



VELS



INSTITUTE OF SCIENCE, TECHNOLOGY & ADVANCED STUDIES (VISTAS)
(Deemed to be University Estd. u/s 3 of the UGC Act, 1956)
PALLAVARAM - CHENNAI

ACCREDITED BY **NAAC** WITH '**A**' GRADE
*Marching Beyond **30** Years Successfully*
INSTITUTION WITH **UGC 12B** STATUS

MASTER OF LAW (LL.M) in LABOUR AND ADMINISTRATIVE LAW (2 year Programme)

Curriculum and Syllabus Regulations 2023

(Based on Choice Based Credit System (CBCS) and
Learning Outcomes based Curriculum Framework (LOCF))

Effective from the academic year 2023-2024

**Centre for Post Graduate Legal Studies (CPGLS)
School of Law**

VISION AND MISSION OF THE SCHOOL OF LAW

VISION:

To be a Centre of Excellence in imparting multi-disciplinary legal education by assimilating teaching methods with latest technology in order to transform students into responsible lawyers who are dedicated towards the profession and the society.

MISSION:

1. Imparting knowledge in various and novel aspects of law through means of innovative and diverse pedagogy.
2. Inculcating key advocacy skills such as critical thinking and problem-solving skills.
3. Conducting high quality socio-legal research to formulate better policies and usher-in law reforms.
4. Jointly collaborating with institution of national and international repute to expand and broaden the horizons of career prospects for students.
5. Catering to the needs of the society by promoting democratic thoughts in the minds of the students.

PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

The Programme Educational Objectives (PEOs) are broad statements that describe the career and professional accomplishments that the programme is preparing its graduates to achieve in few years after receiving the degree. The PEOs of Master of Laws (LL.M.) programme are as follows:

PEO-1: Graduates will be able to demonstrate the essential critical thinking skills necessary for a successful job in their area of specialty.

PEO-2: Graduates will be able to advance towards pursuing doctoral studies and hone their research abilities.

PEO-3: Graduates will be able to serve society through their teaching and research skills.

PEO-4: Graduates will possess improved legal knowledge that will provide them with a competitive advantage over other law graduates in the field.

PEO-5: Graduates will possess strong leadership qualities and a high level of moral responsibility, as well as the capacity to work professionally and ethically both on their own and as members of diverse teams.

PROGRAMME OUTCOMES (POs)

Programme Outcomes (POs) are the attributes of the graduates of the programme that are indicative of his / her ability and competency to work as a professional in their chosen after graduation. Program outcomes are the knowledge, skills, and abilities that students should possess when they graduate from a program. Upon graduation, an LL.M graduate will be able to:

PO-1: Carry out independent research by utilizing their knowledge of variety of sources over a wide range of legal issues and concerns. (*Legal Knowledge*)

PO-2: Exhibit analytical abilities that are necessary to evaluate the decisions pronounced by the courts, as well as various provisions of law; and re-interpret the views and submissions of jurists and academicians. (*Analytical Skills*)

PO-3: Provide solutions to various issues based on the knowledge and understanding of the substantive and/or procedural components in their area of expertise. (*Critical Thinking*)

PO-4: Conduct independent research on a variety of subjects, especially in their area of specialization and author scholarly research papers. (*Research Skills*)

PO-5: Work on a variety of socio-legal concerns and cultivate a strong sense of duty and responsibility towards society. (*Social Responsibility*)

PO-6: Gain a reputation as an accomplished legal expert in today's demanding marketplace by mastering the most recent developments in the legal profession including using of modern da technology. (*Competitive Skills*)

PO-7: Apply diverse knowledge to prepare for higher research degree while maintaining focus on the goals. (*Higher Education*)

PO-8: Capable of putting their thoughts into words and their words into action, thus being able to communicate effectively (*Communication Skills*).

PO-9: Able to work independently, identify appropriate resources required for a project, and manage project through to completion (*Self-Directed Learning*).

PO-10: Embrace moral/ethical values in conducting one's life, avoiding unethical behaviours and adopting professional, objective, unbiased and truthful actions in all aspects of work (*Moral and Ethical Awareness*).

PROGRAMME SPECIFIC OUTCOMES (PSOs)

Programme Specific Outcomes (PSOs) describe what graduates are expected to learn and perform in a specialized area of discipline, upon graduation from a programme. The PSOs of LL.M in Labour and Administrative Law programme are as follows:

PSO-1: Graduates will be able to contribute effectively and substantially through practice in the areas of Labour and Administrative Law.

PSO-2: Graduates will be able to demonstrate their research capabilities to provide solutions to various issues and contribute to the growth of such disciplines of law.

PSO-3: Graduates will be able to critically analyze existing laws, able to draft legislations and policies, thereby contributing to the nation's progress and of the world at large.

LIST OF MEMBERS OF BOARD OF STUDIES IN LAW

Sl. No	Name and Designation of the Member	Role in Board of Studies
1	Dr. S. AMBIKA KUMARI Professor and Dean, School of Law, VISTAS	Chairperson
2	Dr. Ch. VENKATESWARLU Associate Professor and HOD (i/c), LL.M Programmes, School of Law, VISTAS	Member - Internal
3	Mr. V. KARTHIKEYAN Assistant Professor and HOD (i/c), LL.B Programme, School of Law, VISTAS	Member – Internal
4	Dr. AZIZUNNISSA BEGUM Assistant Professor, School of Law, VISTAS	Member - Internal
5	Dr. B. VENUGOPAL Professor and Head, Department of Legal Studies, University of Madras, Chennai.	Member - External
6	Dr. J. MAHALAKSHMI Professor and Head, Department of Labour and Administrative Law, Tamil Nadu Dr. Ambedkar Law University (TNDALU), Chennai.	Member – External

LL.M REGULATIONS 2023

VELS INSTITUTE OF SCIENCE, TECHNOLOGY AND ADVANCED STUDIES

CHOICE BASED CREDITS SYSTEM (CBCS) and LEARNING OUTCOME BASED CURRICULUM FRAMEWORK (LOCF)

LL.M REGULATIONS 2023

(Applicable to all the candidates admitted to LL.M two year degree programme from the academic year 2023-2024 onwards)

1. DURATION OF THE PROGRAMME

The duration of LL.M degree programme is Two years (four semesters). Each academic year is divided into two semesters. The odd semesters consist of the period from July to November of each year and the even semesters from January to May of each year. There shall be not less than 90 working days for each semester.

2. ELIGIBILITY FOR ADMISSION

Candidates seeking admission to the first year of LL.M programme shall have passed five year integrated UG Law or LL.B examination from any recognized institution with a minimum of 45% of marks in their qualifying examination. The maximum age on admission of the candidates shall be followed as per the BCInorms.

3. ADMISSION PROCEDURE

- a) Admission to two year LL.M. programme shall be done through an All India Admission Test conducted every year by the University.
- b) Candidates who have CLAT / LSAT score shall be exempted from appearing in the All India Admission Test.
- c) Candidates awaiting results of the qualifying examination can appear for the Entrance Test subject to the condition that they produce proof of having passed the qualifying examination at the time of admission.
- d) The admission for Foreign Nationals shall be made on the basis of:
 - i) Academic record of LL.B or equivalent degree recognised by UGC / Association of Indian Universities with not less than 55% marks or equivalent grade.
 - ii) Assessment of necessary communication skills in written and spoken English and performance at the interview in terms of aptitude and capacity.

4. MEDIUM OF INSTRUCTION

The medium of instruction for LL.M programme is English.

5. CREDITS REQUIRMENTS AND ELIGIBILITY FOR AWARD OF DEGREE

A Candidate shall be eligible for the award of LL.M Degree only if he/she has undergone the prescribed course of study in VISTAS for a period of not less than two academic years and passed the examinations of all the prescribed courses of four semesters earning a minimum of 65 Credits as per the distribution given and also fulfilled such other conditions as have been prescribed thereof.

6. COURSE

The term 'course' indicates a logical part of the subject matter of the programme and is invariably equivalent to the subject matter of a 'paper' in the conventional sense. Each course / subject is designed under lectures / tutorials / practical training / assignments / term paper or report writing etc., to meet effective teaching and learning needs.

7. COURSE OF STUDY AND CREDITS

The course of study and the credit distribution for two year LLM programme is as follows

Sl. No.	Course Category	Course Details	Credit
1	CORE	Core Course	4
2	DSE	Discipline Specific Elective Course	4
3	GE	Generic Elective Course	2
4	AEC	Ability Enhancement Course	2
5	SEC	Skill Enhancement Course	1

One hour of Lecture / Tutorial equals **One Credit**. Similarly, two hours of practical classes equals **One Credit**.

8. REQUIREMENTS FOR PROCEEDING TO SUBSEQUENT SEMESTER

8.1. Eligibility: Students shall be eligible to proceed to subsequent semester only if they earn sufficient attendance as prescribed therefore by the Board of Management from time to time.

8.2. Attendance: All Students must earn 75% and above of attendance for appearing for the University Examination (Theory/Practical).

8.3. Condonation of shortage of attendance: If a Student fails to earn the minimum percentage of attendance stipulated, the Head of the Institution shall condone the shortage of attendance on medical grounds up to a maximum limit of 10% (i.e., between 65% and above and less than 75%) after paying the prescribed fee towards the condonation of shortage of attendance.

8.4. Detained students for want of attendance: Students who have earned less than 65% of attendance shall not be permitted to proceed to the next semester, under any circumstances. Such Students shall be detained in the semester in which they lacked to secure the minimum percentage of attendance required and shall have to repeat the semester, by paying the fee for the break of study as prescribed by the University from time to time.

9. EXAMINATION AND EVALUATION

9.1. Examination: There shall be examinations at the end of each semester, for odd semesters in the month of November and for even semesters in May. A candidate who does not pass the examination in any course(s) in a particular semester shall be permitted to appear in such failed courses in the subsequent semester examinations to be held in November or May.

A candidate should get registered for the first semester examination. If registration is not possible owing to shortage of attendance beyond condonation limit / regulations prescribed or belated

joining or on medical grounds, the candidates are not permitted to move to the next semester. The results of all the examinations will be published through University Website. In the case of passed out candidates, their arrear results, will be published through University Website.

9.2. To register for all subjects: Students shall be permitted to proceed from the First Semester up to Final Semester irrespective of their failure in any of the Semester Examination, except for the shortage of attendance. For this purpose, Students shall register for all the arrear subjects of earlier semesters along with the current (subsequent) Semester Subjects.

9.3. Marks for Continuous Internal Assessment (CIA) and End Semester Examinations (ESE)

There shall be no passing minimum for Continuous Internal Assessment (CIA).

For End Semester Examination (ESE), passing minimum shall be 50% (Fifty Percentage) of the maximum marks prescribed for the Course/Practical/Project and Viva-Voce.

In the aggregate (CIA and ESE) the passing minimum shall be of 50%.

He / She shall be declared to have passed the whole examination, if he/she passes in all the courses wherever prescribed in the curriculum by earning 64 credits.

10. INTERNAL MARKS

The internal components are distributed among the following components:

a. Assignment	10 Marks
b. Seminar or Presentation	10 Marks
c. Model Examination	10 Marks
d. Attendance	5 Marks
e. Student Participation in Class	5 Marks
TOTAL	40 Marks

11. QUESTION PAPER PATTERN FOR END SEMESTER EXAMINATION

The End Semester Examination shall be conducted for 100 marks in duration of 3 hours. The question paper for LL.M programme shall consist of 10 essay type questions in **either or** format i.e., there shall be five question numbers, from 1 to 5. Each question number shall have two questions namely **a** and **b**. Students will have to answer any five questions choosing one from each question number i.e., they shall choose either **a** or **b** question. Each question shall be allotted 20 marks. Questions shall be equally distributed from each unit in the syllabus i.e., two questions per unit.

12. RETOTALLING, REVALUATION AND PHOTOCOPY OF THE ANSWER SCRIPTS:

Re-totalling: All students who appeared for the Semester Examinations are eligible for applying for re-totalling of their answer scripts.

Revaluation: All current batch students who have appeared for the Semester Examinations are eligible for Revaluation of their answer scripts. Passed out candidates are not eligible for Revaluation.

Photocopy of the answer scripts: Students who have applied for revaluation can download their answer scripts from the University Website after fifteen days from the date of publication of the results.

13. CLASSIFICATION OF SUCCESSFUL STUDENTS

The following table shows the CGPA, Grade and Classification of students who have successfully passed in all the courses.

CGPA	5.00 – 5.99	6.00 – 6.99	7.00 – 7.49	7.50 – 7.99	8.00 – 8.49	8.50 – 8.99	9.00 – 10.00
Grade	D	C	B	B+	A	A+	O
Class	Second Class	First Class		First Class with Distinction			First Class - Outstanding

First Class – Outstanding / First Class with Distinction will be awarded to candidates who have passed the courses in first appearance.

14. MARKS AND GRADES

The following table shows the Range of Marks, Grade Points, Letter Grade and Description of the Letter Grade to indicate the performance of the student course-wise.

Range of Marks	Grade Points	Letter Grade	Description
90 – 100	10	O	Outstanding
85 – 89	9	A+	Excellent
80 – 84	8	A	Very Good
75 – 79	7.5	B+	Good
70 – 74	7	B	Above Average
60 – 69	6	C	Average
50 – 59	5	D	Minimum for Pass
00 – 49	0	RA	Reappear
		AAA	Absent

Computation of Grade Point Average (GPA) in a Semester, Cumulative Grade Point Average (CGPA) and Classification:

$$\text{GPA} = \frac{\sum (C \times GP)}{\sum (C)} \qquad \text{CGPA} = \frac{\sum_{i=1}^n (C_i \times GP_i)}{\sum_{i=1}^n (C_i)}$$

Where,

n = Number of Subjects

C = Credit for the academic courses successfully completed

GP = Grade Point for the courses successfully completed

CGPA = Cumulative Grade Point Average

15. RANKING

- Students who pass all the examinations prescribed for the Program in the **FIRST APPEARANCE ALONE** are eligible for Ranking / Distinction.
- In case of students who pass all the examinations prescribed for the Program with a break in the First Appearance are only eligible for Classification.
- Students qualifying during the extended period shall not be eligible for RANKING.

16. MAXIMUM PERIOD FOR COMPLETION OF THE PROGRAMME TO QUALIFY FOR LL.M DEGREE

A Student who for whatever reasons is not able to complete the programme within the normal period (N) or the Minimum duration prescribed for the programme, may be allowed two years period beyond the normal period to clear the backlog to be qualified for the degree. (Time Span = $N + 2$ years for the completion of programme).

In exceptional cases like major accidents and childbirth, an extension of one year may be considered beyond maximum span of time (Time Span= $N + 2 + 1$ years for the completion of programme).

17. REVISION OF REGULATIONS, CURRICULUM AND SYLLABI

The University may from time-to-time revise, amend or change the Regulations, Curriculum, Syllabus and Scheme of Examination through the Academic Council with the approval of the Board of Management.

LEARNING OUTCOMES
BASED CURRICULUM
FRAMEWORK (LOCF)
LL.M

1. Introduction

The learning outcomes-based curriculum framework for post-graduate programmes in Law is intended to provide a comprehensive framework for designing and developing the curriculum for such programmes that respond to the changing needs of the students and parents, and the ever-growing requirements of the academia, the Bar, the Bench, and the society. The principal goal behind implementing learning outcomes-based curriculum framework is to provide the greatest flexibility to students, enabling them to understand the objectives behind studying a course and to assess the learning competency after the completion of the course. This framework will assist in improvement in the quality of LL.M programmes as it provides the much-needed flexibility and innovation in program design and syllabi development, teaching-learning process, and assessment of student learning levels, to keep pace with changes and demands in the field of law and academia.

2. Learning Outcomes based Curriculum Framework (LOCF) in LL.M

The LL.M programme is a two-year PG programme. The programme is designed in such a way that it prepares students for a career in academics specifically and also in other sectors. The courses taught in LL.M act as keys to access various cognitive skills of the students.

The LL.M curriculum in VISTAS is divided into i) Core Courses that provide the in depth knowledge about the specific domain of discipline that students study, ii) Discipline Specific Electives and Generic Electives that provide additional knowledge in various streams specific to the discipline, iii) Ability Enhancement and Skill Enhancement courses that develops specialized skills required in the field and iv) Dissertation that provides first hand training to the students in legal research.

3. Nature and Extent of the Programme:

The LL.M degree programme is comprehensive and rigorously structured and therefore, it is truly a post-graduate programme. Emphasis is laid on the development of core skills and competencies of students of LL.M in the field of academics and research, such as in communication, research, teaching ability etc, which will form the essential background for teaching law in a holistic manner. To this end, teachers adopt two well established methods in teaching, namely Cognitive and Socratic methods, in a blended manner.

The duration of the LL.M programme is two academic years, spanning four semesters. Each academic year is divided into two semesters. Each semester is for the duration of eighteen weeks. The teaching and learning modalities in LL.M programme will involve theory (lectures) and tutorial classes. The curriculum will be taught through formal lectures with the aid of technology, wherever the teacher feels the need, of power-point presentations, audio, and video tools. Additionally, some courses would require extensive on-the-hands study involving field work, industrial visits, discussions, project work. These are built into the teaching and assessment of all courses.

Thus, the introduction of outcome based education in LL.M programme is expected to provide integrated learning experience towards actualization of personal, professional and societal goals.

4. Objectives of the Programme:

The overall objectives of LL.M programme are

- a. To provide students with in depth knowledge of the specific field of law.
- b. To enhance the understanding, expertise and skills that students intend to acquire.
- c. To develop confidence in students by equipping them with essential skills such as interpretation, reasoning, inference, drafting, research, and argumentation, and generic skills such as listening, writing, communication and emotional intelligence.
- d. To prepare them to face competitive examinations besides a career in academics, policy making or pursuing higher studies.
- e. To facilitate them to undertake original quality research study especially in emerging areas in law and publish research findings in reputed journals.
- f. To transform them into skilled professionals and responsible citizens who will always be ready to serve the cause of the country, the academia, the Bar, the Bench and the industry.

5. Graduate Attributes:

An LL.M graduate is expected to demonstrate the following characteristic attributes -

- a) ***Disciplinary Knowledge:*** Capable of demonstrating comprehensive knowledge and understanding of principles and concepts in varied domains of law and other varied inter-related disciplines.
- b) ***Skilled Communicator:*** Ability to transmit, complex legal information to others in a clear, concise and comprehensible manner in written as well as in oral form.
- c) ***Critical Thinking, Analytical Reasoning and Problem-Solving Skills:*** Capacity to analyze and evaluate evidence, arguments, claims, beliefs based on empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies, and theories to develop knowledge and understanding of Law; demonstrate the ability to apply learning to solve different kinds of problems.
- d) ***Research-related Skills:*** Develop a sense of inquiry and capability for asking relevant/appropriate questions, synthesizing and articulating; ability to plan, execute and report the results of study.
- e) ***Team Player:*** Capable of working effectively and respectfully with diverse teams in class, in moot courts and outside; facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.
- f) ***Digital Literacy:*** Capable of using computers to search and access data or information for research and for profession, and displaying ability to locate reported cases on e- reporters.
- g) ***Ethical Awareness/Reasoning:*** Embracing moral/ethical values in conducting one's life, avoiding unethical behaviours such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual

property rights; appreciating environmental and sustainability issues; and adopting professional, objective, unbiased and truthful actions in all aspects of work.

- h) Leadership Readiness/Qualities:* Ability to lead a team or an organization, and setting direction, formulating an inspiring vision and building a team which can help achieve the goal.
- i) Life-Long Learning:* Ability to involve in the process of Continuing Legal Education by acknowledging the reality that life-long learning is an essential component of a lawyer's life and that there is no end to learning.

6. Qualification Descriptors:

Students who complete two years of full time study of this programme and earn a minimum of 65 credits, will be eligible to receive LL.M degree. This includes Core Courses, Discipline Specific Elective Courses, Generic Elective Courses, Ability Enhancement Courses and Skill Enhancement Courses.

The qualification descriptors for a student who completes LL.M programme are:

- i)* Ability to demonstrate a comprehensive understanding of the subject including procedural knowledge and required skills,
- ii)* Ability to use his/her knowledge and skills to identify issues, collect data and evaluate it to formulate evidence-based solutions,
- iii)* Develop a sense of inquiry and capability for asking relevant/appropriate questions, synthesizing, and articulating,
- iv)* Ability to put forth valid arguments based on objective evidences while respecting other's viewpoints and,
- v)* Ability to conduct oneself in a professional manner by embracing ethical and moral standards set by the profession.

7. Programme Learning Outcomes:

Students who enrol for LL.M programme will have the opportunity to master the following programme learning outcomes -

PLO-1: Demonstrate comprehensive knowledge and understanding of principles and concepts in varied domains of law and its linkages with various other disciplines.

PLO-2: Able to communicate effectively in a clear, concise, and comprehensible manner in written as well as in oral form; develop proficiency in multiple languages besides English.

PLO-3: Able to analyze facts, opinion, and evidence in a critical, scientific, and logical manner.

PLO-4: Able to find solution to problems, both familiar and especially unfamiliar ones, by applying not only the techniques taught during the course of study, but

also demonstrate capability to devise novel methodology to approach problems.

PLO-5: Able to conduct research, generate new knowledge especially in emerging areas in law and its inter-related disciplines and publish findings in standard and reputed journals or present in conferences or seminars.

PLO6: Able to work effectively and respectfully as a team player or lead a team as leader, thereby contributing to the success of the team goals.

PLO7: Able to use basic computer applications, search e-reporters, etc., for studies as well as for the profession.

PLO8: Able to conduct one-self morally and ethically upright in professional as well as in private life.

PLO9: Willingness to extend free legal aid and provide consultation to poor, deprived and marginalized people and provide them access to justice.

PLO10: Able to appropriate self-management, discipline and balanced thought and capacity to adapt and embrace change.

PLO11: Develop an attitude of self-reflection while learning & recognize the need for and have the preparation and ability to engage in independent and life-long learning in the broader context of changing legal milieu.

It is expected that empowering students with required skills specific to the discipline and the profession such as research, argumentation, and communication, attitudes and natures, and general values in it that studies human beings in their social context, in all its complexity, will ultimately enable learners to live rich, productive and meaningful lives.

8. Teaching – Learning Methods:

The pedagogic methods adopted for the LL.M programme involves lectures, case study methods, problem solving approaches, tutorial discussions, seminar, as well as technology-supported presentations. We believe that education is interactive and all sessions between students and teachers are based upon reciprocity and respect.

Lectures (of one hour each) delivered would systematically deal with the themes of the syllabus. This constitutes the core of the teaching-learning process. The students are provided with bibliographic references and encouraged to go through some essential readings so that they could be more interactive and ask more relevant questions in the class. Emphasis is laid on the thorough understanding of theoretical foundation of the concepts.

Wherever needed, teachers use audio-video based technological devices (e.g. Power Point) to make their presentations more effective. Some courses require that students see a documentary, or undertake field visits to prison, legislative assembly, courts, forensic laboratory etc., and course themes are structured so that discussions of these will further nuance the critical engagement of students with ideas introduced in their textual materials.

9. Assessment Methods

Graded assessment of all courses in School of Law, VISTAS is broadly carried out in two forms:

- a) The first level of assessment is Continuous Internal Assessment (CIA). Students of LL.M will be assessed based on their performance in Assignment, Seminar / Presentation and their Preparedness and Participation in Class, apart from marks being allotted for regularity of attendance. There is a model examination conducted towards the end of the semester, which is the only written examination in internal components for LL.M. All these components comprise 40% of the final grade.
- b) The second level of assessment is done through the End Semester [theory] Examination (ESE) which covers the entire syllabus. The question paper for LL.M programme shall consist of 10 essay type questions in **either or** format i.e., there shall be five question numbers, from 1 to 5. Each question number shall have two questions namely **a** and **b**. Students shall answer any five questions choosing one from each question number i.e., they shall choose either **a** or **b** question. Each question shall be allotted 20 marks. Questions shall be equally distributed from each unit in the syllabus i.e., two questions per unit. The exam is conducted for a duration of three hours. The end of semester examination comprises 60% of the final grade.

For Teaching Practice and Dissertation, there is no written End Semester Examination.

CURRICULUM WITH OVERALL CREDIT DISTRIBUTION

(Minimum Credits to be Earned: 65)

FIRST YEAR

FIRST SEMESTER					
CATEGORY	COURSE TITLE	HOURS PER WEEK			CREDITS
		Lecture	Tutorial	Practical	
Core	Legal Education and Research Methodology (Common Paper – I)	4	0	0	4
Core	Law and Justice in a Globalizing World (Common Paper – II)	4	0	0	4
Core	Industrial Relations Law (Specialization – I)	4	0	0	4
Core	Constitutional Foundation of Administrative Law (Specialization – II)	4	0	0	4
GE	Health Law	2	0	0	2
TOTAL		18	0	0	18

SECOND SEMESTER					
CATEGORY	COURSE TITLE	HOURS PER WEEK			CREDITS
		Lecture	Tutorial	Practical	
Core	Constitutional Law: The New Challenges (Common Paper – III)	4	0	0	4
Core	Judicial Process (Common Paper – IV)	4	0	0	4
Core	Trade Unionism, Collective Bargaining and Industrial Adjudication (Specialization – III)	4	0	0	4
Core	Administrative Justice and Discretionary Powers (Specialization – IV)	4	0	0	4
AEC	Teaching Aptitude	2	0	0	2
TOTAL		18	0	0	18

SECOND YEAR

THIRD SEMESTER					
CATEGORY	COURSE TITLE	HOURS PER WEEK			CREDITS
		Lecture	Tutorial	Practical	
Core	Laws Relating to Wage Determination and other Benefits (Specialization – V)	4	0	0	4
Core	Administrative Process and Judicial Control (Specialization – VI)	4	0	0	4
DSE	Law Relating to Service Regulations (Discipline Specific Elective - I)	4	0	0	4
SEC	Teaching Practice (Practical)	0	0	2	1
TOTAL		12	0	2	13

FOURTH SEMESTER					
CATEGORY	COURSE TITLE	HOURS PER WEEK			CREDITS
		Lecture	Tutorial	Practical	
Core	Law relating to Labour Welfare (Specialization - VII)	4	0	0	4
DSE	Legal Devices against Maladministration and Corruption (Discipline Specific Elective - II)	4	0	0	4
Core	Dissertation	8	0	0	8
TOTAL		16	0	0	16

SEMESTER - I

CORE		LEGAL EDUCATION AND RESEARCH METHODOLOGY (Common Paper – I)	L	T	P	Credits
			4	0	0	4

COURSE OBJECTIVES:

The objective of this course is to acquaint the students with understanding of scientific method of legal research. This course is expected to provide the knowledge of the technique of selection, collection, and interpretation of primary and secondary data in socio-legal research.

Module 1: LEGAL EDUCATION IN INDIA

[12 Hours]

Objectives of Legal Education – Role of Professional Legal Education in Democracy – Significance of Development of Skills and Inculcation of Values – Impact of Globalization on Legal Education – Post Graduate Legal Education: Objectives, Different Patterns, Reforms in Legal Education – Significance of Mac Crate Report – Role of Different Agencies: Bar Council of India, Law Commission, UGC, Government – Significance of Curriculum Development – Examination Reforms.

Module 2: METHODS OF TEACHING

[12 Hours]

Methods of Teaching: Lecture Method, Case Method, Problem Method, Socratic Method, Tutorial Method, Seminar-cum-Discussion Method – Clinical Legal Education – ICT and Learning Devices – Democratic Practices in Classroom.

Module 3: BASICS OF RESEARCH, OBJECTIVES AND CLASSIFICATION

[12 Hours]

Meaning, Objectives and motivation for Research – Foundations of Research Methodology – Comparison of Research Methods vis-à-vis Research Methodology – Legal Research – Kinds of Research: Doctrinal, Non-Doctrinal, Applied, Fundamental Research – Library Research – Field Research – Laboratory Research – Participatory and Non-Participatory – Comparative – Historical – Social-Legal – Quantitative and Qualitative – Research for Law Reform – Interdisciplinary Approach in Legal Research.

Module 4: RESEARCH DESIGN AND DATA COLLECTION

[12 Hours]

Various Steps in Research – Research Problem – Identification and Formulation of Hypothesis – Tools and Techniques for Collection of Data – Literature Review – Jurimetrics Analysis and Interpretation of Data – Preparation of Research Report – Plagiarism and Copyright Violation.

Module 5: RESEARCH METHODS IN LEGAL RESEARCH AND REPORT WRITING

[12 Hours]

Socio-Legal Research Method: Need and Significance – Research Question – Title, Identifying Relevant Areas of Law, Identifying Literature – Legal Writing and Essentials of Good Legal Writing – Thesis Writing – Evaluation – Research Ethics.

ESSENTIAL READINGS:

1. Sushma Gupta History of legal Education, Deep and Deep, Delhi, 2006.
2. Dr.V.N.Paranjape, Legal Education and Research methodology. Central law Pub. Allahabad, 2011.
3. N.R. Madhava Menon, Clinical legal Education, Eastern Book Co., Lucknow, 2009.
4. William J. Goode and Paul K. Hatt, Methods in Social Research, Mc Graw-Hill Book Company, London (1952)
5. Erwin C. Surrency, B.Felf and J. Crea, A Guide to Legal Research, Oceana Publications, (1966).

6. C.R.Kothari: Research Methodology :Methods and Techniques, 2nd Edition, Wishwa Prakashan, New Delhi, 1995.
7. Wilkinson & Bhandarkar, Methodology and Techniques of Social Research, 9thEdition, Himalaya Publishing Housing, Bombay-Delhi-Nagpur 1994.
8. Sally Kift, A Tale of Two Sectors: Dynamic Curriculum Change for a DynamicallyChanging Profession, 13th Commonwealth Law Conference (2003)
9. S. K. Verma and Afzal Wani, Legal Research Methodology, ILLI, New Delhi, Latestedition.
10. The Bar Council of India rules for Advocate,
<http://www.barcouncilofindia.org/about/professional-standards/rules-onprofessional-standards/>
11. UGC, Evaluation Reforms in Higher Education Institutions (2019)

COURSE OUTCOMES:

Students will be able to

- CO1:** Explain the role of Bar Council, UGC and Law Commission in CurriculumDevelopment.
- CO2:** Describe different teaching methods.
- CO3:** Compare research methods vis-à-vis research methodology.
- CO4:** Prepare a preliminary research design for projects in their subject matter areas.
- CO5:** Understand and identify the structure of drafting a legal research writing.

CORE		LAW AND JUSTICE IN A GLOBALIZING WORLD (Common Paper – II)	L	T	P	Credits
			4	0	0	4

COURSE OBJECTIVES:

The objective of this course is to enable students of Law to understand the process of globalization and to critically assess and assimilate its impact on law and justice.

Module 1: GLOBALIZATION

[12 Hours]

Introduction: Meaning - Social, Political and Economic Dimensions of Globalization – Emergence of Transnational Law in a Globalizing World – Impact of Globalization on Sovereignty of States – Impact of Globalization on Federalism and Democratic Law Making.

Module 2: GLOBALIZATION AND ITS IMPACT ON HUMAN RIGHTS

[12 Hours]

Impact of Globalization on Human Rights – Globalization and Free Market – Impact on Welfare State – Natural Resources – Environment Displacement for Development – Problem of Unemployment – Crime against Humanity.

Module 3: CONCEPT OF JUSTICE IN A GLOBALIZING WORLD

[12 Hours]

Globalization and Universal Values – Concept of Global Justice – Realism – Particularism – Nationalism – Cosmopolitanism – Connection between Law and Society – Theories of Justice – Global Distribute Justice.

Module 4: IMPACT OF GLOBALIZATION ON SOCIAL CHANGE

[12 Hours]

Impact of Globalization on Judicial Process and Administration of Justice – Law and Society – Social Basis of Law – Social Functions of Law – Law as a Framework of Social Life – Law as an Instrument of Social Change.

Module 5: CONSTITUTIONAL DIMENSION TO JUSTICE

[12 Hours]

Judicial Activism – Judicial Self-Restraint – Judicial Independence – Judicial Accountability – Precedent and Social Change – Doctrine of Stare Decisis in England and India – Access to Justice – Legal Literacy – Social Philosophy of Judge and Impact on Judicial Decisions – Committed Judiciary – Power of Dissent – Judicial Creativity.

ESSENTIAL READINGS:

1. Baxi, U. (2002). The future of human rights. New Delhi: Oxford University Press. Ch.1 & 7.
2. Sen, A. (2009). The idea of justice. Cambridge: Harvard University Press. Ch. 18
3. Ishwar Bhatt, Globalization, Law and Social Transformation in India.
4. Anghie, A. (2007). Imperialism, sovereignty and the making of international law. Cambridge: Cambridge University Press. Ch. 1, 5 & 6.
5. Pogge, T. (2002). World poverty and human rights: Cosmopolitan responsibilities and reforms. Cambridge: Polity. Ch. 4 & 7.

6. Amartya Sen, Development as Freedom, Oxford University Press, 1999.
7. Rajagopal B. (2003). International law from below: Development, social movements and third world resistance. Cambridge: Cambridge University Press. Ch. 5 & 7.
8. Chimni, B. S. (2007). A Just World under Law: A View from South. American University International Law Review., 22 (2), 199-220.
9. Singh, A. P. (2008). Globalization and its Impact on National Policies with Reference to India: An Overview of Different Dimensions. Journal of Constitutional and Parliamentary Studies, 42 (1-2), 62-78.
10. Adam, S. (2011). Distributing Justice. New York University Law Review, 86 (2), 500-572.

COURSE OUTCOMES:

Students will be able to

- CO1:** Critically evaluate globalization and its impact on federalism.
- CO2:** Analyse the impact of globalization and free market on welfare state.
- CO3:** Evaluate various theories relating to justice.
- CO4:** Analyse alternative legal strategies for social change.
- CO5:** Explain judicial activism and judicial self-restraint.

CORE		INDUSTRIAL RELATIONS LAW (Specialization – I)	L	T	P	Credits
			4	0	0	4

COURSE OBJECTIVES:

The aim of this course is to provide students with an understanding of laws related to industrial relations, the problems in industrial relations and a framework for analysis of such problems.

Module 1: INDUSTRIAL RELATIONS [12 Hours]

Perspectives and Foundation of Industrial Relations – Concept of Industry – Master and Servant Relationship – State Regulation of Employer – Employer-Employee Relationship – Government's Policy on Industrial Relations.

Module 2: COLLECTIVE BARGAINING [12 Hours]

Process of Collective Bargaining – Prerequisites for Collective Bargaining – Strikes: Pen Down Strike, Tools Down Strike, Go Slow, Work to Rule, Stay-In, Sit-in, Picketing, Gherao – Law Relating to Collective Bargaining.

Module 3: INDUSTRIAL RELATIONS MACHINERY AND METHODS OF SETTLEMENT OF INDUSTRIAL DISPUTES [12 Hours]

Works Committee – Conciliation – Investigation – Court of Inquiry – Voluntary Arbitration – Compulsory Adjudication – Constitutional and Legal Aspects – Constitutional Goals Protecting Capital and Labour.

Module 4: INDUSTRIAL DISPUTES – JUDICIAL FORMULATION [12 Hours]

Definition of Appropriate Government, Industry, Individual Dispute, Workmen etc. – Settlement and Award – Layoff – Retrenchment and Closure – Compulsory Retirement – Voluntary Retirement – Superannuation. .

Module 5: INDUSTRIAL DISPUTES RESOLUTION [12 Hours]

Legal Status of Conciliation Settlements – Voluntary Arbitration – Compulsory Adjudication Industrial Tribunals – National Tribunals – Status, Powers and Awards – Jurisdictions, Powers and Functions of Adjudicator Authorities – Judicial Review – Comparative Overview of Adjudicatory Process in the UK, USA and India.

[TOTAL: 60 Hours]

ESSENTIAL READINGS:

1. S.C Srivastava, Industrial Relations and Labour Laws, Vikas Publications, 6th ed., 2012
2. Arun Monappa, Industrial Relations Law and Labour Laws, Tata McGraw Hill Education, 2012
3. P.K. Padhi, Labour and Industrial Relations Laws, PHI Learning publication pvt. Ltd., 4th ed. 2019.

4. S.N.Mishra, Labour and Industrial Law (Central Law Publications, 29th ed., 2019).
5. Dr. Avtar Singh, Introduction to Labour and Industrial Law (LexisNexis Butterworths Wadhwa, Nagpur, 2 nd ed., 2008).
6. V.V. Giri, Labour Problems in Indian industry (Asia Publishing House)
7. V.B. Kher - Indian Trade Union Law, J.N. Mallik-Trade Law, (S.C. Sarker& Sons).
8. I.P. Massey, "A legal Conundrum in Labour Law", 14 JILI 386 (1972).
9. D.C. Jain, "Meaning of Industry: Wilderness of Conjectural Justice" (1986) 3. S.C.C. Journal,1.

COURSE OUTCOMES:

Students will be able to

CO1: Discuss the concept of industry and master and servant relationship and appraise Government's policy on Industry Relations.

CO2: Interpret collective bargaining and explain different forms of strike.

CO3: Illustrate the Constitutional goal protecting capital and labour.

CO4: Outline the judicial formulation of industrial disputes.

CO5: Summarize the legal status of conciliation settlements.

CORE		CONSTITUTIONAL FOUNDATION OF ADMINISTRATIVE LAW (Specialization – II)	L	T	P	Credits
			4	0	0	4

COURSE OBJECTIVES:

The objective of this course is to provide students with an understanding of the basics of administrative law and its core principles.

Module 1: ADMINISTRATIVE PROCESS

[12 Hours]

Definition, Nature and Scope of Administrative Law – Classification of Function, Nature, Characteristics, Scope, Limits and Tools of Administrative Process – Impact of LPG on Administrative Law.

Module 2: EVOLUTION AND SIGNIFICANCE OF ADMINISTRATIVE LAW IN VARIOUS SYSTEMS OF GOVERNANCE

[12 Hours]

French System – English System – US System – Indian System – Other System.

Module 3: RULE OF LAW

[12 Hours]

Rule of Law – Dicey’s Concept – Changing Dimensions – Challenges and Possibilities – Instrumentalities of Rule of Law – Rule of Law under the Constitution of India – Relevance of Rule of Law in the Present Society – New Horizons of Rule of Law.

Module 4: SEPERATION OF POWERS

[12 Hours]

Explanation of the Doctrine – Comparative Study of Common Law and Continental System: English, French, US and India – Constitutional Provisions on Separation of Powers – Separation of Powers and Judiciary.

Module 5: DELEGATED LEGISLATION

[12 Hours]

Need and Scope of Delegation – Comparative Approaches – Widening Contours – Classification – Controls over Delegated Legislation – Legislative, Administrative and Judicial Control – Delegated Legislation in India.

[TOTAL: 60 Hours]

ESSENTIAL READING:

1. Durga Das Basu, Administrative Law.
2. De Smith - Judicial Review of Administrative Action, 6th Revised Edition 2006, Sweetand Maxwell Publication.
3. Garner’s – Administrative Law, 8th Edition 1996, Oxford University press
4. H.W.R. Wade and C.F. Forsyth - Administrative Law, 10th Edition 2009, Publication-Oxford University Press, New York.

5. Jain, M.P., Cases and Materials on Indian Administrative Law, Nagpur: Lexis Nexis, India.
6. M. P. Jain & S. N. Jain, Principles of Administrative Law, Nagpur: Lexis Nexis, India, 2010.
7. Richard J Pierce & Kenneth Culp Davis, Administrative Law treatise.
8. Ajoy P.B., Administrative Action and the Doctrine of Proportionality in India, <http://www.iosrjournals.org/iosr-jhss/papers/Vol1-issue6/D0161623.pdf>
9. D.Y. Chandrachud, Constitutional and Administrative Law in India, <http://scholarship.law.cornell.edu/cqi/viewcontent.cgi?article=1142&context=ijli>
10. A. T. Markose, 'Judicial Control of Administrative Action in India. A Study in Methods.' <http://www.jstor.org/stable/pdfplus/1337434.pdf?acceptTC=true>
11. 162nd Report of the Law Commission on Central Administrative Tribunal, <http://lawcommissionofindia.nic.in/101-169/report162.pdf>

COURSE OUTCOMES:

Students will be able to

- CO1:** Understand the characteristics, functions and classification of functions.
- CO2:** Evaluate the different systems of governance.
- CO3:** Design the relevance of Rule of Law in the present society.
- CO4:** Appraise Constitutional provisions on Separation of Powers.
- CO5:** Compare different classification and controls over delegated legislation.

GE		HEALTH LAW	L	T	P	Credits
			2	0	0	2

COURSE OBJECTIVES:

The objective of this course is to provide students with knowledge and understanding of the laws related to health care in India and other contemporary related issues.

Module 1: INTRODUCTION

[6 Hours]

Public Health as an Index of Development – Health promotion – Contagious Diseases control – National Health Policy – Medical Negligence and Malpractice – Duties of Hospitals Regarding Medico – Legal Issues.

Module 2: HEALTH LAW – NATIONAL PERSPECTIVE

[6 Hours]

Right to Health as a Fundamental Right in India – Mental Health Law – Private Health Sector Regulation – Barriers to Health care – Approaches of Judiciary.

Module 3: HEALTH AND OTHER LAWS

[6 Hours]

Consent to Treatment – Mental Health Act, 2017 – Protection of Human Rights of Mentally Ill Persons – Medical Termination of Pregnancy Act, 1971 – The Transplantation of Human Organs Act, 1994 – Legal Liability of Medical Profession – Medical Audit.

Module 4: HEALTH LAW AND MEDICAL ETHICS

[6 Hours]

Principles of Medical Ethics – Autonomy – Board of Medical Ethics by Medical Council of India – Ethical Guidance for Research – Deontological Utilitarian Theories.

Module 5: EMERGING ISSUES

[6 Hours]

Stem Cell Treatment – Artificial Insemination and Surrogacy – Medical Termination of Pregnancy – Euthanasia – Organ Transplantation.

TOTAL: 30 Hours

ESSENTIAL READINGS:

1. M.C. Gupta, Micheal Davies – Textbook on Medical Law, 1stedn, Vol. I:(2004)
2. Steiner, John E.Jr, Wolters Kluer, Health Law and Compliance Update 2017, AspenPub: 6thedn.
3. Anne – Maree Farrell, Hohn Devereux, Isabel Karpin, Penelope Weller, Health Law, Frameworks and Contexts, Cambridge University Press, Vol.II, (2015).
4. Dr. Nandita Adhikari, Law and Medicine, Central Law Publishing.
5. Jonathan Herring, Medical Law and Ethics
6. Mason and Mc Call Smith, Law and Medical Ethics

COURSE OUTCOMES:

Students will be able to

CO1: Analyse the duties of hospitals regarding medico-legal cases.

CO2: Describe the right to health as a fundamental right.

CO3: Explain about various laws relating to healthcare in India.

CO4: Describe about medical ethics and various theories connected to it.

CO5: Explain about various emerging issues with regard to healthcare in India.

SEMESTER - II

CORE		CONSTITUTIONAL LAW: THE NEW CHALLENGES (Common Paper – III)	L	T	P	Credits
			4	0	0	4

COURSE OBJECTIVES:

The course on Constitutional Law: The New Challenges aims to provide exposure to the students about various new and emerging challenges and perspectives of constitutional development in India.

Module 1: FEDERALISM

[12 Hours]

Creation of New states – Allocation and share of Resources – Distribution of Grants in aid- The inter – state disputes on Resources – Rehabilitation of Internally Displaces Persons – Centre’s Responsibility and Internal Disturbance within states – Directions of the center to the state under article 356 and 365- Federal comity: Relationship of Trust and Faith Between the centre and state – Special Status of certain states – Tribal Areas – Scheduled Areas.

Module 2: STATE

[12 Hours]

Need for widening the Definition in the wake of Liberalization – Right to Equality – Privatization and its Impact on Affirmative Action – Empowerment of women

Module 3: FREEDOM OF SPEECH AND EXPRESSION

[12 Hours]

Freedom of Press and challenges of New Scientific Development – Freedom of Speech and Right to Broadcast and Telecast – Right to strike – Hartal and Bandh.

Module 4: EMERGING REGIME OF NEW RIGHTS AND REMEDIES

[12 Hours]

Reading Directive principles and Fundamentals Duties into Fundamental Rights – Compensatory Jurisprudence – Right to Education – Commercialization of Education and its Impact – Brain Drain by Foreign Education Market – Right of Minorities to Establish and Administer Educational Institutions and State Control – Secularism and Religious Fanaticism.

Module 5: SEPARATION OF POWERS: STRESSES AND STRAIN

[12 Hours]

Judicial Activism and Judicial Restraint – PIL – Implementation – Judicial Independence – Appointment – Transfer and removal of Judges – Accountability – Executive and Judiciary – Tribunals.

[TOTAL: 60 Hours]

ESSENTIAL READING:

1. Seervai, H.N., Constitutional Law of India, Universal Law Publishing Co., Reprint, New Delhi, 2013.
2. Bakshi, P.M., The Constitution of India, Universal Law Publishing Co., New Delhi, 10th Edition, 2014.
3. Basu, D.D., Introduction to the Constitution of India, Lexis Publication, Nagpur, 22nd Edition, 2015.
4. Shukla, V.N., Constitution of India, Eastern Book Agency, Lucknow, 10th Edition, 2014.
5. Jain, M.P., Indian Constitutional Law, Lexis Nexis, Nagpur, 6th Edition, 2013.

COURSE OUTCOMES:

Students will be able to

- CO1:** Describe the relationship between Trust and Faith between Centre and states.
- CO2:** Explain about privatization and its impact on affirmative action.
- CO3:** Describe about Freedom of Speech and right to broadcast and telecast.
- CO4:** Evaluate commercialization of education and its impact on the education system.
- CO5:** Elucidate the concept of judicial activism.

CORE		JUDICIAL PROCESS (Common Paper – IV)	L	T	P	Credits
			4	0	0	4

COURSE OBJECTIVES:

The objective of this course is to study the nature of judicial process and the role of the judiciary in evolving principle of governance.

Module 1: NEED FOR JUDICIAL ADJUDICATION

[12 Hours]

Necessity of the Administration of Justice – Administration of Civil and Criminal Justice – Certainty and uniformity in the Application of Law -The Significance of Judicial Constraints
– The External Constraints, Internalized constraints and some structural Constraints.

Module 2: NATURE OF JUDICIAL PROCESS

[12 Hours]

Judicial Process as an Instrument of Social Ordering – Judicial Process and Creativity in Law
– common Law Model – Legal Reasoning and Growth of Law – Change and Stability – The Tools and Techniques of Judicial Creativity and Precedent – Legal Development and Creativity through legal reasoning under Statutory and Codified Systems – Special Dimensions of Judicial Process in Constitutional Adjudications – Nations of Judicial Review – Role in Constitutional Adjudication – Various Theories of Judicial Role – Tools and Techniques in Policy – Making and Creativity in constitutional Adjudication – Varieties of Judicial and Juristic Activism – Problems of Accountability and Judicial Law – Making.

Module 3: JUDICIAL PROCESS IN INDIA AND ENGLAND

[12 Hours]

Indian Debate on the role of Judges – Notion of Judicial Review – The Independence of Judiciary and the political Nature of Judicial Process – Judicial Activism and Creativity of the Supreme court – The tools and Techniques of Creativity – Judicial process in pursuit of Constitutional Goals and Values – New Dimensions of Judicial Activism and Structural Challenges – Institutional Liability of Courts and Judicial Activism – Scope and Limited – Judicial Hierarchy.

Module 4: THE CONCEPT OF JUSTICE

[12 Hours]

The Concept of Justice or Dharma in India Thought – Dharma as the Foundation of Legal Ordering in Indian Thought – The Concept and Various Theories of Justice in the Western – Various Theoretical Bases of Justice – The Liberal Contractual Tradition- The Liberal Utilitarian Tradition and the Liberal Moral Tradition.

Module 5: JUDICIAL PROCESS AND DEVELOPMENT**[12 Hours]**

Evolution of the Concepts of Basic Structure – Philosophy of the Doctrine of Basic Structure
– Basic Structure and Constitutionalism – Recent Developments – The Law commission of India, Power, Functions and Development of Law and Legal system in India – The Role, Powers and Functions of Legal Services Authority.

TOTAL: 60 Hours**ESSENTIAL READINGS:**

1. Julius Stone, The Province and Function of Law, 2000 Universal, New Delhi
2. Cardozo, The Nature of Judicial Process, 19945 Universal, New Delhi
3. W. Freidmann Legal Theory, 1960
4. Bodenheimer – Jurisprudence – The Philosophy and Method of the Law, 1997,Universal, New Delhi
5. J. Stone, Legal System and Lawyers, Reasonings, 1999 Universal, New Delhi

COURSE OUTCOMES:

Students will be able to

CO1: Explain the significance of judicial constraints.

CO2: Understand legal development and creativity through legal reasoning under statutory and codified systems.

CO3: Discuss new dimensions of judicial activism and structured challenges.

CO4: Elucidate dharma as the foundation of legal ordering in Indian thought.

CO5: Describe the role, powers and functions of legal services authority.

CORE		TRADE UNIONISM, COLLECTIVE BARGAINING, AND INDUSTRIAL ADJUDICATION (Specialization – III)	L	T	P	Credits
			4	0	0	4

COURSE OBJECTIVES:

This course acquaints students with the knowledge of the Trade Union concept, functioning of trade unions, collective bargaining, and dispute resolution mechanism at workplace.

Module 1: TRADE UNION CONCEPT AND HISTORY

[12 Hours]

Freedom of Organization – Negative and Positive Features – Trade Union: Comparison and Position in India, UK and USA – Scope of Art. 19(1) – History of Trade Union Movement in India – Trade Union Act, 1926 – Affiliation of Unions to Political Parties – Workers Participation in Management.

Module 2: REGISTRATION AND RECOGNITION OF TRADE UNIONS

[12 Hours]

Registration of Trade Unions – Rights, Privileges and Immunities of Registered Trade Unions – Trade Union Problems in India – Trade Union Recognition – Trade Union and Politics – Trade Unions and Corporate Status – Inter-Union Rivalry and Intra-Union Rivalry – NCL Recommendations – Organized and Unorganized Labour and Unionizations.

Module 3: COLLECTIVE BARGAINING

[12 Hours]

Freedom of Association and Concept of Collective Bargaining – Comparative Study of Freedom of Association – ILO's Response to Freedom of Association – Judicial Response to Collective Bargaining – ILO's Response to Collective Bargaining – Collective Bargaining vs. Industrial Adjudication.

Module 4: LEGAL CONTROL AND PROCESS OF COLLECTIVE BARGAINING

[12 Hours]

Strike as a Legal Control on Collective Bargaining – Different Kinds of Collective Bargaining – Levels of Collective Bargaining – Unfair Labour Practice and Collective Bargaining – Influence of Wage Policy on Collective Bargaining – Contribution of Indian Labour Conference, Standing Labour Committee and Planning – Ethical Codes in Industrial Relations and Collective Bargaining.

Module 5: GLOBIZATION AND ITS IMPACT ON COLLECTIVE BARGAINING

[12 Hours]

Impact of Globalization on Collective Bargaining in India – Position of Collective Bargaining in Public Sector – Comparative Study of Collective Bargaining between UK and USA – Role

of Trade Union for Collective Bargaining in Global Era – Collective Bargaining in other Countries – Economic Arguments for and against Workers Participation in Management.

TOTAL: 60 Hours

ESSENTIAL READING:

1. O.P. Malhotra, The Law of Industrial Disputes. (Tripathi)
2. K.D. Srivastava, Law Relating to trade Unions and Unfair Labour Practices in India.(Eastern Book Company)
3. V.V.Giri, Labour Problems in Indian industry (Asia Publishing House), V.B. Kher –Indian.
4. Trade Union Law, J.N. Mallik-Trade Law, (S.C.Sarker & Sons),
5. Karnik, Indian Trade Unions,
6. Ganga Sahai Sharma – Trade Union Freedom in India. (Deep and Deep Publicaion)
7. S.N. Dhayani – Trade Union and the Right to strike. (S.Chand & Co.),
8. Relevant Chapters of National Commission on Labour 1969.
9. Mary Sur, Collective bargaining, Morris D. Korkash – A Tretise on Labour Law. (TheBobbs. Merrill Co. India)
10. Benjamin. J. Taylor & Fred Witney, Labour Relations Law. (Practice Hall), Otto

COURSE OUTCOMES:

Students will be able to

CO1: Outline the functioning of Trade Union Movement in India.

CO2: Summarize the trade union recognition and trade union practices.

CO3: Appraise the ILO's response to freedom of association and state the judicial responseto collective bargaining.

CO4: Elaborate legal control and process of collective bargaining.

CO5: Articulate the role of trade union for collective bargaining in a global era.

CORE		ADMINISTRATIVE JUSTICE AND DISCRETIONARY POWERS (Specialization - IV)	L	T	P	Credits
			4	0	0	4

COURSE OBJECTIVES:

The core objective of this paper is to comprehend the basic administrative process relating to administrative adjudication. Students will understand the importance of discretionary powers exercised by the administrative body.

Module 1: ADMINISTRATIVE DISCRETION

[12 Hours]

Nature and Scope – Need for Discretionary Powers – Reasons behind Administrative Discretion – Discretion and Justifiability – Power and Duty Co-Relation.

Module 2: DISCRETIONARY POWER, JUDICIAL REVIEW AND CONTROL ON DISCRETION

[12 Hours]

Grounds for Judicial Review – Excess of Jurisdiction – Lack of Jurisdiction – Abuse of Jurisdiction – Failure to Exercise Jurisdiction – Control Measures over Administrative Discretion.

Module 3: PUBLIC ACCOUNTABILITY AND CONTROL OF DISCRETION

[12 Hours]

Control of Discretion at the Stage of Exercise of Power – Policy as a Fetter to Discretion – Exemplary Damages for Abuse of Discretion.

Module 4: FUNDAMENTAL RIGHTS AND ADMINISTRATIVE DISCRETION

[12 Hours]

Doctrine of Excessive Delegation of Discretion – Art. 14: Right to Equality – Art. 19: The Six Freedoms – Art. 21 and 22: Personal Liberty and Preventive Detention – Administrative Discretion and Arbitrariness.

Module 5: EXERCISE OF DISCRETIONARY POWERS

[12 Hours]

Doctrine of Ultra-vires – Substantive Ultra-vires – Procedural Ultra-vires – Misuse of Discretion – Abuse of Discretion – Judicial Discretion.

TOTAL: 60 Hours

ESSENTIAL READING:

1. Ivor Jennings , “The Law and the Constitution” (University of London Press, 1964).
2. Neville L. Brown and J.F. Garner, “French Administrative Law”, London, Butterworths, (1973).

3. M.P.Jain & S.N. Jain, "Principles of Administrative Law" (Gurgaon: Lexis Nexis,2013).
4. IK.S. Shukla and S.S. Singh, Lokayukta: a Social Legal Study, Indian Institute of Public Administration, New Delhi
5. A.V. Dicey, "Law of the Constitution" (Oxford Publishers, 2013).
6. Schwartz and Wade, "Legal Control of Government" (Oxford University Press,1972).
7. A.T.Markose, "Judicial control of Administrative action in India" (1956)
8. W. Friedman, "The State and the Rule of Law in a Mixed Economy" (London:Stevens & Sons, 1971).
9. Davis, Discretionary Justice
10. Peter H. Schuck, Foundations of Administrative Law, Oxford, New York.

COURSE OUTCOMES:

- CO1:** Analyse the reasons behind administrative discretion.
- CO2:** Articulate the control measures over administrative discretion.
- CO3:** Correlate policy as a fetter to discretion.
- CO4:** Elaborate the principle of discretion in relation to Art. 14, 19 and 21 of the Constitution of India.
- CO5:** Substantiate the principle of ultra-vires.

AEC		TEACHING APTITUDE	L	T	P	Credits
			2	0	0	2

COURSE OBJECTIVES:

The aim of this course is to create a general awareness among students about teaching-learning process in higher education system and to help them to effectively prepare for UGC-NET exam.

Module 1: TEACHING

[6 Hours]

Teaching: Concept, Objectives - Levels of Teaching: Memory, Understanding and Reflective

- Characteristics and Basic Requirements – Learners Characteristics: Characteristics of Adolescent and Adult Learners (Academic, Social, Emotional and Cognitive), Individual Differences – Factors affecting Teaching related to: Teacher, Learner, Support Material, Instructional Facilities, Learning Environment and Institution.

Module 2: TEACHING PREPAREDNESS AND SUPPORT SYSTEM

[6 Hours]

Preparing Curriculum and Syllabus – Developing Teaching and Lesson Plans – Methods of Teaching in Institutions of Higher Learning: Teacher Centred vs. Learner Centred Methods – Offline vs. Online Methods – SWAYAM, SWAYAMPBHA, MOOCs – Teaching Support System: Traditional, Modern and ICT Based.

Module 3: EVALUATION OF STUDENT'S PERFORMANCE

[6 Hours]

Preparing a Question Paper – Elements and Types of Evaluation – Examination System – Problems in Evaluation – Methods of Evaluation: Continuous Internal Assessment and End- term Examinations – Innovations in Evaluation Systems – Objective and Subjective Evaluation – Grading Assignments – Supervision: Exam Supervision, Ethics, Research Supervision, and Inculcation of Good Practices.

Module 4: COMMUNICATION

[6 Hours]

Communication: Meaning, Types and Characteristics of Communication – Effective Communication: Verbal and Non-Verbal, Inter-Cultural and Group Communications – Classroom Communication – Barriers to Effective Communication.

Module 5: HIGHER EDUCATION SYSTEM IN INDIA

[6 Hours]

Institutions of Higher Learning and Education in Ancient India – Evolution of Higher Learning and Research in Post Independent India – Policies, Governance and Administration related to Higher Education in India – Choice Based Credit System (CBCS) – Learning Outcomes based Curriculum Framework (LOCF) – UGC NET – National Education Policy, 2020.

TOTAL: 30 Hours

ESSENTIAL READING:

1. N.R. Madhava Menon, Legal Education for Professional Responsibility – An Appraisal of the New Patter, Legal Education in India: Status and Problems, BCITrust, New Delhi, 1983.
2. P.L. Mehta, Legal Education and Profession in India, 2000.
3. S. Agarwala, Legal Education in India – Past, Present and Future.

COURSE OUTCOMES:

Students will be able to

CO1: Understand the characteristics of teaching.

CO2: Prepare for class as a teacher.

CO3: Evaluate and assess a student's performance.

CO4: Effectively communicate in class.

CO5: Explain about the developments in Higher Education in India.

SEMESTER - III

CORE		LAWs RELATING TO WAGE DETERMINATION AND OTHER BENEFITS (Specialization – V)	L	T	P	Credits
			4	0	0	4

COURSE OBJECTIVES:

The course intends to disseminate knowledge among students about various laws related to wages in India and how they are determined. The course also deals with other benefits given to employees and the necessary legal framework with regard to wages and other benefits.

Module 1: CONSTITUTIONAL PERSPECTIVES ON WAGES [12 Hours]

Concept of Wage – Theories of Wages – Kinds of Wage: Minimum Wage, Fair Wage, Living Wage and Need Based Wage – Constitutional Ideals – Protection against Exploitation – Denial of Minimum Wages as Forced Labour – Right to Living Wage – Equal Pay for Equal Work.

Module 2: LEGISLATIONS ON WAGES [12 Hours]

Minimum Wage Law in India – Fixation and Revision of Minimum Wage and its Enforcement – Wage Boards and Wage Fixation – Concept of Profit Sharing and Deferred Wages – Payment of Bonus – Full Bench Formula – Theories of Bonus – Bonus under Payment of Bonus Act – Computation of Bonus – Disqualification – Set Off and Set On.

Module 3: WAGE DIFFERENTIALS [12 Hours]

Concept – Problems and Perspectives – Diminishing the Differentia: Inter-Industry, Intra- Industry and Regional Factors – Private Sector – Public Sector Difference in Wages – Government Servants – Basic Wage and Dearness Allowance – Fixation and Revision of Dearness Allowance – National Wage Policy – Problems of Mixed Economy – Wages in Multi- National Corporations – Impact of Globalization.

Module 4: INTERNATIONAL STANDARDIZATION OF WAGES [12 Hours]

Role of ILO – Conventions and Recommendations relating to Wages – Comparative Overview of Position in USA, UK and India.

Module 5: PROTECTION OF WAGES [12 Hours]

Problems relating to Payment of Wages – Royal Commission and Payment of Wages – Deductions and the Payment of Wages Act – Wages and Conditions of Employment – Health, Safety and Leaves.

[TOTAL: 60 Hours]

ESSENTIAL READINGS:

1. O.P. Malhotra, Law of industrial Disputes (1999)
2. G.L- Kothari, Wages, Dearness Allowances and Bonus (1968)
3. J.N.Malik, "The Payment of Wages Act"
4. D.S.Chopra, "Payment of Bonus Act"
5. Menon, "Foundation of Wage Policy"
6. G.L- Kothari, Wages, Dearness Allowances and Bonus (1968)
7. Deepak Bhatnagar, "State and Labour Welfare in India" (1985)
8. International Labour Organisation, "India Wage Report: Wage Policies for Decentwork and inclusive growth", 2018

COURSE OUTCOMES:

Students will be able to

CO1: Examine the Constitutional ideals regarding the protection against exploitation.

CO2: Enumerate the legislations regarding wages.

CO3: Describe the national wage policy and the problems of mixed economy.

CO4: Outline the recommendations relating to wages.

CO5: Appraise the problems relating to wages and conditions of employment.

CORE		ADMINISTRATIVE PROCESS AND JUDICIAL CONTROL (Specialization – VI)	L	T	P	Credits
			4	0	0	4

COURSE OBJECTIVES:

The aim of this course is to teach the students about basic principles that govern the control and review of administrative action by courts and tribunals.

Module 1: JUDICIAL CONTROL: COMPARATIVE ANALYSIS [12 Hours]

Nature and Scope of Judicial Control – French System – British System – American System – Indian System.

Module 2: JUDICIAL REVIEW IN INDIA [12 Hours]

Prerogative Remedies – Statutory Remedies – Judicial Creativity – Judicial Review – Basic Structure of the Constitution.

Module 3: GROUNDS OF JUDICIAL CONTROL [12 Hours]

Ultra-Vires – Illegality – Rationality and Proportionality – Procedural Impropriety – Legitimate Expectation – Unreviewable Discretionary Powers – Oppressing Decision.

Module 4: DOCTRINE OF BIAS [12 Hours]

Different forms of Bias – Tests on Bias – Reasons of Bias – Remedies against Bias.

Module 5: PROCEDURAL FAIRNESS [12 Hours]

Due Process of Law – Default of Procedures and Remedies – Quasi-Judicial Mechanisms for Redressal – Fair Hearing – Natural Justice and Duty to Act Fairly.

[TOTAL: 60 Hours]

ESSENTIAL READINGS:

1. Ivor Jennings, "The Law and the Constitution" (University of London Press, 1964).
2. Neville L. Brown and J.F. Garner, "French Administrative Law", London, Butterworths, (1973).
3. M.P. Jain & S.N. Jain, "Principles of Administrative Law" (Gurgaon: Lexis Nexis, 2013).
4. I.P. Massey, "Administrative Law", (Lucknow: Eastern Book Company, 2008).
5. A.V. Dicey, "Law of the Constitution" (Oxford Publishers, 2013).
6. Schwartz and Wade, "Legal Control of Government" (Oxford University Press, 1972).
7. A.T. Markose, "Judicial control of Administrative action in India" (1956)

8. W. Friedman, "The State and the Rule of Law in a Mixed Economy" (London:Stevens & Sons, 1971).

COURSE OUTCOMES:

Students will be able to

CO1: Compare and Contrast the Indian System of Judicial Control with British and American System.

CO2: Categorize prerogative remedies and statutory remedies.

CO3: Appraise the different grounds of judicial control.

CO4: Evaluate different kinds of bias.

CO5: Summarize fair hearing, natural justice and duty to act judicially.

DSE		LAW RELATING TO SERVICE REGULATIONS (Discipline Specific Elective - I)	L	T	P	Credits
			4	0	0	4

COURSE OBJECTIVES:

The aim of this course is to make students understand about various service regulations including service terms, misconduct and legal mechanism concerning the civil servants and government officers in India.

Module 1: CIVIL SERVANTS: CONSTITUTIONAL DIMENSIONS [12 Hours]

Civil Servants and Fundamental Rights – Historical and Comparative Perspective – Equality and Protective Discrimination – Formulation of Service Rules – Recruitment Procedure.

Module 2: CONDITIONS OF SERVICE TERMS [12 Hours]

Central Civil Service Rules – State Civil Service Rules – Pay Commission – Law Relating to Civil Servants / Rules – Doctrines of Pleasure – Pay – Dearness Allowance and Bonus – Kindsof Leave and Conditions of Eligibility – Provident Fund – Superannuation – Retirement Benefits – Maternity Benefits – Dying in Harness and Employment.

Module 3: SPECIAL CATEGORY OF SERVICE [12 Hours]

Judicial Services – Subordinate Judiciary – Judicial Officers and Servants – Appointment and Conditions of Services – Officers and Servants of Supreme Court and High Court – Recruitment – Promotion – Conditions of Service and Disciplinary Action.

Module 4: MISCONDUCT AND DISCIPLINE OF THE EMPLOYEES [12 Hours]

Major and Minor Misconduct and Penalties – File Noting – Confidentiality of Adverse Remarks – Internal Appeal Mechanisms – Inquiry Procedure and Recommendation of Punishment – Standing Orders.

Module 5: JUDICIAL REVIEW AND SETTLEMENT OF DISPUTES OVER SERVICE MATTERS [12 Hours]

Central Administrative Tribunal: Powers and Functions – State Administrative Tribunal: Powers and Functions – Departmental Remedies – Representation – Review – Revision and Appeal – Role of Service Organizations – Exclusion of Jurisdiction of Courts – Judicial Review of Service Matters – Jurisdiction of the Supreme Court and High Courts – Writs – Comparative Position in UK, USA and France.

[TOTAL: 60 Hours]

ESSENTIAL READING:

1. N. Narayanan Nair, *The Civil Servant under the Law and Constitution* (Academy of Legal Publications, Kerala, 1973).
2. Samaraditya Pal, *Law relating to Public Service* (Lexis Nexis; 3rd edn., 2011).
3. H.M. Seervai, *Constitutional Law of India* (Universal Law Publishing - An imprint of Lexis Nexis; 4th edn., 2015).
4. K.N. Goyal, *Administrative Tribunals Act, 1985* (Eastern Book Company, Lucknow, 2nd edn., 1990).
5. J. K. Soonavala, and Mohan Lal Singha, *Soonavala's Supreme Court on Service Laws (1950-2017)* (Lexis Nexis, 2017).
6. O.P. Motiwal, "Development of Legal Rights of Civil Servants in India" 17 JILI 437-445 (1975).
7. Rameshwar Dial, "Civil Servants under the Constitution" 2 JILI 481-508 (1960).
8. L.M. Bhatia, "Government Servants and Political Mores" 15 JILI 301-305 (1973).
9. S.S. Upadhyay and Sachin Upadhyay, *Law of Disciplinary Proceedings in India* (Thomson Reuters, 2018).
10. Justice T.S. Doabia, *The Law of Services and Dismissals* (Lexis Nexis, 6th edn., 2015).

COURSE OUTCOMES:

Student will be able to

CO1: Evaluate the concept of equality and protective discrimination.

CO2: Describe the law relating to civil servants including the doctrine of pleasure. **CO3:** Outline the law relating to the appointment and conditions of services of Judicial officers.

CO4: Identify the major and minor misconduct and penalties.

CO5: Summarize judicial review of service matters.

SEC		TEACHING PRACTICE (Practical)	L	T	P	Credits
			0	0	2	1

COURSE OBJECTIVES:

The aim of this course is to equip the students of LLM to teach UG law students and make them understand the art of teaching.

Students will be assigned a topic from any UG Law course. They shall prepare accordingly and teach UG students in classroom. Students are required to research and prepare teaching report as well as notes for the class. Students have to make presentations before the panel constituted for the purpose before engaging a UG class. Students are required to prepare for the UG class under the guidance of a Teacher. Students have to engage 5 sessions to satisfy the requirement of this course.

Evaluation Pattern

There is no written examination for this course. Forty percent of the evaluation will be done on the basis of a student's ability to prepare lesson plan and the teaching notes which will form the basis of internal assessment. The remaining sixty percent is allotted to his / her performance in the classroom as a teacher.

[TOTAL: 40 Hours]

COURSE OUTCOMES:

Student will be able to

- CO1:** Prepare Lesson Plan.
- CO2:** Prepare Teaching Notes.
- CO3:** Use the latest available ICT tools for teaching.
- CO4:** Assess and grade assignments objectively.
- CO5:** Deliver lectures effectively.

SEMESTER - IV

CORE		LAW RELATING TO LABOUR WELFARE (Specialization - VII)	L	T	P	Credits
			4	0	0	4

COURSE OBJECTIVES:

The course deals with various legal instruments that protects and promotes the welfare of labourers in India.

Module 1: CONSTITUTION AND LABOUR WELFARE [12 Hours]

Right to Work – Bonded Labour – Child Labour – Special Provision for Women and Children – Law Relating to Protection of Women in Workplace – International Conventions.

Module 2: MINIMUM WAGES [12 Hours]

Wage Determination Theories – Types of Wage – Payment of Wages – Basic Wage other than HRA, CCA, MA, LTC – Leave Encashment – Overtime Allowances – Cash Incentives – Conveyance Allowance – National Wage Policy – Payment of Wages Act – Denial of Minimum Wages – Fixed Labour.

Module 3: LABOUR INTERNATIONAL CONVENTION FOR LABOUR WELFARE [12 Hours]

UDHR – ICCPR – Government Policy on Industrial Relations – Industrial Relations Machinery and Methods of Settlement of Industrial Disputes.

Module 4: LABOUR AND HUMAN RIGHTS [12 Hours]

Equality of Opportunity in Employment – Equal Pay for Equal Work – Equal Remuneration Act – Maternity Benefit – Shops and Establishments – Health, Safety and Leaves.

Module 5: UNORGANISED SECTOR AND LABOUR LAWS [12 Hours]

Agricultural Labourers – Exploitation of Labour by the Land Lord – Migrant Agricultural Labour – Tribal Labour in Forest Settlement – Plantation Labour Act – Agrarian Reforms – Small Scale Industries – Construction Labour – Cracker Industry – Employment Guarantee Scheme.

[TOTAL: 60 Hours]

ESSENTIAL READING:

1. Jayant S. Railkar- Labour welfare & Practice – Vipul Prakashan.
2. A.M. Sarma – Aspects of Labour welfare & Social Security – Himalaya Publications.
3. Punekar & Deodhar – Labour welfare Tata MC Graw Hill Publishing.
4. Misra S.N., Labour and Industrial Laws (1997), Central Law Publications, Allahabad

5. K.K. Bagini, N. Gope , (2008),State, labour and Development, Abhijeet publication.
6. Punekar S. D. (1978) : Labour Welfare, Trade Unionism and Industrial Relations, Himalaya Publishing House, Bombay.
7. P.K. Padhi, Labour and Industrial Laws, Prentice Hall of India, New Delhi,2007.
8. S. C. Shrivastava (1985), Social Security and Labour Laws.
9. Memoria, C. B. (1966) Labour Problem and Social Welfare in India, Kitab Mahal Allahabad
10. Kohli, A. S. and Sarma S. R. (1977), Labour Welfare and Social security, Anmol Publications Pvt. Ltd., New Delhi
11. Report on the National Commission on Labour 1969

COURSE OUTCOMES:

Student will be able to

- CO1:** Describe the law relating to protection of women in workplace.
- CO2:** Summarize the national wage policy.
- CO3:** Classify the methods of settlement of industrial disputes.
- CO4:** Evaluate the concept of equal pay for equal work.
- CO5:** Give an account of the exploitation of labour in the unorganized sector.

DSE		LEGAL DEVICES AGAINST MALADMINISTRATION AND CORRUPTION (Discipline Specific Elective – II)	L	T	P	Credits
			4	0	0	4

COURSE OBJECTIVES:

The course is designed to enable students to understand about maladministration and corruption, and the various legal remedies and recourse available to control maladministration and prevent corruption in India.

Module 1: DEMOCRATIC GOVERNANCE AND MALADMINISTRATION [12 Hours]

Different Forms of Maladministration – Grounds of Maladministration – Reasons of Maladministration – Need for Control on Maladministration.

Module 2: INSTITUTIONAL CONTROL ON MALADMINISTRATION [12 Hours]

Concept of Institutional Control – Comparative Perspectives – Evolving Indian Models – Lokpal and Lokyakta Institutions – Tribunals - Ombudsman.

Module 3: COMMISSION OF INQUIRY [12 Hours]

Vigilance Commission – Investigating Agencies: The CBI – Inquiries by Legislative Committees.

Module 4: CONTROL MECHANISM [12 Hours]

Legislative Control – Financial Control – Comptroller and Auditor General – Judicial Enquiries – Anti-Corruption Measures.

Module 5: VIGILANCE [12 Hours]

The Central Vigilance Commission – The Central Vigilance Act, 2003 – Corruption Charges against State Ministers - Prevention of Corruption Act, 1988 – Public Servant – Performance of Auditing and Social Auditing Measures – Judicial Corruption and Remedies.

[TOTAL: 60 Hours]

ESSENTIAL READING:

1. Subash Chandra Gupta, "Ombudsman: An Indian Perspective" (Manak Publications, 1995).
2. A.V. Dicey, "Law of the Constitution" (Oxford Publishers, 2013).
3. Schwartz and Wade, "Legal Control of Government" (Oxford University Press, 1972).

4. K.I.Vibhute, "Administrative Tribunals and the High Courts: A Plea for Judicial Review" 29(4) JILI 524-546 (1987).
5. K.S. Shukla and S.S.Singh, Lokayukta: a Social Legal Study (1988), Indian Institute of Public Administration, New Delhi.
6. Jain & Jain, Principles of Administrative Law (1986) Tripathi
7. Donald C.Rowat, The Ombudsman (1966), George Allan and Unwin Ltd., Toronto
8. Bhagwati Prasad Benarjee - Writs Remedies, Wadhwa Publication.
9. Baxi Upendra- Law Democracy and Human Rights.

COURSE OUTCOMES:

Students will be able to

- CO1:** Examine the reasons of maladministration and the need for control on maladministration.
CO2: Compare the Indian model of Lokpal and Lokayukta with the Scandinavian Ombudsman.
CO3: Formulate the different control mechanisms.
CO4: Evaluate the anti-corruption measures.
CO5: Give an account of corruption and remedies.

CORE		DISSERTATION	L	T	P	Credits
			8	0	0	8

COURSE OBJECTIVE: The course enables students to understand and undertake research in a specialized area of their interest. It helps them to understand the basics of legal research, and research methods; and to undertake a piece of supervised independent research putting into practice research methods skills leading to a dissertation.

The topic of the dissertation can relate to any subject area covered in any of the courses of the LL.M Program. Students are required to select their topic of dissertation in the consultation with the Research Supervisor concerned and work under the supervisor till the completion and submission of the dissertation. Dissertation carries 200 marks in total of which 150 marks is allotted for the dissertation and 50 marks is allotted for viva-voice examination.

The Dissertation should contain the following details.

1. Introduction
2. Objective
3. Research questions / Hypothesis
4. Review of Literature
5. Research methodology
6. Chapters
7. Main findings
8. Conclusions
9. Recommendations

ESSENTIAL READINGS:

1. Watt, Robert and Johns, Francis, concise book on legal Research, 6thEdn., Sydney, Federation Press, 2001.
2. Ahuja, Ram. Research methods, Jaipur, Rawat, 2001.
3. Goode and Hatt, et al. Methods in Social Research, McGraw Hill publication Ltd, New York, 1952.
4. Young, Pauline, & Schmid, Calvin F. Scientific social survey and research analysis of social studies. New Delhi, Prentice, 1968.
5. S.K. Verma & Afzal Wani, Legal Research Methodology, New Delhi, Indian Law Institute, 1998.

COURSE LEARNING OUTCOMES:

Students will be able to

- CO1:** Understand how to employ research methods in carrying out research.
- CO2:** Identify the difference between Empirical and Doctrinal research.
- CO3:** Use various tools to conduct research.
- CO4:** Analyze and synthesize collected data.
- CO5:** Prepare a research dissertation following proper methodology.