:

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

COURSE CONTENT

Module No.	Content	Contact Hrs.
I	हिन्दी भाषा और संवैधानिक हिन्दी	20
	1. हिन्दी भाषा का उद्भव और विकास 2. हिन्दी भाषा की विविध भूमिकाएँ (सम्पर्क भाषा, राष्ट्रभाषा, राजभाषा) 3. राजभाषा हिन्दी की संवैधानिक स्थिति (अनुच्छेद 343-351)	



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	4. विधि शिक्षा एवं न्याय व्यवस्था में हिन्दी की भूमिका									
II	प्रशासनिक एवं कार्यालयी हिन्दी	15								
	1. कार्यालयी हिन्दी की विशेषताएँ 2. सरकारी पत्राचार का स्वरूप 3. टिप्पण (Noting) एवं मसौदा/आलेखन/ प्रारूप लेखन (Drafting) 4. शपथ पत्र (Affidavit) का प्रारूप, संक्षिप्त प्रतिवेदन (Legal Report Writing)									
III	प्रमुख साहित्यिक रचनाएँ	15								
	1. कहानी- कफ़न (प्रेमचंद) 2. उपन्यास- तमस (भीष्म साहनी) 3. निबंध- भारतवर्षोन्नति कैसे हो सकती है (भारतेंदु हरिश्चंद्र) 4. कविता- वह तोड़ती पत्थर (सूर्यकांत त्रिपाठी 'निराला'), रोटी और संसद (सुदामा पाण्डेय 'धूमिल')									
IV	विधिक शब्दावली एवं अनुवाद	10								
	<ul style="list-style-type: none">प्रमुख विधिक शब्दावली (English- Hindi/ Hindi to English) 50 शब्द (सूची संलग्न है।)उर्दू के विधिक शब्दों का हिन्दी अर्थ 35 शब्द (सूची संलग्न है।) विधि शब्दावली- <table><tr><td>1. अधिसूचना</td><td>Notification</td></tr><tr><td>2. अधिवक्ता / वकील</td><td>Advocate</td></tr><tr><td>3. अधिपत्र</td><td>Warrant</td></tr><tr><td>4. अभियुक्त / आरोपी</td><td>Accused</td></tr><tr><td>5. अधिनियम</td><td>Act</td></tr></table>		1. अधिसूचना	Notification	2. अधिवक्ता / वकील	Advocate	3. अधिपत्र	Warrant	4. अभियुक्त / आरोपी	Accused
1. अधिसूचना	Notification									
2. अधिवक्ता / वकील	Advocate									
3. अधिपत्र	Warrant									
4. अभियुक्त / आरोपी	Accused									
5. अधिनियम	Act									



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6.	अनुच्छेद	Article
7.	उत्तराधिकार	Inheritance
8.	महाभियोग	Impeachment
9.	अपीलकर्ता	Appellant
10.	अभियोग/ अभियोजन	Prosecution
11.	आरोप पत्र	Charge Sheet
12.	अर्जी / आवेदन	Application
13.	आपराधिक	Criminal
14.	अपराध	Offence
15.	मृत्युदंड	Capital Punishment
16.	लोकहित	Public interest
17.	उत्तरदाता	Respondent
18.	बचाव / उत्तर पक्ष	Defense
19.	उपधारा	Sub-section
20.	कार्यवाही	Proceedings
21.	कथन	Statement
22.	गवाह	Witness
23.	जमानत	Bail
24.	शपथ पत्र	Affidavit
25.	न्यायालय	Court
26.	न्यायाधीश	Judge
27.	न्यायिक अभिरक्षा	Judicial Custody
28.	प्रतिवादी	Defendant
29.	फैसला / निर्णय	Judgment
30.	मौखिक साक्ष्य	Oral Evidence
31.	जबरन / गैरकानूनी कब्जा	Adverse Possession



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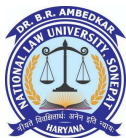
32. सुलह / समझौता	Conciliation
33. विधिसम्मत	De Jure
34. मुकदमा / वाद	Case/Suit
35. परित्याग	Abandon
36. उकसाना	Abet
37. हिरासत	Custody
38. अनुमनन / उपमति / रजामंदी	Acquiescence
39. अभियोग लगाना / दोषारोपण करना	Accuse
40. फरार	Absconder
41. खंडपीठ	Division Bench
42. गवाही / साक्ष्य	Testimony / Evidence
43. संविधान	Constitution
44. कार्यपालिका	Executive
45. विधायिका	Legislature
46. न्यायपालिका	Judiciary
47. राजपत्र	Gazette
48. महाधिवक्ता	Advocate General
49. निषिद्ध	Forbidden
50. दायित्व	Liability
उर्दू के विधिक शब्दों का हिन्दी अर्थ-	
1. खारिज़-	निरस्त
2. बरी-	दोषमुक्त
3. इल्ज़ाम-	आरोप
4. कब्ज़ा-	अधिपत्य/ अधिकार
5. तामील-	अनुपालन/ पालन



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6.	हिरासत-	अभिरक्षा
7.	तलाक़-	विवाह-विच्छेद
8.	तहकीकात-	जाँच-पड़ताल
9.	दस्तावेज़-	अभिलेख/ प्रमाण पत्र
10.	गुज़ारिश-	निवेदन
11.	एतराज़-	आपत्ति
12.	वकील-	अधिवक्ता
13.	कबूलनामा-	स्वीकारोक्ति
14.	जुर्माना-	अर्थदंड
15.	रिहाई-	मुक्ति
16.	हलफनामा-	शपथ पत्र
17.	जुर्म-	अपराध
18.	शहादत-	साक्ष्य
19.	मुकदमा-	वाद/ केस
20.	अदालत-	न्यायालय
21.	इंसाफ-	न्याय
22.	हुक्म-	आदेश
23.	गवाह-	साक्ष्य
24.	दलील-	तर्क
25.	गिरफ्तारी-	बंदीकरण
26.	कचहरी-	न्यायालय परिसर
27.	बयान-	कथन
28.	विरासत-	उत्तराधिकार
29.	रोजनामचा-	दैनिक अभिलेख
30.	दफा-	धारा
31.	तस्दीक-	प्रमाणीकरण



32. मुआवज़ा- क्षतिपूर्ति	
33. पेशी- सुनवाई	
34. मालिकाना- स्वामित्व सम्बंधी	
35. इत्तिला- सूचना	
निबंध लेखन:	
1. भारत में महिला अधिकार और विधिक संरक्षण	
2. भारत में मौलिक अधिकारों की व्यवस्था	
3. भारतीय न्यायालयों में हिन्दी के प्रयोग की वर्तमान स्थिति	
4. पर्यावरण संरक्षण और भारतीय कानून	

PEDAGOGY
(Teaching-Learning Strategy)

शिक्षण पद्धति पाठ्यक्रम-विशिष्ट है तथा विद्यार्थियों के व्यावसायिक विकास एवं समग्र व्यक्तित्व निर्माण को लक्ष्य करती है। इसके अतिरिक्त, यह राष्ट्रीय शिक्षा नीति-2020 (NEP-2020), विकसित भारत-2047 तथा सतत विकास लक्ष्य (Sustainable Development Goals) जैसी राज्य की विभिन्न पहलों के उद्देश्यों एवं लक्ष्यों को ध्यान में रखते हुए देश के सामाजिक-वैधानिक विकास में योगदान करने का भी उद्देश्य रखती है। इस पाठ्यक्रम की शिक्षण पद्धति विधि एवं सामाजिक विज्ञान के सैद्धांतिक ज्ञान को उसके व्यावहारिक आयामों के साथ समन्वित करती है। पाठ्यक्रम का संचालन कक्षा-व्याख्यान, संवादात्मक चर्चा, ट्यूटोरियल पद्धति (अनुसंधान-आधारित अभ्यास) तथा प्रो-बोना विधिक गतिविधियों (विधिक सहायता कार्य) के माध्यम से किया जाएगा। आलोचनात्मक विश्लेषण एवं नैतिक चिंतन को प्रोत्साहित करने हेतु भूमिका-निर्वाह (Role-play) एवं वाद-विवाद जैसी सहभागितात्मक तकनीकों का उपयोग किया जाएगा। डॉक्यूमेंट्री, दृश्य-श्रव्य सामग्री तथा सूचना एवं संचार प्रौद्योगिकी (ICT) उपकरणों का उपयोग विद्यार्थियों की सहभागिता एवं संदर्भात्मक समझ को सुदृढ़ करने में सहायक होगा। विधि एवं साहित्य के अंतर्संबंध की समझ विकसित करने पर विशेष बल दिया जाएगा। इसी उद्देश्य की पूर्ति हेतु इस पाठ्यक्रम में शिक्षण, मूल्यांकन एवं आकलन की विधियों का विन्यास किया गया है।

ESSENTIAL READINGS

- तमस, भीष्म साहनी, राजकमल प्रकाशन, नई दिल्ली
- कफ़न एवं अन्य कहानियाँ, प्रेमचंद, लोकभारती प्रकाशन, इलाहाबाद
- राग-विराग, सूर्यकांत त्रिपाठी 'निराला', संपादक, डॉ॰ रामविलास शर्मा, लोकभारती प्रकाशन, इलाहाबाद



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- संसद से सड़क तक, सुदामा पाण्डेय 'धूमिल', राजकमल प्रकाशन, नई दिल्ली
- भारतेंदु के श्रेष्ठ निबंध, संपादक, सत्यप्रकाश मिश्र, लोकभारती प्रकाशन, इलाहाबाद

SUGGESTED READINGS

- भाषा विज्ञान, डॉ० भोलानाथ तिवारी, किताब महल प्रकाशन, नई दिल्ली
- प्रयोजनमूलक हिन्दी, विनोद गोदरे, वाणी प्रकाशन, नई दिल्ली
- कार्यालयी हिन्दी और कम्प्यूटर अनुप्रयोग, निरंजन सहाय, लोकभारती प्रकाशन, इलाहाबाद
- हिन्दी निबंध और निबंधकार, रामचंद्र तिवारी, विश्वविद्यालय प्रकाशन, वाराणसी



SYLLABUS

Course Name: Cyber Security and Law
Course Code: BL-206

Course teacher: Dr. Amit Guleria

AY: 2025-26 onwards	Programme: BA.LL.B.(Hons.)	Semester: IV	L	T/VAC	P	Credit	Contact Hrs. Per-Week: 05
			4	1	0	05	Total Hrs.: 75

Note:

Keeping in view the fully residential nature of the University and in consonance with the objectives and spirit of the National Education Policy (NEP), 2020, the Tutorial and/or Value Added Classes (VAC) may be conducted by the teacher concerned as per his/her prescribed timetable or during morning, evening, holidays, or at any other suitable time, as deemed appropriate, for the academic benefit of the students.

Such Tutorial/VACs may also be conducted outside the classroom and may include, inter alia, lectures, discussions, and various academic, co-curricular and extra-curricular activities such as participation in seminars, conferences, sports events, debates/declamation activities, case studies, outreach programmes, field-based activities, or any other activity as may be assigned by the teacher concerned in furtherance of experiential and holistic learning.

The class teacher concerned may assign any of the aforesaid activities to the students and shall mark the attendance of those students who duly comply with the instructions and participate in such activities, in accordance with the applicable University rules, regulations, and academic ordinances.

Course Specific Objectives

This Course is structured for achieving the following objectives:

1. To make the learners understand the fundamentals of Cyber Space, Cyber Crimes, Cyber Security and Cyber Law.
2. To acquaint the learners with elementary understanding and debates around the nature of E-Commerce, E-Contracts and E-Governance in India.
3. To make the learners understand the notion of cyber adjudication including the structure of the Cyber Courts and Tribunals.
4. To make the learners understand the co-relation of artificial intelligence, personal digital data protection, social media criminality and IPRs with Cyber Crimes.

After the completion of this course:

1. The learners will be able to understand the fundamentals of Cyber Space, Cyber Crimes,



Course Specific outcomes	<p>Cyber Security and Cyber Law.</p> <ol style="list-style-type: none">2. The learners will be acquainted with elementary understanding and debates around the nature of E-Commerce, E-Contracts and E-Governance in India.3. The learners will be able to understand the notion of cyber adjudication including the structure of the cyber adjudicating authorities.4. The learners will be able to understand the correlation of AI, personal digital data protection, social media criminality and IPRs with cyber criminality.
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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.

CONTINUOUS INTERNAL ASSESSMENT (40 Marks)

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



I Project & Viva-voce

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

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

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

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

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

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.
	FUNDAMENTALS OF CYBER SECURITY AND CYBER LAW	
I	<ul style="list-style-type: none"> i. Fundamentals of Cyber Security: Cyber Space; Cyber Crime, Causes of Cyber Crime; History of Cyber Criminality; Difference between Cyber Crime and Computer Crime. ii. Cyber Security: Definition and Subject Matter; Need of Cyber Security Law; Key Characteristics of Information Technology Act, 2000. iii. Intellectual Property Rights & Its Interface with Cyber Security; Artificial Intelligence and Cyber Security. 	20
	E-COMMERCE AND E-GOVERNANCE	
II	<ul style="list-style-type: none"> i. E-Commerce: Concept of E-Commerce; Different Types of E-Commerce; Advantages and Disadvantages of E-Commerce. ii. E-Governance: Concept of E-Governance; Objective of E-Governance; Different Models of E-Governance; Advantages and Disadvantages of E- Governance. iii. E-Contracts: Concept of E-Contract, Key Issues and Challenges; E-Frauds and Preventive Measures; Digital Signatures and Electronic Signatures. 	15
	CYBER CRIMINALITY AND ADJUDICATION	
III	<ul style="list-style-type: none"> i. Types of Cyber Crimes: Cyber Hacking, Cyber Terrorism, Cyber Stalking, Child Pornography; Steganography, Identity Theft, Cyber Squatting, Cyber Grooming, Breach of Privacy, Obscenity and Transmission of Sexual Message, Cyber Cheating by Impersonation and Punishments. 	20



	<p>ii. Cyber and E-Evidences: Cyber Forensics; Role of Cyber Cells.</p> <p>iii. Cyber Disputes: Jurisdiction for the Dispute Resolution.</p>	
IV	SOCIAL MEDIA AND DIGITAL PERSONAL DATA PROTECTION	20
	<p>i. Cyber Security Issues Related to Social-Media and Preventive Measures.</p> <p>ii. Dissemination of Fake News & Digital Misinformation: Socio-Political and Socio-Economic Impact; Case Studies: Cambridge Analytica Data Scandal, Pegasus snooping scandal.</p> <p>iii. 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).</p>	
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, Cyber Security issues pertaining to Viksit Bharat – 2047 and Sustainable Development Goals.</p> <p>Pedagogy of this course integrates theoretical concepts in economics with its practical understanding and using real world applications. This course will be delivered through class-room lectures, real-life experiences interactive discussions (Socratic method), experiential learning (clinical methods), tutorial methods (research-based exercise) and pro-bono legal activities (legal aid activities). Use of documentaries, visual media, data visualization and ICT tools will further aid in enhancing engagement and contextual understanding of the students. Tutorial classes based on research-based exercises will help students to develop analytical skills to critically analyze microeconomics and macroeconomics concepts. Accordingly, methods of teaching, evaluation & assessment have been devised in this course.</p>		



LIST OF CASES

- Amway India Enterprises Pvt. Ltd. v. 1Mg Technologies Pvt. Ltd. & Anr., (2019) 260 DLT 690.
- Christian Louboutin SAS v. Nakul Bajaj & Ors, (2018) 253 DLT 728.
- Shreya Singhal v. UOI, AIR 2015 SC 1523.
- Avnish Bajaj v. State (NCT) of Delhi, (2008) 150 DLT 769.

ESSENTIAL READINGS

- Dr. Pavan Duggal, *Online Frauds and Law: Legal Framework*, Cyber Crime, Digital Evidence & Indian Cyber Laws, Kanchan Publishers, New Delhi.
- Gagandeep Chander and Harish Kaur, *Cyber Laws and IT Protection*, PHI Learning Pvt. Ltd., New Delhi.
- Justice Yatindra Singh, *Cyber Laws*, Universal Law Publishing Co. Delhi.
- Bruno De Padiracin, *The International Dimensions of Cyberspace Law (Law of Cyberspace)*, Ashgate Publishing Limited, United Kingdom.

SUGGESTED READINGS

SUGGESTED READINGS

- Melissa Lukings and Arash Habibi Lashkari, *Understanding Cybersecurity Law in Data Sovereignty and Digital Governance: An Overview from a Legal Perspective (Progress in IS)*, Springer International Publishing AG, Switzerland.
- Krishna Kumar, *Cyber Law: Intellectual Property and E-Commerce Security*, Dominant Publishers & Distributors, New Delhi.
- Nilakshi Jain and Ramesh Menon, *Cyber Security and Cyber Laws*, Wiley, New Delhi.
- Dr. Anusuya Yadav, *A Complete Manual on Intellectual Property Rights & Cyber Laws in India*, Notion Press, Chennai.
- Nandan Kamath Ed., *Law Relating to Computers, Internet and E-commerce*, Universal Law Publishing Co., New Delhi.
- Debarati Halder and K. Jaishankar, *Cyber Crime and the Victimization of Women: Laws, Rights and Regulations (Advances in Digital Crime, Forensics, and Cyber Terrorism)*, IGI Global, USA.



STATUTES

- Information and Technology Act, 2000 (Act No. 21 of 2000).
- Digital Personal Data Protection Act, 2023 (Act No. 22 of 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: *JSTOR*, *EPW*, *Manupatra*, *website of Law Commission of India*, *liiofindia.org*.



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SYLLABUS

Course Name: Environmental Studies and Law
Course Code: BL208

Course teacher: Dr Shiksha Malik

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

Note:

Keeping in view the fully residential nature of the University and in consonance with the objectives and spirit of the National Education Policy (NEP), 2020, the Tutorial and/or Value Added Classes (VAC) may be conducted by the teacher concerned as per his/her prescribed timetable or during morning, evening, holidays, or at any other suitable time, as deemed appropriate, for the academic benefit of the students.

Such Tutorial/VACs may also be conducted outside the classroom and may include, inter alia, lectures, discussions, and various academic, co-curricular and extra-curricular activities such as participation in seminars, conferences, sports events, debates/declamation activities, case studies, outreach programmes, field-based activities, or any other activity as may be assigned by the teacher concerned in furtherance of experiential and holistic learning.

The class teacher concerned may assign any of the aforesaid activities to the students and shall mark the attendance of those students who duly comply with the instructions and participate in such activities, in accordance with the applicable University rules, regulations, and academic ordinances.

Course specific objectives	The objectives of this course are:
	<ol style="list-style-type: none"> To provide students with a foundational understanding of environmental studies and its relevance to law, society, and sustainable development. To familiarize learners with basic ecological concepts, natural resources, biodiversity, environmental pollution, and global environmental issues from a legal perspective. To develop an understanding of the constitutional framework, statutory provisions, and principles governing environmental protection in India. To equip students with the ability to analyze environmental issues using legal principles, judicial decisions, and policy frameworks. To sensitize students towards environmental ethics, environmental justice, and the role of institutions in environmental governance.



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	6. To enable students to apply environmental laws and principles to real-life situations, litigation, and policy-related challenges.
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Course specific outcomes	<p>After successful completion of this course, the students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate a clear understanding of basic environmental concepts, ecological principles, and their relevance to legal studies and governance. 2. Identify and explain major environmental problems such as pollution, climate change, biodiversity loss, and resource depletion along with their legal implications. 3. Analyze the constitutional provisions, statutory frameworks, and judicial approaches relating to environmental protection in India. 4. Apply principles of environmental law and landmark judicial decisions to contemporary environmental issues and case-based problems. 5. Evaluate the role of environmental institutions, regulatory bodies, and courts in ensuring environmental justice and sustainable development. 6. Develop critical thinking and ethical reasoning skills while addressing environmental challenges affecting society, marginalized communities, and future generations.
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<p>PATTERN of EXAMINATION (Continuous Internal Assessment, & End-term Examination)</p>

<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> <ol style="list-style-type: none"> i. Mid-term examination(s) / stimulation exercise(s) shall be of 20 marks. ii. Project and presentation shall be of 10 marks (5 marks written project and 5 marks for presentation). iii. Value based / ethical values (<i>such as role-playing, debates, community service, short documentaries / visual media on life skills, ethics, & morals, or visiting the social institutions etc.</i>) activity shall be assigned by the teacher to the students which shall carry 5 marks.
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iv. Pro bono / legal aid / social aid / public awareness activity relating to the clinical legal education / interdisciplinary education shall be performed by the student and shall carry 05 marks.

Note:

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

END-TERM EXAMINATION:

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

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

● **Section A (Short-questions)**

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

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

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

COURSE CONTENT

Module No.	Content	Contact Hrs.
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I	FOUNDATIONS OF ENVIRONMENTAL STUDIES	18
	Concept and scope of environmental studies; multidisciplinary nature; ecosystem structure and functions; energy flow; food chains and webs; ecological pyramids; ecological succession; forest, grassland, desert and aquatic ecosystems; environment, development and sustainability.	
II	ENVIRONMENTAL POLLUTION & GLOBAL ISSUES	20
	Environmental Pollution, Natural Resources and Climate Action Environmental pollution: air, water, soil, noise, marine, thermal and nuclear pollution – causes, effects and control; solid waste management; plastic waste, e-waste and biomedical waste (conceptual); natural resources – forest, water, mineral and energy resources; conservation and sustainable use; climate change, global warming, greenhouse effect; UNFCCC; international environmental conferences – Stockholm (1972), Rio (1992), Johannesburg (2002); Agenda 2030 and SDGs.	
III	ENVIRONMENTAL GOVERNANCE, ETHICS AND SUSTAINABLE DEVELOPMENT	18
	Environmental ethics – anthropocentric and ecocentric approaches; inter-generational and intra-generational equity; sustainable development; environmental governance; role of institutions (MoEFCC, CPCB, SPCBs – overview); NGOs and civil society; environmental justice; vulnerable communities; Environmental Impact Assessment – concept, objectives and public participation.	
IV	ENVIRONMENTAL LAW AND LEGAL REMEDIES	19
	Constitutional framework – Article 21, Articles 48A and 51A(g), 42nd Amendment; major environmental legislations – Water Act 1974, Air Act 1981, Environment (Protection) Act 1986, Forest Conservation Act 1980, Wildlife Protection Act 1972, Biological Diversity Act 2002; environmental institutions – CPCB, SPCBs and National Green Tribunal (jurisdiction, powers and locus standi); principles of environmental law – sustainable development, precautionary principle, polluter pays principle, absolute	



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	liability; civil and criminal remedies; compensation and restoration; landmark environmental judgments.	
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PEDAGOGY (Teaching-Learning Strategy)		
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The course employs a student-centered, interactive, and multidisciplinary approach to ensure effective learning and application of environmental studies and law.

Teaching-Learning Methods

- Lectures – Conceptual clarity on environmental science, law, and governance
- Case Discussions – Landmark judgments, PILs, and statutory interpretation
- Seminars & Presentations – Student-led critical analysis of environmental issues
- Group Projects / Assignments – Research on contemporary environmental challenges
- Field Visits / Observation – Visits to courts, NGOs, industrial sites, or environmental institutions
- Use of Multimedia & Digital Resources – Videos, documentaries, and online platforms for global case studies
- Problem-Solving Sessions – Mock legal drafting, EIA analysis, or policy review exercises

Learning Outcomes from Pedagogy

- Develop critical thinking and legal reasoning in environmental matters
- Apply constitutional and statutory principles to real-world environmental issues
- Gain hands-on experience through observation and field-based learning
- Enhance communication and advocacy skills via presentations and debates
- Foster interdisciplinary understanding linking science, law, and policy

LIST OF CASES		
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- **M.C. Mehta v. Union of India (1986)** – Taj Trapezium case; air pollution control; Public Interest Litigation
- **M.C. Mehta v. Union of India (Oleum Gas Leak Case, 1986)** – Environmental liability; absolute liability principle



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- **M.C. Mehta v. Kamal Nath (1997)** – Polluter Pays Principle; environmental remediation
- **Vellore Citizens Welfare Forum v. Union of India (1996)** – Sustainable development; precautionary principle
- **Indian Council for Enviro-Legal Action v. Union of India (1996)** – Industrial pollution; compensation for environmental damage
- **Subhash Kumar v. State of Bihar (1991)** – Right to life includes right to clean environment
- **A.P. Pollution Control Board v. Prof. M.V. Nayudu (1999)** – Environmental management; relevance of EIA
- **T.N. Godavarman Thirumulpad v. Union of India (1996)** – Forest conservation; public trust doctrine
- **Rural Litigation & Entitlement Kendra v. State of UP (1985)** – Groundwater management; pollution control
- **Ratlam Municipal Corporation v. Vardichand & Others (1980)** – Municipal accountability for environmental sanitation
- **M.C. Mehta v. Union of India (Ganga Pollution Case, 1988)** – Water pollution control; judicial monitoring

ESSENTIAL READINGS¹

- **Sharma, B.K.** – *Environmental Law in India*, 12th Edition, LexisNexis, 2021
- **M.C. Mehta & G. Krishnan** – *Environmental Law Handbook*, 2020, Eastern Book Company
- **R. Rajagopalan** – *Environmental Studies: From Crisis to Cure*, Oxford University Press, 2020
- **P. Leelakrishnan** – *Environmental Law and Policy in India*, 2nd Edition, 2019
- **Subhash C. Kashyap** – *Law Relating to Environment*, Universal Law Publishing, 2018
- **Ministry of Environment, Forest and Climate Change (MoEFCC)** – *Annual Reports and Notifications*, Govt. of India
- **Judicial Reports** – Select case summaries from *Supreme Court Cases (SCC)* and *All India Reporter (AIR)* on environmental matters



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SUGGESTED READINGS

- **M.C. Mehta & G. Krishnan** – *Environmental Law in India: Cases and Materials*, Eastern Book Company, 2020
- **C. Shekhar** – *Environmental Studies and Law*, 3rd Edition, LexisNexis, 2021
- **Anil Agarwal & Sunita Narain** – *State of India's Environment Reports*, Centre for Science and Environment (CSE), New Delhi
- **K. G. Sathe** – *Principles of Environmental Law*, Universal Law Publishing, 2019
- **R. Rajagopalan** – *Environmental Management and Sustainable Development*, Oxford University Press, 2020
- **Government of India** – *National Environment Policy, 2020* and *Draft Environmental Legislation Reports*
- **Research Journals & Articles** – *Journal of Environmental Law*, *Indian Journal of Environmental Law*, CSE Policy Briefs
- **Online Resources** – Official portals of MoEFCC, CPCB, NGT, and UN Environment Programme for updates and notifications

Note: These readings are recommended for deeper understanding, research projects, and contemporary case studies.

• **Note:**

*The suggested readings and case laws are not exhaustive. Students are advised to consult the **latest editions** of all recommended books and stay updated on **recent judgments**. For deeper research and contemporary developments, students should also refer to **online legal resources** such as Westlaw, JSTOR, HeinOnline, EPW, Manupatra, the Law Commission of India website, liiofindia.org, and the National Judicial Data Grid.*



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

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

SYLLABUS

Course Name: Family Law- II
Course Code: BL-210

Course teacher: DR SUNDER SINGH

AY:	B.A. LL.B. (Hons.) (5 Year) Integrated Course	Semester:	L	T/VAC	P	Credit	Contact hrs. per-week: 5
2025-26 onwards		IV	4	1	0	5	Total Hrs.: 75

Note:

Keeping in view the fully residential nature of the University and in consonance with the objectives and spirit of the National Education Policy (NEP), 2020, the Tutorial and/or Value Added Classes (VAC) may be conducted by the teacher concerned as per his/her prescribed timetable or during morning, evening, holidays, or at any other suitable time, as deemed appropriate, for the academic benefit of the students.

Such Tutorial/VACs may also be conducted outside the classroom and may include, inter alia, lectures, discussions, and various academic, co-curricular and extra-curricular activities such as participation in seminars, conferences, sports events, debates/declamation activities, case studies, outreach programmes, field-based activities, or any other activity as may be assigned by the teacher concerned in furtherance of experiential and holistic learning.

The class teacher concerned may assign any of the aforesaid activities to the students and shall mark the attendance of those students who duly comply with the instructions and participate in such activities, in accordance with the applicable University rules, regulations, and academic ordinances.

Course specific objectives	<ol style="list-style-type: none"> 1. To make the learners conversant with the provisions relating to adoption and guardianship in the ancient and modern era. 2. To make the learners familiar with laws relating to partition, succession under Hindu Law. 3. To get the learners acquainted with law of inheritance and gifts under Muslim Law. 4. To focus on the property rights of women and miscellaneous other provisions relating to family issues.
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Course specific outcomes	<ol style="list-style-type: none"> 1. The learners will be conversant with the statutory provisions and procedural aspects relating to adoption and guardianship. 2. The learners will become familiar with laws relating to partition, succession under Hindu Law and procedural aspects thereof.
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3. The learners will be acquainted with law of inheritance and gifts under Muslim Law and procedure thereof.
4. The learners will be able to enforce the property rights of women and other legal rights relating to family 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 / interdisciplinary education shall be performed by the student and shall carry 05 marks.

Note:

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

END-TERM EXAMINATION:

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

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

• **Section A (Short-questions)**

- Total 08 questions of 2.5 marks each
- Two questions from each Module will necessarily be framed therein Sec. A



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

COURSE CONTENT

Module No.	Content	Contact Hrs.
ADOPTION AND GUARDIANSHIP		
I	i. Law of Adoption under Hindu Adoption and Maintenance Act, 1956: Essentials conditions for valid adoption, Who may take in adoption; who may give in adoption; who may be given in adoption, other conditions and ceremonies of adoption; Effects of adoption. ii. Role of State Adoption Resource Agency (SARA) iii. Role of Central Adoption Resource Authority (CARA) Guidelines. iv. Law of Guardianship under Hindu Minority and Guardianship 1956 Concept of Guardianship, Custody of Minor, Natural Guardian; Powers of Natural Guardian, Testamentary Guardian, Guardianship of Minor's Property; Guardian by Affinity.	20
JOINT HINDU FAMILY AND COPARCENARY		
II	i. Concept and Meaning of Joint Hindu Family; Requisites of Joint Hindu Family. ii. Coparcenary: Formation of Coparcenary; Characteristics of Coparcenary; Mitakshara Coparcenary and Dayabhaga Coparcenary; Rights of Coparceners, Distinction between Joint Hindu Family and Coparcenary.	20



	<p>iii. Concept of Karta: Position of Karta in Joint Family; Minor as Karta; Woman as a Karta; Powers and Liabilities of Karta. Powers of alienate the coparcenary property Doctrine of legal necessity, benefit of estate, Religious and indispensable duties. Coparcener's right to challenge alienations.</p> <p>iv. Partition: Meaning and subject matter of partition; Persons entitled to demand partition; Persons Entitled to Take Share on Partition; Right of a child in womb, disqualifications. Partition how effected: Partial partition; Partition by metes and bounds; Suit for partition; Re-opening and Re-union of partition.</p>	
III	HINDU SUCCESSION LAW	15
	<p>i. Concept of devolution of interest in coparcenary property.</p> <p>ii. Intestate Succession: Succession of property of a male Hindu dying intestate; Succession of property of a female Hindu dying intestate.</p> <p>iii. Women's right to property under Hindu law: Concept of matrimonial property (<i>stridhana</i>); Impact of amendment of Hindu Succession (Amendment) Act, 2005 on women's right to property.</p> <p>iv. Classes of Heirs under the Hindu Succession Act, 1956: Class-I Heirs; Class-II Heirs</p>	
IV	MUSLIM LAW OF PROPERTY	20
	<p>i. General principles of inheritance under Shia law, Competence to inherit.</p> <p>ii. General principles of inheritance under Sunni law, Competence to inherit.</p> <p>iii. Hiba: Meaning and Definition; Subject matter of Hiba; Capacity of Parties; Gift to a minor or lunatic; Revocation of gift.</p> <p>iv. Vasiyat: Concept of Vasiyat and Formalities; Subject matter of Vasiyat. Capacity of parties to make a Vasiyat; Doctrine of Marz-ul-maut; Revocation of Vasiyat.</p>	
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</p>		



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

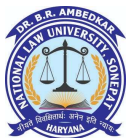
- Angadi Chandranna v. Shankar & Ors., 2025 INSC 532
- Ram Charan & Ors. v. Sukhram & Ors., 2025 INSC 865
- Dasari Anil Kumar & Anr. v. The Child Welfare Project Director & Ors., 2025 INSC 972
- Vineeta Sharma v. Rakesh Sharma & Ors., (2020) 9 SCC 1
- Mrs. Sujata Sharma v. Shri Manu Gupta (2016) 226 DLT 647
- Ghisala v. Dhapubai Dead by LRs & Ors., (2011) 2 SCC 298.
- Nopany Investments v. Santokh Singh, AIR 2008 SC 673.
- Githa Hariharan & Ors. v. RBI & Ors. AIR 1999 SC 1149.
- Commissioner of Gift Tax v. Abdul Karim Mohd. (1991 SCR (2)846.
- Pratibha Rani v. Suraj Kumar, AIR 1986 SC 628.
- P. Kunheema Umma v. Aayssa Umma, AIR 1981 Ker 176.

ESSENTIAL READINGS¹

- Mulla, D.F., Principles of Hindu Law.
- Diwan, P., & P. Diwan, Modern Hindu Law.
- Poonam Pardhan Saxena, Family Law Lectures Family Law I and II
- Dr. Ajaymeet Singh & Dr. Navpreet Singh, Fundamentals of Muslim Law

SUGGESTED READINGS

- Basu, N.D., Law of Succession. 2.
- Bhattacharjee, A.M., Hindu Law and the Constitution.
- Derrett, J.D.M., A Critique of Modern Hindu Law.
- Derrett, J.D.M., Hindu Law: Past and Present.
- Derrett, J.D.M., The Death of a Marriage Law: Epitaph for the Rishis.
- Desai, K., Indian Law of Marriage and Divorce.
- Diwan, P., Law of Adoption, Minority, Guardianship & Custody.



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- Diwan, P., & P. Diwan, Law of Marriage and Divorce.
- Diwan, P., & P. Diwan, Law of Intestate and Testamentary Succession.
- Husain, A., & S.K. Rashid, Wakf Laws and Administration in India.
- Indian Law Institute, Annual Survey of Indian Law.
- Manchanda, S.C., Law and Practice of Divorce in India.
- Mayne, J.D., A Treatise on Hindu Law and Usage.

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

Note:

Suggested readings/case laws are not exhaustive. Students are advised to read latest edition of the books and to 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: Constitution Law- II
Course Code: BL-212

Teacher-In-Charge: Dr. Sanjay Kumar

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

Note:

Keeping in view the fully residential nature of the University and in consonance with the objectives and spirit of the National Education Policy (NEP), 2020, the Tutorial and/or Value Added Classes (VAC) may be conducted by the teacher concerned as per his/her prescribed timetable or during morning, evening, holidays, or at any other suitable time, as deemed appropriate, for the academic benefit of the students.

Such Tutorial/VACs may also be conducted outside the classroom and may include, inter alia, lectures, discussions, and various academic, co-curricular and extra-curricular activities such as participation in seminars, conferences, sports events, debates/declamation activities, case studies, outreach programmes, field-based activities, or any other activity as may be assigned by the teacher concerned in furtherance of experiential and holistic learning.

The class teacher concerned may assign any of the aforesaid activities to the students and shall mark the attendance of those students who duly comply with the instructions and participate in such activities, in accordance with the applicable University rules, regulations, and academic ordinances.

Course specific objectives	The objectives of the course are as follows:
	<ul style="list-style-type: none"> • To acquaint the students about the formulation of Govt. Centre and State Level about their functions and powers. • To gain insight into the function of an independent judiciary, including the Supreme Court and High Courts. • To familiarize the students with Centre and State Legislative, Administrative and Financial Relations. • To analyse the functioning of Constitutional Bodies, emergency provisions and the procedure of amendment in the Constitution.

Course specific outcomes	After completion of this course, the students will be able to:
	<ul style="list-style-type: none"> • To understand the existing political system of governance in the country. • To understand the Judicial Mechanism in the Country



- To examine the different types of relation between the Centre and State Governments
- To evaluate the importance of Constitutional Bodies, declaration of Emergency and procedure of amendment in the Constitution.

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

Examination shall be divided into two components:

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

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

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

Note:

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

END-TERM EXAMINATION:

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

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

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

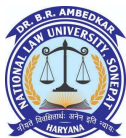
- Total 08 questions of 2.5 marks each
- Two questions from each Module will necessarily be framed therein Sec. A



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

COURSE CONTENT

Module No.	Content	Contact Hrs.
I	Composition of Centre and State Govt. and their Executive, Legislative Function etc.	20
	<ul style="list-style-type: none"> i. The Union and State Executive: Qualification and Election of President of India ii. Power and Position of President and relationship with Council of Minister, Procedure for Impeachment of President iii. Power and Position of Governor of State and relationship with Council of Ministers, The Vice President iv. Union Parliament and State Legislative: Composition and Sessions, Qualification/Disqualifications v. Legislative Procedure: Procedure of Passing Bills: Ordinary Bills, Money Bills and Ordinances, Principle of Collective Responsibility vi. Parliamentary Privileges 	
II	Judicial Appointment, Removal and Jurisdiction	20



	<ol style="list-style-type: none"> i. Judiciary in India: Appointment and Removal of Chief Justice of India and Other Judges of Supreme Court ii. Jurisdictions: Original, appellate, Special Leave to appeal, Advisory and Other powers of Court iii. High Court: Jurisdiction, Appointment, Removal and Transfer of Judges iv. Independence of Judiciary 	
III	Centre and State Relations and Freedom of Trade and Commerce etc	20
	<ol style="list-style-type: none"> i. Relations between the Union and the States: <ul style="list-style-type: none"> • Legislative Relations • Administrative Relations • Financial Relations. ii. Freedom of Trade and Commerce iii. Services under the Union and State: Doctrine of Pleasure and Constitutional Safeguards to Civil Servants 	
IV	Tribunal, Election, Emergency and Amendments etc.	15
	<ol style="list-style-type: none"> i. Tribunals ii. Elections iii. Emergency Provisions iv. Amendment of the Constitution <ul style="list-style-type: none"> • Procedure of Amendment of the Constitution • Doctrine of Basic Structure v. Status of Jammu & Kashmir 	



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

- **IR Coelho's Case** (2007) 2 SCC 1
- **S. R. Bommai v. Union of India**, AIR 1994 SC 1918
- **SC Advocates on Record Association v. Union of India** AIR 1994 SC 268
- **S.P Gupta v. UOI** AIR 1982 SC149
- **Maru Ram Etc. Etc v. Union of India & Anr**, AIR 1980 SC 2147
- **Minerva Mills case**, (1980) AIR 1980 SC 1789
- **State of Rajasthan v. UOI**, AIR 1977 SC 1361
- **ADM Jabalpur v. Shivakant Shukla**, (1976) 2 SCC 521
- **Indira Nehru Gandhi v. Raj Narain** AIR 1975 SC 2299.
- **Kesavananda Bharti v. State of Kerala**, AIR 1973 SC 1461
- **State of West Bengal v. UOI**, AIR 1963 SC 2141
- **Dr. N.B Khare v. Election Commission of India**, AIR 1958 SC 139

ESSENTIAL READINGS¹

- **M.P. Jain**, Indian Constitutional Law, Universal Lexis Nexis



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

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

- **D.D. Basu**, *Introduction to the Indian Constitution of India*, Prentice Hall of India Private Ltd., New Delhi
- **Dr. Narender Kumar**, *Constitution Law of India*, Allahabad Law Agency

SUGGESTED READINGS

- **H. M. Seervai**, *Constitutional Law of India*, Universal Law Publishing Co
- **Glanville Austin**, *Indian Constitution-Cornerstone of the Nations*, Oxford University Press
- **P.M. Bakshi**, *The Constitution of India*, Universal Law Publishing
- **Jagdish Swarup**: *Constitution of India*, Modern Publications, New Delhi
- **Shibanikinkar Chaube**: *Constituent Assembly of India*, Manohar Publishers & Distributors, New Delhi
- **Zoya Hasan & E. Sridharan** (eds.): *India's Living Constitution: Ideas, Practices, Controversies*, Permanent Black Publishers, Delhi
- **M.V. Pylee**: *Our Constitution Government & Politics*, Universal Law Publishing Co. Pvt. Ltd., New Delhi,
- **P. D. Mathew**: *Fundamental Rights in Action*, Indian Social Institute, New Delhi

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

Note:

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