

(Abstract)

LL.M Programme (CBCSS) at University Department/Centre - Revised Scheme and Syllabus implemented w.e.f. 2023 admission-Approved -Orders issued

ACADEMIC C SECTION

ACAD/ACAD C1/20838/2023

Dated: 18.10.2023

Read:-1. Minutes of the meeting of the IQAC dtd.01.11.2022

2. U. O. No.Acad C3/22373/2019 dtd.28.11.2023.

3. Minutes of the Meeting of the Curriculum Committee, HoDs, Teachers and Officials from Academic & Examination Branch dtd. 30.03.2023.

4. U O No. ACAD C/ACAD C3/22373/2019 dtd 12.09.2023

5. Minutes of the meeting of Department Council held on 13.09.2023

6. Email dated 03.10.2023 from HOD, School of Legal Studies, forwarding the Scheme and Syllabus of LL.M Programme

ORDER

1. The meeting of the Internal Quality Assurance Cell vide Paper read (1) above decided / recommended to revise the syllabi of various programmes in the University Teaching Departments and entrusted Academic Branch to initiate Department level workshops in connection with the syllabus revision.

2. Subsequently, a Curriculum committee was reconstituted vide Paper read 2 above to monitor and co-ordinate the working of Choice Based credit Semester system in University Teaching Departments/ schools.

3. The curriculum committee in its meeting held on 30.03.2023 vide Paper read 3 above, constituted a Regulation Framing committee to modify the Regulations for Post Graduate Programmes under choice Based Credit semester System in the University Teaching Department/ Schools.

4.The revised Regulations for Post Graduate programmes in the University Teaching Departments Under Choice Based Credit and Semester System was approved by the Vice Chancellor and implemented w.e.f. 2023 admission vide paper read(4) above.

5.The Head, School of Legal Studies conducted department level workshop participating the Dean, Faculty of Law and others and prepared the Scheme and Syllabus of LL.M Programme, under Choice based credit semester system, in tune with the revised Regulation for Post Graduate programmes in the University Departments

6.The Department Council held on 13.09.2023 vide paper read (5) above approved the Scheme & Syllabus of LL.M programme to be implemented in the Dept. of Law, school of Legal studies, Dr. Janaki Ammal Campus, Palayad & Centre for Legal Studies, Manjeswaram Campus w.e.f. 2023 admission.

7. The revised Scheme and Syllabus of LL.M. Programme was submitted by the Head, School of Legal Studies, vide read(6) above, for implementation w.e.f.2023 admission.

8. The Vice Chancellor after considering the matter in detail, and in exercise of the powers of the Academic Council conferred under section 11(1), Chapter III of Kannur University Act 1996, **accorded sanction to implement the Scheme and Syllabus for LL.M Programme w.e.f. 2023 admission subject to report to the Academic Council.**

KANNURUNIVERSITY
DEPARTMENT OF LAW



LL. M SYLLABUS- 2023
OBE FORMAT

UNDER
CHOICE BASED CREDIT SEMESTER SYSTEM (CBCSS)

**Regulation, Scheme and Syllabus effective
from 2023 Admission**



LLM 2023 COURSE TEMPLATE

Semester	DISCIPLINE SPECIFIC COURSES		Interdisciplinary Elective (IDC)/ Multidisciplinary Elective (MDC)/ 2/4 Credits	Ability Enhancement (AEC) 2 Credits	Skill Enhancement Course (SEC) 2 Credits	Value Addition Course/ MOOC Courses (VAC) 2 Credits	Internship/ Field Visit/Minor Project/ Institutional Industrial Visit 2 Credits	Dissertation / Major Project	Total Credits (Remarks)
	Discipline Specific Core DSC	Discipline Specific Elective DSE							
I	DSC-1 DSC-2 DSC-3 DSC-4	DSE -1 (BC)		AEC-I (1C)	(SEC) 2				
	16 credits	3 credits		1 credit	2credit				22 Credit
II	DSC-5 DSC-6 DSC-7	DSE -2 (3C) DSE-3 (3C)	IE (2C)	AEC-2 (1C)	SEC -2	MOOC/ VAC (2C)			
	12 Credits	6 Credits	2credits	1 Credits	2 credits				23 Credits
III	DSC-8 DSC-9 DSC-10 (2Credits)	DSE- 4 (3C)	MDC (4C)		SEC -2(2C)	MOOC/ VAC (2C)	Internship		
	10 Credits	3 credits	4 Credits		2 credit		2 credits		21Credits
IV	DSC -11 DSC-12 (2Credits)		IE(2C)		SEC-2 (2C)	MOOC/ VAC (2C)		Dissertation	
	6		2 credits		2 credits			12 credits	22
	Courses 10x 4=40 2x2=4 (44)	Courses 4x3=12 (12)	Courses 1x 4=4 2x2=4 (8)	Courses 2x1=2 (2)	Courses 4x2=8 (8)	2x1=2	Courses 1x2=2 (2)	Course 1x12=12 (12)	88

Notes

- In the third semester and fourth semester research practical and teaching practical contains 2 credits each it can be read as a DSC.
- Students should accumulate 2 credits from MOOC or Value-Added Course from other departments or Swayam Portal (recommended by the Department advisory committee) and it should be completed before the final examination of fourth semester. The two credits of the MOOC/VAC not included in the total credits of 88.

DIFFERENT COURSES IN THE TEMPLATE

Semester	1 Discipline Specific Core (DSC) 4 Credits	2 Discipline Specific Elective (DSE) 3 Credits	3 Interdisciplinary Elective/ Multidisciplinary Elective / 2/4 Credits	4 Ability Enhancement (AEC) 1Credit	5 Skill Enhancement Course (SEC) 2 Credit	6 Value Addition course/ MOOC Courses (VAC) 2 Credits	7 Internship/ Field Visit/Minor Project/institutional Industrial Visit 2 Credits	8 Dissertation\ Major Project 12 Credits	Total Credits (Remarks)
I	1.Theories of Law and Justice 2. Legal Research Method, Teaching and Academic Writing 3. Core Tenets of Criminal Law 4. International and Transnational Crimes	Choose one course from Pool-A		Clinical Legal Education	Wednesday Seminar				22
II	5. Judicial Process 6. The Changing Face of Criminal procedure 7. Seminar course	Choose two courses from Pool-B	Interdisciplinary Elective to be completed from courses offered by other departments	Clinical Legal Education	Wednesday Seminar				23

III	8. Criminology 9. Introduction to Forensic Science & Criminal Justice 10 Research practical	Choose one course from Pool-C	Open elective Choose one Course from Open Elective Course from courses offered by other departments		Wednesday Seminar		Internship		21
IV	11 Law of Victimology and Human Rights – Juristic Perspective 12 Teaching practical		Interdisciplinary Elective to be completed from courses offered by other departments		Wednesday Seminar			Dissertation	22
Total Credits	Courses 10x4=40 2x2=4 (44)	Courses 4x3=12 (12)	Courses 1x4=4 2x2=4 (8)	Courses 2x1=2 (2)	Courses 4x2=8 (8)	Courses 2x1=2	Courses 1x2=2 (2)	Course 1x12=12 (12)	88

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PROGRAMME STRUCTURE SEMESTER WISE

SEMESTER-1

Course Code	Course Name	Credit			Teaching Hours/W			Assessment		
		L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
Discipline Specific Core (DSC) 4 Credits										
LLCRI01DSC01	Theories of Law and Justice	4	0	4	5	0	5	40	60	100
LLCRI01DSC02	Legal Research Method, Teaching and Academic Writing	4	0	4	3	2	5	40	60	100
LLCRI01DSC03	Core Tenets of Criminal Law	4	0	4	5	0	5	40	60	100
LLCRI01DSC04	International Criminal Law	4	0	4	5	0	5	40	60	100
Discipline Specific Elective (DSE) 3 Credits (only one from Pool-A)										
LLCRI01DSE01/02	Select one Course from Pool-A	3	0	3	4	0	4	40	60	100
Ability Enhancement Courses (AEC) (Credit-1)										
LLCRI01AEC01	Clinical Legal Education	0	1	1	1	1	2	100	0	100
Skill Enhancement Courses (SEC) Credit-2										
LLCRI01SEC01	Wednesday Seminar	0	2	2	0	4	4	100	0	100
Total		19	3	22	23	7	30	400	300	700

SEMESTER-2

Course Code	Course Name	Credit			Teaching Hours/week			Assessment		
		L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
Discipline Specific Core (DSC)- Credits Four										
LLCRI02DSC05	Judicial Process	4	0	4	5	0	5	40	60	100
LLCRI02DSC06	The Changing Face of Criminal Procedure	4	0	4	5	0	5	40	60	100
LLCRI02DSC07	Seminar Course	4	0	4	5	0	5	100	0	100
Discipline Specific Elective (DSE) (Only TWO from Pool B)-Credits Three										
LLCRI02DSE03/04/05/06	Choose one Course from Pool B	3	0	3	4	0	4	40	60	100
LLCRI02DSE03/04/05/06	Choose one Course from Pool B	3	0	3	4	0	4	40	60	100
Ability Enhancement (AEC)-Credit One										
LLCRI02AEC02	Clinical Legal Education	0	1	1	1	1	2	100	0	100
Skill Enhancement Course (SEC) Credits Two										
LLCRI02SEC02	Wednesday Seminar	0	2	2	0	4	4	100	0	100
Interdisciplinary Elective (IDC)Credits Two										
*	*	2	0	2	2	0	2	40	60	100
Total		20	3	23	26	5	31	500	300	800

*Students in the law department shall complete the Interdisciplinary Elective from courses offered by other departments of the Kannur University.

SEMESTER-3

Course Code	Course Name	Credit			Teaching Hours/week			Assessment		
		L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
Discipline Specific Core (DSC)										
LLCRI03DSC08	Criminology	4	0	4	5	0	5	40	60	100
LLCRI03DSC09	Introduction to Forensic Science & Criminal Justice	4	0	4	5	0	5	40	60	100
LLCRI03DSC10	Research Practicals	0	2	2	0	4	4	100	0	100
Internship										
LLCRI03DSC11	Internship	0	2	2	0	2	2	100	0	100
Discipline Specific Elective (DSE) Only One from Pool- C										
LLCRI03DSE07/08	Choose one course from Pool-C	3	0	3	5	0	5	40	60	100
Multi-Disciplinary Elective Course (MDC)										
*	*	4	0	4	5	0	5	40	60	100
Skill Enhancement Course (SEC)										
LLCRI03SEC03	Wednesday Seminar	0	2	2	0	4	4	100	0	100
Total		15	6	21	20	10	30	460	240	700

* Students in the law department shall complete the multi-disciplinary elective from courses offered by other departments of the Kannur University.

SEMESTER-4

Course Code	Course Name	Credit			Teaching Hours/week			Assessment		
		L/T	P/I	Total	L/T	P/I	Total	CE	ES E	Total
Discipline Specific Core (DSC)										
LLCRI04DSC12	Law of Victimology and Human Rights- Juristic Perspective	4	0	4	5	0	5	40	60	100
LLCRI04DSC13	Teaching practical	2	0	2	4	0	4	100	0	100
Dissertation										
LLCRI04DSC14	Dissertation and Viva Voce	0	12	12	5	10	15	60	40	100
Interdisciplinary Elective (IDC)										
*	*	2	0	2	2	0	2	40	60	100

Skill Enhancement Course (SEC)										
LLCRI04SEC04	Wednesday Seminar	0	2	2	0	4	4	100	0	100
Total		8	14	22	16	14	30	340	160	500

*Students in the law department shall complete the Interdisciplinary Elective from courses offered by other departments of the Kannur University.

LIST OF DISCIPLINE SPECIFIC ELECTIVE, MULTIDISCIPLINARY ELECTIVE & INTERDISCIPLINARY ELECTIVE

COURSE CODE	DISCIPLINE SPECIFIC ELECTIVE	Credits
	POOL-A	
LLCRI01DSE01	Socio-Economic Offences	3
LLCRI01DSE02	Juvenile Justice	3
	POOL-B	
LLCRI02DSE03	The Law of Evidence and its Application in Criminal Trial	3
LLCRI02DSE04	Criminal Justice Administration	3
LLCRI02DSE05	Penology and Sentencing Process	3
LLCRI02DSE06	Collective Violence and Criminal Justice System	
	POOL- C	
LLCRI03DSE07	Crime Against Women	3
LLCRI04DSE08	Criminal Law in Action	3
	MULTIDISCIPLINARY ELECTIVE	
LLCRI03MDC01	Cyber Crimes	4
LLCRI03MDC02	Consumer Protection laws	4
	INTERDISCIPLINARY ELECTIVE	
LLCRI02IDC01	Basics of Indian Patent System	2
LLCRI04IDC02	General Principles of Income Tax	2

**SCHOOL OF LEGAL STUDIES KANNUR UNIVERSITY REGULATION,
SCHEME, SYLLABI, AND MODEL QUESTION PAPER FOR
LL.M. PROGRAM-2023**

ABOUT THE PROGRAM

Criminal Law is concerned with the most potentially invasive contention of authority by the state: if you fail to comply with the law, you will be punished. As crime knows no jurisdictional or geographical boundaries, we need to expand our horizons and not only think domestically but also think internationally. The LLM (Criminal Laws and Criminal Justice) offers a unique and distinct opportunity to study criminal law in National, international and transnational context. This program provides a holistic analysis of the criminal process through an analysis of the law, its philosophical underpinnings and its operation in practice in constantly changing environment.

For those wishing to gain in-depth understanding of criminal law and criminal justice, this course offers the opportunity for broader or deeply specialized study within innovative research. The innovative focus and unique areas of study, allow you to develop your ability to critically appraise the current approaches and contemporary issues relating to criminal law

i.e. transnational criminal law, cybercrimes and organized crime, and the challenges these pose. This program emphasizes more on critical writing instead of traditional classroom teaching.

EMPLOYABILITY

In today's tough, competitive job market, having an LLM is a great addition in individuals' portfolio and CV. LLM graduates can help in – Advocacy in Criminal Law, Judiciary, Banks, Educational Institutes, Regulatory Bodies, Legal Consultancies, Newspapers as criminal reporter or editor, News channels, Indian Railways, Defense, and Defense advocate. Apart from all these they have opportunities in NGOs and international organizations like UNO, and also in ICC. There are many opportunities for LLM passed candidates in Central as well as in State government services. They can join as judges in various courts in diverse roles such as Attorney and Solicitor General or as public prosecutors. Moreover Students successfully completed the Programme can also act as Assistant Professor of Law in different legal education institutions in India and abroad.

OBJECTIVES: LL. M (CRIMINAL LAW AND CRIMINAL JUSTICE)

1. Inculcate critical thinking amongst the students to visualize, correlate, encapsulate, and explain various kinds of information for meaningful purposes and to expand their horizons of thought and knowledge.
2. To develop in a student the ability to analyse the legal problems from scholarly and objective point of view and work towards finding solutions to the problems by application of laws and regulations.
3. Instilling a sense of responsibility among the students, while simultaneously cultivating in them spirit of intellectual freedom, qualities of leadership, imaginative power and clarity.
4. The program aims at sprouting thought-provoking leaders for the society and promotes ethical and value-based learning to the students, to Capitalise on these advantages and help students diversify their career options after law school.
5. Through compulsory research component in the form of Dissertation, the students learn to conduct research study
6. To equip students with confidence to seek career opportunities in practicing Criminal Law and to engage in other spheres.
7. To equip students with the knowledge of teaching methods enabling them to enter the teaching profession.

PROGRAMME OUTCOMES FOR POST GRADUATE PROGRAMMES	
PO1	Critical Thinking: Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.
PO2	Problem Solving: Identify, formulate, conduct investigations, and find solutions to problems based on in-depth knowledge of relevant domains.
PO3	Communication: Speak, read, write and listen clearly in person and through electronic media in English/language of the discipline. and make meaning of the world by connecting people, ideas, books, media and technology.

PO4	Responsible Citizenship: Demonstrate empathetic social concern, and the ability to act with an informed awareness of issues.
PO5	Ethics: Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.
PO6	Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context socio- technological changes.
PO7	Environmental Sustainability and Global Perspective: Develop an understanding of global standards to foster legal environment. Learn and practice to critically analyze the legal issues from local, national and international concerns.

PROGRAMME SPECIFIC OUTCOMES OF LLM	
PSO-1	Integrate ethics, law, and logical reasoning in order to effectively serve as a champion of social justice.
PSO-2	Examine the factual circumstances from a legal perspective in order to administer justice wherever he/she may be.
PSO-3	The student will enhance their cognitive abilities, problem-solving skills, and independent critical thinking capabilities while developing research proficiency.
PSO-4	Contribute to the development of law as legislators, judges, lawyers, and academics.
PSO-5	Utilize the knowledge acquired from comprehensive study of legal frameworks across various courses in this program to contribute to the improvement of the criminal justice system in the state, including the social and political systems of any country.

C

Regulations, Scheme and Syllabus for LLM Programme Under Choice Based Credit Semester System (CBCSS) in the Departments of Law Effective from 2023 admissions.

1. SCOPE

- 1.1 These Regulations shall apply to the LLM programme, conducted by the Department of Law, Kannur University.
- 1.1 Choice Based Credit Semester System presupposes academic autonomy, cafeteria approach in academic environment, semester system, course credits, alphabetical grading, and interdepartmental academic collaboration. There shall be a Department Council consisting of all regular teachers in the department. The Head of Department shall be responsible for admission to all the programmes offered by the department including verification of records, admission and evaluation. The entrance test will be conducted by the University. Heads of the Department will constitute a departmental admission committee to assist him/her in the admission process. The Department Council will deliberate on courses and specify the distribution of credits semester-wise and course-wise. For each course the number of credits for lectures, tutorials, practical, etc. will be specified.
- 1.1 These Regulations shall come into effect from the academic year 2023-24 and supersede all other Regulations unless otherwise specified.
- 1.2 The curriculum and credit requirements for this programme shall be governed by the norms laid down by Bar Council of India.

2. DEFINITIONS.

- 2.1 Curriculum Committee means the Committee constituted by the Vice-Chancellor under these Regulations to monitor the running of Choice Based Credit Semester System. One of the Professors shall be the Convener of the Curriculum Committee coordinating the various academic activities.
- 2.3 **Academic Programme** means an entire course of study comprising its programme structure, course details, evaluation schemes etc. designed to be taught and evaluated in a teaching Department/Centre or jointly under more than one such Department/Centre.
- 2.4 **Course** means a segment of a Programme limited to one semester in a subject.
- 2.5 **Programme Structure** means a list of courses (Core Courses, Elective Courses,

Ability Enhancement Courses, Value Added Courses, Skill Enhancement Courses, etc.) that makes up an Academic Programme, specifying the syllabus, Credits, hours of teaching, evaluation and examination schemes, minimum number of credits required for successful completion of the programme etc. prepared in conformity with University Rules.

- 2.6 **Core Course** means a course that a student admitted to a particular programme must successfully complete to receive the degree and which cannot be substituted by any other course.
- 2.7 **Elective Course** means an optional course to be selected by a student out of such courses offered in the same Department or other departments. Elective courses may include Discipline Specific Electives (DSE), Interdisciplinary Elective (IDC), Multidisciplinary Elective (MDC) and MOOC courses.
- 2.8 **Ability Enhancement Courses (AEC):** Ability Enhancement (AE) Courses may be of two kinds: Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC). AEC are the courses based upon the content that leads to Knowledge enhancement. SEC are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.
- 2.9 **Credit** – Academic credit is defined both in terms of student efforts and teacher's efforts. A course which includes one hour of lecture or tutorial or minimum 2 hrs of lab work/practical work/field work per week is given one credit hour.
- Accordingly, a one credit course in a semester should be designed for 15 hrs. Lecture/tutorials+30 hrs. of learner engagement in terms course related activities such as seminars preparation, submitting assignments etc.
- 2.10 **SGPA** means Semester Grade Point Average calculated for individual semester.
- 2.11 **CGPA** is Cumulative Grade Points Average calculated for all courses completed by the students at the end of the programme by clubbing together SGPA of all semesters.

3. ADMISSION

- 3.1 As per the Regulations prescribed by the University for each programme from time to time.
- 3.2 Candidates who have passed their qualifying examination from Universities outside

Kerala and candidates who have passed their degrees with different nomenclature from the Universities within Kerala, should submit Recognition/Equivalency Certificate while seeking admission.

- 3.3 Admission to the PG programmes of the University Departments shall be made purely based on Entrance Examination. Notification in this regard shall be made well in advance. The Entrance Examination conducted by the University is mandatory for all the programmes. Departments may conduct practical/proficiency test in addition to entrance examination if required. In such cases the admission rank list will be prepared based on 50% for entrance examination and 50% for practical/proficiency test. If the number of candidates admitted based on the Entrance Exam is less than the sanctioned strength, the concerned department can fill the vacancy by making necessary press release by fulfilling the reservation norms based on the marks obtained in the qualifying examination.
- 3.4 There should be uniformity in the date of starting the programmes and conducting the End Semester Examination of different PG Programmes of the University.

4. REGISTRATION

- 4.1 Every Department/ School shall have Permanent/ Contract faculty member as Student Advisor. Each student at the time of admission will be assigned to an advisor by the Department Council. The faculty member will advise the student about the academic Programme and counsel on the choice of courses depending on the student's academic background and objective. The student will then choose the courses in the semester and register for them before the classes begin.
- 4.2 The Department offering any course shall prescribe the maximum number of students that can be admitted taking into consideration the facilities available. The Department Council will be the authority to fix the electives courses that can be offered in a Programme while ensuring that sufficient choice is given to each student in all semesters. However, in semester 1, the students are advised to take the courses (Core/Elective) offered by the parent department. The elective courses opted by the students in the next semester should be finalized 10 days before the completion of the ongoing semester.
- 4.3 The student must complete the prescribed prerequisites for a course before registration. The student within a maximum of 10 working days after the commencement of the

classes in a semester can change the Elective Course with consent of heads of the departments concerned after consulting with the advisor.

- 4.4 The Department shall make available to all students a bulletin listing all the courses offered in the next semester specifying the credits, and the courses intended to be covered, approved by the department council and this should be forwarded to the Controller of Examinations.

5. PROGRAMME STRUCTURE

- 5.1 The programme will include Discipline Specific Core courses (DSC), Discipline Specific Elective courses (DSE), Interdisciplinary Electives courses (IDC), Multidisciplinary Elective courses (MDC), Ability Enhancement courses (AEC), Skill Enhancement courses (SEC) and Value Added courses (VAC). The Discipline specific courses (DSC and DSE) offered by a department will be taken by the students of the respective departments. Other courses offered by a department can be taken by students of any department.
- 5.2 Elective Courses offered from other departments can be opted for any of the semesters during the entire Programme other than the first semester. Overall, a student should earn minimum 8 credits from the courses offered by other departments. In the third semester all students should compulsorily register for an IDC / MDC offered by other Departments. They can make-up the remaining credits by opting IDC/ MDC/ AEC/ SEC from other department in second, third or fourth semester.
- 5.3 Every course offered by the University Department is identified by a unique course code. Where, first two letters denote Programme name (LL Master of Law). Next three letters denote subject. This is followed by the semester number such as 01, 02, 03, 04. After the semester number next three letters stand for category of the course such as Discipline Specific Core (DSC), Discipline Specific Elective (DSE), Interdisciplinary Elective (IDC), Multidisciplinary elective (MDC) etc.. The last two digits denote the serial number of the course in that category in that programme.

Illustration 1:

LLCRI01DSC01

LL = Master of Laws

CRI = Criminal law and criminal Justice

01 = 1st semester

DSC= Discipline Specific Core

01 = Serial number of the DSC course in the program

- 5.4 The minimum duration for completion of any two-year LLM Programme is four (4) semesters and the maximum period for completion is eight (8) Semesters from the date of registration.
- 5.5 LLM programme include field visit/ industrial visit/ minor research project/ internship outside the university of minimum of 2 credits.
- 5.6 Zero Semester: A Semester in which a student is permitted to opt out due to unforeseen genuine reasons.
- 5.7 No regular student shall register for less than 16 credits or more than 28 credits per semester, subject to the provisions of the programme concerned.
- 5.8 The minimum credits required for the successful completion of a four-semester Programme will be 88. A minimum of 50% of credits have to be earned from Discipline Specific Courses including dissertation for any programme.
- 5.9 The department council shall design Core Courses, Elective Courses, Ability Enhancement Courses, Skill Enhancement Courses and Value Added Courses including the detailed syllabus for each Programme offered by the Department. Individual faculty may offer elective courses in the areas of specialization and get approval from the Department Council and the Department Council shall have the freedom to introduce new courses and/or to modify/redesign existing Courses and replace any existing Course with a new Course to facilitate better exposure and training for the students, with the approval of the Department Council and the Academic Council. If a course is changed/modified, the question paper will be based on the changed/modified course only.

6. VALUE ADDED COURSE / MOOC COURSE

- 6.1 In addition to the courses specified as part of the programme, all students should complete a Value-Added Course or MOOC course of at least 2 credits to complete the requirements of getting the degree.
- 6.2 Credits earned from Value Added Course/ MOOC course will be over and above the minimum credits required for the completion of the programme.
- 6.3 Value Added Courses will be offered by the departments and the students can opt for

it. The MOOC courses selected by the students should be relevant to the discipline and approved by the Department in which the student is enrolled.

- 6.4 The students should submit the pass certificate of the Values Added Course / MOOC course before completing the fourth semester examination to the Controller of Examination through the Head of the Department.
- 6.5 The marks/grades secured for Value Added Courses / MOOC course will not be considered for the computation of CGPA. However, the name of such course, the credits earned, and the marks/grades secured will be shown in the consolidated grade card.

7. EVALUATION

- 7.1 Evaluation of the students shall be done by the faculty member who teaches the Course on the basis of Continuous Evaluation and an End Semester Examination. The ratio of the weightages between Continuous Evaluation (CE) and End Semester Evaluation (ESE) shall be 40:60.
- 7.2 Continuous Evaluation includes assignments, seminars, periodic written examinations, Book review, Seminar Presentation, Assignments, Case discussion, Paper writing, Clinical training, Online presentations, Group discussion or other measures as proposed in the syllabus and approved by the university.
- 7.3 The weightage of each component under Continuous Evaluation shall be usually in the following proportions:

Theory		Practical	
Components	Percentage	Components	Percentage
Test papers	40%	Practical test	80%
Viva-voce, Seminar presentations, Discussion, Debate etc.relevant to the course as stated above	40%	Record	20%
Assignment	20%		

- 7.4 If these components and ratio of weightages assigned to the components are not ideal for a discipline, the department may change it. Then, the mode of assessment and

weightages for different components in the CE should be specified clearly in the syllabus.

- 7.5 Details of Continuous Evaluation shall be transmitted to the Controller of Examinations. A copy of all records of Continuous Evaluation shall be maintained in electronic format in the Department and shall be made available for verification by the University.
- 7.6 Performance of each student in an assessment shall be intimated to the student within two weeks of the conduct of test/ submission of assignment/ report.
- 7.8 A 7 point direct grading system is used for the evaluation of the performance of each answer in an examination. Grade points corresponding to each grade is given below.

Letter grade	Grade points (P)
O (Outstanding)	6
A ⁺ (Excellent)	5
A (Very Good)	4
B ⁺ (Good)	3
B (Average)	2
C (Satisfactory)	1
F (Poor / Not attempted)	0

Then the Weighted Grade Point Average (WGPA) is computed as follows

$$(WGPA) = \frac{\sum (P_i \times W_i)}{\sum (W_i)}$$

Where P_i is the grade point awarded to i^{th} answer and W_i is the weightage assigned to that question. $\sum (W_i)$ indicate the total weightage of the examination.

The weighted grade point average of Continuous Evaluation (P_{CE}) is computed as follows

$$P_{CE} = \frac{(P_1 \times W_1 + P_2 \times W_2 + P_3 \times W_3 + \dots)}{(W_1 + W_2 + W_3 + \dots)}$$

Where P_1, P_2, P_3 etc. are the grade points of different components and W_1, W_2, W_3 etc. are the weightages of the components. If the candidate is absent in any of the components, '0' point should be awarded to that component and included in the

computation.

The weighted grade point average of a course (G) (scaling-up to maximum grade point 10) is computed as given below

$$G = (P_{CE} \times 40 + P_{ESE} \times 60) / 60$$

Where P_{CE} is the WGPA of CE and P_{ESE} is the WGPA of ESE

The grade points should be rounded off to two decimal places.

8. CONDUCT OF THE END SEMESTER EXAMINATIONS

8.1 The End Semester Examinations of each semester will be conducted by the Controller of Examinations. It will be the responsibility of the Department to maintain a sufficient balance of different levels of questions in the Question Bank. The tabulation registers for each semester shall be prepared and maintained by the Examination Branch. The duration of the End Semester Examination shall be specified in the curriculum.

8.2 Examinations for the courses in the category of AEC, IDC, MDC, SEC, VAC, Field Visit/ Minor Project/ Institutional- Industrial Visit shall be done by the department. However, the mode and rubrics of evaluation of such courses shall be mentioned in the syllabus and approval sought from the university.

8.3 The Board of Examiners will function as the Pass Board with the Head of the Department or a nominee of the Vice Chancellor as its Chair.

8.4 The grades finalized by the pass board will be forwarded to Controller of Examinations by the Head of the Department / Chairman of the Board of Examiners.

8.5 The minimum weighted grade point average needed for a pass in a course is 4 (Grade D) while a minimum weighted grade point average 3 is needed in ESE alone.

9. DISSERTATION VIVA VOCE AND TEACHING AND RESEARCH PRACTICALS:

9.1 Apart from core and elective papers, there shall be a dissertation, viva voce and teaching and research practicals in the course. Dissertation, viva voce and teaching and research practicals are compulsory for all students. The topic of dissertation shall be suggested by the student and it shall be finalized by the Department Council after considering the importance of the topic, methodology, availability of materials etc. Before submission, the supervising teacher shall approve and sign the dissertation.

- 9.2 Every candidate has to submit a copy of the Dissertation approved by the Dissertation Guide before the last date fixed by the Department.
- 9.3 Continuous evaluation of the Dissertation work shall be done by the Dissertation supervisor (Details enclosed in the Dissertation part of the syllabus).
- 9.4 The End Semester Evaluation of the Dissertation work shall be done by a board of at least two examiners, in which one should be an external expert. For the evaluation of the Dissertation, the candidate must present the work before the board of examiners which will be followed by a *Viva-Voce*. The End Semester Evaluation of the Dissertation will be based on the submitted Dissertation by the student, its presentation and *Viva-Voce* (Details enclosed in the Dissertation part of the syllabus).
- 9.5 The weightages for Continuous Evaluation (60 %) and End Semester Evaluation (40%) of the project shall be in the ratio 60:40.

10. ATTENDANCE

- 10.1 The minimum attendance required for each Course shall be 75% of the total number of classes conducted for that semester. Those who secure the minimum attendance in a semester alone will be allowed to register for the End Semester Examination. Condonation of attendance to a maximum of 10 days in a Semester subject to a maximum of two spells within a Programme will be granted by the Vice-Chancellor. Benefit of Condonation of attendance will be granted to the students on health grounds, for participating in University Union activities, meetings of the University Bodies and participation in extra-curricular activities on production of genuine supporting documents with the recommendation of the Head of the Department concerned. Attendance in all the Wednesday Seminar Course classes is mandatory and students should show cause to the HOD, whenever they are absent in any of the Wednesday Seminar Class.
- 10.2 A Student who is not eligible for condonation shall repeat the course along with the subsequent batch, in the same department/school, by allocating additional seats even if there is no vacancy in the batch concerned, with a maximum limit of 10% of the total seats, over and above the sanctioned strength.
- 10.3 Female students who completed 18 years can avail maternity leave only once during the entire duration of the Programme for a maximum period of 60 days including holidays for pre-natal and post-natal period. Female students can avail Menstrual

Leave with 2% lesser attendance than the existing percentage of attendance required.

11. GRADING

11.1 An alphabetical Grading System shall be adopted for the assessment of a student's performance in a course as mandated by the UGC. The following table gives the WGPA and corresponding letter grade in a course.

WGPA	Letter Grade
9.5 and above	O
8.5 and above but less than 9.5	A+
7.5 and above but less than 8.5	A
6.5 and above but less than 7.5	B+
5.5 and above but less than 6.5	B
4.5 and above but less than 5.5	C
4.0 and above but less than 4.5	D
Less than 4.0	F

11.2 A minimum of weighted grade point average 4 (Grade D) is needed for the successful completion of a Course. A student who has failed in a Course can reappear for the End Semester Examination of the same Course along with the next batch without taking re-admission or choose another Course in the subsequent Semesters of the same Programme to acquire the minimum credits needed for the completion of the Programme.

11.3 On recommendation of the Department Council, supplementary End Semester Examination may also be conducted within one month of the declaration of the semester results. A student who was absent or has failed in the End Semester Examination of a course can reappear for the supplementary examination in order to save a year.

11.4 There is no provision for improvement of CE or ESE. A student who has successfully

completed the CE requirements, can also appear for the ESE in subsequent semesters, subject to the maximum duration permitted.

- 11.5 Performance of a student at the end of each Semester is indicated by the Semester Grade Point Average (SGPA) and is calculated by taking the weighted average of grade points of the Courses successfully completed in that semester. The following formula is used for the calculation. The average will be rounded off to two decimal places.

$$SGPA = S_j = \sum (C_i \times G_i) / \sum C_i$$

Where C_i is the credit of i^{th} course and G_i is the grade point scored by the student in the i^{th} course. S_j is the grade point average of j^{th} semester.

The Cumulative Grade Point Average (CGPA) is also calculated in the same manner taking into account all the courses undergone by the student over all the semesters of a programme. i.e.

$$CGPA = \sum (C_j \times S_j) / \sum C_j$$

Where C_j is the total credits earned in j^{th} semester and S_j is the SGPA of the j^{th} semester.

- 11.6 The Formula for calculating the percentage of marks is $CGPA \times 10$. This will be expressed as a percentage in the final Grade Card.

- 11.7 Based on the CGPA the overall letter grade of the student and the classification shall be in the following way.

CGPA	Overall Letter Grade	Classification
9.5 and above	O	Outstanding
8.5 and above but less than 9.5	A+	Excellent
7.5 and above but less than 8.5	A	Very Good
6.5 and above but less than 7.5	B+	Good
5.5 and above but less than 6.5	B	Above Average
4.5 and above but less than 5.5	C	Average

4.0 and above but less than 4.5	D	Pass
Less than 4.0	F	Fail

11.8 Appearance for Continuous Evaluation (CE) and End Semester Examination (ESE) are compulsory, and no Grade shall be awarded to a candidate if the candidate is absent for CE or ESE or both.

11.9 A student who fails to complete the Programme/Semester can repeat the full Programme / Semester once, if the Department Council permits to do so. Absence in an examination will be marked by zero grade point.

11.10 No student shall be allowed to take more than eight consecutive Semesters for completing a four Semester Programme from the date of enrolment.

12. GRADE CARD

12.1 The Controller of Examinations shall issue semester wise grade cards in digital form only, based on the details submitted by the Heads of the Departments concerned. On completion of the Programme, Consolidated grade card and Certificates (hard copy) will be issued.

12.2 The Grade Card shall contain the following.

- a) Title of the Courses taken
- b) The credits associated with, and grades awarded for each Course.
- c) The number of credits (Different Category of Courses) separately earned by the student and the SGPA.
- d) The total credits separately earned by a student till that Semester.

12.3 The consolidated grade statement issued on completion of the Programme shall contain the name of the Programme, the Department/School offering the Programme, the title of the Courses taken, the credits associated with each Course, grades awarded, the total credits (category wise) separately earned by the student, the CGPA and the class in which the student is placed. Rank Certificates upto Third Rank will be issued based on CGPA calculated at the end of the last semester of that Programme.

12.4 The consolidated grade card shall also contain the details of the Value-Added Course / MOOC course successfully completed by the student. However, the marks/grades secured in the Value-Added Course / MOOC course will not be taken for computing the CGPA.

13. DEPARTMENT COUNCIL

13.1 All regular teachers of the Department shall be members of the Department Council.

13.2 The Department Council subject to these Regulations shall monitor every academic programme conducted in the Department.

13.3 The Department Council shall prescribe the mode of conduct of courses, conduct of examinations and evaluation of the students.

13.4 An elected student representative may also attend the department council meeting where agenda related to academic matters / research activities of students are discussed.

14. CURRICULUM COMMITTEE

14.1 There shall be a Curriculum Committee constituted by the Vice Chancellor to monitor and co-ordinate the working of the Choice Based Credit Semester System.

14.2 A professor nominated by the Vice Chancellor shall be the convener of the Curriculum Committee.

14.3 The Committee shall consist of:

- a) Vice-Chancellor or a person nominated by the Vice Chancellor (Chairperson)
- b) The Convener of the Curriculum Committee (A professor of the University nominated by the Vice-Chancellor)
- c) The Registrar (Secretary)
- d) The Controller of Examinations (Member)
- e) Deans - (Members)
- f) The Heads of Departments - (Members)

14.4 The term of office of the Committee shall be two years, but the Committee once constituted shall continue in office until a reconstituted committee assumes office.

15. ACADEMIC GRIEVANCE REDRESSAL MECHANISM

15.1 Committees will be constituted at the Department and University levels to look into the written complaints regarding Continuous Evaluation (CE). The Department Level Committee (DLC) will consist of the Department Council, and an elected student representative who is currently a student of that Programme of study. There

will be one student representative for the postgraduate programmes and one student representative for the doctoral programme.

15.2 University Level Committee (ULC) will consist of the Convenor of the Curriculum Committee, the concerned Dean, the concerned Head of the Department and nominee of the Students' Union.

15.3 Department Level Committee will be presided over by the HoD. Complaints will have to be submitted to the Department concerned within two weeks of publication of results of Continuous Evaluation (CE) and disposed of within two weeks of receipt of complaint. Appeals to the University Level Committee should be made within two weeks of the decisions taken by Department Level Committee and disposed of within two weeks of the receipt of the complaint.

15.4 Complaints unsolved by the University Level Grievance Committee shall be placed before the Vice Chancellor.

16. TRANSITORY PROVISION

16.1 Notwithstanding anything contained in these regulations, the Vice Chancellor shall for a period of one year (may be revised) from the date of coming into force of these Regulations, have the power to provide by order that these Regulations shall be applied to any Programme with such modifications as may be necessary.

16.2 These regulations or modifications as mentioned in 16.1 will be applicable to admission of students to one year post graduate programme (after completion of 4-year undergraduate programme) or two-year postgraduate programme after completion of three year degree programme satisfying the credits as per the National Credit Framework and UGC regulations for Four Year Undergraduate Programme.

17. REPEAL

The Regulations now in force in so far as they are applicable to programmes offered in the University Departments and to the extent, they are inconsistent with these regulations are hereby repealed. In the case of any inconsistency between the implemented regulations of Choice Based Credit Semester System and its application to any independent programme offered in a University Department, the former shall prevail.

SEMESTER - I
Distribution of Credit, Hours and Marks: 22, 30, 700
Total Credit in the Semester: 22
Theory Credits: 19 Practicum Credits: 3

Course Code	Course Name	Credit			Teaching Hours/W			Assessment		
		L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
Discipline Specific Core (DSC) 4 Credits										
LLCRI01DSC01	Theories of Law and Justice	4	0	4	5	0	5	40	60	100
LLCRI01DSC02	Legal Research Method, Teaching and Academic Writing	4	0	4	3	2	5	40	60	100
LLCRI01DSC03	Core Tenets of Criminal Law	4	0	4	5	0	5	40	60	100
LLCRI01DSC04	International Criminal Law	4	0	4	5	0	5	40	60	100
Discipline Specific Elective (DSE) 3 Credits (only one from Pool-A)										
LLCRI01DSE01/02	Select one course from Pool-A	3	0	3	4	0	4	40	60	100
Ability Enhancement Courses (AEC) (Credit-1)										
LLCRI01AEC01	Clinical Legal Education	0	1	1	1	1	2	100	0	100
Skill Enhancement Courses (SEC) Credit-2										
LLCRI01SEC01	Wednesday Seminar	0	2	2	0	4	4	100	0	100
Total		19	3	22	23	7	30	400	300	700

The following can be Programme Specific:

- Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation
- Electives: Discipline Specific Electives; Generic Electives; Open Electives; Inter-disciplinary Electives
- Ability Enhancement Courses/Skill Based Courses; Value Added Courses; Dissertation; Project; Practical; Tutorial; Internship; Industry Visit/Study Tour

**SEMESTER I
CORE COURSE
LLCRI01DSC01: Theories of Law and Justice**

Credit			Teaching Hours/week			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
4	0	4	5	0	5	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

This course seeks to understand the nature of law and justice and, in particular, the relationship between the two in contemporary society. It begins by exploring the question "what is justice"? Since this is an enduring philosophical question, posed differently at different times, it will be approached historically. We examine some of the key thinkers in the philosophical and jurisprudential tradition from the Greeks to the present and how they have understood justice. The focus here will be not only on explaining and critically analysing different general theories of justice, but especially upon determining how these theories articulate the specific relation (or lack of relation) between justice and law. The course will then put these ideas to work through a consideration of a number of contemporary problems concerning law and justice. For example, how in modern circumstances might we ground the criteria of justice? Is it helpful to understand modern law on the model of either distributive or corrective justice? Is any interpretation of law always based on an understanding of legal justice? And what are we to make of various claims to justice, for instance, international justice, intergenerational justice, historical or transitional justice?

Course Objectives:

1. The course aims to understand the nature of law and justice and, in particular, the relationship between the two in contemporary society.
2. Give idea about "what is justice"?, concepts of natural law, natural rights, social contract theory (Aquinas, Hobbes, Locke and Kant and Rawls), non-contractualist theories of law and justice (Hume, the Utilitarians and Hegel), legal justice and justice as interpretation (Dworkin)
3. It tries to empower the critical method of approaching laws and judgments in students.
4. The course will help to learn law from the perspective of society and individual simultaneously.
5. Various branches of legal theory and their ideas on evolution and purpose of law can be explained to the students through this course.
6. The course also explains various concepts of law and the changes and challenges confronted by such legal concepts in various political systems.

Course Learning Outcomes:

At the end of the Course, the Student will be able to –

C01	Demonstrate awareness of principles of theories of law and justice and their relationship to the broader context;
C02	Engage in critical analysis of legal institutions and their connection to specific social and cultural institutions;
C03	Engage in critical analysis of the law on one hand and personal and public morality on the other;

C04	Produce scholarly writing that demonstrates: (1) acquaintance with legal and social theoretical terminologies and styles; (2) analysis, synthesis, critical judgment, reflection and evaluation; and (3) cites a range of practical and scholarly interdisciplinary research sources;
C05	Demonstrate effective oral communication skills by discussing and debating course concepts in a scholarly, reflective and respectful manner; and
C06	Demonstrate self-management through self-assessment of capabilities and performance and use of previous feedback received in the course.

Course Contents:

Module I

- 1.1. Scope of Jurisprudence- concept of law- the relation of justice to law and ethics
- 1.2. Legal Theories - natural law theories - historical development in ancient, medieval and renaissance period –
- 1.3. Positivism and analytical theories of law- analytical positivism-Austin’s theory of law - pure science of law - Kelson’s theory- positivism- Hart on analytical positivism – influence on Indian legal system.
- 1.4. Natural law and its revival- law and morals – Mill’s view on morality - Hart on natural law- Fuller and morality of law- Finnis and restatement of natural law- - Hart & Devlin debate- Hart & Dworkin debate.

Module II

- 2.1. Sociological jurisprudence- Roscoe Pound’s theory of social engineering - theory of interest- Laswell and Mcdaugal, Parsons, Selznick – Jhering, Max Weber, Durkheim, Ehrlich - Unger and the development of modern law
- 2.2. Historical and Anthropological theories-the German Historical School - Savigny and Volkgeist- the English Historical School - Sir Henry Maine
- 2.3. Legal Realism- Idealism- Kant & Hegel
- 2.4. Feminist and Marxist jurisprudence.

Module III

- 3.1. Concept of rights - classification and categorisation of rights - constitutional rights - unenumerated rights
- 3.2. Correlation of rights with duties – Hohfeld’s analysis - human rights –
- 3.3. Justice and theories - Rawlsian theory of justice-
- 3.4. Amartya Sen and the concept of justice- Robert Nozick and the minimal state concept- distributive justice.

Module IV

- 4.1. Concept of individual and social justice in the Indian context
- 4.2. Constitution and social justice - preamble fundamental rights and directive principles of the constitution
- 4.3. Law and poverty - access to justice - legal aid to the poor and indigent, objectives and programmes
- 4.4. Legal literacy and law reform -judicial activism and public interest litigation.

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

1. Friedman W., Legal Theory. (Fifth Edition), Universal Law Publishing Co-Pvt. Ltd.
2. Wayne Morrison, Jurisprudence from the Greek to Post-Modernism 1997.
3. Holand Sir R.W.M., The Elements of Jurisprudence 2001, Universal law Publishing Co Pvt. Ltd.
4. Freeman M.D.A. Lloyd’s, Introduction to Sweet and Maxwell Jurisprudence, 7th Edition.
5. Dias Jurisprudence (Fifth Edition), Aditya Books, Butterworths.

6. P.J. Fitzgerald, Salmond on Jurisprudence (12th Edition) Universal Law Publishers.
7. Bodenheimer, Edgar, Jurisprudence: The Philosophy and Method of the Law, (Revised Edition) 1996 Universal Book Traders, New Delhi.
8. J. W. Harris, Legal Philosophies, Oxford University Press (1980).
9. Suri Ratnapala, Jurisprudence, Cambridge University Press (2016).
10. P. J. Fitzgerald, Salmond on Jurisprudence, Universal Law Publishing Co., New Delhi, (2014).

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

11. Roscoe Pound, Introduction to Philosophy of Law.
12. Roscoe Pound, Jurisprudence.
13. W. Friedmann, Law in a Changing Society.
14. Cappelletti and Garth (Ed.), Access to Justice.
15. B. Sivaramayya, Inequalities and the Law.
16. Upendra Baxi, The crisis of Indian Legal System.
17. Upendra Baxi, Law and Poverty.
18. Lon.L.Fuller, The Morality of Law.
19. H.L.A.Hart, The Concept of Law.
20. John Rawls, A Theory of Justice, Oxford.
21. Raymond Wacks, Understanding Jurisprudence: An Introduction to Legal Theory, Oxford.

Teaching Learning Strategies

A. Continuous Internal Assessment (CIA)

1. **Internal Test** – Descriptive and analytical type of questions and problems are involved.
2. **Book review** – every student to review a seminal work on any topic relevant to the course and submit a report
3. **Seminar Presentation** – a recent legal development in the area is to be identified to prepare a paper and present in the seminar
4. **Assignments** – Fundamental topics in the concerned area in the light of burning issues relating to the subject shall be presented and discussed by the learner in the class
5. **Case discussion** (oral) and preparation of case comments (in writing)-Prominent judicial pronouncements shall be discussed to crystalize the judicial process
6. **Paper writing** - Following the research methodology and instructions on writing adopting the international mode of footnoting and citations, the learner has to submit a paper with individual contributions to the legal regime
7. **Clinical training** – each student may individually or in group be assigned with practical experience of dealing with actual issues involving concepts of public law and prepare a report
8. **Online presentations** - students may be asked to prepare online teaching and learning materials so as to enable them to be trained in flipped class room mode of teaching

B. End Semester Examination

Mode of transaction

Direct Instruction: Brain storming lectures, Explicit Teaching, E-learning, **Inter-active Instruction:** Active co-operative learning, Seminars, Group Assignments **Authentic learning:** Library work and Group discussion, Presentation by individual student/ Group representative, Case studies and comments, Literature Review

ASSESSMENT RUBRICS

		Marks
End Semester Evaluation		60
Continuous Evaluation		40
Specific outcomes (On completion of this course, the student should be able to:)	Assessment criteria (What evidence must the student provide to show that they are competent? The student must be able to:)	Assessment tasks (The evidence will be gathered in the following way. The student may be expected to:)
Understand, explain and evaluate the major schools of legal philosophy	Describe and explain the principles of classical natural law theory, as viewed through the eyes of certain legal philosophers Describe and explain the principles of legal positivism, as viewed through the eyes of certain leading philosophers Describe and explain the principles of legal realism, as viewed through the eyes of certain leading philosophers Describe and explain the principles of historical jurisprudence, as viewed through the eyes of certain leading philosophers Describe and explain the principles of critical legal scholars, as viewed through the eyes of certain leading philosophers Evaluate critically the advantages and disadvantages of any of these particular approaches to law Compare and contrast the different schools of legal philosophy	Write an essay in which the principles and features of the various schools of jurisprudence are discussed and critically evaluated Write an essay in which one school of jurisprudence is compared and contrasted with one another Write an essay in which one philosopher's approach to law is compared and contrasted with another
Understand, explain and evaluate some of the major jurisprudential debates that have preoccupied legal philosophers	Discuss critically the Hart/Fuller debate as to whether law and morality are intrinsically interlinked Discuss critically the Hart/Devlin debate about whether it is the task of the criminal law to enforce morality Discuss critically the debate about how the process of legal adjudication occurs	Write an essay in which these debates are discussed and critically analysed
Understand how certain philosophical approaches to law have shaped the way our Indian society and its legal	Discuss critically the impact of the various philosophical approaches on the Indian legal system, particularly in	Write an essay in which the debate on and role of the Indian judiciary is discussed, from various philosophical

system has arranged itself in the past	respect of the record and role of the Indian judiciary under equality	perspectives
Think critically about law as a social and political entity, particularly in the context of contemporary debates about law in modern Indian society	Identify the relevant principles of legal philosophy that may underpin issues of legal and social debate in India Critically and logically discuss the relevant principles Apply these principles to discussions about issues of contemporary legal interest in Indian society Propose potential solutions to these debates, which are grounded in firm jurisprudential foundations	Write an essay in which contemporary issues of legal interest in India are critically analysed from a philosophical perspective, and solutions are proposed to the problem that are logically grounded in relevant philosophical theory
Understand more clearly the reasons behind the existence, structure, value and content of the "black letter" laws that are studied in other legal courses	Identify and explain the philosophy behind the existence of various particular laws and legal structures Discuss the way in which one's philosophical starting point may determine how one understands the meaning and content of various laws and legal structures	Write an essay in which a particular legal rule, principle, doctrine or institution is explained in its philosophical context

Sample Questions to test Outcomes

1. Describe and explain the principles of classical natural law theory, as viewed through the eyes of certain legal philosophers?
2. Identify the relevant principles of legal philosophy that may underpin issues of legal and social debate in India Critically and logically discuss the relevant principles
3. Discuss critically the impact of the various philosophical approaches on the Indian legal system, particularly in respect of the record and role of the Indian judiciary under equality
4. Discuss critically the Hart/Fuller debate as to whether law and morality are intrinsically interlinked
5. Describe and explain the principles of legal positivism, as viewed through the eyes of certain leading philosophers
6. Describe and explain the principles of legal realism, as viewed through the eyes of certain leading philosophers

SEMESTER I
Discipline Specific Core
(LLCRI01DSC02) Legal Research Method, Teaching and Academic Writing

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
4	0	4	3	2	5	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

The primary objective of the course is to enhance the ability of the student of law to transform a legal research scholar as well as teacher of legal studies. This course focuses on legal education system in India, to have an overall idea of legal teaching in the contemporary context. The teaching practical entails each student to develop the ability and skill of teaching in law. Research methodology part of the course imparts skills to develop research tools and primary idea about legal research methodology. Another thrust area of the course is training in academic writing ethics as well as orient in academic writing in law.

Course Objectives

1. **Develop Proficiency in Legal Research:** The course aims to equip students with the necessary skills and techniques to conduct effective legal research. Students will learn how to identify relevant legal sources, navigate databases, and employ advanced search strategies to find authoritative legal materials.
2. **Understand Research Methodologies:** Students will gain an understanding of various research methodologies commonly used in legal studies. They will explore qualitative and quantitative research methods, as well as doctrinal and empirical approaches. The objective is to enable students to choose appropriate research methods for their legal inquiries.
3. **Enhance Teaching Skills:** The course seeks to develop teaching skills specific to legal education. Students will learn how to design and deliver effective legal courses, develop instructional materials, and engage students in interactive learning activities. They will also explore strategies for assessing student learning and providing constructive feedback.
4. **Improve Academic Writing Skills:** The course aims to enhance students' academic writing skills, focusing on legal research papers, articles, and other scholarly works. Students will learn how to structure their writing, use legal citation formats correctly, and effectively communicate legal concepts and arguments. The objective is to enable students to produce high-quality written work suitable for publication in legal journals.
5. **Foster Critical Thinking and Analysis:** The course emphasizes the development of critical thinking and analytical skills within the legal context. Students will learn how to evaluate legal sources, analyze complex legal issues, and construct well-reasoned arguments. The objective is to enhance students' ability to engage in scholarly discourse and contribute to the legal academic community.
6. **Understand Ethical Considerations in Legal Research and Writing:** Students will explore ethical considerations associated with legal research and writing. They will learn about plagiarism, citation ethics, confidentiality, conflicts of interest, and other ethical issues relevant to legal scholarship. The objective is to foster ethical research and writing practices among students.
7. **Develop Collaboration and Communication Skills:** The course encourages students to work collaboratively and communicate effectively in the legal research and academic writing context. Students will engage in group projects, peer reviews, and presentations to enhance their teamwork and communication abilities. The objective is to prepare students for professional collaboration in the legal field.
8. **Gain Practical Research and Writing Experience:** The course provides students with opportunities to apply their knowledge and skills through practical exercises, research projects, and writing assignments. Students will engage in hands-on legal research, produce academic papers, and receive feedback to refine their research and writing abilities.

COURSE OUTCOMES (CO)

CO No.	Upon completion of this course, students will be able to;	Learning Domains
1	Understand objective, importance and role of legal education in contemporary India	U, An, I, Ap
2	Learn methods of teaching in legal studies	U, A, S, I, Ap, E
3	Associate the relationship between social transformation and legal research	U, A, An, I
4	Explore and learn qualitative and quantitative legal research methods	U, A, S, I, Ap
5	Understand concepts like ethics and intellectual honesty in academic writing	R, U, A, An
6	Develop skills in academic writing of lesson plans, legal research report, synopsis, book review	U, E, C, S

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENTS

	Hours	CO. No.
Module 1 – LEGAL EDUCATION IN INDIA	12 Hours	
1.1 Objectives of legal education in contemporary India	2	1
1.2 Legal Education in the Globalised World	3	1
1.3 Legal Education Reform Reports	2	1
1.4 New Education Policy and Legal Education	3	1
1.5 Online Legal Education and Implications/question of digital divide Use of LMS in legal education	2	1
Module 2 - METHODS OF TEACHING IN LAW	15 Hours	
2.1 Lecture method	2	2
2.2 Case method	2	2
2.3 Socratic method	2	2
2.4 Discussion method	2	2
2.5 Tutorial method	2	2
2.6 Comparative understanding different teaching methods/ merits and demerits of teaching methods	3	2,5

2.7	Usage of ICTs- democratic practices in classrooms	2	2,6
Module 3- LEGAL RESEARCH		33 Hours	
3.1	Legal Research- nature Need and Importance	2	3
3.2	Kinds of research - Doctrinal and Non- Doctrinal Legal Research Relative Merits- Doctrinal and Non-Doctrinal Legal Research Importance of socio-legal research Inter-disciplinary approach in legal research	9	3
3.3	Quantitative data-Sources and techniques of data collection in legal research- Sampling and Survey- methods of sampling- Interview – Questionnaire – Case Study- Focus Group Discussions	9	3
3.4	Qualitative methods- narrative analysis-- in legal research Legal anthropology- Participatory observation in legal research	10	3
3.5	Mixed methods in legal research- impact of legal research in addressing social inequalities	3	3,4
Module 4-ACADEMIC WRITING IN LAW		15 Hours	
4.1	Legal Writing- Referencing	4	5,6
4.2	Research Ethics- intellectual honesty- Plagiarism-	4	5,6
4.3	Writing of Research Report	2	5,6
4.4	Writing lesson plans, synopsis, book reviews	5	5,6
4.5	Use of Zotero, Mendeley- Legal database such as Jstore, SCC online, Westlaw, LexisNexis in the legal research		

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

1. S.K. Agarwala (Ed.), *Legal Education in India*, NM Tripathi, Bombay (1973). International Legal Centre, *Legal Education in a Changing World* (1975)
2. John A. Yogis, Innis M. Christie, Michael J. Iosipescu, *Legal Writing and Research Manual*, Butterworths, Toronto (1988)
3. Peter Goodrich, *Reading the Law: A Critical Introduction to Legal Method and Techniques*, Blackwell Publications (1986).

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

1. Law Commission of India, XIV Report (1958)
2. U.G.C., Report of the Curriculum Development Centre in Law (2001)
3. S.K. Agarwala (Ed.), *Legal Education in India*, NM Tripathi, Bombay (1973). International Legal Centre, *Legal Education in a Changing World* (1975)
4. Packer and Ehrlich. *New Directions in Legal Education*, McGraw-Hill Book Company, New York (1972).
5. LeBrun Merline, and Johnstone M, *The Quiet Revolution: Improving Student Learning in Law*, Law Book Company, Melbourne (1995)
6. Morris L. Cohen, *How to Find the Law*, 9th edn, West Publishers, St Paul, Minn. (1976)
Morris L. Cohen, *Legal Research in a Nutshell*, West Publishers, St Paul, Minn (1978)
7. Peter Goodrich, *Reading the Law: A Critical Introduction to Legal Method and Techniques*,

- Blackwell Publications (1986).
8. John A. Yogis, Innis M. Christie, Michael J. Iosipescu, *Legal Writing and Research Manual*, Butterworths, Toronto (1988)
 9. Goode and Hatt, *Methods in Social Research*, Surjeet Publications, New Delhi Pauline V Young, *Scientific Social Survey and Research*, Printice Hall (1956) Indian Law Institute, *Legal Research and Methodology* (1982)

TEACHING LEARNING STRATEGIES

1. **Active Learning:** Encourage active participation of students in the learning process by incorporating activities such as discussions, case studies, group work, role plays, and hands-on experiments. This approach promotes critical thinking, problem-solving, and collaborative skills.
2. **Flipped Classroom:** In a flipped classroom model, students review study materials, lecture videos, or readings before the class. Classroom time is then utilized for discussions, debates, and problem-solving activities. This approach encourages self-paced learning and allows for deeper engagement during face-to-face interactions.
3. **Cooperative Learning:** Promote cooperative learning by organizing students into small groups to work together on projects, assignments, or problem-solving tasks. This strategy enhances teamwork, communication skills, and peer learning.
4. **Problem-Based Learning (PBL):** Present students with real-world problems or scenarios that require critical thinking and application of knowledge. PBL encourages students to explore and solve complex problems, fostering deeper understanding and long-term retention of concepts.
5. **Use of Technology:** Integrate technology tools and resources to enhance teaching and learning. This can include multimedia presentations, interactive simulations, online discussion forums, virtual labs, and educational software. Utilizing technology promotes active engagement and provides access to a wide range of learning resources.

Mode of transaction

Direct Instruction: Brain storming lectures, Explicit Teaching, E- learning, **Inter-active Instruction:** Active co-operative learning, Seminars, Group Assignments **Authentic learning:** Library work and Group discussion, Presentation by individual student/ Group representative, Case studies and comments, Literature Review

ASSESSMENT RUBRICS

Assessment Types

A. Continuous Internal Assessment (CIA)	
i.	Internal Test—Descriptive and analytical type of questions and Problems are involved.
ii.	Book review – reading text and writing review by every student to review a seminal work on any topic relevant to the course and submit a report
iii.	Teaching Practical and writing lesson plan on selected area of legal studies
iv.	Assignments—Fundamental topics in the concerned area in the light of burning issues relating to the subject shall be presented and discussed by the learner in the class
v.	Academic writing—Following the research methodology and instructions on writing adopting the international mode of footnoting and citations, the learner has to submit a paper with individual contributions to the legal regime
vi.	Model synopsis writing on selected area of research as a prerequisite academic exercise to the LLM dissertation synopsis writing
vii.	Online presentations—students may be asked to prepare online teaching and

learning materials so as to enable them to be trained in flipped class room mode of teaching
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B. End Semester Examination

	Marks
End Semester Evaluation	60
Continuous Evaluation	40

Sample Questions to test Outcomes.

1. Critically evaluate objective, importance and role of legal education in contemporary India?
2. Explain the different methods of teaching in legal studies
3. Examine the relationship between social transformation and legal research
4. Discuss the qualitative and quantitative methods of legal research
5. Enumerate concepts like ethics and intellectual honesty in academic writing

**SEMESTER I
CORE COURSE
LLCRI01DSC03: Core Tenets of Criminal Law**

Credit			Teaching Hours/w			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
4	0	4	5	0	5	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

The course on General Principles of Criminal Law is designed to provide an in-depth understanding of the fundamental concepts and principles that govern criminal law. It explores the nature of criminal offenses, the elements of a crime, and the various defenses available to individuals accused of committing a crime.

The course typically begins by introducing students to the basic structure and sources of criminal law, including statutes, common law, and constitutional principles. It then delves into the key elements of a crime, such as actus reus (the guilty act) and mens rea (the guilty mind), discussing their significance in determining criminal liability.

Throughout the course, students learn about different categories of criminal offenses, including homicide, assault, theft, and various forms of property crimes. They study the elements that define each offense, along with relevant legal principles and case law. The course also covers the classification of crimes based on their severity, such as misdemeanours and felonies.

Course objectives:

1. Knowledge of Legal Principles: Students will gain a thorough understanding of the basic legal principles that form the basis of criminal law, including the elements of a crime, the categories of offenses, and the principles of criminal liability. They will become familiar with the sources of criminal law and the hierarchy of legal authority.
2. Analytical Skills: The course aims to develop students' analytical and critical thinking skills by examining and evaluating legal principles, statutes, case law, and various defenses

in criminal cases. Students will learn to identify relevant legal issues, analyze factual scenarios, and apply legal principles to reach reasoned conclusions.

3. **Understanding Criminal Offenses:** Students will acquire knowledge of different categories of criminal offenses and their elements. They will explore the legal and social implications of various offenses, including the harm caused to individuals and society, and the justifications for criminalizing certain conduct.
4. **Familiarity with Defenses:** The course intends to familiarize students with common defenses raised in criminal cases. Students will study the requirements and legal standards for establishing defenses such as self-defense, necessity, intoxication, and insanity. They will analyze case law to understand how defenses have been applied in real-world scenarios.
5. **Application of Legal Principles:** Through case studies, hypothetical scenarios, and class discussions, students will learn to apply legal principles to complex factual situations. They will develop the ability to assess evidence, evaluate legal arguments, and make reasoned judgments about guilt or innocence.
6. **Ethical Considerations:** The course aims to promote an understanding of the ethical dimensions of criminal law. Students will explore ethical issues surrounding criminal prosecution, defense strategies, and the balancing of individual rights with societal interests. They will consider the fairness and justice implications of different legal principles and policies.
7. **Preparation for Further Study or Practice:** The course provides a solid foundation for students who wish to pursue further study or a career in law, criminal justice, or related fields. It equips students with the necessary knowledge and analytical skills to navigate the complexities of criminal law and engage in legal reasoning.

Learning Outcomes:

After completing the course, the student should be able to:

C01	Read a lot of articles and books written by eminent authors whose deep analysis about the concept of actus reus and mens rea, the justifications of excuse, the different theories related to attempts and commission will enrich the students about the general principles of criminal law.
C02	Develop jurisprudential and analytical mind.
C03	Have a conceptual clarity as to the concept of mental as well as physical elements involved in a crime. They will also come to know the lack of clarity in the judgments relating to various concepts of Criminal Law which will in turn help them to be good teachers, Advocates and Judges.
C04	Read a lot of judgments in the area of mens rea, actus reus and general exceptions which will enable them to get the problems exist in these areas and also to get the extent to which these principles are applied by the Courts.
C05	Be interested in writing articles and case comments.

Course contents:

Module I:

- 1.1. History of English Criminal Law-Development of Criminal Law in India-Accusatorial

- & Inquisitorial systems- advantages and disadvantages
- 1.2. Distinction between Crime and Tort
- 1.3. Relation between Criminal Law, ethics and social morality
- 1.4. Concept of Punishment

Module II:

- 2.1. Mens rea – Mental element – intention, recklessness, negligence – transferred malice-
- 2.2. Joint responsibility – vicarious responsibility-corporate responsibility-
- 2.3. Exclusion of mens rea – Statutory crimes- judicial decisions- comparison continental and common law positions
- 2.4. Inchoate Crimes – attempt, abetment – conspiracy-judicial decisions- judicial decisions- comparison continental and common law positions

Module III:

- 3.1. General exceptions of criminal responsibility – excuses and justifications-General defences
- 3.2. Right of private defense – necessity – accident defense of superior orders – executive and judicial acts – consent - judicial decisions- comparison continental and common law positions
- 3.3. Defense of mistake of fact – mistake of law – ignorance of law – infancy, insanity – alcoholic insanity-
- 3.4. Judicial decisions- comparison continental and common law positions

Module IV:

- 4.1. Principles of legality – presumption of innocent
- 4.2. Burden of proof
- 4.3. Protection against self-incrimination – Autrefois acquit and Autrefois convict
- 4.4. Judicial decisions- comparison continental and common law positions.

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

1. Dr.K.N. Chandrasekharan Pillai- General Principles of Criminal Law (2020).
2. Smith & Hogen - Criminal Law.
3. Glanville Willams - Criminal Law - General Part.

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

1. Glanville Willams - Text Book of Criminal Law.
2. Jerome Hall - General Principles of Criminal Law.
3. R. C. Nigam - Law of Crimes in India Vol. I.
4. Kenny - Outlines of Criminal Law.
5. Cross and Jones - Cases on Criminal Law.
6. George Fletcher - Rethinking Criminal Law.
7. Russel - Crime Vols. I & II.
8. Edwards - Mens Rea in Statutory offences.
9. P.R. Glazebrook (Ed.) - Reshaping the Criminal Law.
10. Collin, Howard - Strict Responsibility.
11. Law Commission - 42nd Report and the 14th Report (Vol. II).
12. Card, Cross and Jones - Criminal Law (1992).

TEACHING LEARNING STRATEGIES**Mode of Assessment****A. Continuous Internal Assessment (CIA)**

1. Internal Test – Descriptive and analytical type of questions and problems are involved. MCQs may also be included.
2. Book review – every student to review a seminal work on Criminal Law and Principles governing general defenses, and submit a report
3. Seminar Presentation – a recent legal development in the area is to be identified to prepare a paper and present in the seminar

4. Assignments – Fundamental topics in the concerned area in the light of burning issues relating to the subject shall be presented and discussed by the learner in the class
5. Case discussion(oral) and preparation of case comments (in writing)-Prominent judicial pronouncements shall be discussed to crystalize the judicial process
6. Paper writing-Following the research methodology and instructions on writing adopting the international mode of footnoting and citations, the learner has to submit a paper with individual contributions to the legal regime
7. Clinical training – each student may individually or in group be assigned with practical experience of dealing with actual issues warranting plea of defenses and prepare a report
8. Online presentations-students may be asked to prepare online teaching and learning materials so as to enable them to be trained in flipped class room mode of teaching

B. End Semester Examination

MODE OF TRANSACTION

Direct Instruction: Brain storming lectures, Explicit Teaching, E- learning, Inter-active Instruction: Active co-operative learning, Seminars, Group Assignments Authentic learning: Library work and Group discussion, Presentation by individual student/ Group representative, Case studies and comments, Literature Review

ASSESSMENT RUBRICS

	Marks
End Semester Evaluation	60
Continuous Evaluation	40

Sample Questions to test Outcomes.

1. Analyse the historical development of criminal legal system
2. Elucidate theoretically the influence of morality, ethics and religion in the development of criminal legal system
3. Critically examine the nature and content of the elements of crime
4. Evaluate the development of the principle of strict liability in criminal law
5. Critically examine General exceptions of criminal responsibility

SEMESTER I DECIPLINE SPECIFIC CORE COURSE LLCRI01DSC04: INTERNATIONAL CRIMINAL LAW

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
4	0	4	5	0	5	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

International criminal law is the body of law that prohibits certain categories of conduct deemed to be serious crimes, regulates procedures governing the investigation, prosecution, and punishment of those categories of conduct, and holds perpetrators individually accountable for their commission. Some of the most heinous crimes were committed during the conflicts that marked the twentieth century. Unfortunately, many of these violations of international law have remained unpunished. The repression of serious violations of international humanitarian law is essential for ensuring respect for this branch of law, particularly considering the gravity of certain violations, such as genocide, war crimes, and crimes against humanity. It is in the interest of the international community as a whole to punish these crimes. There are several

basic principles upon which international criminal law is based. As international crimes increasingly include extraterritorial elements, requiring enhanced interaction between states, it is becoming more pressing to coordinate respect for these principles. In this course, we examine the composition and functions of the court's organs, the investigation, prosecution, trial, and penalties under the court, as well as the appeal, revision, and enforceability of the court's decisions.

Course Objectives

1. Understanding the foundations and development of international criminal law: This objective involves studying the historical background, sources, and principles of international criminal law, as well as its evolution over time.
2. Examining international crimes: The course may focus on analyzing different categories of international crimes, such as genocide, crimes against humanity, war crimes, and aggression. It may involve studying the definitions, elements, and modes of liability associated with these crimes.
3. Exploring the international criminal justice system: This objective involves studying the various international tribunals and courts responsible for prosecuting international crimes, such as the International Criminal Court (ICC) and ad hoc tribunals like the International Criminal Tribunal for the former Yugoslavia (ICTY) and the International Criminal Tribunal for Rwanda (ICTR).
4. Analyzing substantive and procedural aspects of international criminal law: The course may delve into the substantive elements of international crimes, including their individual elements and contextual elements. Additionally, it may cover procedural issues, such as investigation, evidence, arrest, fair trial rights, and sentencing.
5. Critically evaluating challenges and controversies in international criminal law: This objective involves discussing and analyzing the practical challenges, controversies, and critiques surrounding international criminal law. It may cover issues such as state cooperation, immunities, complementarity, the relationship between international criminal law and human rights, and the effectiveness and legitimacy of international criminal justice mechanisms.

Course Outcomes

1. Comprehensive knowledge of international criminal law: Students should gain a thorough understanding of the principles, concepts, and frameworks of international criminal law, including the elements and definitions of international crimes.
2. Familiarity with international criminal justice mechanisms: Students should become acquainted with the international courts and tribunals responsible for prosecuting international crimes, including their jurisdiction, structure, and procedures.
3. Critical analysis and evaluation skills: The course may aim to develop students' ability to critically analyze and evaluate the challenges, controversies, and effectiveness of international criminal law, such as issues related to state cooperation, immunities, and the legitimacy of international criminal justice.
4. Proficiency in legal research and writing: Students may be expected to enhance their research skills by exploring relevant case law, treaties, and scholarly articles on international criminal law. They may also develop their legal writing skills through assignments and assessments.
5. Application of international criminal law principles: The course may provide opportunities for students to apply the knowledge and principles of international criminal law to hypothetical scenarios or real-world case studies. This can help students develop their problem-solving and analytical skills within the context of international criminal law.

Content of the course

Module-I

- 1.1. The sources of international criminal law
- 1.2. Principles of State jurisdiction
- 1.3. The prosecution of international crimes: The role of international and national courts and tribunals
- 1.4. Jurisdiction and structure of international criminal courts and tribunals

Module-II

- 2.1. Investigations, prosecutions, evidence, and procedure in ICC
- 2.2. Fair trial rights, appeals, and revision and enforcement of sentences
- 2.3. The elements of international crimes
- 2.4. War crimes

Module-III

- 3.1. Crimes against humanity
- 3.2. Genocide
- 3.3. Aggression
- 3.4. Defences or grounds for excluding criminal responsibility

Module-IV

- 4.1. Modes of participation in crimes and concurrence of crimes
- 4.2. Jurisdictional immunities
- 4.3. International investigative agencies (Interpol etc), Adjudication authorities (including ad hoc and permanent criminal tribunals)
- 4.4. Extradition Act 1962 (Relevant Provisions) and Extradition Treaty

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

1. Douglas Guilfoyle, International Criminal Law, Oxford University, 2016.

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

1. Bassiouni Cherif, Introduction to International Criminal Law, 2nd Revised edition Martinus Nijhoff Publishers, Dordrecht, The Netherlands, (2012)
2. Antonio Cassese, International Criminal Law, 2 nd edn, Oxford University Press, Oxford (2008). Bantekas, Ilias Nash, and Susan, International Criminal Law, 2 nd edn, Cavendish, London (2003)
3. May Larry, Crimes against Humanity: A Normative Account, Ashgate, Aldershot (2005) Journal of Indian Law Institute: 2007 Volume
4. Cryer Robert, Reconciling International Crimes: Selectivity and the International Criminal Law Regime, Cambridge University Press, New York (2005)
5. Cryer Robert, Friman, Haken Robinson, Daryl Wilmshurt, and Elizebeth, An Introduction to International Criminal Law and Procedure, Cambridge University Press, Cambridge (2007) Knoop Alexander, and Geert Jam, Internationalised Criminal, Kluwer, The Hague (2005)
6. The International Criminal Court and the Crime of Aggression, Ashgate, Aldershot (2004)
7. Woetzel, Rbert K, Nuremberg Trials in International Law, 2 nd edn, Stevens, London (2010)
8. Meloni Chandal, Command Responsibility in International Criminal Law, TMC Asser Press, The Hague (2010)
9. Research Handbook on International Criminal Law, Edward Elgar, Cheltenham(2011)
10. Killichansaree Krimingsak, International Criminal Law, Oxford University Press, Oxford (2001).
11. Singu Lyal, The Emerging System of International Criminal Law: Developments in Codification and Implementation, Kluwer Law International, London (1997)
12. Than Clair de Short Edwin, International Criminal Law and Human Rights, Sweet and Maxwell, London (2003)
13. From Nuremberg to Hague: The Function of International Criminal Law and Justice, Cambridge University Press, Cambridge (2003)
14. International Criminal Law: A Collection of International and European Documents, Kluwer Law International, London (1996)
15. Sliedregt Evan, International Criminal Responsibility in International Law, Oxford University Press, Oxford (2011).

TEACHING LEARNING STRATEGIES

Mode of Assessment

A. Continuous Internal Assessment (CIA)

1. Internal Test – Descriptive and analytical type of questions and problems are involved. MCQs may also be included.
2. Book review – every student to review a seminal work on any topic relevant to the course and submit a report
3. Seminar Presentation – a recent legal development in the area is to be identified to prepare a paper and present in the seminar
4. Assignments – Fundamental topics in the concerned area in the light of burning issues relating to the subject shall be presented and discussed by the learner in the class
5. Case discussion(oral) and preparation of case comments (in writing)-Prominent judicial pronouncements shall be discussed to crystalize the judicial process
6. Paper writing-Following the research methodology and instructions on writing adopting the international mode of footnoting and citations, the learner has to submit a paper with individual contributions to the legal regime
7. Clinical training – each student may individually or in group be assigned with practical experience of dealing with actual issues involving the procedures of investigation and prepare a report
8. Online presentations-students may be asked to prepare online teaching and learning materials so as to enable them to be trained in flipped class room mode of teaching

B. End Semester Examination

MODE OF TRANSACTION

Direct Instruction: Brain storming lectures, Explicit Teaching, E- learning, Inter-active Instruction: Active co-operative learning, Seminars, Group Assignments Authentic learning: Library work and Group discussion, Presentation by individual student/ Group representative, Case studies and comments, literature review

ASSESSMENT RUBRICS

	Marks
End Semester Evaluation	60
Continuous Evaluation	40

Sample Questions to test Outcomes.

1. The principle of complementarity is a cornerstone of the International Criminal Court's (ICC) jurisdiction. Discuss the concept of complementarity and its significance in ensuring accountability for international crimes.
2. Critically analyze the challenges faced by international criminal tribunals in investigating and prosecuting sexual and gender-based crimes. How can these challenges be overcome to achieve justice for victims?
3. The concept of universal jurisdiction allows states to prosecute individuals for certain international crimes regardless of where the crimes were committed or the nationality of the perpetrator or the victim. Assess the advantages and disadvantages of universal jurisdiction and its role in combating impunity for international crimes.
4. The Rome Statute of the ICC recognizes the crime of aggression as one of the core international crimes. Discuss the evolution of the crime of aggression, its legal definition, and the challenges associated with its prosecution.
5. Transitional justice mechanisms, such as truth commissions and international criminal tribunals, play a crucial role in post-conflict societies. Evaluate the effectiveness of transitional justice mechanisms in promoting accountability, reconciliation, and peace in societies emerging from conflict.

**SEMESTER I
SKILL ENHANCEMENT COURSE
LLCRI01SEC01: WEDNESDAY SEMINAR**

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
0	2	2	0	4	4	100	0	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

The Wednesday Seminar on Case Laws is a comprehensive and interactive course designed to provide participants with a deep understanding of case law and its application in legal practice. The course focuses on studying and analyzing significant court decisions, landmark judgments, and notable precedents from various jurisdictions and areas of law. Through a combination of lectures, discussions, and case study analysis, participants will delve into the principles and concepts underlying case law. They will learn about the hierarchy of courts, the role of precedent, and the techniques used in legal reasoning by examining the reasoning and implications of court decisions. The course emphasizes the development of critical thinking and analytical skills. Participants will learn how to identify and analyze key legal issues, extract relevant legal principles, and evaluate the impact of court decisions on subsequent cases and legal developments. They will engage in thought-provoking discussions and debates, examining different perspectives and assessing the strengths and weaknesses of arguments presented in case laws

Objective of the Course

1. **Case Law Familiarity:** To familiarize participants with significant court decisions, landmark judgments, and notable precedents in relevant areas of law. This will involve studying cases from various jurisdictions and understanding the reasoning and implications behind these decisions.
2. **Legal Analysis:** To develop participants' skills in analyzing and interpreting case law, including identifying key legal issues, understanding the relevant legal principles, and assessing the impact of court decisions on subsequent cases and legal developments.
3. **Application of Case Law:** To enable participants to apply case law principles to real-life legal scenarios and evaluate the potential outcomes of similar cases based on established precedents. This objective aims to enhance participants' ability to make sound legal arguments and predictions using case law as a foundation.
4. **Critical Thinking and Debate:** To encourage participants to engage in critical thinking and constructive debate by examining different perspectives, evaluating the strengths and weaknesses of arguments presented in case law, and developing well-reasoned positions based on legal principles.
5. **Practical Skills Development:** To provide participants with practical skills related to case law research, analysis, and citation. This objective aims to enhance participants' ability to locate relevant cases, extract relevant legal principles, and effectively incorporate case law into legal writing and arguments.
6. **Current Legal Issues:** To explore recent and ongoing legal issues and controversies through the analysis of contemporary case law. This objective allows participants to stay informed about the evolving legal landscape and understand the application of case law to emerging areas of law.

Course Learning Outcomes

Upon completion of the Wednesday seminar Course, participants can expect to achieve the following outcomes:

C01	Comprehensive Understanding of Case Law: Participants will have a thorough understanding of the principles and concepts underlying case law, including the hierarchy of courts, the role of precedent, and the application of legal reasoning in judicial decisions.
C02	Proficiency in Legal Analysis: Participants will develop strong analytical skills to critically evaluate and interpret case law. They will be able to identify relevant legal issues, extract key legal principles, and analyze the reasoning and implications of court decisions.
C03	Application of Case Law Principles: Participants will be adept at applying case law principles to practical legal scenarios. They will understand how to use precedent to support legal arguments, predict outcomes in similar cases, and make informed decisions based on established legal precedents.
C04	Enhanced Research and Citation Skills: Participants will improve their ability to conduct effective case law research, locate relevant court decisions, and properly cite and reference case law in legal writing and arguments.
C05	Critical Thinking and Debate: Participants will develop critical thinking skills and the ability to engage in constructive debate by examining different perspectives, evaluating the strengths and weaknesses of arguments presented in case law, and developing well-reasoned positions based on legal principles.
C06	Knowledge of Landmark Cases and Precedents: Participants will be familiar with significant court decisions and landmark cases in various areas of law. They will have a broader understanding of the evolution of legal principles and their application in shaping the legal landscape.
C07	Awareness of Contemporary Legal Issues: Participants will stay updated on recent developments in the law by exploring contemporary case law. They will understand how case law adapts to emerging legal issues and be able to apply current legal trends and rulings to their legal practice or academic pursuits.
C08	Confidence in Legal Reasoning: Participants will gain confidence in their ability to analyze legal problems, formulate persuasive arguments, and support their positions using case law principles. They will be better equipped to make sound legal judgments and provide well-grounded legal advice.

COURSE CONTENTS

Students are required to participate in this program every Wednesday from 9 AM to 12 PM. During each seminar, significant judgments from International Courts, Supreme Court, or various High Courts in India that are relevant will be discussed. A group of three students must select a case and obtain approval from teacher incharge. One student will present the case, including its facts, issues, and personal opinion. The other two students will provide their comments on the case, with one supporting the judgment and the other offering criticism.

A panel consisting of teachers and the department head will assess each seminar presentation. Full-time research scholars must attend the Wednesday seminar. Either a teacher or research scholar will comment on the case presented by the students, evaluating their ability to articulate positions, analyze the case, and present ideas clearly using appropriate language. Active attendance and participation on seminar days are mandatory for successfully completing the course. This exercise will continue throughout all four semesters, allowing students to earn a total of 8 credits from the seminar presentations.

At the commencement of each semester teacher in charge of Wednesday Seminar shall publish a schedule of the Wednesday seminar. Adherence to the Wednesday seminar schedule is mandatory. Before the turn of the student in the schedule he/she should take a relevant case and get the approval of the teacher in charge. After the approval student should prepare a case brief and circulated in among the audience before the seminar day.

TEACHING LEARNING STRATEGIES

The student's ability to present the case, their comprehension of the case's facts, their understanding of the doctrines or principles in the judgment, their proficiency in reading and interpreting sections or articles from various statutes, and their capacity to critically evaluate court judgments will be evaluated by a group of teachers, including the teacher responsible for the Wednesday seminar. During the student presentations, teachers and research scholars may pose questions regarding different aspects of the case, and the students are expected to provide reasonable answers supported by references to case laws, statutes, or other relevant materials. Following the case presentation, the teacher or research scholars will provide their comments on the presented case.

Mode of transaction

Inter-active Instruction: Active co-operative learning for Seminars, and written submissions, Group Assignments etc. Authentic learning: Library work and Group discussion, Presentation by individual learner/ Group representative, Case studies and comments, Literature Review

ASSESSMENT RUBRICS

	Marks
End Semester Evaluation	0
Continuous Evaluation	80
Case Brief Preparation	10
Attendance	10

MARK DISTRIBUTION

Attendance – 10 Marks (2 mark for 76%-80% of attendance, 4 marks for 81%-85% of attendance, 6 marks for 86%-90% of attendance, 8 marks for 91%-95% of attendance, 10 marks for 96% and above)

SCHOOL OF LEGAL STUDIES, KANNUR UNIVERSITY WENESDAY SEMINAR MARK Wednesday seminar No. / 2023			
Candidates	Presenter	Commenter-1	Commenter-2
Command of English Language 10			
Knowledge of law and fact 25			
Analytical ability 20			
Interpreting doctrines/principles/ sections etc. 25			
Total (80)			

**SEMESTER I
ABILITY ENHANCEMENT COURSE
LLCRI01AEC01: CLINICAL LEGAL EDUCATION**

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
0	1	1	1	1	2	100	0	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

Clinical Legal Education is a practical and experiential course offered in law schools and legal education programs. It is designed to provide students with hands-on experience in applying legal theories, concepts, and skills to real-world legal problems. The course integrates classroom instruction with supervised fieldwork, allowing students to work directly with clients, legal professionals, and community organizations.

The course typically combines both theoretical and practical components, aiming to bridge the gap between legal theory and practice. Students learn to analyze legal issues, conduct legal research, develop case strategies, and engage in client representation.

Objective of the course

1. **Practical Skills Development:** The course aims to develop practical skills that are essential for legal practice, such as client interviewing and counselling, legal research and writing, case analysis, negotiation, and advocacy. Students learn to apply legal theories and concepts to real-world situations and develop competence in various aspects of legal practice.
2. **Professional Responsibility and Ethics:** The course emphasizes the importance of professional responsibility and ethical conduct in legal practice. Students learn about the ethical considerations, rules of professional conduct, and responsibilities involved in representing clients. They develop an understanding of their obligations as legal professionals and the impact of their actions on clients, the legal system, and society.
3. **Client Representation:** One of the key objectives of Clinical Legal Education is to provide students with firsthand experience in representing clients. Students learn to effectively communicate with clients, identify legal issues, gather relevant information, and develop strategies to advocate for their clients' interests. They gain an understanding of the challenges and responsibilities associated with client representation.
4. **Critical Thinking and Problem-Solving:** The course aim to develop students' critical thinking and problem-solving skills. Through analyzing complex legal issues, conducting research, and formulating legal strategies, students learn to think analytically and creatively to find solutions to legal problems. They develop the ability to evaluate multiple perspectives, consider legal and ethical implications, and make informed decisions.
5. **Self-Reflection and Professional Growth:** Clinical Legal Education encourages students to engage in self-reflection and evaluate their own performance and growth as legal practitioners. Through reflection exercises and debriefing sessions, students assess their strengths, weaknesses, and areas for improvement. They develop a commitment to lifelong learning and professional development.

6. **Community Engagement and Social Justice:** Many Clinical Legal Education programs emphasize the importance of community engagement and social justice. Students may work on cases or projects that address social, economic, or environmental justice issues. The objective is to instill in students a sense of responsibility towards the community and the role of law in promoting justice and equality

COURSE OUTCOMES

C01	Practical Skills Development: Students will acquire and develop practical legal skills necessary for effective legal practice, such as client interviewing and counselling, legal research and writing, case analysis, negotiation, and advocacy.
C02	Application of Legal Theory: Students will be able to apply legal theories and concepts learned in the classroom to real-world legal problems. They will develop the ability to analyze legal issues, identify relevant legal principles, and formulate appropriate legal strategies.
C03	Professional Responsibility and Ethics: Students will gain an understanding of the ethical considerations and professional responsibilities associated with legal practice. They will learn to navigate issues of confidentiality, conflicts of interest, and attorney-client privilege, and demonstrate ethical behavior in client representation.
C04	Client Representation: Students will be able to effectively represent clients by engaging in tasks such as conducting client interviews, gathering and analyzing relevant information, advising clients, and advocating on their behalf. They will develop skills to handle client relationships, manage expectations, and work towards favorable outcomes.
C05	Critical Thinking and Problem-Solving: Students will develop critical thinking and problem-solving skills by analyzing complex legal issues, conducting research, and formulating legal strategies. They will learn to evaluate multiple perspectives, consider legal and ethical implications, and make informed decisions.
C06	Reflection and Self-Assessment: Students will engage in reflective exercises and self-assessment to evaluate their own performance and growth as legal practitioners. They will develop the ability to identify strengths, weaknesses, and areas for improvement, and make adjustments to enhance their skills and knowledge.
C07	Collaboration and Professionalism: Students will develop the ability to work collaboratively with clients, legal professionals, and colleagues. They will demonstrate professionalism, effective communication, and respect for diverse perspectives in legal practice.
C08	Social service and <i>pro bono publico</i> Lawyering: Students will understand the importance of community engagement and social justice in legal practice. They may work on cases or projects that address social, economic, or environmental justice issues, and develop a commitment to using the law as a tool for positive change. Students will gain practical experience of advocacy and lawyering skills. Students will be able to provide free legal services and social services to the poor and underprivileged in the society.

Course Contents

Module-I

Introduction to Clinical Legal Education:

- 1.1. Overview of clinical legal education and its objectives
- 1.2. History and development of clinical legal education
- 1.3. Theoretical foundations and models of clinical practice
- 1.4. Ethical considerations and professional responsibilities in clinical practice

Module-II

Client Interviewing and Counselling:

- 2.1. Techniques for conducting client interviews
- 2.2. Gathering relevant information and assessing client needs

- 2.3. Providing legal advice and counselling
- 2.4. Active listening and empathy

Core Compulsory Readings

1. "Teaching Law by Design: Engaging Students from the Syllabus to the Final Exam" by Michael Hunter Schwartz, Sophie M. Sparrow, and Gerald F. Hess
2. "Learning from Practice: A Text for Experiential Legal Education" by Leah Wortham, Susan L. Brooks, and Larry D. Sontag
3. "Clinical Legal Education: A Textbook for Law School Clinics" by Craig F. Wickersham and Robert P. Mosteller
4. "Becoming a Lawyer: Fundamental Skills for Law Students" by Donald L. N. MacFarlane, Susan Barker, and Elaine L. Newman
5. "Professional Responsibility: A Contemporary Approach" by Russell G. Pearce, Kay L. Pearson, and Thomas D. Morgan

TEACHING LEARNING STRATEGIES

1. **Experiential Learning:** Clinical Legal Education is inherently experiential, providing students with opportunities to actively engage in real-world legal practice. Students learn through hands-on experience, working on actual cases, interacting with clients, and participating in legal proceedings.
2. **Case Studies and Simulations:** Case studies and simulations are frequently used to replicate real-world legal scenarios. Students analyze hypothetical or actual cases, identify legal issues, and develop strategies to address them. Simulations may involve role-playing exercises, client interviews, negotiations, or mock trials to simulate legal practice.
3. **Supervision and Mentoring:** Clinical Legal Education involves close supervision and mentoring by experienced attorneys or clinical faculty members. Supervisors provide guidance, feedback, and support to students throughout their fieldwork experiences, helping them develop practical skills and ethical judgment.
4. **Reflective Practice:** Reflective exercises and discussions are integrated into Clinical Legal Education to encourage students to critically reflect on their experiences, analyze their actions, and identify areas for improvement. Reflection promotes deeper learning, self-assessment, and professional growth.
5. **Small Group Discussions:** Small group discussions allow students to engage in active learning and collaborative problem-solving. They can share their experiences, perspectives, and insights with peers, fostering critical thinking and enhancing their understanding of legal concepts and skills.
6. **Socratic Method:** The Socratic Method, characterized by probing questions and dialogue, is often employed to stimulate critical thinking and encourage students to articulate their legal reasoning. In clinical settings, the Socratic Method may be used during case discussions or client interviews to deepen students' understanding and analysis.
7. **Legal Research and Writing Workshops:** Workshops dedicated to legal research and writing skills are frequently included in Clinical Legal Education. These workshops provide students with training in conducting effective legal research, analyzing sources, and developing persuasive legal writing skills.
8. **Peer and Self-Assessment:** Peer and self-assessment activities promote active learning and self-reflection. Students assess their own performance and provide feedback to their peers, allowing them to develop a deeper understanding of their strengths and areas for improvement.
9. **Guest Speakers and Field Trips:** Inviting guest speakers, such as practicing attorneys, judges, or legal experts, can provide students with insights into the practical aspects of legal practice and various career paths. Field trips to courts, law firms, or other legal settings may also be organized to expose students to the realities of the legal profession.
10. **Technology Integration:** Clinical Legal Education may incorporate the use of technology to enhance learning experiences. For example, students may utilize legal research databases, case management software, or multimedia resources to support their

fieldwork and learning activities.

MODE OF TRANSACTION

Inter-active Instruction: Active co-operative learning for Seminars, and written submissions, Group Assignments etc. Authentic learning: Library work and Group discussion, Presentation by individual learner/ Group representative, Case studies and comments, Literature Review

ASSESSMENT RUBRICS

	Marks
End Semester Evaluation	0
Continuous Evaluation	100
Field work and data collection	40
Group discussion	20
Internal examination	20
Report	20

SEMESTER - II
Distribution of Credit, Hours and Marks:23, 31, 800
Total Credit in the Semester: 23
Theory Credits: 20 Practicum Credits: 3

Course Code	Course Name	Credit			Teaching Hours/week			Assessment		
		L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
Discipline Specific Core (DSC)- Credits Four										
LLCRI02DSC05	Judicial Process	4	0	4	5	0	5	40	60	100
LLCRI02DSC06	The Changing Face of Criminal Procedure	4	0	4	5	0	5	40	60	100
LLCRI02DSC07	Seminar Course	4	0	4	5	0	5	100	0	100
Discipline Specific Elective (DSE) (Only TWO from Pool B)-Credits Three										
LLCRI02DSE03/0 4/05/06	Choose one Course from Pool B	3	0	3	4	0	4	40	60	100
LLCRI02DSE03/0 4/05/06	Choose one Course from Pool B	3	0	3	4	0	4	40	60	100
Ability Enhancement (AEC)-Credit One										
LLCRI02AEC02	Clinical Legal Education	0	1	1	1	1	2	100	0	100
Skill Enhancement Course (SEC) Credits Two										
LLCRI02SEC02	Wednesday Seminar	0	2	2	0	4	4	100	0	100
Interdisciplinary Elective (IDC)Credits Two										
*	*	2	0	2	2	0	2	40	60	100
Total		20	3	23	26	5	31	500	300	800

* Students in the law department shall complete the Interdisciplinary Elective from courses offered by other departments of the Kanpur University.

The following can be Programme Specific:

- Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation
- Electives: Discipline Specific Electives; Generic Electives; Open Electives; Inter-disciplinary Electives
- Ability Enhancement Courses/Skill Based Courses; Value Added Courses; Dissertation; Project; Practical; Tutorial; Internship; Industry Visit/Study Tour

SEMESTER II
DISCIPLINE SPECIFIC CORE (DSC)
LLCRI02DSC05: JUDICIAL PROCESS

Credit			Teaching Hours/week			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
4	0	4	5	0	5	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

The Judicial Process course is an integral part of the LLM program, designed to provide students with a comprehensive understanding of the functioning and dynamics of the judicial system. The course will provide a detailed study of the concepts of precedent, ratio decidendi, and obiter dicta. It will assist students in identifying the ratio of a case using various theories. This course offers a theoretical and practical examination of the judicial process, focusing on the various stages involved in resolving legal disputes, from filing a lawsuit to the final judgment. Through a combination of lectures, case studies, and interactive discussions, students will explore key concepts such as jurisdiction, standing, pleading, discovery, evidentiary rules, and the role of judges, juries, and attorneys in the courtroom. Additionally, this course will delve into the intricacies of legal reasoning, analysis of precedent, and the influence of legal principles and policies on judicial decision-making. By studying the judicial process, students will develop the necessary skills to critically evaluate legal arguments, assess the strengths and weaknesses of various litigation strategies, and gain a deep understanding of the factors that shape judicial outcomes. Ultimately, this course aims to equip LLM students with the knowledge and tools required to effectively navigate the complex world of litigation and contribute to the advancement of justice.

Course Objectives

1. Understand the concept of precedent and its role in the judicial process: Students will gain a comprehensive understanding of the doctrine of stare decisis, the establishment of binding precedents, and the significance of precedent in shaping legal outcomes.
2. Analyze and extract the ratio decidendi from judicial opinions: Students will learn how to identify and distinguish the ratio decidendi, the key legal principle or reasoning underlying a court's decision, from other parts of the judgment, such as obiter dicta.
3. Apply different theories and analytical frameworks to determine the ratio decidendi: Students will explore various theoretical approaches to identify the ratio decidendi and employ critical thinking skills to assess the strengths and weaknesses of different legal arguments.
4. Evaluate the persuasive value and limitations of obiter dicta: Students will examine the role of obiter dicta in legal reasoning and understand its persuasive value in subsequent cases, while recognizing its non-binding nature.
5. Develop the ability to engage in critical legal analysis: Through the study of precedent and the application of legal principles, students will enhance their skills in critically analyzing judicial decisions, assessing legal arguments, and making reasoned judgments in legal disputes.

Course Outcome

At the end of the Course, the Student will be able to –

C01	The course will make the learners aware about the nature and scope of judicial process, interpretive techniques, relevance of law to provide justice, role of judges social engineering helping the state to maintain law and order and shape contents of law with the passage of time.
C02	The course will become useful for the learners in learning the method to read and analyze the judgments, techniques of drawing the analogies by judges from the arguments of the counsels, application of legal principles and legal concepts to resolve the disputes for operationalizing the law.
C03	The course will help the learners to understand the intricacies of judicial process and growth of law through the judgments.
C04	It will sharpen the logic and enable the learners to evaluate the impact of the judgments on impact constituencies

Course Contents

Module-I- Introduction

- 1.1. Judicial Process – Meaning, Nature and Scope – Judicial Process and Legal Reasoning as Tools of Legal Development
- 1.2. Judicial process as an instrument of social ordering - Judicial process and creativity in law - Judicial Process and Common Law
- 1.3. Legal Reasoning and growth of law - change and stability - The tools and techniques of judicial creativity and precedent –
- 1.4. Legal development and creativity through legal reasoning under statutory and codified systems.

Module-II-Doctrine of Precedent

- 2.1. Rule of Stare Decisis
- 2.2. Ratio Decedent and Obiter Dicta
- 2.3. Rules of Determining Ratio and Their Analysis
- 2.4. Judicial Process and Creativity- Categories of Illusory References-Techniques of Judicial Creativity in Common Law – Judicial Process and Legal Development under Codified Systems – Judicial Process and Creativity Under Constitutional Systems – Scope and Limits of Creativity in Judicial Process.

Module-III-Nature of Judicial Process

- 3.1. Search for the Legislative Intention
- 3.2. Methods of Judicial Interpretation
- 3.3. Role of Philosophy, History, Traditions, and Sociology
- 3.4. Judge as Legislator - Judicial Creativity and its Limitations.

Module-IV- Judicial Process in Indian Legal System

- 4.1. Operation of Precedent in India
- 4.2. Prospective Overruling - Basic Structure Theory
- 4.3. Judicial Activism – Judicial Self Restraint

4.4. Judicial Process in Constitutional Perspective.

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

1. Cardozo, *Nature of Judicial Process* Yale University Press, New Haven
2. Rupert Cross and J. W. Harris, *Precedent in English Law*, 4th edn, Clarendon Press, London
3. Edward H. Levi, *An Introduction to Legal Reasoning*, University of Chicago Press, Chicago (1949)
4. Bodenheimer, *Jurisprudence: The Philosophy and Method of the Law*, Oxford University Press, London (1974)
5. Rajeev Dhavan, *The Supreme Court of India: A Socio-legal Critiques of its Juristic Techniques*, N M Tripathi, Bombay (1977)
6. Laxminath A, *Precedent in the Indian Legal System*, Eastern Book Co New Delhi 1990)
7. Von Mehren, *The Civil Law System: Cases and Materials*, Prentice-Hall, New York (1957)
8. M.D.A. Freeman, *Lloyd's Introduction to Jurisprudence* 6th edn, Sweet and Maxwell, London (1994)
9. Upendra Baxi, *The Indian Supreme Court and Politics*, Eastern Book Co., Lucknow, (1980)
10. Upendra Baxi, *Courage, Craft, and Contention: The Indian Supreme Court in the Mid-Eighties*, N. M. Tripathi, Bombay (1985).
11. Arun Shourie, *Courts and Their Judgments: Premises, Prerequisites, Consequences*, Rupa and Co, New Delhi (2005)
12. Neil Duxbery, *Jurists and Judges: An Essay on Influence*, Hart Publishing (2001)
13. Julius Stone, *Legal Systems and Legal Reasoning*, Stanford University Press, Stanford (1964)

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

1. Barak, *The Judge in a Democracy* (Princeton University Press, 2008).
2. B.N. Cardozo, *The Nature of the Judicial Process* (1964).
3. Bernard C. Gavit, Ralph F. Fuchs, *Cases and Materials on an Introduction to Law and the Judicial Process* (1952).
4. Bodenheimer, *Jurisprudence: The Philosophy and Method of the Law* (2006).
5. Cass R. Sustein, *A Constitution of Many Minds: Why the Founding Documents Doesn't Mean What It meant Before* (Princeton University Press, 2009).
6. Craig R. Ducat, *Constitutional Interpretation* (2004).
7. Duncan Kennedy, *A Critique of Adjudication* (Harvard University Press, 1998).
8. Duncan Kenney, *Legal Reasoning: Collected Essays* (2008).
9. Edward H. Levi, *Introduction to Legal Reasoning* (1972).
10. F.A.R. Bennion, *Statutory Interpretation* (1992).
11. F.S. Nariman, *Before Memory Fades: An Autobiography* (2010).
12. George H. Gadbois, Jr., *Judges of the Supreme Court of India: 1950 – 1989* (OUP, 2011).
13. Jeffrey Goldsworthy, *Interpreting Constitutions: A Comparative Study* (OUP, 2006)
14. Lloyd L. Weinreb, *Legal Reason: The Use of Analogy in Legal Argument* (Cambridge University Press, 2005).
15. Martin Philip Golding, *Legal Reasoning* (2001).
16. Mauro Cappalletti, *The Judicial Process in Comparative Perspective* (Clarendon Press: Oxford, 1989).
17. Morris R. Cohen and Felix S. Cohen, *Readings in Jurisprudence and Legal Philosophy* (Ninth Printing, Little Brown and Co.). P. St. J. Langan, Maxwell on The Interpretation of Statutes (2004).
18. Rajeev Dhavan and Alice Jacob, *Selection and Appointment of Supreme Court Judges: A Case Study* (1978).
19. Roscoe Pound, *Law Finding Through Experience and Reason* (University of Georgia Press, Athens, 1960).

20. Rupert Cross, J W Harris, *Precedent in English Law* (Clarendon Law Series, 1991).
21. S.P. Sathe, *Judicial Activism in India: Transgressing Borders and Enforcing Limits* (2003). Shimon Shetreet and Christopher Forsyth, *The Culture of Judicial Independence: Conceptual Foundations and Practical Challenges* (Martinus Nijhoff Publishers, 2011).
22. Shimon Shetreet and Jules Deschenes (eds.), *Judicial Independence: The Contemporary Debate*, (Martinus Nijhoff Publishers, 1985).
23. Sudhanshu Ranjan, *Justice, Judocracy and Democracy in India: Boundaries and Breaches* (Routledge, 2012).
24. Upendra Baxi, *Courage, Craft and Contention: The Indian Supreme Court in the Eighties* (1985).

Articles

1. Arthur L. Corbin, "The Judicial Process Revisited: Introduction" 71 *Yale L. J.* 195 (1961 – 62).
2. Carol J. Ormond and John Denvir, "Justice Cardozo: A Mediator of Jurisprudential Thought in the 1920s and 1930s", 2 *Cooley L. Rev.* 143 (1984).
3. 29
4. David A. Nelson, "The Nature of Judicial Process Revisited" 22 *N. Ky. L. Rev.* 563 (1994 – 1995).
5. Eduardo J. Couture, "The Nature of Judicial Process" XXV (1) *Tulane Law Review*
6. Gerhard O.W. Mueller, "The Problems of Value Judgments As Norms of Law: The Answer of a Positivist" 7 *J. Leg. Edu.* 567 (1954 – 1955).
7. John Van Voorhis, "Cardozo and the Judicial Process Today" 71 *Yale L. J.* 202 (1961 – 1962).
8. P. Puneeth, "Independence of Judiciary: In Search of Conceptual Clarity" 3 *Jindal Global Law Review* 87 (September 2011).
9. Ruggero J. Aldisert, "The Nature of Judicial Process Revisited" 49 (1) *Univ. of Cincinnati L. Rev.* 1 (1980).
10. S. P. Sathe, "India: From Positivism to Structuralism" in Jeffrey Goldsworthy, *Interpreting Constitutions: A Comparative Study* (OUP, 2006).
11. Thomas R. McCoy, "Logic vs. Value Judgment in Legal and Ethical Thought" 23 *Vand. L. Rev.* 1277 (1969 – 1970).
12. Upendra Baxi, "The Avatars of Indian Judicial Activism: Explorations in the Geographies of [In] justice" in S.K. Verma and Kusum (ed.), *Fifty Years of the Supreme Court of India: Its Grasp and Reach* (OUP, 2001).
13. Vittorio Villa, "Legal Theory and Value Judgments" 16 (4) *Law and Philosophy* 447 – 477 (Jul. 1997).

TEACHING LEARNING STRATEGIES

A. Continuous Internal Assessment (CIA)

1. Internal Test – Descriptive and analytical type of questions and problems are involved.
2. Book review – every student to review a seminal work on any topic relevant to the course and submit a report
3. Seminar Presentation – a recent legal development in the area is to be identified to prepare a paper and present in the seminar
4. Assignments – Fundamental topics in the concerned area in the light of burning issues relating to the subject shall be presented and discussed by the learner in the class
5. Case discussion (oral) and preparation of case comments (in writing) – Prominent judicial pronouncements shall be discussed to crystalize the judicial process
6. Paper writing – Following the research methodology and instructions on writing adopting the international mode of footnoting and citations, the learner has to submit a paper with individual contributions to the legal regime
7. Clinical training – each student may individually or in group be assigned with practical experience of dealing with actual issues involving concepts of public law and prepare a report

8. Online presentations-students may be asked to prepare online teaching and learning materials so as to enable them to be trained in flipped class room mode of teaching

B. End Semester Examination

Mode of Transaction

Classroom Direct Instruction: Brain storming lectures, Explicit Teaching, E-learning,

Inter-active Instruction: Active co-operative learning, Seminars, Group Assignments

Authentic learning: Library work and Group discussion, Presentation by individual student/Group representative, Case studies and comments, Literature Review

ASSESSMENT RUBRICS

	Marks
End Semester Evaluation	60
Continuous Evaluation	40

Sample Questions to test Outcomes.

1. "According to Cardozo, the judicial process is influenced by social, economic, and political factors. Examine Cardozo's views on the relationship between law and society. How do external influences impact judicial decision-making, and what implications does this have for the legitimacy and fairness of the judicial process?"
2. "Cardozo contends that judicial decisions are influenced by personal experiences, values, and philosophies. Analyze his views on the impact of individual perspectives on judicial decision-making. To what extent should judges' personal beliefs influence their interpretation of the law, and how can a balance be struck between objectivity and subjectivity in the judicial process?"
3. Discuss the concept of precedent and its significance in the judicial process. How does the doctrine of stare decisis contribute to the stability and predictability of the law? Provide examples to illustrate your points. In the context of judicial decision-making, explain the difference between ratio decidendi and obiter dicta. Why is it important for legal practitioners to accurately identify the ratio decidendi in a case? Discuss the potential impact of misinterpreting or misapplying the ratio decidendi.
4. Compare and contrast the different theoretical approaches used to determine the ratio decidendi. How do these approaches shape the interpretation and application of precedents? Illustrate your answer with examples from legal cases.
5. Critically evaluate the persuasive value of obiter dicta in subsequent cases. When and under what circumstances can obiter dicta influence judicial decision-making? Discuss the potential advantages and disadvantages of relying on obiter dicta in legal arguments

SEMESTER II DISCIPLINE SPECIFIC CORE (DSC)

LLCRI02DSC06-THE CHANGING FACE OF CRIMINAL PROCEDURE

Credit			Teaching Hours/W			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
4	0	4	5	0	5	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

COURSE DESCRIPTION

This course provides a comprehensive examination of criminal procedural law from a comparative perspective. It focuses on the study and analysis of criminal procedural systems

and practices across different jurisdictions, allowing students to develop a deeper understanding of the similarities, differences, and evolving trends in criminal procedure worldwide.

Throughout the course, students will explore the fundamental principles, theories, and concepts that underpin criminal procedural law, such as due process, the presumption of innocence, burden of proof, right to counsel, search and seizure, and the role of evidence. The course will also delve into various stages of the criminal process, including pre-trial procedures, investigation, arrest, trial, sentencing, and appeals.

COURSE OBJECTIVES

1. **Develop a comparative understanding:** The course aims to help students develop a comparative understanding of criminal procedural law by examining and analyzing the similarities, differences, and evolving trends in criminal procedure across multiple jurisdictions. Students will explore the fundamental principles and concepts that underpin criminal procedural law and apply them to different legal systems.
2. **Evaluate the impact of legal frameworks:** Students will critically evaluate the impact of various legal frameworks on the administration of justice, the protection of individual rights, and the prevention of wrongful convictions. They will analyze landmark cases and legal precedents from different countries to assess the strengths and weaknesses of criminal procedural systems.
3. **Analyze contemporary issues and challenges:** The course will provide students with the tools to analyze and understand contemporary issues and challenges in criminal procedure. Students will examine topics such as the use of technology in investigations, the treatment of vulnerable populations, the influence of international human rights standards, and the impact of transnational crime on criminal procedural law.
4. **Foster critical thinking and research skills:** Through engaging in discussions, debates, and case analyses, students will develop critical thinking skills necessary for evaluating different perspectives and arguments related to criminal procedural law. They will also enhance their research skills to locate, analyze, and synthesize relevant legal materials from different jurisdictions.
5. **Apply knowledge to real-world scenarios:** The course aims to equip students with the ability to apply their knowledge of comparative criminal procedural law to real-world scenarios. By examining case studies and hypothetical situations, students will develop problem-solving skills and ethical reasoning to navigate complex legal issues in criminal procedure.

COURSE LEARNING OUTCOMES

C01	Comparative Understanding: Students will develop a deep understanding of criminal procedural law by comparing and contrasting different legal systems across jurisdictions. They will gain knowledge of the various approaches principles and practices in criminal procedure allowing them to analyze and evaluate the strengths and weaknesses of different systems.
C02	Analytical Skills: Students will acquire strong analytical skills through the examination of landmark cases legal frameworks and contemporary issues in criminal procedure. They will learn how to critically analyze and evaluate complex legal concepts arguments and theories enabling them to make well-reasoned judgments and assessments.
C03	Ethical Awareness: Students will develop a heightened ethical awareness in the context of criminal procedural law. They will explore the ethical dilemmas and considerations that arise in the administration of justice including the balance between individual rights and societal interests. Students will develop the ability to engage in ethical reasoning and make informed decisions when confronted with challenging legal scenarios.
C04	Research Proficiency: Students will enhance their research skills and information literacy in the field of criminal procedural law. They will learn how to effectively locate evaluate and synthesize relevant legal sources such as cases statutes and scholarly articles. Students will demonstrate the ability to conduct comprehensive

	research and apply their findings to support their arguments and analysis.
C05	Critical Thinking and Problem-Solving: Students will develop critical thinking and problem-solving skills enabling them to navigate complex legal issues in criminal procedure. They will learn to identify legal problems analyze multiple perspectives and propose reasoned solutions. Students will engage in class discussions case studies and hypothetical scenarios to sharpen their critical thinking abilities and apply them to practical situations

COURSE CONTENTS

Module-I- Diverse systems and Models of Criminal Proceedings

- 1.1.Object, Extent and Scope of Criminal Procedural law
- 1.2.Adversarial / Accusatorial and Inquisitorial Systems- Core features of inquisitorial and adversarial systems- Trends of borrowing the best under both systems
- 1.3.Crime Control Model and Due Process Model- Common elements- Differing points of emphasis
- 1.4.Indian system of Justice Administration and its challenges

Module-II- Pre-trial Processes

- 2.1 Bringing information about crime incident before the formal system (Police or Magistrate) Sections 154 & 155 and 190 (complaint)-Investigation of Crime- Sections 157 to 173
- 2.2 Bail and Remand
- 2.3 Rights of Accused and Victim-Right to Counsel and Legal Aid
- 2.4 Principal Features of a Fair Trial

Module-III- Trial Processes

- 3.1 Taking Cognizance by courts and committal proceedings
- 3.2 Hierarchy of Criminal Courts and types of trials
- 3.3 Framing of Charge and Discharge Proceedings
- 3.4 Acquittal or Conviction- Revision, Appeal and transfer of case for trial

Module-IV- Sentence Process

- 4.1 Pre-sentence hearing Ss 235(2) and 248(2)-Transfer of Cases
- 4.2 Sentences- Execution, Suspension, remission and commutation of sentences
- 4.3 Reformatory Sentence-Withdrawal from prosecution
- 4.4 Plea Bargaining- Compounding of Offences

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

1. K.N. Chandra sekhan Pillai : R.V. Kelkar's Criminal Procedure (2008) Eastern.
2. K.N.S. Pillai : Lectures on Criminal Procedure
3. K.I. Vibhute : Criminal Justice (2004) Eastern
4. R.V. Kelkar's : Criminal Procedure (4th Edn.) Eastern
5. Justice Malimath Committee Report on Reforms of Criminal Justice System (2003)
6. Government of India, Ministry of Home Affairs
7. Law Commission of India Reports

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

1. Woodroffe: Commentaries on Code of Criminal Procedure, Vol. I & II (2000) Universal.
2. Comparative Criminal Procedure, edited by Jacqueline E. Ross and Stephen C. Thaman, 2016.

TEACHING LEARNING STRATEGIES

1. Lectures: The instructor will deliver lectures to provide foundational knowledge and introduce key concepts, principles, and theories in criminal procedural law. Lectures may incorporate multimedia resources, case studies, and real-world examples to enhance understanding and engagement.
2. Comparative Case Analysis: Students will engage in comparative case analysis to deepen their understanding of criminal procedural law across different jurisdictions. They will analyze and discuss landmark cases, legal precedents, and court decisions from various legal systems, critically evaluating their implications and contributing to class discussions.
3. Group Discussions and Debates: Students will participate in group discussions and debates on controversial issues, emerging trends, and challenges in criminal procedure. This collaborative learning approach will foster critical thinking, encourage the exchange of ideas, and enable students to explore diverse perspectives on criminal procedural law.
4. Problem-Based Learning: Students will engage in problem-based learning activities, where they will be presented with hypothetical scenarios or real-life cases that require the application of their knowledge of criminal procedural law. They will work individually or in groups to analyze the problem, identify legal issues, and propose solutions, thereby developing their analytical and problem-solving skills.
5. Research Assignments: Students will be assigned research projects that require them to explore specific topics within criminal procedural law. These assignments will enhance their research skills, information literacy, and ability to critically evaluate scholarly sources. Students will

MODE OF TRANSACTION

Direct Instruction: Brain storming lectures, Explicit Teaching, E- learning, Inter-active Instruction: Active co-operative learning, Seminars, Group Assignments Authentic learning: Library work and Group discussion, Presentation by individual student/ Group representative, Case studies and comments.

ASSESSMENT RUBRICS

	Marks
End Semester Evaluation	60
Continuous Evaluation	40

Sample Questions to test Outcomes.

1. What are the key elements of due process in criminal proceedings? Provide examples to illustrate your answer.
2. Explain the role of search and seizure in criminal investigations and discuss the constitutional requirements that govern these practices.
3. Compare and contrast the adversarial system and the inquisitorial system of criminal procedure, highlighting their key differences and similarities.
4. Analyze how different legal systems handle the right to counsel in criminal proceedings. Discuss the impact of these variations on the administration of justice and protection of individual rights.
5. Discuss the ethical considerations involved in plea bargaining and its impact on the fairness of the criminal justice system.

SEMESTER II
DISCIPLINE SPECIFIC CORE (DSC)
LLCRI02DSC07: SEMINAR COURSE

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
4	0	4	5	0	5	100	0	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

A study on the fundamental principles of law is necessary, along with a detailed exposition of the changing concepts of law, rights, administration of justice, and the state. This course emphasizes the development of legal reasoning skills, the exposition of the judicial process, and preparedness to contribute to the development of the legal system.

COURSE OUTCOMES

CO No.	Upon completion of the Course, the learner will be able to:	Learning Domains
1	Analyse the relevant laws with logical precision and reasoning	An
2	Analyse the social, scientific and technological developments warranting new legislative frame-work	An
3	Elucidate theoretically the influence of social transformation, development and judicial process in the changing concept of law	Ap
4	Critically examine the nature and content of the elements of law	A
5	Appreciate the present system of law and the changing concepts emerged through judicial process	Ap
6	Review the development of the literature and juristic contributions in criminal law	E
7	Suggest model legal framework based on the principles of legality, moral well-being of the society, developments/transformations in society to distribute justice	C
8	Build a perspective on better system of administration of justice	C
9	Acquiring the skill of advocacy and communication	C
*LEARNING DOMAINS & CORRESPONDING PSOs Remember (R-1), Understand(U-2), Apply (A-3), Analyse (An-4), Evaluate (E-5), Create(C-6), Skill (S-7), Interest (I-8) and Appreciation (Ap-9)		

COURSE CONTENTS

Module-I- Introduction to Seminar- objectives- requisites

1.1.Academic writing-Key elements

1.2.Literature- Review, Stages and steps- systematic review, critical review-Writing literature review

1.3.Preparation of Technical papers -Synopsis for Research work/projects

1.4.Publishing- current trends- need for lifelong learning

Module-II-Seminar on Dissertation Topics and Literature review

Module-III-Seminar on decided cases relevant to the programme

Module-IV-Seminar on recent socio- legal issues relevant to the programme

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

1. Bluebook, 21st edition
2. "Academic Legal Writing: Law Review Articles, Student Notes, Seminar Papers, and Getting on Law Review" by Eugene Volokh
3. "Legal Writing in Plain English: A Text with Exercises" by Bryan A. Garner
4. "Point Made: How to Write Like the Nation's Top Advocates" by Ross Guberman
5. "The Redbook: A Manual on Legal Style" by Bryan A. Garner
6. "Scholarly Writing for Law Students: Seminar Papers, Law Review Notes, and Law Review Competition Papers" by Elizabeth Fajans and Mary Falk

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

1. "A Practical Guide to Legal Writing and Legal Method" by John C. Dernbach, Richard V. Singleton II, Cathleen S. Wharton, and Catherine J. Wasson
2. "The Legal Writing Handbook: Analysis, Research, and Writing" by Laurel Currie Oates, Anne Enquist, and Jeremy Francis
3. "Legal Writing Exercises: A Practical Guide to Clear and Persuasive Writing for Lawyers" by Bryan A. Garner
4. "Legal Writing: Getting It Right and Getting It Written" by Mary Barnard Ray and Jill J. Ramsfield
5. "Clear and Effective Legal Writing" by Veda R. Charrow

TEACHING LEARNING STRATEGIES**Mode of Assessment****A. Continuous Internal Assessment (CIA)**

(Any of the following may be chosen at the option of the course teacher.)

1. Collection of Materials and Literature Review – Every learner has to undertake the same in connection with the area selected for the dissertation work in the programme
2. Book review – every learner to review a seminal work on any topic relevant to the programme and conduct a seminar
3. Seminar Presentation on current issues – a recent legal development in the area is to be identified to prepare a paper and present in the seminar
4. Case discussion(oral) and preparation of case comments (in writing)-Prominent judicial pronouncements shall be discussed to crystalize the judicial process
5. Paper writing-Following the research methodology and instructions on writing adopting the international mode of footnoting and citations, the learner has to submit a paper with individual contributions to the legal regime
6. Proficiency in English language, skill of communication, ability for legal reasoning and skill of lawyering- This can be assessed during seminar presentation
7. Online presentations-learners may be asked to prepare online seminar presentations (audios and YouTube videos) so as to enable them to be trained in flipped class room mode of presentations

B. Submission of Seminar Diary at the end of the semester**MODE OF TRANSACTION**

Inter-active Instruction: Active co-operative learning for Seminars, and written submissions, Group Assignments etc. Authentic learning: Library work and Group discussion, Presentation by individual learner/ Group representative, Case studies and comments, Literature Review

ASSESSMENT RUBRICS

	Marks
End Semester Evaluation	0
Continuous Evaluation	100

SEMESTER II
AEC (Ability Enhancement Course)
LLCRI02AEC02: CLINICAL LEGAL EDUCATION

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
0	1	1	1	1	2	100	0	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

Clinical Legal Education is a practical and experiential course offered in law schools and legal education programs. It is designed to provide students with hands-on experience in applying legal theories, concepts, and skills to real-world legal problems. The course integrates classroom instruction with supervised fieldwork, allowing students to work directly with clients, legal professionals, and community organizations.

The course typically combines both theoretical and practical components, aiming to bridge the gap between legal theory and practice. Students learn to analyze legal issues, conduct legal research, develop case strategies, and engage in client representation.

Objective of the course

1. **Practical Skills Development:** The course aims to develop practical skills that are essential for legal practice, such as client interviewing and counseling, legal research and writing, case analysis, negotiation, and advocacy. Students learn to apply legal theories and concepts to real-world situations and develop competence in various aspects of legal practice.
2. **Professional Responsibility and Ethics:** The course emphasizes the importance of professional responsibility and ethical conduct in legal practice. Students learn about the ethical considerations, rules of professional conduct, and responsibilities involved in representing clients. They develop an understanding of their obligations as legal professionals and the impact of their actions on clients, the legal system, and society.
3. **Client Representation:** One of the key objectives of Clinical Legal Education is to provide students with firsthand experience in representing clients. Students learn to effectively communicate with clients, identify legal issues, gather relevant information, and develop strategies to advocate for their clients' interests. They gain an understanding of the challenges and responsibilities associated with client representation.
4. **Critical Thinking and Problem-Solving:** The course aim to develop students' critical thinking and problem-solving skills. Through analyzing complex legal issues,

conducting research, and formulating legal strategies, students learn to think analytically and creatively to find solutions to legal problems. They develop the ability to evaluate multiple perspectives, consider legal and ethical implications, and make informed decisions.

5. **Self-Reflection and Professional Growth:** Clinical Legal Education encourages students to engage in self-reflection and evaluate their own performance and growth as legal practitioners. Through reflection exercises and debriefing sessions, students assess their strengths, weaknesses, and areas for improvement. They develop a commitment to lifelong learning and professional development.
6. **Community Engagement and Social Justice:** Many Clinical Legal Education programs emphasize the importance of community engagement and social justice. Students may work on cases or projects that address social, economic, or environmental justice issues. The objective is to instill in students a sense of responsibility towards the community and the role of law in promoting justice and equality

COURSE OUTCOMES

C01	Practical Skills Development: Students will acquire and develop practical legal skills necessary for effective legal practice, such as client interviewing and counseling, legal research and writing, case analysis, negotiation, and advocacy.
C02	Application of Legal Theory: Students will be able to apply legal theories and concepts learned in the classroom to real-world legal problems. They will develop the ability to analyze legal issues, identify relevant legal principles, and formulate appropriate legal strategies.
C03	Professional Responsibility and Ethics: Students will gain an understanding of the ethical considerations and professional responsibilities associated with legal practice. They will learn to navigate issues of confidentiality, conflicts of interest, and attorney-client privilege, and demonstrate ethical behavior in client representation.
C04	Client Representation: Students will be able to effectively represent clients by engaging in tasks such as conducting client interviews, gathering and analyzing relevant information, advising clients, and advocating on their behalf. They will develop skills to handle client relationships, manage expectations, and work towards favorable outcomes.
C05	Critical Thinking and Problem-Solving: Students will develop critical thinking and problem-solving skills by analyzing complex legal issues, conducting research, and formulating legal strategies. They will learn to evaluate multiple perspectives, consider legal and ethical implications, and make informed decisions.
C06	Reflection and Self-Assessment: Students will engage in reflective exercises and self-assessment to evaluate their own performance and growth as legal practitioners. They will develop the ability to identify strengths, weaknesses, and areas for improvement, and make adjustments to enhance their skills and knowledge.
C07	Collaboration and Professionalism: Students will develop the ability to work collaboratively with clients, legal professionals, and colleagues. They will demonstrate professionalism, effective communication, and respect for diverse perspectives in legal practice.
C08	Community Engagement and Social Justice: Students will understand the importance of community engagement and social justice in legal practice. They may work on cases or projects that address social, economic, or environmental justice issues, and develop a commitment to using the law as a tool for positive change.

Course Contents

Module-II

Case Analysis and Strategy:

- 1.1. Identifying legal issues and formulating legal questions
- 1.2. Analyzing statutes, regulations, and case law
- 1.3. Developing case theories and strategies

1.4. Evaluating risks and benefits of different courses of action Decision-making and problem-solving in legal practice

Module-II

- 2.1. Legal ethics and professional conduct rules
- 2.2. Confidentiality and attorney-client privilege
- 2.3. Conflicts of interest and professional obligations -Zealous advocacy
- 2.4. Professionalism and ethical decision-making

Core Compulsory Readings

1. "Teaching Law by Design: Engaging Students from the Syllabus to the Final Exam" by Michael Hunter Schwartz, Sophie M. Sparrow, and Gerald F. Hess
2. "Learning from Practice: A Text for Experiential Legal Education" by Leah Wortham, Susan L. Brooks, and Larry D. Sontag
3. "Clinical Legal Education: A Textbook for Law School Clinics" by Craig F. Wickersham and Robert P. Mosteller
4. "Becoming a Lawyer: Fundamental Skills for Law Students" by Donald L. N. MacFarlane, Susan Barker, and Elaine L. Newman
5. "Professional Responsibility: A Contemporary Approach" by Russell G. Pearce, Kay L. Pearson, and Thomas D. Morgan

TEACHING LEARNING STRATEGIES

1. **Experiential Learning:** Clinical Legal Education is inherently experiential, providing students with opportunities to actively engage in real-world legal practice. Students learn through hands-on experience, working on actual cases, interacting with clients, and participating in legal proceedings.
2. **Case Studies and Simulations:** Case studies and simulations are frequently used to replicate real-world legal scenarios. Students analyze hypothetical or actual cases, identify legal issues, and develop strategies to address them. Simulations may involve role-playing exercises, client interviews, negotiations, or mock trials to simulate legal practice.
3. **Supervision and Mentoring:** Clinical Legal Education involves close supervision and mentoring by experienced attorneys or clinical faculty members. Supervisors provide guidance, feedback, and support to students throughout their fieldwork experiences, helping them develop practical skills and ethical judgment.
4. **Reflective Practice:** Reflective exercises and discussions are integrated into Clinical Legal Education to encourage students to critically reflect on their experiences, analyze their actions, and identify areas for improvement. Reflection promotes deeper learning, self-assessment, and professional growth.
5. **Small Group Discussions:** Small group discussions allow students to engage in active learning and collaborative problem-solving. They can share their experiences, perspectives, and insights with peers, fostering critical thinking and enhancing their understanding of legal concepts and skills.
6. **Socratic Method:** The Socratic Method, characterized by probing questions and dialogue, is often employed to stimulate critical thinking and encourage students to articulate their legal reasoning. In clinical settings, the Socratic Method may be used during case discussions or client interviews to deepen students' understanding and analysis.
7. **Legal Research and Writing Workshops:** Workshops dedicated to legal research and writing skills are frequently included in Clinical Legal Education. These workshops provide students with training in conducting effective legal research, analyzing sources, and developing persuasive legal writing skills.
8. **Peer and Self-Assessment:** Peer and self-assessment activities promote active learning and self-reflection. Students assess their own performance and provide feedback to their peers, allowing them to develop a deeper understanding of their strengths and areas for improvement.

9. **Guest Speakers and Field Trips:** Inviting guest speakers, such as practicing attorneys, judges, or legal experts, can provide students with insights into the practical aspects of legal practice and various career paths. Field trips to courts, law firms, or other legal settings may also be organized to expose students to the realities of the legal profession.
10. **Technology Integration:** Clinical Legal Education may incorporate the use of technology to enhance learning experiences. For example, students may utilize legal research databases, case management software, or multimedia resources to support their fieldwork and learning activities.

MODE OF TRANSACTION ASSESSMENT RUBRICS

	Marks
End Semester Evaluation	0
Continuous Evaluation	100
Field work	40
Group discussion	20
Internal examination	20
Report	20

SEMESTER II LLCRI02SEC02: WEDNESDAY SEMINAR Skill Enhancement Course (SEC)

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
0	2	2	0	4	4	100	0	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

The Wednesday Seminar on Case Laws is a comprehensive and interactive course designed to provide participants with a deep understanding of case law and its application in legal practice. The course focuses on studying and analyzing significant court decisions, landmark judgments, and notable precedents from various jurisdictions and areas of law. Through a combination of lectures, discussions, and case study analysis, participants will delve into the principles and concepts underlying case law. They will learn about the hierarchy of courts, the role of precedent, and the techniques used in legal reasoning by examining the reasoning and implications of court decisions. The course emphasizes the development of critical thinking and analytical skills. Participants will learn how to identify and analyze key legal issues, extract relevant legal principles, and evaluate the impact of court decisions on subsequent cases and legal developments. They will engage in thought-provoking discussions and debates, examining different perspectives and assessing the strengths and weaknesses of arguments presented in case laws.

Objective of the Course

1. **Case Law Familiarity:** To familiarize participants with significant court decisions, landmark judgments, and notable precedents in relevant areas of law. This will involve studying cases from various jurisdictions and understanding the reasoning and implications behind these decisions.
2. **Legal Analysis:** To develop participants' skills in analyzing and interpreting case law, including identifying key legal issues, understanding the relevant legal principles, and assessing the impact of court decisions on subsequent cases and legal developments.
3. **Application of Case Law:** To enable participants to apply case law principles to real-life legal scenarios and evaluate the potential outcomes of similar cases based on established precedents. This objective aims to enhance participants' ability to make sound legal arguments and predictions using case law as a foundation.
4. **Critical Thinking and Debate:** To encourage participants to engage in critical thinking and constructive debate by examining different perspectives, evaluating the strengths and weaknesses of arguments presented in case law, and developing well-reasoned positions based on legal principles.
5. **Practical Skills Development:** To provide participants with practical skills related to case law research, analysis, and citation. This objective aims to enhance participants' ability to locate relevant cases, extract relevant legal principles, and effectively incorporate case law into legal writing and arguments.
6. **Current Legal Issues:** To explore recent and ongoing legal issues and controversies through the analysis of contemporary case law. This objective allows participants to stay informed about the evolving legal landscape and understand the application of case law to emerging areas of law.

Course Learning Outcomes

Upon completion of the Wednesday seminar Course, participants can expect to achieve the following outcomes:

C01	Comprehensive Understanding of Case Law: Participants will have a thorough understanding of the principles and concepts underlying case law, including the hierarchy of courts, the role of precedent, and the application of legal reasoning in judicial decisions.
C02	Proficiency in Legal Analysis: Participants will develop strong analytical skills to critically evaluate and interpret case law. They will be able to identify relevant legal issues, extract key legal principles, and analyze the reasoning and implications of court decisions.
C03	Application of Case Law Principles: Participants will be adept at applying case law principles to practical legal scenarios. They will understand how to use precedent to support legal arguments, predict outcomes in similar cases, and make informed decisions based on established legal precedents.
C04	Enhanced Research and Citation Skills: Participants will improve their ability to conduct effective case law research, locate relevant court decisions, and properly cite and reference case law in legal writing and arguments.
C05	Critical Thinking and Debate: Participants will develop critical thinking skills and the ability to engage in constructive debate by examining different perspectives, evaluating the strengths and weaknesses of arguments presented in case law, and developing well-reasoned positions based on legal principles.
C06	Knowledge of Landmark Cases and Precedents: Participants will be familiar with significant court decisions and landmark cases in various areas of law. They will have a broader understanding of the evolution of legal principles and their application in shaping the legal landscape.
C07	Awareness of Contemporary Legal Issues: Participants will stay updated on recent developments in the law by exploring contemporary case law. They will understand how case law adapts to emerging legal issues and be able to apply current legal trends.

	and rulings to their legal practice or academic pursuits.
C08	Confidence in Legal Reasoning: Participants will gain confidence in their ability to analyze legal problems, formulate persuasive arguments, and support their positions using case law principles. They will be better equipped to make sound legal judgments and provide well-grounded legal advice

COURSE CONTENTS

Students are required to participate in this program every Wednesday from 9 AM to 12 PM. During each seminar, significant judgments from International Courts, Supreme Court, or various High Courts in India that are relevant will be discussed. A group of three students must select a case and obtain approval from teacher in charge. One student will present the case, including its facts, issues, and personal opinion. The other two students will provide their comments on the case, with one supporting the judgment and the other offering criticism.

A panel consisting of teachers and the department head will assess each seminar presentation. Full-time research scholars must attend the Wednesday seminar. Either a teacher or research scholar will comment on the case presented by the students, evaluating their ability to articulate positions, analyze the case, and present ideas clearly using appropriate language. Active attendance and participation on seminar days are mandatory for successfully completing the course. This exercise will continue throughout all four semesters, allowing students to earn a total of 8 credits from the seminar presentations.

At the commencement of each semester teacher in charge of Wednesday Seminar shall publish a schedule of the Wednesday seminar. Adherence to the Wednesday seminar schedule is mandatory. Before the turn of the student in the schedule he/she should take a relevant case and get the approval of the teacher in charge. After the approval student should prepare a case brief and circulated in among the audience before the seminar day.

TEACHING LEARNING STRATEGIES

The student's ability to present the case, their comprehension of the case's facts, their understanding of the doctrines or principles in the judgment, their proficiency in reading and interpreting sections or articles from various statutes, and their capacity to critically evaluate court judgments will be evaluated by a group of teachers, including the teacher responsible for the Wednesday seminar. During the student presentations, teachers and research scholars may pose questions regarding different aspects of the case, and the students are expected to provide reasonable answers supported by references to case laws, statutes, or other relevant materials. Following the case presentation, the teacher or research scholars will provide their comments on the presented case.

Mode of transaction

Inter-active Instruction: Active co-operative learning for Seminars, and written submissions, Group Assignments etc.

Authentic learning: Library work and Group discussion, Presentation by individual learner/ Group representative, Case studies and comments, Literature Review

ASSESSMENT RUBRICS

	Marks
End Semester Evaluation	0
Continuous Evaluation	80
Case Brief Preparation	10

Attendance	10
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MARK DISTRIBUTION

Attendance – 10 Marks (2 mark for 76%-80% of attendance, 4 marks for 81%-85% of attendance, 6 marks for 86%-90% of attendance, 8 marks for 91%-95% of attendance, 10 marks for 96% and above)

SCHOOL OF LEGAL STUDIES, KANNUR UNIVERSITY WENESDAY SEMINAR MARK Wednesday seminar No. / 2023			
Candidates	Presenter	Commenter-1	Commenter-2
Command of English Language 10			
Knowledge of law and fact 25			
Analytical ability 20			
Interpreting doctrines/principles/ sections etc. 25			
Total (80)			

SEMESTER III
Distribution of Credit, Hours and Marks: 21, 30, 700

Total Credit in the Semester: 21

Theory Credits: 15 Practicum Credits: 6

Course Code	Course Name	Credit			Teaching Hours/week			Assessment		
		L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
Discipline Specific Core (DSC)										
LLCRI03DSC08	Criminology	4	0	4	5	0	5	40	60	100
LLCRI03DSC09	Introduction to Forensic Science & Criminal Justice	4	0	4	5	0	5	40	60	100
LLCRI03DSC10	Research Practicals	0	2	2	0	4	4	100	0	100
Internship										
LLCRI03DSC11	Internship	0	2	2	0	2	2	100	0	100
Discipline Specific Elective (DSE) Only One from Pool- C										
LLCRI03DSE07/08	Choose one course from Pool-C	3	0	3	5	0	5	40	60	100
Multi-Disciplinary Elective Course (MDC)										
*	*	4	0	4	5	0	5	40	60	100
Skill Enhancement Course (SEC)										
LLCRI03SEC03	Wednesday Seminar	0	2	2	0	4	4	100	0	100
Total		15	6	21	20	10	30	460	240	700

*Students in the law department shall complete the multi-disciplinary elective from courses offered by other departments of the Kannur University.

The following can be Programme Specific:

- Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation
- Electives: Discipline Specific Electives; Generic Electives; Open Electives; Inter-disciplinary Electives
- Ability Enhancement Courses/Skill Based Courses; Value Added Courses; Dissertation; Project; Practical; Tutorial; Internship; Industry Visit/Study Tour

SEMESTER III
Discipline Specific Core (DSC)
LLCRI03DSC08 -Criminology

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
4	0	4	5	0	5	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

At the postgraduate level of studying criminal law, it is essential to engage in a comprehensive exploration of the core principles of criminology. This involves delving into the evolving notions of criminality, punishment, the rights of the accused, the importance of understanding criminals, victims, and society from a well-rounded perspective, as well as the efficient administration of criminal justice. This approach contributes to the development of an improved scientific framework for the criminal justice process.

Course Objectives

1. Understanding the Causes of Crime: One of the primary objectives of studying criminology is to gain a deeper understanding of the root causes of criminal behaviour. Criminologists investigate various factors that contribute to crime, such as social, economic, psychological, and environmental influences. By studying criminology, individuals can gain insights into why people commit crimes and develop strategies to address these underlying causes.
2. Developing Effective Crime Prevention Strategies: Criminology seeks to develop effective crime prevention strategies by analysing patterns of criminal behaviour, identifying risk factors, and evaluating the impact of different interventions. Through studying criminology, individuals can learn about evidence-based approaches to crime prevention, including situational crime prevention, community policing, and social interventions aimed at reducing crime rates.
3. Enhancing Criminal Justice Systems: Another objective of studying criminology is to contribute to the improvement of criminal justice systems. Criminologists analyze the effectiveness and fairness of law enforcement practices, court systems, and correctional institutions. They seek to identify areas for reform and propose evidence-based policies and practices that promote justice, equity, and rehabilitation.
4. Supporting Crime Victims: Criminology recognizes the importance of understanding and addressing the needs of crime victims. By studying criminology, individuals can gain knowledge about victimology—the study of victimization and victim experiences. This knowledge can help inform victim support services, promote victim rights, and contribute to the development of restorative justice practices that aim to repair the harm caused by crime.
5. Advancing Academic Research and Knowledge: Studying criminology contributes to the advancement of academic research and knowledge in the field. Criminologists conduct empirical research, collect and analyse data, and develop theories to better understand crime and its dynamics. By studying criminology, individuals can engage in research, contribute to the existing body of knowledge, and participate in scholarly discussions aimed at improving our understanding of crime and its consequences.

Course Outcomes

CO No.	Upon completion of the Course, the student will be able to:	Learning Domains
1	Analyse the concept of criminology	An

2	Analyse the historical development of schools of criminology	An
3	Elucidate theoretically the influence of social transformation, development and judicial process in the changing concepts of crime and criminology	Ap
4	Critically examine the nature and content of the schools of criminology	A
5	Appreciate the present system of criminal law, criminality, punishment and the changing concepts.	Ap
6	Evaluate the development of the science of criminology	E
7	Suggest socio-legal framework based on the principles of criminology, moral well-being of the society, developments/transformations in society to distribute criminal justice	C
8	Build a perspective on better system of administration of criminal justice.	C
*Learning Domains & Corresponding PSOs: Remember(R-1), Understand(U-2), Apply (A-3), Analyse (An-4), Evaluate (E-5), Create(C-6), Skill (S-7), Interest (I-8) and Appreciation (Ap-9)		

Course Contents

Module-I

- 1.1. Concept of crime- criminality- Definition of criminology: Social, psychological and legal approaches
- 1.2. Nature & scope of criminology- Relation with other social sciences.
- 1.3. Relevance of criminology to contemporary society- need to understand criminal
- 1.4. Critical evaluation of different theories of crime causation

Module-II

- 2.1. pre-classical, classical, neo- classical schools
- 2.2. Positive and sociological- schools, biological school.
- 2.3. Psychological school - psychiatric school
- 2.4. Cartographic school -Marxian school,

Module-III

- 3.1. Ecological theories, Culture conflict theory, Differential association theory.
- 3.2. Anomie theory, Multi-factor theory, Containment theory, Radial Theories-New criminology.
- 3.3. Social institutions and crime ii. Role of family, School, Religion, Mass media
- 3.4. Science, Technology, Development and crime

Module-IV

- 4.1. Politics and crime -Drugs- addiction, trafficking and crime
- 4.2. Poverty and crime -Terrorism and crime
- 4.3. Role of government in combating criminality
- 4.4. Contributions of judiciary in the development of criminology

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

1. Mike Maguire, Rod Morgan, Robert Reiner, The Oxford Handbook of Criminology, 5th edn, Oxford University Press, Oxford (2012)
2. Ronald L. Akers, Christine S. Sellers, Criminological Theories. 6th edn, Oxford University Press, Oxford (2012)
3. Stephen James, Criminology, 5th edn, Oxford University Press, Oxford (2013)
4. Katherine S. Williams, Text Book on Criminology, 7th edn Oxford University Press, Oxford (2012)
5. Ahmad Siddique, Criminology, 6th edn, Eastern Book Company, Lucknow (2009). Sutherland and Cressey, Principles of Criminology, 6th edn, Lippincott, Chicago (1960)

- George Bryan Vold , Thomas J Bernard, and Jeffrey B Snipes, *Theoretical Criminology*, Oxford University Press, Oxford (2012)
6. Francis T Cullen, and Robert Agnew, *Criminological Theory: Past to Present: Essential Readings*, Roxbury Park (2003)
 7. John Deigh, David Dolinko, *The Oxford Handbook of Philosophy of Criminal Law*, Oxford University Press, Oxford (2011)
 8. Steven P. Lab, Marian Williams, *Explaining Criminal Justice*, Oxford University Press, Oxford (2007)

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

1. David Garland, Richard Sparks, *Criminology and Social Theory: Clarendon Studies in Criminology*, Oxford University Press, Oxford (2000)
2. Richard Bellwary (Ed.), *Baccaria on Crimes and Punishment and Other Writings*, Cambridge University Press, London
3. Sutherland and Cressy, *Principles of Criminology*, Lanham, Alta Mira Press Maryland. Catherine S. Walkin, *Criminology*, Oxford University Press, New York
4. Stephen Jones, *Criminology*, Butterworths, London
5. Garland David and Richard Sparks, *Criminology and Social Theory*, Oxford, New York George Thomas, Jeffrey, *Theoretical Criminology*, Oxford University Press, New York

Teaching Learning Strategies

Mode of Assessment

A. Continuous Internal Assessment (CIA)

9. Internal Test – Descriptive and analytical type of questions and problems are involved. MCQs may also be included.
10. Book review – every student to review a seminal work on any topic relevant to the course and submit a report
11. Seminar Presentation – a recent legal development in the area is to be identified to prepare a paper and present in the seminar
12. Assignments – Fundamental topics in the concerned area in the light of burning issues relating to the subject shall be presented and discussed by the learner in the class
13. Case discussion(oral) and preparation of case comments (in writing)-Prominent judicial pronouncements shall be discussed to crystallize the judicial process
14. Paper writing-Following the research methodology and instructions on writing adopting the international mode of footnoting and citations, the learner has to submit a paper with individual contributions to the legal regime
15. Clinical training – each student may individually or in group be assigned with practical experience of dealing with actual issues involving the procedures of investigation and prepare a report
16. Online presentations-students may be asked to prepare online teaching and learning materials so as to enable them to be trained in flipped class room mode of teaching

B. End Semester Examination

Mode of Transaction

Direct Instruction: Brain storming lectures, Explicit Teaching, E- learning, Inter-active Instruction: Active co-operative learning, Seminars, Group Assignments Authentic learning: Library work and Group discussion, Presentation by individual student/ Group representative, Case studies and comments, literature review

Assessment Rubrics

	Marks
End Semester Evaluation	60
Continuous Evaluation	40

Sample Questions to test Outcomes.

1. Discuss the influence of media on public perceptions of crime and criminal behavior. Analyze the ways in which media representations of crime can shape public opinion, impact criminal justice policies, and contribute to the construction of moral panic or fear of crime.
2. Investigate the relationship between poverty and crime rates. Examine the theories that attempt to explain this correlation and critically analyze the evidence supporting or challenging these theories. Discuss the implications of this relationship for crime prevention strategies and social policy.
3. Examine the issue of racial profiling in law enforcement practices. Discuss the historical context, prevalence, and consequences of racial profiling. Evaluate the effectiveness and fairness of current strategies to address this problem, and propose alternative approaches to promote equitable policing.
4. Compare and contrast the concepts of rehabilitation and punishment within the criminal justice system. Analyze the goals, principles, and effectiveness of these approaches. Discuss the ethical considerations and policy implications of prioritizing one approach over the other in the context of crime prevention and offender reintegration.
5. Explore the impact of technology on the commission and prevention of crime. Analyze how technological advancements, such as cybercrime, surveillance technologies, or forensic tools, have influenced criminal behavior and law enforcement practices. Discuss the ethical dilemmas and legal challenges associated with the use of technology in combating crime.

SEMESTER III
Discipline Specific Core (DSC)

LLCRI03DSC09: Introduction to Forensic Science & Criminal Justice

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
4	0	4	5	0	5	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

This course is founded upon a study that explores the fundamental principles of Forensic Science and its application in the field of criminal justice administration. By delving into the core principles of forensic science, we can uncover its interconnectedness with various scientific disciplines such as physics, chemistry, medical science, mathematics, and engineering. The primary objective is to shed light on the extensive scope of this science in the administration of criminal justice, specifically in terms of evidence collection and its judicial evaluation, aligning with constitutional principles and the fundamental tenets of criminal law.

Objectives of the Course

1. Understand the foundational principles of forensic science: Students will gain a comprehensive understanding of the fundamental principles that underpin forensic science, including its history, development, and the role it plays in the criminal justice system. They will explore various scientific disciplines involved in forensic investigations, such as DNA analysis, ballistics, toxicology, and fingerprint analysis.
2. Develop knowledge of crime scene investigation: Students will learn about the procedures and techniques used in crime scene investigation. They will understand the importance of securing a crime scene, collecting and preserving evidence, and maintaining chain of custody. They will also explore the different types of evidence commonly encountered at crime scenes, such as physical evidence, trace evidence, and biological evidence.
3. Explore forensic analysis techniques: Students will be introduced to the different analytical techniques and technologies used in forensic science. They will learn about DNA profiling, fingerprint analysis, firearm and toolmark examination, document examination, and drug

- analysis. They will understand the scientific principles behind these techniques and their application in criminal investigations.
4. Understand the role of forensic science in criminal investigations and court proceedings: Students will gain insights into how forensic science contributes to criminal investigations and court proceedings. They will learn about the integration of forensic evidence with other investigative techniques and the importance of presenting scientific findings accurately and objectively in court. They will also explore the challenges and limitations of forensic evidence and the ethical considerations involved in its use.
 5. Develop critical thinking and problem-solving skills: Throughout the course, students will enhance their critical thinking and problem-solving skills. They will analyze case studies, evaluate evidence, and apply scientific principles to solve hypothetical scenarios. They will also develop an understanding of the ethical and legal issues surrounding forensic science and criminal justice, enabling them to make informed decisions and communicate effectively in the field.

Course outcomes

CO No.	Upon completion of the Course, the student will be able to:	Learning Domains	PSO No.
1	Analyse the importance of forensic science in the administration of criminal justice	An	1,4
2	Analyse the historical development of forensic science	An	1,4
3	Elucidate theoretically the influence of social transformation, scientific development and judicial process in the changing role of forensic science in administration of criminal justice	Ap	3, 9
4	Critically examine the nature and content of the elements of forensic science	A	4,5
5	Appreciate the present system of investigation, law relating to evidence and forensic science	Ap	6,9
6	Evaluate the various methods adopted for collecting evidence and its impact on the exercise of fundamental rights.	E	4,5,9
7	Suggest model legal framework based on the principles of legality, moral well-being of the society, developments/transformations in society to distribute justice.	C	3,6,7, 9
8	Build a perspective on better system of administration of criminal justice in the light of the developments in forensic science	C	3,6,7,9
*Learning Domains & Corresponding PSOs: Remember(R-1), Understand(U-2), Apply (A-3), Analyse (An-4), Evaluate (E-5), Create (C-6), Skill (S-7), Interest (I- 8) and Appreciation (Ap-9)			

Course contents

Module 1

- 1.1. Facts: Section 3 definition; distinction - relevant facts/facts in issue- Types of Evidence- "Proving," "Not providing," and "Disproving"
- 1.2. Witness- Presumption (Section 4) Presumptions (Sec.4, 41, 79-90, 105,107,108,112,113-A, 114 and 114 A
- 1.3. Rules relating to Burden of Proof (Sec.101-105)- The Doctrine of Res Gestae- General Principals concerning Admissions and Confessions- Evidence by accomplice (Sec.133 with 114(b)
- 1.4. Need for investigating agencies to appreciate the special value of use of modern technology in collection and presentation of evidence

Module 2

2.1. Kinds of Forensic Evidence- The basic question in investigation - Qui Bono- The scene of crime- Discovery of traces of physical evidence

2.2. Classification and reference to classified records- Systematization and classification of physical evidence and comparison with suspected material- The principles of exchange

2.3. The principles of heredity, Taxonomy, etc.- Probative Value of Forensic Evidence- Processes Involved in Collecting Forensic Evidence

2.4. The Establishment of Identity of Individuals: Footprints, hair, skin, blood grouping; physical peculiarities

Module 3

3.1. The Establishment of the Identity of Physical Objects by shape and size: Identifying marks and impressions made by physical objects; shoe prints: type and tread marks; die and tool marks; rupture of fracture marks

3.2. The Establishment of the Identity of Physical Objects by Physical and Chemical Analysis: Paints; coloured objects: metal; alloys; chain and the earthen wares: cements: Plaster; bricks; dusts; soil minerals; plastics; Inks; pencils and writing tools;

3.3. Handwriting habit and flow; Disguised writing; comparison and points of identity; Samples; various types of forgery and their detection; Additions; erasures alterations; seals; rubber stamps; typewriting; printing; blocks

3.4 The Identification of Fire-Arms and Cartridges and Related Problems- Type of fire-arms and their use; time and range of firing- Identification of a fire-arm with a cartridge case and bullet- Miscellaneous fire-arm problems like origin or direction of fire.

Module 4: Injuries to Persons, Evidentiary Value, and Modern Scientific Techniques

4.1. Injuries to Persons- Evidentiary value of details of injuries-Traces left by the weapon used: its range and direction-Danger to clothing worn by the victim and related problems

4.2. The flow of blood from injuries- The shape and directions of blood drops and their evidentiary value, the discovery of blood and semen stains on various objects- Accidental deaths and suicides

4.3. Evidentiary value of Physical Evidence as Evaluated a Forensic sciences laboratory viz. Evidence with scientific report-Fallibility of eye witnesses. The probative value of such evidence-Findings of scientific methods of investigation; their probative value-Assessment of value from actual cases. Value to be assigned to the different types of exhibit. Restoration of numbers-Examination of the walking, picture of footprints; clothing; copper wire; pieces of wood, etc.

4.4. Modern scientific Techniques-Narco-Analysis-Tests, Polygraph test, Brain Mapping Test, hypnotism- Lie Detector Test & others

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

Sarkar and Manohar, Sarkar and Evidence (1999) Wadha & Co. Nagpur

Indian Evidence Act, (Amendment up to date)

Rattan Lal, Dhiraj Law Law of Evidence (1994) Wadhwa, Nagpur

Pole in Murphy, Evidence (5th Edn. Reprint 2000) Universal Delhi.

Houck, M.M. & Siegel, JA; Fundamentals of Forensic Science, Academic Press, London, 2006.

Sharma, B.R., Forensic Science in Criminal Investigation & Trials, Universal Publishing Co., New Delhi, 2003.

Barry, A.J. Fisher; Techniques of Crime Scene Investigation 7th Ed, CRC Press, NY, 2003.

Eckett, WG & James, SH, Interpretation of Blood Stains Evidence of Crime Scene, Elsevier Pub. NY, 1989

Chadha, PV, Handbook of Forensic Medicine & Toxicology Jaypee Brothers, New Delhi, 2004.

O'Hara CE and Osterburg, JW, An Introduction to Criminalistics, Indiana Univ. Press, London, 1972.

James SH, Scientific and Legal Applications of Blood Stain Pattern Identification, CRC Press, 1998.

Smith, BC, Holland MM, Sweel, DL & Dizzino, A, DNA & Forensic Odontology- Manual of Forensic Odontology, Colorado Springs, USA, 1995.

- B.B. Nanda and R.K. Tiwari, *Forensic Science in India: A Vision for the Twenty First Century*, Select Publishers, New Delhi (2001).
- M.K. Bhasin and S. Nath, *Role of Forensic Science in the New Millennium*, University of Delhi, Delhi (2002).
- S.H. James and J.J. Nordby, *Forensic Science: An Introduction to Scientific and Investigative Techniques*, 2nd Edition, CRC Press, Boca Raton (2005).
- W.G. Eckert and R.K. Wright, *Introduction to Forensic Sciences*, 2nd Edition, W.G. Eckert (ED.), CRC Press, Boca Raton (1997).
- R. Saferstein, *Criminalistics*, 8th Edition, Prentice Hall, New Jersey (2004).
- W.J. Tilstone, M.L. Hastrup and C. Hald, *Fisher's Techniques of Crime Scene Investigation*, CRC Press, Boca Raton (2013).
- J.L. Jackson and E. Barkley, *Offender Profiling: Theory, Research and Practice*, Wiley, Chichester (1997).
- Lyons- *Medical Jurisprudence and Toxicology*, Delhi Law House.
- Modis- *Medical Jurisprudence and Toxicology*, Lexis Nexis- Butterworth Nandita Adhikari – Law and Medicine

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

- R.M. Jhala & K. Kumar (rev), *Jhala & Raju's Medical Jurisprudence*, Parikh C.K., *Text Book of Medical Jurisprudence, Forensic Medicine and Toxicology* Knight's *Forensic Pathology*, Edited by Pekka Saukko and Bernard Knight, Arnold Publication, London
- R. Basu, *Fundamentals of Forensic Medicine and Toxicology*, Publishers Books and Allied (P) Ltd, Kolkata.
- Taylor – *Medical Jurisprudence*
- Cox, *Medical Jurisprudence & Toxicology*
- Jay Seigel, Pekka Saukko, *Encyclopedia of Forensic Science*, 2nd Edn., Academic Press, 2012

Teaching Learning Strategies

Mode of Assessment

A. Continuous Internal Assessment (CIA)

1. Internal Test – Descriptive and analytical type of questions and problems are involved. MCQs may also be included.
2. Book review – every student to review a seminal work on any topic relevant to the course and submit a report
3. Seminar Presentation – a recent legal development in the area is to be identified to prepare a paper and present in the seminar
4. Assignments – Fundamental topics in the concerned area in the light of burning issues relating to the subject shall be presented and discussed by the learner in the class
5. Case discussion (oral) and preparation of case comments (in writing) – Prominent judicial pronouncements shall be discussed to crystallize the judicial process
6. Paper writing – Following the research methodology and instructions on writing adopting the international mode of footnoting and citations, the learner has to submit a paper with individual contributions to the legal regime
7. Clinical training – each student may individually or in group be assigned with practical experience of dealing with actual issues involving the procedures of investigation and prepare a report
8. Online presentations – students may be asked to prepare online teaching and learning materials so as to enable them to be trained in flipped class room mode of teaching

B. End Semester Examination

Mode of Transaction

Direct Instruction: Brain storming lectures, Explicit Teaching, E- learning, Inter-active Instruction: Active co-operative learning, Seminars, Group Assignments Authentic learning: Library work and Group discussion, Presentation by individual student/ Group representative, Case studies and comments, literature review

Assessment Rubrics

	Marks
End Semester Evaluation	60
Continuous Evaluation	40

Sample Questions to test Outcomes

1. How does the distinction between relevant facts and facts in issue impact the process of presenting evidence in court? Discuss the types of evidence that can be used to prove, not provide, or disprove facts in issue, and provide examples to illustrate your points.
2. Explore the concept of presumptions in the context of witness testimony as outlined in Section 4 and other relevant sections of the law. How do these presumptions affect the burden of proof in legal proceedings? Provide examples to illustrate the application of these presumptions in practice.
3. Discuss the rules related to the burden of proof as outlined in Sections 101-105 of the law. Explain how the Doctrine of Res Gestae and the principles concerning admissions and confessions impact the burden of proof in various legal cases. Include relevant legal cases or scenarios to illustrate your arguments.
4. In an era of advancing technology, what is the significance of investigating agencies appreciating the special value of modern technology in the collection and presentation of evidence? Discuss the challenges and benefits associated with using modern technology in legal investigations and court proceedings. Provide real-world examples of cases where the use of technology played a crucial role in the presentation of evidence.

SEMESTER III
Discipline Specific Core (DSC)
LLCRI03DSC10: Research Practicals

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
0	2	2	0	4	4	100	0	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

Description of the course

This course serves as a foundational course before the dissertation work in the fourth semester. The completion of the dissertation synopsis, which is included as a practical course, can be done during the term of this course. It provides an opportunity for students to understand various contemporary research techniques and resources in the field.

Objectives

1. Develop research skills
2. Enhance analytical and critical thinking abilities
3. Foster effective communication and legal writing skills
4. Encourage independent research and self-directed learning
5. Promote ethical research practices and academic integrity

Outcomes of the course

1. Gain an understanding of different research methodologies and techniques used in legal research.
2. Learn how to critically analyse legal literature, statutes, case law, and other legal sources.
3. Develop the ability to formulate research questions and hypotheses.
4. Acquire proficiency in conducting comprehensive legal research using various resources such as databases, libraries, and online platforms. strengthen critical thinking skills to evaluate legal arguments, theories, and concepts.

5. Develop the ability to identify and assess legal issues and their implications.
6. Enhance analytical skills to effectively analyse complex legal problems and propose solutions.: Improve legal writing skills to draft clear, concise, and coherent research papers.
7. Enhance the ability to structure legal arguments and present findings in a logical and persuasive manner.
8. Develop skills in synthesizing and summarizing complex legal concepts and research findings. Develop self-directed learning skills to independently identify research topics and objectives.
9. Foster the ability to manage time effectively and meet research deadlines.
10. Cultivate a sense of initiative and responsibility in conducting individual research projects.
11. Enhance self-motivation and perseverance in the face of complex research challenges.
12. Understand and adhere to the ethical principles and guidelines governing legal research.
13. Develop an appreciation for academic integrity and responsible research conduct.
14. Enhance skills in properly attributing and citing sources to avoid plagiarism.
15. Foster a commitment to producing high-quality and original research work.
16. It's important to note that these objectives and outcomes may vary based on the specific focus of the Research Practical course and the goals of the LLM program.

Content of the course

1. Students should identify a relevant research topic for the dissertation work with the help of teachers. The topic selected should be relevant for dissertation work. The students should prepare a synopsis of the dissertation containing 21 pages.
2. During the course term, students should learn the latest version of the Bluebook and attend a class test on different models of white page citations.
3. Students should demonstrate the use of one of the citation standalone tools such as Mendeley, Zotero, or Judis-M during the course term.
4. Students should attend a training program on online resources provided by Kannur University during the course term.
5. Students should conduct a thorough literature review of their respective research topic and submit the literature review to the teacher in charge during the course term. During the course term, students should spend at least 20 hours in the library and obtain a certificate from the department librarian.
6. Finally, for the completion of the course, students should prepare a PowerPoint presentation present their dissertation synopsis before a panel of teachers in the department. The teachers can ask questions regarding the relevance of the topic, research problem, research questions, availability of resources, research design, methodology, Chapterisation etc.

Synopsis contents

1. Title: Provide a clear and concise title that reflects the focus of your research. It should capture the essence of your study.
2. Introduction: Begin with an introduction that sets the context and rationale for your research. Clearly state the research problem, Hypothesis, research question(s), and objectives. Explain the significance and relevance of your study to the field.
3. Literature Review: Conduct a comprehensive review of existing literature related to your research topic. Identify the existing gaps, debates, and limitations in the field. Demonstrate your understanding of the relevant theories, concepts, and research methodologies.
4. Research Methodology: Describe the research methodology you intend to employ to answer your research question(s). Discuss the research design, data collection methods, and analysis techniques you will utilize. Justify your choices and explain how they align with your research objectives.
5. Expected Results: Provide an overview of the expected outcomes and contributions of your research. Explain how your study will address the research gaps identified in the

literature review. Highlight the potential impact of your findings on the field and any practical applications.

6. **Work Plan and Timeline:** Outline a clear work plan that details the major tasks, milestones, and timelines for your research project. This demonstrates your ability to effectively manage your time and resources. Include any anticipated challenges or risks and how you plan to mitigate them.
7. **References:** Include a comprehensive list of references cited in your synopsis. Follow the appropriate referencing style (e.g., bluebook) recommended by your institution.
8. **Conclusion:** Summarize the main points of your synopsis and reiterate the significance of your research. Emphasize how your study will contribute to the existing body of knowledge and highlight its potential impact.

Teaching Learning Strategies

Mode of Assessment

A. Continuous Internal Assessment (CIA)

9. **Internal Test** – Descriptive and analytical type of questions and problems are involved. MCQs may also be included.
10. **Book review** – every student to review a seminal work on any topic relevant to the course and submit a report
11. **Seminar Presentation** – a recent legal development in the area is to be identified to prepare a paper and present in the seminar
12. **Assignments** – Fundamental topics in the concerned area in the light of burning issues relating to the subject shall be presented and discussed by the learner in the class
13. **Case discussion(oral) and preparation of case comments (in writing)**-Prominent judicial pronouncements shall be discussed to crystalize the judicial process
14. **Paper writing**-Following the research methodology and instructions on writing adopting the international mode of footnoting and citations, the learner has to submit a paper with individual contributions to the legal regime
15. **Clinical training** – each student may individually or in group be assigned with practical experience of dealing with actual issues involving the procedures of investigation and prepare a report
16. **Online presentations**-students may be asked to prepare online teaching and learning materials so as to enable them to be trained in flipped class room mode of teaching

Mode Of Transaction

Direct Instruction: Brain storming lectures, Explicit Teaching, E- learning, Inter-active Instruction: Active co-operative learning, Seminars, Group Assignments Authentic learning: Library work and Group discussion, Presentation by individual student/ Group representative, Case studies and comments, literature review

Assessment Rubrics

	Marks
End Semester Evaluation	0
Continuous Evaluation	100

SEMESTER III
Discipline Specific Core (DSC)
LLCRI03DSC11-Internship

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
0	2	2	0	2	2	100	0	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

During internship course, students typically work under the supervision of experienced legal professionals and engage in tasks such as legal research, drafting legal documents, observing court proceedings, and assisting with client matters. The goal is to provide students with hands-on experience in criminal law in action and to develop practical skills that complement their academic studies.

Course Objective

1. **Practical Skills Development:** The primary objective of an LLM internship course is to provide students with an opportunity to develop practical legal skills. This includes skills such as legal research, writing, analysis, drafting legal documents, client counselling, negotiation, and oral advocacy. The aim is to bridge the gap between theoretical knowledge gained in the classroom and the application of that knowledge in real-world legal settings.
2. **Professional Experience:** Internships allow students to gain valuable professional experience in a legal environment. By working alongside experienced legal professionals, students can understand the day-to-day operations of legal practice, observe how legal principles are applied, and learn about the challenges and responsibilities of practicing law.
3. **Specialization and Focus:** An internship course within an LLM program often allows students to gain experience in their chosen area of specialization. By focusing on a specific area of law, students can deepen their understanding and expertise in that field, gaining practical insights and skills relevant to their future legal careers.
4. **Networking Opportunities:** Internships provide students with networking opportunities and exposure to legal professionals. By working closely with attorneys, judges, clients, and other legal experts, students can build valuable connections that may assist them in their future career endeavours.
5. **Professional Ethical Development:** Internships provide a platform for students to develop and enhance their professional ethics and ethical decision-making skills. By navigating real-world legal challenges, students can better understand the ethical considerations and responsibilities involved in the practice of law.
6. **Career Development and Employability:** The objective of an internship course is to enhance students' employability and career prospects. By gaining practical experience and expanding their professional network, students increase their chances of securing job offers or advancing in their legal careers after completing their LLM program.

Course Outcome

1. **Applied Legal Skills:** Students will develop and apply practical legal skills in a professional environment. This includes conducting legal research, analysing legal issues, drafting legal documents, communicating with clients and colleagues, and engaging in legal problem-solving.
2. **Professional Competence:** Students will demonstrate professional competence by effectively performing tasks and responsibilities assigned during the internship. They will develop a strong work ethic, time management skills, and the ability to work independently and as part of a team.
3. **Specialization Knowledge:** Students will deepen their knowledge and understanding of their chosen area of specialization through hands-on experience. They will gain

practical insights into the application of legal principles and regulations relevant to their specialization.

4. **Ethical Awareness:** Students will develop a heightened awareness of professional ethics and ethical decision-making in the legal profession. They will encounter ethical dilemmas and learn to navigate them in a manner consistent with legal and professional standards.
5. **Communication and Advocacy Skills:** Through interaction with clients, colleagues, and other professionals, students will enhance their communication skills, including oral and written advocacy, negotiation, and client counseling.
6. **Networking and Professional Relationships:** Students will have the opportunity to build professional relationships and expand their network of legal contacts. These connections can be valuable for future career opportunities, mentorship, and references.
7. **Reflective Practice:** Students will engage in self-reflection and critical analysis of their internship experiences, identifying strengths and areas for improvement. They will be encouraged to evaluate their performance, identify lessons learned, and apply them to their future legal practice.
8. **Career Readiness:** By successfully completing an internship course, students will enhance their employability and readiness for legal career opportunities. They will have a practical experience that can differentiate them in the job market and demonstrate their commitment to professional development.

Course Contents

Students should complete their internship during the first semester break. The students should witness the trial of a summons/Warrant case before a magistrate and warrant case before the sessions court and prepare a report and submit it to the teacher in charge of the course. Students should associate with a senior defence council office and learn how to draft a police complaint and private complaint and submit a copy of the assisted police complaint and private complaint and submit it to the teacher in charge of the course. Students should familiarise with the chief examination and cross examination before the court and write a report about the chief and cross examination witnessed by them and submit it to the teacher in charge of the course.

Teaching Learning Strategies

Teacher evaluates the reports submitted by the students and award marks

Assessment Rubrics

	Marks
End Semester Evaluation	0
Continuous Evaluation	100

SEMESTER III Skill Enhancement Course (SEC) LLCRI03SEC03: WEDNESDAY SEMINAR

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
0	2	2	0	4	4	100	0	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

The Wednesday Seminar on Case Laws is a comprehensive and interactive course designed to provide participants with a deep understanding of case law and its application in legal practice.

The course focuses on studying and analysing significant court decisions, landmark judgments, and notable precedents from various jurisdictions and areas of law. Through a combination of lectures, discussions, and case study analysis, participants will delve into the principles and concepts underlying case law. They will learn about the hierarchy of courts, the role of precedent, and the techniques used in legal reasoning by examining the reasoning and implications of court decisions. The course emphasizes the development of critical thinking and analytical skills. Participants will learn how to identify and analyze key legal issues, extract relevant legal principles, and evaluate the impact of court decisions on subsequent cases and legal developments. They will engage in thought-provoking discussions and debates, examining different perspectives and assessing the strengths and weaknesses of arguments presented in case laws

Objective of the Course

1. **Case Law Familiarity:** To familiarize participants with significant court decisions, landmark judgments, and notable precedents in relevant areas of law. This will involve studying cases from various jurisdictions and understanding the reasoning and implications behind these decisions.
2. **Legal Analysis:** To develop participants' skills in analysing and interpreting case law, including identifying key legal issues, understanding the relevant legal principles, and assessing the impact of court decisions on subsequent cases and legal developments.
3. **Application of Case Law:** To enable participants to apply case law principles to real-life legal scenarios and evaluate the potential outcomes of similar cases based on established precedents. This objective aims to enhance participants' ability to make sound legal arguments and predictions using case law as a foundation.
4. **Critical Thinking and Debate:** To encourage participants to engage in critical thinking and constructive debate by examining different perspectives, evaluating the strengths and weaknesses of arguments presented in case law, and developing well-reasoned positions based on legal principles.
5. **Practical Skills Development:** To provide participants with practical skills related to case law research, analysis, and citation. This objective aims to enhance participants' ability to locate relevant cases, extract relevant legal principles, and effectively incorporate case law into legal writing and arguments.
6. **Current Legal Issues:** To explore recent and ongoing legal issues and controversies through the analysis of contemporary case law. This objective allows participants to stay informed about the evolving legal landscape and understand the application of case law to emerging areas of law.

Course Learning Outcomes

Upon completion of the Wednesday seminar Course, participants can expect to achieve the following outcomes:

C01	Comprehensive Understanding of Case Law: Participants will have a thorough understanding of the principles and concepts underlying case law, including the hierarchy of courts, the role of precedent, and the application of legal reasoning in judicial decisions.
C02	Proficiency in Legal Analysis: Participants will develop strong analytical skills to critically evaluate and interpret case law. They will be able to identify relevant legal issues, extract key legal principles, and analyze the reasoning and implications of court decisions.
C03	Application of Case Law Principles: Participants will be adept at applying case law principles to practical legal scenarios. They will understand how to use precedent to support legal arguments, predict outcomes in similar cases, and make informed decisions based on established legal precedents.
C04	Enhanced Research and Citation Skills: Participants will improve their ability to conduct effective case law research, locate relevant court decisions, and properly cite and reference case law in legal writing and arguments.
C05	Critical Thinking and Debate: Participants will develop critical thinking skills and the ability to engage in constructive debate by examining different perspectives,

	evaluating the strengths and weaknesses of arguments presented in case law, and developing well-reasoned positions based on legal principles.
C06	Knowledge of Landmark Cases and Precedents: Participants will be familiar with significant court decisions and landmark cases in various areas of law. They will have a broader understanding of the evolution of legal principles and their application in shaping the legal landscape.
C07	Awareness of Contemporary Legal Issues: Participants will stay updated on recent developments in the law by exploring contemporary case law. They will understand how case law adapts to emerging legal issues and be able to apply current legal trends and rulings to their legal practice or academic pursuits.
C08	Confidence in Legal Reasoning: Participants will gain confidence in their ability to analyze legal problems, formulate persuasive arguments, and support their positions using case law principles. They will be better equipped to make sound legal judgments and provide well-grounded legal advice

COURSE CONTENTS

Students are required to participate in this program every Wednesday from 9 AM to 12 PM. During each seminar, significant judgments from International Courts, Supreme Court, or various High Courts in India that are relevant will be discussed. A group of three students must select a case and obtain approval from teacher incharge. One student will present the case, including its facts, issues, and personal opinion. The other two students will provide their comments on the case, with one supporting the judgment and the other offering criticism.

A panel consisting of teachers and the department head will assess each seminar presentation. Full-time research scholars must attend the Wednesday seminar. Either a teacher or research scholar will comment on the case presented by the students, evaluating their ability to articulate positions, analyze the case, and present ideas clearly using appropriate language. Active attendance and participation on seminar days are mandatory for successfully completing the course. This exercise will continue throughout all four semesters, allowing students to earn a total of 8 credits from the seminar presentations.

At the commencement of each semester teacher in charge of Wednesday Seminar shall publish a schedule of the Wednesday seminar. Adherence to the Wednesday seminar schedule is mandatory. Before the turn of the student in the schedule he/she should take a relevant case and get the approval of the teacher in charge. After the approval student should prepare a case brief and circulated in among the audience before the seminar day.

Teaching Learning Strategies

The student's ability to present the case, their comprehension of the case's facts, their understanding of the doctrines or principles in the judgment, their proficiency in reading and interpreting sections or articles from various statutes, and their capacity to critically evaluate court judgments will be evaluated by a group of teachers, including the teacher responsible for the Wednesday seminar. During the student presentations, teachers and research scholars may pose questions regarding different aspects of the case, and the students are expected to provide reasonable answers supported by references to case laws, statutes, or other relevant materials. Following the case presentation, the teacher or research scholars will provide their comments on the presented case.

Mode of transaction

Inter-active Instruction: Active co-operative learning for Seminars, and written submissions, Group Assignments etc.

Authentic learning: Library work and Group discussion, Presentation by individual learner/ Group representative, Case studies and comments, Literature Review

ASSESSMENT RUBRICS

	Marks
End Semester Evaluation	0

Continuous Evaluation	80
Case Brief Preparation	10
Attendance	10

MARK DISTRIBUTION

Attendance – 10 Marks (2 mark for 76%-80% of attendance, 4 marks for 81%-85% of attendance, 6 marks for 86%-90% of attendance, 8 marks for 91%-95% of attendance, 10 marks for 96% and above)

SCHOOL OF LEGAL STUDIES, KANNUR UNIVERSITY WENESDAY SEMINAR MARK Wednesday seminar No. / 2023			
Candidates	Presenter	Commenter-1	Commenter-2
Command of English Language 10			
Knowledge of law and fact 25			
Analytical ability 20			
Interpreting doctrines/principles/ sections etc. 25			
Total (80)			

SEMESTER IV
Distribution of Credit, Hours and Marks:22, 30, 500
Total Credit in the Semester: 22
Theory Credits: 8 Practicum Credits: 14

Course Code	Course Name	Credit			Teaching Hours/week			Assessment		
		L / T	P/ I	Total	L/ T	P/I	Total	CE	ESE	Total
Discipline Specific Core (DSC)										
LLCRI04DSC12	Law of Victimology and Human Rights- Juristic Perspective	4	0	4	5	0	5	40	60	100
LLCRI04DSC13	Teaching practical	2	0	2	4	0	4	100	0	100
Dissertation										
LLCRI04DSC14	Dissertation and Viva Voce	0	12	12	5	10	15	60	40	100
Interdisciplinary Elective (IDC)										
*	*	2	0	2	2	0	2	40	60	100
Skill Enhancement Course (SEC)										
LLCRI04SEC04	Wednesday Seminar	0	2	2	0	4	4	100	0	100
Total		8	14	22	16	14	30	340	160	500

*Students in the law department shall complete the Interdisciplinary Elective from courses offered by other departments of the Kannur University.

SEMESTER IV
Discipline Specific Core (DSC)
LLCRI04DSC12 - Law of Victimology and Human Rights- Juristic Perspective

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
4	0	4	5	0	5	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

The course you described is designed to provide learners with the necessary knowledge and understanding of the science of penology, specifically focusing on crime-victimization. The main objective is to prepare learners to contribute effectively to the administration of criminal justice in the future. The course covers various aspects related to victimization, examining its scope and social relevance. It aims to provide an understanding of the needs and challenges faced by victims of crime. By studying the problems associated with victimization, the course explores policies and practical applications that have emerged as a response to the increasing

concern of the legal system regarding victims. The ultimate goal is to contribute to the development of a more effective and scientific system of criminal justice. By educating learners about the science of penology and emphasizing the importance of addressing the needs of victims, the course aims to enhance the overall understanding and approach to the criminal justice process. Through this course, learners can gain insights into victimization, explore relevant policies and practices, and contribute to a more comprehensive and compassionate approach to criminal justice.

Course Objectives

1. Understand the concept of victimology: Students should be able to define victimology and explain its scope, purpose, and significance within the field of criminology. They should develop an understanding of how victimology emerged as a distinct discipline and its relationship to other areas of study, such as criminal justice and sociology.
2. Identify different types of victimization: Students should be able to recognize and categorize various forms of victimization, including physical violence, sexual assault, property crimes, hate crimes, cybercrimes, and white-collar crimes. They should explore the factors that contribute to victimization, such as social, economic, and demographic variables.
3. Analyze the consequences of victimization: Students should be able to analyze the short-term and long-term consequences of victimization on individuals, families, and communities. They should explore the physical, psychological, emotional, and financial impacts of victimization, as well as the potential for secondary victimization through the criminal justice system.
4. Examine the role of the criminal justice system in victim support: Students should understand the historical and contemporary responses of the criminal justice system to victims. They should analyze the role of law enforcement, victim services, and legal rights for victims, including restitution, compensation, and victim impact statements. They should also critically evaluate the strengths and weaknesses of these responses.
5. Explore strategies for victim assistance and prevention: Students should learn about various strategies and interventions aimed at assisting victims of crime and preventing future victimization. They should examine victim support services, advocacy organizations, and community-based initiatives. They should also consider the importance of victim empowerment, restorative justice, and public policy reforms in addressing victimization.

Course Learning Outcomes

CO No.	Upon completion of the Course, the learner will be able to:	Learning Domains	PSO No.
1	Analyze the concept of victimology.	An	1,4
2	Analyze the historical development of schools of victimology.	An	1,4
3	Evaluate the evolution of basic principles of victimology and the philosophy of victim accommodation based on the exposition of various schools and theories.	An, E	1,5
3	Elucidate theoretically the influence of social transformation, development, and judicial processes on the changing concepts.	Ap	3, 4,5
4	Critically examine the nature and content of the schools of victimology and the different doctrines.	A	3,4,5
5	Appreciate the present system of criminal law, criminality, punishment, and the changing concepts.	Ap	1,2,3,4,5
6	Appreciate the present system of criminal law, criminality, punishment, and the changing concepts.	E	2,3,4,5

7	Suggest a socio-legal framework based on the principles of victimology, moral well-being of society, and developments/transformations in society to distribute criminal justice.	C	3,4,5
8	Construct a perspective on a better system of administration of criminal justice.	C	2,3,4,5,6,
* Learning domains & corresponding PSOs: Remember (R-1), Understand (U-2), Apply (A-3), Analyze (An-4), Evaluate (E-5), Create (C-6), Skill (S-7), Interest (I-8), and Appreciation (Ap-9).			

Course Contents

Module-I

- 1.1. Victimology – History, Evolution - Meaning and Definition- Influence of religion and social morality in victimology
- 1.2. Victim Precipitation, Victim Prone – Primary, Secondary and Tertiary Crime Victims – Discussion under Various Schools
- 1.3. Model – Benjamin and Master’s Tree Fold Model – Cohen and Felson’s Routine Activities Theory, Propinquity Hypothesis – Proximity Hypothesis
- 1.4. Relationships between Victims and Offenders, Investigators, Witnesses, Courts, Corrections, Media and Social Movement

Module-II

- 2.1. Categories of Victims – Children, Females, Old, Mentally Defective and Deranged Immigrants, Socially Disadvantaged.
- 2.2. Impact of property and economic crimes on victims- offences against body and victims- sexual offences and victims-terrorism and drug abuse and victims
- 2.3. Matrimonial offenses and victims
- 2.4. Issues of crime survivors- Repeated victimisation

Module-III

- 3.1. Types of Victim Responsibility - Victim Blaming
- 3.2. Unrelated Victims, Provocative Victims, Precipitative Victims, Biologically Weak Victims, Socially Weak Victims
- 3.3. Self-Victimizing - Political Victims
- 3.4. Rights of Victims - International Documents

Module-IV

- 4.1. Access to Justice and Fair Treatment - Restitution – Compensation and Assistance
- 4.2. Victims of Custodial Crimes - Judicial Approach - Rights of Victims Under Various Statutes
- 4.3. Theories of Victimology - Exposure Theory - LifeStyle Theory – Interpersonal Model – Family Violence Model – Gender Politics Model – Luckenbill’s Situated Transaction Model - Benjamin and Master’s Three-Fold Model - Cohen and Felson’s Routine Activities Theory, etc.
- 4.4. Propinquity Hypothesis – Proximity Hypothesis - Methods to assist victims, Judicial Interventions - Role of government and NGOs

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

1. Norman Dorsen (Ed.), Rights of Crime Victims, Bentham Books, London
2. Bonnie S. Fisher, Steven P. Lab, Encyclopedia of Victimology & Crime Prevention, Sage Publications, New Delhi (2010)
3. Natti Ronel, K. Jaishanker, Moshe Bensimon, Trends and Issues in Victimology, Cambridge Scholar Publishing, Cambridge Press, London (2008)
4. Doerner, W. G. and S. P. Lab, Victimology, Anderson Publishing (2012)
5. Brent E. Turvey and Wayne Petherick, Forensic Victimology: Examining Violent Crime Victims in Investigative and Legal Contexts, 2nd edn, Academic Press, California (2013)

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

1. Kirchoff, Ezzat A Fattah (Eds), International Debates of Victimology, WS V Publishing, New York (1994)
2. Hentig, Von, Hans, The Criminal and His Victim, Yale University Press, New Haven (1948)
3. Report of the Committee on Reforms of Criminal Justice System, Government of India, Ministry of Home Affairs, 2003
4. 152nd and 154th Reports of Law Commission of India
5. Mike Maguire, Rod Morgan, Robert Reiner, The Oxford Handbook of Criminology, 5th ed., Oxford University Press, Oxford (2012)
6. John Deigh, David Dolinko, The Oxford Handbook of Philosophy of Criminal Law, Oxford University Press, Oxford (2011)
7. Steven P. Lab, Marian Williams, Explaining Criminal Justice, Oxford University Press, Oxford (2007)
8. Richard Bellwary (Ed.), Baccaria on Crimes and Punishment and Other Writings, Cambridge University Press, London.

TEACHING LEARNING STRATEGIES**Mode of Assessment****A. Continuous Internal Assessment (CIA)**

1. Internal Test – Descriptive and analytical type of questions and problems are involved. MCQs may also be included.
2. Book review – every student to review a seminal work on any topic relevant to the course and submit a report
3. Seminar Presentation – a recent legal development in the area is to be identified to prepare a paper and present in the seminar
4. Assignments – Fundamental topics in the concerned area in the light of burning issues relating to the subject shall be presented and discussed by the learner in the class
5. Case discussion(oral) and preparation of case comments (in writing)-Prominent judicial pronouncements shall be discussed to crystalize the judicial process
6. Paper writing-Following the research methodology and instructions on writing adopting the international mode of footnoting and citations, the learner has to submit a paper with individual contributions to the legal regime
7. Clinical training – each student may individually or in group be assigned with practical experience of dealing with actual issues involving the procedures of investigation and prepare a report
8. Online presentations-students may be asked to prepare online teaching and learning materials so as to enable them to be trained in flipped class room mode of teaching

B. End Semester Examination**Mode of Transaction**

Direct Instruction: Brain storming lectures, Explicit Teaching, E- learning, Inter-active Instruction: Active co-operative learning, Seminars, Group Assignments Authentic learning: Library work and Group discussion, Presentation by individual student/ Group representative, Case studies and comments, literature review

Assessment Rubrics

	Marks
End Semester Evaluation	60
Continuous Evaluation	40

SEMESTER IV
Discipline Specific Core (DSC)
 LLCRI04DSC13-Teaching practical

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
2	0	2	4	0	4	100	0	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course description

Each student will be assigned two topics in advance to deliver classroom teaching. Each student has to take up four teaching assignments in the following areas: i) B.A.LL.B, ii) LLM, iii) other disciplines, and iv) college students' course. Each class will be one hour in duration and the student's teaching performance will be assessed. The student is expected to answer questions related to the subject posed by both the class members and the examiners. The class taken will be supervised, observed, and evaluated by the course teacher. Students are required to prepare a teaching plan and conduct the classes accordingly. Additionally, students must prepare teaching material based on the classes they have conducted. Marks for the practical component will be awarded based on the class conducted by the student and their participation in classes conducted by other students. This examination will be evaluated by a panel of teachers in the department.

Course Objectives

1. It is devoted towards practical-oriented understanding of Law in general.
2. The students are given an opportunity to practice one's teaching skills which is critical.
3. The student would therefore be given teaching assignments
4. The student would be given opportunity to perform real teaching classes

COURSE OUTCOMES

At the end of the Course, the Student will be able to -

C01	To analyze and memorize the legal aspects
C02	To describe and discuss the case laws
C03	Able to demonstrate the course
C04	To apply the principles and practices of law to a new or complex state of affairs

Content of the course

1. Students should take a course in LLB and prepare a lesson plan.
2. Conduct at least a 10-hour lecture in an LLB class during the course term and submit the students' feedback with the help of the teacher in charge.
3. Students should present a 20-minute lecture before a panel of teachers, including the Head of the Department, who will assess the student's teaching ability.
4. During the presentation, students should utilize ICT facilities and also use the board.

TEACHING LEARNING STRATEGIES

Mode of Assessment

A. Continuous Internal Assessment (CIA)

1. Internal Test – Descriptive and analytical type of questions and problems are involved. MCQs may also be included.
2. Book review – every student to review a seminal work on any topic relevant to the course and submit a report
3. Seminar Presentation – a recent legal development in the area is to be identified to

- prepare a paper and present in the seminar
4. Assignments – Fundamental topics in the concerned area in the light of burning issues relating to the subject shall be presented and discussed by the learner in the class
 5. Case discussion(oral) and preparation of case comments (in writing)-Prominent judicial pronouncements shall be discussed to crystalize the judicial process
 6. Paper writing-Following the research methodology and instructions on writing adopting the international mode of footnoting and citations, the learner has to submit a paper with individual contributions to the legal regime
 7. Clinical training – each student may individually or in group be assigned with practical experience of dealing with actual issues involving the procedures of investigation and prepare a report
 8. Online presentations-students may be asked to prepare online teaching and learning materials so as to enable them to be trained in flipped class room mode of teaching

MODE OF TRANSACTION

Direct Instruction: Brain storming lectures, Explicit Teaching, E- learning, Inter-active Instruction: Active co-operative learning, Seminars, Group Assignments Authentic learning: Library work and Group discussion, Presentation by individual student/ Group representative, Case studies and comments, literature review

ASSESSMENT RUBRICS

	Marks
End Semester Evaluation	
Continuous Evaluation	100

Discipline Specific Core (DSC) LLCRI04DSC14: Dissertation and Viva Voce

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
0	12	12	5	10	15	60	40	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

DISSERTATION

The identification of the topic for writing dissertation is done by the students in consultation with the faculty but the collection and collation of the material have necessarily to be undertaken by the candidate as per the scheme of his/ her programme. The organisation of the material and the orderly discussion with appropriate references and suggestions for improvements are to be done by the student himself/herself. The research methodology may be determined in consultation with the faculty. The idea is to make him/her capable of writing a paper on any subject of importance in his/her professional life.

In order to make a good dissertation a student should have the following ability:

- Have an idea for an area of research.
- Identify your research questions.
- Decide how to undertake the research.
- Analyse and write up the data critically.

A dissertation should be of 10,000 words in length, including references but not appendices. Writing a dissertation is a good preparation for post-graduate work. A dissertation should be a piece of small-scale research which can be completed, start to finish, in the amount of time allotted to the student.

A dissertation should be a sustained argument. This means that it should draw upon the results of students reading, thinking and information-gathering in such a way that it could persuade readers to accept the student understanding of the topic.

Course Learning Objective:

1. To let the students develop and improve research skills
2. To let the students' collect data with the help of primary and secondary materials
3. To let the students frame a hypothesis
4. To let the students develop writing skills

Course Learning Outcomes (CLO): On completion of this course, the students will be able to:

CLOs	Description	Bloom's Taxonomy Level
CLO1	Summarize a hypothesis and research questions for their research.	Understanding
CL02	Demonstrate the ability to conduct research by making use of primary and secondary data.	Understanding, Applying
CL03	Conduct a survey that helps in proving or disproving the hypothesis.	Analysing, Evaluating
CL04	Compile all the data, draw a conclusion, and also propose a solution for the research problem.	Analysing Creating

In view of the above the students' performance may be evaluated in the following method:

Marks allotted to dissertations	60
Viva Voce	40
Total	100
Valuation Rubrics of Dissertation	
Dissertation Mark Split-up	
a	Importance and relevance of the topic 10
b	Adequacy of material 5
c	Organisation of the material in the thesis 5
d	Language and style 10
e	Originality in writing 10
f	Suggestions 10
g	Punctuation and footnoting 10
Total	60

SEMESTER IV
Skill Enhancement Course (SEC)
LLCRI04SEC04- Wednesday Seminar

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
0	2	2	0	4	4	100	0	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

The Wednesday Seminar on Case Laws is a comprehensive and interactive course designed to

provide participants with a deep understanding of case law and its application in legal practice. The course focuses on studying and analyzing significant court decisions, landmark judgments, and notable precedents from various jurisdictions and areas of law. Through a combination of lectures, discussions, and case study analysis, participants will delve into the principles and concepts underlying case law. They will learn about the hierarchy of courts, the role of precedent, and the techniques used in legal reasoning by examining the reasoning and implications of court decisions. The course emphasizes the development of critical thinking and analytical skills. Participants will learn how to identify and analyze key legal issues, extract relevant legal principles, and evaluate the impact of court decisions on subsequent cases and legal developments. They will engage in thought-provoking discussions and debates, examining different perspectives and assessing the strengths and weaknesses of arguments presented in case laws

Objective of the Course

1. **Case Law Familiarity:** To familiarize participants with significant court decisions, landmark judgments, and notable precedents in relevant areas of law. This will involve studying cases from various jurisdictions and understanding the reasoning and implications behind these decisions.
2. **Legal Analysis:** To develop participants' skills in analyzing and interpreting case law, including identifying key legal issues, understanding the relevant legal principles, and assessing the impact of court decisions on subsequent cases and legal developments.
3. **Application of Case Law:** To enable participants to apply case law principles to real-life legal scenarios and evaluate the potential outcomes of similar cases based on established precedents. This objective aims to enhance participants' ability to make sound legal arguments and predictions using case law as a foundation.
4. **Critical Thinking and Debate:** To encourage participants to engage in critical thinking and constructive debate by examining different perspectives, evaluating the strengths and weaknesses of arguments presented in case law, and developing well-reasoned positions based on legal principles.
5. **Practical Skills Development:** To provide participants with practical skills related to case law research, analysis, and citation. This objective aims to enhance participants' ability to locate relevant cases, extract relevant legal principles, and effectively incorporate case law into legal writing and arguments.
6. **Current Legal Issues:** To explore recent and ongoing legal issues and controversies through the analysis of contemporary case law. This objective allows participants to stay informed about the evolving legal landscape and understand the application of case law to emerging areas of law.

Course Learning Outcomes

Upon completion of the Wednesday seminar Course, participants can expect to achieve the following outcomes:

C01	Comprehensive Understanding of Case Law: Participants will have a thorough understanding of the principles and concepts underlying case law, including the hierarchy of courts, the role of precedent, and the application of legal reasoning in judicial decisions.
C02	Proficiency in Legal Analysis: Participants will develop strong analytical skills to critically evaluate and interpret case law. They will be able to identify relevant legal issues, extract key legal principles, and analyze the reasoning and implications of court decisions.
C03	Application of Case Law Principles: Participants will be adept at applying case law principles to practical legal scenarios. They will understand how to use precedent to support legal arguments, predict outcomes in similar cases, and make informed decisions based on established legal precedents.
C04	Enhanced Research and Citation Skills: Participants will improve their ability to conduct effective case law research, locate relevant court decisions, and properly cite and reference case law in legal writing and arguments.
C05	Critical Thinking and Debate: Participants will develop critical thinking skills and the ability to engage in constructive debate by examining different perspectives, evaluating

	the strengths and weaknesses of arguments presented in case law, and developing well-reasoned positions based on legal principles.
C06	Knowledge of Landmark Cases and Precedents: Participants will be familiar with significant court decisions and landmark cases in various areas of law. They will have a broader understanding of the evolution of legal principles and their application in shaping the legal landscape.
C07	Awareness of Contemporary Legal Issues: Participants will stay updated on recent developments in the law by exploring contemporary case law. They will understand how case law adapts to emerging legal issues and be able to apply current legal trends and rulings to their legal practice or academic pursuits.
C08	Confidence in Legal Reasoning: Participants will gain confidence in their ability to analyze legal problems, formulate persuasive arguments, and support their positions using case law principles. They will be better equipped to make sound legal judgments and provide well-grounded legal advice.

COURSE CONTENTS

Students are required to participate in this program every Wednesday from 9 AM to 12 PM. During each seminar, significant judgments from International Courts, Supreme Court, or various High Courts in India that are relevant will be discussed. A group of three students must select a case and obtain approval from teacher in charge. One student will present the case, including its facts, issues, and personal opinion. The other two students will provide their comments on the case, with one supporting the judgment and the other offering criticism.

A panel consisting of teachers and the department head will assess each seminar presentation. Full-time research scholars must attend the Wednesday seminar. Either a teacher or research scholar will comment on the case presented by the students, evaluating their ability to articulate positions, analyze the case, and present ideas clearly using appropriate language. Active attendance and participation on seminar days are mandatory for successfully completing the course. This exercise will continue throughout all four semesters, allowing students to earn a total of 8 credits from the seminar presentations.

At the commencement of each semester teacher in charge of Wednesday Seminar shall publish a schedule of the Wednesday seminar. Adherence to the Wednesday seminar schedule is mandatory. Before the turn of the student in the schedule he/she should take a relevant case and get the approval of the teacher in charge. After the approval student should prepare a case brief and circulated in among the audience before the seminar day.

TEACHING LEARNING STRATEGIES

The student's ability to present the case, their comprehension of the case's facts, their understanding of the doctrines or principles in the judgment, their proficiency in reading and interpreting sections or articles from various statutes, and their capacity to critically evaluate court judgments will be evaluated by a group of teachers, including the teacher responsible for the Wednesday seminar. During the student presentations, teachers and research scholars may pose questions regarding different aspects of the case, and the students are expected to provide reasonable answers supported by references to case laws, statutes, or other relevant materials. Following the case presentation, the teacher or research scholars will provide their comments on the presented case.

Mode of transaction

Inter-active Instruction: Active co-operative learning for Seminars, and written submissions, Group Assignments etc.

Authentic learning: Library work and Group discussion, Presentation by individual learner/ Group representative, Case studies and comments, Literature Review

ASSESSMENT RUBRICS

	Marks
End Semester Evaluation	0
Continuous Evaluation	80
Case Brief Preparation	10
Attendance	10

MARK DISTRIBUTION

Attendance – 10 Marks (2 mark for 76%-80% of attendance, 4 marks for 81%-85% of attendance, 6 marks for 86%-90% of attendance, 8 marks for 91%-95% of attendance, 10 marks for 96% and above)

SCHOOL OF LEGAL STUDIES, KANNUR UNIVERSITY WENESDAY SEMINAR MARK Wednesday seminar No. / 2023			
Candidates	Presenter	Commenter-1	Commenter-2
Command of English Language 10			
Knowledge of law and fact 25			
Analytical ability 20			
Interpreting doctrines/principles/ sections etc. 25			
Total (80)			

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES

POOL-A- FIRST SEMESTER

1. Socio-Economic Offences LLCRI01DSE01
2. Juvenile Justice LLCRI01DSE02

Semester-1

LLCRI01DSE01: SOCIO-ECONOMIC OFFENCES

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
3	0	3	4	0	4	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course description

Earlier, criminologists believed that poverty was one of the primary causes of crime, as most criminals at that time belonged to the lower socioeconomic class. However, during the latter half of the 20th century, Edwin H. Sutherland introduced a new concept, suggesting that there are certain crimes exclusively committed by the upper class. He referred to these crimes as white-collar crimes. In India, we consider such offenses as socio-economic offenses, albeit with certain modifications in their nature and application as proposed by Sutherland. The main idea behind socio-economic offenses is that the traditional concept of mens rea (criminal intent) is not considered a constitutive element for these offenses. As a result, there are significant differences between socio-economic offenses and traditional offenses in terms of their definition, nature, procedures, and punishments. Therefore, a distinct approach is required for the investigation, trial, and punishment of these offenses. This course aims to conduct a comparative study of such offenses in relation to traditional offenses.

Course Objectives

1. Understand the concept of socio-economic offenses: The course should aim to provide students with a comprehensive understanding of what socio-economic offenses are, including their definition, characteristics, and the various forms they can take. This objective involves familiarizing students with the legal, economic, and social dimensions of such offenses.
2. Analyze the causes and consequences of socio-economic offenses: Students should develop the ability to critically examine the underlying factors that contribute to socio-economic offenses, such as corruption, fraud, money laundering, tax evasion, or insider trading. This objective involves exploring the economic, political, and social implications of these offenses on individuals, businesses, and society as a whole.
3. Evaluate legal frameworks and regulatory measures: The course should enable students to evaluate the existing legal frameworks and regulatory measures designed to combat socio-economic offenses. This objective involves studying relevant legislation, international agreements, and regulatory bodies involved in addressing such offenses, as well as assessing their effectiveness and identifying potential areas for improvement.
4. Understand investigative techniques and enforcement strategies: Students should gain knowledge of the investigative techniques and enforcement strategies used to detect, investigate, and prosecute socio-economic offenses. This objective may involve exploring case studies, examining forensic methodologies, analyzing intelligence gathering methods, and understanding the roles of law enforcement agencies, financial institutions, and international cooperation in combating these offenses.
5. Develop ethical and responsible practices: The course should foster an appreciation for ethical considerations and responsible practices in the context of socio-economic offenses. This objective involves discussing professional standards, corporate governance, and corporate social responsibility, and exploring ways to promote transparency, integrity, and accountability in various sectors to prevent and deter such offenses.

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome ----- Upon completion of the Course, the student will be able to:	Learning Domains
1	Examine and analyse the nature, extend causes and growth of white-collar crimes and socio-economic offences.	U & An
2	Evaluate the explanation of such offences according to various criminological theories.	E
3	Critically analyse the application of mensrea in socio- economic offences and to find out the consequences arising there from.	A, An, E,C & Ap
4	Evaluate the concept of corporate criminal liability and to analyse its application in the present principles of criminal law.	A, An & E
5	Analyse, evaluate and appreciate the problem of fixing appropriate punishment for companies and corporations.	An, E & Ap
6	To find out the rights of the accused in such offences and to evaluate the problem of burden of proof and special rules of evidence in such offences	E & C
7	Analyse the fixing of minimum punishment and mandatory imprisonment for the offenders and to evaluate and the denial of various other rights to those who are charged with such offences in a human rights perspective.	An, E & Ap
8	To discuss about corruption among public persons and to find out a suitable solution for it and the measures adopted in this behalf.	U, Ap, E & C
*LEARNING DOMAINS & CORRESPONDING PSOs: <i>Remember (R-1), Understand (U-2), Apply (A-3), Analyse (An-4), Evaluate (E-5), Create (C-6), Skill (S-7), Interest (I-8) and Appreciation (Ap-9)</i>		

Course contents
Module-I

- 1.1. Concept of white-Collar Crimes and socio – economic offences- Differential Association Theory-Scope, Extent and application in such offences
- 1.2. Causes and growth of socio-economic offences- Application of the principle of mensrea in such offences- Need for deviation from general principles of criminal law
- 1.3. Corporate Criminal Liability- Liability of the corporation and punishment- Corporate Manslaughter and Environmental Damage- Fixation of Liability- Role of Criminal Law
- 1.4. Right of the Accused in Socio Economic Offences- Admissibility of confessions and provisions for search and seizure

Module-II

- 2.1. Arrest and bail in such cases- Burden of proof and presumption of innocence.
- 2.2. The minimum punishment and mandatory imprisonment- Special machinery for investigation of socio- economic offences
- 2.3. Trial and punishment of socio-economic offences -Special rules of evidence and treatment
- 2.4. Hi-tech crimes and criminal jurisdiction in international extradition cyber terrorism and its network -International perspectives on computer related crimes -Hi - tech crimes and forensic conference (IHCFC) of October 1999- Conflict of laws - role of international agencies

Module-III

- 3.1. Legal Professions - Medical Professions - Engineering - White collar crimes in the world of education
- 3.2. white collar Crimes in Business deals - Corporate Sector Crime - Media and Crime
- 3.3. Criminality and spiritualization - white collar Theft palmistry - Astrology and divine powers -Magical tracks - Illegal activities in the name of God –
- 3.4. Bank related crimes -Corruption in political sphere - Corruption and behaviour - Motion of privileged class and regulatory system - Prevention of corruption Act, 1988- Central vigilance Act, 2003 - Remedial measures for combating white collar crimes.

Module-IV

- 4.1. Denial of parole i. Corruption among Public Persons
- 4.2. Vigilance Commission, Ombudsman, and Commissions of Inquiry
- 4.3. Statute on Prevention of Corruption
- 4.4. How to prevent socio – economic offences Role of judiciary, mass media and social organisation in the prevention

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

1. Neal Shover, JohnPaul Wright, Crimes of Privilege, Readings in White-Collar Crime, Oxford University Press, Oxford (2000).
2. Stuart P. Green, Lying, Cheating, and Stealing, A Moral Theory of White-Collar Crime, Oxford University Press, Oxford (2007)
3. Upendra Baxi, Liberty and Corruption: The Antulay Case and Beyond, Eastern Book Co, Lucknow (1989)
4. Surendranath Dwevedi and G.S. Bbargava, Political Corruption in India (1967) Amanda Pinto, QC; Martin Evans, Corporate Criminal Liability, 3rd Edition, Sweet & Maxwell, London (2013)
5. Rudi Fortson, Misuse of Drugs and Drug Trafficking Offences, 6th edn. Sweet & Maxwell, (2012)
6. Paul H Cohen; Arthur Marriott, International Corruption, Sweet & Maxwell, London (2010)
7. Edwin H Sutherland, White Collar Crimes, Yale University Press, New York M.Mahesh Chandra, Socio – Economic Crimes, N. M. Thripathi, Bombay
8. Michael L Benson & Sally S Simpson, White Collar Crimes on Opportunity Perspective,
9. Routledge, New York
10. Lacy Wells and Quick, Restructuring Criminal Law, Cambridge University Press, Washington

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

1. White Collar Crimes. (Current affairs, crime, education , literature, Media , Politics , Religion, Sociology)

2. Girish Kumar Misra - Brajkumarpandey , Gyan publishing houses, ISHN- 81-212 0590- White collar Crimes and Criminal Careers
3. David Wurzburg , Elin warningwith - Elen- F-Chayet ISBN: 0-521 -7763-1
4. Criminology and Penology, Prof. N V Paranjappe Control Law publishing 13th Edition
5. Criminology Problems and Perspectives, Ahamad Siddique IV Edition Eastern Book Company. " ISBN: 81-7012-599 -5
6. Computer Law, ChrisRoel and John Angel Indian Edition ISBN: 0915 -67271-2
7. Cyber Crimes, A premier on intend threat and E- mail abuses, G. Ramkumar, ISBN: 81-09-0226-1
8. E-crimes and Remedies, Vasudeva Commonwealth publishes
9. Cyber crimes and Law, V D Dudeja Commonwealth publishes
10. Cyber Law Crimes, IT Act 2000 and computer crimes analysis, Barkha& U Rama Mohan , Asia Law House
11. Chris Reed, Internet Law (2nd Ed., Universal Publishing, 2004)
12. Stuart P. Green, Lying, Cheating and Stealing: A Moral Theory of White Collar Crime (OUP 2006)

TEACHING LEARNING STRATEGIES

Mode of Assessment

A. Continuous Internal Assessment (CIA)

9. Internal Test – Descriptive and analytical type of questions and problems are involved. MCQs may also be included.
10. Book review – every student to review a seminal work on any topic relevant to the course and submit a report
11. Seminar Presentation – a recent legal development in the area is to be identified to prepare a paper and present in the seminar
12. Assignments – Fundamental topics in the concerned area in the light of burning issues relating to the subject shall be presented and discussed by the learner in the class
13. Case discussion(oral) and preparation of case comments (in writing)-Prominent judicial pronouncements shall be discussed to crystalize the judicial process
14. Paper writing-Following the research methodology and instructions on writing adopting the international mode of footnoting and citations, the learner has to submit a paper with individual contributions to the legal regime
15. Clinical training – each student may individually or in group be assigned with practical experience of dealing with actual issues involving the procedures of investigation and prepare a report
16. Online presentations-students may be asked to prepare online teaching and learning materials so as to enable them to be trained in flipped class room mode of teaching

B. End Semester Examination

MODE OF TRANSACTION

Direct Instruction: Brain storming lectures, Explicit Teaching, E- learning, Inter-active Instruction: Active co-operative learning, Seminars, Group Assignments Authentic learning: Library work and Group discussion, Presentation by individual student/ Group representative, Case studies and comments, literature review

ASSESSMENT RUBRICS

	Marks
End Semester Evaluation	60
Continuous Evaluation	40

Sample Questions to test Outcomes.

1. Discuss the role of corruption in socio-economic offenses. Analyze the factors that contribute to corrupt practices and evaluate the impact of corruption on economic development and social cohesion.
2. Money laundering is a significant socio-economic offense with global implications. Explain the concept of money laundering, its various methods, and the potential

- consequences for the economy and society. Discuss the role of international cooperation in combating money laundering.
3. Tax evasion is a common socio-economic offense that affects both individuals and governments. Explore the reasons behind tax evasion, the techniques used to evade taxes, and the economic and social consequences. Discuss the strategies employed by governments to combat tax evasion.
 4. Insider trading is a form of socio-economic offense that undermines market fairness and investor confidence. Define insider trading, examine the ethical implications of this practice, and analyze the legal and regulatory measures in place to prevent and prosecute insider trading. Discuss the challenges in effectively detecting and deterring insider trading.
 5. Corporate fraud has a significant impact on businesses, investors, and society as a whole. Explain the different types of corporate fraud, such as financial statement fraud and embezzlement, and discuss the reasons behind these offenses. Evaluate the role of corporate governance, internal controls, and external oversight in preventing and detecting corporate fraud.

SEMESTER I
Discipline Specific Elective
LLCRI01DSE02: Juvenile Justice

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
3	0	3	4	0	4	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

The inclusion of a legal framework specifically tailored to address juvenile justice is a fundamental component of the criminal legal system. Every legal system recognizes the importance of providing special treatment and protection to juveniles, especially those who are delinquent, neglected, or abandoned. Therefore, this course aims to provide a comprehensive understanding of the jurisprudential and legal aspects of the juvenile justice administration system, facilitating an in-depth learning experience. This course enables the learners to understand how criminal legal system exhibits its traditional affinity to society's sense of morality and how the same is reflected in the changing concepts w. r. to procedural safeguards to be undertaken while administering criminal justice to children. The learner will be able to appropriately get involved in the administration of criminal justice in his/her future endeavors, with this course.

Course Objectives

1. Understanding the Principles and Philosophy of Juvenile Justice: One of the objectives of an LLM Juvenile Justice course is to provide students with a comprehensive understanding of the principles and philosophy underlying the juvenile justice system. This includes exploring the historical development of juvenile justice, examining the key theories and concepts that inform the system, and analyzing the goals and objectives of juvenile justice policies.
2. Analyzing Legal Frameworks and Juvenile Justice Systems: Another objective is to familiarize students with the legal frameworks and systems that govern juvenile justice in various jurisdictions. This involves studying relevant legislation, international conventions, and constitutional provisions related to juvenile justice. Students will develop a critical understanding of the legal structures, processes, and institutions involved in the adjudication and treatment of juvenile offenders.
3. Examining Juvenile Delinquency and Its Causes: A central objective of the course is to delve into the causes and correlates of juvenile delinquency. Students will explore the individual, family, and societal factors that contribute to delinquent behavior among young people. This objective also involves studying the role of mental health, substance

- abuse, peer influence, and other contextual factors in shaping juvenile delinquency patterns.
4. **Assessing Juvenile Justice Interventions and Programs:** The course aims to equip students with the knowledge and skills to assess and evaluate the effectiveness of various interventions and programs within the juvenile justice system. This includes analyzing diversion programs, community-based alternatives to incarceration, restorative justice practices, and rehabilitation programs for juvenile offenders. Students will examine research evidence and empirical studies to understand the impact of these interventions on recidivism rates and youth outcomes.
 5. **Exploring Contemporary Issues and Reforms in Juvenile Justice:** Lastly, an objective of the course is to engage students in critical discussions surrounding contemporary issues and ongoing reforms in the field of juvenile justice. This may include exploring topics such as the treatment of youth in adult criminal justice systems, the disproportionate representation of certain groups in the juvenile justice system, the use of technology in juvenile justice, and emerging trends in juvenile justice policy and practice. Students will develop a nuanced understanding of the challenges and debates surrounding these issues and evaluate potential strategies for reform.

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
1.	Analyse the historical development of juvenile justice system in criminal law	A	3
2.	Elucidate theoretically the influence of morality, ethics and religion in the development of juvenile justice system	Ap	3,4,5,6,
3.	Critically examine the nature and content of the elements of juvenile justice	A	5,6,7,8
4.	Appreciate the present system and the influence of social changes in the decision-making process relating to juvenile justice	Ap	4,5,6,7
5.	Evaluate the development of the principle of 'best interest of children' in criminal law	E	4,5,6,7
6.	Suggest model criminal law framework based on the principles of legality, well-being of children, developments/transformations in society	C	5,6,7,8,9
7.	Build a perspective on better system of administration of criminal justice for juveniles	C	4,5,6,7,8,9
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Module I

- 1.1. Juvenile-definitions
- 1.2. Need for protection-moral, ethical, social, political approaches- Juvenile in conflict with law- neglected, abandoned and orphans

1.3. Rights of children and administration of criminal justice- Need for special treatment- Rehabilitation-Social Awareness

1.4. Justice Care and Protection Act- Judicial Process on juvenile justice

Module II

2.1. Status of child in different social systems

2.2. Juvenile Delinquency- meaning-reasons

2.3. Influence of family-broken home-nuclear family-school- religion-peer influence- drugs alcoholism

2.4. differential association theory-Role of media and technology

Module III

3.1. Rehabilitation-Role state- NGOs

3.2. Special Homes and Boards for Children

3.3. International movements- organisations

3.4. Theory of Best Interest

Module IV

4.1. Juvenile and administration of criminal justice-theoretical foundations-classical and neo classical approaches

4.2. Juvenile Justice legislations - History and development- modern legislative approach- position in India, US and UK- UN Norms

4.3. Treatment of Children under Cr P C-Juvenile Justice (Care and Protection) Act

4.4. Administration of juvenile justice w. r. to children involved in strict liability offences, terrorism, drug trafficking and sexual offences

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

1. Ved Kumari, Juvenile Justice System in India- From Welfare to Rights, Oxford Press (2nd edn., 2011)
2. Ved P Verma (Ed), Violence in Children and Adolescence, Jessica Kingsley Publishers, Bristol (1997)
3. Thea Brown et al., Child Abuse and Family Law, Allen and Unwin (2007)
4. Katherine Hunt Federle, Children and the Law: An Interdisciplinary Approach with Cases, Materials and Comments, Oxford University Press, Oxford (2012)
5. David S. Tanenhaus, Juvenile Justice in the Making, Oxford University Press, Oxford (2004)
6. Kirk Heilbrun, Naomi E. Sevin Goldstein, Juvenile Delinquency: Prevention, Assessment, and Intervention, Oxford University Press, Oxford (2005)
7. Barry C. Feld, Readings in Juvenile Justice Administration, Oxford University Press, Oxford (1999)

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

1. Rolf Loeber, David P. Farrington, From Juvenile Delinquency to Adult Crime: Criminal Careers, Justice Policy and Prevention, Oxford University Press, Oxford (2012)
2. Barry C. Feld, Donna M. Bishop, The Oxford Handbook of Juvenile Crime and Juvenile Justice, Oxford University Press, Oxford (2013)
3. Nizam Azeez Sait, Juvenile Justice – Care and Protection of Children Act, 2000, Lexis Nexis, New Delhi (2014)
4. Van Beuren, G. 'United Nations Guidelines for the Prevention of Juvenile Delinquency, Martinus Nijhoff Publishers, (1990)
5. Van Beuren, G, International Documents on Children, 2 nd edn, Martinus Nijhoff Publishers, (1998)

TEACHING LEARNING STRATEGIES

Mode of Assessment

A. Continuous Internal Assessment (CIA)

1. Internal Test – Descriptive and analytical type of questions and problems are involved. MCQs may also be included.
2. Book review – every student to review a seminal work on any topic relevant to the

- course and submit a report
3. Seminar Presentation – a recent legal development in the area is to be identified to prepare a paper and present in the seminar
 4. Assignments – Fundamental topics in the concerned area in the light of burning issues relating to the subject shall be presented and discussed by the learner in the class
 5. Case discussion(oral) and preparation of case comments (in writing)-Prominent judicial pronouncements shall be discussed to crystalize the judicial process
 6. Paper writing-Following the research methodology and instructions on writing adopting the international mode of footnoting and citations, the learner has to submit a paper with individual contributions to the legal regime
 7. Clinical training – each student may individually or in group be assigned with practical experience of dealing with actual issues involving the procedures of investigation and prepare a report
 8. Online presentations-students may be asked to prepare online teaching and learning materials so as to enable them to be trained in flipped class room mode of teaching

B. End Semester Examination

MODE OF TRANSACTION

Direct Instruction: Brain storming lectures, Explicit Teaching, E- learning, Inter-active Instruction: Active co-operative learning, Seminars, Group Assignments Authentic learning: Library work and Group discussion, Presentation by individual student/ Group representative, Case studies and comments, literature review

ASSESSMENT RUBRICS

	Marks
End Semester Evaluation	60
Continuous Evaluation	40

Sample Questions to test Outcomes.

1. Discuss the historical development of the juvenile justice system and its key philosophical underpinnings. How have these principles shaped the treatment of juvenile offenders throughout history, and what are the implications for contemporary juvenile justice practices?
2. Analyze the factors that contribute to juvenile delinquency. Discuss the individual, family, and societal influences that can lead young people to engage in delinquent behavior. What are the implications of these factors for the design and implementation of effective prevention and intervention strategies within the juvenile justice system?
3. Evaluate the effectiveness of rehabilitation programs for juvenile offenders. Select a specific program or approach and critically assess its impact on reducing recidivism rates and promoting positive youth outcomes. What are the key components of successful rehabilitation programs, and what challenges exist in implementing these approaches within the juvenile justice system?
4. Examine the ethical and legal issues surrounding the transfer of juveniles to the adult criminal justice system. What are the arguments for and against treating young offenders as adults, and how do these decisions impact the individual's legal rights and future prospects? Discuss any potential alternatives or reforms that could address the challenges associated with the transfer process.
5. Discuss the role of restorative justice practices in the juvenile justice system. What are the key principles and goals of restorative justice, and how do they differ from traditional punitive approaches? Analyze the potential benefits and challenges of implementing restorative justice practices for both the victims and the juvenile offenders, and provide examples of successful restorative justice programs.

**POOL-B
SEMESTER II
DISCIPLINE SPECIFIC ELECTIVE COURSE**

POOL-B- SECOND SEMESTER

1. **The Law of Evidence and its Application in Criminal Trial- LLCRI02DSE03**
2. **Criminal Justice Administration- LLCRI02DSE04**
3. **Penology and Sentencing Process- LLCRI02DSE05**
4. **Collective Violence and Criminal Justice System- LLCRI02DSE06**

LLCRI02DSE03: LAW OF EVIDENCE AND ITS APPLICATION IN CRIMINAL TRIAL

Credit			Teaching Hours/W			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
3	0	3	4	0	4	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description:

The course on Criminal Evidence explores the fundamental principles and practices of gathering, analyzing, presenting, and evaluating evidence in criminal proceedings. Students will develop a comprehensive understanding of the role of evidence in the criminal justice system and its significance in establishing guilt or innocence. Through a combination of theoretical study, case analysis, and practical exercises, participants will gain the necessary skills to effectively navigate the complex world of criminal evidence.

Course Objectives:

1. Understand the legal framework and constitutional principles governing criminal evidence.
2. Identify and differentiate various types of evidence used in criminal cases.
3. Explore the methods and techniques for gathering and preserving evidence.
4. Analyze the relevance, reliability, and admissibility of evidence.
5. Learn effective strategies for presenting evidence in court.
6. Examine the ethical considerations and challenges associated with handling and presenting evidence.
7. Develop critical thinking and analytical skills to evaluate the strength and weaknesses of evidence.
8. Understand the role of forensic science and expert testimony in criminal evidence.
9. Explore emerging trends and technologies in the field of criminal evidence.
10. Enhance communication and presentation skills for effective courtroom advocacy.

Course Outcomes

C01	Demonstrate a comprehensive understanding of the legal framework and constitutional principles governing criminal evidence.
C02	Identify and differentiate various types of evidence used in criminal cases, including testimonial, documentary, physical, and circumstantial evidence.
C03	Apply appropriate methods and techniques for gathering and preserving evidence, ensuring the integrity of the chain of custody.
C04	Evaluate the relevance, reliability, and admissibility of evidence based on legal standards and principles.
C05	Develop effective strategies for presenting evidence in court, including the skills of direct and cross-examination.
C06	Apply critical thinking and analytical skills to assess the strength and weaknesses of evidence and identify potential challenges.
C07	Understand the role of forensic science and expert testimony in criminal evidence and evaluate their reliability and validity.

C08	Navigate the ethical considerations and challenges associated with handling and presenting evidence, adhering to professional standards.
C09	Demonstrate enhanced communication and presentation skills for effective courtroom advocacy.
C010	Stay abreast of emerging trends and technologies in the field of criminal evidence, including digital forensics and DNA analysis.
C011	Analyze landmark cases involving criminal evidence and apply legal principles to case analysis.
C012	Participate in mock trial exercises and simulations to apply theoretical knowledge and develop practical skills

COURSE CONTENTS

Module-I. Principles of Criminal Evidence

- 1.1. Introduction to Evidence and the Rules of Evidence- Sources of criminal evidence- admission and confession
- 1.2. Five foundational principles of criminal evidence- Basic Evidentiary Terms: Relevance, Burden of Proof, and Circumstantial Evidence
- 1.3. The legal framework of admissibility- relevance- Determining cause and effect - Exclusion of relevant evidence on grounds of prejudice, confusion or waste of time - Proof and evidence
- 1.4. Principles of induction, deduction and a comparative of their application to scientific and judicial enquiries.

Module-II. Crime Scene Management and Evidence Recovery

- 2.1. Role and responsibilities in Crime Scene Investigations- Crime scene preservation and management- Crime scene and evidence recording
- 2.2. Blood pattern analysis- death investigation- Exhibit Handling-forensic Evidence recovery from persons
- 2.3. fingerprints- DNA- fire arms and ballistic evidence- footwear tyre and tool marks-
- 2.4. glass paint and soils hair and fibres drugs of abuse-Document examination

Module-III Exclusionary Rules and its Exceptions- Production of Evidence and its Evaluation

- 3.1 Best evidence rule - Hearsay rule - Rationale of the rule -Application - Exceptions- Hearsay Evidence-Exclusionary rule and the fruit of the poisonous tree doctrine
- 3.3. Limitations - Confessions - Forensic evidence and the use of expert scientific witnesses in criminal proceedings
- 3.4. Proof and burden of its production - Standards of proof - Beyond reasonable doubt - Theories of probability - Principle of indifference - Evidence of character - Rule of corroboration - Burden of proof Testimonial privileges

Module-IV Witness testimony and evaluation of evidence

- 4.1. Witness Testimony – Principles Witnesses and their competency
- 4.2. Credibility of witnesses - Impeachment of witnesses - Examination of witnesses.
- 4.3. The evaluation of criminal Evidence - Privilege against self-incrimination
- 4.4. Evidence obtained by illegal or unfair means.

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

1. Derek Regensburger, Criminal Evidence, Aspen Publishing, 2023.
2. Batuk Lal, "Law of Evidence", Central Law Agency, 2020.
3. Sarkar, Law of Evidence, Lexis Nexis India; Seventeenth edition (1 January 2010).
4. Deborah Beaufort-Moore, Crime Scene Management and Evidence Recovery, Oxford University Press (2nd Edn., 2015).

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

1. Alex Stein, Foundations of Evidence Law (OUP, 2005)
2. Paul Roberts, Criminal Evidence (2nd Ed., 2010).
3. R.Allan Thompson, An Introduction to Criminal Evidence: Cases and Concepts (OUP 2008)
4. Mike Redmayne, Expert Evidence and Criminal Justice (OUP 2001)

5. John Woodroffe & Syed Amir Ali, Law of Evidence (16th Ed. The Law Book Company (Pvt) Ltd. 1996).
6. Phipson, Evidence (1999 Ed.).
7. John L. Worrall and Craig Hemmens, Criminal Evidence: An Introduction (OUP USA 2010)
8. Paul Roberts and Adrian Zuckerman, Criminal Evidence (OUP 2010)
9. R. Alan Thompson, Lisa Nored, John Worrall, and Craig Hemmens. An Introduction to Criminal Evidence: Cases and Concepts (OUP USA)
10. Adrian Keane, James Griffiths, and Paul McKeon, The Modern Law of Evidence (2010)
11. Alex Stein, Foundations of Evidence Law (2005)
12. Peter Murphy, Evidence, Proof, and Facts: A Book of Sources (2003)
13. Cross & Tapper, Evidence (8th ed. Butterworths, London 1995). 12. Adrian Keane, The Modern Law of Evidence (OUP, 2010)

TEACHING LEARNING STRATEGIES

The course will be delivered through a combination of lectures, class discussions, case studies, guest lectures from legal experts, and practical exercises. Participants will have the opportunity to engage in group activities, analyze real-world cases, and develop essential skills through role-playing exercises. Assessments may include quizzes, assignments, a final examination, and participation in mock trial exercises.

MODE OF TRANSACTION

Direct Instruction: Brain storming lectures, Explicit Teaching, E- learning, **Inter-active Instruction:** Active co-operative learning, Seminars, Group Assignments **Authentic learning:** Library work and Group discussion, Presentation by individual student/ Group representative, Case studies and comments, Literature Review

ASSESSMENT RUBRICS

	Marks
End Semester Evaluation	60
Continuous Evaluation	40

Sample Questions to test Outcomes.

1. Discuss the fundamental principles of criminal evidence and their significance in establishing guilt or innocence in a criminal trial.
2. Explain the concept of relevance in criminal evidence. Discuss the factors that determine the relevancy of evidence and its admissibility in court.
3. Analyze the challenges and ethical considerations involved in gathering and preserving digital evidence in criminal investigations.
4. Evaluate the role of eyewitness testimony in criminal trials. Discuss its strengths, limitations, and the factors that can affect its reliability.
5. Critically examine the admissibility and reliability of forensic evidence in criminal cases. Discuss the impact of advancements in forensic science on the criminal justice system.
6. Discuss the concept of hearsay evidence and its exceptions. Analyze the reasons behind the general rule against hearsay and the circumstances in which it may be admitted.

**SEMESTER II
Elective Course**

LLCRI02DSE04: CRIMINAL JUSTICE ADMINISTRATION

Credit			Teaching Hours/W			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
3	0	3	4	0	4	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

The administration of justice is a crucial function within a civilized society. To ensure a proper execution of justice, it is essential to have a competent prosecutorial system and impartial, fair courts. In addition to these requirements, there are fundamental principles of a fair trial, such as the presumption of innocence, the burden of proof on the prosecution, and the opportunity to present evidence. A fair evaluation of evidence is necessary for an ideal justice administration system. During the study, it is important to examine the various factors that influence the decision-making process and explore new and efficient methods for the prompt resolution of criminal cases. Program offers an in-depth exploration of the principles, theories, and practices related to the administration and management of criminal justice systems. This course equips students with the knowledge and skills necessary to navigate the complex legal, ethical, and policy issues that arise in the realm of criminal justice administration. Students will delve into various topics, including criminal law, law enforcement strategies, corrections, judicial processes, and the interplay between the three branches of the criminal justice system. Through a combination of rigorous coursework, case studies, and practical exercises, students will develop a comprehensive understanding of the key concepts and challenges involved in effectively administering and overseeing criminal justice systems at local, national, and international levels. The program also emphasizes critical thinking, problem-solving, and leadership skills to prepare graduates for leadership roles in criminal justice organizations, government agencies, and non-profit organizations dedicated to criminal justice reform.

Course Objectives

Comprehensive Understanding: The program seeks to provide students with a comprehensive understanding of the principles, theories, and practices related to criminal justice administration. Through in-depth coursework and practical exercises, students develop a solid foundation in the core concepts, legal frameworks, and operational aspects of the criminal justice system.

Policy Analysis and Development: The program aims to equip students with the skills to critically analyze existing criminal justice policies and propose evidence-based reforms. Students learn to evaluate the effectiveness, efficiency, and fairness of current policies and develop strategies to address emerging challenges in criminal justice administration.

Ethical and Legal Frameworks: The program emphasizes the importance of ethical conduct and adherence to legal frameworks within the criminal justice system. Students explore the ethical dilemmas faced by criminal justice professionals and learn to navigate complex legal issues, ensuring their actions align with principles of justice, fairness, and human rights.

Leadership and Management Skills: The program focuses on developing leadership and management skills specific to the criminal justice context. Students acquire the necessary tools to effectively lead teams, manage resources, and make informed decisions in the administration of criminal justice organizations.

Global Perspectives: Recognizing the interconnectedness of criminal justice systems across borders, the program provides students with a global perspective on criminal justice administration. Students examine international legal frameworks, comparative approaches to criminal justice, and transnational crime issues, enabling them to address global challenges and contribute to international cooperation in combating crime.

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome <hr/> Upon completion of the Course, the student will be able to:	Learning Domains	PSO No.
1	Examine and analyse various types of prosecutors under different legal systems, their role and functions.	U & An	1,2,4
2	Critically evaluate the independence, discretion and accountability of prosecutors.	An & E	2,3,4,5,9
3	Critically analyse the Independence and impartiality of criminal courts and the application of Presumption of innocence, Burden of proof and other features of fair trial.	U, A, An, E,C & Ap	2,3,4,5,6,9
4	Analyse and evaluate the process of appreciation of evidence by criminal courts particularly in scientific, technological and expert evidences.	An, E & Ap	2,4,5,6,7,8,9
5	Evaluate the precautions to be taken in assessing the evidentiary value of evidences collected in violation of human rights of the accused	An, E & Ap	3,4,5,7,8,9
6	Examine and evaluate the process of plea bargaining as a tool for the speedy disposal of criminal cases.	U, A, E & Ap	2,3,5, 9
7	Examine and evaluate the merits and demerits of plea bargaining through a comparative analysis and make suitable suggestions for improvement.	An, E, S, I & Ap	3,4,5,6,7,8, 9
8	To understand the process of decision making evaluate the factors influence the same and the judicial accountability.	U, Ap, E, C & Ap	2,3,4,5,6,9
*LEARNING DOMAINS & CORRESPONDING PSOs: Remember (R-1), Understand (U-2), Apply (A-3), Analyse (An-4), Evaluate (E-5), Create (C-6), Skill (S-7), Interest (I-8) and Appreciation (Ap-9)			

Course Contents**Module- I**

- 1.1.Competence of Diverse Criminal Justice Functionaries
- 1.2.Police as a specialized Crime Investigating Agency
- 1.3.The prosecutors- Role and functions of prosecutors-Discretion of prosecutors- Accountability and independence of prosecutors
- 1.4.Prosecutors under various legal systems

Module-II

- 2.1. The courts- Independence and impartiality of criminal courts
- 2.2. Burden of proof, presumption of innocence and other features of fair trial
- 2.3. Prejudices in offences against women and children
- 2.4. Trial by media

Module-III

- 3.1. Appreciation of evidence by courts
- 3.2. Evidentiary value of evidences collected in violation of human rights
- 3.3. Appreciation of evidence in scientific technological and expert evidences
- 3.4. Use of modern technologies in the production and appreciation of evidences- Acceptance and rejection of evidences on the ground of technicalities

Module- IV

- 4.1. Plea bargaining- The merits and demerits of plea bargaining- A comparative analysis with other legal systems.
- 4.2. The decision-making process- The factors influencing decision making process
- 4.3. Judicial discretion-
- 4.4. Judicial accountability in criminal cases

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

1. Michael Tonry, Handbook of Crime and Punishment, Oxford University Press
2. Antony Duff, Lindsay Farmer, Sandra Marshal and Victor Tadros, Trial on Trial Truth and Due Process, Hart Publishing
3. Steve Uglow, Criminal Justice, Sweet & Maxwell
4. Mir Mehraj Uddin, Crime and Criminal Justice System in India , Deep and Deep Publications
5. M.A. DuPont Morales, Michael K. Hooper, Judy H. Schmidt, Handbook of Criminal Justice Administration, CRC Press

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

1. Ken J Peak , Justice Administration: Police, Courts and Corrections Management , Prentice Hall (Publisher)
2. Vibhute , Criminal Justice A Human Rights Perspective of the Criminal Justice Process in India, Eastern Book Company
3. Andrew Ashworth, QC (Hon); Alison Macdonald; Ben Emmerson, QC ,Human Rights and Criminal Justice, Sweet & Maxwell
4. Cyndi Banks,Criminal Justice Ethics, Oxford University Press

TEACHING LEARNING STRATEGIES**Mode of Assessment****A. Continuous Internal Assessment (CIA)**

1. Internal Test – Descriptive and analytical type of questions and problems are involved. MCQs may also be included.
2. Book review – every student to review a seminal work on any topic relevant to the course and submit a report
3. Seminar Presentation – a recent legal development in the area is to be identified to prepare a paper and present in the seminar
4. Assignments – Fundamental topics in the concerned area in the light of burning issues relating to the subject shall be presented and discussed by the learner in the class
5. Case discussion(oral) and preparation of case comments (in writing)-Prominent judicial pronouncements shall be discussed to crystalize the judicial process
6. Paper writing-Following the research methodology and instructions on writing adopting the international mode of footnoting and citations, the learner has to submit a paper with individual contributions to the legal regime
7. Clinical training – each student may individually or in group be assigned with practical experience of dealing with actual issues involving the procedures of investigation and prepare a report
8. Online presentations-students may be asked to prepare online teaching and learning materials so as to enable them to be trained in flipped class room mode of teaching

B. End Semester Examination

MODE OF TRANSACTION

Direct Instruction: Brain storming lectures, Explicit Teaching, E- learning, Inter-active Instruction: Active co-operative learning, Seminars, Group Assignments Authentic learning: Library work and Group discussion, Presentation by individual student/ Group representative, Case studies and comments, literature review

ASSESSMENT RUBRICS

	Marks
End Semester Evaluation	60
Continuous Evaluation	40

Sample Questions to test Outcomes.

1. Analyze the role of evidence-based policies in criminal justice administration. Discuss the benefits and challenges of implementing evidence-based approaches and propose strategies for integrating research findings into policy development and decision-making processes.
2. Critically examine the ethical considerations and dilemmas faced by criminal justice professionals in the administration of justice. Discuss specific ethical challenges that arise in areas such as law enforcement, corrections, and judicial decision-making. Provide examples and propose strategies for addressing these challenges while upholding principles of justice and fairness.
3. Evaluate the effectiveness and impact of alternative approaches to punishment and rehabilitation in the criminal justice system. Discuss the advantages and disadvantages of diversion programs, restorative justice, and community-based interventions in reducing recidivism and promoting successful reintegration of offenders into society.
4. Compare and contrast the criminal justice systems of two different countries. Analyze the similarities and differences in their legal frameworks, law enforcement strategies, and correctional practices. Discuss the implications of these differences and consider lessons that can be learned from international comparisons to improve criminal justice administration.
5. Assess the role of technology in transforming criminal justice administration. Explore the impact of emerging technologies such as artificial intelligence, predictive analytics, and surveillance systems on law enforcement, criminal investigations, and privacy rights. Discuss the ethical and legal implications of these technologies and propose guidelines for their responsible and effective use in the criminal justice system

SEMESTER II
Elective Course

LLCRI02DSE05: Penology and Sentencing Process

Credit			Teaching Hours/W			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
3	0	3	4	0	4	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

The exploration of the fundamental principles of crime, criminality, and punishment entails a study of penology, which focuses on the science of punishment. Within penology, key areas of interest include the concept, types, and effectiveness of punishments, the sentencing process, the exercise of discretion in sentencing, prison management, the rights of those being punished, and the delicate balance between the interests of society, victims, and convicts. This field of study equips judges with the ability to administer punishment more effectively, enables lawyers to critically analyze the question of punishment, and allows academics to contribute to the development of sentencing jurisprudence.

Course Objectives

1. Understanding the theoretical foundations: One objective of the course could be to provide students with a comprehensive understanding of the theoretical underpinnings of penology and the sentencing process. This may include exploring various philosophical, sociological, and criminological theories that inform the development of penal policies and sentencing practices.
2. Analyzing sentencing policies and practices: Another objective could be to enable students to critically analyze and evaluate existing sentencing policies and practices. This may involve studying different models of punishment, such as retribution, deterrence, rehabilitation, and restorative justice, and examining their implications for offenders, victims, and society.
3. Examining sentencing decision-making: The course may seek to enhance students' understanding of the factors that influence sentencing decisions. This objective may involve studying the role of legal guidelines, judicial discretion, offender characteristics, and the influence of social, cultural, and political factors on sentencing outcomes.
4. Exploring alternatives to incarceration: In recent years, there has been an increasing focus on alternatives to traditional incarceration. A course objective may be to familiarize students with various non-custodial sentencing options, such as community service, probation, electronic monitoring, and diversion programs. This objective may also involve evaluating the effectiveness and appropriateness of these alternatives.
5. Considering ethical and human rights perspectives: Finally, a key objective of the course could be to foster an understanding of the ethical and human rights dimensions of penology and sentencing. This may involve examining issues such as proportionality, fairness, the rights of offenders, the rights of victims, and the impact of sentencing policies on marginalized or vulnerable populations.

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome ----- Upon completion of the Course, the learner will be able to:	Learning Domains	PSO No.
1	Analyse the concept of punishment	An	1,4
2	Analyse the historical development of penal system	An	1,4
3	Elucidate theoretically the influence of social transformation, development and judicial process in the changing concept of punishment and penal law	Ap	3, 9
4	Critically examine the nature and content of the elements of penology	A	4,5
5	Appreciate the present system of sentencing and the changing concepts	Ap	6.9

6	Evaluate the development of the penal content in criminal law	E	4,5,9
7	Suggest model legal framework based on the principles of legality, moral well-being of the society, developments/transformations in society to distribute justice	C	3,6,7, 9
8	Build a perspective on better system of administration of criminal justice in public law domain	C	3,6,7,9
*LEARNING DOMAINS & CORRESPONDING PSOs: Remember (R-1), Understand (U-2), Apply (A-3), Analyse (An-4), Evaluate (E-5), Create (C-6), Skill (S-7), Interest (I-8) and Appreciation (Ap-9)			

Course Contents

Module-I

- 1.1. Concept of crime and punishment
- 1.2. Need for punishment- origin and development of penal system in different jurisdictions
- 1.3. Different forms of punishment
- 1.4. Schools of punishment- Reasons for crimes and different schools of criminality- Need for appreciating mitigating and aggravating circumstances

Module-II

- 2.1. Theories of punishment - Retributive – Preventive- Deterrent- Expiatory- and Rehabilitative theories.
- 2.2. Judicial Process on Punishment- Human Rights Jurisprudence- Legal and Judicial Discourse on Capital Punishment- Comparative analysis
- 2.3. Punishment-Need for accommodating the interests of victim-doctrine of restitution-
- 2.4. Restorative Justice- compensation jurisprudence- statutory framework
Scope of mediation between victim and offender

Module-III

- 3.1. Sentencing system- Factors influencing sentencing decision
- 3.2. Sentencing discretion - Pre- sentence hearing- Availability of suitable sentencing options
- 3.3. Non-punitive methods of treatment of offenders- Admonition –Probation
Community service and other methods of treatment of offenders
- 3.4. Determinate and Indeterminate sentencing.

Module-IV

- 4.1. The prison system, its merits and demerits, increasing prison population, legality of solitary confinement
- 4.2. Reformation of offenders in prisons- Rehabilitation of prisoners
open prisons and half way houses
- 4.3. juveniles, women, disabled and other vulnerable people in prisons.
- 4.4. Rights of convicts in prison-Prison legislations-Prison Reforms Committees- Commissions

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

1. Andrew Ashworth, *Sentencing and Criminal Justice*, Cambridge University Press
Martin Wasik, *Emmins on sentencing*, Blackstone Press Ltd.
2. Andrew Von Hirsch and Andrew Ashworth, *Principled sentencing- Readings on Theory and Policy*, Hart publishing

3. Susan Easton and Christine Piper *Sentencing and Punishment The Quest for Justice-*
4. Oxford University Press
5. Michel Foucault, *Discipline and Punish: The Birth of the Prison*, Vintage books
6. Shlomo Giora Shoham, Ori Beck and Martin Kett, *International Handbook of Penology and Criminal Justice*, CRC Press
7. Nigel Walker and Nicola Padfield, *Sentencing Theory- Law and Practice*, Butterworths, London
8. Rabindra K Mohanty and Satyajith Mohanty, *Text Book of Criminology Penology and Victimology*, Himalaya Publishing House
9. Joan Petersilia and Kevin R.Reitz, *The Oxford Handbook of Sentencing and Corrections*

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

1. Michael Tonry, *Retribution has a past: Has it a Future?* Oxford University Press
2. John T Whitehead, Kimberly D Dodson, Bradley D Edwards and Mark Johns, *Corrections:Exploring Crime, Punishment and Justice in America*, Taylor and Francis Inc.
3. Clemens F Bartollas and Larry Seigal, *Corrections Today* Cengage publishing
4. Franklin E. Zimring, *The Contradictions of American Capital Punishment: Studies in Crime and Public Policy*, Oxford University Press, Oxford (2003)
5. Andrew Ashworth, Martin Wasik, *Fundamentals of Sentencing Theory: Essays in Honour of Andrew von Hirsch-Oxford Monographs on Criminal Law and Justice*, Oxford University Press, Oxford (1998)
6. Matt Matravers, *Justice and Punishment: The Rationale of Coercion*, Oxford University Press, Oxford (2000)
7. R.A. Duff, Lindsay Farmer, *The Constitution of the Criminal Law*, Oxford University Press, Oxford (2013)
8. Rowan Cruft, Matthew H. Kramer *Crime, Punishment, and Responsibility: The Jurisprudence of Antony Duff*, Oxford University Press, Oxford (2011)
9. R.A. Duff, Lindsay Farmer, *The Structures of the Criminal Law*, Oxford University Press, Oxford (2011)
10. Douglas Thomson, *Prisons, Prisoners and Parole*, 2nd Edition, W. Green, London (2013)
11. Philip Whitehead, *Modernising Probation & Criminal Justice*, Sweet & Maxwell, London (2007)
12. Robert Banks, *Banks on Sentence*, Sweet & Maxwell, London (2013)
13. John Deigh, David Dolinko, *The Oxford Handbook of Philosophy of Criminal Law*, Oxford University Press, Oxford (2011)
14. Steven P. Lab, Marian Williams, *Explaining Criminal Justice*, Oxford University Press, Oxford (2007)
15. H.L.A. Hart, John Gardner, *Punishment and Responsibility: Essays in the Philosophy of Law*, 2 nd edn, Oxford University Press, Oxford (2008)
16. Hugo Adam Bedau, *The Death Penalty in America: Current Controversies*, Oxford University Press, Oxford (1998)
17. John Deigh, David Dolinko(Ed.), *Oxford Handbook of Philosophy of Criminal Law*, (Oxford University Press, 2011)
18. James Fitzjames Stephen, *History of the Criminal law of England*, (Cambridge University Press, 2014)

TEACHING LEARNING STRATEGIES

Mode of Assessment

A. Continuous Internal Assessment (CIA)

1. Internal Test – Descriptive and analytical type of questions and problems are involved. MCQs may also be included.
2. Book review – every student to review a seminal work on any topic relevant to the

- course and submit a report
3. Seminar Presentation – a recent legal development in the area is to be identified to prepare a paper and present in the seminar
 4. Assignments – Fundamental topics in the concerned area in the light of burning issues relating to the subject shall be presented and discussed by the learner in the class
 5. Case discussion(oral) and preparation of case comments (in writing)-Prominent judicial pronouncements shall be discussed to crystalize the judicial process
 6. Paper writing-Following the research methodology and instructions on writing adopting the international mode of footnoting and citations, the learner has to submit a paper with individual contributions to the legal regime
 7. Clinical training – each student may individually or in group be assigned with practical experience of dealing with actual issues involving the procedures of investigation and prepare a report
 8. Online presentations-students may be asked to prepare online teaching and learning materials so as to enable them to be trained in flipped class room mode of teaching

B. End Semester Examination

MODE OF TRANSACTION

Direct Instruction: Brain storming lectures, Explicit Teaching, E- learning, Inter-active Instruction: Active co-operative learning, Seminars, Group Assignments Authentic learning: Library work and Group discussion, Presentation by individual student/ Group representative, Case studies and comments, literature review

ASSESSMENT RUBRICS

	Marks
End Semester Evaluation	60
Continuous Evaluation	40

Sample Questions to test Outcomes.

1. Critically analyze the different theories of punishment (e.g., retribution, deterrence, rehabilitation, restorative justice). Which theory do you believe is the most effective and justifiable in contemporary society? Support your argument with relevant examples and evidence.
2. Discuss the factors that influence sentencing decisions in criminal cases. How does judicial discretion interact with legal guidelines, offender characteristics, and societal factors? Analyze the implications of these influences on the fairness and consistency of sentencing outcomes.
3. Explore the concept of alternative sentencing options to incarceration, such as probation, community service, and restorative justice programs. Assess the effectiveness of these alternatives in reducing recidivism rates and promoting offender rehabilitation. What are the advantages and challenges associated with implementing and managing these non-custodial sentencing options?
4. Examine the ethical considerations and human rights implications of the sentencing process. Discuss the tensions between punishment, rehabilitation, and the protection of offenders' rights. Consider the rights of victims, the potential for unequal treatment, and the impact of sentencing policies on marginalized or vulnerable populations.
5. Critically evaluate the role of mandatory minimum sentences in the criminal justice system. Analyze the intended goals and potential consequences of mandatory minimums on sentencing outcomes, prison populations, and social equity. Discuss alternative approaches that could address the concerns associated with mandatory minimum sentences.

SEMESTER II
Elective Course
LLCRI02DSE06: Collective Violence and Criminal Justice
System

Credit			Teaching Hours/W			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
3	0	3	4	0	4	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

This is a crucial area of Indian development with which traditional, western, criminology is not overly preoccupied. Collective political violence (CPV) is the order of the day, whether it is agrarian (feudal) violence, or it is atrocities against untouchables, communal riots, electoral violence, police violence (encounters), political violence by militant and extremist groups, gender-based violence or violence involved in mercenary terrorism and its containment. It is not very helpful in such contexts, to mouth the generalities such as "criminalization" or "lumpenization" of Indian politics. Closer scientific investigation of these phenomena is crucial, which should help us understand both the etiology and the prognosis of CPV. Instead of political analysis, the course should focus on a broader social understanding of the political economy of law in India. Each specific form of violence will be examined with a view to identifying the course of its evolution, the state law response policies of management of sanctions, compensation and rehabilitation of victims of violence, social and political costs. The growth of police and paramilitary forces will also, in this context, be an object of study. Primary materials here will be governmental and citizen investigative reports. The emphasis of the course will be on fashioning overall democratic understanding and responses to meet this problem.

Objectives of the course

1. Knowledge Acquisition: One of the primary objectives of a course is to provide students with essential knowledge and understanding of the subject matter. This includes familiarizing them with key concepts, theories, principles, and facts relevant to the field of study.
2. Skill Development: Courses often aim to develop specific skills related to the subject area. These skills can be academic, technical, practical, or critical thinking skills. For example, a course in writing may aim to improve students' ability to express themselves effectively in written form.
3. Application and Problem-Solving: Courses often aim to enable students to apply their knowledge and skills to real-world situations and solve problems. This objective involves helping students develop analytical and problem-solving abilities that can be used in various contexts.
4. Critical Thinking and Analysis: Many courses aim to foster students' critical thinking skills, encouraging them to question, evaluate, and analyze information and arguments. This objective involves teaching students to think independently, assess evidence, and develop reasoned opinions.
5. Personal and Professional Development: Courses often have broader objectives related to personal and professional growth. This may include fostering self-awareness, promoting ethical behavior, enhancing communication and teamwork skills, and preparing students for their future careers.

Course outcome

1. Knowledge Application: Students should be able to apply the knowledge and concepts learned in the course to real-world situations or problems. This outcome demonstrates that students can transfer their understanding of the subject matter to practical contexts.
2. Critical Thinking and Analysis: Students should develop the ability to think critically, evaluate information, and analyze complex issues within the field of study. This outcome indicates that students can assess evidence, identify logical arguments, and make informed judgments.
3. Research and Information Literacy: Students should acquire skills related to conducting research, evaluating sources, and effectively utilizing information. This outcome demonstrates that students can locate, analyze, and synthesize relevant information to support their arguments or inquiries.
4. Communication Skills: Students should enhance their oral and written communication skills. This outcome involves the ability to articulate ideas clearly, present arguments persuasively, and engage in effective dialogue or discussion within the field of study.
5. Ethical and Professional Behavior: Students should develop an understanding of ethical standards and professional conduct relevant to the discipline. This outcome includes demonstrating integrity, respecting diverse perspectives, and adhering to ethical guidelines or codes of conduct associated with the field.

Contents of the Course

Module –I- Introduction

- 1.1. Notions of “force”, “coercion”, “violence”
- 1.2. Distinction: “Symbolic” violence, “Institutionalized” violence, “Structural violence”
- 1.3. Legal order as a coercive normative order Force-monopoly of modern law
”Constitutional” and “criminal” speech: Speech as incitement to violence
- 1.4. “Collective political violence” and legal order-Notion of legal and extra-legal
“repression”

Module- II Approaches to Violence in India

- 2.1. Religiously sanctioned structural violence: Caste and gender-based.
- 2.2. Ahimsa in Hindu, Jain, Buddhist, Christian, and Islamic traditions in India. Gandhiji’s approach to non-violence.
- 2.3. Discourse on political violence and terrorism during the colonial struggle.
- 2.4. Attitudes towards legal order as possessed of legitimate monopoly over violence during the colonial period.

Module –III Agrarian Violence and Repression

- 3.1. The nature and scope of agrarian violence in the 18-19 centuries India.
- 3.2. Colonial legal order as a causative factor of collective political (agrarian) violence.
- 3.3. The Telangana struggle and the legal order.
- 3.4. The Report of the Indian Human Rights Commission on Arwal Massacre.

Module- IV Violence against the Scheduled Castes

- 4.1. Notion of Atrocities
- 4.2. Incidence of Atrocities -Violence Against Women
- 4.3. Uses of Criminal Law to combat Atrocities or contain aftermath of Atrocities.
- 4.4. Special legislation protecting the interest of schedule castes

Referred books

1. A.R. Desai (ed.), "Peasant Struggles in India" (1979)
2. A.R. Desai, "Agrarian Struggles in India: After Independence" (1986)
3. A.R. Desai, "Violation of Democratic Rights in India" (1986)
4. D.A. Dhangare, "Peasant Movement in India 1920-1950" (1983)
5. Ranjit Guha, "Elementary Aspects of Peasant Insurgency in Colonial India" (1983)
6. Ranjit Guha (ed.), "Subaltern Studies Vol. 1-6" (1983-1988)
7. S. Hondorich, "Violence for Equality" (1980)
8. Mark Juergensmeyer, "The Logic of Religious Violence: The Case of Punjab" - From "22 Contributions to Indian Sociology" (1988)
9. Rajni Kothari, "State Against Democracy" (1987)
10. G. Shah, "Ethnic Minorities and Nation Building: Indian Experience" (1984)
11. K.S. Shukla, "Sociology of Deviant Behaviour" - From "3 ICSSR Survey of Sociology and Social Anthropology 1969-1979" (1986)
12. Siddique Ahmed, "Criminology"
13. Tripathy, "Crime against Working Women"
14. Mark Braverman, "Preventing Workplace Violence"
15. R.N. Choudhry, "Judgement on Crimes Against Women"
16. V.K. Dewan, "Law Relating to Offences Against Women"

TEACHING LEARNING STRATEGIES

Mode of Assessment

A. Continuous Internal Assessment (CIA)

1. Internal Test – Descriptive and analytical type of questions and problems are involved. MCQs may also be included.
2. Book review – every student to review a seminal work on any topic relevant to the course and submit a report
3. Seminar Presentation – a recent legal development in the area is to be identified to prepare a paper and present in the seminar
4. Assignments – Fundamental topics in the concerned area in the light of burning issues relating to the subject shall be presented and discussed by the learner in the class
5. Case discussion(oral) and preparation of case comments (in writing)-Prominent judicial pronouncements shall be discussed to crystalize the judicial process
6. Paper writing-Following the research methodology and instructions on writing adopting the international mode of footnoting and citations, the learner has to submit a paper with individual contributions to the legal regime
7. Clinical training – each student may individually or in group be assigned with practical experience of dealing with actual issues involving the procedures of investigation and prepare a report
8. Online presentations-students may be asked to prepare online teaching and learning materials so as to enable them to be trained in flipped class room mode of teaching

B. End Semester Examination

MODE OF TRANSACTION

Direct Instruction: Brain storming lectures, Explicit Teaching, E- learning, Inter-active Instruction: Active co-operative learning, Seminars, Group Assignments Authentic learning: Library work and Group discussion, Presentation by individual student/ Group representative, Case studies and comments, literature review

ASSESSMENT RUBRICS

Marks

End Semester Evaluation	60
Continuous Evaluation	40

Sample Questions to test Outcomes.

1. Discuss the role of the criminal justice system in preventing and responding to collective violence. Analyze the strategies employed by law enforcement agencies, prosecutors, and the judiciary in addressing incidents of collective violence and maintaining public safety.
2. Explore the challenges faced by the criminal justice system in investigating and prosecuting cases of collective violence. Discuss the complexities involved in identifying perpetrators, gathering evidence, and ensuring a fair trial in high-profile and emotionally charged cases.
3. Critically evaluate the effectiveness of rehabilitation programs in addressing collective violence. Discuss the role of rehabilitation in reducing recidivism among offenders involved in collective violence and consider alternative approaches or strategies that could enhance the effectiveness of rehabilitation efforts.
4. Analyze the international cooperation and coordination required in addressing transnational collective violence, such as terrorism or organized crime. Examine the role of international organizations, legal frameworks, and intelligence sharing in combating collective violence across borders.
5. Discuss the ethical considerations and challenges in balancing individual rights and public safety in the criminal justice system's response to collective violence. Analyze the tensions between protecting civil liberties and maintaining social order, and propose strategies to ensure a fair and just approach in handling collective violence cases.

DISCIPLINE SPECIFIC ELECTIVE COURSE**POOL-C- THIRD SEMESTER**

1. **Crime Against Women**
2. **Criminal Law in Action**

**SEMESTER III
Elective Course
LLCRI03DSE07: CRIME AGAINST WOMEN**

Credit			Teaching Hours/W			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
3	0	3	5	0	5	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

The LLM course in Crime Against Women and Children explores the legal framework, theories, and practical aspects of addressing crimes committed against women and children. It delves into the social, cultural, and gendered factors contributing to such crimes and aims to develop legal expertise in protecting the rights and well-being of women and children.

Course Objectives:

1. Understanding the legal framework: The course provides an in-depth analysis of national and international laws, treaties, and conventions related to crimes against women and children. Students learn about the legal protections, definitions, and provisions aimed at preventing, prosecuting, and addressing such crimes.
2. Exploring gender-based violence: The course examines various forms of violence and abuse targeting women and children, including domestic violence, sexual assault, child abuse, trafficking, and exploitation. Students critically analyze the underlying causes, consequences, and the role of the legal system in combating these crimes.
3. Legal and policy responses: Students study the laws, policies, and initiatives designed to prevent and respond to crimes against women and children. They analyze the effectiveness of existing legal frameworks, identify gaps, and explore potential reforms to enhance protection, support, and justice for victims.
4. Victim support and rehabilitation: The course focuses on the rights and needs of victims, emphasizing the importance of support systems, counseling, rehabilitation, and access to justice. Students examine victim-centered approaches and explore strategies to empower survivors and facilitate their recovery.
5. International perspectives: The course provides a comparative analysis of legal systems and approaches from different countries, enabling students to understand global perspectives on addressing crimes against women and children. Students also examine the role of international organizations and human rights instruments in combating such crimes.
6. Emerging issues and challenges: The course addresses emerging issues in the field, such as cybercrimes, online exploitation, intersectionality, and the impact of technology on crimes against women and children. Students explore innovative legal strategies and responses to adapt to the changing nature of these crimes.

Course Outcome

1. This course helps students to understand the various issues faced by women and children in the society.
2. The alarming rate in crime against women and children reminds more concentration on the subject with due care
3. To understand the contemporary development in the area of women and children's Rights internationally and regionally

4. To understand the situations of women's vulnerability and the causes for crime against women

Module- I- Pre and Post Independence Era

1.1.Ancient Period- Women's Movement- Freedom Movement – Post Colonial Period-

Crime against women as an impediment to Women's empowerment-

- 1.2.Origin and Development of theories of Feminism
- 1.3.Feminist Jurisprudence
- 1.4.Concept of Gender Justice- Understanding the gendered nature of violence and its impact on women

Module- II- Violence against Women and Children

- 2.1. Indecent representation of Women- Rape and Murder-War Crime against Women
- 2.2. Domestic Violence- Sexual harassment in Work Place
- 2.3. Cyber Bullying-Acid Attack-Mothers in Prison and their Children- Honor Killing
- 2.4. Violence relating to Dowry- Prostitution as a crime- Female Foeticide and Infanticide, PNDT

Module-III Institutional Arrangements

- 1.1. National Human Rights Commissions-
- 1.2. Women's Commission –
- 1.3. Gender Sensitization- Role of Universities, UGC, other educational Institutions and NGOs
- 1.4. International instruments to protect rights of women

IV-Legal Framework for Protection:

- 1.1.Examination of national and international laws, treaties, and conventions aimed at preventing and addressing crimes against women and children.
- 1.2.Analysis of legal definitions, provisions, and remedies available to victims.
- 1.3.Gender-based Violence: In-depth study of different types of gender-based violence, such as intimate partner violence, sexual harassment, and female genital mutilation.
- 1.4.Exploration of the underlying causes, consequences, and societal attitudes towards gender-based violence.

Core Compulsory Readings

1. K.D Gaur, The Indian Penal Code, Universal Law Publishing (2009)
2. Desai, Neera and MaithreyKrishnaraj Women and Society in India: Ajantha, (1987)
3. Women in Contemporary India (Ed) Alfred De Souza, Ajantha (1987)
4. Women's Studies in India: A reader (Ed.) Mary John Penguin publications, New Delhi, 2008
5. Savitha Bhakray, Children in India and their Rights (NHRC publication, 2006)
6. Rosemary Tong, Feminist Thought – A Comprehensive Introduction Routledge; 4th edition (July 30, 2013)
7. Valerie Bryson Feminist Political Theory: An Introduction, Palgrave Macmillan; 2nd edition (September 6, 2003)

Core Suggested Readings

1. M.webb, Our Stories of Domestic Abuse, Magical moon (2002)
2. Mary L. Boland , Crime Victim's Guide to Justice (Self-Help Law Kit With Forms) Paperback– October 1, 1997 (Sourcebooks Inc, 1997)
3. Vera Anderson , A Woman Like You: The Face of Domestic Violence. Seal Press (1997)
4. Linda Fairstein Sexual Violence: Our War Against Rape, Berkley Books (1995)
5. Elaine Cassel and Douglas A. Bernstein Criminal Behavior Second Edition Lawrence Erlbaum Associates, London (2007)

TEACHING LEARNING STRATEGIES

Mode of Assessment

A. Continuous Internal Assessment (CIA)

9. Internal Test – Descriptive and analytical type of questions and problems are involved. MCQs may also be included.
10. Book review – every student to review a seminal work on any topic relevant to the course and submit a report
11. Seminar Presentation – a recent legal development in the area is to be identified to prepare a paper and present in the seminar
12. Assignments – Fundamental topics in the concerned area in the light of burning issues relating to the subject shall be presented and discussed by the learner in the class
13. Case discussion(oral) and preparation of case comments (in writing)-Prominent judicial pronouncements shall be discussed to crystalize the judicial process
14. Paper writing-Following the research methodology and instructions on writing adopting the international mode of footnoting and citations, the learner has to submit a paper with individual contributions to the legal regime
15. Clinical training – each student may individually or in group be assigned with practical experience of dealing with actual issues involving the procedures of investigation and prepare a report
16. Online presentations-students may be asked to prepare online teaching and learning materials so as to enable them to be trained in flipped class room mode of teaching

B. End Semester Examination

MODE OF TRANSACTION

Direct Instruction: Brain storming lectures, Explicit Teaching, E- learning, Inter-active Instruction: Active co-operative learning, Seminars, Group Assignments Authentic learning: Library work and Group discussion, Presentation by individual student/ Group representative, Case studies and comments, literature review

ASSESSMENT RUBRICS

	Marks
End Semester Evaluation	60
Continuous Evaluation	40

Sample Questions to test Outcomes.

1. Discuss the historical development of women's rights and their legal status in India. How have laws evolved over time to address gender inequality and protect women's rights in various spheres of life?
2. Analyze the effectiveness and impact of key legislation in India aimed at combating violence against women, such as the Protection of Women from Domestic Violence Act, 2005, and the Criminal Law (Amendment) Act, 2013. What challenges remain in implementing and enforcing these laws?
3. Critically evaluate the role of the judiciary in shaping women's rights in India. Discuss landmark judicial decisions that have had a significant impact on women's legal status, access to justice, and gender equality, highlighting both positive outcomes and potential limitations.
4. Explore the intersectionality of gender and other social identities in the Indian legal system. How do factors such as caste, class, religion, and sexual orientation influence women's experiences with the law? Analyze relevant legal provisions and court rulings in this context.
5. Assess the impact of reservation policies and affirmative action measures on women's participation and representation in the Indian legal profession. Examine the progress made in promoting gender diversity and equality within the judiciary, legal academia, and other legal institutions, and suggest possible strategies for further advancement.

**SEMESTER III
Elective Course**

LLCRI03DSE08: CRIMINAL LAW IN ACTION

Credit			Teaching Hours/W			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
3	0	3	5	0	5	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course description

The objective of criminal law is to punish offenders and thereby maintain orderliness in society. There are numerous agencies responsible for enforcing criminal law, with the police being one of them. The primary function of the police is to conduct investigations related to crimes. As this is the initial step in the criminal justice administration, the success or failure of the criminal justice system largely depends on the quality of the investigation. This study will examine various methods of investigation, the relevant procedures and considerations, the challenges involved, and different perspectives. Furthermore, a comparative study of the functioning of investigating agencies in different jurisdictions is necessary for a comprehensive understanding of this subject.

Course Objectives

1. Understand the foundations and principles of criminal law: Students should develop a comprehensive understanding of the fundamental principles, concepts, and theories that underpin criminal law. This objective involves exploring the historical development of criminal law, its purposes, and the basic elements of criminal offenses.
2. Analyze the criminal justice system: The course should enable students to critically examine the structure and functioning of the criminal justice system. This objective involves studying the roles and interactions of key actors, such as law enforcement, prosecutors, defense attorneys, judges, and juries. Students should also explore the ethical and practical challenges within the system.
3. Examine the stages of criminal proceedings: Students should gain knowledge of the various stages of criminal proceedings, from investigation and arrest to trial and sentencing. This objective involves studying the rules of evidence, the rights of defendants, plea bargaining, and the sentencing process. Students should understand how these stages shape the outcomes of criminal cases.
4. Explore the role of criminal law in addressing social issues: The course should facilitate an exploration of how criminal law responds to and addresses various social issues. This objective may involve studying specific crimes such as domestic violence, hate crimes, white-collar crimes, or cybercrimes, and examining the legal frameworks and policies designed to address them.
5. Develop critical thinking and legal analysis skills: Students should enhance their critical thinking and legal analysis skills within the context of criminal law. This objective involves engaging with case studies, analyzing legal precedents, and applying legal principles to hypothetical scenarios. Students should learn to identify and evaluate legal arguments, interpret statutes, and assess the strengths and weaknesses of different approaches to criminal law.

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome Upon completion of the Course, the student will be able to:	Learning Domains	PSO No.
1	Analyse the functions of various agencies for the application of criminal law.	An	1,2,3,4
2	Analyse the role and function of police and evaluate the different methods and procedures for the investigation of crime.	An & E	1,2,3,4,5,9
3	Critically examine the purpose sanctity and transparency of evidence collection.	A & An	3,4,5,7,8
4	Examine the procedures for the arrest of the accused and to appreciate the present system regarding the rights of the arrested person	An & Ap	3,4,9
5	Examine the various scientific methods of evidence collection and evaluate the constitutionality of such investigative mechanisms.	An & E	3,4,9
6	Find out the barriers of investigation and suggest suitable solutions for overcoming these barriers.	C	2,3,6,7,8,9
7	Examine the role of victim during the investigations and Find out the suggestions for the improvement.	C	2,4,5,6,9
8	Critically examine the detention of the accused, his right to bail and the human rights of the under trial prisoners and suggest measures for improvement.	C	3,4,5,6,9
*LEARNING DOMAINS & CORRESPONDING PSOs: Remember (R-1), Understand (U-2), Apply (A-3), Analyse (An-4), Evaluate (E-5), Create (C-6), Skill (S-7), Interest (I-8) and Appreciation (Ap-9)			

Course Contents

Module-I

- 1.1. Investigation- Meaning and purpose of investigation
- 1.2. Importance and sanctity of investigation-Different methods of investigation
- 1.3. Delay in investigation-Investigation under inquisitorial system
- 1.4. Under Accusatorial systems- Transparency in evidence collection

Module-II

- 2.1. Arrest- Rights of the arrested
- 2.2. Scientific methods of evidence collection-Importance of forensic science
- 2.3. Constitutionality of new investigative mechanisms

2.4. The rights of the accused-

Module-III

- 3.1. Victims' role in investigation
- 3.2. Barriers for a proper investigation
- 3.3. Media and political interference- Lack of infrastructure
- 3.4. The remedies for these barriers

Module-IV

- 4.1. Pre-trial detention- Police custody
- 4.2. Detention in jail
- 4.3 Right to bail
- 4.4. Human rights of the under-trial prisoners.

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

1. Jan van Dijk, Criminal Law in Action, Gouda Quint, 1986.
2. Larry K. Gaines, Roger LeRoy Miller, Criminal Law in Action, 2016.

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

1. Michael Birzer, Cliff Roberson, Introduction to Criminal Investigation, CRC press
2. Richard Saferstein. Criminalistics: An Introduction to Forensic Science, Pearson publishers
3. James W. Osterburg and Richard H. Ward, ,Criminal Investigation - A Method for Reconstructing the Past, Elsevier Publishing Co Inc
4. Christine Hess Orthmann, Criminal Investigation, Cengage publishing
5. Michael D. Lyman, Criminal Investigation, the Art and the Science, Prentice Hall
6. Max M. Houck, Jay Siegel, Fundamentals of Forensic Science , Elsevier Publishing Co Inc
7. Tim Newburn and Richard Sparks , Criminal Justice and Political Cultures National and International Dimensions of Crime Control, Willan publishing.
8. Sybil Sharpe, Judicial Discretion and criminal investigation, Sweet and Maxwell

TEACHING LEARNING STRATEGIES

Mode of Assessment

A. Continuous Internal Assessment (CIA)

1. Internal Test – Descriptive and analytical type of questions and problems are involved. MCQs may also be included.
2. Book review – every student to review a seminal work on any topic relevant to the course and submit a report
3. Seminar Presentation – a recent legal development in the area is to be identified to prepare a paper and present in the seminar
4. Assignments – Fundamental topics in the concerned area in the light of burning issues relating to the subject shall be presented and discussed by the learner in the class
5. Case discussion(oral) and preparation of case comments (in writing)-Prominent judicial pronouncements shall be discussed to crystalize the judicial process
6. Paper writing-Following the research methodology and instructions on writing adopting the international mode of footnoting and citations, the learner has to submit a paper with individual contributions to the legal regime
7. Clinical training – each student may individually or in group be assigned with practical experience of dealing with actual issues involving the procedures of investigation and prepare a report
8. Online presentations-students may be asked to prepare online teaching and learning materials so as to enable them to be trained in flipped class room mode of teaching

B. End Semester Examination

MODE OF TRANSACTION

Direct Instruction: Brain storming lectures, Explicit Teaching, E- learning, Inter-active Instruction: Active co-operative learning, Seminars, Group Assignments Authentic learning: Library work and Group discussion, Presentation by individual student/ Group representative, Case studies and comments, literature review

ASSESSMENT RUBRICS

	Marks
End Semester Evaluation	60
Continuous Evaluation	40

Sample Questions to test Outcomes.

1. Analyse the functions of various agencies for the application of criminal law?
2. Examine the role of victim during the investigations and Find out the suggestions for the improvement
3. Critically examine the detention of the accused, his right to bail and the human rights of the under-trial prisoners and suggest measures for improvement
4. Examine the various scientific methods of evidence collection and evaluate the constitutionality of such investigative mechanisms.

SEMESTER III

MULTIDISCIPLINARY ELECTIVE COURSE (MDC)

LLCRI03MDC01: Cyber Crimes

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
4	0	4	5	0	5	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Objectives

Information Technology has brought about tremendous revolutionary changes in all aspects of life. The widespread use of computers and the Internet has led to a significant increase in the number of cybercrimes. This study delves into criminal activities that utilize computers or the Internet as tools, as well as activities aimed at damaging computers, networks, or online transactions. It explores the evolution and development of a specialized branch of criminal law focused on cybercrimes. Various forms of cybercrimes, legal remedies, and judicial interpretations are thoroughly analyzed. The significance of territoriality issues and the necessity for international cooperation are emphasized. Given the rapid growth of Information Technology, learners are trained to contribute to the development of legal measures that effectively combat cybercrimes and safeguard individuals, property, the economy, and the state from cyber-attacks. Therefore, studying cybercrimes is a burgeoning requirement of the digital age.

Course Objectives

1. Understanding the Nature of Cybercrimes: The course should provide an overview of cybercrimes, including the various types, methodologies, and motivations behind them. It should explore the evolving landscape of cyber threats and the impact they have on individuals, organizations, and society as a whole.
2. Exploring Legal and Regulatory Frameworks: The course should familiarize students with the legal and regulatory frameworks governing cybercrimes. This includes understanding the relevant national and international laws, acts, and treaties aimed at preventing and prosecuting cybercrimes. Students should learn about the legal implications, jurisdictional issues, and challenges associated with investigating and prosecuting cybercriminals.
3. Investigative Techniques and Digital Forensics: The course should delve into investigative techniques and digital forensics used in the identification, collection, preservation, and analysis of digital evidence. Students should learn about the tools and methods employed by law enforcement agencies and cybersecurity professionals to investigate cybercrimes, track perpetrators, and gather evidence that can be used in legal proceedings.
4. Cybersecurity and Risk Mitigation: A key objective of the course is to educate students about cybersecurity best practices and risk mitigation strategies. This involves understanding the principles of secure system design, network security, data protection, incident response, and vulnerability management. Students should learn about common attack vectors and how to safeguard systems, networks, and sensitive information against cyber threats.
5. Ethical and Professional Considerations: The course should address the ethical and professional considerations surrounding cybercrimes. This includes promoting ethical behavior in the field of cybersecurity and fostering an understanding of the responsibilities and obligations of cybersecurity professionals. Students should gain awareness of the ethical dilemmas that may arise in the context of cybercrimes and develop a sense of professional integrity.

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome Upon completion of the Course, the student will be able to:	Learning Domains	PSO No.
1	Analyse the concept of cybercrimes with a basic understanding of the concept of crime	An	1,4
2	Analyse the development of the branch of cybercrimes	An	1,4
3	Elucidate theoretically the influence of social transformation, development of science & technology and judicial process in the changing concepts of cybercrime	Ap	3, 9
4	Critically examine the issues affecting administration of criminal justice w.r.to cybercrimes	A	4,5
5	Appreciate the present concept of jurisdiction in cybercrimes, proceedings relating to investigation, trial, appreciation of evidence, punishment and the changing concepts	Ap	6.9
6	Evaluate the development of legal frame-work relating to cybercrimes	E	4,5,9
7	Suggest socio-legal framework based on the principles of criminality, concept of cybercrimes,moral well-being of the society, developments/transformations in science&technology, to distribute criminal justice	C	3,6,7, 9
8	Build a perspective on better system of administration of criminal justice and ideal scheme of cyber security	C	3,6,7,9
*LEARNING DOMAINS & CORRESPONDING PSOs: <i>Remember (R-1), Understand (U-2), Apply (A-3), Analyse (An-4), Evaluate (E-5), Create (C-6), Skill (S-7), Interest (I-8) and Appreciation (Ap-9)</i>			

COURSE CONTENT**LLCRI3001: CYBER CRIMES****Module I**

- 1.1.Theoretical Construction and evaluation of legal regulations of technological process and innovations
- 1.2.Debates relating to regulation of Cyber space
- 1.3.Criminal Regulation of Cyber
- 1.4.Space: Issues relating to Criminalization.

Module II

- 2.1. Typology of cyber Crimes -Cyber Fraud-Cyber forgery-Damage to computer data or computer program -Computer sabotage-
- 2.2. Unauthorized access-Unauthorized interception - Unauthorized reproduction –

2.3. Pornography-Money laundering -IP infringements-

2.4. Other crimes perpetrated in the Cyber context or that can be committed with the help of computer

Module III

3.1. Jurisdiction and criminal regulation of Cyber space in the fundamental context of nation state's sovereignty principle

3.2. Issues and procedures relating to Cyber-criminal investigation and evidence

3.3. Jurisdictional issues

3.4. Crimes Affecting Individuals- Infringement of privacy – identity theft-Cyber Stalking- Cyber crimes against women and children

Module IV

4.1. Adjudication of Cyber crimes- competence, understanding and appreciation about technology insight on the part of stakeholders-

4.2. Rules of Admissibility – hearsay rule – computer evidence and its admissibility- proof of reliability.

4.3. Information Technology Act and cyber crimes

4.4. Critical appreciation on criminal aspects -Means and methods to Cyber loss/injury/damage - Technological options-Needed legal reform

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

1. Information technology Law –Diane Rowland (1997)
2. Information technology – Venkat Sharma (2006)
3. Cyber Law Vol 1 & 2 Brian Fitzgerald (2006)
4. Information technology Act
5. Combating Cyber Crime - Richard Stiennon

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

1. Dimensions of Cyber Crime- S. R. Sharma
2. Cyber Safety: An Introduction- Leukfeldt
3. Cyber Criminals on Trial- Peter Grabosky, Russell G. Smith, Gregor Urbas
4. Cyber Crime - S. K. Bansal
5. Peter Grabosky, Cyber Crime, Oxford University Press, 2015
6. Andrew Staniforth, , Professor Babak Akhgar, Blackstone's Handbook of Cyber Crime Investigation , Police National Legal Database (PNLD), 2017

TEACHING LEARNING STRATEGIES

Mode of Assessment

A. Continuous Internal Assessment (CIA)

1. Internal Test – Descriptive and analytical type of questions and problems are involved. MCQs may also be included.
2. Book review – every student to review a seminal work on any topic relevant to the course and submit a report
3. Seminar Presentation – a recent legal development in the area is to be identified to prepare a paper and present in the seminar
4. Assignments – Fundamental topics in the concerned area in the light of burning issues relating to the subject shall be presented and discussed by the learner in the class
5. Case discussion(oral) and preparation of case comments (in writing)-Prominent judicial pronouncements shall be discussed to crystalize the judicial process
6. Paper writing-Following the research methodology and instructions on writing adopting the international mode of footnoting and citations, the learner has to submit a paper with individual contributions to the legal regime
7. Clinical training – each student may individually or in group be assigned with practical experience of dealing with actual issues involving the procedures of investigation and prepare a report
8. Online presentations-students may be asked to prepare online teaching and learning materials so as to enable them to be trained in flipped class room mode of teaching

B. End Semester Examination

MODE OF TRANSACTION

Direct Instruction: Brain storming lectures, Explicit Teaching, E- learning, Inter-active Instruction: Active co-operative learning, Seminars, Group Assignments Authentic learning: Library work and Group discussion, Presentation by individual student/ Group representative, Case studies and comments, literature review

ASSESSMENT RUBRICS

	Marks
End Semester Evaluation	60
Continuous Evaluation	40

Sample Questions to test Outcomes.

1. What are the most common types of cybercrimes and how do they affect individuals and organizations?
2. How does international law address cybercrimes and what challenges exist in prosecuting cybercriminals across borders?
3. What are some key techniques and tools used in digital forensics for investigating cybercrimes and collecting evidence?
4. What are the major cybersecurity threats and vulnerabilities that individuals and organizations face, and what are the best practices for mitigating these risks?
5. What ethical considerations arise in the field of cybersecurity, particularly when dealing with cybercrimes, and how should professionals navigate these challenges?

SEMESTER III

LLCRI03MDC02: Consumer Protection laws

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
4	0	4	5	0	5	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

Course Description

The rapid industrialization, revolution in the Information Communication Technology, globalization, etc., have brought about dramatic changes in our need, perceptions, behaviour patterns, attitude towards rights, entitlements responsibilities and concerns as consumers. In developing countries like India, these issues have become more problematic and necessitated the need for consumer education and awareness among the masses.

Objectives of the course

1. To understand several Consumer Rights against exploitation
2. To trace out the growth and origin of consumer movement at global and national level
3. To know several rights available to consumers under the Consumers protection and other related laws
4. To understand the genesis of consumer protection laws in India

Course Outcomes

1. Comprehensive knowledge of Consumer Protection Laws: Students will develop a thorough understanding of the key legislations governing consumer protection in India,

- such as the Consumer Protection Act, 2019, and other relevant laws, regulations, and policies.
2. **Understanding of Consumer Rights and Remedies:** Students will gain a deep insight into consumer rights and the remedies available to consumers in case of unfair trade practices, defective products, misleading advertisements, and other consumer-related issues.
 3. **Analysis of Consumer Dispute Resolution Mechanisms:** Students will learn about the various mechanisms available for resolving consumer disputes, including mediation, arbitration, and consumer courts. They will understand the procedures, jurisdiction, and powers of these forums.
 4. **Evaluation of Consumer Protection Policies and Regulations:** Students will develop the ability to critically analyze consumer protection policies and regulations, assessing their effectiveness and suggesting improvements where necessary.
 5. **Application of Consumer Protection Laws to Real-Life Situations:** Students will acquire the skills to apply consumer protection laws and principles to real-life scenarios and case studies. They will be able to identify potential legal issues and provide appropriate legal solutions.
 6. **Legal Research and Writing Skills:** Students will enhance their research and writing skills by conducting in-depth research on consumer protection issues and producing well-structured legal documents, such as research papers, case briefs, and legal opinions.
 7. **Ethical Considerations in Consumer Protection:** Students will explore the ethical dimensions of consumer protection, understanding the importance of professional ethics in dealing with consumer-related matters.
 8. **Communication and Advocacy Skills:** Students will develop effective communication skills to interact with clients, consumer organizations, and other stakeholders involved in consumer protection. They will also gain advocacy skills to represent clients in consumer disputes.

Contents

Module-I

1. 1: Evolution of the Consumer and Consumerism
1. 2: Profile of the Consumer
1. 3: Consumer Environment
1. 4: Consumer Behaviour in Market Economy

Module-II

- 2.1. Consumer Dynamics
- 2.2. Origin and Growth-consumer movement
- 2.3. Consumer Movement: Features, Issues and Trends
- 2.4. Consumer Movement in India

Module-III

- 3.1. Consumer Movement: Global Scenario
- 3.2 Consumer Rights
- 3.3. Consumer Responsibilities
- 3.4. Consumer Education in India

Module-IV

- 4.1. Consumer and Corporate Social Responsibility (CSR)-Evolution of Consumer Protection Laws
- 4.2. Consumer Protection Act– Basic Features
- 4.3. Consumer Protection Act-limitations and Guidelines for Filing Consumer Complaints
- 4.4. Grievance Redressal Mechanisms and their Limitations

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

1. Aaker, D.A. & Day, G.S., Consumerism Search for the Consumer Interest, New York: The Free Press, 1974.
2. Agarwal, V.K. "Consumer Protection in India" Deep & Deep Publication, New Delhi, 1989.
3. Antony, M.J., Consumer Rights, New Delhi: Hind Pocket Books Private Limited, 1995.

4. Arch, W. T., Consumer Problems, New York: McGraw Hill Book Company, 1952.
5. Arora, R., Consumer Grievances Redressal, 1st Edition Manak Publications. Pvt .Ltd., 2005
6. Assael Henry (1995), Consumer Behaviour and Marketing Action, 5th ed. , Kent Publishing Company, Boston
7. Baset Abdel I M Hasouneh (2003), Consumer Behaviour, Sublime Publications Jaipur, India.
8. Bhargava Bela, (2005), Family Resource Management and Interior Decoration, University Book House Pvt. Ltd, Jaipur.
9. Carroll, A.B., and A.K. Buchholtz. Business and Society: Ethics and Stakeholder Management. 5th ed. Australia: Thomson South-Western,2003.
10. Jacobson and Mazur, Marketing Madness, Westview Press, Boulder, San Francisco, Oxford, 1995.

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

11. K.P.S. Kamath (1987), Servants not Masters, Published by Karnataka Consumer's Forum, Udipi, Karnataka, India.
12. Kaushal, A.K., Universal's Case Law Digest 1995 on Consumer Protection, Delhi: Universal Law Publishing Company Private Limited,1996.
13. Kotler, Philip, (1987), Principles of Marketing, Prentice Hall of India, New Delhi.
14. Leon G. Schiffman and Leslie Lazar Kanuk (1988), 3rd Ed. Consumer Behaviour, Prentice-Hall of India Private Ltd. New Delhi.
15. London D.L and Dalla Bitta A.J., Consumer Behaviour- Concepts and Applications, Tata, Mcgeaw Hill, 1984.
16. M.J. Antony, Consumer Rights, Clarion Books, 1990.
17. Mehta SC, (1973). Indian Consumer. Tata Mac Graw Hill Publishing Company, New Delhi.
18. Mohini Sethi and Premavathy Seetharaman, Consumerism: A Growing Concept, Phoenix Publishing House, 1994.
19. Premavathy Seetharaman and Mohini Sethi (2002), Consumerism: Strategies and Tactics, CBS Publishers and Distributors, New Delhi.
20. Pushpa Girimaji (2013), Misleading advertisements and Consumer, New United Process, New Delhi.
21. Robert, N. M., The Consumer Movement: Guardians of the Market Place, Boston: Twayne Publishers, 1989.
22. S.S. Gulshan, Consumer Protection, and Satisfaction, Wiley Eastern Limited, 1995.
23. Saran, A. K. (2000), Consumer Psychology, Rajat Publication, New Delhi.
24. Schiffmann L and Kanuk LL, Consumer Behaviour, Prentice hall of India Ltd., New Delhi, 1995.
25. Sehaf, MA., (1989) Marketing: Principles and Practice, Anmol Publications, New Delhi.
26. Sharma, S.S., "Consumer Behaviour" Arihant Publishing House, Jaipur,1995.
27. Singh, SS, Misra, Suresh and Chadha, Sapna (2010), Consumer Education and Empowerment, Laws, Policies and Strategies, Abhijeet Publications, Delhi .
28. Woods, Walter A, Consumer Behaviour Adopting and Experiencing. New York: Elsevier North Holland, 1981.

TEACHING LEARNING STRATEGIES

Mode of Assessment

A. Continuous Internal Assessment (CIA)

1. Internal Test – Descriptive and analytical type of questions and problems are involved. MCQs may also be included.
2. Book review – every student to review a seminal work on any topic relevant to the course and submit a report
3. Seminar Presentation – a recent legal development in the area is to be identified to prepare a paper and present in the seminar
4. Assignments – Fundamental topics in the concerned area in the light of burning issues

- relating to the subject shall be presented and discussed by the learner in the class
5. Case discussion(oral) and preparation of case comments (in writing)-Prominent judicial pronouncements shall be discussed to crystalize the judicial process
 6. Paper writing-Following the research methodology and instructions on writing adopting the international mode of footnoting and citations, the learner has to submit a paper with individual contributions to the legal regime
 7. Clinical training – each student may individually or in group be assigned with practical experience of dealing with actual issues involving the procedures of investigation and prepare a report
 8. Online presentations-students may be asked to prepare online teaching and learning materials so as to enable them to be trained in flipped class room mode of teaching

B. End Semester Examination

MODE OF TRANSACTION

Direct Instruction: Brain storming lectures, Explicit Teaching, E- learning, Inter-active Instruction: Active co-operative learning, Seminars, Group Assignments Authentic learning: Library work and Group discussion, Presentation by individual student/ Group representative, Case studies and comments, literature review

ASSESSMENT RUBRICS

	Marks
End Semester Evaluation	60
Continuous Evaluation	40

Sample Questions to test Outcomes.

1. The Consumer Protection Act, 2019 introduced several significant changes to the legal framework for consumer protection in India. Discuss the key provisions of the Act and analyze their impact on consumer rights and remedies.
2. E-commerce has witnessed rapid growth in India, presenting new challenges for consumer protection. Examine the legal and regulatory framework governing consumer rights in e-commerce transactions in India, highlighting the measures taken to address emerging issues and protect consumers.
3. Misleading advertisements have been a persistent problem in the Indian market. Evaluate the effectiveness of the legal mechanisms and regulatory bodies in place to tackle misleading advertisements and protect consumers from false claims and deceptive marketing practices.
4. Data privacy and protection have become increasingly important in the digital age. Analyze the existing legal framework in India concerning consumer data privacy, including the rights and safeguards provided to consumers and the challenges faced in ensuring effective data protection.
5. Alternative dispute resolution mechanisms, such as mediation and arbitration, have gained prominence in resolving consumer disputes. Compare and contrast the advantages and limitations of these mechanisms in the context of consumer protection in India, and discuss the steps needed to promote their wider adoption.

INTERDISCIPLINARY ELECTIVE

1. LLCRI02IDC01 BASICS OF INDIAN PATENT SYSTEM
2. LLCRI04IDC02 GENERAL PRINCIPLES OF INCOME TAX

LLCRI02IDC01 BASICS OF INDIAN PATENT SYSTEM

Credit			Teaching Hours/W			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
2	0	2	2	0	2	40	60	100

Course Description

This course provides a comprehensive understanding of the Indian patent system, equipping students with the foundational knowledge and practical skills necessary to navigate the intricacies of patent law and its implications for innovation, entrepreneurship, and technology-driven industries in India. Whether you are an aspiring inventor, entrepreneur, or professional in the field of intellectual property, this course offers a structured approach to unravel the essentials of patent filing, prosecution, enforcement, and commercialization in the Indian context.

Course Objectives:

1. Understanding Intellectual Property (IP)
 - Develop a comprehensive understanding of the different types of intellectual property, with a primary focus on patents, and their significance in fostering innovation and protecting inventions in India.
2. Navigating the Indian Patent System:
 - Explore the historical development and key provisions of the Indian Patents Act, 1970, and understand its alignment with international patent laws, particularly the TRIPS Agreement.
3. Patent Eligibility and Exclusions:
 - Examine the criteria for patent eligibility, including novelty, non-obviousness, and industrial applicability, and gain insights into the categories of inventions that are excluded from patent protection in India- patent search
4. Patent Application Proficiency:
 - Develop practical skills in preparing and filing a patent application in India, including drafting clear and precise descriptions and claims.
5. Patent Examination and Prosecution:
 - Navigate the patent examination process, including responding to examination reports, making amendments, and managing post-grant procedures leading to patent grant.
6. Enforcement and Protection of Patent Rights:
 - Learn how to protect patent rights through enforcement mechanisms, identify patent infringements, and explore legal actions available to safeguard innovations.
7. Commercialization Strategies:
 - Explore various strategies for monetizing patented inventions, including licensing, selling, and integrating patents into business ventures.
8. Ethical Considerations and Public Interest:
 - Discuss the ethical considerations surrounding patents, access to medicines, and the balance between IP protection and public interest.

9. Analytical and Critical Thinking:

- Develop analytical and critical thinking skills through case studies and practical exercises, allowing students to apply their knowledge to real-world scenarios.

10. Interdisciplinary Perspective:

- Promote interdisciplinary learning by integrating legal, technical, and business aspects of patent law, enabling students from various backgrounds to engage effectively.

Course Learning Outcomes:

1. Understanding Intellectual Property (IP): Explain the fundamental concepts of intellectual property and differentiate between various types of IP, with a primary emphasis on patents.
2. Navigating the Indian Patent System: Demonstrate an understanding of the Indian patent system, including its historical development and key provisions under the Indian Patents Act, 1970.
3. Effective Patent Application Preparation: Develop practical skills in drafting clear and precise patent applications, including specifications, claims, and drawings.
4. Patent Examination and Response: Navigate the patent examination process in India, respond effectively to examination reports, and manage post-grant procedures leading to patent issuance.
5. Patent Enforcement and Commercialization: Evaluate patent infringement situations, understand legal actions available for protecting patent rights, and recommend strategies for commercializing patented inventions.
6. Ethical Considerations and Public Interest: Discuss ethical considerations related to patents, including their impact on access to medicines and the broader public interest.

Course Content

Module 1: Introduction to Indian Intellectual Property and Patents

1.1. Overview of Intellectual Property (IP)

Types of IP: Patents, Copyrights, Trademarks, Trade Secrets

Importance of IP in India's Innovation Ecosystem

1.2. Indian Patent System

Historical Development and Evolution

Role of Patents in Promoting Technology and Innovation

1.3. Key Terminology

Understanding Patent-related Terminology

Module 2: The Indian Patents Act and Patent Eligibility

2.1. The Indian Patents Act, 1970

Key Provisions and Amendments

Comparison with International Patent Laws (TRIPS Agreement)

2.2. Patent Eligibility Criteria

Novelty, Non-obviousness, Industrial Applicability

Exclusions: What Cannot Be Patented in India

Module 3: Patent Filing and Prosecution in India

3.1. Patent Application Process

Preparing a Patent Application

Filing Procedures and Requirements

Priority Date and Publication-patent search

3.2. Patent Examination and Grant

Patent Examination Process

Responding to Examination Reports

Grant of Patents and Post-grant Procedures

Module 4: Patent Enforcement and Commercialization

4.1. Enforcement of Patent Rights in India

Protecting Patent Rights

Patent Infringement: Identification and Legal Actions

Alternative Dispute Resolution in Patent Disputes

4.2. Commercialization and Business Strategies
 Monetizing Patented Inventions
 Licensing, Selling, or Using Patents for Business Growth
 Balancing IP Protection with Open Innovation

Readings (Books, Journals, E-sources Websites/ weblinks)

1. P. Narayanan and Mathews P. George, "Intellectual Property Law in India."
2. V. G. Ramachandran, "A Treatise on the Law of Patents for Inventions."
3. T. Ramakrishna and V. Venkata Rao, "Patent Law in India."
4. Feroz Ali, "Patent Drafting and Prosecution in India."
5. Kalyan C. Kankanala and Vinita Radhakrishna, "Indian Patent Law and Practice."
6. B.L. Wadehra and P.P.S. Narayan, "Patent Law and Practice."
7. S. Basheer, "Patent Law and Policy."
8. Dr. Deepak Pandit, "Intellectual Property Rights: Text and Cases."

Teaching Learning Strategies

C. Continuous Internal Assessment (CIA)

1. Internal Test – Descriptive and analytical type of questions and problems are involved.
2. Book review – every student to review a seminal work on any topic relevant to the course and submit a report
3. Seminar Presentation – a recent legal development in the area is to be identified to prepare a paper and present in the seminar
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6. Paper writing-Following the research methodology and instructions on writing adopting the international mode of footnoting and citations, the learner has to submit a paper with individual contributions to the legal regime
7. Clinical training – each student may individually or in group be assigned with practical experience of dealing with actual issues involving concepts of public law and prepare a report
8. Online presentations-students may be asked to prepare online teaching and learning materials so as to enable them to be trained in flipped class room mode of teaching

Mode of transaction

Direct Instruction: Brain storming lectures, Explicit Teaching, E-learning, **Inter-active Instruction:** Active co-operative learning, Seminars, Group Assignments **Authentic learning:** Library work and Group discussion, Presentation by individual student/ Group representative, Case studies and comments, Literature Review

ASSESSMENT RUBRICS

	Marks
End Semester Evaluation	0
Continuous Evaluation	100

Sample questions

1. Explain the concept of non-obviousness as a patent eligibility criterion in India. Provide an example to illustrate this concept.
2. You've drafted a patent application for a novel software algorithm. What are the key components that should be included in the specification and claims of your patent application to maximize its chances of being granted in India?
3. Discuss the ethical considerations surrounding the patenting of life-saving medicines in India. How can the patent system balance the interests of pharmaceutical companies with public access to essential medicines?

4. Imagine you are a patent attorney representing a pharmaceutical company. They suspect a competitor is infringing one of their patents. Describe the steps you would take to enforce your client's patent rights in India.

LLCRI04IDC02GENERAL PRINCIPLES OF INCOME TAX

Credit			Teaching Hours/W			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
2	0	2	2	0	2	40	60	100

Course Description

This course provides a comprehensive introduction to the fundamental principles of income tax, offering a solid foundation in taxation concepts and practices. Whether you're an aspiring tax professional, business owner, or simply interested in understanding how income taxation works, this course will equip you with essential knowledge and practical insights.

Course Objectives

1. Understand Taxation Basics: Gain a clear understanding of the purpose and role of income tax in a modern economy.
2. Taxation Types: Explore various types of income subject to taxation, including wages, investments, and business income.
3. Taxation Systems: Compare and contrast different taxation systems, such as progressive, flat, and regressive tax systems.
4. Tax Deductions and Credits: Learn about deductions, exemptions, and tax credits, and how they can reduce your tax liability.
5. Filing Status: Understand the significance of choosing the right filing status and its impact on your tax obligations.
6. Tax Planning: Develop effective tax planning strategies to legally minimize your tax liability.
7. International Taxation: Explore the basics of international taxation, including foreign income reporting and double taxation issues.
8. Tax Compliance: Learn about tax reporting requirements, deadlines, and penalties for non-compliance.
9. Real-world Applications: Apply tax principles to real-world scenarios, including case studies and practical exercises.

Course Outcomes

1. Demonstrate Proficiency in Tax Planning: Upon completing the course, students should be able to analyze individual and business financial situations, identify tax planning opportunities, and develop strategies to legally minimize tax liabilities.
2. Apply Taxation Principles to Real-world Scenarios: Students will be able to apply their knowledge of income tax principles to real-life scenarios, including tax calculations for various income sources and filing status options.
3. Understand International Taxation Concepts: Students will gain an understanding of the basic principles of international taxation, including the reporting of foreign income and the implications of double taxation.
4. Navigate Tax Compliance: By the end of the course, students should be able to navigate the complexities of tax compliance, including understanding reporting requirements, meeting filing deadlines, and avoiding common tax-related penalties.
5. Evaluate Tax Policy Implications: Students will develop the ability to critically assess the impact of income tax policies on individuals, businesses, and the broader economy, considering factors like tax incentives, deductions, and the progressivity of tax systems.

Course Contents

1. NATURE AND SCOPE OF TAXATION

History of tax laws in India - Fundamental principles relating to tax laws - Nature and characteristics of taxes - Distinction between: Tax and fee, Direct and indirect taxes.

2. BASIC PRINCIPLES OF INCOME TAX

Basic Concepts: Income- Total income- Income not included in total income- Deemed income- Clubbing of income- Assessee – Person- Tax Planning- Chargeable income; Heads of income: Salaries- Income from house property - Income from business or profession - Capital gains- Income from other sources; Deductions, relief and exemptions; Rate of income tax.

3. ASSESSMENT OF INCOME TAX

Self Assessment – Summary assessment – Regular assessment – Best Judgment assessment – Income Escaping Assessment; Filing of returns.

4. INCOME TAX AUTHORITIES

Income Tax Authorities: Power and functions; Offences and penal sanctions; Appellate Authorities : Powers and Functions.

REFERENCES

1. Dutta on the Income Tax Law
2. Law of Income Tax in India - V.S. Sundaram
3. Taxman's Direct Taxes Law and Practice
4. Law of Income Tax - Kailash Rai
5. Income Tax Act, 1961 - O.C.Tandon
6. Income Tax Act, 1961
7. Income Tax Rules, 1962

Teaching Learning Strategies

D. Continuous Internal Assessment (CIA)

1. Internal Test – Descriptive and analytical type of questions and problems are involved.
2. Book review – every student to review a seminal work on any topic relevant to the course and submit a report
3. Seminar Presentation – a recent legal development in the area is to be identified to prepare a paper and present in the seminar
4. Assignments – Fundamental topics in the concerned area in the light of burning issues relating to the subject shall be presented and discussed by the learner in the class
5. Case discussion(oral) and preparation of case comments (in writing)-Prominent judicial pronouncements shall be discussed to crystalize the judicial process
6. Paper writing-Following the research methodology and instructions on writing adopting the international mode of footnoting and citations, the learner has to submit a paper with individual contributions to the legal regime
7. Clinical training – each student may individually or in group be assigned with practical experience of dealing with actual issues involving concepts of public law and prepare a report
8. Online presentations-students may be asked to prepare online teaching and learning materials so as to enable them to be trained in flipped class room mode of teaching

Mode of transaction

Direct Instruction: Brain storming lectures, Explicit Teaching, E-learning, **Inter-active Instruction:** Active co-operative learning, Seminars, Group Assignments **Authentic learning:** Library work and Group discussion, Presentation by individual student/ Group representative, Case studies and comments, Literature Review

ASSESSMENT RUBRICS

	Marks
End Semester Evaluation	0
Continuous Evaluation	100

Sample questions

1. Explain the different categories of residential status (e.g., resident, non-resident, resident but not ordinarily resident) under the Income Tax Act of India. How does an individual's residential status impact their tax liability?
2. Discuss the principles and methods used for computing taxable income under the Income Tax Act. Provide examples of income that are exempt from taxation and explain the criteria for such exemptions
3. Describe the deductions and tax benefits available to individual taxpayers under the Income Tax Act, such as deductions under Section 80C, 80D, and exemptions on long-term capital gains. How do these deductions help in tax planning?
4. Outline the process of advance tax payment and the filing of income tax returns in India. What are the key deadlines and penalties for non-compliance with these procedures?
5. Explain how business income is taxed in India, considering the differences between sole proprietorships, partnerships, and corporations. Discuss the concept of Minimum Alternate Tax (MAT) for companies.