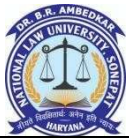


SYLLABUS							
<b>Course Name: LLM-Law and Justice in a Globalizing World</b>				<b>Teacher In-Charge: Dr. Sanjay Kumar</b>			
<b>Course Code: LM-LJGW-106</b>							
<b>AY: 2025-26 onwards</b>	<b>Programme: LL.M. (One Year Programme)</b>	<b>Semester : II</b>	<b>L</b>	<b>T/VAC</b>	<b>P</b>	<b>Credit</b>	<b>Contact Hrs. per Week: 4</b>
			<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>Total Hrs.: 60</b>
<p><b>Note:</b></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>							
<b>Course-specific Objectives</b>	This course aims to:						
	<ol style="list-style-type: none"> <li>To introduce students to the concept of globalization and its impact on law, justice, and legal institutions.</li> <li>To examine the interaction between national legal systems and international legal frameworks.</li> <li>To understand human rights, rule of law, and access to justice in a global context.</li> <li>To develop critical perspectives on global inequality, power structures, and legal pluralism.</li> <li>To familiarize students with contemporary challenges to justice in a globalized world.</li> </ol>						
<b>Course-specific Outcomes</b>	Upon successful completion of the course, students will be able to:						
	<ol style="list-style-type: none"> <li>Student will be able to explain the relationship between globalization, law, and justice.</li> <li>Students will be able to analyze global legal issues using national and international legal principle</li> <li>Students will be able to assess the effectiveness of international law in ensuring justice and protecting human rights.</li> <li>Students will be critically examine the impact of globalization on sovereignty, democracy, and legal systems.</li> <li>Students will be able to apply legal reasoning to transnational and comparative law problems.</li> </ol>						
PATTERN of EXAMINATION (Continuous Internal Assessment, & End-term Examination)							
Examination shall be divided into two components:							
I. Continuous Internal Assessment = 40 marks							

<p>II. End Term Examination = 60 marks  Continuous internal assessment is further divided into following sub-parts:</p> <ol style="list-style-type: none"> <li>i. Seminar Paper and its presentation shall be of 20 marks.</li> <li>ii. Case analysis/Report writing/Book Review/other similar evaluation methods shall be of 20 marks.</li> </ol>		
<p><b>END-TERM EXAMINATION:</b>  (2.5 x 08 short questions = 20) + (10 x 04 long questions=40) = 60 marks}</p>		
<p>Three hours examination of 60 marks will be conducted as per schedule of the examination released by the University. Student will have to attempt 08 short-questions of 2.5 marks each, and 04 long questions of 10 marks each}. Question Paper will be divided into five-sections (Section A, B, C, D, &amp; E)</p>		
<ul style="list-style-type: none"> <li>• <b>Section A (Short-questions)</b> <ul style="list-style-type: none"> <li>➤ Total 08 questions of 2.5 marks each</li> <li>➤ Two questions from each Module will necessarily be framed therein Sec. A</li> <li>➤ There will be no choice in Section A</li> </ul> </li> <li>• <b>Sections B, C, D, &amp; E (long questions)</b> <ul style="list-style-type: none"> <li>➤ Questions in Sec. B, C, D. &amp; E will contain long questions of 10 marks each;</li> <li>➤ Questions in above four Sections will cover Module I, II, III, &amp; IV respectively</li> <li>➤ Internal Choice will be there in long-questions</li> <li>➤ 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.</li> <li>➤ Question paper will cover all modules equally / proportionately keeping in view of the course objectives and the outcomes.</li> </ul> </li> </ul>		
<p><b>COURSE CONTENT</b></p>		
Module No.	Content	Contact Hrs.
<b>I</b>	<p><b>Concept of Law, Justice and Globalization</b></p> <ol style="list-style-type: none"> <li>1. Concept of law, Continuity and Change from law of Nations to International Law, Emergence of Transnational Law in a Globalizing World</li> <li>2. Concept of Global Justice,</li> <li>3. Meaning and significance of globalization, Dimension of Globalization</li> <li>4. State Sovereignty in a Globalizing world</li> <li>5. Social, Political, and Economic Dimensions of Globalization</li> </ol>	15
	<p><b>Theories of Global Justice and Challenges to Global Justice</b></p> <ol style="list-style-type: none"> <li>1. <b>Theories of Global Justice</b> <ol style="list-style-type: none"> <li>a) Gandhian perspective on justice</li> <li>b) Rawls' theory of justice</li> <li>c) Amartya Sen – The Idea of Justice</li> </ol> </li> </ol>	15

	<b>2. Challenges to Global Justice</b> <ol style="list-style-type: none"> <li>a) Global poverty</li> <li>b) Armed conflict</li> <li>c) Crimes against humanity</li> <li>d) Cyber Crimes</li> <li>e) Environmental catastrophe &amp; sustainable development and health</li> </ol>	
<b>III</b>	<b>Perspectives of Law &amp; Justice from Economic Globalisation</b>	15
	<ol style="list-style-type: none"> <li>1. Economic law-making process in a globalising world</li> <li>2. Just economic globalisation: PSNR, NIEO, and the right to development</li> <li>3. Rules of international trade and WTO</li> <li>4. Labour standards and basic human rights</li> </ol>	
<b>IV</b>	<b>Institutionalized Mechanisms for Law and Justice</b>	15
	<ol style="list-style-type: none"> <li>1. Role of International Organizations in the Globalized World UNGA, UNSC, ICJ, WHO, ILO, World Bank and IMF,</li> <li>2. Principles of International Humanitarian Law and Geneva Conventions 1949,</li> <li>3. Rome Statute of the International Criminal Court 1998</li> <li>4. UNICITRAL</li> <li>5. Global Framework on Climate Change</li> </ol>	
<b>PEDAGOGY (Teaching-Learning Strategy)</b>		
<p>Teaching methodology is course-specific and aims at professional growth &amp; holistic development of the students. Further, it aims at contributing socio-legal development of the country by considering aims &amp; 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 &amp; assessment have been devised in this course.</p>		
<b>ESSENTIAL READINGS</b>		



- John Rawls, *The Law of Peoples*. Cambridge, Mass.: Harvard University Press, 1999
- Thomas Pogge, *World Poverty and Human Rights*. Cambridge: Polity, 2002.
- Bryan Horrigan, *Adventures in Law and Justice*, Universal Law Publishing Co. Pvt. Ltd, 1<sup>st</sup> edition Reprint, 2005, New Delhi.
- Martha Nussbaum, *Frontiers of Justice*. Cambridge, Mass.: Harvard University Press, 2006.
- Jagdish Bhagwati, *In Defense of Globalization* (Oxford University Press, 2007)

### SUGGESTED READINGS

- Banakas, Stathis, 'A Global Concept of Justice - Dream or Nightmare?' (2007) 67 *Louisiana Law Review* 1021.
- Chimni, B.S., 'A Just World under Law: A View from the South' (2007) 22 *American University International Law Review* 199.
- Curzon, L.B., *Jurisprudence* (Cavendish Publishing Limited 1995).
- Dhyani, S.N., *Jurisprudence: A Study of Indian Legal Theory* (Metropolitan 1985).
- Fraser, Nancy, 'Reframing Justice in a Globalizing World' (2005) 36 *New Left Review* 1.
- Hart, HLA, *The Concept of Law* (Oxford University Press 1970).
- Nagel, Thomas, 'The Problem of Global Justice' (2005) 33 *Philosophy & Public Affairs* 113.
- Pogge, Thomas, 'Priorities of Global Justice' (2001) 32 *Metaphilosophy* 6.
- Pound, Roscoe, *Introduction to the Philosophy of Law* (Universal Publication 1998).
- Wacks, Raymond, *Understanding Jurisprudence* (Oxford University Press 2013).
- Scholte, Jan Aart, *Globalization: A Critical Introduction* (2nd edn, Palgrave Macmillan 2005).
- Teubner, Gunther, 'Breaking Frames: Economic Globalization and the Emergence of *Lex Mercatoria*' (2002) 5 *European Journal of Social Theory* 199.

### 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: Advanced Mediation Skills  
and Mediation Advocacy**  
**Course Code: LM-MED-107**

**Teacher In-charge: Prof. (Dr.) Ashutosh Mishra**

Session	Programme: LL.M (One Year)	Semester:  II	L	T/VA C	P	Credit	Contact Hrs. per Week: 3
2025-26 onwards			2	1	0	3	Total Hrs.: 45

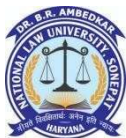
**Note:**

*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.*

<b>Course-specific Objectives</b>	<ol style="list-style-type: none"><li>1. To develop advanced mediation techniques including complex communication strategies, emotional intelligence application, and sophisticated negotiation skills for challenging dispute resolution.</li><li>2. To study advanced settlement drafting, enforcement mechanisms, and post-mediation compliance strategies while ensuring legally binding and comprehensive agreement formulation.</li><li>3. To build expertise in handling difficult mediations including power imbalances, cultural sensitivity, psychological dynamics, and resistant party management techniques.</li><li>4. To understand advanced ethical dilemmas, professional responsibility standards, and complex confidentiality issues arising in sophisticated mediation practice and advocacy.</li></ol>
<b>Course-specific Outcomes</b>	<p>After the completion of this course:</p> <ol style="list-style-type: none"><li>1. Students will develop advanced mediation techniques including complex communication strategies, emotional intelligence application, and sophisticated negotiation skills.</li><li>2. Students will study advanced settlement drafting, enforcement mechanisms, and post-mediation compliance strategies while ensuring legally binding agreements.</li><li>3. Students will build expertise in handling difficult mediations including power imbalances, cultural sensitivity, and resistant party management.</li></ol>



4. Students will understand advanced ethical dilemmas, professional responsibility standards, and complex confidentiality issues in sophisticated mediation practice.

**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. Seminar Paper and its presentation shall be of 20 marks.
- ii. Case analysis/Report writing/Book Review/other similar evaluation methods shall be of 20 marks

**END-TERM EXAMINATION:**

(3 x 04 short questions = 12) + (12 x 04 long questions=48) = 60 marks

Three hours examination of 60 marks will be conducted as per schedule of the examination released by the University. Students will have to attempt 04 short-questions of 3 marks each, and 04 long questions of 12 marks each. Question Paper will be divided into five-sections (Section A, B, C, D, & E)

● **Section A (Short-questions)**

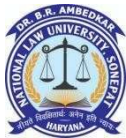
- Total 04 questions of 3 marks each
- one question from each Module will necessarily be framed therein Sec. A
- There will be no choice in Section A

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

- Questions in Sec. B, C, D. & E will contain long questions of 12 marks each;
- Questions in above four Sections will cover Module I, II, III, & IV respectively
- Internal Choice will be there in long-questions
- All questions in Section B, C, D & E shall be based upon conceptual understanding and its application.
- Question paper will cover all modules equally / proportionately keeping in view of the course objectives and the outcomes.



<b>COURSE CONTENT</b>		
<b>Module No.</b>	<b>Content</b>	<b>Contact Hrs.</b>
<b>I</b>	<b>Advanced Communication Techniques in Mediation: Active Listening, Reframing, and Emotional Intelligence Applications</b>	12
	<b>i.</b> Active Listening in Mediation: Paraphrasing, Summarizing, and Reflective Communication Techniques	
	<b>ii.</b> Reframing Strategies: Transforming Positional Statements into Interest-Based Communication	
	<b>iii.</b> Emotional Intelligence Applications: Managing Party Emotions and Mediator Self-Awareness	
	<b>iv.</b> Non-Verbal Communication in Mediation: Body Language, Spatial Dynamics, and Environmental Control	
	<b>v.</b> Ethical Foundations and Principles in Mediation	
<b>II</b>	<b>Negotiation Strategies and Tactics: BATNA Development, Anchoring, and Strategic Concession Management</b>	11
	<b>i.</b> BATNA Development and Implementation: Best Alternative Assessment and Power Balance in Mediation	
	<b>ii.</b> Anchoring Techniques in Mediation: Initial Offers, Reference Points, and Cognitive Bias Management	
	<b>iii.</b> Strategic Concession Management: Timing, Reciprocity, and Value Creation in Negotiation Process	
	<b>iv.</b> Integrative Bargaining Strategies: Win-Win Solutions, Value Expansion, and Creative Problem-Solving Approaches	
<b>III</b>	<b>Techniques for Drafting Clear and Enforceable Mediation Agreements</b>	11
	<b>i.</b> Essential Clauses in Mediation Agreements: Section 20 Mediation Act 2023 and Mandatory Settlement Agreement Content	
	<b>ii.</b> Clarity and Precision in Settlement Drafting: Section 21 Mediation Act 2023 and Form Requirements for Agreement Documentation	



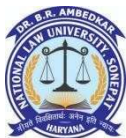
	<ul style="list-style-type: none"> <li>iii. Enforceability and Court Approval: Section 22 Mediation Act 2023 and Judicial Recognition Framework</li> <li>iv. Performance Terms and Compliance Framework: Section 23 Mediation Act 2023 and Settlement Agreement Implementation</li> <li>v. Best Practices in Mediation Case Preparation and Strategy Development</li> </ul>	
<b>IV</b>	<b>Contemporary Trends and Global Developments in Mediation Practice</b>	11
	<ul style="list-style-type: none"> <li>i. Digital Transformation and Online Dispute Resolution</li> <li>ii. Cross-Cultural and International Mediation Frameworks</li> <li>iii. Specialized Mediation Applications and Practice Areas</li> <li>iv. Global Practice Standards and International Development</li> </ul>	

**PEDAGOGY**

The teaching methodology adopted for this course is course-specific and is designed to promote the professional growth and holistic development of students. The pedagogy seeks to contribute to the socio-legal development of the country by aligning the learning process with the aims and objectives of contemporary national and global initiatives, including NEP-2020, Viksit Bharat @ 2047, and the United Nations Sustainable Development Goals (SDGs).

The pedagogy of this course integrates theoretical knowledge of law and social sciences with its practical and applied dimensions. The course will be delivered through a blend of classroom lectures, interactive discussions following the Socratic method, and experiential learning approaches, including clinical methods and tutorial-based research exercises. Students will also be encouraged to engage in pro bono legal activities and legal aid initiatives, wherever relevant.

Participatory teaching techniques such as case analysis, problem-based learning, role-plays, simulations, and structured debates will be employed to foster critical thinking, analytical skills, and ethical reasoning in the context of corporate taxation and tax planning. The use of documentaries, visual media, contemporary policy materials, and ICT-enabled tools will further enhance student engagement and contextual understanding. Special emphasis will be laid on developing an understanding of contemporary issues, policy developments, and comparative perspectives related to corporate taxation and tax planning. The course emphasizes the application of legal principles to real-life situations, enabling students to meet the evolving expectations of the legal profession, academia, policy institutions, and corporate practice. Accordingly, the methods of teaching, evaluation, and assessment have been carefully devised to ensure outcome-based learning, continuous engagement, and meaningful academic progression of students.



## SUGGESTED READINGS

### LIST OF CASES

- Kamal Ranbir Singh v Smt. Namarta Lakhani, 2024
- Stoney- Anderson V Abbas et al 2023 EWHC 1812
- Churchill v. Merthyr Tydfil CBC, 2023 EWCA Civ 1416
- Kajima v children's Ark 2023 EWCA Civ 292
- AT&T Mobility LLC v. Concepcion, 563 U.S. 333 (2011) (USA)
- Markandey Katju v. Gyan Sudha Mishra , JJ , (2011) 5 SCC 464
- G.S.Singhvi, H.I. Dattu, JJ, (2010) 15 SCC 286
- United India Insurance Company Ltd. V. Ajay Sinha and Another
- Halsey v. Milton Keynes General NHS Trust [2004] EWCA Civ 576 (UK)
- High Court of Allahabad v. Raj Kishore Yadav (2003 SCC OnLine All 1173)

### LIST OF BOOKS

- Usha Tandon & Ashutosh Mishra, Mediation - An Effective Mechanism for Peaceful Resolution of Disputes, Bloomsbury Publishing PLC, 1<sup>st</sup> Edn., 2024
- V.K. Ahuja, Ashutosh Mishra, Ashutosh Acharya, Mediation, Satyam Law International Publication, 1<sup>st</sup> Edition, 2020
- Dr. Ashutosh Mishra, Mediation process and techniques, V L Media solutions 2017
- A.K. Sikri & Sumant Batra (eds.), Mediation in Insolvency: A Game Changer in Viksit Bharat, EBC, 1<sup>st</sup> Edn., 2025.
- Hemant K. Batra, Mediation: Legitimacy & Practice, EBC, Law for the Layman Series, 2020.
- Dr. P. C. Markanda, Commentary on The Mediation Act, 2023, LexisNexis, 1<sup>st</sup> Edn., 2025.
- Tony Allen, Mediation Law and Civil Practice, Bloomsbury Professional, 2<sup>nd</sup> Edn., 2019.
- Andrew Goodman, Effective Mediation Advocacy, Mediation Publishing, 4<sup>th</sup> Practitioner Edn., 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



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

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

**SYLLABUS**

**Course Name: Law of Arbitration and Conciliation in India**  
**Course Code: LM-MED-108**

**Teacher In-charge: Prof. (Dr.) Ashutosh Mishra**

Session 2025-26 onwards	Programme: LL.M (One Year)	Semester:  II	L	T/VA C	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.*

<b>Course-specific Objectives</b>	<ol style="list-style-type: none"><li>1. To provide a comprehensive understanding of the evolution, framework, and objectives of arbitration and conciliation law in India in light of international developments.</li><li>2. To analyse the legal principles governing arbitration agreements, arbitral institutions, appointment and challenge of arbitrators, and the extent of judicial intervention.</li><li>3. To examine the arbitral process, including jurisdiction, procedure, interim measures, arbitral awards, and their enforcement under the Arbitration and Conciliation Act, 1996.</li><li>4. To study the law relating to conciliation as an effective alternative dispute resolution mechanism and its relationship with mediation and adjudicatory processes.</li></ol>
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<b>Course-specific Outcomes</b>	<p>After the completion of this course:</p> <ol style="list-style-type: none"><li>1. Explain the statutory framework, objectives, and international influence on arbitration and conciliation law in India.</li><li>2. Critically evaluate arbitration agreements, arbitral proceedings, and the role of courts at various stages of arbitration.</li><li>3. Apply legal principles relating to arbitral awards, their challenge, enforcement, and settlement through conciliation.</li><li>4. Distinguish between arbitration, conciliation, and mediation, and assess their practical relevance in domestic and international dispute resolution.</li></ol>
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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. Seminar Paper and its presentation shall be of 20 marks.
- ii. Case analysis/Report writing/Book Review/other similar evaluation methods shall be of 20 marks

**END-TERM EXAMINATION:**

(3 x 04 short questions = 12) + (12 x 04 long questions=48) = 60 marks

Three hours examination of 60 marks will be conducted as per schedule of the examination released by the University. Students will have to attempt 04 short-questions of 3 marks each, and 04 long questions of 12 marks each. Question Paper will be divided into five-sections (Section A, B, C, D, & E)

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

- Total 04 questions of 3 marks each
- one question 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 12 marks each;
- Questions in above four Sections will cover Module I, II, III, & IV respectively
- Internal Choice will be there in long-questions
- All questions in Section B, C, D & E shall be based upon conceptual understanding and its application.
- 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.
	<b>Evolution and Framework of Arbitration &amp; Conciliation</b>	
<b>I</b>	<ul style="list-style-type: none"> <li>i. Arbitration Act, 1940: background and drawbacks</li> <li>ii. Arbitration and Conciliation Act, 1996: background and objectives</li> <li>iii. Liberalisation, Privatisation and Globalisation (LPG) and commercial disputes</li> <li>iv. UNCITRAL Model Law on International Commercial Arbitration, 1985</li> <li>v. Arbitration and Conciliation (Amendment) Acts, 2015 and 2019</li> </ul>	12



	vi. Mediation Act, 2018 (International commercial conciliation context)	
II	<b>Arbitration Agreement and Arbitral Process</b>	11
	<ul style="list-style-type: none"> <li>i. Meaning, types, essential and Validity of arbitration Agreement, Arbitration clause vs arbitration agreement</li> <li>ii. Arbitral institutions: Concept and Role</li> <li>iii. Judicial intervention and restriction under Section 5</li> <li>iv. Reference to arbitration by courts</li> <li>v. Interim relief by courts and Arbitral Tribunals</li> <li>vi. Appointment, Qualifications, Independence and Impartiality of arbitrators &amp; Grounds for challenge to Arbitrators, Mandatory Termination of arbitrators</li> <li>vii. Arbitration Council of India</li> </ul>	
III	<b>Arbitral Proceedings and Award</b>	11
	<ul style="list-style-type: none"> <li>i. Jurisdiction of arbitral tribunal, Applicable Law &amp; Arbitral Procedure</li> <li>ii. Role of courts in arbitral proceedings , Interim measures</li> <li>iii. Settlement through conciliation during arbitration</li> <li>iv. Arbitral award: meaning, types, Form and contents of Arbitral Award</li> <li>v. Decision ex aequo et bono</li> <li>vi. Setting aside of Arbitral Award, Finality and enforcement of Arbitral Awards</li> <li>vii. Appealable orders</li> </ul>	
IV	<b>Conciliation under Indian Law</b>	11
	<ul style="list-style-type: none"> <li>i. Meaning and scope of Conciliation &amp; Distinction between conciliation and mediation, Advantages of conciliation</li> <li>ii. Qualifications , Appointment &amp; Role and functions of conciliator</li> <li>iii. Confidentiality in conciliation proceedings</li> </ul>	



<p>iv. Resort to arbitral and judicial proceedings</p> <p>v. Conciliation settlement agreement: status and legal effect, Termination of conciliation proceedings</p> <p>vi. Immunity of conciliator</p>	
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### PEDAGOGY

The teaching methodology adopted for this course is course-specific and is designed to promote the professional growth and holistic development of students. The pedagogy seeks to contribute to the socio-legal development of the country by aligning the learning process with the aims and objectives of contemporary national and global initiatives, including NEP-2020, Viksit Bharat @ 2047, and the United Nations Sustainable Development Goals (SDGs).

The pedagogy of this course integrates theoretical knowledge of law and social sciences with its practical and applied dimensions. The course will be delivered through a blend of classroom lectures, interactive discussions following the Socratic method, and experiential learning approaches, including clinical methods and tutorial-based research exercises. Students will also be encouraged to engage in pro bono legal activities and legal aid initiatives, wherever relevant.

Participatory teaching techniques such as case analysis, problem-based learning, role-plays, simulations, and structured debates will be employed to foster critical thinking, analytical skills, and ethical reasoning in the context of corporate taxation and tax planning. The use of documentaries, visual media, contemporary policy materials, and ICT-enabled tools will further enhance student engagement and contextual understanding. Special emphasis will be laid on developing an understanding of contemporary issues, policy developments, and comparative perspectives related to corporate taxation and tax planning. The course emphasizes the application of legal principles to real-life situations, enabling students to meet the evolving expectations of the legal profession, academia, policy institutions, and corporate practice. Accordingly, the methods of teaching, evaluation, and assessment have been carefully devised to ensure outcome-based learning, continuous engagement, and meaningful academic progression of students.

### SUGGESTED READINGS



### LIST OF CASES

- Glencore International AG v Shree SC 1815, 2025
- Hindustan Construction Company v. Bihar Rajya Pul Nirman Nigam INSC 1365, 2025
- Disortho S.A.S. V. Meril Life Sciences Pvt. Ltd. SC 570, 2025
- D.Khosla & Co. v. Union of India, 9 SCC 476, (2024)
- Hindustan Construction Company Ltd. v. Union of India (2020)
- Enercon (India) Ltd. v. Enercon GmbH (2014)
- Chloro Controls India Pvt. Ltd. v. Severn Trent Water Purification Inc. (2013)
- Bharat Aluminium Co. v. Kaiser Aluminium Technical Services Inc. (BALCO) (2012)
- Afcons Infrastructure Ltd. v. Cherian Varkey Construction Co. (P) Ltd. (2010)
- Venture Global Engineering v. Satyam Computer Services Ltd. (2008)
- Salem Advocate Bar Association v. Union of India (2005)

### LIST OF BOOKS & REFERENCES

- Usha Tandon & Ashutosh Mishra, Mediation - An Effective Mechanism for Peaceful Resolution of Disputes, Bloomsbury Publishing PLC, 1<sup>st</sup> Edn., 2024
- Avtar Singh, Law of Arbitration and Conciliation including ADR System, 7th Ed. 2005 (Eastern Book Company, Lucknow)
- Dr. Sanjeev Kumar, Law of Arbitration and Conciliation – Edition 2025 (India Netbooks, 2025) – updated with recent amendments, judicial interpretation and procedural insights.
- M. C. Bhandari, Textbook on Arbitration & Conciliation Act (Including Mediation Law), 2nd Ed. 2025

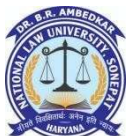
#### Note:

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**

<b>Course Name: International Commercial Arbitration</b>		<b>Teacher In-charge: Prof. (Dr.) Ashutosh Mishra</b>					
<b>Course Code: LM-MED-109</b>							
<b>Session 2025-26 onwards</b>	<b>Programme: LL.M (One Year)</b>	<b>Semester: II</b>	<b>L</b>	<b>T/VA C</b>	<b>P</b>	<b>Credit</b>	<b>Contact Hrs. per Week: 3</b>
			<b>2</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>Total Hrs.: 45</b>
<p><b>Note:</b></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>							
<b>Course-specific Objectives</b>		<ol style="list-style-type: none"> <li>1. To impart an in-depth understanding of the concept, scope, and importance of International Commercial Arbitration in the context of globalization.</li> <li>1. To analyse the role of Private International Law and sovereign immunity in the resolution of international commercial disputes.</li> <li>2. To examine the international conventions governing foreign arbitral awards and their incorporation into Indian law.</li> <li>3. To develop a critical understanding of the enforcement mechanism of foreign arbitral awards under the Arbitration and Conciliation Act, 1996.</li> </ol>					
<b>Course-specific Outcomes</b>		<p>After the completion of this course:</p> <ol style="list-style-type: none"> <li>1. Explain the legal framework governing International Commercial Arbitration under international conventions and Indian law.</li> <li>2. Apply principles of Private International Law and determine the proper law governing international commercial disputes.</li> <li>3. Analyse the recognition and enforcement of foreign arbitral awards under the Geneva and New York Conventions.</li> <li>4. Critically evaluate judicial approaches in India relating to enforcement and refusal of foreign arbitral awards.</li> </ol>					



**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.** Seminar Paper and its presentation shall be of 20 marks.
- ii.** Case analysis/Report writing/Book Review/other similar evaluation methods shall be of 20 marks

**END-TERM EXAMINATION:**

(3 x 04 short questions = 12) + (12 x 04 long questions=48) = 60 marks

Three hours examination of 60 marks will be conducted as per schedule of the examination released by the University. Students will have to attempt 04 short-questions of 3 marks each, and 04 long questions of 12 marks each. Question Paper will be divided into five-sections (Section A, B, C, D, & E)

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

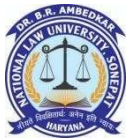
- Total 04 questions of 3 marks each
- one question from each Module will necessarily be framed therein Sec. A
- There will be no choice in Section A

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

- Questions in Sec. B, C, D. & E will contain long questions of 12 marks each;
- Questions in above four Sections will cover Module I, II, III, & IV respectively
- Internal Choice will be there in long-questions
- All questions in Section B, C, D & E shall be based upon conceptual understanding and its application.
- 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.
	<b>Concept and Framework of International Commercial Arbitration</b>	
<b>I</b>	<ul style="list-style-type: none"> <li>i. Importance of International Commercial Arbitration (ICA)</li> <li>ii. Impact of globalization on the growth of ICA</li> <li>iii. Rationale and objectives of UNCITRAL Model Law on International Commercial Arbitration, 1985</li> <li>iv. Definition of International Commercial Arbitration under the Arbitration and Conciliation Act, 1996</li> </ul>	12



	<ul style="list-style-type: none"> <li>v. Scope and applicability of ICA under Indian law</li> <li>vi. Meaning and interpretation of the terms “international” and “commercial” in judicial decisions</li> </ul>	
<b>II</b>	<b>Private International Law and International Arbitration</b>	11
	<ul style="list-style-type: none"> <li>i. Role of Private International Law in settlement of International Commercial Disputes &amp; Problems arising from application of Private International Law rules</li> <li>ii. Scope and extent of application of the Arbitration and Conciliation Act, 1996 to ICA</li> <li>iii. Application of Private International Law to contractual relations</li> <li>iv. Doctrine of Proper Law of Contract: meaning and scope</li> <li>v. Lack of uniformity among countries in conflict of laws</li> <li>vi. Defence of sovereign immunity in arbitration proceedings</li> <li>vii. Arbitration disputes involving States and private persons</li> </ul>	
<b>III</b>	<b>Foreign Arbitral Awards and International Conventions</b>	11
	<ul style="list-style-type: none"> <li>i. Enforcement of Foreign Arbitral Awards in India</li> <li>ii. Geneva Protocol on Arbitration Clauses, 1923</li> <li>iii. Geneva Convention on the Execution of Foreign Arbitral Awards, 1927</li> <li>iv. Salient features of the Geneva Convention &amp; Deficiencies of the Geneva Protocol and Convention</li> <li>v. Indian Arbitration (Protocol and Convention) Act, 1937</li> <li>vi. New York Convention on Recognition and Enforcement of Foreign Arbitral Awards, 1958</li> <li>vii. Indian Foreign Awards (Recognition and Enforcement) Act, 1961</li> </ul>	
<b>IV</b>	<b>Enforcement of Foreign Awards under Indian Law</b>	11
	<ul style="list-style-type: none"> <li>i. Provisions of Part II of the Arbitration and Conciliation Act, 1996</li> <li>ii. Enforcement of Geneva Convention &amp; New York Convention Awards in India</li> <li>iii. Meaning of “Convention Awards” and “Non-Convention Awards” &amp; Enforcement of Non-Convention Awards in India</li> </ul>	



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| iv. Reservations to Geneva and New York Conventions  |  |
| v. Conditions of reciprocity and commercial disputes   |  |
| vi. Grounds for refusal of enforcement of foreign awards & Enforcement and non-enforcement of Convention Awards under the 1996 Act |  |

### PEDAGOGY

The teaching methodology adopted for this course is course-specific and is designed to promote the professional growth and holistic development of students. The pedagogy seeks to contribute to the socio-legal development of the country by aligning the learning process with the aims and objectives of contemporary national and global initiatives, including NEP-2020, Viksit Bharat @ 2047, and the United Nations Sustainable Development Goals (SDGs).

The pedagogy of this course integrates theoretical knowledge of law and social sciences with its practical and applied dimensions. The course will be delivered through a blend of classroom lectures, interactive discussions following the Socratic method, and experiential learning approaches, including clinical methods and tutorial-based research exercises. Students will also be encouraged to engage in pro bono legal activities and legal aid initiatives, wherever relevant.

Participatory teaching techniques such as case analysis, problem-based learning, role-plays, simulations, and structured debates will be employed to foster critical thinking, analytical skills, and ethical reasoning in the context of corporate taxation and tax planning. The use of documentaries, visual media, contemporary policy materials, and ICT-enabled tools will further enhance student engagement and contextual understanding. Special emphasis will be laid on developing an understanding of contemporary issues, policy developments, and comparative perspectives related to corporate taxation and tax planning. The course emphasizes the application of legal principles to real-life situations, enabling students to meet the evolving expectations of the legal profession, academia, policy institutions, and corporate practice. Accordingly, the methods of teaching, evaluation, and assessment have been carefully devised to ensure outcome-based learning, continuous engagement, and meaningful academic progression of students.

### SUGGESTED READINGS

#### LIST OF CASES

- Adavya Projects Pvt. Ltd. V. M/S Vishal Structures pvt Ltd .INSC 507,2025



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- Disortho S A S v. Meril life Sciences private limited INSC 352, 2025
- Serosoft Solutions pvt Ltd. INSC 26, 2025
- National Agricultural Cooperative Marketing Federation of India (NAFED) v. Alimenta S.A. (2020)
- ONGC v. Western Geco International Ltd. (2014)
- Bharat Aluminium Co. v. Kaiser Aluminium Technical Services Inc. (BALCO) (2012)
- Yograj Infrastructure Ltd. v. Ssangyong Engineering & Construction Co. Ltd. (2011)
- Afcons Infrastructure Ltd. v. Cherian Varkey Construction Co. (P) Ltd. (2010) 8 SCC 24
- Dallah Real Estate v. Ministry of Religious Affairs, Pakistan (UK)
- Bhatia International v. Bulk Trading S.A. (2002) & Pre-BALCO position on applicability of Part I to foreign-seated arbitrations

#### **LIST OF BOOKS**

- Dr. Sanjeev Kumar, Law of Arbitration and Conciliation – Edition 2025 (India Netbooks, 2025) A.K. Sikri & Sumant Batra (eds.), Mediation in Insolvency: A Game Changer in Viksit Bharat, EBC, 1<sup>st</sup> Edn., 2025.
- Dr. Nakul Dewan, Enforcing Arbitral Awards in India, 4th Ed. (latest)
- Anirudh Krishnan, Commercial Dispute Resolution – State of the Law in India, 1st Ed. 2024
- Gary B. Born, International Commercial Arbitration (3rd Edition, 2020)
- Redfern & Hunter, Law and Practice of International Commercial Arbitration, latest edition

#### **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**

<b>Course Name: Legal Framework on Insolvency and Bankruptcy</b>		<b>Teacher In-Charge: Ms. Deeksha Dahiya</b>					
<b>Course Code: LM-COR-109</b>							
<b>AY:</b>	<b>Programme:</b>	<b>Semester:</b>	<b>L</b>	<b>T/VAC</b>	<b>P</b>	<b>Credit</b>	<b>Contact Hrs. per Week:</b>
<b>2025-26 onwards</b>	<b>LLM (OYP)</b>	<b>II</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>3</b>
							<b>Total Hrs.: 45</b>
<p><b>Note:</b></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>							
<b>Course-specific Objectives</b>	<p><b>The objectives of the course are as follows:</b></p> <ul style="list-style-type: none"> <li>To explain the legal and policy framework of insolvency and bankruptcy in India.</li> <li>To apply the IBC framework to corporate and individual insolvency cases.</li> <li>To evaluate cross-border insolvency issues and regulatory compliance requirements.</li> <li>To demonstrate practical skills in drafting, analyzing, and resolving insolvency cases.</li> </ul>						
<b>Course-specific Outcomes</b>	<p><b>After the completion of this course, the student would be able to:</b></p> <ul style="list-style-type: none"> <li>To explain the historical and legal evolution of insolvency law in India and analyze the policy principles underpinning the IBC.</li> <li>To comprehend CIRP and liquidation procedures and evaluate the roles of CoC, creditors, and Insolvency Professionals.</li> <li>To apply insolvency processes to individuals and partnerships and analyze cross-border insolvency challenges.</li> </ul>						



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- To demonstrate practical skills in drafting and analysis while evaluating regulatory compliance and enforcement mechanisms.

**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.		
<b>COURSE CONTENT</b>		
<b>Module No.</b>	<b>Content</b>	<b>Contact Hrs.</b>
<b>I</b>	<b>FOUNDATIONS OF INSOLVENCY &amp; BANKRUPTCY LAW</b>	11
	I. Insolvency vs Bankruptcy: Definitions & concepts II. Historical evolution in India III. Pre-IBC regimes: Companies Act, SICA, BIFR IV. Policy objectives & rationale for IBC V. Overview of IBC, 2016: structure & scope	
<b>II</b>	<b>CORPORATE INSOLVENCY RESOLUTION &amp; LIQUIDATION</b>	11
	I. CIRP initiation by creditors II. Moratorium & its effects III. Information Memorandum IV. Committee of Creditors: Powers & voting V. Resolution plan approval VI. Liquidation: procedures, voluntary liquidation VII. Fast-track & pre-pack processes	
<b>III</b>	<b>INDIVIDUAL, PARTNERSHIP &amp; CROSS-BORDER INSOLVENCY</b>	11
	I. Insolvency of individuals: Fresh start, repayment plans, bankruptcy order II. Insolvency of partnership firms III. Personal guarantor insolvency IV. Cross-border insolvency: recognition & enforcement V. Comparative law: UNCITRAL Model Law	
<b>IV</b>	<b>Practical Application &amp; Regulatory Framework</b>	11
	I. Role of Insolvency Professionals, Agencies, Information Utilities II. IBBI powers & enforcement III. Drafting pleadings IV. Case studies: Landmark Judgments	
<b>PEDAGOGY (Teaching-Learning Strategy)</b>		
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 &		



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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 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

- **K. Sashidhar v. Indian Overseas Bank, Company Appeal (AT) (Insolvency) No. 52 of 2018**
- **Gujarat Urja Vikas Nigam Ltd. v. Amit Gupta, Company Appeal (AT) (Insolvency) No. 10 of 2019**
- **Jaypee Infratech Ltd., Company Appeal (AT) (Insolvency) No. 136 of 2018**
- **Binani Industries Ltd. v. Bank of Baroda, IA/35/NCLT/2017**
- **Alok Industries Ltd., Company Petition (IB) No. 515/ND/2017**
- **Essar Steel Ltd., CP (IB) No. 1123/KB/2017**

#### ESSENTIAL READINGS

- **S R Myneni, Law of Insolvency and Bankruptcy (5th edn, Allahabad Law Agency 2025)**
- **Kush Kalra, Law of Insolvency and Bankruptcy (Satyam Law International, 2023)**
- **D. F. Mulla, Mulla on the Law of Insolvency in India (6th ed., LexisNexis, 2017)**
- **Mamata Biswal (ed.), Yearbook on Insolvency and Bankruptcy Law (LexisNexis, latest ed.)**

#### SUGGESTED READINGS



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- **V. Chitnis & S. N. Dhingra**, Chitnis on Insolvency and Bankruptcy Code (LexisNexis, latest ed.).
- **Taxmann**, Insolvency and Bankruptcy Code with Rules & Regulations (Taxmann Publications, latest ed.)
- **Eastern Book Company**, Commentary on the Insolvency and Bankruptcy Code, 2016 (EBC, latest ed.).
- **UNCITRAL**, Model Law on Cross-Border Insolvency (2014)

**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: Competition Law and Policy**  
**Course Code: LM-COR-108**

**Teacher In-Charge: Ms. Sameeksha**

AY:	Programme:	Semester:	L	T/VAC	P	Credit	Contact Hrs. per Week: 4
			2025-26 onwards	L.L.M (1 year)	II		2

**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.*

<b>Course-specific Objectives</b>	<ul style="list-style-type: none"> <li>● Understand the theoretical and economic foundations of competition law and policy.</li> <li>● Analyse anti-competitive conduct and assess its impact on markets and consumer welfare.</li> <li>● Interpret statutory provisions and case law under the Competition Act, 2002.</li> <li>● Apply competition law principles to real-world commercial and regulatory scenarios.</li> <li>● Critically evaluate enforcement practices of competition authorities.</li> <li>● Examine emerging challenges such as digital markets, platform dominance, and data-driven competition.</li> </ul>
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<b>Course-specific Outcomes</b>	<p>After the completion of this course, the student would be able to:</p> <ul style="list-style-type: none"> <li>● Demonstrate a sound understanding of the theoretical, economic, and policy foundations of Competition Law.</li> <li>● Analyse anti-competitive conduct and market behaviour using statutory provisions, economic tools, and judicial precedents.</li> <li>● Apply Competition Law principles to assess abuse of market power and regulatory interventions in Indian markets.</li> </ul>
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- Critically evaluate merger regulation, enforcement mechanisms, and emerging competition challenges in a dynamic economy.

**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. Seminar Paper** shall be of 20 marks (15 marks written project and 5marks for presentation).
- ii. Report Writing** shall be of 20 marks (15 marks written project and 5marks for presentation).

**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.
<b>I</b>	<b>Foundations of Competition Law and Policy</b>	15
	<ul style="list-style-type: none"> <li>I. Concept and objectives of Competition Law</li> <li>II. Competition Policy: Meaning, goals and economic rationale</li> <li>III. Theoretical foundations of Competition Law</li> <li>IV. Evolution of Competition Law: Global and Indian perspectives</li> <li>V. Market structures: Perfect competition, monopoly, oligopoly, monopolistic competition</li> <li>VI. Interface between Competition Law, economic efficiency, and consumer welfare.</li> </ul>	
<b>II</b>	<b>Anti-Competitive Agreements</b>	15
	<ul style="list-style-type: none"> <li>I. Meaning and types of anti-competitive agreements</li> <li>II. Prohibition of Anti- competitive agreements / Cartel/ bid rigging.</li> <li>III. Rule of Per Se illegality and Rule of Reason</li> <li>IV. Appreciable Adverse Effect on Competition (AAEC)</li> <li>V. Judicial interpretation under Indian Competition Law</li> </ul>	
<b>III</b>	<b>Abuse of Dominant Position and Market Power</b>	15
	<ul style="list-style-type: none"> <li>I. Concept of dominance and relevant market</li> <li>II. Essential facilities doctrine</li> <li>III. Abuse of dominance               <ul style="list-style-type: none"> <li>A. Predatory pricing</li> <li>B. Refusal to deal</li> <li>C. Leveraging dominance</li> <li>D. Excessive pricing</li> </ul> </li> <li>IV. Single firm dominance vs collective dominance</li> <li>V. Key decisions of the Competition Commission of India (CCI)</li> </ul>	
<b>IV</b>	<b>Combination Regulation, Enforcement and Emerging Issues</b>	15



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	<p>I. Regulation of combinations:     A. Mergers, acquisitions and amalgamations</p> <p>II. Role and powers of the Competition Commission of India</p> <p>III. Procedure for inquiry and investigation</p> <p>IV. Penalties, remedies and leniency programme.</p> <p>V. Appellate mechanism (NCLAT and Supreme Court)</p> <p>VI. Emerging issues of Competition Law</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 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**

- Uber India Systems Pvt. Ltd. v. Competition Commission of India (2019) 11 SCC
- Mahindra Electric Mobility Ltd. v. CCI 2019 SCC OnLine NCLAT 418
- Rajasthan Cylinders and Containers Ltd. v. Union of India (2018) 1 SCC 216
- CCI v. Co-ordination Committee of Artists (2017) 5 SCC 17
- Belaire Owners' Association v. DLF Ltd. Case No. 19 of 2010, CCI (2011)

**ESSENTIAL READINGS**



#### Books

- Abir Roy & Jayant Kumar, *Competition Law in India* (2d ed., Eastern Book Company, 2016).
- Richard Wish and David Bailey, *Competition Law*, 8th ed-. Oxford University Press, 2015.
- Avtar Singh; *Competition Law*; Eastern Book Company, 2012
- Mark Furse, *Competition Law of the CE and UK*, 6th ed.,. Oxford University Press, 2008.

#### Articles

- Louis Kaplow, *On the Choice of Welfare Standards in Competition Law*, 7 *Journal of Competition Law & Economics* 133 (2011) Oxford University Press
- William H. Page, *The Rule of Reason and the Goals of Antitrust*, 11 *Contemporary Policy Issues* 32 (1987).
- Phillip Areeda *Essential Facilities: An Epithet in Need of Limiting Principles*”*Antitrust Law Journal*.
- Amarnath, A., & Narayan, S. (2011). *Appreciable adverse effect on competition under Indian law*. *National Law School of India Review*, 23, 45–76.
- Amartya Sen *The Discipline of Cost–Benefit Analysis*, 29 *Journal of Legal Studies* 931 (2000).
- Matthew D. Adler & Eric A. Posner *Rethinking Cost–Benefit Analysis*, 109 *Yale Law Journal* 165 (1999).

#### SUGGESTED READINGS

- Herbert Hovenkamp, *Federal Antitrust Policy: The Law of Competition and Its Practice* (5th edn, Thomson Reuters/West 2019).
- Eleanor M. Fox & Daniel A. Crane (eds.), *Antitrust Stories* (2nd edn, Oxford University Press 2014).
- Jean Tirole, *The Theory of Industrial Organization* (1st edn, MIT Press 1988).
- Bishop, Simon and Mike Walker, *The Economics of EC Competition Law: Concepts, Application and Measurement* (3rd edn, Sweet and Maxwell 2010).
- Elhauge, Einer and Damien Geradin, *Global Competition Law and Economics* (2nd edn, Hart Publishing 2011).
- Joelson, MarkR., *An International Antitrust Primer: A Guide to the Operation of United States, European Union and other Key Competition Laws in the Global Economy* (Kluwer Law International 2017).
- Jones, Alison and Brenda Sufrin, *EU Competition Law: Text, Cases, and Materials* (4th edn, OUP 2011).

**te: 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							
<b>Course Name: Law on Corporate Taxation and Tax Planning</b>				<b>Teacher In-charge: Dr. Prabha Shree Sain Kaul</b>			
<b>Course Code: LM-COR-107</b>							
Session	Programme:	Semester	L	T	P	Credit	Contact Hrs. per Week:
2025-26 onwards	LL.M. (One Year)	II	2	1	0	3	Total Hrs.: 45
<p><b>Note:</b></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>							
<b>Course-specific Objectives</b>	<ol style="list-style-type: none"> <li>1. To introduce students to the <b>concept, purpose, and constitutional basis of taxation</b>, with emphasis on corporate tax policy and reforms.</li> <li>2. To develop a <b>strong statutory and doctrinal understanding</b> of corporate taxation under Indian law.</li> <li>3. To familiarize students with <b>tax planning techniques</b>, and to distinguish between legitimate planning, avoidance, and evasion, including anti-avoidance rules (GAAR/SAAR).</li> <li>4. To enable students to examine <b>corporate tax procedures, cross-border implications, and comparative international frameworks</b>, including emerging issues such as digital economy taxation.</li> </ol>						
<b>Course-specific Outcomes</b>	<p>After the completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain <b>fundamental concepts of taxation</b> and differentiate between direct and indirect taxes, critically analyze <b>tax policy objectives</b> and relate them to economic development while understanding the role of <b>constitutional provisions and judicial pronouncements</b> in shaping corporate taxation.</li> </ol>						



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	<p>2. understand, interpret, and apply key provisions of corporate taxation, including computation of corporate income and principles of tax incidence, chargeability, and exemptions.</p> <p>3. apply corporate tax planning principles, evaluate judicial interpretations, and analyze the legal and ethical limits of tax planning</p> <p>4. analyze corporate tax procedures, compliance, and emerging international issues, including comparative perspectives and digital economy taxation.</p>
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**PATTERN of EXAMINATION**  
**(Continuous Internal Assessment, & End-term Examination)**

<p>Examination shall be divided into two components:</p> <p><b>I.</b> Continuous Internal Assessment = 40 marks</p> <p><b>II.</b> End Term Examination = 60 marks</p> <p>Continuous internal assessment is further divided into following sub-parts:</p> <p><b>i.</b> Seminar Paper and its presentation shall be of 20 marks.</p> <p><b>ii.</b> Case analysis/Report writing/Book Review/other similar evaluation methods shall be of 20 marks</p>	
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**END-TERM EXAMINATION:**

(3 x 04 short questions = 12) + (12 x 04 long questions=48) = 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 04 short-questions of 3 marks each, and 04 long questions of 12 marks each. Question Paper will be divided into five-sections (Section A, B, C, D, &amp; E)</p> <p>● <b>Section A (Short-questions)</b></p> <ul style="list-style-type: none"> <li>➤ Total 04 questions of 3 marks each</li> <li>➤ one question from each Module will necessarily be framed therein Sec. A</li> <li>➤ There will be no choice in Section A</li> </ul> <p>● <b>Sections B, C, D, &amp; E (long questions)</b></p> <ul style="list-style-type: none"> <li>➤ Questions in Sec. B, C, D. &amp; E will contain long questions of 12 marks each;</li> <li>➤ Questions in above four Sections will cover Module I, II, III, &amp; IV respectively</li> <li>➤ Internal Choice will be there in long-questions</li> <li>➤ All questions in Section B, C, D &amp; E shall be based upon conceptual understanding and its application.</li> <li>➤ Question paper will cover all modules equally / proportionately keeping in view of the course objectives and the outcomes.</li> </ul>	
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Module No.	Content	Contact Hrs.
<b>I</b>	<b>Foundations of Taxation, Policy and Reforms</b>	15
	1. Concept, nature and objectives of taxation	



	<ol style="list-style-type: none"> <li>2. Direct and indirect taxes: overview</li> <li>3. Constitutional framework of taxation in India</li> <li>4. Principles of tax policy: equity, efficiency and neutrality</li> <li>5. Evolution of tax reforms in India</li> <li>6. Role of corporate taxation in economic development</li> </ol>	
<b>II</b>	<b>Corporate Taxation Law in India</b>	15
	<ol style="list-style-type: none"> <li>1. Meaning and types of companies for tax purposes</li> <li>2. Basic concepts under the Income-tax Act, 1961: assessee, income, total income, iii. residential status</li> <li>3. Scope and incidence of corporate taxation</li> <li>4. Corporate tax rates, surcharge and cess</li> <li>5. Computation of corporate income (overview)</li> <li>6. Minimum Alternate Tax (MAT)</li> <li>7. Dividend taxation and corporate distributions</li> </ol>	
<b>III</b>	<b>Corporate Tax Planning and Anti-Avoidance</b>	15
	<ol style="list-style-type: none"> <li>1. Concept and objectives of corporate tax planning</li> <li>2. Tax planning vs tax avoidance vs tax evasion</li> <li>3. Judicial approach to tax planning</li> <li>4. Tax planning in relation to: form and structure of business; location and nature of business; managerial and financial decisions</li> <li>5. Corporate restructuring and tax planning (mergers, demergers – overview)</li> <li>6. General Anti-Avoidance Rule (GAAR) and SAAR</li> <li>7. Doctrine of substance over form</li> </ol>	
<b>IV</b>	<b>Comparative Corporate Taxation, Procedures and Emerging Issues</b>	15
	<ol style="list-style-type: none"> <li>1. Corporate tax administration and compliance in India: return filing, assessment, penalties and appeals</li> <li>2. Comparative corporate taxation: corporate tax systems in the UK and USA (overview); comparative analysis of tax incentives and rate structures</li> <li>3. Comparative anti-avoidance frameworks: GAAR (India, UK) and OECD standards; BEPS Action Plan</li> <li>4. International corporate taxation: double taxation relief; transfer pricing (introductory)</li> <li>5. Emerging issues in corporate taxation: digital economy and e-commerce taxation; global minimum tax (Pillar One &amp; Two)</li> </ol>	
<b>PEDAGOGY</b>		
<p>The teaching methodology adopted for this course is course-specific and is designed to promote the professional growth and holistic development of students. The pedagogy seeks to contribute to the socio-legal development of the country by aligning the learning process with the aims and objectives of</p>		



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contemporary national and global initiatives, including NEP-2020, Viksit Bharat @ 2047, and the United Nations Sustainable Development Goals (SDGs).

The pedagogy of this course integrates theoretical knowledge of law and social sciences with its practical and applied dimensions. The course will be delivered through a blend of classroom lectures, interactive discussions following the Socratic method, and experiential learning approaches, including clinical methods and tutorial-based research exercises. Students will also be encouraged to engage in pro bono legal activities and legal aid initiatives, wherever relevant.

Participatory teaching techniques such as case analysis, problem-based learning, role-plays, simulations, and structured debates will be employed to foster critical thinking, analytical skills, and ethical reasoning in the context of corporate taxation and tax planning. The use of documentaries, visual media, contemporary policy materials, and ICT-enabled tools will further enhance student engagement and contextual understanding. Special emphasis will be laid on developing an understanding of contemporary issues, policy developments, and comparative perspectives related to corporate taxation and tax planning. The course emphasizes the application of legal principles to real-life situations, enabling students to meet the evolving expectations of the legal profession, academia, policy institutions, and corporate practice. Accordingly, the methods of teaching, evaluation, and assessment have been carefully devised to ensure outcome-based learning, continuous engagement, and meaningful academic progression of students.

### **SUGGESTED READINGS**

#### **LIST OF CASES**

- Kunnathat Thathunni Moopil Nair v. State of Kerala; AIR 1961 SC 552
- Rai Ramkrishna v. State of Bihar; AIR 1963 SC 1667
- R.C. Cooper v. Union of India; (1970) 1 SCC 248
- Federation of Hotel & Restaurant Association of India v. Union of India; (1989) 3 SCC 634
- Jindal Stainless Ltd. v. State of Haryana; (2017) 12 SCC 1
- Union of India v. VKC Footsteps India Pvt. Ltd.; (2021) 13 SCC 153
- CIT v. B.C. Srinivasa Setty; (1981) 2 SCC 460: (1981) 128 ITR 294 (SC)
- Kedarnath Jute Manufacturing Co. Ltd. v. CIT; (1971) 3 SCC 452: (1971) 82 ITR 363 (SC)
- Tuticorin Alkali Chemicals & Fertilizers Ltd. v. CIT; (1997) 6 SCC 117 : (1997) 227 ITR 172 (SC)
- Apollo Tyres Ltd. v. CIT; (2002) 9 SCC 1 : (2002) 255 ITR 273 (SC)
- PCIT v. Maruti Suzuki India Ltd.; (2019) 416 ITR 613 (SC)
- South Indian Bank Ltd. v. CIT; (2021) 7 SCC 721 : (2021) 438 ITR 1 (SC)

#### **LIST OF BOOKS AND REFERNCES**

- Students' Guide to Income Tax by V.K.Singhania & M. Singhania -Taxmann (latest edition)
- Direct Tax Laws by Ahuja & Gupta, Wolters Kluwer (latest edition)
- Singhania & Singhania, *Students' Guide to Income-Tax* (Taxmann)
- T.N. Manoharan, *Law & Practice of Income Tax*
- Girish Ahuja & Ravi Gupta, *Systematic Approach to Income-Tax*



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**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*, *liofindia.org*. National Judicial Grid



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**SYLLABUS**

**Course Name: Trade Marks and Geographical Indications: National and International Protection**

**Course Teacher: Dr. Amit Guleria**

**Course Code: LM-IPR-109**

<b>AY: 2025-26 onwards</b>	<b>Programme: LL.M. (One Year Programme)</b>	<b>Semester:  II</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>	<b>Contact Hrs. Per-Week: 03</b>
			<b>2</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>Total Hrs.: 45</b>

**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 curriculum is developed in order to achieve the following objectives:**

1. To provide the learners a foundational and theoretical understanding of Trade Marks regime in India and at global level.
2. To make the learners conversant with the contemporary and practical perspectives of Trade Mark Jurisprudence.
3. To provide the learners a substantive understanding of national and international jurisprudence relating to Geographical Indications.
4. To enable the learners to understand the economic significance and procedural aspects of Geographical Indications.



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<b>Course Specific Outcomes</b>	<b>After the completion of this course:</b> <ol style="list-style-type: none"><li>1. The learners will have a foundational and theoretical understanding of Trade Marks regime in India and at global level.</li><li>2. The learners will be conversant with the contemporary and practical perspectives of Trade Mark Jurisprudence.</li><li>3. The learners will be enabled to have substantive understanding of national and international jurisprudence relating to Geographical Indications.</li><li>4. The learners will be able to understand the economic significance and procedural aspects of Geographical Indications.</li></ol>
<b>PATTERN of EXAMINATION</b> <b>(Continuous Internal Assessment, &amp; End-term Examination)</b>	
Examination shall be divided into two components: <ol style="list-style-type: none"><li>I. Continuous Internal Assessment = 40 marks</li><li>II. End Term Examination = 60 marks</li></ol>	
Continuous internal assessment is further divided into following sub-parts: <ol style="list-style-type: none"><li>i. Seminar Paper and its presentation shall be of 20 marks.</li><li>ii. Case analysis/Report writing/Book Review/other similar evaluation methods shall be of 20 marks</li></ol>	
<b>END-TERM EXAMINATION:</b> (3 x 04 short questions = 12) + (12 x 04 long questions=48) = 60 marks	



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Three hours examination of 60 marks will be conducted as per schedule of the examination released by the University. Students will have to attempt 04 short-questions of 3 marks each, and 04 long questions of 12 marks each. Question Paper will be divided into five-sections (Section A, B, C, D, & E)

● **Section A (Short-questions)**

- Total 04 questions of 3 marks each
- one question 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 12 marks each;
- Questions in above four Sections will cover Module I, II, III, & IV respectively
- Internal Choice will be there in long-questions
- All questions in Section B, C, D & E shall be based upon conceptual understanding and its application.
- 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	<b>FUNDAMENTALS OF TRADE MARKS: CONTEMPORARY AND EVOLUTIONARY PERSPECTIVE</b>	12
	<p><b>I.</b> Definition of Trade Mark; Types of Trade Marks: Well Known Marks, Collective Mark; Word Mark; Colour Mark, Device Mark, Shape Mark, Pattern Mark; Sound Mark; Service Mark, Certification Mark; Personality Marks and Signature Marks; Sound Mark; Smell Mark, Design Mark, Trade Dress; Domain Names.</p> <p><b>II.</b> Historical Development of Trade Marks Jurisprudence in Bharat.</p> <p><b>III.</b> Role of Judiciary in the Evolution of Domestic Trade Marks Jurisprudence.</p>	
	<b>NATIONAL AND INTERNATIONAL REGIME OF TRADE MARKS</b>	



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<b>II</b>	<p><b>I.</b> The Trade Marks Act, 1999: Registrable and Non-Registrable Trademarks; Classification of Goods and Services; Term of Protection. Procedure for Registration of Trade Mark; Infringement of Trade Mark and Remedies.</p> <p><b>II.</b> Paris Convention for the Protection of Industrial Property; Role of WIPO and Madrid System of Trade Marks Protection; Nice Agreement;</p> <p><b>III.</b> TRIPS Trade Mark Regime; Trade Mark Law Treaty and Singapore Treaty.</p>	<b>11</b>
<b>III</b>	<p align="center"><b>CONCEPTUALIZATION OF GEOGRAPHICAL INDICATIONS: ECONOMIC PERSPECTIVE</b></p> <p><b>I.</b> Concept and Nature of Geographical Indications; Characteristics of a Geographical Indication; Goods and Classification Thereof;</p> <p><b>II.</b> Darjeeling Tea GI Case Study; Kashmir Safron Case Study; Special Protection of Geographical Indications for Wines and Spirits.</p> <p><b>III.</b> Role of Geographical Indication in the Economy of a Nation; Geographical Indications and Community Rights; Futuristic Prospects of Geographical Indications in India and State of Haryana.</p>	<b>11</b>
<b>IV</b>	<p align="center"><b>NATIONAL AND INTERNATIONAL REGIME OF GEOGRAPHICAL INDICATIONS</b></p> <p><b>I.</b> The Register and Conditions for Registration under the Geographical Indications of Goods (Registration and Protection) Act, 1999.</p> <p><b>II.</b> Procedure for and Duration of Registration; Effect of Registration. Commission of Offences, Penalties and Procedure.</p> <p><b>III.</b> WIPO on Geographical Indications; Madrid Agreement for the Representation of False and Deceptive Indications of Source on Goods, 1891; The Lisbon Agreement for the Protection of Appellations of Origin and their International Registration, 1958; Role of WTO: Provision under TRIPs Agreements.</p>	<b>11</b>
<p><b>PEDAGOGY</b> <b>(Teaching-Learning Strategy)</b></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.

The pedagogy of this course integrates analytical and research approach through specialized lectures of law, its comparative study at global level and its practical dimensions. This course will be delivered through class-room lectures, interactive discussions (Socratic method), experiential learning (clinical methods) and tutorial methods (research-based exercise). Use of documentaries, visual media, and ICT tools will further aid in enhancing engagement & contextual understanding of the students through research. Emphasis will be laid on research 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 higher legal studies in specialized law. Accordingly, methods of teaching, evaluation & assessment have been devised in this course.

#### LIST OF CASES

- *Sonoo Jaiswal & Ors. v. Oracle America Inc. (2025).*
- *Sumitomo Rubber Industries Pvt. Ltd v. Controller General of Patents, Designs and Trade Marks (2025).*
- *Sir Ratan Tata Trust & Anr. v. Dr. Rajat Srivastava & Ors. (2025/DHC/793).*
- *Madhya Kshetra Basmati Growers Association Samiti v. Intellectual Property Appellate Board (2021)*
- *Starbucks Corporation v. Sardarbuksh Coffee & Co. (2018).*
- *Scotch Whisky Association v. Golden Bottling Ltd., Delhi High Court, 2017.*
- *The Coca-Cola Company v. Bisleri International Pvt. Ltd. (2015).*
- *Tea Board, India v. ITC Ltd., Calcutta High Court, 2011.*
- *Consim Info Pvt. Ltd. v. Google India Pvt. Ltd., 2010 SCC OnLine Mad. 4967.*
- *Yahoo!, Inc. v. Akash Arora & Anr. (2000).*
- *Budweiser Trademark and GI Dispute.*
- *Cognac GI Infringement Dispute.*

#### ESSENTIAL READINGS

- **V. K. Ahuja**, *Law Relating to Intellectual Property Rights*, LexisNexis.
- **B.L. Wadehra**, *Law Relating to Intellectual Property*, Universal Law Publishing Co Ltd.
- **W.R Cornish**, *Intellectual Property: Patents, Copyright, Trade Marks and Allied Rights*; Sweet & Maxwell

- **P. Narayanan**, *Law of Trade Marks & Passing off: With Supplement Containing the Amendments of the Finance Act 2017 & the Trade Marks Rules 2017*, Eastern Law House.
- **Alessandro Bonanno**, *Kae Sekine and Hart N. Feuer, Geographical Indication and Global Agri-Food: Development and Democratization (Earthscan Food and Agriculture)*, Routledge.



### SUGGESTED READINGS

#### BOOKS

- **Nayan Joshi**, *Law of Trade Marks & Passing Off With Model Forms*, LawMann's.
- **Lionel Bently & Brad Sherman**, *Intellectual Property Law*; Oxford University Press.
- **David Bainbridge**, *Intellectual Property*, Pearson.
- **N.S. Sreenivasulu**, *Law Relating to Intellectual Property*, Lexis Nexis.
- **N.S. Gopalakrishnan & T.G. Agitha**, *Principles of Intellectual Property*, Eastern Book Company.
- **Meenu Paul**, *Intellectual Property Rights and the Law*, Allahabad Law Agency.
- **P. Narayan**, *Intellectual Property Law*; Eastern Law House.
- **G.B., Reddy**, *Intellectual Property Rights and the Law*, Gogia Law Agency.
- **Asha Vijay Durafe and Dhanashree K. Toradmalle**, *Intellectual Property Rights*, Wiley.

#### STATUTES

1. The Trade Marks Act, 1999 (Act No. 47 of 1999).
2. The Geographical Indications of Goods (Registration and Protection) Act, 1999 (Act No. 48 of 1999).

- **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**

<b>Course Name: Jurisprudence of Industrial Designs and Trade Secrets: National and International Regime</b>	<b>Teacher In-Charge: Mr. Aryan Khare</b>
<b>Course Code: LM-IPR-108</b>	

AY:	Programme:	Semester:	L	T/VAC	P	Credit	Contact Hrs. per Week: 4
			2025-26 onwards	L.L.M (1 year)	II	2	1

**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.*

<b>Course-specific Objectives</b>	<ul style="list-style-type: none"> <li>● To understand jurisprudential foundations and the evolution of Industrial Designs in India.</li> <li>● To study the international legal framework and conventions relating to Industrial Designs.</li> <li>● To understand the concept of trade secrets and the applicable laws in India.</li> <li>● To analyze the international legal framework in different countries relating to trade secrets.</li> </ul>
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<b>Course-specific Outcomes</b>	<p>After the completion of this course, the student would be able to:</p> <ul style="list-style-type: none"> <li>● Students will understand jurisprudential foundations and the evolution of Industrial Designs in India.</li> <li>● Students will be sensitized to the international legal framework and conventions relating to Industrial Designs.</li> <li>● Students will understand the concept of trade secrets and the applicable laws in India.</li> <li>● Students will acquire an understanding of the international legal framework in different countries relating to trade secrets.</li> </ul>
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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. Seminar Paper** shall be of 20 marks (15 marks written project and 5marks for presentation).
- ii. Report Writing** shall be of 20 marks (15 marks written project and 5marks for presentation).

**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.
<b>I</b>	<b>Introduction to Industrial Designs</b>	15
	I. Meaning of Industrial Designs	
	II. Evolution of Design Protection	
	III. Subject Matter of Protection	
	IV. Rights in Industrial Designs	
	V. Interface of Copyright and Designs	
	VI. Overview of the Designs Act, 2000	
	VII. Registration of Designs, Copyright in Registered Designs, Industrial and International Exhibitions, Legal Proceedings	
<b>II</b>	<b>Industrial Designs: An International Perspective</b>	15
	I. Paris Convention for the Protection of Industrial Property	
	II. Industrial Designs under the TRIPS Agreement	
	III. Hague Agreement Concerning the International Registration of Industrial Designs	
	IV. Classification of Designs under the Locarno Agreement	
<b>III</b>	<b>Introduction to Trade Secrets</b>	15
	I. Defining Trade Secrets and Confidential Information	
	II. Trade Secrets vis-à-vis Different Theories of Intellectual Property Rights	
	III. Applicable Laws Protecting Trade Secrets in India	
	IV. The National Innovation Bill, 2008	
	V. National Intellectual Property Rights Policy, 2016	
	VI. Protection of Trade Secrets Bill, 2024	
<b>IV</b>	<b>TRADE SECRETS: AN INTERNATIONAL PERSPECTIVE</b>	15



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I. Economic Espionage and Data Exclusivity	
II. International Obligations for Trade Secrets Protection	
III. Approaches Towards Protection of Trade Secrets in Other Countries: <ul style="list-style-type: none"><li>• United States of America</li><li>• United Kingdom</li><li>• European Union</li></ul>	
IV. Judicial Interpretations and Precedents	

**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**

- Cryogas Equipment Pvt. Ltd. v. Inox India Ltd. (2025) INSC 483
- Rajesh Masrani v. Tahiliani Design Pvt. Ltd. AIR 2009 Del. 44
- International Cycle Gears v. The Controller of Patents and Design (2019)
- Carlsberg Breweries A/S v. Som Distilleries and Breweries.
- Cello Household Products v. M/S Modware India and Anr.



- Holland Company LP and Anr. v. S.P. Industries
- Kent RO Systems Ltd & Anr. v. Amit Kotak & Ors.
- Krishna Plastic Industries v. Controller of Patents and Designs
- M/S Crocs Inc. USA v. Liberty Shoes Ltd. & Ors.
- Vega Auto Accessories (P) Ltd.v SK Jain Bros Helmet (I) Pvt. Ltd.
- American Express Bank Ltd. v. Priya Puri (2006) 110 FLR 1061
- Anindya Mukherjee v. Clean Coots Pvt Ltd., (2011) 1 Mah LJ 573
- Tarun Wadhwa v. Saregama India Ltd. (2021) 88 PTC 423.

#### ESSENTIAL READINGS

- Rama Sharma, Commentary on Intellectual Property Laws, Wadhwa and Co., Nagpur, Vol. 1, 2007 19
- Rama Sharma, Commentary on Intellectual Property Laws, Wadhwa and Co., Nagpur, Vol. 2, 2007
- WR Cornish, Intellectual Property: Patents Copyright Trademarks and allied rights, Sweet & Maxwell, London, 2010.
- Wadehra B.L., Law Relating to Intellectual Property, 5th Edition (Reprint), Universal Law Publishing, 2016

#### SUGGESTED READINGS

- Trade Secrets and Economic Espionage, 22nd Law Commission Report, 2022
- Debby Jain, Law Commission Recommends Whistleblower Protection, Says Amendments May Be Brought To Man, Livelaw, 2024
- National Intellectual Property Rights Policy, Government of India, Ministry of Commerce and Industry Department of Industrial Policy & Promotion, 2016

**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: National and International Perspectives of Enforcement of IPRs and Remedies**  
**Course Code: LM-IPR-107**

**Teacher In-Charge: Ms. Parul**

AY: 2025-26 onwards	Programme: LL.M. (One Year Programme)	Semester : II	L	T/VAC	P	Credit	Contact Hrs. per Week: 3	Total Hrs.: 45
			2	1	0	3		

**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.*

<b>Course-specific Objectives</b>	<p>This course aims to:</p> <ol style="list-style-type: none"><li>1. To impart a comprehensive understanding of enforcement mechanisms of Intellectual Property Rights at national and international levels.</li><li>2. To acquaint students with civil, criminal, and border enforcement remedies available under Indian IP laws.</li><li>3. To analyze International obligations and standards relating to IPR enforcement under multilateral treaties.</li><li>4. To develop critical insight into judicial approaches, remedies, and enforcement challenges in the digital and globalized economy.</li></ol>
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<b>Course-specific Outcomes</b>	<p>Upon successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"><li>1. Explain the conceptual and legal foundations of IPR enforcement.</li><li>2. Apply civil, criminal, and equitable remedies in IP infringement scenarios.</li><li>3. Critically assess India's compliance with international IPR enforcement standards.</li><li>4. Analyze contemporary challenges in cross-border and digital IPR enforcement.</li></ol>
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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. Seminar Paper and its presentation shall be of 20 marks.
- ii. Case analysis/Report writing/Book Review/other similar evaluation methods shall be of 20 marks.



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**END-TERM EXAMINATION:**

(3 x 04 short questions = 12) + (12 x 04 long questions=48) = 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 04 short-questions of 3 marks each, and 04 long questions of 12 marks each. Question Paper will be divided into five-sections (Section A, B, C, D, & E)

● **Section A (Short-questions)**

- Total 04 questions of 3 marks each
- one 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 12 marks each;
- Questions in above four Sections will cover Module I, II, III, & IV respectively
- Internal Choice will be there in long-questions
- All questions in Section B, C, D & E shall be based upon conceptual understanding and its application.
- 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	Concept and Evolution of IPR Enforcement	12
	1. Meaning and importance of enforcement of Intellectual Property Rights 2. Substantive IPR protection and procedural enforcement 3. Evolution of IPR enforcement from territorial to global framework 4. Role of enforcement in promoting innovation, investment, and fair competition 5. Private enforcement vs State-led enforcement mechanisms	
II	National Framework for Enforcement of IPRs in India	11
	1. Civil enforcement mechanisms under Indian IP laws 2. Injunctions: <ul style="list-style-type: none"> <li>I. Interim and permanent injunctions</li> <li>II. Anton Piller orders</li> <li>III. John Doe (Ashok Kumar) orders</li> </ul> 3. Damages and account of profits 4. Criminal remedies under Copyright Act, 1957 and Trade Marks Act, 1999 5. Border enforcement and customs remedies 6. Role of Commercial Courts and specialized IP enforcement cells	
III	International Enforcement of IPRs: Treaties and Multilateral Frameworks	11
	1. TRIPS Agreement: enforcement standards under Part III 2. Civil, criminal, and border measures under TRIPS 3. Role of WTO dispute settlement mechanism 4. WIPO and international cooperation in IPR enforcement	



	<p>5. Comparative enforcement systems:</p> <ol style="list-style-type: none"> <li>I. United States</li> <li>II. European Union</li> <li>III. United Kingdom</li> </ol> <p>6. Cross-border infringement and jurisdictional challenges</p>	
<b>IV</b>	<b>Remedies, Emerging Challenges, and Future Directions in IPR Enforcement</b>	<b>11</b>
	<p>1. Types of remedies:</p> <ol style="list-style-type: none"> <li>I. Preventive</li> <li>II. Compensatory</li> <li>III. Punitive</li> <li>IV. Equitable remedies</li> </ol> <ol style="list-style-type: none"> <li>2. Principles governing grant of injunctions and damages</li> <li>3. Online infringement, digital piracy, and intermediary liability</li> <li>4. Enforcement challenges in AI-generated works and digital innovation</li> <li>5. Balancing strong enforcement with access to knowledge and innovation</li> </ol>	
<b>PEDAGOGY (Teaching-Learning Strategy)</b>		
<p>Teaching methodology is course-specific and aims at professional growth &amp; holistic development of the students. Further, it aims at contributing socio-legal development of the country by considering aims &amp; objectives of various initiatives of the state, like, NEP-2020, Viksit Bharat – 2047 and Sustainable Development Goals.</p> <p>Pedagogy of this course integrates analytical and research approach through specialized lectures of law, its comparative study at global level and its practical dimensions. This course will be delivered through classroom lectures, interactive discussions (Socratic method), experiential learning (clinical methods) and tutorial methods (research-based exercise). Use of documentaries, visual media, and ICT tools will further aid in enhancing engagement &amp; contextual understanding of the students through research. Emphasis will be laid on research 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 higher legal studies in specialized law.</p> <p>Accordingly, methods of teaching, evaluation &amp; assessment have been devised in this course.</p>		
<b>LIST OF CASES</b>		



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1. **Google LLC v. Oracle America Inc.**, 593 US \_\_\_\_ (2021).
2. **Renaissance Hotel Holdings Inc. v. B. Vijaya Sai**, (2022) 3 SCC 1.
3. **Cartier International AG v. British Telecommunications Plc**, [2018] UKSC 28.
4. **Philips v. Amazestore**, 2018 SCC OnLine Del 8842.
5. **Disney Enterprises Inc. v. Kimcartoon**, 2017 SCC OnLine Del 10125.
6. **Indian Performing Right Society Ltd. v. Sanjay Dalia**, (2015) 10 SCC 161.
7. **Hindustan Unilever Ltd. v. Reckitt Benckiser (India) Ltd.**, (2014) 57 PTC 495 (Del).
8. **Time Warner Entertainment Co. v. RPG Netcom**, (2007) 34 PTC 668 (Del).
9. **eBay Inc. v. MercExchange LLC**, 547 US 388 (2006).
10. **Microsoft Corporation v. Yogesh Papat**, (2005) 30 PTC 245 (Del).



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11. **Tata Sons Ltd. v. Manu Kosuri**, (2001) 21 PTC 432 (Del).
12. **United States – Section 110(5) of the US Copyright Act**, WT/DS160.
13. **China – Measures Affecting the Protection and Enforcement of Intellectual Property Rights**, WT/DS362.

**ESSENTIAL READINGS**

- **Intellectual Property Law**, P. Narayanan, 4th edn., Eastern Book Company, Lucknow (2017).
- **Intellectual Property Law**, Lionel Bently & Brad Sherman, 5th edn., Oxford University Press, Oxford (2018).
- **Intellectual Property: Patents, Copyright, Trade Marks and Allied Rights**, William Cornish, David Llewelyn & Tanya Aplin, 8th edn., Sweet & Maxwell, London (2013).
- **Enforcement of Intellectual Property Rights**, Christopher Heath, Oxford University Press, Oxford (2005).
- **Intellectual Property Rights in the WTO and Developing Countries**, Jayashree Watal, Oxford University Press, Oxford (2001).
- **“Intellectual Property, Innovation and Public Interest”**, Shamnad Basheer, (2008) 1 NUJS Law Review 123.
- **“The TRIPS Agreement: Drafting History and Analysis”**, Daniel J. Gervais, (2008) 26 Fordham International Law Journal 579.
- **“The Surprising Virtues of Treating Trade Secrets as IP Rights”**, Mark A. Lemley, (2008) 61 Stanford Law Review 311.

**SUGGESTED READINGS**

- **“The Doha Declaration on TRIPS and Public Health”**, Frederick M. Abbott, (2002) 17 American University International Law Review 469.
- **Directive 2004/48/EC on the Enforcement of Intellectual Property Rights**, European Commission, Official Journal of the European Union (2004).
- **“Enforcement of Intellectual Property Rights: International Perspectives”**, Annette Kur, (2000) 15 European Intellectual Property Review 309.
- **Enforcement of Intellectual Property Rights**, OECD Publishing, Paris (2009).
- **National Intellectual Property Rights Policy**, Government of India, Department for Promotion of Industry and Internal Trade (DPIIT), New Delhi (2016).
- **TRIPS Agreement: Part III – Enforcement of Intellectual Property Rights**, World Trade Organization, WTO Publications, Geneva (1994).
- **WIPO Enforcement Advisory Committee Reports**, World Intellectual Property Organization, WIPO Publications, Geneva (Various Years).

**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							
<b>Course Name: Climate Change and Law</b> <b>Course Code: LM-EMV-108</b>				<b>Teacher In-charge: Mrs. Reena Azad</b>			
<b>Session</b> <b>2025-26</b> <b>onwards</b>	<b>Programme:</b> <b>LL.M. (One</b> <b>Year)</b>	<b>Semester:</b> <b>II</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>	<b>Contact Hrs.</b> <b>per Week:</b>
			<b>2</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>Total Hrs.: 45</b>
<b>Note:</b> <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> <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> <i>The class teacher concerned may assign any of the aforesaid activities to the students</i>							
<b>Course-specific Objectives</b>	<ol style="list-style-type: none"><li>1. To introduce students to the scientific, ethical, and legal foundations of climate change and environmental governance.</li><li>2. To examine international, regional, and national legal frameworks addressing climate change.</li><li>3. To critically analyze India's climate change laws, policies, and judicial responses.</li><li>4. To study climate justice, human rights, and equity concerns in climate governance.</li><li>5. To develop analytical and practical skills in climate litigation, policy analysis, and regulatory compliance.</li></ol>						



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<b>Course-specific Outcomes</b>	After the completion of this course, students will be able: <ol style="list-style-type: none"><li>1. To explain the causes, impacts, and legal implications of climate change.</li><li>2. To analyze international climate change regimes and their implementation mechanisms.</li><li>3. To critically evaluate India's climate policies, legislation, and judicial interventions.</li><li>4. To apply legal principles to climate-related disputes, governance challenges, and policy formulation</li></ol>
<b>PATTERN of EXAMINATION (Continuous Internal Assessment, &amp; End-term Examination)</b>	
Examination shall be divided into two components: <ol style="list-style-type: none"><li>I. Continuous Internal Assessment = 40 marks</li><li>II. End Term Examination = 60 marks</li></ol> Continuous internal assessment is further divided into following sub-parts: <ol style="list-style-type: none"><li>i. Seminar Paper and its presentation shall be of 20 marks.</li><li>ii. Case analysis/Report writing/Book Review/other similar evaluation methods shall be of 20 marks</li></ol>	
<b>END-TERM EXAMINATION:</b> (3 x 04 short questions = 12) + (12 x 04 long questions=48) = 60 marks	



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Three hours examination of 60 marks will be conducted as per schedule of the examination released by the University. Students will have to attempt 04 short-questions of 3 marks each, and 04 long questions of 12 marks each. Question Paper will be divided into five-sections (Section A, B, C, D, & E)

● **Section A (Short-questions)**

- Total 04 questions of 3 marks each
- one question 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 12 marks each;
- Questions in above four Sections will cover Module I, II, III, & IV respectively
- Internal Choice will be there in long-questions
- All questions in Section B, C, D & E shall be based upon conceptual understanding and its application.
- Question paper will cover all modules equally / proportionately keeping in view of the course objectives and the outcomes.

<b>Module No.</b>	<b>Content</b>	<b>Contact Hrs.</b>
<b>I</b>	<b>FOUNDATIONS OF CLIMATE CHANGE LAW</b>	15
	1. Basic concepts of climate change: causes and effects 2. Climate change and environment: an overview 3. Sustainable development and environmental protection 4. Key principles of environmental law 5. Concept of climate justice	
<b>II</b>	<b>INTERNATIONAL CLIMATE CHANGE REGIME</b>	15
	1. Introduction to international climate change law 2. UN Framework Convention on Climate Change (UNFCCC) 3. Kyoto Protocol: basic features 4. Paris Agreement: key commitments and goals 5. Role of international institutions in climate governance	
<b>III</b>	<b>CLIMATE CHANGE LAW AND POLICY IN INDIA</b>	15



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	<ol style="list-style-type: none"><li>1. Constitutional provisions on environment and climate protection</li><li>2. National Action Plan on Climate Change (NAPCC)</li><li>3. Role of central and state governments in climate policy</li><li>4. Judicial response to climate and environmental issues</li><li>5. Climate change and human rights</li></ol>	
<b>IV</b>	<b>CLIMATE GOVERNANCE, LITIGATION AND CONTEMPORARY ISSUES</b>	15
	<ol style="list-style-type: none"><li>1. Introduction to climate litigation</li><li>2. Role of courts and tribunals in climate governance</li><li>3. Corporate responsibility and environmental compliance</li><li>4. Climate adaptation and disaster management</li><li>5. Emerging challenges in climate change law</li></ol>	
<b>PEDAGOGY</b>		
<p>The teaching methodology adopted for this course is course-specific and is designed to promote the professional growth and holistic development of students. The pedagogy seeks to contribute to the socio-legal development of the country by aligning the learning process with the aims and objectives of contemporary national and global initiatives, including NEP-2020, Viksit Bharat @ 2047, and the United Nations Sustainable Development Goals (SDGs).</p> <p>The pedagogy of this course integrates theoretical knowledge of law and social sciences with its practical and applied dimensions. The course will be delivered through a blend of classroom lectures, interactive discussions following the Socratic method, and experiential learning approaches, including clinical methods and tutorial-based research exercises. Students will also be encouraged to engage in pro bono legal activities and legal aid initiatives, wherever relevant.</p> <p>Participatory teaching techniques such as case analysis, problem-based learning, role-plays, simulations, and structured debates will be employed to foster critical thinking, analytical skills, and ethical reasoning in the context of corporate taxation and tax planning. The use of documentaries, visual media, contemporary policy materials, and ICT-enabled tools will further enhance student engagement and contextual understanding. Special emphasis will be laid on developing an understanding of contemporary issues, policy developments, and comparative perspectives related to corporate taxation and tax planning. The course emphasizes the application of legal principles to real-life situations, enabling students to meet the evolving expectations of the legal profession, academia, policy institutions, and corporate practice. Accordingly, the methods of teaching, evaluation, and assessment have been carefully devised to ensure outcome-based learning, continuous engagement, and meaningful academic progression of students.</p>		



### LIST OF CASES

- M.C. Mehta v. Union of India (Ganga Pollution Case), AIR 1988 SC 1115
- Vellore Citizens' Welfare Forum v. Union of India, (1996) 5 SCC 647
- M.C. Mehta v. Union of India (Taj Trapezium Case), (1997) 2 SCC 353
- Lafarge Umiam Mining Pvt. Ltd. v. Union of India, (2011) 7 SCC 338
- Urgenda Foundation v. State of Netherlands, (2015) Hague District Court
- Leghari v. Federation of Pakistan, Lahore High Court, 2015

### ESSENTIAL READINGS

- Philippe Sands & Jacqueline Peel, Principles of International Environmental Law (Cambridge University Press)
- Lavanya Rajamani, Differential Treatment in International Environmental Law (Oxford University Press)
- Shibani Ghosh, Climate Change Law in India (Oxford University Press)
- Ministry of Environment, Forest and Climate Change, National Action Plan on Climate Change
- IPCC Assessment Reports (Selected Chapters)

### SUGGESTED READINGS

- Daniel Bodansky, Jutta Brunnée & Lavanya Rajamani, International Climate Change Law (Oxford University Press)
- Cinnamon Carlarne, Climate Change Law and Policy (Oxford University Press)
- UN Environment Programme, Global Climate Litigation Report
- Law Commission of India, Reports on Environmental and Climate Governance

**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**

<b>Course Name: Environmental law and Policy</b>			<b>Teacher-in-Charge: Dr. Babita</b>				
<b>Course Code: LM-EMV-107</b>							
<b>Session</b>	<b>Programme:</b>	<b>Semester:</b>	<b>L</b>	<b>T/VAC</b>	<b>P</b>	<b>Credit</b>	<b>Contact Hrs. per Week: 3</b>
<b>2025-26 onwards</b>	<b>L.L.M (1 year)</b>	<b>II</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>Total Hrs.: 45</b>

**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*

<b>Course-specific Objectives</b>	<ul style="list-style-type: none"> <li>• To introduce the students to the vast field of Environmental Law and Policy.</li> <li>• To introduce the laws and policies both at the national and international level relating to environment.</li> <li>• To equip the students with the skills needed for interpreting laws, policies and judicial decisions.</li> <li>• To explain the role of law, policy and institutions in the conservation and management of natural resources as well as pollution control.</li> </ul>
<b>Course-specific Outcomes</b>	<p>After the completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the basic concepts and principles of Environmental Law and Policy.</li> <li>• Analyze and discuss the developments at the international level in the field of environmental law.</li> </ul>



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- Well aware of the overall Environmental Law and Policy regime of the country as well as its international obligations.
- Explain the role of law, policy and institutions in the conservation and management of natural resources as well as pollution control.

**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.** Seminar Paper shall be of 20 marks (15 marks written project and 5marks for presentation).
- ii.** Report Writing shall be of 20 marks (15 marks written project and 5marks for presentation)

**END-TERM EXAMINATION:**

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

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

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

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

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

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

**COURSE CONTENT**

Module No.	Content	Contact Hrs.
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<b>I</b>	<b>Basic Concepts in Environmental Law</b>	11
	<ul style="list-style-type: none"><li>• Concept of Law and Policy</li><li>• Law Distinguished from Policy</li><li>• Environmental Law and Policy</li><li>• An introduction to the legal system; Constitution, Acts, Rules, Regulations; Indian Judiciary, Doctrine of precedents, judicial review, Writ petitions, PIL– liberalization of the rule of locus standi, Judicial activism.</li></ul>	
<b>II</b>	<b>Environmental Law and the Indian Constitution</b>	11
	<ul style="list-style-type: none"><li>• Duty of the State (Part IV)</li><li>• Fundamental Duties of the Citizens (Part IV A)</li><li>• Fundamental Rights (PART III)</li><li>• Right to Wholesome Environment</li><li>• Right to livelihood vis-à-vis Environment</li><li>• Right to equality</li><li>• Freedom of Trade</li><li>• Role of Panchayat and Municipalities</li><li>• Writ Jurisdiction and Public Interest Litigations</li></ul>	
<b>III</b>	<b>Law of Torts and Environment</b>	11
	<ul style="list-style-type: none"><li>• The Environment (Protection) Act 1986</li><li>• The Factories (Amendment) Act 1987</li><li>• The Public Liability Insurance Act, 1991</li><li>• The National Environmental Tribunal Act, 1995</li><li>• Civil Procedure Code, 1908</li><li>• National Environmental Policy 2006</li></ul>	
<b>IV</b>	<b>International Environmental law</b>	11



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- |  |   |  |
|--|---|--|
|  | <ul style="list-style-type: none"><li>• An introduction to International law; sources of international law; law of treaties; signature, ratification.</li><li>• Evolution of international environmental law: Customary principles; Common but differentiated responsibility, Intergenerational equity, Precautionary Principle, Polluter-pays Principle, Sustainable development</li></ul> |  |
|--|---|--|

### PEDAGOGY (Teaching-Learning Strategy)

Teaching methodology is course-specific and aims at enhancing the research skills & professional growth 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 & holistic development of the students.

Pedagogy of this course integrates theoretical knowledge through lecture of law with its practical dimensions, focusing on law and its relation with inter-disciplines. This course will be delivered through class-room lectures, interactive discussions (Socratic method), tutorial methods and experiential learning & research-based exercise. Participatory techniques 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 and research prospects. Accordingly, methods of teaching, evaluation & assessment have been devised in this course.

### LIST OF CASES

- **Orissa Mining Corporation v. Ministry of Environment and Forest**, (2013)6 SCC 476
- **Sansar Chand v. State of Rajasthan**, 2010 (10) SCC 604.
- **Centre For Environment Law, WWF-I v. Union of India & Others, Supreme Court**, I.A. No. 100 in Writ Petition (Civil) No. 337 of 1995, decided on 15 April 2013.
- **Divya Pharmacy v. Union of India, High Court of Uttarakhand**, WP 3437/2016, Decided on 21 December 2018.
- **TN Godavarman Thirumulpad v. Union of India**—Shomona Khanna, ‘Boundaries of Forest Land: The Godavarman case and Beyond’, in Sharachchandra Lele & Ajit Menon eds., *Democratizing Forest Governance in India* 225 (Oxford University Press, 2014).
- **S. Jagannath v. Union of India**, AIR 1997 SC 811
- **MC Mehta v. Union of India**, 1987 AIR 1086 (Oleum Gas Leak case)



- **Union Carbide Corporation v. Union of India**, AIR 1992 SC 248
- **Subhash Kumar v. State of Bihar**, AIR 1991 SC 420.
- **M.C. Mehta v. Union of India**, AIR 1997 SC 734.
- **M.C. Mehta v. Kamal Nath**, (1997) 1 SCC 388 .
- **M.C. Mehta v. Kamal Nath**, AIR 2000 SC 1997
- **M.C. Mehta v. Kamal Nath**, 2002 (2) SCALE 654.
- **Sachidanand Pandey v. State of West Bengal**, AIR 1987 SC 1109.
- **Trail Smelter Arbitration (United State/Canada)**, 3 U.N. Rep. Int'l Arb. Awards 1905 (1941).
- **Case Concerning Pulp Mills on the River Uruguay (Argentina/Uruguay)**, International Court of Justice, Judgment of 20 April 2010.
- **Indian Council for Enviro-Legal Action v. Union of India**, AIR 1996 SC 1446.
- **Indian Council for Enviro-Legal Action v. Union of India**, (2011) 12 SCC 768.
- **Vellore Citizens Welfare Forum v. Union of India**, AIR 1996 SC 2715.
- **Narmada Bachao Andolan v. Union of India**, AIR 2000 SC 3751.
- **Intellectuals Forum, Tirupathi v. State of A.P.**, AIR 2006 SC 1350.
- **Jitendra Singh v. Ministry of Environment & Ors., Supreme Court**, Civil Appeal No. 5109/2019, decided on 25 November 2019 .
- **M.C. Mehta v. Union of India**, AIR 1988 SC 1037.
- **M.C. Mehta v. Union of India**, AIR 1988 SC 1115.
- **M/s Delhi Bottling Co. Pvt. Ltd. v. Central Board for the Prevention and Control of Water Pollution**, AIR 1986 Del. 152.
- **Municipal Council, Ratlam v. Vardichand**, (1980) 4 SCC 162 .
- **State of M.P. v. Kedia Leather & Liquor Ltd.**, AIR 2003 SC 3236.
- **Forum Prevention of Envyn. & Sound Pollution v. Union of India**, AIR 2005 SC 3136 179
- **Church of God (Full Gospel) in India v. KKR Majestic Welfare Colony Welfare Association**, AIR 2000 SC 2773.
- **Techi Tagi Tara v. Rajendra Singh Bhandari & Ors, Supreme Court**, Civil Appeal No. 1359/017, Judgement of 22 September 2017.

#### ESSENTIAL READINGS

1. P.Birnie *et al.*, International Law and the Environment,( 3<sup>rd</sup>.Ed., Oxford,2009)
2. A.Desai, Environmental Jurisprudence, (2<sup>nd</sup> Ed., Modern Law House, Allahabad,2002)
3. M.Gadgil, and R.Guha, Ecology and Equity, (Oxford, New Delhi,1995)
4. M.Gadgil, and R.Guha ,This Fissured Land, (Oxford, New Delhi.1997).
5. R.Guha.Environmentalism: A Global History, (Oxford, New Delhi,2000)
6. S.Kamal and U.K.Singh, Towards Legal Literacy: An Introduction to Law in India, (Oxford, New Delhi,2008)
7. P. Leelakrishnan,Environmental Law Case Book, (2<sup>nd</sup> Ed., Lexis Nexis, India,2006)
8. P.Sands, Principles of International Environmental Law, (2<sup>nd</sup> Ed., Cambridge,2002).



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9. C.Singh , Common Property and Common Poverty, (Oxford, New Delhi,1986.)
10. S.Upadhyay and V. Upadhyay. Hand Book on Environmental Law- Forest Laws, Wildlife Laws and the Environment; Vols. I, II and III, (Lexis Nexis- Butterworths-India, New Delhi, 2002)
11. Durga Das Basu, Introduction to the Constitution of India (20<sup>th</sup> Ed. Reprint, Lexis-Nexis-Butterworth Wadhwa, Nagpur, 2011).

**SUGGESTED READINGS**

- David Strauss, The Living Constitution (Oxford University Press, 2010).
- Ervin Chemerinsky, Constitutional Law, Principles and Policies (3<sup>rd</sup> Ed. Aspen, 2006).
- J.N.Pandey, Constitutional Law of India( 62<sup>nd</sup> Ed., Central law Agency, 2025).
- Dr. K.C. Joshi, The Constitution Law of India,( 3<sup>rd</sup> Ed, Central law Agency,2016)
- Rosencranz, Armin; Divan, Shyam and Noble, Martha L., (Ed.) Tripathi, Environmental Law and Policy in India - Cases, Materials and Statutes, The Book Review Literary Trust, New Delhi.

**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: Waste Management and Law**  
**Course Code: LM-EMV-109**

**Course Teacher: Dr. Balwinder Kaur**

AY:	Programme:	Semester:	L	T	P	Credit	Contact hrs. per-week: 3
2025-26	LL.M. (One- Year)	VII	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.*

<b>Course specific objectives</b>	<p><b>The objectives of the course are as follows:</b></p> <ol style="list-style-type: none"><li>1. To introduce the concept, types, sources, and health impacts of waste.</li><li>2. To examine waste management systems and practices in India.</li><li>3. To analyze solid waste management and environmentally sound technologies.</li><li>4. To study national legal and institutional frameworks governing waste management.</li><li>5. To understand international conventions and transboundary waste regulation.</li></ol>
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<b>Course specific outcomes</b>	<p><b>After completion of this course, the students will be able to:</b></p> <ol style="list-style-type: none"><li>1. Identify and classify different forms of waste and associated hazards.</li><li>2. Analyze waste collection, segregation, storage, transport, and disposal systems.</li><li>3. Interpret national waste management laws and institutional mechanisms.</li><li>4. Evaluate compliance, enforcement challenges, and technological interventions.</li><li>5. Apply international waste management frameworks to global environmental issues.</li></ol>
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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. Seminar Paper and its presentation shall be of 20 marks.
- ii. Case analysis/Report writing/Book Review/other similar evaluation methods shall be of 20 marks

**END-TERM EXAMINATION:**

(3 x 04 short questions = 12) + (12 x 04 long questions=48) = 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 04 short-questions of 3 marks each, and 04 long questions of 12 marks each. Question Paper will be divided into five-sections (Section A, B, C, D, & E)

● **Section A (Short-questions)**

- Total 04 questions of 3 marks each
- one 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 12 marks each;
- Questions in above four Sections will cover Module I, II, III, & IV respectively
- Internal Choice will be there in long-questions
- All questions in Section B, C, D & E shall be based upon conceptual understanding and its application.
- 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	<b>Introduction to waste management</b>	11
	1. Introduction <ul style="list-style-type: none"> <li>● What is waste?</li> </ul>	



	<ul style="list-style-type: none"> <li>• kinds of waste on the basis of their physical state.</li> <li>• Benefits of Waste Management</li> <li>• Challenges of Waste Management</li> <li>• Sources of Waste.</li> <li>• Health Hazardous on the basis of waste</li> </ul> <p><b>2. Waste Management</b></p> <ul style="list-style-type: none"> <li>• Waste Management in India</li> <li>• Waste Management system in India</li> <li>• Waste collection system and organization</li> <li>• Source segregation and collection</li> </ul> <p><b>3. Solid Waste Mangement</b></p> <ul style="list-style-type: none"> <li>• Classification of solid wastes (source and type based)</li> <li>• solid waste management (SWM),</li> <li>• elements of SWM,</li> <li>• ESSWM (environmentally sound solid waste management</li> <li>• EST (environmentally sound technologies),</li> <li>• factors affecting SWM, Indian scenario, progress in MSW (municipal solid waste) management in India and global scenario of e-waste</li> </ul>	
<b>II</b>	<p style="text-align: center;"><b>NATIONAL FRAMEWORK ON WASTE MANAGEMENT</b></p> <ol style="list-style-type: none"> <li>1. Waste Management Rules: E-Waste (Management) Rules, 2022, Bio-Medical Waste Management Rules, 2016, Plastic Waste Management Rules, 2016</li> <li>2. E-Waste Management Rules and Circular Economy Approach</li> <li>3. Biomedical Waste Management Rules, Hazardous and Other Wastes (Management and Transboundary Movement) Rules, Construction and Demolition Waste Management Rules</li> <li>4. Institutional mechanisms: CPCB, SPCBs, Urban Local Bodies</li> <li>5. Compliance, monitoring, and enforcement challenges, Role of technology and best practices in efficient waste management, Responsibilities of government, local</li> </ol>	<b>12</b>



	bodies, waste generators and the public	
<b>III</b>	<b>COLLECTION, STORAGE, TRANSPORT AND DISPOSAL OF WASTE MANAGEMENT</b>	<b>11</b>
	<ol style="list-style-type: none"> <li>1. Importance of waste collection, storage, transport and disposal</li> <li>2. Waste collection methods <ul style="list-style-type: none"> <li>• Door-to-door collection</li> <li>• Community bin system</li> <li>• Segregation at source (wet, dry and hazardous waste)</li> </ul> </li> <li>3. Storage of waste <ul style="list-style-type: none"> <li>• Temporary and on-site storage</li> <li>• Colour-coded bins and containers</li> <li>• Safety and hygiene standards in waste storage</li> </ul> </li> <li>4. Transportation of waste <ul style="list-style-type: none"> <li>• Primary and secondary transportation systems</li> <li>• Treatment and disposal of waste, Recycling and material recovery, Composting and bio-methanation, Incineration and Sanitary landfilling</li> <li>• Environmental and health impacts of improper collection, storage, transport and disposal</li> </ul> </li> </ol>	
<b>IV</b>	<b>INTERNATIONAL FRAMEWORK ON WASTE MANAGEMENT</b>	<b>11</b>
	<ol style="list-style-type: none"> <li>1. Role of international organizations in waste management <ul style="list-style-type: none"> <li>• United Nations Environment Programme (UNEP), World Health Organisation (WHO), International Labour Organization (ILO)</li> </ul> </li> <li>2. Basel Convention on the Control of Transboundary Movements of Hazardous Wastes and Their Disposal, 1989, Rotterdam Convention on Prior Informed Consent Procedure, 1998, Stockholm Convention on Persistent Organic Pollutants, 2001</li> <li>3. International framework for management of electronic waste (e-waste)</li> <li>4. Transboundary movement of waste and illegal waste trafficking</li> <li>5. Environmentally Sound Management (ESM) of waste at the global level</li> </ol>	



**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**

1. Shree Nath Sharma vs Union Of India on 17 January, 2023
2. Mahesh Chandra Saxena vs. South Delhi Municipal Corporation & Others (2023)
3. Shailesh Singh v. State of Uttar Pradesh & Ors. ,NGT, Principal Bench, 2019,
4. Association of Healthcare Providers (India) v. Union of India, Supreme Court, 2017
5. Paryavaran Suraksha Samiti v. Union of India, Supreme Court of India, 2017
6. Jitender Yadav v. Union of India & Ors. ,NGT, Principal Bench, 2016
7. Toxics Link v. Union of India, NGT, Principal Bench, 2014,
8. Vardhman Kaushik v. Union of India NGT, Principal Bench, 2014
9. Ram Kishan Chawla v. Batra Hospital (2011)
10. B.L. Wadehra v. Municipal Corporation of Delhi (2003)
11. Almitra H. Patel And Anr. Petitioners vs Union Of India And Ors., 2000
12. Indian Council for Enviro-Legal Action v. Union of India (1996)



**ESSENTIAL READINGS<sup>1</sup>**

- P. R. Trivedi, *Environmental Pollution and Control*, Environmental Publications, New Delhi.
- K. K. Chitkara, *Environmental Pollution Control Engineering*, Dhanpat Rai & Co.
- Peavy & Rowland, *Environmental Engineering*, McGraw Hill.
- S. C. Santra, *Environmental Science*, New Central Book Agency.

**SUGGESTED READINGS**

- **Solid Waste Management Rules, 2016** (and amendments).
- **E-Waste (Management) Rules, 2016 & 2022.**
- **Bio-Medical Waste Management Rules, 2016.**
- **Plastic Waste Management Rules, 2016.**
- UNEP, *Global Waste Management Outlook*.
- **World Health Organization (WHO)**, *Safe Management of Wastes from Health-Care Activities*.
- **World Bank**, *What a Waste: A Global Review of Solid Waste Management*.

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

**Note:**

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



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