



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

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

**SYLLABUS**

**Course Name: Judicial Process Including  
Theory of Law and Justice**  
**Course Code: ML201**

Session 2025-26 onwards	Programme: <u>Two year LL.M.</u>	Semester:  II	L	T	P	Credit	Contact Hrs. per Week: 5
			3	1	2	5	Total Hrs.: 75

**Course-specific  
Objectives**

1. To study the nature of the judicial process and the role of the judges as policymakers and as participants in evolving political principles of governance.
2. To study the intricacies of judicial creativity and judicial law-making and techniques employed in the judicial process.
3. To analyse judicial creativity and legal reasoning, particularly within the common law tradition, and its impact on change and stability in law.
4. To study the tools and techniques of judicial review, including the doctrine of stare decisis and their application in Indian constitutional jurisprudence.
5. To critically evaluate the role of the judiciary in India, with special reference to judicial activism, judicial independence, and the doctrine of basic structure.

**Course-specific  
Outcomes**

- After the completion of this course, students will be able to:
1. Get an advance understanding of judicial process in India and how judicial process is formulated.
  2. Understand the concept of justice in India along with relations between law and justice, nature of judicial process with special focus in Indian Judicial System
  3. Students will be able to analyze judicial reasoning and creativity, including the use of precedent, interpretation, and judicial review in constitutional adjudication.
  4. Students will be able to critically assess the role of the Indian judiciary, including debates on judicial activism, institutional accountability, and limits of judicial power.
  5. Students will be able to understand and apply the doctrine of Basic Structure, evaluate constitutional amendments, and appreciate the relationship between constitutionalism and judicial review.

**SCHEME OF EXAMINATION**



Examination shall be divided into two components:

- I. Continuous Internal Assessment** = 30 marks
- II. End Term Examination** = 70 marks

**Continuous Internal Assessment (CIA)-30 m**

- Continuous assessment parameters are designed to promote the cognitive ability and to enhance research & analytical skills. CIA is a teacher-driven exercise which is part of class-room teaching-learning process. Teacher will inculcate this assessment within teaching methodology of the given course.
- Drafting of PIL/ Seminar Research Paper/Term Paper & Presentation of 30marks in total (20 marks written submission and 10 marks for presentation). Anyone of the mentioned assignment shall be allocated by the subject teacher to the students which shall carry 30marks (20 marks written submission and 10 marks for presentation). Students shall be encouraged to make use of ICT tools for their assignments.
- Mode of CIA varies from course to course; it primarily includes practical teaching, learning & assessment as per requirement of the legal profession from that specific course.

**End-term Examination-70 marks**

**Mode of Continuous Evaluation /  
Assessment**

**Marks**

**Mode of Evaluation**

**Marks**



<b>I</b>	<b>i. Drafting of PIL/ Seminar or Research Paper/Term paper</b> <b>ii. Presentation</b>	20 + 10 = 30	<b>End Term Examination</b>	<b>70</b>
<b>Total</b>		<b>30</b>		

**Details on pattern of End Term Examination:**

1. Three hours examination of 70 marks will be conducted as per schedule of the examination released by the University. The end term question paper shall consist of Five Questions in all.
2. The first question is compulsory and it shall contain short answer-type questions from all the modules, carrying 2.5 marks each and the student shall be required to attempt all the four questions.
3. Question No. 2, 3, 4 and 5 shall be long-answer-type questions from all the four modules and students shall be required to attempt either of the given two options from each module. Each long answer type question shall carry 15 Marks.

4. Pattern of question paper:

Question Paper will be divided into five-sections (Section A, B, C, D, & E)

• **Section A (Short-questions)**

- Total 04 questions of 2.5 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 15 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.

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



**COURSE CONTENT**

<b>Module No.</b>	<b>Content</b>	<b>Contact Hrs.</b>
<b>I</b>	<p><b>Nature of Judicial process and its role in constitutional adjudication</b></p> <p>(i) A judicial process is an instrument of social ordering.            (ii) Judicial process and creativity in law–common law model–legal reasoning and the growth of law– change and stability            (iii) The tools and techniques of judicial review and judicial creativity.            (iv) Analysis of the doctrine of <i>Stare Decisis</i> in India</p>	15
<b>II</b>	<p><b>Special Dimensions of Judicial Process in Constitutional adjudication.</b></p> <p>(i) Notions of Judicial Review            (ii) Is Judicial Review the same as Judicial Activism?            (iii) Judicial Activism and Judicial Self Restraint.            (iv) Problem of Accountability in judicial law – making</p>	15
<b>III</b>	<p><b>Judicial Process in India</b></p> <p>(i) The Indian Debate on the role of the Judges and the notion of Judicial review            (ii) The ‘Independence’ of Judiciary and ‘Political’ Nature of Judicial Process.            (iii) Judicial Activism and Creativity of the Indian Supreme Court–the new dimensions            (iv) Institutional liability of Courts and Judicial activism–Scope and Limits.</p>	15
<b>IV</b>	<p><b>Judicial Process and Constitutional Amendments</b></p> <p>(i) Evolution of the Concept of Basic Structure            (ii) Philosophy of the doctrine of Basic Structure            (iii) The Recent Developments: The ‘essence of rightstest’ and ‘rightstest’ to determine the Basic structure            (iv) Basic Structure and Constitutionalism.</p>	15

**PEDAGOGY**

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.

### SUGGESTED READINGS

#### LIST OF BOOKS

##### Essential Readings:

- SudhanshuRanjan,*Justice,JudocracyandDemocracyinIndia:Boundariesand Breaches*(Routledge,2015)
- JusticeAshokKumarGanguly,*LandmarkJudgmentsThatChangedIndia*,(RupaPublications,India 2015)
- BenjaminN.Cordozo, *NatureoftheJudicialProcess* (MrtinoFineBooks,2011)
- JuliusStone.*LegalSystemandLawyer'sReasoning*,4<sup>th</sup>IndianReprint(UniversalLawPublishingCo.Ltd.,New Delhi, 2011)
- A.Lakshminath,*JudicialProcess:PrecedentinIndianLaw*,3<sup>rd</sup>Edition(EasternBookCompany,2009)
- Aharon Barak, *TheJudgein aDemocracy* (PrincetonUniversityPress, 2009)
- JuliusStone,*TheProvinceandFunctionofLaw:ASTudyinJurisprudence*,(UniversalLaw PublishingCo.Ltd.,NewDelhi2006)
- S.P.Sathe,*JudicialActivisminIndia:TransgressingBordersandEnforcingLimits*,(Oxford UniversityPublication,New Delhi2003)
- UpendraBaxi,*TheIndianSupremeCourtandPolitics*,(EasternBookCo.,Lucknow1980)
- RajeevDhavan,*TheSupremeCourtofIndia–ASocio-LegalCritiqueofitsJuristicTechniques*(Tripathi–Bombay1977)

##### Suggested Readings:

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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, liiofindia.org*. National Judicial Grid



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**SYLLABUS**

<b>Course Name: Criminology and Criminal Justice System</b>							
<b>Course Code: ML202A</b>							
<b>Session 2025-26 onwards</b>	<b>Programme: <u>Two year LL.M.</u></b>	<b>Semester: II</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>	<b>Contact Hrs. per Week : 5</b>
			<b>3</b>	<b>1</b>	<b>2</b>	<b>5</b>	<b>Total Hrs. : 75</b>
<b>Course-specific Objectives</b>							
<p>This course has been designed with following objectives:</p> <ul style="list-style-type: none"> <li>• To exhibit the ability to apply criminological theory, research methods and appropriate technology to assess, evaluate and address issues in the practices of criminology;</li> <li>• To examine different theories of criminal behavior, focusing on social processes, family influences, violence, and collective criminality;</li> <li>• To analyze contemporary forms of crime and violence in India, such as terrorism, communal violence, crimes against women, violence against marginalized groups, and white-collar crime;</li> <li>• To study the institutions involved in the administration of criminal justice, including courts, police, prosecution, prisons, and rehabilitation mechanisms, with emphasis on reform and child justice systems;</li> <li>• To enhance the ability of students to think critically and to speak and write effectively within the field;</li> <li>• To cultivate a fundamental commitment to ethical analysis, research and practice;</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>• Critically apply fundamental criminology principles to situations related to crime, criminal justice and related areas of study;</li> <li>• Effectively communicate in writing and speaking in the presentation of ideas and their application to issues and situation related to criminology;</li> <li>• Conduct a research study, grading suitable research questions, methodology and analysis to draw valid, ethical, empirically bases conclusion;</li> </ul>							



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- Critically evaluate emerging and organized crimes in India, such as terrorism, white-collar crime, and crimes against vulnerable sections of society;
- Understand and assess the functioning of criminal justice institutions, including courts, police, prisons, and rehabilitation systems.

**SCHEME OF EXAMINATION**

Examination shall be divided into two components:

**I. Continuous Internal Assessment = 30 marks**

**II. End Term Examination = 70 marks**

**Continuous Internal Assessment (CIA)-30 marks**

- Continuous assessment parameters are designed to promote the cognitive ability and to enhance research & analytical skills. CIA is a teacher-driven exercise which is part of classroom teaching-learning process. Teacher will inculcate this assessment within teaching methodology of the given course.
- Drafting of PIL/ Seminar Research Paper/Term Paper & Presentation of 30marks in total (20 marks written submission and 10 marks for presentation). Anyone of the mentioned assignment shall be allocated by the subject teacher to the students which shall carry 30marks (20 marks written submission and 10 marks for presentation). Students shall be encouraged to make use of ICT tools for their assignments.
- Mode of CIA varies from course to course; it primarily includes practical teaching, learning & assessment as per requirement of the legal profession from that specific course.

**End-term Examination- 70 marks**

Mode of Continuous Evaluation / Assessment		Marks	Mode of Evaluation	Marks
<b>I</b>	i. Drafting of PIL/ Seminar or Research Paper/Term paper	(20)	<b>End Term Examination</b>	<b>70</b>
	ii. Presentation	(10)		
<b>Total</b>		<b>30</b>		

**Details on pattern of End Term Examination:**

1. Three hours examination of 70 marks will be conducted as per schedule of the examination released by the University. The end term question paper shall consist of Five Questions in all.



2. The first question will be compulsory and it shall contain short answer-type questions from all the modules, carrying 2.5 marks each and the student shall be required to attempt all the four questions.
3. Question No. 2, 3, 4 and 5 shall be long-answer-type questions from all the four modules and students shall be required to attempt either of the given two options from each module. Each long answer type question shall carry 15 Marks.

4. Pattern of question paper:

Question Paper will be divided into five-sections (Section A, B, C, D, & E)

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

- Total 04 questions of 2.5 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 15 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.

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

**COURSE CONTENT**

<b>Module No.</b>	<b>INTRODUCTION: CRIMINAL JUSTICE SYSTEM &amp; CRIMINOLOGY</b>	<b>Contact Hrs.</b>
<b>I</b>	<b>i.</b> Definition, nature and scope of criminology <b>ii.</b> Criminal justice system: <ul style="list-style-type: none"><li>• Concept, development and purpose</li><li>• kinds of criminal justice system: accusatorial and inquisitorial</li></ul> <b>iii.</b> Role of legislature, executive, and judiciary	15



	<ul style="list-style-type: none"> <li>• Role of legislature in criminalization / decriminalization of an actus and criminal procedural law; and</li> <li>• the reasons &amp; purpose behind legislative policy</li> <li>• Definition of crime, punishment, &amp; victim and legislative policy</li> <li>• Historical development &amp; contemporary trends</li> </ul> <p>iv. Judicial practices &amp; development in meaning &amp; scope of crime, punishment, &amp; victim</p>	
<b>II</b>	<b>SCHOOLS &amp; THEORIES OF CRIMINOLOGY - I</b>	<b>15</b>
	<p>i. Schools of criminology:</p> <ul style="list-style-type: none"> <li>• Meanings &amp; development of ‘theory’ &amp; ‘school’</li> <li>• Methods of studying criminology, penology, &amp; victimology</li> <li>• Schools of criminology – till 18th century</li> <li>• Schools of criminology – 19th – 20th century</li> <li>• Schools of criminology – contemporary times</li> </ul> <p>ii. Contemporary schools</p> <ul style="list-style-type: none"> <li>• Cartographic school, typological school- Italian or Positive School, mental testers school, multifactor school.</li> </ul> <p>iii. Biological theory on crime</p> <p>iv. Psychological theories on crime</p>	
<b>III</b>	<b>THEORIES OF CRIMINOLOGY &amp; CONTEMPORARY TRENDS</b>	<b>15</b>
	<p>i. Sociological theories on crime</p> <p>Differential association, delinquent subculture, differential opportunity, social structure – anomie, the conflict perspective, labeling theory, cultural conflict; &amp; cultural transmission</p> <p>ii. Contemporary trends: new-age offences</p> <ul style="list-style-type: none"> <li>• Violence –nature &amp; kind</li> <li>• Collective violence and criminal justice system</li> <li>• Terrorism – location, growth and legal response</li> </ul>	



	<ul style="list-style-type: none"> <li>• Communal violence</li> <li>• Violence against depressed classes</li> <li>• Violence against women</li> <li>• Privileged class deviance- concept of white-collar crime</li> </ul> <p><b>iii.</b> Indian approaches to socio-economic offenses</p>	
<b>IV</b>	<b>CRIMINAL JUSTICE SYSTEM IN INDIA</b>	<b>15</b>
	<p><b>i.</b> Role of courts in administration of criminal justice (special emphasis on juvenile justice board established under section 4 of juvenile justice act and children’s courts; judicial institutions in connection with child in conflict with law will be discussed and not the whole of Juvenile Justice Act,2015)</p> <p><b>ii.</b> The Police: police organization in India, role of police in modern society, police reforms and modernization.</p> <p><b>iii.</b> Prosecutors: Prosecution organization in the state, need for independent prosecution agency.</p> <p><b>iv.</b> The prisons: legal framework of prison system in India, reforms initiated and required in the prison system. UN Standard Minimum Rules for Treatment of Prisoners</p>	
<b>PEDAGOGY</b>		
<p>Teaching methodology is course-specific and aims at enhancing the research skills &amp; professional growth 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 &amp; holistic development of the students.</p> <p>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 &amp; research-based exercise. Participatory techniques will be employed to encourage critical analysis and ethical reasoning.</p>		



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 BOOKS

#### ESSENTIAL READINGS

- **Criminology–Crime Causation, Sentencing and Rehabilitation of Victims;** *Dr. Girjesh Shukla* (Lexis Nexis, New Delhi, 2013)
- **Criminological Theory;** *Stephen G. Tibbetts & Hemmens Craig* (Sage Publications India Private Limited, Delhi, 2010)
- **Criminology: An Interdisciplinary Approach;** *A. Walsh and L. Ellis* (Sage Publications, New Delhi, 2007)
- **Criminology: Problems and Perspective;** *Siddique Ahmed* (Eastern Book Company, Lucknow, 2008)
- **Principles of Criminology;** *Edwin H. Sutherland* (J.B. Lippincott, Philadelphia, 1971)
- **Textbook on Criminology;** *K.S. Williams* (Oxford University Press, New York, 2001)

#### SUGGESTED READINGS

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

#### Note:

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



**SYLLABUS**

**Course Name: Penology and Victimology**  
**Course Code: ML203A**

**Course In-charge:**

<b>AY: 2025-26 onwards</b>	<b>Programme: LLM (02 YR.)</b>	<b>Sem. II</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>	<b>Contact hrs. per-week: 5</b>
			<b>3</b>	<b>1</b>	<b>2</b>	<b>5</b>	<b>Total Hrs.: 75</b>

<i>Course specific objectives</i>	<p><b>The objectives of the course are as follows:</b></p> <ul style="list-style-type: none"> <li>To make the students understand the theories on punishment, &amp; victimization and collateral factors / events and the jurisprudence behind all that;</li> <li>That the students acquire the skills to read &amp; analyze a situation, not only with legal perspective, but also with inter-disciplinary perspectives, like, sociological, jurisprudential, etc.</li> <li>Creating literature that will contribute in growth &amp; development of studies on victimology &amp; penology.</li> <li>Making participants of this course more reasoned &amp; considerate for the cause of victims &amp; convicts, both</li> <li>Contributing in efforts of making criminal justice delivery mechanism more balanced towards conflicting interests of victims &amp; accused.</li> </ul>
	<p><b>After completion of this course, the students will be able to:</b></p> <ol style="list-style-type: none"> <li>Apply their understanding of the theories on crime, punishment, &amp; victimization in light of the collateral factors / events that perpetuate crime which further lead to imposition of punishment;</li> <li>Examine &amp; analyze the relevant theories in light of contemporaneous developments in the discipline of crime; criminology, penology &amp; victimology;</li> <li>Read, understand, &amp; analyze relevant situations, not only with legal perspective, but also with inter-disciplinary perspectives, like, sociological, jurisprudential, anthropological, etc.;</li> </ol>



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4. Simulate the theories of social scientists by applying theoretical tools to case studies and other data.
5. Students will contribute in the process of making justice delivery mechanism more reasoned & balanced.

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

**SCHEME OF EXAMINATION**

Examination shall be divided into two components:

Continuous Internal Assessment = 30 marks

End Term Examination = 70 marks

Mode of Continuous Evaluation / Assessment	Marks	Mode of Evaluation	Marks
i. Drafting of PIL/ Seminar or Research Paper/Term paper	(20)	<b>End-term Examination</b>	<b>70</b>
ii. Presentation	(10)		
<b>Total</b>	<b>(30)</b>		

**Continuous Internal Assessment (CIA)-30 marks**

Continuous assessment parameters are designed to promote the cognitive ability and to enhance research & analytical skills. CIA is a teacher-driven exercise which is part of class-room teaching-learning process. Teacher will inculcate this assessment within teaching methodology of the given course.

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Students shall be encouraged to make use of ICT tools for their assignments.

Mode of CIA varies from course to course; it primarily includes practical teaching, learning & assessment as per requirement of the legal profession from that specific course.

**Details on pattern of End Term Examination:**

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3. Question No. 2, 3, 4 and 5 shall be long-answer-type questions from all the four modules and students shall be required to attempt either of the given two options from each module. Each long answer type question shall carry 15 Marks.

4. Pattern of question paper:

Question Paper will be divided into five-sections (Section A, B, C, D, & E)

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

- Total 04 questions of 2.5 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 15 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.

**Note: Question paper will cover all modules equally / proportionately keeping in view the course objectives and the outcomes.**

**COURSE CONTENT**

Module No.	Content	Contact Hrs.
<b>I</b>	<b>INTRODOCTION TO PENOLOGY &amp; PRISON SYSTEM</b>	
	i. Penology: <ul style="list-style-type: none"> <li>• Concept, Theory &amp; Scope of Study</li> <li>• Meaning &amp; Scope of Study, and Historical Development</li> </ul> ii. Punishment: Nature & kinds of punishment, and Historical Development	



	<p><b>iii.</b> Reasons, aims, purposes, &amp; objectives of punitive laws</p> <p><b>iv.</b> Prison: Types of Prison Institutions &amp; Relevant Prison Rules, including Prison Manual</p> <p><b>v.</b> Prison as correctional homes, including, homes for juveniles</p> <p><b>vi.</b> Standard Minimum Rules for Non-custodial Measures (Tokyo Rules) and Nelson Mandela Rules for the Treatment of Prisoners.</p>	
<p><b>II</b></p>	<p><b>THEORIES OF PUNISHMENT</b></p>	
	<p><b>i.</b> Historical development on different theories of punishment</p> <p><b>ii.</b> Significance of different theories of punishment in contemporary times</p> <p><b>iii.</b> Theories of Punishment</p> <ul style="list-style-type: none"> <li>• Retributive theory</li> <li>• Deterrent theory</li> <li>• Reformatory theory</li> <li>• Preventive theory</li> <li>• Rehabilitative theory</li> </ul> <p><b>iv.</b> Sentencing: Principles, Policies, &amp; Procedures</p>	
<p><b>III</b></p>	<p><b>VICTIM &amp; VICTIMOLOGY</b></p>	
	<p><b>i.</b> Victim: meaning &amp; definition and respective scope</p> <ul style="list-style-type: none"> <li>• Nature / kinds / characteristics</li> <li>• Victimization, double-victimization</li> </ul> <p><b>ii.</b> Victimology</p> <ul style="list-style-type: none"> <li>• Meaning &amp; concept of victimology &amp; its scope</li> <li>• Inter-relation between victimization and punishment</li> <li>• Study in victimology &amp; its historical development in India</li> <li>• Relevance &amp; significance of studies on victimology in contemporary times</li> </ul> <p><b>iii.</b> Gender-specificity / age-specificity / socio-economic specificity in victimization of a person</p> <p><b>iv.</b> Legislative policy - contemporary policy framework</p>	



	<b>CONTEMPORARY TRENDS ON PUNISHMENT &amp; VICTIM</b>	
	<p><b>IV</b></p> <ul style="list-style-type: none"><li>i. Judicial trends on victim, victimization, &amp; punishment</li><li>ii. Plea Bargaining: Theory &amp; Practices</li><li>iii. Contemporary trends related to punishment &amp; custody:<ul style="list-style-type: none"><li>• Probation, Open Prison, Community Services,</li><li>• Parole, Furlough &amp; Related Rules</li></ul></li><li>iv. Capital punishment &amp; Contemporaneous Issues</li><li>v. Victim Assistance Mechanism</li><li>vi. Role of State Agencies &amp; Non-govt. Agencies</li><li>vii. UN Declaration on Basic Principle of Justice for Victims of Crime &amp; Abuse of Power, 1985</li></ul>	
<b>PEDAGOGY</b> <b>(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 knowledge through lecture of law &amp; 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 &amp; 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 &amp; assessment have been devised in this course.</p>		



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

- **Penology & Victimology**; N.V. Paranjape, Central Law Publication, (2018)
- **Crime Victimization in India**; Sudhir Krishnaswamy, Renuka Sane, Ajay Shah, & Varsha Aithala, Springer (2022)
- **Law of Crimes: With an Introduction to Criminology, Penology, and Victimology**; Souvik Chatterjee, Thomson Reuters (2016)
- **Global Criminology: Crime and Victimization in a Globalized Era**; Edited By K. Jaishankar, Natti Ronel, Routledge (2013)
- **Punishment and Responsibility: Essays in the Philosophy of Law** (2nd edn); H.L.A. Hart, Oxford University Press (2008)
- **On Guilt, Responsibility, & Punishment**; Alf Ross, Louisiana Law Review (1975)
- Law Commission of India's 42<sup>nd</sup> Report

**SUGGESTED READINGS**

- **Clemency in India, Confluence, Contradictions and Confusions**; *Dr. Malvika Singh* (Bright Law House Publication, 2020)
  - **Criminology, Penology & Victimology**; *Dr. Deepa Singh, Dr. Malvika and Dr. K.P. Singh* (Bright Law House Publication, 2019)
  - **Criminology, Penology, & Victimology**; M.A. Qadri, Eastern Book Company (2017)
  - **Criminology & Penology**; J.P.S. Sirohi, Allahabad Law Agency (2014)
  - **Victimology And Compensatory Jurisprudence**; Gurpreet Singh Randhawa, Central Law Publications (2019)
  - **Quantum of Punishment in Criminal Law in India**; Kirpal Singh Chhabra, Press Bureau: Punjab University (1970)
  - **Criminology & Penology**, Rajendra K. Sharma, Atlantic Publishers & Distributors, Delhi (2017)
- **Note: Students are advised to study the latest edition of the recommended books and case laws.**

**Note:**

<sup>1</sup> **Essential Readings / Suggested Readings may include Reports / Research Papers / Articles in following format: title of the document – author – publisher with yr.**



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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: Corporate Crimes and White Collar Crimes**  
**Course Code: ML204A**

Session	Programme:	Semester:	L	T	P	Credit	Contact Hrs. per Week:	
2025-26 onwards	<u>Two year LL.M.</u>	II	3	1	2	5	5	
							<b>Total Hrs.:</b>	<b>75</b>

<b>Course-specific Objectives</b>	<ol style="list-style-type: none"> <li>1. To make students understand the impact of this criminality viz., Corporate and White Collar and how the economy gets affected.</li> <li>2. The course will enable students to critically analyse the provisions of various Special Statutes related to these offences and to scrutinize the recent developments and changes that have taken place in this field.</li> <li>3. Students shall also learn about the new challenges and acquire the analytical skill in analysing provisions of various Special Statutes in this area of law and can use their know ledge and skills on t he subject to build a just human society in various capacities.</li> <li>4. To analyse theoretical explanations of white-collar criminality, with special emphasis on social learning theories, differential association, neutralisation, and rationalisation of economic offences.</li> <li>5. To study corporate crime and corporate criminal liability, including patterns of corporate corruption, tax evasion, and comparative approaches in India, the USA, and the UK.</li> </ol>
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<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. Learn a new kind of criminality, its nature and its basic concepts that are required for its better understanding and about the difference between this criminality and other kinds of criminalities.</li> <li>2. Know about the history and the evolution of the Corporate and White-Collar crimes with the help of different approaches taken b y eminent criminologists/jurists in this regard for the better understanding of the need, purpose and urgency of enacting these laws.</li> <li>3. Have knowledge of emergent areas of this criminality with special reference to Corporate crimes, Corruption, Money Laundering, fugitive offenders and other related offences and will acquire expertise on the relevant legal mechanism which is specially required for combating such type of crimes.</li> <li>4. Students will be able to critically analyze corporate criminal liability, including vicarious liability, identification, and aggregation theories, and compare legal approaches across jurisdictions.</li> </ol>
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5. Students will be able to assess the effectiveness of enforcement procedures and legal frameworks, including the Companies Act, Prevention of Corruption Act, and Prevention of Money Laundering Act, in addressing economic offences.

### **SCHEME OF EXAMINATION**

Examination shall be divided into two components:

- I. Continuous Internal Assessment** = 30 marks
- II. End Term Examination** = 70 marks

#### **Continuous Internal Assessment (CIA)-30 m**

- Continuous assessment parameters are designed to promote the cognitive ability and to enhance research & analytical skills. CIA is a teacher-driven exercise which is part of class-room teaching-learning process. Teacher will inculcate this assessment within teaching methodology of the given course.
- Drafting of PIL/ Seminar Research Paper/Term Paper & Presentation of 30marks in total (20 marks written submission and 10 marks for presentation). Anyone of the mentioned assignment shall be allocated by the subject teacher to the students which shall carry 30marks (20 marks written submission and 10 marks for presentation). Students shall be encouraged to make use of ICT tools for their assignments.
- Mode of CIA varies from course to course; it primarily includes practical teaching, learning &

#### **End-term Examination-70 marks**



assessment as per requirement of the legal profession from that specific course.				
Mode of Continuous Evaluation / Assessment		Marks	Mode of Evaluation	Marks
<b>I</b>	<b>i. Drafting of PIL/ Seminar or Research Paper/Term paper</b> <b>ii. Presentation</b>	20 + 10 = 30	<b>End Term Examination</b>	<b>70</b>
<b>Total</b>		<b>30</b>		

**Details on pattern of End Term Examination:**

1. Three hours examination of 70 marks will be conducted as per schedule of the examination released by the University. The end term question paper shall consist of Five Questions in all.
2. The first question is compulsory and it shall contain short answer-type questions from all the modules, carrying 2.5 marks each and the student shall be required to attempt all the four questions.
3. Question No. 2, 3, 4 and 5 shall be long-answer-type questions from all the four modules and students shall be required to attempt either of the given two options from each module. Each long answer type question shall carry 15 Marks.
4. Pattern of question paper:  
Question Paper will be divided into five-sections (Section A, B, C, D, & E)
  - **Section A (Short-questions)**
    - Total 04 questions of 2.5 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 15 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.

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

**COURSE CONTENT**

<b>Module No.</b>	<b>Content</b>	<b>Contact Hrs.</b>
<b>I</b>	(i) Evolution of the concept of Economic Crimes (ii) Emergence of Economic Crimes in India (iii) White Collar Crime: Definitional issues, Sutherland's definition of white collar crime, (iv) Various types of white collar crime, (v) Relationship with other types of crimes, Blue collar crime, Corporate crime, Organised transnational crime, Occupational crime	15
<b>II</b>	(i) White collar criminality (ii) Social learning Theory: (iii) Sutherland's Differential Association theory; (iv) Differential reinforcement theory ; (v) Neutralization theory. (vi) Rationalization of White Collar offences	15
<b>III</b>	(i) Development of the Corporate crime, Impact of industrial revolution and advancement of technological and scientific developments on corporate crime, (ii) Nature , extent and consequences of corporate corruption, (iii) Prominent patterns and incidences, Corporate Tax evasion . (iv) Theories of Corporate Criminal Liability: Theory of Vicarious liability, Identification theory, Aggregation theory. (v) Analysis of corporate criminal liability in India, USA and U.K.	15



<b>IV</b>	<p><b>Special enforcement procedure:</b> (i) Issues in detection, investigation, prosecution and trial (ii) Sentencing policy and practices with respect to economic offences, (iii) Difficulty in the enforcement of laws.</p> <p><b>Study of selected legislations in India:</b> (i) Provisions in The Companies Act 2013 to prevent Corporate frauds. (ii) The Prevention of Corruption Act, 1988 (i) Prevention of Money Laundering (Amendment) Act 2012</p>	15
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### PEDAGOGY

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.

### SUGGESTED READINGS

#### LIST OF BOOKS

**Essential Readings:**

- Payne, Brian, 2012, White-Collar Crimes, Sage Publications.
- Mishra. Girish, 1998, White-Collar Crimes, Gyan Publishing House, New Delhi.
- Coleman, James W., 1985, Criminal Elite: The Sociology of White-Collar Crimes, St. Martin's Press Inc. New York.



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- Croall. Hazell, 2001, Understanding White Collar Crime, McGraw-Hill Education, Buckingham.
- Minker, John, 2008, Corporate and White-Collar Crime, Sage Publications, London.
- Gerber, Jurg, 2007, Encyclopaedia of White Collar Crime, Greenwood Press, U.S.A.
- Sutherland, Edwin, 1985, White-Collar Crime: The Uncut Version, Yale University Press.
- Strader, J. Kelly, 2012, Understanding White-Collar Crime, Lexis Nexis.
- Simpson, Sally S., 2010, The criminology of White-Collar Crime, Springer.
- Bologna, Jac, 1984, Corporate Fraud, Buttersworth Publishers.
- Clinard, Marshall B. and Peter C. Yeager, 1980, Corporate Crime, The Free Press, New York.
- Croall, Hazel, 2009, Corporate Crime, Sage Publications.
- Mahajan, Manish, 2011, Socio-Economic Offences Laws, Global India Publications Pvt. Ltd., Delhi.
- Mallory, Stephen, 2012, Understanding Organized crime, Jones and Bartlett Learning, U.S.A.
- Padhy, Prafullah, 2006, Organised Crime, Isha Books, Delhi.
- Singh, Joginder, 1999, Inside CBI, Chandrika Publications, Delhi.

### **Suggested Readings:**

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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, liiofindia.org*. National Judicial Grid



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**SYLLABUS**

<b>Course Name: Sources and Schools of Personal Laws</b>			<b>Course Teacher: Dr Prabha Shree Sain Kaul</b>				
<b>Course Code: ML202B</b>							
<b>Session</b>	<b>Programme:</b>	<b>Semester:</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>	<b>Contact Hrs. per Week: 5</b>
<b>2025-26 onwards</b>	<b><u>Two-year LL.M.</u></b>	<b>II</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>5</b>	<b>Total Hrs.: 75</b>

<b>Course-specific Objectives</b>	<ol style="list-style-type: none"> <li>1. To introduce sources and schools of different personal laws.</li> <li>2. Explain the nature, scope, and significance of personal laws and their role in regulating family and social relations.</li> <li>3. To compare the different sources and schools of personal laws.</li> <li>4. To analyze the primary and secondary sources of personal laws, including customs, religious texts, judicial decisions, legislation, and equity, justice, and good conscience.</li> <li>5. Describe the origin, development, and fundamental principles of major personal law systems such as Hindu, Muslim, Christian, and Parsi laws.</li> </ol>
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<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. Students will gain a comprehensive understanding of the concept, nature, and scope of personal laws</li> <li>2. Students will understand the historical development and fundamental principles of major personal law systems in India, including Hindu, Muslim, Christian, and Parsi laws.</li> <li>3. Students will develop the ability to critically analyze and compare different schools and sources of personal laws, evaluating their relevance, effectiveness, and limitations in modern society.</li> <li>4. Students will be able to distinguish between different schools under personal laws, such as Mitakshara and Dayabhaga under Hindu law, and Sunni and Shia schools under Muslim law.</li> <li>5. Students will be able to draft a better uniform civil code layout after learning the basics of all.</li> </ol>
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**SCHEME OF EXAMINATION**



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Examination shall be divided into two components:

- I. Continuous Internal Assessment** = 30 marks
- II. End Term Examination** = 70 marks

**Continuous Internal Assessment (CIA)-30 m**

- Continuous assessment parameters are designed to promote the cognitive ability and to enhance research & analytical skills. CIA is a teacher-driven exercise which is part of class-room teaching-learning process. Teacher will inculcate this assessment within teaching methodology of the given course.
- Drafting of PIL/ Seminar Research Paper/Term Paper & Presentation of 30marks in total (20 marks written submission and 10 marks for presentation). Anyone of the mentioned assignment shall be allocated by the subject teacher to the students which shall carry 30marks (20 marks written submission and 10 marks for presentation). Students shall be encouraged to make use of ICT tools for their assignments.
- Mode of CIA varies from course to course; it primarily includes practical teaching, learning & assessment as per requirement of the legal profession from that specific course.

**End-term Examination-70 marks**

Mode of Continuous Evaluation / Assessment	Marks	Mode of Evaluation	Marks
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<b>I</b>	<b>i. Drafting of PIL/ Seminar or Research Paper/Term paper ii. Presentation</b>	20 + 10 = 30	<b>End Term Examination</b>	<b>70</b>
<b>Total</b>		<b>30</b>		

**Details on pattern of End Term Examination:**

1. Three hours examination of 70 marks will be conducted as per schedule of the examination released by the University. The end term question paper shall consist of Five Questions in all.
2. The first question is compulsory and it shall contain short answer-type questions from all the modules, carrying 2.5 marks each and the student shall be required to attempt all the four questions.
3. Question No. 2, 3, 4 and 5 shall be long-answer-type questions from all the four modules and students shall be required to attempt either of the given two options from each module. Each long answer type question shall carry 15 Marks.
4. Pattern of question paper:  
Question Paper will be divided into five-sections (Section A, B, C, D, & E)
  - **Section A (Short-questions)**
    - Total 04 questions of 2.5 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 15 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.

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



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<b>COURSE CONTENT</b>		
<b>Module No.</b>	<b>Content</b>	<b>Contact Hrs.</b>
	<b>DEVELOPMENT OF PERSONAL LAW</b>	
<b>I</b>	I. Concept, nature, and scope of personal laws II. Historical evolution of personal laws in India III. Applicability and relevance of personal laws IV. Relationship between personal laws and Constitution V. Uniform Civil Code: concept and constitutional perspective	15
	<b>HISTORICAL AND JURISPRUDENTIAL SOURCES OF HINDU AND PARSİ PERSONAL LAWS</b>	
<b>II</b>	I. Sources of Hindu Laws: Shrutı, Smriti, Digest and Commentaries, Customs, Precedents. II. Sources of Parsi Laws: Zoroastrian Customs, Religious Practices, Precedents, Legislation.	15
	<b>RELIGIOUS AND SECULAR SOURCES OF MUSLİM AND CHRISTIAN PERSONAL LAW IN INDIA</b>	
<b>III</b>	I. Sources of Muslim Law: Quran, Sunnah, Qiyas, İjma, Urf , Precedents, Legislations II. Sources of Christian Law: Holy Bible, Canon Law, Customs, Legislations	15
	<b>COMPARATIVE JURISPRUDENCE OF HINDU AND MUSLİM LEGAL SCHOOLS</b>	
<b>IV</b>	I. Schools of Hindu Law: Mitakshara School - Banaras School, Mithila School Dravida School, The Maharashtra School. Dayabhaga School II. Schools of Muslim Law: Shia School- İthna-Ashari, The İsmailis, Zaidya, Sunni School- Hanafi, Maliki, Shafi, Hanbali	15
<b>PEDAGOGY</b>		



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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.

**SUGGESTED READINGS**

**LIST OF BOOKS**

**Essential Readings:**

- Tahir Mahmood, *Islamic Law in Modern India*, Bombay: N.M.Tripathi Private Ltd (1972).
- Asaf A. Fyzee, *Outlines of Muhammadan Law*, Delhi, Oxford University Press (1974)
- Tahir Mahmood, *Personal Laws in Islamic Countries*, Delhi: Academy of Law and Religion (1987)
- V.N.Shukla, *Constitution of India*, Lucknow: Eastern Book Co. (2008).
- Paras Diwan, *Family Law*, Delhi: Allahbad Law Agency (2018).
- Dr. Poonam Pardhan Saxena, *The Family Law*, Lexis Nexis, (2022)
- Fiqh, According to The Maliki school of Islamic Law (Vol.2) [Islamic Jurisprudence]: Islamic Studies (2024)

**Suggested Readings:**

- Webb, P. R. H. & Bevan, H. K. — *Source Book of Family Law*. Butterworths, London, 1964.
- Harris-Short, Sonia & Miles, Joanna — *Family Law: Text, Cases, and Materials*. Oxford University Press, 2011.
- Saharay, H. K. — *Family Law in India*. Eastern Law House, 2011.



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- Saiyed, I. A. — *Family Law*. Himalaya Publishing House 2023.

**List of Cases**

1. Danial Latifi v. Union of India (2001) 7 SCC 740
2. Lily Thomas v. Union of India (2000) 6 SCC 224
3. M. Gurudas v. Rasaranjan (2006) 8 SCC 367
4. Mary Roy v. State of Kerala (1986) 2 SCC 209
5. Mohd. Ahmed Khan v. Shah Bano Begum (1985) 2 SCC 556
6. Sarla Mudgal v. Union of India (1995) 3 SCC 635
7. Shamim Ara v. State of UP (2002) 7 SCC 518
8. Shayara Bano v. Union of India (2017) 9 SCC 1
9. State of Bombay v. Narasu Appa Mali (1952 Bom HC)
10. Vineeta Sharma v. Rakesh Sharma (2020) 9 SCC 1

**Note:**

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



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**SYLLABUS**

**Course Name: Law related to Marriage and Separation**  
**Course Code: ML203B**

**Course Teacher: Dr. Prabha Shree Sain Kaul**

Session 2025-26 onwards	Programme: <u>Two-year LL.M.</u>	Semester:  II	L	T	P	Credit	Contact Hrs. per Week: 5
			3	1	2	5	<b>Total Hrs.: 75</b>

<p><b><i>Course-specific Objectives</i></b></p>	<ol style="list-style-type: none"> <li>1. To analyze the concept, nature and evolution of marriage in light of traditional, modern and postmodern legal theories.</li> <li>2. Assess the legal consequences of marital breakdown, including maintenance, alimony, property rights and legitimacy of children.</li> <li>3. To evaluate the impact of postmodernism on matrimonial institutions, including changing notions of family, gender roles and individual autonomy.</li> <li>4. Examine the rights and welfare of children arising out of separation and divorce, with emphasis on custody and guardianship principles.</li> <li>5. Develop research and analytical skills to address contemporary challenges in family law, including live-in relationships and non-traditional families.</li> </ol>
<p><b><i>Course-specific Outcomes</i></b></p>	<p>After the completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Interpret the legal requirements of a valid marriage, including capacity, consent, ceremonies, and registration.</li> <li>2. Examine the legal grounds and procedures for separation and divorce under different matrimonial laws.</li> <li>3. Evaluate the legal consequences of separation and divorce, including maintenance, alimony and remarriage.</li> <li>4. Assess the principles governing child custody and guardianship, emphasizing the welfare of the child doctrine.</li> <li>5. Analyze the impact of postmodernism on marital institutions, including changing family structures, autonomy and gender roles.</li> </ol>



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**SCHEME OF EXAMINATION**

Examination shall be divided into two components:

- I. Continuous Internal Assessment** = 30 marks
- II. End Term Examination** = 70 marks

**Continuous Internal Assessment (CIA)-30 m**

- Continuous assessment parameters are designed to promote the cognitive ability and to enhance research & analytical skills. CIA is a teacher-driven exercise which is part of class-room teaching-learning process. Teacher will inculcate this assessment within teaching methodology of the given course.
- Drafting of PIL/ Seminar Research Paper/Term Paper & Presentation of 30marks in total (20 marks written submission and 10 marks for presentation). Anyone of the mentioned assignment shall be allocated by the subject teacher to the students which shall carry 30marks (20 marks written submission and 10 marks for presentation). Students shall be encouraged to make use of ICT tools for their assignments.
- Mode of CIA varies from course to course; it primarily includes practical teaching, learning & assessment as per requirement of the legal profession from that specific course.

**End-term Examination-70 marks**

Mode of Continuous Evaluation / Assessment	Marks	Mode of Evaluation	Marks
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<b>I</b>	<b>i. Drafting of PIL/ Seminar or Research Paper/Term paper</b> <b>ii. Presentation</b>	20 + 10 = 30	<b>End Term Examination</b>	<b>70</b>
<b>Total</b>		<b>30</b>		

**Details on pattern of End Term Examination:**

1. Three hours examination of 70 marks will be conducted as per schedule of the examination released by the University. The end term question paper shall consist of Five Questions in all.
2. The first question is compulsory and it shall contain short answer-type questions from all the modules, carrying 2.5 marks each and the student shall be required to attempt all the four questions.
3. Question No. 2, 3, 4 and 5 shall be long-answer-type questions from all the four modules and students shall be required to attempt either of the given two options from each module. Each long answer type question shall carry 15 Marks.
4. Pattern of question paper:

Question Paper will be divided into five-sections (Section A, B, C, D, & E)

● **Section A (Short-questions)**

- Total 04 questions of 2.5 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 15 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.

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



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<b>COURSE CONTENT</b>		
<b>Module No.</b>	<b>Content</b>	<b>Contact Hrs.</b>
<b>I</b>	<p align="center"><b>CONCEPT OF MARRIAGE</b></p> <ul style="list-style-type: none"> <li>● Introduction- Marriage and Kinship</li> <li>● Law relating to Marital and Quasi Marital relationship in Traditional Hindu Law</li> <li>● Concept, Forms and Theories related to Marriage under different Personal laws.</li> <li>● Customary Practices and State Regulation: Polygamy, Concubinage, Child Marriage, Live in relationship vis-a-vis Marriage.</li> </ul>	15
<b>II</b>	<p align="center"><b>MATRIMONIAL REMEDIES: UNDER DIFFERENT PERSONAL LAWS</b></p> <ul style="list-style-type: none"> <li>● Restitution of Conjugal Rights</li> <li>● Judicial Separation</li> <li>● Dissolution of Marriage: Theories, Forms of Divorce, Grounds</li> <li>● Divorce by Mutual Consent</li> <li>● Irretrievable Breakdown as a Ground for Dissolution</li> </ul>	15
<b>III</b>	<p align="center"><b>MAINTENANCE AND FINANCIAL REMEDIES</b></p> <ul style="list-style-type: none"> <li>● Definition</li> <li>● Maintenance of Wife</li> <li>● Gender neutrality in maintenance laws</li> <li>● Parental rights after separation</li> <li>● Shared parenting and joint custody</li> <li>● Maintenance under the Bhartiya Nagarik Suraksha Sanhita, 2023</li> </ul>	15
<b>IV</b>	<p align="center"><b>IMPACT OF POSTMODERNISM ON MARRIAGE AND DIVORCE</b></p> <ul style="list-style-type: none"> <li>● Changing Gender Roles</li> <li>● Gender-neutral laws and emphasis on equality</li> <li>● Same-sex relationships and recognition of diverse Sexual Identities-Historical Background and Homosexuality</li> </ul>	15



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- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>● Gender neutrality in maintenance laws</li><li>● Live- In relationship: Meaning, Reasons Associated, Live in Relationship in India</li></ul> |  |
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**PEDAGOGY**

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.

**SUGGESTED READINGS**

**LIST OF BOOKS**

**Essential Readings:**

- Flavia Agnes, *Family Law and Constitutional Claims*, Oxford University Press, 2011
- R.K. Bangia, *Law of Marriage and Divorce*, Allahabad Law Agency, 2015
- J.D.M. Derrett, *Introduction to Modern Hindu Law*, Oxford University Press, 2016
- B.M. Gandhi, *Hindu Law*, Eastern Book Company, 2017
- Mulla, *Principles of Hindu Law*, LexisNexis, 2018
- Paras Diwan, *Law of Marriage and Divorce*, LexisNexis, 2019
- Kusum, *Family Law – I*, Oxford University Press, 2020

**Suggested Readings:**

- A.A. Fyzee, *Outlines of Muhammadan Law*, Oxford University Press, 2016
- Flavia Agnes, *Law and Gender Inequality*, Oxford University Press, 1999
- Mayne, *Treatise on Hindu Law and Usage*, LexisNexis, 2014
- Poonam Pradhan Saxena, *Family Law Lectures*, LexisNexis, 2018



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- Sivaramayya, *Hindu Law*, Oxford University Press, 2016
- Tahira Mahmud, *Personal Law in Crisis*, Metropolitan Book Company, 1986

**List of Cases:**

1. T. Sivakumar v. Inspector of Police, Tiruvallur Town Police Station, AIR 2012 Mad 62
2. Gullipillisonwia Rai v. Bhandaru Pavani, AIR 2009 SC 1085
3. Ghulam Kura Bibi v. Md. Shafi Mohammad Din, AIR 1940 Peshawar 2
4. Goutam Kundu v. State of West Bengal, AIR 1993 SC 2295
5. Smt. Pinki Jain v. Sh. Sanjay Jain, AIR 2005 Delhi 273
6. Parveen Mehta v. Inderjit Mehta, AIR 2002 SC 2582
7. Smt. Asha Gupta alias Anju Gupta v. Rajiv Kumar, AIR 2005 P H 134
8. Narayan Ganesh Dastane v. Sucheta Narayan Dastane, AIR 1975 SC 1534
9. Bipin Chander Jaisinghbhai Shah v. Prabhavati, AIR 1957 SC 17
10. Rupa Ashok Hurra v. Ashok Hurra & Anr., AIR 2002 SC 177
11. Mohd. Ahmed Khan v. Shah Bano Begum & Anr., 1985 SCR (3) 84
12. Shayara Bano v. Union of India & Ors., (2017) 9 SCC 1
13. Danial Latifi & Anr. v. Union of India, (2001) 7 SCC 740
14. Sarla Mudgal v. Union of India, AIR 1995 SC 1531

**Note:**

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



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**SYLLABUS**

**Course Name: Law on Inheritance and Succession (Including law on Adoption and Surrogacy)**

**Course Code: ML204B**

<b>Session</b>  <b>2025-26 onwards</b>	<b>Programme:</b> <u><b>Two-Year LL.M.</b></u>	<b>Semester:</b>  <b>I</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>	<b>Contact Hrs. per Week:</b> <b>5</b>
			<b>3</b>	<b>1</b>	<b>2</b>	<b>5</b>	<b>Total Hrs.:</b> <b>75</b>

<b>Course-specific Objectives</b>	<ol style="list-style-type: none"> <li>To make the learners conversant with the provisions relating to Hindu Joint Family (HJF), Coparcenary, Karta and Partitions in the ancient and modern era.</li> <li>To make the learners familiar with laws relating to Intestate succession under Hindu Law.</li> <li>To get the learners acquainted with law of inheritance, Wasiyat and gifts under Muslim Law.</li> <li>To focus on the property rights of legal heirs, women and miscellaneous other provisions relating to family issues under Indian Succession Act, 1925.</li> </ol>
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<b>Course-specific Outcomes</b>	<ol style="list-style-type: none"> <li>The learners will become familiar with laws relating to conceptual foundations and property transmission under Hindu Joint Family and procedural aspects thereof.</li> <li>The learners will be conversant with the statutory provisions and procedural aspects relating to Hindu Succession.</li> <li>The learners will be acquainted with law of inheritance Wasiyat and gifts under Muslim Law and procedure thereof.</li> <li>The learners will be able to enforce the property rights of legal heirs, women and other legal rights relating to family issues under Indian Succession Act.</li> </ol>
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**SCHEME OF EXAMINATION**

Examination shall be divided into two components:

**I. Continuous Internal Assessment = 30 marks**

**II. End Term Examination = 70 marks**

<b>Continuous Internal Assessment (CIA)-30 m</b>	<b>End-term Examination-70 marks</b>
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- Continuous assessment parameters are designed to promote the cognitive ability and to enhance research & analytical skills. CIA is a teacher-driven exercise which is part of class-room teaching-learning process. Teacher will inculcate this assessment within teaching methodology of the given course.
- Drafting of PIL/ Seminar Research Paper/Term Paper & Presentation of 30marks in total (20 marks written submission and 10 marks for presentation). Anyone of the mentioned assignment shall be allocated by the subject teacher to the students which shall carry 30marks (20 marks written submission and 10 marks for presentation). Students shall be encouraged to make use of ICT tools for their assignments.
- Mode of CIA varies from course to course; it primarily includes practical teaching, learning & assessment as per requirement of the legal profession from that specific course.

Mode of Continuous Evaluation / Assessment		Marks	Mode of Evaluation	Marks
<b>I</b>	<b>i. Drafting of PIL/ Seminar or Research Paper/Term paper ii. Presentation</b>	20 + 10 = 30	<b>End Term Examination</b>	<b>70</b>
<b>Total</b>		<b>30</b>		

**Details on pattern of End Term Examination:**

1. Three hours examination of 70 marks will be conducted as per schedule of the examination released by the University. The end term question paper shall consist of Five Questions in all.



2. The first question is compulsory and it shall contain short answer-type questions from all the modules, carrying 2.5 marks each and the student shall be required to attempt all the four questions.
3. Question No. 2, 3, 4 and 5 shall be long-answer-type questions from all the four modules and students shall be required to attempt either of the given two options from each module. Each long answer type question shall carry 15 Marks.

4. Pattern of question paper:

Question Paper will be divided into five-sections (Section A, B, C, D, & E)

• **Section A (Short-questions)**

- Total 04 questions of 2.5 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 15 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.

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

**COURSE CONTENT**

<b>Module No.</b>	<b>Content</b>	<b>Contact Hrs.</b>
	<b>Introduction and Hindu Joint Family</b>	
<b>I</b>	<ol style="list-style-type: none"><li>i. Conceptual foundations of inheritance, succession, and property transmission.</li><li>ii. Hindu Joint Family (HJF)</li><li>iii. Concept of coparcenary, Concept of Karta's powers and functions,</li><li>iv. Concept of Partition, and alienation.</li></ol>	20



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	v. Historical evolution from Mitakshara and Dayabhaga schools	
<b>Hindu Succession Act, 1956</b>		
<b>II</b>	<ul style="list-style-type: none"> <li>i. Intestate succession: Class I/II heirs, disqualifications,</li> <li>ii. Stridhan, and women's property rights.</li> <li>iii. 2005 Amendment: Coparcenary rights for daughters</li> <li>iv. Testamentary succession under Hindu law.</li> <li>v. Effect of Adoption</li> </ul>	20
<b>Muslim Law of Inheritance and Gifts</b>		
<b>III</b>	<ul style="list-style-type: none"> <li>i. General principles Inheritance: Sunni (Hanafi) vs. Shia rules, sharers, residuary, and distant kindred.</li> <li>ii. Wasiyat (wills): Limits (1/3rd rule), privileged/unprivileged wills.</li> <li>iii. Hiba (gifts): Essentials,</li> <li>iv. revocation, and oral transfers.</li> </ul>	20
<b>Indian Succession Act, 1925</b>		
<b>IV</b>	<ul style="list-style-type: none"> <li>i. Application to Christians, Parsis, Jews, etc.</li> <li>ii. Intestate rules and domicile.</li> <li>iii. Wills: Capacity, execution, revocation</li> <li>iv. Probate, Letters of Administration, Succession certificates and executor duties.</li> <li>v. Effect of surrogacy</li> </ul>	15

**PEDAGOGY**

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

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

#### SUGGESTED READINGS

#### LIST OF BOOKS

##### Essential Readings:

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

##### Suggested Readings:

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



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

**Note:**

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: Constitutional Law and the  
New Challenges**  
**Course Code: ML202C**

Session	Programme:	Semester:	L	T	P	Credit	Contact Hrs. per Week:	
2025-26 onwards	<u>Two year LL.M.</u>	II	3	1	2	5	5	
							<b>Total Hrs.:</b>	<b>75</b>

<b>Course-specific Objective</b>	<ol style="list-style-type: none"> <li>1. To explore the new challenges and perspectives of the Constitutional development.</li> <li>2. To introduce the emerging regime of new rights and remedies.</li> <li>3. To understand the process of State creation in India and the need to widen its meaning.</li> <li>4. To critically analyse the meaning of secularism and the religious fanaticism regarding it.</li> <li>5. To critically explain various rights of minorities and the constitutional safeguards available to them.</li> </ol>
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<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 the Constitutional vision of justice and contemporary challenges to achieve the same.</li> <li>2. Acquaint with the emerging regime of new rights and remedies.</li> <li>3. Understand the various rights of minorities and the constitutional safeguards available to them.</li> <li>4. Describe the meaning of secularism and the religious fanaticism regarding it.</li> <li>5. Explain the process of State creation in India and its meaning.</li> </ol>
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**SCHEME OF EXAMINATION**

Examination shall be divided into two components:

- I. Continuous Internal Assessment = 30 marks**
- II. End Term Examination = 70 marks**

<b>Continuous Internal Assessment (CIA)-30 m</b>	<b>End-term Examination-70 marks</b>
<ul style="list-style-type: none"> <li>• Continuous assessment parameters are designed to promote the cognitive ability and to enhance research &amp; analytical skills. CIA is a teacher-</li> </ul>	



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<p>driven exercise which is part of class-room teaching-learning process. Teacher will inculcate this assessment within teaching methodology of the given course.</p> <ul style="list-style-type: none"> <li>• Drafting of PIL/ Seminar Research Paper/Term Paper &amp; Presentation of 30marks in total (20 marks written submission and 10 marks for presentation). Anyone of the mentioned assignment shall be allocated by the subject teacher to the students which shall carry 30marks (20 marks written submission and 10 marks for presentation). Students shall be encouraged to make use of ICT tools for their assignments.</li> <li>• Mode of CIA varies from course to course; it primarily includes practical teaching, learning &amp; assessment as per requirement of the legal profession from that specific course.</li> </ul>				
<b>Mode of Continuous Evaluation / Assessment</b>		<b>Marks</b>	<b>Mode of Evaluation</b>	<b>Marks</b>
<b>I</b>	<p><b>i. Drafting of PIL/ Seminar or Research Paper/Term paper</b></p> <p><b>ii. Presentation</b></p>	20 + 10 = 30	<b>End Term Examination</b>	<b>70</b>
<b>Total</b>		<b>30</b>		

**Details on pattern of End Term Examination:**

1. Three hours examination of 70 marks will be conducted as per schedule of the examination released by the University. The end term question paper shall consist of Five Questions in all.
  2. The first question is compulsory and it shall contain short answer-type questions from all the modules, carrying 2.5 marks each and the student shall be required to attempt all the four questions.
  3. Question No. 2, 3, 4 and 5 shall be long-answer-type questions from all the four modules and students shall be required to attempt either of the given two options from each module. Each long answer type question shall carry 15 Marks.
  4. Pattern of question paper:  
Question Paper will be divided into five-sections (Section A, B, C, D, & E)
- **Section A (Short-questions)**
    - Total 04 questions of 2.5 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 15 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.

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

**COURSE CONTENT**

Module No.	Content	Contact Hrs.
<b>I</b>	<b>1. Federalism</b> <ul style="list-style-type: none"> <li>i. Creation of new states               <ul style="list-style-type: none"> <li>a) Allocation and share of resources,</li> <li>b) distribution of grants- in- aid.</li> </ul> </li> <li>ii. The inter–state disputes on resources; Rehabilitation of internally displaced persons</li> <li>iii. Centre’s responsibility and internal disturbance within states; Directions of the Center to the state under Article 356 and 365</li> <li>iv. Special status of certain States; Tribal Areas; Scheduled Areas</li> </ul>	15
<b>II</b>	<b>2.‘State’</b> <ul style="list-style-type: none"> <li>i. Need for widening the definition in the wake of liberalization.</li> <li>ii. Right to equality in the context of privatization and its impact on affirmative action; Empowerment of women; rights of third gender</li> <li>iii. Freedom of speech and right to broadcast and telecast; Right to strikes (hartal and bandh).</li> <li>iv. Reading Directive Principles and Fundamental Duties into Fundamental Rights.</li> <li>v. Right of minorities to establish and administer educational Institutions and State control;</li> <li>vi. Secularism and religious fanaticism</li> </ul>	15
<b>III</b>	<b>3.Separation of powers and checks and balances; relationship of executive , legislature and courts.</b> <ul style="list-style-type: none"> <li>i. Judicial activism and judicial restraint.</li> <li>ii. PIL; implementation</li> </ul>	15



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	<p>iii. Judicial independence; Appointment, transfer and removal of judges.</p> <p>iv. Accountability: executive and judiciary;</p>	
<b>IV</b>	<p><b>4.Democratic process</b></p> <p>i. Nexus of politics with criminals and the business</p> <p>ii. Election; Election Commission: status; Electoral Reforms</p> <p>iii. Coalition Government, ‘stability, duration, corrupt practice’; Parliamentary form of Government vs. Presidential form of government</p>	15

**PEDAGOGY**

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.

**SUGGESTED READINGS**

**LIST OF BOOKS**

**Essential Readings:**

- Durga Das Basu, Introduction to the Constitution of India (20th Ed. Reprint, Lexis-Nexis-Butterworth Wadhwa, Nagpur, 2011).
- Durga Das Basu, Shorter Constitution of India (16th Ed., Lexis-Nexis, 2021).
- V.N. Shukla, Constitution of India (14th Ed., Eastern Book Company, 2022).
- Seervai, Constitutional Law of India (4th Ed. Reprint, Universal Law Publishing Co. Pvt. Ltd., 2023).
- J.N. Pandey, Constitutional Law of India (62nd Ed., Central law Agency, 2025).
- Dr. K.C. Joshi, The Constitution Law of India, (3rd Ed, Central law Agency, 2016)



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### Suggested Readings:

- David Strauss, *The Living Constitution* (Oxford University Press, 2010).
- Ervin Chemerinsky, *Constitutional Law, Principles and Policies* (3rd Ed. Aspen, 2006).
- Neral Devins and Louis Fisher, *The Democratic Constitution* (Oxford University Press, 2010).
- G.Austin, *The Indian Constitution: Cornerstone of a Nation* (Oxford University Press, 2008).
- Elizabeth Giussani, *Constitutional and Administrative Law* ( Sweet and Maxwell, 2008).

### Note:

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



**SYLLABUS**

**Course Name: Local Self-Government & Federal Governance**  
**Course Code: ML203C**

**Dr. KULWANT SINGH**

Session 2025-26 onwards	Programme:	Semester:	L	T	P	Credit	Contact Hrs. per Week:	
	<b>Two-year LL.M.</b>	<b>II</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>5</b>	<b>5</b>	
							<b>Total Hrs.:</b>	<b>75</b>

*Course-specific  
Objectives*

**The aims of the course are to:**

1. Develop a conceptual and theoretical understanding of Local Self-Governance as an essential component of democratic decentralisation, tracing its historical evolution and philosophical foundations in India.
2. Critically examine the constitutional status of Local Self-Government as the third tier of Indian federalism, with particular emphasis on the 73rd and 74th Constitutional Amendments, devolution of powers, and the evolving role of the judiciary in strengthening decentralised governance.
3. Analyse the legal and institutional framework governing rural local governance, especially the Panchayati Raj system under the Haryana Panchayati Raj Act, 1994, including composition, powers, elections, reservations, and accountability mechanisms.
4. Examine the structure and functioning of urban local bodies, with special reference to Municipal Corporations under the Haryana Municipal Corporation Act, 1994, focusing on representative character, electoral processes, and service delivery functions.
5. Evaluate the role of Local Self-Government institutions in promoting grassroots democracy, social justice, inclusive development, and participatory governance in contemporary India.
6. Foster advanced legal research and analytical skills by enabling students to engage critically with statutes, constitutional provisions, case law, policy documents, and empirical governance studies related to local governance.
7. Prepare students for academic, policy, and governance-related careers by equipping them with the ability to analyse decentralisation challenges, inter-governmental relations, and federal dynamics at the local level.

*Course-specific  
Outcomes*

**After the completion of this course, students will be able to:**

1. Explain and contextualise the concept and evolution of Local Self-Governance in India, including the contributions of major committees such as Balwant Rai Mehta, Ashok Mehta, G.V.K. Rao, and L.M. Singhvi.
2. Interpret and critically assess constitutional provisions relating to local governance, including the Eleventh and Twelfth Schedules, and judicial responses to decentralisation and federal balance.
3. Analyse statutory frameworks governing Panchayati Raj Institutions, with specific reference to the Haryana Panchayati Raj Act, 1994, covering composition, qualifications, disqualifications, elections, and reservation policies.



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4. Evaluate the legal structure and functioning of urban local bodies, particularly Municipal Corporations under the Haryana Municipal Corporation Act, 1994, in the context of urban governance challenges.
5. Apply legal principles of local governance to real-world governance problems, policy debates, and socio-legal issues at rural and urban levels.
6. Undertake independent legal and socio-legal research on Local Self-Government and federal governance using statutory interpretation, case law analysis, and interdisciplinary sources.
7. Critically assess the effectiveness of decentralised governance mechanisms in achieving democratic participation, accountability, transparency, and inclusive development.

**SCHEME OF EXAMINATION**

Examination shall be divided into two components:

- I. Continuous Internal Assessment = 30 marks
- II. End Term Examination = 70 marks

**Continuous Internal Assessment (CIA)-30 Marks**

- Continuous assessment parameters are designed to promote the cognitive ability and to enhance research & analytical skills. CIA is a teacher-driven exercise which is part of class-room teaching-learning process. Teacher will inculcate this assessment within teaching methodology of the given course.
- Drafting of PIL/ Seminar Research Paper/Term Paper & Presentation of 30marks in total (20 marks written submission and 10 marks for presentation). Anyone of the mentioned assignment shall be allocated by the subject teacher to the students which shall carry 30marks (20 marks written submission and 10 marks for presentation). Students shall be encouraged to make use of ICT tools for their assignments.
- Mode of CIA varies from course to course; it primarily includes practical teaching, learning & assessment as per requirement of the legal profession from that specific course.

**End-term Examination-70 marks**

Mode of Continuous Evaluation / Assessment	Marks	Mode of Evaluation	Marks
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<b>I</b>	<b>i. Drafting of PIL/ Seminar or Research Paper/Term paper</b> <b>ii. Presentation</b>	20 + 10 = 30	<b>End Term Examination</b>	<b>70</b>
<b>Total</b>		<b>30</b>		

**Details on pattern of End Term Examination:**

1. Three hours examination of 70 marks will be conducted as per schedule of the examination released by the University. The end term question paper shall consist of Five Questions in all.
2. The first question is compulsory and it shall contain short answer-type questions from all the modules, carrying 2.5 marks each and the student shall be required to attempt all the four questions.
3. Question No. 2, 3, 4 and 5 shall be long-answer-type questions from all the four modules and students shall be required to attempt either of the given two options from each module. Each long answer type question shall carry 15 Marks.
4. Pattern of question paper:  
Question Paper will be divided into five-sections (Section A, B, C, D, & E)
  - **Section A (Short-questions)**
    - Total 04 questions of 2.5 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 15 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.

**Note: Question paper will cover all modules equally / proportionately keeping in view the course objectives and the outcomes.**

**COURSE CONTENT**

Module No.	Content	Contact Hrs.
<b>I</b>	<b>Concepts of Local Self Governance</b> Concept of Local Self Government, Historical Evolution, Role of Balwant Rai Mehta, Ashok Mehta, G.V. K. Rao and L.M. Singhvi Committees in strengthening of Local Self-government, Importance of Local Self Governance	15
<b>II</b>	<b>Constitutional Status of Local Self Governance</b> Local Self-Government as the third tier of Indian federalism, Constitutional status of Local Self-Government after the 73 <sup>rd</sup> and 74 <sup>th</sup> Constitutional Amendments, Devolution	20



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	of powers under the Eleventh and Twelfth Schedules, Judicial approach to decentralisation and local governance, Concept of Gram Nyayalaya, Digital governance and e-Panchayats	
<b>III</b>	<b>Rural Local Governance &amp; The Haryana Panchayati Raj Act, 1994 (with latest amendments)</b> Panchayati Raj and Rural development planning, Composition of Gram Sabha, Gram Panchayat, Panchayat Samiti, Zila Parishad and their functions, rights and duties, Qualification and disqualification of membership, Reservation of backward classes, women, Schedule castes etc., Election of Panchayat, Role of State Election Commission	20
<b>IV</b>	<b>Urban Local Governance &amp; The Haryana Municipal Corporation Act, 1994 (with latest amendments)</b> Urban Local Bodies within the federal framework, Sabha Area and its Composition, Composition of Municipality, Qualification and disqualification of membership, Functions, Rights and Duties of municipalities, Election of the Municipalities, Reservation of Backward Classes, Women and Scheduled Castes etc., Election of Municipalities, Role of State Election Commission	20

**PEDAGOGY**

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.

**SUGGESTED READINGS**

**LIST OF BOOKS**

**Essential Readings:**

- **Gautam Bhatia, *Indian Constitution: A Conversation with Power*, HarperCollins India, 2025.**



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- **M. P. Jain**, *Indian Constitutional Law*, 9th ed., LexisNexis, **2025**.
- **S. R. Myneni**, *Local Self Government (Including Panchayati Raj)*, 2nd ed., Allahabad Law Agency, **2025**.
- **Vinayak Narain Srivastava**, *Local Governance in India: The Panchayati Raj*, Routledge India, **2025**.
- **Durga Das Basu**, *Introduction to the Constitution of India*, 27th ed., LexisNexis, **2024**.

**Suggested Readings:**

- **George Mathew**, *Panchayati Raj in India: Perspectives on a Changing Paradigm*, Concept Publishing, **2023**.
- **Bidyut Chakrabarty & Rajendra Kumar Pandey**, *Local Government in India*, Oxford University Press, **2022**.
- **Pranab Bardhan & Dilip Mookherjee**, *Decentralization and Local Governance in Developing Countries*, MIT Press, **2021**.
- **Ramesh Kumar Singh**, *Urban Local Government and Administration in India*, Mittal Publications, **2020**.
- **Nirmala Buch**, *Grassroots Governance: Panchayati Raj Institutions in India*, Orient Blackswan, **2019**.
- **The Constitution of India** (with latest amendments).
- **The Haryana Panchayati Raj Act, 1994** (with latest amendments).
- **The Haryana Municipal Corporation Act, 1994** (with latest amendments)

**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: Fundamental Rights & Duties  
and Directive Principles**

**Course Code: ML204C**

Session	Programme:	Semester:	L	T	P	Credit	Contact Hrs. per Week:	
2025-26 onwards	<u>Two year LL.M.</u>	I	3	1	2	5	5	
							<b>Total Hrs.:</b>	<b>75</b>

**Course-specific  
Objectives**

1. **To analyze** the historical evolution of the Bill of Rights, the definition of "State" (Article 12), and the concept of Judicial Review (Article 13).
2. **To examine** the scope of Individual and Collective Liberties, including the Right to Equality, Freedom, and Protection against Exploitation (Articles 14–31).
3. **To understand** the nature of Directive Principles of State Policy (DPSPs) and their role in social engineering and governance (Articles 36–51).
4. **To explore** the enforcement mechanisms, including Fundamental Duties, Constitutional Remedies (Article 32), and the judicial interpretation of the conflict between Fundamental Rights and DPSPs.

**Course-specific  
Outcomes**

After the completion of this course, students will be able to:

1. **Trace** the historical evolution of the Indian Constitution and interpret the definition of "State" and the scope of Judicial Review under Articles 12 and 13.
2. **Critically analyze** the enforcement and scope of Individual and Collective Liberties, including the Right to Equality, Freedom, and Protection against Exploitation (Articles 14–24).
3. **Evaluate** the Directive Principles of State Policy (DPSPs) as tools for social engineering and their classification into Socialistic, Gandhian, and Liberal-Intellectual principles.
4. **Examine** the Right to Freedom of Religion and Cultural Rights to understand the protection of minority interests in a pluralistic society.
5. **Apply** the Constitutional Remedies (Article 32) and understand the evolving inter-relationship between Fundamental Rights, DPSPs, and Fundamental Duties through landmark case laws.



**SCHEME OF EXAMINATION**

Examination shall be divided into two components:

- I. Continuous Internal Assessment** = 30 marks
- II. End Term Examination** = 70 marks

**Continuous Internal Assessment (CIA)-30 m**

- Continuous assessment parameters are designed to promote the cognitive ability and to enhance research & analytical skills. CIA is a teacher-driven exercise which is part of class-room teaching-learning process. Teacher will inculcate this assessment within teaching methodology of the given course.
- Drafting of PIL/ Seminar Research Paper/Term Paper & Presentation of 30marks in total (20 marks written submission and 10 marks for presentation). Anyone of the mentioned assignment shall be allocated by the subject teacher to the students which shall carry 30marks (20 marks written submission and 10 marks for presentation). Students shall be encouraged to make use of ICT tools for their assignments.
- Mode of CIA varies from course to course; it primarily includes practical teaching, learning & assessment as per requirement of the legal profession from that specific course.

**End-term Examination-70 marks**

<b>Mode of Continuous Evaluation / Assessment</b>	<b>Marks</b>	<b>Mode of Evaluation</b>	<b>Marks</b>
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<b>I</b>	<b>i. Drafting of PIL/ Seminar or Research Paper/Term paper</b> <b>ii. Presentation</b>	20 + 10 = 30	<b>End Term Examination</b>	<b>70</b>
<b>Total</b>		<b>30</b>		

**Details on pattern of End Term Examination:**

1. Three hours examination of 70 marks will be conducted as per schedule of the examination released by the University. The end term question paper shall consist of Five Questions in all.
2. The first question is compulsory and it shall contain short answer-type questions from all the modules, carrying 2.5 marks each and the student shall be required to attempt all the four questions.
3. Question No. 2, 3, 4 and 5 shall be long-answer-type questions from all the four modules and students shall be required to attempt either of the given two options from each module. Each long answer type question shall carry 15 Marks.

4. Pattern of question paper:

Question Paper will be divided into five-sections (Section A, B, C, D, & E)

• **Section A (Short-questions)**

- Total 04 questions of 2.5 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 15 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.

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



**COURSE CONTENT**

Module No.	Content	Contact Hrs.
	<b>Philosophy and Foundations</b>	
<b>I</b>	<ul style="list-style-type: none"> <li>• <b>Historical Evolution:</b> Background of the Bill of Rights, the Impact of the Universal Declaration of Human Rights (UDHR), and the Constituent Assembly debates.</li> <li>• <b>The "State" and Judicial Review:</b> Detailed study of <b>Article 12</b> (Definition of State) and <b>Article 13</b> (Laws inconsistent with Fundamental Rights), including the Power of Judicial Review.</li> <li>• <b>Nature of Rights:</b> Difference between enforceable (justiciable) and non-enforceable rights, and the concept that Fundamental Rights cannot be waived.</li> <li>• <b>Relationship with Preamble:</b> How the Preamble's vision of justice, liberty, and equality is operationalized through Part III.</li> </ul>	15
	<b>Individual and Collective Liberties (Articles 14–31)</b>	
<b>II</b>	<ul style="list-style-type: none"> <li>• <b>Right to Equality (Articles 14–18):</b> Equality before the law, prohibition of discrimination, equality of opportunity in public employment, and the abolition of untouchability and titles.</li> <li>• <b>Right to Freedom (Articles 19–22):</b> The six freedoms under Article 19 (speech, assembly, etc.), protection in respect of conviction, and the Right to Life and Personal Liberty (Article 21).</li> <li>• <b>Right against Exploitation (Articles 23–24):</b> Prohibition of human trafficking, forced labour, and employment of children in hazardous industries.</li> </ul>	15



	<ul style="list-style-type: none"> <li>• <b>Freedom of Religion and Cultural Rights (Articles 25–30):</b> Right to practice and propagate religion, protection of minority interests, and their right to establish educational institutions</li> </ul>	
	<b>Social Engineering and Governance (Part IV: DPSP)</b>	
<b>III</b>	<ul style="list-style-type: none"> <li>• <b>Nature and Scope:</b> Understanding that DPSPs (Articles 36–51) are non-justiciable but fundamental in the governance of the country.</li> <li>• <b>Classification of Principles:</b> <ul style="list-style-type: none"> <li>○ <b>Socialistic:</b> Adequate livelihood, equal pay for equal work, and free legal aid (Article 39A).</li> <li>○ <b>Gandhian:</b> Village Panchayats (Article 40), cottage industries, and prohibition of intoxicants.</li> <li>○ <b>Liberal-Intellectual:</b> Uniform Civil Code (Article 44), Right to Education (Article 45), and Separation of Judiciary (Article 50).</li> </ul> </li> <li>• <b>International Peace:</b> Promotion of international peace and security under Article 51.</li> </ul>	15
	<b>Obligations and Enforcement (Part III &amp; IV-A)</b>	
<b>IV</b>	<ul style="list-style-type: none"> <li>• <b>Fundamental Duties (Part IV-A):</b> Study of the 11 duties under Article 51A, their origin (Swaran Singh Committee), and their relevance in contemporary society.</li> <li>• <b>Constitutional Remedies (Article 32):</b> The "Heart and Soul" of the Constitution; the power of the Supreme Court to issue writs like Habeas Corpus and Mandamus.</li> </ul>	15



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|  | <ul style="list-style-type: none"><li>• <b>Inter-relationship and Conflicts: Analysis of the evolving relationship between Part III and Part IV, focusing on landmark judgments such as <i>Kesavananda Bharati</i> and <i>Minerva Mills</i>.</b></li><li>• <b>Amendments: Impact of key amendments like the 42nd, 44th, and 86th (Right to Education) on these sections.</b></li></ul> |  |
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### PEDAGOGY

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

- **A.K. Gopalan v. State of Madras (1950)**
- **Maneka Gandhi v. Union of India (1978)**
- **Justice K.S. Puttaswamy v. Union of India (2017)**
- **Shreya Singhal v. Union of India (2015)**
- **Navtej Singh Johar v. Union of India (2018)**
- **M.K. Ranjitsinh v. Union of India (2024)**
- **Kaushal Kishore v. State of UP (2023)**



- **Champakam Dorairajan v. State of Madras (1951)**
- **Golaknath v. State of Punjab (1967)**
- **Kesavananda Bharati v. State of Kerala (1973)**
- **Minerva Mills v. Union of India (1980)**
- **Indra Sawhney v. Union of India (1992)**
- **Vishaka v. State of Rajasthan (1997)**
- **Olga Tellis v. Bombay Municipal Corp. (1985)**
- **Property Owners Association v. State of Maharashtra (2024)**
- **Bijoe Emmanuel v. State of Kerala (1986)**
- **M.C. Mehta v. Kamal Nath (2000)**
- **Shri Ranganath Mishra v. Union of India (2003)**

#### LIST OF BOOKS

##### Essential Readings:

- **Law, Religion and Secularism, Historical, Constitutional and International Perspectives 2022 by Professor Devinder Singh**
- **Polity by M. Laxmikanth 8th Edition 2025**
- **Introduction to the Constitution of India by D.D. Basu**
- **Our Constitution by Subhash C. Kashyap**
- **The Indian Constitution: Cornerstone of a Nation by Granville Austin**

##### Suggested Readings:

- **Constitution of India Bare Act (2026 Edition)**
- **Important Judgments that Transformed India by Alex Andrews George**
- **The Indian Constitution: Conversations with Power by Gautam Bhatia 2026**

##### **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: Corporate Governance and Social Responsibility**

**Course Code: ML202D**

Session	Programme:	Semester:	L	T	P	Credit	Contact Hrs. per Week:	
2025-26 onwards	<u>Two year LL.M.</u>	II	3	1	2	5	5	
							<b>Total Hrs.:</b>	<b>75</b>

**Course-specific Objectives**

1. To enable students to understand the regulatory framework governing the corporate sector.
2. To develop an idea about corporate governance and the legal framework that operates in the field
3. To enable the students to acquire understanding on the legal foundation of Corporate Governance.
4. To give an opportunity to the students to explore the nuances of the legalities in the area of corporate social responsibility and help them to develop legal knowledge in this field.
5. To analyse corporate remedies and responsibilities, including oppression and mismanagement, winding up, corporate social responsibility, and the role of regulatory and adjudicatory bodies.

**Course-specific Outcomes**

- After the completion of this course, students will be able to:
1. Critically evaluate the existing legal framework relating to company and regulatory framework of companies in accordance with the Companies Act, 2013 including the Companies (Amendment) Act, 2017.
  2. To exhibit critical and analytical understanding about the current policy trends and developments in Company Law.
  3. Acquire knowledge about the legality of corporate governance issues
  4. Identify and articulate complex legal issues that arise in business practice and demonstrate advanced analysis of statutory provisions and case-law and well-developed skills in creative thinking to generate appropriate legal and practical responses to those issues
  5. Students will be able to assess corporate governance mechanisms, including the role of directors, shareholders, and management, and evaluate compliance requirements under the Companies Act, 2013.

**SCHEME OF EXAMINATION**

Examination shall be divided into two components:



**I. Continuous Internal Assessment = 30 marks**

**II. End Term Examination = 70 marks**

**Continuous Internal Assessment (CIA)-30 m**

- Continuous assessment parameters are designed to promote the cognitive ability and to enhance research & analytical skills. CIA is a teacher-driven exercise which is part of class-room teaching-learning process. Teacher will inculcate this assessment within teaching methodology of the given course.
- Drafting of PIL/ Seminar Research Paper/Term Paper & Presentation of 30marks in total (20 marks written submission and 10 marks for presentation). Anyone of the mentioned assignment shall be allocated by the subject teacher to the students which shall carry 30marks (20 marks written submission and 10 marks for presentation). Students shall be encouraged to make use of ICT tools for their assignments.
- Mode of CIA varies from course to course; it primarily includes practical teaching, learning & assessment as per requirement of the legal profession from that specific course.

**End-term Examination-70 marks**

<b>Mode of Continuous Evaluation / Assessment</b>	<b>Marks</b>	<b>Mode of Evaluation</b>	<b>Marks</b>
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<b>I</b>	<b>i. Drafting of PIL/ Seminar or Research Paper/Term paper</b> <b>ii. Presentation</b>	20 + 10 = 30	<b>End Term Examination</b>	<b>70</b>
<b>Total</b>		<b>30</b>		

**Details on pattern of End Term Examination:**

1. Three hours examination of 70 marks will be conducted as per schedule of the examination released by the University. The end term question paper shall consist of Five Questions in all.
2. The first question is compulsory and it shall contain short answer-type questions from all the modules, carrying 2.5 marks each and the student shall be required to attempt all the four questions.
3. Question No. 2, 3, 4 and 5 shall be long-answer-type questions from all the four modules and students shall be required to attempt either of the given two options from each module. Each long answer type question shall carry 15 Marks.

4. Pattern of question paper:

Question Paper will be divided into five-sections (Section A, B, C, D, & E)

• **Section A (Short-questions)**

- Total 04 questions of 2.5 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 15 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.

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



**COURSE CONTENT**

<b>Module No.</b>	<b>Content</b>	<b>Contact Hrs.</b>
<b>I</b>	(i) Concept of Promotion, Promoters- Duties, Powers and Liabilities, their legal position, Pre-incorporation contracts. (ii) Formalities for formation of company, Procedure of registration and role of registrar, online registration of a company, Certificate of Incorporation and its conclusiveness, Commencement of Business (iii) Prospectus, Liability for misstatements	15
<b>II</b>	(i) Corporate Incorporation -Memorandum of Association- Need, Contents and Procedure for alteration, Effect of Memorandum, Doctrine of Ultra Vires, Its origin, erosion and evasion, consequences of an Ultra Vires Transaction (ii) Articles of Association- Contents and Relation with Memorandum, Doctrine of Constructive Notice, Doctrine of Indoor Management- origin, application and exceptions	15
<b>III</b>	(i) Management and Corporate Governance-Evolution of Corporate Governance in India and its recognition in the Companies Act 2013, General Body of Shareholders, Board of Directors: Position of Directors Vis-à-vis General Body of Shareholder (ii) Directors: Types, Qualifications, appointment, remuneration, termination, Power and duties of Directors, Managing Director: appointment, term, remuneration and removal, Director's Identification Number, Independent Director (iii) Corporate Liquidation -Winding up of companies, Ground of winding up; Procedure of winding up; Appointment of liquidators; National Company law tribunal (NCLT); Special courts.	15
<b>IV</b>	(i) Oppression and Mismanagement of Companies - Exceptions; Prevention of Oppression and mismanagement, misfeasance proceedings and winding up of on just and equitable grounds; Administrative Remedies- Removal of managerial personnel, appointment of Government directors, Special Audit; Class Action suits (ii) Corporate Social Responsibility -Introduction to CSR; Need for CSR; Theories and Justification; Characteristics of social responsibility and Principles of Social Responsibility (iii) CSR under Companies Act, 2013; CSR Policy Rules, 2014	15
<b>PEDAGOGY</b>		



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.

### **SUGGESTED READINGS**

#### **LIST OF BOOKS**

##### **Essential Readings:**

- The Companies Act, 2013
- Gower's and Davies' Principles of Modern Company Law, (8th ed., 2008)
- A. Ramaiya, Guide to the Companies Act (17th ed., 2010),
- Hicks, Andrew & Goo S H, Cases and Material on Company Law, Oxford University Press (8th ed., 2008)
- Kershaw, David, Company Law in Context, Oxford University Press, UK, (2nd ed., 2012)
- Gowar, LCB, Principles of Modern Company Law, Stevens & Sons, London.
- K.M. Ghosh & Dr. K.R. Chandratre's Company Law , (13th ed., 2007)
- Avtar Singh, Company Law (16th ed., 2015)
- H.K.Saharay, Company Law , (6th ed., 2012)
- Palmer's Company Law, Annotated Guide to the Companies Act 2006
- Chartered Secretary: ICSI, New Delhi
- Corporate Law Adviser
- Company Law Journal

##### **Suggested Readings:**

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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*, *liiofindia.org*. National Judicial Grid



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**SYLLABUS**

**Course Name: Law on Corporate Taxation**

**Course Code: ML203D**

Session	Programme:	Semester:	L	T	P	Credit	Contact Hrs. per Week:
2025-26 onwards	<u>Two year LL.M.</u>	II					<b>5</b>
			3	1	2	5	<b>Total Hrs.: 75</b>

<b>Course-specific Objectives</b>	<ol style="list-style-type: none"> <li>1. To study the framework of tax laws applicable to corporate entities in India.</li> <li>2. To understand the key concepts dealing with incidence of tax, corporate tax planning and strategies.</li> <li>3. To examine the emerging corporate tax levy, return filing reforms and judicial trends.</li> <li>4. To critically analyze the functioning of the tax authorities.</li> <li>5. To analyse the GST regime and excise duties imposed and allocated roles.</li> </ol>
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<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. Acquire an understanding of the framework of tax laws applicable on corporate entities</li> <li>2. Be able to appreciate the decisional practice of tax authorities and courts in India.</li> <li>3. Develop an understanding of the contemporary trends in corporate taxation.</li> <li>4. Understand Goods and Services Tax (GST), including levy, supply, exemptions, and the mechanism of input tax credit.</li> <li>5. Understand the levy and administration of customs duty in imports-exports by corporates</li> </ol>
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**SCHEME OF EXAMINATION**

Examination shall be divided into two components:

- I. Continuous Internal Assessment = 30 marks**
- II. End Term Examination = 70 marks**

<p><b>Continuous Internal Assessment (CIA)-30 m</b></p> <ul style="list-style-type: none"> <li>• Continuous assessment parameters are designed to promote the cognitive ability and to enhance research &amp; analytical skills. CIA is a teacher-</li> </ul>	<p><b>End-term Examination-70 marks</b></p>
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driven exercise which is part of class-room teaching-learning process. Teacher will inculcate this assessment within teaching methodology of the given course.

- Drafting of Seminar Research Paper/Term Paper & Presentation of 30marks in total (20 marks written submission and 10 marks for presentation). Anyone of the mentioned assignment shall be allocated by the subject teacher to the students which shall carry 30marks (20 marks written submission and 10 marks for presentation). Students shall be encouraged to make use of ICT tools for their assignments.
- Mode of CIA varies from course to course; it primarily includes practical teaching, learning & assessment as per requirement of the legal profession from that specific course.

Mode of Continuous Evaluation / Assessment		Marks	Mode of Evaluation	Marks
<b>I</b>	<b>i. Seminar or Research Paper/Term paper ii. Presentation</b>	20 + 10 = 30	<b>End Term Examination</b>	<b>70</b>
<b>Total</b>		<b>30</b>		

**Details on pattern of End Term Examination:**

1. Three hours examination of 70 marks will be conducted as per schedule of the examination released by the University. The end term question paper shall consist of Five Questions in all.
2. The first question is compulsory and it shall contain short answer-type questions from all the modules, carrying 2.5 marks each and the student shall be required to attempt all the four questions.



3. Question No. 2, 3, 4 and 5 shall be long-answer-type questions from all the four modules and students shall be required to attempt either of the given two options from each module. Each long answer type question shall carry 15 Marks.

4. Pattern of question paper:

Question Paper will be divided into five-sections (Section A, B, C, D, & E)

• **Section A (Short-questions)**

- Total 04 questions of 2.5 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 15 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.

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

**COURSE CONTENT**

<b>Module No.</b>	<b>Content</b>	<b>Contact Hrs.</b>
<b>I</b>	<b>Direct Tax incidence on Companies and the Law</b> (i) Constitution of India and Taxation regime (ii) Residential Status and Tax Incidence on Companies (iv) Relevant Head of Income- Brief overview (v) Minimum Alternate Tax (vi) Taxation of Dividend: Sec 148, 207 (Income Tax Act, 2025); Company's Role and Responsibilities (vii) Taxation on Buy Back of Shares by India Companies (viii) Carbon Credit Taxation	20



<p><b>II</b></p>	<p><b>Indirect Tax</b></p> <p>(i) Key Constitutional Provisions for GST: 101st Amendment Act of 2016, Articles- Art. 246A, Art. 279A &amp; Art. 269A  (ii) GST- meaning and nature  (iii) Overview to Central/State/Union Territory/Integrated GST  (iv) Input Tax Credit- Concept  (v)Exemptions under GST  (vi) Goods and Services Tax Appellate Tribunal</p>	<p>20</p>
<p><b>III</b></p>	<p><b>Corporate Tax: Planning and Levy</b></p> <p>(i) Corporate Tax Planning: Objective and Strategies  (ii) Corporate Re-Structuring- Amalgamation and Demerger under Income Tax Act, 2025: Sec 2(6), 2(34) &amp; 2(35); Treatment of accumulated losses and unabsorbed depreciation in amalgamation or demerger- Sec. 116 &amp; 117  (iii) Corporate Tax: Levy, Surcharge and Due Dates  (iv) Tax deductions available to Companies under Chapter VIII of the Income Tax Act, 2025: Sections- 133, 135,136, 138 to 150.</p>	<p>20</p>
<p><b>IV</b></p>	<p><b>Reforms and Filing Process</b></p> <p>(i) Overview of Filling Process- Tax Returns by Companie  (ii) Recent Reforms and Digital Initiatives: Faceless Assessment, Schemes to resolves disputes, Taxpayer Charter &amp; Digital Filing Portals</p> <p><b>Levy of customs duty: Imports &amp; Exports</b></p> <p>(i) Customs Duty- meaning, nature and types  (ii) Levy and collection of custom duty  (iii) Exemptions from Custom duty</p>	<p>15</p>
<p><b>PEDAGOGY</b></p>		
<p>Teaching methodology is course-specific and aims at enhancing the research skills &amp; professional growth 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 &amp; holistic development of the students.</p>		



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.

### SUGGESTED READINGS

#### LIST OF BOOKS

##### **Essential Readings:**

- Datar, A.P (2020) *Kanga and Palkhivala's The Law and Practice of Income Tax* Lexis Nexis
- Ahuja, G & Gupta, R (2022) *Principles of Taxation Law* Commercial Law Publishers
- Pathakji, N (2023) *Principles of Taxation Laws* Taxmann
- Batra, A (2023) *GST Ready Reckoner* Bharat Publishers
- Datey, VS (2023) *Customs Law and Practice* Taxmann
- Direct Taxes Law & Practice By Vinod K. Singhanian, Kapil Singhanian – Professional Edition
- Introduction to Taxation: A Textbook for Law Students, Ramamurthy. S, EBC
- Taxation Principles And Applications-A Compendium, Parthasarathi Shome, EBC

##### **Suggested Readings:**

- Tom Wheelwright's Tax-Free Wealth
- John Brewer's The Sinews of Power
- William D. Elliott's Federal Tax Collection, Liens & Levies, Publisher: Prentice Hall/Rosenfeld Launer Publications

##### **List of Statutes:**

- The Income Tax Act. 1961 and 2025
- The Central Goods and Service Act, 2017
- The Integrated Goods and Service Tax Act, 2017
- The State Goods and Service Tax Act, 2017
- The Companies Act, 2013
- The Customs Act, 1962



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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*, *liiofindia.org*. National Judicial Grid



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**SYLLABUS**

**Course Name: Banking Laws and Policy**

**Course Faculty: Dr. Prabha Shree Sain Kaul**

**Course Code: ML204D**

Session	Programme:	Semester:	L	T	P	Credit	Contact Hrs. per Week:
2025-26 onwards	<u>Two year LL.M.</u>	II					<b>5</b>
			<b>3</b>	<b>1</b>	<b>2</b>	<b>5</b>	<b>Total Hrs.: 75</b>

***Course-specific Objectives***

1. The course aims to equip students with skills to work as legal advisors to banking and financial Companies.
2. To train students in identifying legal issues and challenges faced in the banking sectors
3. To analyse important principles governing the Banking sector.
4. To acquire specialized knowledge of law and practice relating to Banking.
5. To study contemporary issues in banking, including ethics, corporate governance, consumer protection, technological developments, and sustainable banking practices.

***Course-specific Outcomes***

- After the completion of this course, students will be able to:
1. Develop an insight into the different theoretical and practical aspects of the banking which are conducive to generate understanding, awareness and familiarization about the development and changes in Indian banking sector
  2. With proper understanding in this field, students may develop proficiency in analyzing various practical situations falling under the purview of banking
  3. Learners may carve a niche for themselves in corporate world, and in new emerging dimensions in banking system including e-commerce and e-banking.
  4. An abridged comparative analysis of debt recovery and redressal available in the banking system in India.
  5. Students will be able to evaluate emerging trends and challenges in banking, including digital banking, consumer protection, corporate governance, microfinance, and sustainable banking practices.

**SCHEME OF EXAMINATION**

Examination shall be divided into two components:

- I. Continuous Internal Assessment = 30 marks**
- II. End Term Examination = 70 marks**

**Continuous Internal Assessment (CIA)-30 m**

**End-term Examination-70 marks**



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- Continuous assessment parameters are designed to promote the cognitive ability and to enhance research & analytical skills. CIA is a teacher-driven exercise which is part of class-room teaching-learning process. Teacher will inculcate this assessment within teaching methodology of the given course.
- Drafting of PIL/ Seminar Research Paper/Term Paper & Presentation of 30marks in total (20 marks written submission and 10 marks for presentation). Anyone of the mentioned assignment shall be allocated by the subject teacher to the students which shall carry 30marks (20 marks written submission and 10 marks for presentation). Students shall be encouraged to make use of ICT tools for their assignments.
- Mode of CIA varies from course to course; it primarily includes practical teaching, learning & assessment as per requirement of the legal profession from that specific course.

Mode of Continuous Evaluation / Assessment		Marks	Mode of Evaluation	Marks
<b>I</b>	<b>i. Drafting of PIL/ Seminar or Research Paper/Term paper ii. Presentation</b>	20 + 10 = 30	<b>End Term Examination</b>	<b>70</b>
<b>Total</b>		<b>30</b>		
<b>Details on pattern of End Term Examination:</b>				



1. Three hours examination of 70 marks will be conducted as per schedule of the examination released by the University. The end term question paper shall consist of Five Questions in all.
2. The first question is compulsory and it shall contain short answer-type questions from all the modules, carrying 2.5 marks each and the student shall be required to attempt all the four questions.
3. Question No. 2, 3, 4 and 5 shall be long-answer-type questions from all the four modules and students shall be required to attempt either of the given two options from each module. Each long answer type question shall carry 15 Marks.
4. Pattern of question paper:  
Question Paper will be divided into five-sections (Section A, B, C, D, & E)
  - **Section A (Short-questions)**
    - Total 04 questions of 2.5 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 15 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.

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

#### COURSE CONTENT

Module No.	Content	Contact Hrs.
I	<b>INTRODUCTION</b> (i)Introduction to Indian Banking System –Features, Money Lenders, Nature and Development of banking; Nationalization of Bank, Relationship of Banker and customer; Evolution of commercial banking and its functions,	15



	<p>(i) Banking Business; Banker's Lien, Type of Accounts, Social control of Banking Institution</p> <p>(ii) Narsimham Committee Report and its impact on banking sector reforms</p>	
<b>II</b>	<p align="center"><b>LEGISLATIVE AND REGULATORY FRAMEWORK GOVERNING THE INDIAN BANKING SYSTEM</b></p> <p>(i) Historical Background and Structure of Reserve Bank of India</p> <p>(ii) Major Provisions of The Reserve Bank of India Act, 1934- Roles and Functions of the RBI, Instruments and Modes of Monetary Policy, Monetary and Credit Policy Audit and Inspection Supervision and Control - Board for Financial Supervision – its Scope and Role Disclosure of Accounts and Balance Sheets Submission of Returns to RBI</p> <p>(iii) Winding up - Amalgamation and Mergers</p> <p>(iv) Government and RBI's Powers Opening of New Banks and Branch Licensing Constitution of Board of Directors and their Rights</p> <p>(i) The Banking Regulation Act, 1949-Objectives, Scope and applicability of the act</p> <p>(ii) Features and Important provisions of the Banking Regulation Act, 1949- Business of Banking Companies; Control Over Management; Suspension of Business and Winding Up of Banking Companies and Special Provisions for Speedy Disposal of Winding Up Proceedings.</p>	15
<b>III</b>	<p align="center"><b>STATUTORY MECHANISMS FOR DEBT RECOVERY ASSEST RECONSTRUCTION IN THE INDIAN BANKING SYSTEM</b></p> <p>1. Recovery of Debts Due to Banks and Financial Institutions Act, 1993 (RDDBFI Act or DRT Act)-Origin of RDDBFI Act</p> <p>(ii) Authorities under RDDBFI Act</p> <p>(iii) Jurisdiction, Powers, and Authority of Debt Recovery Tribunal (DRT) and Debt Recovery Appellate Tribunal (DRAT), Nature of debts can be recovered under the RDDBFI Act</p> <p>2. Lok Adalat's and Debt Recovery</p> <p>3. The Securitization and Reconstruction of Financial Assets and Enforcement of Security Interest Act, 2002 (SARFAESI Act, 2002)-Main Goals of SARFAESI Act 2002 and Its Applicability, Bank or Financial Institution enforce Security and the Procedure for Appeal</p>	15
<b>IV</b>	<p align="center"><b>GOVERNANCE, CONSUMER RIGHTS AND DIGITAL TRANSFORMATION IN THE BANKING SECTOR</b></p> <p>1. Ethics and Corporate Governance in Banks &amp; Business</p> <p>2. Corporate Governance, Corporate Social Responsibility (CSR), Governance in Financial Sector.</p> <p>3. The Consumer Protection and banking services</p> <p>4. New Concepts in Banking: Issues and Challenges</p> <p>(i) Internet Banking</p>	15



- |   |  |
|---|--|
| (ii) Mobile banking<br>(iii) E- Payments<br>(iv) ATM Card/Debit/Credit card, EFT, ECS (credit/debit)<br>(vi) Law relating to E-banking/commerce in India.<br>(ix) The Banking Ombudsman |  |
|---|--|

### PEDAGOGY

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.

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### SUGGESTED READINGS

#### **Essential Readings:**

- A. B. Srivastava and K. Elumalai: Seth's Banking Law, (Law Publisher's India (P) Limited, Allahabad, 2014)
- Datta. C R, Kataria, S K, Banker's manual, Vol. 1 & 2 Commentary on banking laws & allied acts, (24th edn, LexisNexis Butterworth's Wadhwa Nagpur Avtar Singh, Banking and Negotiable Instruments (Eastern Book Company, 2018)
- Gupta, S N, Banking law in theory and practice, Vol. 1, 2 & 3, (5th edn, Universal Law Publishing
- Herbert P. Sheldon: Practice and Law of Banking, (Macdonald & Evans Ltd., United Kingdom, 1972)
- L. C. Goyle: Law of Banking and Bankers, (Eastern Law House, New Delhi, 2010)
- Law publishing co. pvt. ltd., 2010)
- Lord Chorley and P. E. Smart: Leading Case in the Law of Banking, (Bharat Law House, New Delhi, 1990)
- M. L. Tannan (Revised by C. R. Datta & S. K. Kataria): Banking Law and Practice, (LexisNexis India, Gurugram, 2012)



- Prof. Clifford Gomez: Banking and Finance-Theory, Law and Practice, (PHI Learning Private Limited, New Delhi, 2011)
- R. K. Gupta: Banking: Law and Practice, (Modern Law Publications, Allahabad, 2011)
- Surendra Malik And Sudeep Malik, Supreme Court on Dishonour of Cheques And Negotiable Instruments (1950-2016) (Eastern Book Company, 2016)
- Tannan, M.L, Banking law and practice in India, (21st ed., Wadhwa & Co., 2005)

### **Suggested Readings:**

- Gupta, S. N., *The Banking Law in Theory and Practice* (in three volumes), 2006, Universal Law Publishing Co.
- Nainta, R.P., *Banking System, Frauds and Legal Control*, 2005, Deep and Deep Publications.
- Sharma, B.R. and Nainta, R.P., *Principles of Banking Law and Negotiable Instruments Act 2004*, Allahabad Law Agency
- Tannan, M.L., Tannan's *Banking Law and Practice in India*, 2004, India Law House.
- Tannan, M.L., Tannan's *Banking Law and Practice in India*, 2008, Wadhwa and Co.
- Tannan: *Banking Law and Practice in India* (in 3 vols.), 22nd Ed., R. Cambray & Co. Pvt. Ltd.

### **List of Cases**

1. Amitabha Dasgupta v. United Bank of India (2021) 7 SCC 209
2. Anvar P.V. v. P.K. Basheer (2014) 10 SCC 473
3. Authorized Officer, Indian Overseas Bank v. Ashok Saw Mill (2009) 8 SCC 366
4. Canara Bank v. Canara Sales Corporation (1987) 2 SCC 666
5. Central Bank of India v. Ravindra (2002) 1 SCC 367
6. Central Bank of India v. State of Kerala (2009) 4 SCC 94
7. Foley v. Hill (1848) 2 HLC 28
8. ICICI Bank Ltd. v. Official Liquidator of APS Star Industries Ltd. (2010) 10 SCC 1
9. Joachimson v. Swiss Bank Corporation (1921) 3 KB 110
10. Joseph Kuruvilla Vellukunnel v. Reserve Bank of India (1962) SCR 391
11. Mardia Chemicals Ltd. v. Union of India (2004) 4 SCC 311
12. Official Liquidator v. P.A. Tendolkar (1973) 1 SCC 602
13. Peerless General Finance & Investment Co. Ltd. v. Reserve Bank of India (1992) 2 SCC 343
14. Reserve Bank of India v. Jayantilal N. Mistry (2016) 3 SCC 525
15. Shreya Singhal v. Union of India (2015) 5 SCC 1
16. State Bank of India v. Shyama Devi (1978) 3 SCC 399
17. Swiss Ribbons Pvt. Ltd. v. Union of India (2019) 4 SCC 17
18. Syndicate Bank v. Vijay Kumar (1992) 2 SCC 330
19. Transcore v. Union of India (2008) 1 SCC 125
20. United Bank of India v. Satyawati Tondon (2010) 8 SCC 110

### **Note:**



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