



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

SYLLABUS

Course Name: Code of Civil Procedure and Limitation Act		Teacher In-Charge: Mr. Arjun Deswal					
Course Code: 801							
AY: 2025-26	Programme: BA-LLB	Sem. VIII	L	T/ VA C	P	Credit	Contact hrs. per-week:
			4	1	0	5	Total Hrs.: 75
<p>Note: <i>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.</i> <i>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.</i></p>							
Course specific objectives	<p>The objectives of the course are as follows:</p> <ol style="list-style-type: none"> To assist the student in understanding the practical working of the civil courts in India. To help students in creating a sound conceptual framework for the Code of Civil Procedure. To be able to critically analyse the major issues in the law of civil procedure. To demonstrate knowledge and understanding of the law of Civil Procedure. 						
Course specific outcomes	<p>After completion of this course, the students will have:</p> <ol style="list-style-type: none"> Identify the key issues in the field of civil procedure law and apply relevant case laws to it. Understand the controversies and issues in the law of civil procedure and be able to weigh and apply it in diverse scenarios. Critically analyse case laws and formulate arguments for or against a legal proposition. Understand the practical implications of civil law in the courts of India 						



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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: 40 MARKS

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

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

Note:

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

END-TERM EXAMINATION:

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

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

1. 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

2. Sections B, C, D, & E (long questions)

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



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

COURSE CONTENT

Module No.	Content	Contact Hrs.
I	INTRODUCTION, JURISDICTION, AND PARTIES	15
	1. Essential Terms & Key Definitions under Section. (decree, foreign court and foreign judgement, judgement, mesne profit, order) 2. Essential elements of a civil suit. (Cause of Action, Subject Matter, Matter in Issue, Parties, Title and Relief) 3. Nature of Suit and Jurisdiction of a Civil Court - Section 9 4. Place of Suing (Sections 15 to 21A) 5. Parties to the suit: Order I, Order II- Concept of Joinder and Misjoinder of Parties & Cause of Action and Remedies thereof.	
II	PROCEDURAL DOCTRINES and PLEADINGS	20
	1. Principle of Res Sub Judice (Section 10). 2. Principle of Res Judicata (Section 11). 3. Representative Suit (Order 1 Rule 8) and Interpleader suit (Order 35 and Section 88) 4. Amendment of Pleadings (Order VI, Rule 17). 5. Rejection of Complaint (Order VII, Rule 11). 6. Appearance of Parties and Consequences of Non-appearance (Order IX Rule 6,7,13)	
III	SPECIAL PROCEDURES, APPEALS, AND REVIEW	20
	1. Summary Procedure (Order XXXVII, Rules 1 to 4). 2. Temporary Injunction (Order 39 and Section 94 C) 3. Garnishee Order (Order 21, Rules 46-A to 46-I). 4. Alternative Dispute Resolution. (Section 89 and Order X Rule 1A) 5. Appeal : (i) Appeals from Orders and Decrees, Second Appeal and Power of Appellate Court (Sections 96, 100, 107(1)d) and Production of additional evidence at appellate stage; Order XLI, Rule 27 6. Reference, Review, Revision.	



IV	THE LIMITATION ACT, 1963	20
	<ol style="list-style-type: none"> 1. Object of the Act and its applicability, Doctrine of Laches and Doctrine of Limitation. 2. Bar of Limitation- Limitation of Suits, Appeals and Applications (Ss 3 to 5). 3. Legal Disability and effect thereof (Ss 6 to 9). 4. Computation of Period of Limitation (Ss 12-24). 5. Effect of fraud or mistake - Section 17,18,19. 6. Acquisition of Ownership by Possession (Sections 25-27) 	
PEDAGOGY		
(Teaching-Learning Strategy)		
<p>Teaching methodology is course-specific and aims at professional growth & holistic development of the students. Further, it aims at contributing socio-legal development of the country by considering aims & objectives of various initiatives of the state, like, NEP-2020, Viksit Bharat – 2047 and Sustainable Development Goals.</p> <p>Pedagogy of this course integrates theoretical concepts in economics with its practical understanding and using real world applications. This course will be delivered through class-room lectures, real-life experiences interactive discussions (Socratic method), experiential learning (clinical methods), tutorial methods (research-based exercise) and pro-bono legal activities (legal aid activities). Use of documentaries, visual media, data visualization and ICT tools will further aid in enhancing engagement and contextual understanding of the 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>		
LEADING CASE LAWS		
<ol style="list-style-type: none"> 1. Chunilal V. Mehta v. Century Spinning and Manufacturing Co. Ltd., AIR 1962 SC1314 2. Gurbux Singh v. Bhoora Lal AIR1964 SC. 3. Ganga Bai v. Vijay Kumar and others, 1974 AIR (SC) 1126 4. State of U.P. v. Nawab Hussain, AIR 1977 SC 1680 5. Collector, Land Acquisition, Anantnag v. Katiji, AIR 1987 SC 1353 6. Mahabir Kishore v. State of M.P., AIR 1990 SC 313. 7. State of Punjab v. Gurdev Singh (1991) 4 SCC 1 8. Salem Advocates Bar Association, Tamil Nadu v. Union of India AIR 2005 SC. 		



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9. North Eastern Railway Admn. v. Bhagwan Das, (2008) 8 SCC 511.
1. Ravinder Kaur Grewal & Ors. v. Manjeet Kaur & Ors,[2019] 11 S.C.R. 74

ESSENTIAL READINGS

1. B. M. Prasad & S. K. Sarvaria, Mulla's Code of Civil Procedure, Lexis Nexis India.
2. C.K. Takwani, Civil Procedure Code with Limitation Act, 1963, EBC, Lucknow.
3. Dr T.P. Tripathi, The Code of Civil Procedure, ALA, Haryana.
4. M.P. Jain, The Code of Civil Procedure, Lexis Nexis, Butterworths, Nagpur.

SUGGESTED READINGS

1. Dr Avtar Singh, The Code of Civil Procedure, CLP, Allahabad.
2. S.C. Sarkar and P.C. Sarkar, Code of Civil Procedure, Lexis Nexis, ALH, Delhi.
3. Shrinivas Gupta, Textbook on The Limitation Act, LexisNexis, New Delhi.
4. Justice M.L. Singhal, Commentary on Limitation Act (Act No. 36 of 1963), Vinod Publications (P) Ltd., New Delhi.

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

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*.



SYLLABUS

Course Name: Professional Ethics & Professional Accounting System (Clinical Paper- II)
Course Code: 802

Teacher In-Charge: Dr. Deepshikha

AY: 2025-26 onwards	Programme: Programme: B.A. LL.B. (Hons.) (5 Year) Integrated Course	Semester: VIII	L	T/V AC	P	Credit	Contact hrs. per-week: 4
			1	2	2	4	Total Hrs.: 60

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:
	1. To equip students with practical understanding of professional ethics governing advocates, including duties towards clients, courts, peers, and society.
	2. To enable students to apply the Advocates Act, 1961 and Bar Council Rules in real-life professional and disciplinary situations.
	3. To develop the ability to identify, analyse, and resolve issues of professional misconduct, conflicts of interest, and ethical dilemmas in legal practice.
	4. To impart hands-on knowledge of contempt jurisdiction, its practical implications for advocates, and remedial measures.
5. To prepare students for contemporary legal practice by understanding globalization, legal outsourcing, legal aid, and emerging professional challenges.	



Course specific outcomes	<p>After completion of this course, the students will be able to:</p> <ol style="list-style-type: none">1. Demonstrate ethical decision-making skills by applying professional conduct rules to practical situations faced by advocates.2. Practically interpret and implement provisions of the Advocates Act, 1961, including enrollment, discipline, and regulatory mechanisms.3. Analyse professional misconduct cases and effectively engage with disciplinary procedures before Bar Councils and courts.4. Apply contempt law principles to real-world scenarios involving advocates, courts, and public authorities, ensuring compliance and accountability.5. Perform professional roles effectively in a modern legal environment, including legal aid, ADR processes, and globalised legal services.

PATTERN of EXAMINATION

(Continuous Internal Assessment, & End-term Examination)

This course shall be evaluated as a practical / internal–external assessment based paper, with emphasis on practical understanding, application of law, and professional competence.

1. Practical File / Project Work (75 Marks)

Each student shall be required to prepare and submit a comprehensive practical file covering all units and topics prescribed in the syllabus. The file shall include:

- a) Conceptual understanding of each topic;
- b) Relevant statutory provisions;
- c) Latest and landmark judicial decisions related to professional ethics, Advocates Act, contempt jurisdiction, and legal services;
- d) Practical illustrations, ethical dilemmas, and reasoned analysis wherever applicable.



The file shall be assessed on the basis of research depth, accuracy of legal principles, use of recent judgments, clarity of presentation, and analytical skills.

2. Viva-Voce Examination (External Evaluation) (25 Marks)

Students shall appear for a viva-voce examination before an external examiner. The viva shall be conducted to:

- a. Evaluate the student’s conceptual clarity and practical knowledge of the course;
- b. Assess the ability to defend and justify the written work submitted in the practical file;
- c. Test understanding of ethical issues, professional responsibilities, and contemporary developments in legal practice.

Evaluation shall be based on subject knowledge, application of law to practical situations, reasoning ability, and professional articulation.

3. Overall Assessment (Total- 100 Marks)

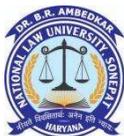
The final evaluation shall be based on a combined assessment of the practical file and viva-voce, ensuring that students are assessed not merely on theoretical knowledge but on their practical competence, professional ethics, and readiness for legal practice

COURSE CONTENT

Module No.	Content	Contact Hrs.
	INTRODUCTION TO PROFESSIONAL ETHICS AND DUTIES OF LAWYERS	
I	<ul style="list-style-type: none"> i. Meaning - Ethics, Conscience, Morality, Legality, Values, Ideals & Principles ii. History - Legal Profession in Ancient India, Pre & Post-Independent India iii. Influences on India - UK, USA and other countries iv. Duties of lawyers towards <ul style="list-style-type: none"> a) his clients, b) court, including Bar and Bench relationship, c) public, d) his fellow attorneys, e) self, f) society 	15



	RIGHTS AND LIMITATIONS OF SUCH RIGHTS	
II	<ul style="list-style-type: none"> i. Right to practice ii. Right to argue his case iii. Right over his professional fees. iv. Decisions of courts on the Advocate's right to strike v. Conflicts of interest, lawyer's versus client's interests vi. Limitations of the rights of lawyers, including restrictions on advertising, bar from carrying on other professions vii. Professional Misconduct: <ul style="list-style-type: none"> a) Definition of Professional Misconduct, difficulties in the definition b) Role of BCI & State BCI Committees, Structure & Process for Professional Misconduct c) Appeal to the Courts, Procedure, Limitation etc d) Professional Accounting Standards 	15
	ADVOCATES ACT, 1961 & CONTEMPT POWER AND REMEDIES	
	ADVOCATES ACT, 1961	
III	<ul style="list-style-type: none"> i. Salient Features of the Act ii. Admission and Enrolment of Advocates & Disciplinary Actions iii. Conduct of Advocates iv. Rule making power of BCI and central government <p style="text-align: center;">CONTEMPT POWER AND REMEDIES</p> <ul style="list-style-type: none"> v. Contempt of Courts Act, 1971: Contempt Meaning; Purpose and Power. vi. Kinds of Contempt of Court: Civil Contempt and Criminal Contempt. vii. Defenses to Contempt: Nature and Extent of Punishment. viii. Contempt by Lawyers: Addressing Malpractices by Lawyers. ix. Contempt by Judges, State and Corporate Bodies: Legal Provisions and Powers of Courts. 	15
	IMPACT OF GLOBALIZATION ON LEGAL SERVICES IN INDIA	
IV	<ul style="list-style-type: none"> i. Impact of Globalization on legal profession, ii. Legal outsourcing in India, 	15



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| <p>iii. Role of advocate in providing legal aid services,</p> <p>iv. Advocate's role in outside court/informal settlement of disputes and,</p> <p>v. Age bar and entry into practice</p> <p>vi. Contemporary Debates: Entry of Foreign Law Firms, Role of Senior Counsels, Legal Academics as Lawyers etc.</p> | |
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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 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.

LIST OF CASES

- *S. Ramachandra Rao v. S. Nagabhushana Rao (2022)*
- *Dilip Kundu And Another v. Mira Devi Agarwal and Others (2022)*
- *Thyssen Krupp Industries India Private Limited (S) v. Suresh Maruti Chougule And Others(2022)*
- *Abhyudaya Mishra v. Kunal Kamra (2020)*
- *Aditya Kashyap v. Rachita Taneja (2020)*
- *In Re: Vijay Kurle and others (2020)*
- *A.K. Balaji v. The Government of India (2018)*
- *Bar Council of India v. A.K. Balaji (2018)*
- *In Re: Hon'ble Justice Shri C.S. Karnan (2017)*
- *M.V. Jayarajan v. High Court of Kerala (2015)*
- *Kerala Vyapari Vyavasayi Ekopana vs State Of Kerala (2013)*
- *Balraj Singh Malik vs Supreme Court of India (2012)*
- *N.K.Bajpai vs Union of India & Anr (2012)*



- *Hari Singh Nagra v. Kapil Sibal and others (2010)*
- *Noratanmal Chouraria vs M.R. Murli & Anr (2004)*
- *George Kurian vs State of Kerala (2004)*
- *Bar Council Of India vs High Court Of Kerala (2004)*
- *Surender Raj Jaiswal And Ors. vs Vijaya Jaiswal (2003)*
- *Ex-Capt. Harish Uppal vs Union of India & Anr (2002)*
- *In Re: Arundhati Roy vs Unknown (2002)*
- *Jaymal Thakore vs Charity Commissioner (2001)*
- *R.D. Saxena vs Balram Prasad Sharma (2000)*
- *Mahabir Prasan Singh vs M/S Jacks Aviation Private Ltd (1998)*
- *The Communist Party of India (M) vs Bharat Kumar & Ors (1997)*
- *V.P. Kumaravelu vs The Bar Council Of India, New Delhi (1997)*
- *State of Punjab And Ors vs Ram Singh Ex. Constable (1992)*
- *Pandurang Dattatreya Khandekar vs The Bar Council Of Maharashtra, (1983)*
- *Harishankar Rastogi vs Girdhari Sharma And Anr (1978)*
- *E. M. Sankaran Namboodiripad vs T. Narayanan Nambiar (1970)*

ESSENTIAL READINGS

- Stephen Gillers, Regulation of Lawyers: Problems of Law & Ethics, Little, Brown & Com Boston Toronto, London. (12th edition, 2020)
- P. Ramanatha Aiyer, Legal & Professional Ethics- Legal Ethics, Duties & Privileges of a Lawyer, Wadhwa Publications, Nagpur. (3rd edition, 2010)
- D.V. SubbaRao, Sanjiva Row's The Advocates Act, 1961, Lexis Nexis, Butterworths. (7th ed., 2005)
- S.C. Sarkar, Hints on Modern Advocacy, Cross-Examination and Professional Ethics, India Law House, New Delhi. (2002)

SUGGESTED READINGS

- Nicolson and Webb, Professional Legal Ethics, Oxford University Press. (2000)
- Ross Grauston (ed.), Legal Ethics & Professional Responsibility, Clarendon Press, Oxford. (1996)
- Gary Bellow & Bea Moulton, The Lawyering Process: Ethics and Professional Responsibility, The Foundation Press, Inc. (1981)
- P.B. Mukharji, Professional Ethics of the Advocate, University of Burdwan. (1975)
- Justice V.R. Krishna Iyer, Law, Lawyers and Justice, B.R. Publishing Corp. 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



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and to refer E-sources like: *JSTOR*, *EPW*, *Manupatra*, *website of Law Commission of India*, *liiofindia.org*.



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SYLLABUS

Course Name: Cyber Security & the Law
Course Code: 803 (A)

Charge: Ms. Deeksha Dahiya

AY: 2025-26 onwards	Programme: B.A. LL.B. (5 Year) Integrated Course	Semester: VIII	L	T/VAC	P	Credit	Contact Hrs. per Week: 3
			2	1	0	3	Total Hrs.: 45

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 structures for achieving the following objectives:

- To understand the fundamentals of Cyber Space, Cyber Crimes and Cyber Law.
- To have an elementary understanding of the debates around the nature of E-Governance in India.
- To understand the corelation of Artificial Intelligence and Intellectual Property Rights with Cyber Crimes.
- To understand the notion of cyber adjudication including the structure of the Cyber Courts and Tribunals.



**Course-specific
Outcomes**

After the completion of this course, the student would be able to:

- The learners will be able to understand the fundamentals of Cyber Space, Cyber Crimes and Cyber Law.
- The learners will be having an elementary understanding of the debates around the nature of E-Governance in India.
- The learners will be able to understand the correlation of Artificial Intelligence and Intellectual Property Rights with Cyber Crimes.
- The learners will be able to understand the notion of cyber adjudication including the structure of the Cyber Courts and Tribunals.

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

Module No.	Content	Contact Hrs.
I	INTRODUCTION TO CYBER SECURITY	11
	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.	
	CYBER CRIMES	



II	<p>I. Classification of Cyber Crimes: Cyber Crimes Against: Individual, Society, Organisation, Property.</p> <p>II. Types of Cyber Crimes: Cyber Hacking, Cyber Terrorism, Cyber Stalking, Child Pornography; Steganography, Identity Theft, Cyber Squatting, Breach of Privacy, Protected Systems, Obscenity and Transmission of Sexual Message, Cyber Cheating by Impersonation.</p>	11
III	<p style="text-align: center;">CYBER INVESTIGATION AND DISPUTE RESOLUTION</p> <p>1. The Investigating Agency: Powers of Police Officers (Inspectors/Sub-Inspectors) to search and seize under</p> <ul style="list-style-type: none"> • Procedural Law (BNSS, 2023): <ul style="list-style-type: none"> ○ Procedures for search and seizure of digital devices. ○ Preservation of data and chain of custody. ○ Role of Intermediaries in investigation (Data retention requirements). • Institutional Framework: <ul style="list-style-type: none"> ○ Role of CERT-In (Indian Computer Emergency Response Team). ○ NCIIPC (National Critical Information Infrastructure Protection Centre). ○ Role of the "Examiner of Electronic Evidence" (Section 79A). <p>2. Cyber Disputes: Jurisdiction for the Dispute Resolution.</p> <ul style="list-style-type: none"> □ Adjudication under IT Act: <ul style="list-style-type: none"> • Appointment and powers of the Adjudicating Officer (AO). • Cyber Appellate Tribunal (CyAT) – Structure, powers □ Online Dispute Resolution (ODR): <ul style="list-style-type: none"> • Concept of ODR: E-Negotiation, E-Mediation, E-Arbitration. 	11
IV	<p>SOCIAL MEDIA AND DIGITAL PERSONAL DATA PROTECTION</p>	



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| I. Cyber Security Issues Related to Social-Media and Preventive Measures. | 11 |
| II. Dissemination of Fake News & Digital Misinformation: Socio-Political and Socio-Economic Impact; Case Studies: Cambridge Analytica Data Scandal, Pegasus snooping scandal. | |
| 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. 8); Processing of Personal Data Outside India (Sec. 16). | |

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

- **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

- **Cyber Laws and IT Protection**, Gagandeep Chander and Harish Kaur (PHI Learning Pvt. Ltd., New Delhi.)
- **Cyber Laws**, Justice Yatindra Singh, (Universal Law Publishing Co. Delhi)
- **The International Dimensions of Cyberspace Law** (Law of Cyberspace), (Bruno De Padiracin, Ashgate Publishing Limited, United Kingdom)
- **Cyber Law: Intellectual Property and E-Commerce Security**, Krishna Kumar, (Dominant Publishers & Distributors, New Delhi).

SUGGESTED READINGS

- **Cyber Security and Cyber Laws**, Nilakshi Jain and Ramesh Menon (Wiley, New Delhi).
- **A Complete Manual on Intellectual Property Rights & Cyber Laws in India**, Dr. Anusuya Yadav, (Notion Press, Chennai).
- **Relating to Computers, Internet and E-commerce**, Nandan Kamath Ed.,(Universal Law Publishing Co., New Delhi).
- **Cyber Crime and the Victimization of Women: Laws, Rights and Regulations**, Debarati Halder and K. Jaishankar (Advances in Digital Crime, Forensics, and Cyber Terrorism), IGI Global, USA.

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



SYLLABUS

Course Name: Private International Law
Course Code: 803B

Course teacher: Dr. Priyanka

AY: 2025-26 onwards	Programme: B.A.LL.B(Hons.)	Semester: VIII	L	T	P	Credit	Contact hrs.per-week:
			2	1	0	3	Total Hrs.: 45

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 introduce the foundational principles of Private International Law in India • To examine the evolution of the choice of law and jurisdictional rules • To analyse the legal contours of Private International Law • To critically evaluate contemporary issues under Private International Law

Course specific outcomes	After completion of this course, the students will be able to:
	<ul style="list-style-type: none"> • Students will be able to explain the core concepts, sources, and theories of Private International Law • Students will be able to apply the rules of jurisdiction and choice of law • Students will be able to analyse conflicts in personal and matrimonial laws • Students will be able to critically assess international legal 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) shall be of 20 marks.
- ii.** Project and presentation shall be of 10 marks (5 marks written project and 5 marks for presentation).
- iii.** Value based / ethical values (*such as role-playing, debates, community service, short documentaries / visual media on life skills, ethics, & morals, or visiting the social institutions etc.*) activity shall be assigned by the teacher to the students which shall carry 5 marks.
- iv.** Pro bono / legal aid activity relating to the clinical legal education shall be performed by the student and shall carry 05 marks.

Note:

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

END-TERM EXAMINATION:

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

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

• **Section A (Short-questions)**

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

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

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



- 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	
I	<ul style="list-style-type: none"> • Meaning and Rules of Private International Law in India, • Need to evolve the Indian rules of Private International law and Choice of law, • Historical perspective, theories and development in the contemporary world, • Local law theory and the Genesis of private international law in India. 	5
	Conceptual Framework	
II	<ul style="list-style-type: none"> • Sources of Private International law • Concepts and general questions of the civil code, • Conceptual inadequacy in India. • Evolution of jurisdiction in personam, • Transnational disclosure, • Recommendation for jurisdictional rules. 	15
	Legal Contours of Private International Law	
III	<ul style="list-style-type: none"> • Personal law • Concept of Nationality • Custody of Children • Conflict in the Matrimonial regime • Matrimonial causes • Alimony 	15



IV	Issues under Private International Law	10
	<ul style="list-style-type: none"> • Rules for choice of law • Characterization and content of the Juridical Law Act applicable • Arbitration, partial recognition or enforcement • The legal recognition of a foreign legal person 	
PEDAGOGY		
(Teaching-Learning Strategy)		
<p>Teaching methodology is course-specific and aims at professional growth & holistic development of the students. Further, it aims at contributing socio-legal development of the country by considering aims & objectives of various initiatives of the state, like, NEP-2020, Viksit Bharat – 2047 and Sustainable Development Goals.</p> <p>Pedagogy of this course integrates theoretical concepts in economics with its practical understanding and using real world applications. This course will be delivered through class-room lectures, real-life experiences interactive discussions (Socratic method), experiential learning (clinical methods), tutorial methods (research-based exercise) and pro-bono legal activities (legal aid activities). Use of documentaries, visual media, data visualization and ICT tools will further aid in enhancing engagement and contextual understanding of the 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>		
ESSENTIAL READINGS		
<p>Books-</p> <ul style="list-style-type: none"> • Noronha, F.E., Private International Law in India, Universal Law Publication, 2010 • Jambolkar, Laxmi, Select Essays on Private International Law, (Universal, New Delhi) 		
SUGGESTED READINGS		



- Alcon Electronics Private Limited v. Celem SA and Another, (2017) 2 SCC 253
- Badat and Company v. East India Trading Company, AIR 1964 SC 2826
- Central Bank of India v. Ram Narain, AIR 1955 SC 36
- Chandigarh Housing Board v. Gurmeet Singh, AIR 2002 SC 587
- Ct. A. Ct. Nachiappa Chettiar v. Ct. A. Ct. Subramania Chettiar, AIR 1953 Mad 492
- Deva Prasad Reddy v. Kamini Reddy, AIR 2002 Karnataka 356
- International Woollen Mills v. Standard Wool (UK), (2001) 5 SCC 265
- Joao Gloria Pires v. Mrs. Ana Joaquina Rodrigues e Pires, AIR 1967 Goa, Daman and Diu 113(ii)
- Kedar Pandey v. Narain Bikram Sah, AIR 1966 SC 160
- Lakshmi Sanyal v. S.K. Dhar, AIR 1972 SC 2667(1)
- Lalji Raja & Sons v. Hansraj Nathu Ram, AIR 1971 SC 974
- Marggarate Maria Pulparampil Nee Feldman v. Dr. Chacko Pulparampil, AIR 1970 Kerala 1(08)
- Modi Entertainment Network v. W.S.G. Cricket Pvt. Ltd., AIR 2003 SC 1177
- Neeraja Saraph v. Jayant V. Saraph, 1994 (4) SCALE 445
- Piramal Healthcare Ltd. v. DiaSorin S.p.A., Delhi HC, decided on 26 August 2010
- Rashid Hasan Roomi v. Union of India, AIR 1967 All 154
- Satya v. Teja Singh, AIR 1975 SC 105
- Sondur Gopal v. Sondur Rajini, 2013 (9) SCALE 372
- Surya Vadanam v. State of Tamil Nadu & Ors., AIR 2015 SC 2243
- T.T. Antony v. State of Kerala, AIR 2001 SC 2637



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- Y. Narasimha Rao v. Y. Venkatalakshmi, (1991) 3 SCC 451

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*



SYLLABUS

Course Name: Service Law

Course teacher: Mr. Prakhar Kumar Sahu

Course Code: 804A

AY:	Programme:	Semester:	L	T	P	Credit	Contact hrs. per-week:
2025-26 onwards	B.A.LL.B(Hons.)	VIII	2	1	0	3	Total Hrs.: 45

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	<p>The objectives of the course are as follows:</p> <ol style="list-style-type: none">1. To impart a comprehensive understanding of the constitutional and legal framework governing civil services in India2. To critically examine recruitment, reservation, seniority, promotion, pay, leave, and service conditions3. To analyze the principles regulating tenure of office, disciplinary proceedings, suspension, prosecution, termination, and pension4. To familiarize students with the structure and functioning of All India Services, Public Service Commissions, and Administrative Tribunals
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Course specific outcomes	<p>After completion of this course, the students will be able to:</p> <ol style="list-style-type: none">1 Interpret and apply constitutional provisions such as Articles 14, 16, 19, 309, 310, and 311 in resolving legal issues relating to public employment and civil services2. Evaluate the legality of recruitment, reservation policies (including EWS), seniority
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- fixation, promotion procedures, and pay structures
3. Assess disciplinary, suspension, prosecution, and termination proceedings
 4. Demonstrate professional competence in service 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) shall be of 20 marks.
- ii. Project and presentation shall be of 10 marks (5 marks written project and 5 marks for presentation).
- iii. Value based / ethical values (*such as role-playing, debates, community service, short documentaries / visual media on life skills, ethics, & morals, or visiting the social institutions etc.*) activity shall be assigned by the teacher to the students which shall carry 5 marks.
- iv. Pro bono / legal aid activity relating to the clinical legal education shall be performed by the student and shall carry 05 marks.

Note:

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

END-TERM EXAMINATION:

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

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

• **Section A (Short-questions)**

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



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

- Questions in Sec. B, C, D. & E will contain long questions of 10 marks each;
- Questions in above four Sections will cover Module I, II, III, & IV respectively
- Internal Choice will be there in long-questions
- 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	
I	<ul style="list-style-type: none"> i. Definition of State and Its Servants ii. Importance of Services for State iii. Relationship between State and its servants iv. Reservation in Services <ul style="list-style-type: none"> o Object of reservation o Principles governing reservations o Mandal Commission and its aftermath o Post Indra Sawhney era, including globalisation and privatisation o EWS Reservation v. Fundamental/Constitutional Rights and Civil Servants <ul style="list-style-type: none"> o Right to Equality (Article 14) in Public Employment o Freedom of Speech & Association (Article 19) o Article 309 - Recruitment and Conditions of Service o Doctrine of pleasure (Article 310) o Protection under Article 311 	5
II	Regulation of Recruitment, Recruitment and Condition of Service	
	<ul style="list-style-type: none"> i. Recruitment <ul style="list-style-type: none"> o An Executive Function 	15



	<ul style="list-style-type: none">o Sources of recruitmento Direct Recruitments – Its requisiteso Selection – validity of selectiono Interview and viva voceo Appointment after selectiono Appointment by transfero Regularisation and absorptiono Compassionate appointment <p>ii. Probation and Confirmation</p> <ul style="list-style-type: none">o Probationary periodo Confirmationo Discharge of probationero Officiationo Right of reversion <p>iii. Seniority</p> <ul style="list-style-type: none">o Seniority is an interest – not a fundamental righto Principles governing fixation of seniorityo Seniority of direct recruitso Seniority of promoteeso Seniority inter se direct recruits and promoteeso Fixation of seniority –procedure <p>iv. Promotion</p> <ul style="list-style-type: none">o Importance of seniority for promotiono Meaning of promotiono Method and procedure for promotiono Qualification for promotiono Confidential report and promotiono Career Progression Schemes <p>v. Pay and Allowances</p> <ul style="list-style-type: none">o Pay Commissionso Pay on Initial Appointmentso Pay Protection o Annual Incrementso Special Incrementso Various Allowances (HRA, TA, CEAS etc.)	
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	<p>vi. Leave</p> <ul style="list-style-type: none"> o Rules governing various types of leave 	
	Tenure of Office	
III	<p>i. Tenure at pleasure</p> <p>ii. Security of tenure</p> <p>iii. Removal, dismissal and reduction in rank</p> <p>iv. Exception to Article 311(2) of the Constitution</p> <p>v. Disciplinary proceedings</p> <ul style="list-style-type: none"> o Rules regulating disciplinary proceedings o Departmental enquiry o Authority competent to initiate disciplinary proceedings o Appointment of enquiry officers o Article of charges o Legal Assistance o Rule of evidence for departmental enquiry o Protection of natural justice o Finding of departmental enquiry o Final order in disciplinary proceedings o Procedure for imposing major penalties o Procedure for imposition of minor penalties o Appeal, review and Revision o De novo enquiry o Departmental enquiry and criminal trial o Disciplinary proceedings after retirement <p>vi. Suspension</p> <ul style="list-style-type: none"> o Effect of suspension o Grounds for suspension orders 	15



	<ul style="list-style-type: none"> o Power to order suspension o Communication of suspension order o Deemed suspension o Subsistence allowance o Increment during suspension o Right for full salary during period of suspension <p>vii. Prosecution of civil servants</p> <ul style="list-style-type: none"> o Safeguards regarding the prosecution of civil servants o Safeguards regarding investigation o Other important matters relating to prosecution of civil servants <p>viii. Termination of Service</p> <ul style="list-style-type: none"> o Retirement o Voluntary retirement and Pre-mature retirement o Resignation and Withdrawal of Resignation <p>ix. Pension</p> <ul style="list-style-type: none"> o Old Pension Scheme o New Pension Scheme 	
IV	All India Services, Public Service Commission & Tribunals	10
	<p>i. All India Services</p> <ul style="list-style-type: none"> o Object of formation of all-India services o Regulation of recruitment and conditions of service o Method of recruitment o Procedure for selection and appointment o Fixation of seniority o Posting of cadre officer o Disciplinary Proceedings o Suspension pending enquiry o Public Service Commission 	



	<ul style="list-style-type: none">o Composition of public service commissiono Term of office and security of tenureo Prohibition of further employmento Functions of the public service commissiono The object of consultationo Procedure for selection <p>ii. Lateral Entry Scheme – Civil Service</p> <p>iii. Administrative Tribunals</p> <ul style="list-style-type: none">o Scope of articles 323A & 323Bo Administrative Tribunal Act, 1985o Jurisdiction of administrative tribunals	
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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 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.

ESSENTIAL READINGS



- Jois M Rama (Justice), Service under the State (The Indian Law Institute 2007).
- Pal Samaraditya, Law Relating to Public Services (LexisNexis 2011).
- Bag RK, Service Law of Government Employees (Eastern Law House 2009).
- De Randhir Kumar, Service Disputes (Eastern Law House 2012).
- Chakravarthy KP, All India Service Law Digest (1950-2012)
- Mandal KM, Laws on Public Service (Eastern Law House 2003)
- Jain MP, Indian Constitutional Law (LexisNexis, 2015)
- Doabia TS (Justice), The Law of Services and Dismissals (LexisNexis 2015).

SUGGESTED READINGS

Important Cases (Indicative List)-

- Dr Janet Jayapaul v SRM University 2016(1) SLR 497 (SC)
- Prem Nath Bali v Registrar High Court of Delhi 2016(1) SLR 507 (SC)
- Dr NTR University of Health Sciences v L Prakasam Reddy 2016(1) SLR 485 (SC)
- Medical Council of India v Mediciti Institute of Medical Sciences (MIMS) 2016(1) SLR 707 (SC)
- Medical Council of India v JSS Medical College 2016(2) SLR 179 (SC)
- Dr Tapas Kumar Mandal v State of West Bengal 2016(1) SLR 433 (SC)
- Khub Ram v Dalbir Singh 2016(1) SLR 148 (SC)
- Sanjay Kumar Upadhayay v Palak Dhari Yadav 2016(2) SLR 355 (SC)
- Parvaiz Ahmad Parry v State of Jammu & Kashmir 2016(1) SLR 684 (SC)
- Supreme Court Advocates-on-Record Association v Union of India 2016(1) SLR 522 (SC)
- Dr I Ismail v K Shameem Rani 2016(1) SLR 646 (SC)
- Pawan Kumar Agarwala v GM II & Appointing Authority SBI 2016(1) SLR 536 (SC)
- State of Bihar v Sanjay Kumar 2016(2) SLR 198 (SC)
- Brij Bihari Singh v Bihar State Financial Corporation 2016(2) SLR 705 (SC)
- Secretary, State of Karnataka v Umadevi 2006 (4) SCC 1
- Union of India v VN Bhat (2003) 8 SCC 714
- Kumaon Mandal Vikas Nigam Ltd v Girija Sankar Pant AIR 2001 SC 24



- PVS Sastry v Comptroller and Auditor General (1993) 1 SCC 419
- S Parthasarathy v State of Andhra Pradesh AIR 1973 SC 2701
- Direct Recruits Class II Engineering Officers Association v State of Maharashtra AIR (1990) 2 SCC 715
- State of Mysore v MH Bellary AIR 1965 SC 868
- PL Dhingra v Union of India AIR 1958 SC 36
- BN Nagarajam v State of Mysore AIR 1966 SC 1942
- Union of India v Tulsi Ram Patel AIR 1985 SC 1416
- RK Garg v Union of India AIR 1981 SC 2138

- **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: Land & Real Estate Laws
Course Code: 804B

Course teacher: Mr. Prakhar Kumar Sahu

AY: 2025-26 onwards	Programme: BA.LLB	Semester : VIII	L	T	P	Credit	Contact hrs. per-week:
			2	1	0	3	Total Hrs.: 45

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	<p>The objective of the course is:</p> <ol style="list-style-type: none">1. To provide a strong foundation to students on laws related to land laws and real estate fields.2. To provide adequate understanding to students regarding legal matters related to real estate/property and land laws.3. To make the students understand the importance of land related laws;4. To make the students understand the relation between land-related issues and issues related to civil & criminal law;
	After the completion of this course:



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Course specific outcomes	<ol style="list-style-type: none">1. Students will be acquainted with the basic and will have understanding to handle real estate matters;2. Students will have update knowledge on the laws on real estate, land acquisition laws, tenancy laws and dispute settlement mechanisms;3. Students will have better understanding of socio-legal issues emanating from land related issues;4. Students will be able to apply their understanding of land laws in various real-life legal issues.
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PATTERN of EXAMINATION

(Continuous Internal Assessment, & End-term Examination)

Examination shall be divided into two components:

I. Continuous Internal Assessment = 40 marks

II. End Term Examination = 60 marks

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

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

Note:

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

END-TERM EXAMINATION:

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



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

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

● **Section A (Short-questions)**

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

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

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

COURSE CONTENT

Module No.	Content	Contact Hrs.
I	INTRODUCTION TO LAND LAWS & LAND REFORMS	11
	1. Land Reforms in India: Zamindari System, Ryotwari System, Mahalwari System,. 2. Agrarian Relations in Pre-Independent India, 3. Constitutional Provisions and Amendments. 4. Land consolidation (Meaning and Types) 5. Abolition of intermediaries	
II	LAND ACQUISITION LAWS	11



	<ol style="list-style-type: none"> 1. Right to Fair Compensation and Transparency in Land Acquisition, Rehabilitation and Resettlement Act, 2013- Object and scope, Definitions- Affected Area, Affected Family, “Person Interested”, 2. Determination of social impact and public purpose, preliminary investigation, appraisal by expert group (Section 4-9) 3. Notification and acquisition (Section 11-30) 4. Rehabilitation and resettlement award (Section 31-42) 	
III	LAND CEILING AND CHANGE IN LAND USE	12
	<ol style="list-style-type: none"> 1. Haryana Ceiling on Land Holdings Act, 1972 <ol style="list-style-type: none"> a. Aims and Objectives of Land Ceiling Law; b. Constitutional Basis (Article 39 (b) and (c)) c. Definitions and key concepts - Land, Landowner, Tenant, Family, Seperate Unit, Permissible Area & Surplus Area (Section 2,3,4); d. Ceiling on Land Holdings and prohibition on holdings land beyond permissible area (Section 7); e. Transfer and dispositions to defeat ceiling law and their legal effect (Section 8); f. Declaration and selection of permissible area by land owners (Section 9 and 10); g. Determination of surplus area and preparation of statement (Section 11); h. Vesting of surplus land in State Government and effect on rights of land owners, tenants and transferees (Section 12); i. Taking position of surplus land and separation of joint Holdings (Section 13 and 14); j. Disposal and allotment of surplus land to eligible persons (Section 15); k. Principals and procedures are payment of compensation (Section 16 and 17) 	



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	<p>2. Change of Land Use (CLU) in Haryana</p> <ol style="list-style-type: none"> a. Meaning and concept of Change of Land Use (CLU); b. Agriculture land and non-agricultural land; c. Control area, Zoning and Master plans; d. Legal framework governing CLU in Haryana; e. Role of the Director, Town and Country Planning (DTCP); f. Procedure for grant of CLU - application, scrutiny, conditions and charges; g. Legal consequences of construction or development without CLU; h. Illegal colonies, unauthorised development and penalties; i. Effect of CLU on registration of property, sale deeds and development of land 	
REAL ESTATE REGULATORY ACT, 2016		
IV	<ol style="list-style-type: none"> 1. Object and Scope 2. Definitions and concepts- Allottee, Apartment, Building, Carpet Area, Common Areas (Sec.2 d, e, j, n). 3. Registration of Real Estate Project and Real Estate Agents (Sec.3- 10) 4. Functions and duties of Promoter(sec.11-18), Allottees – Right and duties (sec.19). 5. Authorities- Real Estate Regulatory Authority (Chapter V), Central Advisory Council (Chapter VI), Real Estate Appellate Tribunal (Chapter VII), Powers and Functions. 6. Offences, Penalties and Adjudication (chapter VIII) 	11
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 &</p>		



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objectives of various initiatives of the state, like, NEP-2020, Viksit Bharat – 2047 and Sustainable Development Goals.

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.

ESSENTIAL READINGS

1. P.K. Sarkar, Law of Acquisition of Land in India, Eastern Law House, Delhi, 2012
2. S.U. Khan, Law of Rent Control in India, Universal Law Publishing (a unit of Lexis Nexis), Delhi, 2017
3. D.P.S. Kanwal, Land Laws (Including Land Acquisition and Rent Laws), Satyam Law International, New Delhi, 2014

SUGGESTED READINGS

SUGGESTED READINGS

1.
2.

● **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: Defence, Strategic Studies, & Law Course Code: 804C				Course teacher: Dr. Prabha Shree Sain Kaul			
AY: 2025-26	Programme: BA-LLB	Sem. VIII	L 2	T/VAC 1	P 0	Credit 3	Contact hrs. per-week: Total Hrs.: 45
<p>Note:</p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>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.</i></p>							
Course specific objectives		<p>The objectives of the course are as follows:</p> <ul style="list-style-type: none"> • To make the students understand the military history of India and analyse the strategies exercised therein the wars; • To let the students have insights on various prominent theories on warfare; • To make the students understand India's defence policy, expenditure and economic aspects of military affairs; • To let the students have a broad overview of the changing notion of security and its contemporary challenges; • To make the students understand the concepts of cyber space and to explore vulnerabilities in cyber space and implications on national security. 					
		<p>After completion of this course, the students will have:</p> <ul style="list-style-type: none"> • Understood the importance of military history and various relevant theories in dealing 					



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Course specific outcomes	<p>with contemporary defence strategy related issues;</p> <ul style="list-style-type: none"> ● Attained knowledge of India's defence establishment and its structure, including its key functions; ● Better understanding of notions of national security and its contemporary challenges; ● The ability to identify emerging security threats across a wide range of dimension (traditional and non-traditional); ● The skills to analyse & articulate the implications of contemporary security issues and challenges in national security; ● The skills to analyse the complexities and uniqueness of cyber space/virtual world.
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> <ul style="list-style-type: none"> ● Mid-term examination(s) / stimulation exercise(s) shall be of 20 marks. ● Project and presentation shall be of 10 marks (5 marks written project and 5 marks for presentation). ● 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. ● 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}	
<p>Three hours examination of 60 marks will be conducted as per schedule of the examination released by the University. Students 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> <p>Section A (Short-questions)</p> <p>➤ Total 08 questions of 2.5 marks each</p>	



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

COURSE CONTENT

Module No.	Content	Contact Hrs.
I	HISTORY & FOUNDATIONS OF DEFENCE STRATEGY	11
	ii. Concepts: Definitions of Defence, Strategy, Tactics, War, Security; Systems Theory, Decision Making Theory. iii. History of Warfare Strategy: <ul style="list-style-type: none"> ● War strategy in ancient Indian wars ● War strategy in medieval Indian wars ● War strategy in World War I, World War II iv. Strategic Thought: <ul style="list-style-type: none"> ● Kautilya's Philosophy of war ● Sun Tzu- The Art of war ● Machiavelli's views on the Art of war ● Clausewitz's theories on war: war and its relationship with Policy, Strategy and Tactics ● Adam Smith's views on importance of military power ● Engels and Marx: military concept of the social revolutionaries 	
II	INDIA'S DEFENCE STRUCTURAL FRAMEWORK	11
	i. Indian Military Forces: <ul style="list-style-type: none"> ● Military commands (structure & strategy) ● Theaterisation of armed forces 	



	<p>ii. Civil-military relations</p> <p>iii. Military Strategy / doctrines in Indian context</p> <p>iv. CAPF and other forces (Coast Guard, Intelligence Agencies etc.)</p>	
III	NATIONAL SECURITY & DEFENCE STRATEGY	12
	<p>i. WMD & Arms Control: Nuclear Proliferation, NPT, CTBT, Chemical & Biological Weapons Conventions, Missile Defense.</p> <p>ii. Terrorism & Insurgency: Terrorism as a security challenge, Counter-Insurgency Operations, Human Rights.</p> <p>iii. Use of science & technology by terrorists</p> <p>iv. Weapons of mass destruction, including chemical & biological weapons, and terrorist activities</p> <p>v. Defence economics in Indian context: defence budgeting, global trade, science & technology in defence</p>	
IV	CYBER WARFARE & DEFENCE STRATEGY IN INDIA	11
	<p>i. Vulnerabilities in Cyberspace (Type of Cyber Aggression)</p> <ul style="list-style-type: none"> ● Cyber Warfare (National Security Breach, Cyber Armies, Malware Attacks) ● Cyber Terrorism (Motivation, Recruitment, Training, Campaigning, Tools of violence) ● Cyber Espionage (Data theft, cyber spies/machineries, Espionage Malwares/tools) <p>ii. Cyber Laws/Policies and Indian Cyber Security System</p> <ul style="list-style-type: none"> ● Indian Cyber Security Policy and IT-Act ● Functions of the following agencies: M/o Electronics & Information Technology, CERT-In (Indian Computer Emergency Response Team), NIC (National Informatics Centre), NCIIPC (National Critical Information Infrastructure Protection Centre) & NSCS (National Security Council Secretariat), DIARA (Defence Information Assurance and Research Agency), & CCTNS (Crime and Criminal Tracking Network & Systems) 	



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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 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.

ESSENTIAL READINGS

- Handbook of Indian Defence Policy: Themes, Structure and Doctrines, I. Harsh V. Pant, (New York: Routledge, 2016)
- India's Defence Spending: Assessing Future Needs, Jasjit Singh, (New Delhi: Knowledge Publishers, 2001)
- Indian Warfare: An Appraisal of Strategy & Tactics Of War In Early Medieval Period, Surinder Kumar Bhakari, South Asia Books, 1981
- India's Wars: A Military History, 1947-1971, Arjun Subramaniam, Harper Collins, 2016
- Military History of India, Thapliyal, Uma Prasad (2018), Rupa Publication
- Srinath Raghavan, War and Peace in Modern India, Orient Black swan, 2013
- Study of Indian Military History, Majumdar, B.N., Army Educational Store, Delhi, 1963
- War in Ancient India, V. R. Ramachandra Dikshitar, Cosmo Publications, 1999

SUGGESTED READINGS



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- Ancient Indian Warfare: With Special Reference to the Vedic Period, Sarva Daman Singh, Motilal Banarsi Das Publishers, 1998
- Annual Reports of the Ministry of Defence, Government of India.
- Are Terrorists as Dangerous as Management? The Nuclear Plant Threat in the Next Catastrophe: Reducing Our Vulnerabilities to Natural, Industrial, and Terrorist Disasters, Charles Perrow, 2007, Princeton, NJ: Princeton University Press, pp. 132–73.
- Armament and History, Fuller, J.F.C. (1971)
- Defence Economics – Gavin Kennedy
- Defence Planning: Problems and Prospects, V.P. Malik and Vinod Anand, (New Delhi: Manas, 2006)
- Economic Theories of Defence A. Adam Smith B. D. Ricardo C. F.W. Hirst D. J.M. Keynes
- From Hydraspes to Kargil: A History of Warfare in India from 326 BC to AD 1999, Roy, Kaushik, Manohar, New Delhi, 2004
- Inside Cyber Warfare: Mapping the Cyber Underworld, Jeffrey Carr (O'Reilly Media, 2011)
- Kautilya's Arthshastra, Shama Shastri (1967)
- Kautilya's Philosophy of war - (Prakash Book depot, Bara Bazar, Bareilly 243003 in Hindi)
- Makers of Modern Strategy, Duffy, Christopher (1979). Siege Warfare 3. Earl, E.M. (1943)
- Resource Allocation and Management in Defence: Need for a Framework, Amiya K Ghosh, (New Delhi, Knowledge World Publishers, 2013)
- The Art of War, Tzu, Sun (1963)
- The Economic Problems in war and Peace – Robinson L.R.
- Trends in India's Defence Expenditure, Y. Lakshmi, (New Delhi: ABC, 1988)

● **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: Law on Banking & Negotiable Instruments
Course Code: 805A

Teacher In-Charge: Mr. Akash

AY:	Programme:	Semester:	L	T/VAC	P	Credit	Contact Hrs. per Week:	
			2025-26 onwards	B.A. LL.B. (Hons.) (5 Year) Integrated Course	VIII	2	1	0
							Total Hrs.:	45

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 make the students learn & understand the legal regime relating to banking system;• To make the students understand the intricate relation between banking system and the society;• To make the students understand the importance & functioning of regulatory authorities relating to banking sector;• To make the students gain knowledge & understanding of different kinds of negotiable instruments and their role in business sector;



Course-specific Outcomes

After completion of this course, the students will have:

- Understood the legal regime relating to banking system;
- Understood the intricate relation between banking system and the society;
- Knowledge & understanding of functioning of regulatory authorities relating to banking sector;
- Knowledge & understanding of different kinds of negotiable instruments and their role in business sector;
- Learnt & understood the legal regime relating to negotiable instruments and the business sector.

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:

- Mid-term examination(s) / stimulation exercise(s) shall be of 20 marks.
- Project and presentation shall be of 10 marks (5 marks written project and 5 marks for presentation).
- 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.
- 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:

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

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

• **Section A (Short-questions)**

- Total 08 questions of 2.5 marks each



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

COURSE CONTENT

Module No.	Content	Contact Hrs.
	INTRODUCTION TO BANKING SYSTEM AND BANKING REFORMS	
I	I. Nature and Historical Evolution of Banking System in India including Co-operative Banking. II. Different Types of Banking Institutions. III. Non-Banking Financial Companies and their role in the economy. IV. Nationalisation of Banks; Reforms in Indian Banking System. V. Relationship between ‘Banker’ and ‘Customer’.	11
	BANKING LAW & REGULATORY FRAMEWORK IN INDIA	
II	I. Reserve Bank of India Act, 1934: <ul style="list-style-type: none"> ● Role of Reserve Bank of India: Objectives, Constitution & Management; and Functions under the RBI Act, 1934; ● Monetary Policy of RBI and Techniques of Money Control; RBI Guidelines for Locker Facility. Business that RBI may and may not transact; ● Obligation of RBI to transact Government business. Obligation to supply different forms of currency; ● Transactions in foreign exchange. 	12



	<p>II Banking Regulation Act, 1949:</p> <ul style="list-style-type: none"> • Definition of Bank, Banker, Banking Company; • Prohibition of trading; Board of Directors; Reserve Fund; Cash reserve. • Restrictions: on nature of subsidiary companies, loans and advances, power to remit debts; • Licensing of banking companies; Accounts and balance-sheet; Audit & Inspection. <p>III SARFAESI Act, 2002:</p> <ul style="list-style-type: none"> • Regulation of securitization and reconstruction of financial assets of banks and financial institutions; • Enforcement of security interest. 	
III	<p style="text-align: center;">EMPLOYMENT OF FUNDS, BANKING FRAUDS AND RECENT TRENDS</p> <p>I. Non-Performing Assets (NPA)</p> <p>II. Loans and Advances: different types and schemes.</p> <p>III. Lending by Banks, Securities for bank advances: Pledge & Bailment; Guarantees as security Contract of guarantee and contract of indemnity; Surety's rights and liabilities.</p> <p>IV. Nature and Types of Banking Frauds: Recent Trends in Frauds: ATM and Online Banking, Credit Cards; UPI.</p> <p>V. Legal regime to control bank frauds and precautionary measures.</p> <p>VI. Banking Ombudsman: The role and responsibilities.</p>	11
IV	<p style="text-align: center;">NEGOTIABLE INSTRUMENTS</p> <p>I. Definition of Negotiable Instrument; Negotiation and Endorsement; Need of Negotiable Instruments.</p> <p>II. Different types of Negotiable Instruments: Promissory Note, Bill of Exchange, Cheque, Hundi, Inland instruments and foreign instruments,</p>	11



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	III. Parties to different instruments, Holder and Holder in due course, Liability of Parties.	
	IV. Dishonor of a Negotiable Instrument; Procedure and penalties in case of dishonor of certain cheque.	

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

- **Small Industries Development Bank of India v. M/S Sibco Investment Pvt. Ltd. Supreme (2022)**
- **Surinder Singh Deswal and Ors. v. Virender Gandhi (2019) 8 SCALE 445**
- **G. J. Raja v. Tejraj Surana AIR 2019 SC 3817 168**
- **M/S Integrated Finance Co. Ltd v. Reserve Bank of India, (2015) 13 SCC 772**
- **Ashok Yeshwant Badeve v. Surendra Madhavrao Nighojakar, AIR (2001)**
- **Canara Bank Ltd. v. I.V. Rajagopal (1975)**
- **Singheshwar Mandal v. Gita Devi, AIR 1975**



- **Shivalingappa v. P.B. Puttappa**, AIR 1971
- **R.C. Cooper v. Union of India**, AIR 1970 SC 564
- **Mohd. Akbar Khan Akbar Khan Vs. Attar Singh** (AIR 1962 PC 162)
- **Sajjan Bank (Private) Ltd. v. Reserve Bank of India**, AIR 1961.
- **Ponnuswami Chettiar v. P. Vellaimuthu Chettiar**, AIR 1957 Mad. 355 104
- **Lachmi Chand v. Madanlal Khemka**, AIR 1947 All. 52
- **Nunna Gopalan v. Vuppuluri Lakshminarasamma**, AIR 1940 Mad. 631 116

ESSENTIAL READINGS

- **Banking Law**, *H.P. Gupta* (Central Law Publication, Allahabad)
- **Banking Law & Practice in India**, *M.L. Tannan* (Lexis Nexis, India)
- **Banking Law and Negotiable Instrument Act**, *R.K. Bangia*(Allahabad Law Agency)
- **Banking Laws**, *R.N. Chaudhary*(Central Law Publication)
- **Law of Banking and Negotiable Instruments**,*S.R. Myneni* (Asia Law House)
- **Money, Banking and Financial Markets: An Economic Approach**, *Baye, J.* (AITBS Publishers and Distributors, New Delhi)

SUGGESTED READINGS

- **Law Relating to Banking and Negotiable Instruments**, *N. Maheshwara Swamy* (Asia Law House)
- **Banking Regulations & Business Laws**, IIBF (Macmillan India Ltd.)
- **Law of Negotiable Instruments and Dishonour of Cheques**,*Justice P.S. Narayana, P. Jagadish Chandra Prasad*(Asia Law House)
- **Dishonour of Cheques and Innovative Digital Frauds with Model Forms of Notice and Complaint**, *Rajesh Narain Gupta, Amit Aggarwal, S. N. Gupta* (LexisNexis)
- **Commentary on Law of Dishonour of Cheques**, *K.K. Bhardwaj* (WHITESMANN Publication)

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: White Collar Crimes

Teacher Incharge: Ms. Reena Azad

Course Code: 805 B

AY: 2025-30	Programme: B.A. LL.B. (5 Year) Integrated Course	Semester: VIII	L	T	P	Credit	Contact Hrs. per Week: 3
			2	1	0	3	Total Hrs.: 45

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	<p>This course has been designed with the objectives:</p> <ol style="list-style-type: none"> 1. To make the students understand identification of basic characteristics & classifications of white-collar crime, its causes, and what its consequences are for individuals & society at large; 2. To discuss and define various kinds of white-collar crimes, like, enterprise crime, entrepreneurial crime, and techno-crime as they relate to white collar crime; 3. To make the students understand the differences and similarities between civil and criminal law; 4. That the students will understand the principal sources of lawmaking pertaining to white collar crime along-with role of law-enforcing agencies that deal with white collar criems; 5. To evaluate, critique, and rank the relative usefulness of some hypotheses for explaining certain case studies and how lessons learned can be applied in a preventative and investigative perspective; 6. Through discussion, participants will understand the relation between privilege, power and deviant behavior.
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Course specific outcomes	<p>At the end of the course, students will be able to:</p> <ol style="list-style-type: none">1. Identify the multifarious methods in which the white-collar crimes are committed in furtherance of which they will understand the ways through which white-collar crimes may be put under restrain;2. Analyze the existing legal framework curbing and penalizing the offenders committing the white-collar crimes;
	<ol style="list-style-type: none">3. Draw the parallels between white collar crime and other criminal activities;4. Articulate the major theories that explain the white-collar crimes, and the principal research findings associated with such theories;5. Analyze the case studies of white-collar crimes in order to explore themes around victimization, social damages, criminal justice, and broader policy responses;6. Recognize the cost & effect of white-collar crimes, e.g., environmental cost, human cost, economic cost, social cost, etc.;7. Exhibit their analytical and research skills through written assignments.

PATTERN of EXAMINATION

(Continuous Internal Assessment, & End-term Examination)

Examination shall be divided into two components:

I. Continuous Internal Assessment = 40 marks

II. End Term Examination = 60 marks

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

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

- i. Clinical legal educational assessment (any two out of following three for ten marks each)
 - a) Report on proceedings at court dealing with white collar crimes; & / or
 - b) Working on a real-life case on white collar crime and submitting a report on that case; & / or
 - c) Field visit and collection of empirical data on white collar crimes

Or

- ii. **Mid-term Examination:** {(2.5 marks x four questions = 10 marks) + (5 marks x two questions = 10 marks) = 20 marks}

- Syllabus of the Mid-term Examination: two modules
- No. of questions:
 - ✓ four short questions of 2.5 marks; and two questions each from two modules
 - ✓ two questions of 05 marks; one question each from two Modules
 - ✓ Internal choice in two questions of 05 marks from same module will be there.

II. Course-specific Practical Assessment (CPA)

CPA is a teacher-driven exercise which is part of class-room teaching-learning process; teacher will inculcate this assessment within teaching methodology of this course. Mode of CPA may vary from course to course; it will primarily include practical teaching, learning & assessment as per requirement of the legal profession from that specific course. This course on white collar crime will include the following exercises:

- i. Moot-court (fact-sheet on white-collar crimes/s);
 - Multiple moot propositions will be allotted by the teacher concerned, and then students will plead before the special court dealing with white collar crimes as per guidelines & instructions shared by the teacher

Or

- ii. Legal aid activity, like, working with DLSA/SLSA or any legal aid organization, and submitting a report

Or

- iii. Trial Court Record Analysis

III. Course-content Development Assessment (CCDA)



CCDA is a student-driven assessment in which topic / issue / subject-matter will be selected by the student and the teacher will guide the student; it is a 'beyond class-room teaching & learning exercise'.

- The student is required to attend either of the following events, and then to submit a REPORT on understanding of the COURSE CONTENT through that event.
- This event could be: seminar / conference / guest-lecture organized at the University, an ONLINE lecture suggested by teacher of the course, VIRTUAL HEARING of the Court / Tribunal, or, any other similar event suggested by the teacher concerned.
- Then, the student will present & defend his submission before his peer in class.

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 the course objectives and the outcomes.



COURSE CONTENT		
Module No.	Content	Contact Hrs.
	INTRODUCTION	
I	<ol style="list-style-type: none"> 1. Nature, concept and scope of white-collar crime. 2. White collar crime vs traditional crime 3. Sutherland's Theory of differential association 4. Fraud Triangle Theory 5. Recommendations of Santhanam Committee 	11
	WHITE COLLAR CRIME IN DIFFERENT PROFESSIONS	
II	<ol style="list-style-type: none"> 1. Misbranding 2. Adulteration 3. Tax Evasion 4. Corporate Frauds 5. Academic Frauds 	11
	PREVENTION OF CORRUPTION ACT, 1988	
III	<ol style="list-style-type: none"> 1. Nature and Scope of the Act 2. Appointment of Special Judges 3. Offences and Penalties 4. Persons authorized to investigate 5. Power to inspect bankers' books. 	11
	OTHER LEGAL FRAMEWORK & FAMOUS SCAMS	
IV	<ol style="list-style-type: none"> 1. Prevention of Money Laundering Act 2002 <ol style="list-style-type: none"> a. Meaning and Punishment for Money Laundering b. Attachment, Adjudication and Confiscation 2. The Fugitive Economic Offenders Act, 2018 <ol style="list-style-type: none"> a. Nature and Scope b. Declaration of Fugitive Economic Offenders and Confiscation of Property 3. The Central Vigilance Commission Act, 2003 	12



	<ul style="list-style-type: none">a. Constitution of Central Vigilance Commissionb. Appointment of Central Vigilance Commissioner and Vigilance Commissioners <p>4. The Special Court (Trial of offences relation to Transactions in Securities) Act, 1992</p> <ul style="list-style-type: none">a. Appointment and functions of Custodianb. Establishment of Special Court <p>5. Famous Scams:</p> <ul style="list-style-type: none">a. Harshad Mehta Scam 1992b. Adarsh Housing Society scandalc. Commonwealth Games Scam 2010	
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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



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- M. Narayanan Nambiar v. State of Kerala (1963) AIR 1116
- PVNarasimha Rao v.State 1998(4) SCC 626
- L. Narayana Swamy v. State of Karnataka (2016) 9 SCC 598
- Vijay Madanlal Choudhary v. Union of India, 2022 SCC ONLINE SC 929
- Anoop Bartaria v. Dy. Director Enforcement Directorate 2023 SCC OnLine SC 477

ESSENTIAL READINGS

- **Pillai White Collar Crime**,*K. Prasad* (Whitesmann Publishing Co., Delhi, 2025)
- **Socio-Economic Offences**, *Rattan Singh & Varinder Singh*(Allahabad Law Agency, Faridabad, 2022)
- **Basic Statutes Socio Economic Offences**, *J.S.P. Singh*(New Era Law Publications, Faridabad, 2021)

SUGGESTED READINGS

- **White-Collar Crime: A Critique of Contemporary Theories**, *Michael L. Benson, Sally S. Simpson*(Routledge, New York, 2009)
- **White-Collar Crime: The Uncut Version**, *Edwin Sutherland*(Yale University Press, New Haven, 1949)
- **White-Collar Crimes: An Indian Perspective**, *Vikas Goel and Abhishek Kumar Ravi Singhania*(Thomson Reuters, New York, 2022)

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: Insurance Law Course Code: 806A				Teacher In-charge: Dr. Nishtha Chugh			
Session	Programme:	Semester	L	T/VAC	P	Credit	Contact Hrs. per Week:
2025-26	B.A. LL.B Integrated Hons. Programme	VIII	2	1	0	3	Total Hrs.: 45
<p>Note:</p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>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.</i></p>							
Course-specific Objectives		<ul style="list-style-type: none"> ● To provide students with a comprehensive understanding of the conceptual foundations, principles, and contractual nature of insurance law. ● To critically examine the regulatory framework governing insurance in India, including the role of IRDAI and relevant legislation. ● To analyse the operation of different forms of insurance (life, health, motor, fire, marine, and agricultural) and the legal issues arising in claim settlement and dispute resolution. ● To develop practical and analytical skills required to apply insurance law in real-world contexts, particularly in relation to consumer protection, social security, and risk management. 					
Course-specific Outcomes		<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> ● To explain and apply core principles of insurance law and interpret insurance contracts in light of statutory provisions and judicial precedents. ● To critically analyse insurance regulations and institutional mechanisms, including IRDAI, MACT, and consumer fora, for effective grievance redressal. ● To evaluate legal issues in insurance claims, including liability, indemnity, disclosure, and procedural compliance across different insurance sectors. ● To engage with practical insurance law problems, including drafting claims, advising policyholders, and assessing insurance as a tool for risk mitigation and social welfare. 					



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



Module No.	Course Content	Contact Hrs.
I	Introduction & General Principles	11
	<ul style="list-style-type: none"> i. Introduction to insurance law <ul style="list-style-type: none"> a. Definition & its scope, nature & characteristics of insurance b. General principles of insurance law c. Contract of insurance and its classification ii. History of law of insurance in India <ul style="list-style-type: none"> a. Insurance law in common law countries as source of insurance law in India b. Growth & development of insurance law in India iii. Role of state in ensuring health security (state-sponsored health insurance schemes) (SDG 3) iv. Gender parity in life & health insurance cover (SDG 5) v. Significant terms related to insurance: Insurable interest, indemnity, uber-rimae fidei, subrogation & contribution, insurance v. guarantee v. wager, non-disclosure, risk, micro insurance, Risk analysis & management, planning & control, transfer of risk, and <i>causa-proxima</i> 	
II	Insurance Law & Regulatory Framework in India - I	11
	<ul style="list-style-type: none"> 1) Life & health insurance: <ul style="list-style-type: none"> i. Nature, scope, & classification of life insurance & health insurance ii. The policy and formation of a life insurance contract iii. Circumstance affecting the risk iv. Amount recoverable under the life insurance policy v. Assignment & nomination, and persons entitled to insured amount vi. Settlement of claim and payment of insured amount vii. Health insurance products viii. Health insurance claim management 2) Fire insurance: <ul style="list-style-type: none"> i. Nature, scope, & classification of fire insurance ii. Conditions & warranties under fire insurance iii. Public Liability Insurance iv. The standard fire & special perils policy v. Fire hazard & fire prevention 3) Motor vehicle insurance <ul style="list-style-type: none"> i. Nature, scope & classification of motor insurance ii. Personal accident cover, & third-party insurance iii. Compulsory insurance of motor vehicles iv. Absolute liability, no-fault liability 	



	<ul style="list-style-type: none"> v. Motor vehicle claim tribunal: powers, functions, & procedural mechanism vi. Legal process for claiming compensation after road accidents, vii. Challenges faced by victims in claim of compensation 	
III	<p style="text-align: center;">Insurance Law & Regulatory Framework in India - II</p> <p>III. Marine insurance:</p> <ul style="list-style-type: none"> i. Nature, scope & classification of marine insurance ii. Insurable interest & insurable values iii. Marine insurance policy- conditions and express warranties iv. Voyage deviation, perils of sea v. Special features of Marine Insurance Act <p>IV. Agriculture insurance:</p> <ul style="list-style-type: none"> i. Nature, scope, & classification of agriculture insurance ii. History of crop insurance in India iii. Role of public policy in settling the claims of agriculture insurance iv. Cattle insurance in India. <p>3. Regulatory framework on insurance law in India</p> <ul style="list-style-type: none"> i. Evolution and Objectives of Insurance Regulation in India: Rationale for regulation of the insurance sector; Objectives of insurance regulation: solvency, consumer protection, market stability, and fair competition; Historical development of insurance regulation in India ii. Statutory Framework Governing Insurance Business: Insurance Act, 1938: scope, structure, and regulatory provisions; Insurance Regulatory and Development Authority Act, 1999: establishment, powers, and functions of IRDAI; The Insurance (Amendment) Act, 2002: liberalization, private participation, and regulatory reforms; General Insurance Business (Nationalisation) Amendment Act, 2002: restructuring and deregulation of general insurance iii. Regulatory Architecture under IRDAI: Composition, powers, and functions of the Insurance Regulatory and Development Authority of India (IRDAI); Rule-making, regulation-making, and supervisory powers of IRDAI; Regulatory oversight over insurers, intermediaries, and insurance products iv. Policyholder Protection and Grievance Redressal Mechanisms: Statutory duties of insurers towards policyholders; Grievance redressal framework under IRDAI Regulations; Role of Insurance Ombudsman and Integrated Grievance Management System (IGMS); Consumer protection standards and fair market conduct v. Role of IRDAI in Ensuring Fair Practices and Market Discipline Regulation of unfair trade practices and mis-selling; Transparency, disclosure, and market conduct regulations; IRDAI's role in promoting competition while safeguarding consumer interests vi. Contemporary Challenges and Regulatory Developments: Regulatory 	11



	response to digital insurance and InsurTech, Protection of vulnerable consumers, Balancing innovation with regulatory control	
IV	MARKET PLAYERS, PRACTICES, AND TECHNOLOGICAL TRANSFORMATION IN INSURANCE LAW	11
	<ul style="list-style-type: none"> i. Insurance Market Participants and Their Regulatory Role: Insurers and reinsurers; Insurance intermediaries (Agents, Brokers, Surveyors and loss assessors, Third Party Administrators (TPAs); Legal status, duties, and liabilities of intermediaries; Regulatory oversight by IRDAI ii. Insurance Practices and Procedural Framework: Underwriting process and risk assessment, Premium fixation and policy issuance, Renewal, endorsement, and cancellation of policies, Claims management and settlement practices iii. Insurance Documentation and Policy Structure: Nature and significance of insurance documents, Structure and contents of insurance policies, Proposal form, policy schedule, endorsements, and exclusions, Standard clauses and warranties iv. Claims Procedure Across Insurance Sectors: Life Insurance: maturity and death claims; Health Insurance: hospitalization and cashless claims; Fire Insurance: assessment of loss and indemnity; Marine Insurance: transit losses and average; Motor Insurance: accident and third-party claims; Agricultural Insurance: crop loss and weather-based claims v. Authorities and Forums for Insurance Claims: Insurer’s internal grievance redressal mechanism, Insurance Ombudsman, Consumer Commissions, Civil Courts and specialized forums, Procedural mechanism for filing and adjudication of claims vi. Technology and Insurance (InsurTech) vii. Legal and Regulatory Issues in Digital Insurance 	
PEDAGOGY		
<p>The teaching methodology adopted for this course is insurance-law specific and is consciously designed to develop professional competence, regulatory awareness, and ethical responsibility among students in the field of Insurance and Risk Management Law. The pedagogy seeks to contribute to broader socio-economic and legal development by aligning the learning process with the objectives of NEP-2020, Viksit Bharat @ 2047, and the United Nations Sustainable Development Goals (SDGs), particularly those relating to financial inclusion, consumer protection, economic growth, and institutional accountability.</p> <p>The course integrates the doctrinal and theoretical foundations of insurance law with its practical, regulatory, and commercial dimensions. Teaching will be delivered through a combination of structured classroom lectures, interactive discussions using the Socratic method, and experiential learning strategies. These include policy interpretation exercises, claim-settlement simulations, drafting of insurance</p>		



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documents, and tutorial-based research assignments, with a focus on understanding the functioning of insurance markets, regulatory institutions, and stakeholder relationships.

Participatory teaching techniques such as detailed case-law analysis, problem-based learning, role-plays simulating insurer–policyholder disputes, mock claim-settlement proceedings, and classroom debates on regulatory and ethical issues will be employed to strengthen analytical reasoning, legal interpretation skills, and professional judgment. Emphasis will be placed on the role of IRDAI, Insurance Ombudsman, TPAs, surveyors, and other market intermediaries in regulating insurance practices and safeguarding policyholder interests.

The course will make extensive use of contemporary regulatory materials, including IRDAI regulations, circulars, and guidelines, along with policy documents, claim forms, specimen insurance contracts, visual aids, and ICT-enabled teaching tools. Special attention will be given to emerging developments such as InsurTech, digital policy issuance, automated claims processing, and data protection concerns, enabling students to critically engage with the evolving insurance ecosystem.

Further emphasis will be laid on recent judicial decisions, regulatory reforms, and comparative perspectives in insurance law, including international best practices in consumer protection and dispute resolution. By applying legal principles to real-life insurance disputes and claim scenarios, the course equips students for professional roles in legal practice, insurance companies, regulatory bodies, consumer fora, academia, and policy institutions.

Accordingly, the methods of teaching, evaluation, and continuous assessment are structured to ensure outcome-based learning, continuous engagement, and the development of practice-ready legal skills relevant to the insurance sector.

LIST OF CASES

- **Canara Bank v. United India Insurance Co. Ltd.**, (2020) 3 SCC 455
- **Reliance Life Insurance Co. Ltd. v. Rekhaben Nareshbhai Rathod**, (2019) 6 SCC 175
- **Naveen Kumar v. Vijay Kumar**, (2018) 3 SCC 1
- **New India Assurance Co. Ltd. v. Protection Manufacturers Pvt. Ltd.**, (2010) 7 SCC 386
- **Satwant Kaur Sandhu v. New India Assurance Co. Ltd.**, (2009) 8 SCC 316
- **Sarla Verma v. Delhi Transport Corporation**, (2009) 6 SCC 121
- **United India Insurance Co. Ltd. v. Manubhai Dharmasinhbhai Gajera**, (2008) 10 SCC 404
- **P.C. Chacko v. Chairman, LIC of India**, (2008) 1 SCC 321
- **LIC of India v. S. Rajalakshmi**, (2004) 10 SCC 131
- **National Insurance Co. Ltd. v. Swaran Singh**, (2004) 3 SCC 297
- **United India Insurance Co. Ltd. v. Leheru**, (2003) 3 SCC 338
- **LIC of India v. Asha Goel**, (2001) 2 SCC 160
- **Modern Insulators Ltd. v. Oriental Insurance Co. Ltd.**, (2000) 2 SCC 734
- **Oriental Insurance Co. Ltd. v. Sony Cheriyan**, (1999) 6 SCC 451
- **LIC of India v. Consumer Education & Research Centre**, (1995) 5 SCC 482
- **Skandia Insurance Co. Ltd. v. Kokilaben Chandravadan**, (1987) 2 SCC 654
- **General Assurance Society Ltd. v. Chandmull Jain**, AIR 1966 SC 1644



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ESSENTIAL READINGS

- **Avtar Singh**, *Law of Insurance*, 11th ed. (Eastern Book Company, 2024).
- **Bimal N. Patel & V.S. Joga Rao** (eds.), *Insurance Law in India*, 2nd ed. (Oxford University Press, 2023).
- **M.N. Srinivasan**, *Principles of Insurance Law*, 8th ed. (LexisNexis, 2024).
- **R.K. Bangia**, *Law of Insurance*, 5th ed. (Allahabad Law Agency, 2024).
- **MacGillivray**, *MacGillivray on Insurance Law*, 15th ed. (Sweet & Maxwell, 2023).

SUGGESTED READINGS

- **Malcolm A. Clarke & Julian Burling**, *The Law of Insurance Contracts*, 7th ed. (Informa Law from Routledge, 2022).
- **John Birds**, *Birds' Modern Insurance Law*, 11th ed. (Sweet & Maxwell, 2023).
- **IRDAI**, *Annual Report*, latest edition (Insurance Regulatory and Development Authority of India).
- **R.K. Bangia**, *Consumer Protection in Insurance Contracts in India*, Journal of the Indian Law Institute, Vol. 43, No. 3 (2001), pp. 345–366.
- **M.P. Ram Mohan**, *Regulation of Insurance in India: Emerging Issues and Challenges*, National Law School of India Review, Vol. 24, No. 2 (2012), pp. 89–112.
- **T.T. Ram Mohan & R. Nagendran**, *Insurance Regulation and Policyholder Protection in India*, Economic and Political Weekly, Vol. 45, No. 37 (2010), pp. 65–72.
- **Avtar Singh**, *Doctrine of Uberrimae Fidei and Insurance Contracts*, Journal of the Indian Law Institute, Vol. 31, No. 2 (1989), pp. 219–235.
- **Sandeep Bhardwaj**, *Insurance Ombudsman and Consumer Redressal Mechanism in India*, Consumer Law Journal, Vol. 4 (2013), pp. 1–18.
- **Pradeep S. Mehta**, *Mis-Selling of Insurance Products and Regulatory Responses*, Indian Journal of Consumer Law, Vol. 6 (2014), pp. 55–74.
- **V. Umakanth**, *Corporate Governance and Regulation of Insurance Companies in India*, NUJS Law Review, Vol. 5, No. 3 (2012), pp. 389–420.
- **Kenneth S. Abraham**, *Insurance Law and Regulation: Cases and Materials*, Harvard Law Review, Vol. 119, No. 6 (2006), pp. 1763–1782.
- **E. Avinash & S. Anirudh**, *InsurTech and the Future of Insurance Regulation in India*, Indian Journal of Law and Technology, Vol. 16, No. 1 (2020), pp. 95–122.
- **Julian Burling**, *Good Faith and Fair Dealing in Insurance Contracts*, Insurance Law Journal (UK), Vol. 20 (2009), pp. 101–118.
- **Poonam Garg**, *Health Insurance and Consumer Rights in India*, Journal of Consumer Policy, Vol. 35, No. 4 (2012), pp. 495–513.
- **OECD**, *Policyholder Protection and Insurance Regulation*, OECD Journal: Financial Market Trends, Issue 2 (2011), pp. 1–29.

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: Prison Admin., Probation, & Parole	Teacher In-charge: Ms. Parul
Course Code: 806 B	

AY: 2025-30	Programme: B.A. LL.B. (5 Year) Integrated Course	Semester : VIII	L	T/VAC	P	Credit	Contact Hrs. per Week: 3
			2	1	0	3	Total Hrs.: 45

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 has been designed with following objectives:
	<ol style="list-style-type: none"> To familiarize the students with the meaning, nature, scope and principles of correctional administration along-with alternative non-institutional methods of probation and parole; and to bring significance of historical perspectives and evolution of punitive practices within domain of knowledge of the students; To make students understand the concept of penology, punishment & its aims; by exploring the different types of punishment and their objectives, including retribution, deterrence, rehabilitation, and societal protection, enhancing comprehension of the purposes and implications of various punitive measures.



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	<ol style="list-style-type: none">3. To let the students understand the role of central & state governments in prison administration providing insights into the challenges & approaches in the Indian context;4. To let the students examine policy framework on alternative punishment methods.
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Course specific outcomes	<p>After successful completion of this course, the students shall be able to:</p> <ol style="list-style-type: none">1. Understand and explain the meaning, nature, scope, principles, and historical evolution of correctional administration, including institutional and non-institutional methods such as probation and parole.2. Analyse the concept of penology and the theories, types, and objectives of punishment, including retribution, deterrence, rehabilitation, and protection of society.3. Examine and evaluate the role of the Central and State Governments in prison administration, with reference to legal frameworks, administrative mechanisms, and challenges in the Indian context.4. Assess the policy framework and effectiveness of alternative methods of punishment, particularly probation and parole, as reformatory and rehabilitative measures within the criminal justice system.
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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.



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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 the course objectives and the outcomes.

COURSE CONTENT

Module No.	Content	Contact Hrs.
I	INTRODUCTION TO PRISON ADMINISTRATION	11
	1. History and Evolution of Prisons: <ul style="list-style-type: none"> ● Historical development of prisons, from early forms of punishment to modern correctional systems. 2. Principles of Prison Administration:	



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	<ul style="list-style-type: none"> ● Exploring key concepts like security, safety, discipline, and humane treatment of prisoners. <p>3. Human Rights in Prison Administration:</p> <ul style="list-style-type: none"> ● Examining the fundamental human rights of prisoners and the legal and ethical obligations of prison authorities. <p>4. Vulnerable Groups in Prisons:</p> <ul style="list-style-type: none"> ● Addressing the specific needs of women, juveniles, and other vulnerable populations within the prison system <p>5. Emerging principles of correctional justice</p> <ul style="list-style-type: none"> ● Meaning of correctional justice & its scope ● Study on correctional justice v. victimology ● Correctional institutions: <ul style="list-style-type: none"> ○ policy framework on rehabilitation activities , like, educational programs, vocational programs 	
II	PRISON MANAGEMENT IN INDIA	12
	<p>1. Prison system in India:</p> <ul style="list-style-type: none"> ● Understanding the structure of prisons in India, including different types of prisons (central, district, open, etc.) and their specific roles. <p>2. Custodial management:</p> <ul style="list-style-type: none"> ● Focusing on security protocols, prisoner classification, movement, and control within the prison. <p>3. Salient features of Model Prison Manual, 2016</p> <ul style="list-style-type: none"> ● Prisoner care and welfare: <ul style="list-style-type: none"> ○ addressing issues related to prisoner health, hygiene, food, clothing, and access to basic necessities. ● Religious and educational services: <ul style="list-style-type: none"> ○ understanding the role of religious services, educational programs, and library facilities in prisons. 	



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	<ul style="list-style-type: none"> ● Managing staff and resources: <ul style="list-style-type: none"> ○ exploring the management of prison staff, including training, discipline, and career development. ● Managing crisis situations: <ul style="list-style-type: none"> ○ preparing for and responding to incidents like riots, escapes, and other emergencies. <p>4. Prison reforms:</p> <ul style="list-style-type: none"> ● Examining the need for and ongoing efforts towards prison reforms in India, including judicial trends and policy initiatives; ● Modernization of prisons in light of the constitutional rights ● Role of technology in prison administration 	
III	LEGISLATIVE FRAMEWORK ON PRISONS IN INDIA	11
	<ol style="list-style-type: none"> 1. Historical development of prison legislations in India 2. Salient features of the following: <ol style="list-style-type: none"> i. Prison Act, 1894 ii. Transfer of Prisoners Act, 1950 iii. Prison institutions for children under Juvenile Justice (Care and Protection of Children) Act, 2015 iv. Model Prisons and Correctional Services Act, 2023 	
	PROBATION & PAROLE	
IV	<ol style="list-style-type: none"> 1. Aftercare and Reintegration: <ul style="list-style-type: none"> ● Understanding the importance of aftercare services and support systems for prisoners upon release. 2. Introduction to parole: meaning & concept, and historical development <ul style="list-style-type: none"> ● Understanding the meaning and purpose of parole, including its role in prisoner rehabilitation. 3. Procedural law on parole: 	11



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	<ul style="list-style-type: none">• Examining the structure and functions of parole boards, and the procedures for granting and revoking parole. <p>4. Introduction to probation: meaning & concept, and historical development</p> <ul style="list-style-type: none">• Understanding the meaning and purpose of probation, including its role in prisoner rehabilitation <p>5. Remission, commutation of sentence</p> <p>6. Procedural law on probation, including Probation of Offenders Act, 1958</p> <ul style="list-style-type: none">• Examining the legal procedure for seeking probation <p>7. Contemporary trends on application for probation, and for parole</p> <ul style="list-style-type: none">• Analysis of contemporary trends on the basis of statistical data (research-based topic)	
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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

- **In Re: Issues Relating to Undertrial Prisoners, 2024 SCC OnLine SC 1456.**



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- **In Re: Contagion of COVID-19 Virus in Prisons**, (2020) 5 SCC 313.
- **Satender Kumar Antil v. Central Bureau of Investigation**, (2022) 10 SCC 51.
- **Arnab Manoranjan Goswami v. State of Maharashtra**, (2021) 2 SCC 427.
- **Re: Policy Strategy for Grant of Bail**, (2021) 3 SCC 713.
- **In Re: Inhuman Conditions in 1382 Prisons**, (2016) 3 SCC 700.
- **R.D. Upadhyay v. State of Andhra Pradesh**, (2006) 3 SCC 422.
- **State of Andhra Pradesh v. Challa Ramkrishna Reddy**, (2000) 5 SCC 712.
- **Ramamurthy v. State of Karnataka**, AIR 1997 SC 3261.
- **Sheela Barse v. State of Maharashtra**, AIR 1983 SC 378.
- **Francis Coralie Mullin v. Union Territory of Delhi**, AIR 1981 SC 746.
- **Prem Shankar Shukla v. Delhi Administration**, AIR 1980 SC 1535.
- **Sunil Batra v. Delhi Administration**, AIR 1978 SC 1675.
- **Charles Sobhraj v. Superintendent, Central Jail, Tihar**, AIR 1978 SC 1514.

ESSENTIAL READINGS

- **All India Committee on Jail Reforms (Justice A.N. Mulla Committee Report, 1983)**, Justice A.N. Mulla, Government of India.
- **Criminology and Penology with Victimology**, N.V. Paranjape, Central Law Publications.
- **Punishment and the Prison**, D. Shankardas.
- **Prisons and Prison Systems**, Mitchel P. Roth.
- **The Indian Penal Code**, Ratanlal & Dhirajlal.
- **Textbook on Indian Penal Code**, K.D. Gaur.
- **Offences Against Women and Children**, S.K. Chatterjee.
- **Probation System in India**, S.M. Raza.
- **Criminal Justice: A Human Rights Perspective of the Criminal Justice Process in India**, K.I. Vibhute.
- **Criminal Justice in India Series**, National Human Rights Commission.
- **Law Commission of India Reports (Prison Reforms)**, Law Commission of India, Government of India.



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- **Prison Statistics India (Annual Reports)**, National Crime Records Bureau (NCRB), Government of India.

SUGGESTED READINGS

- **Prisoners' Rights in India: A Human Rights Perspective**, R. Kaur, *Christ University Law Journal*, Vol. 14, No. 1 (2025), pp. 105–133.
- **Indian Prison Systems**, Amarendra Mohanty & Narayan Hazary.
- **Rights of Accused in Jail: Concept and Philosophy of Punishment**, Ashutosh, Universal Publishing Co. Pvt. Ltd., Delhi.
- **Women in Prison: Contemporary World Issues**, Cyndi Banks, ABC-CLIO, Oxford.
- **Prison Administration in India**, Vidya Bhushan, S. Chand & Co., New Delhi.
- **Institutional Corrections**, N.K. Chakrabati, Deep and Deep Publications, Vol. 2, New Delhi.
- **Penology and Correctional Administration**, J.C. Chaturvedi, ISHA Books, Delhi.
- **Indian Prison Laws and Correction of Prisoners**, R. Nitail Chowdhury, Deep and Deep Publications, New Delhi.
- **Women Prisoners in Custody**, L. Jayasree, Kaveri Books, New Delhi, 2008.
- **Constitutional Rights of Prisoners: A Study of Judicial Trends**, Naresh Kumar, Mittal Publications, Delhi.
- **Prison Management: Problems and Solutions**, M.B. Mahaworker, Kalpaz Publications, Delhi.
- **Penology, Victimology and Correctional Administration in India**, Krishna Pal Malik, Allahabad Law Agency, Allahabad.

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