



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
CRIMINAL LAW AND CRIMINAL
JUSTICE ADMINISTRATION
(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 question 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 enroll 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 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 Globalising World (Common Paper – II)	4	0	0	4
Core	Crime, Criminology and Crime Prevention (Specialization – I)	4	0	0	4
Core	Contemporary Forms of Crime (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	Juvenile Offenders and the Law (Specialization – III)	4	0	0	4
Core	International Criminal Law (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	Penology and Treatment of Offenders (Specialization – V)	4	0	0	4
Core	Indian Constitution and Criminal Justice Administration (Specialization – VI)	4	0	0	4
DSE	Human Rights and Criminal Justice (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	Comparative Criminal Procedure (Specialization – VII)	4	0	0	4
DSE	Victims and Criminal Justice Administration (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 main objective of this course to acquaint the student of law with the scientific method of social science 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, 9th Edition, Himalaya Publishing Housing, Bombay-Delhi-Nagpur 1994.
8. Sally Kift, A Tale of Two Sectors: Dynamic Curriculum Change for a Dynamically Changing Profession, 13th Commonwealth Law Conference (2003)
9. S. K. Verma and Afzal Wani, Legal Research Methodology, ILI, New Delhi, Latest edition.
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 Curriculum Development.

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		CRIME, CRIMINOLOGY AND CRIME PREVENTION (Specialization – I)	L	T	P	Credits
			4	0	0	4

COURSE OBJECTIVES:

The course intends to make students understand the theories and concepts of Criminology and Crime Prevention.

Module 1: FUNDAMENTALS OF SCHOOLS OF CRIMINOLOGY [12 Hours]

Definition and Nature of Crime – Theories Relating to Crime – Criminology: Nature, Origin, Scope – Relevance of Criminology to Contemporary Society – Pre-Classical School – Classical School – Neo-Classical School – Positive School – Biological School – Sociological School – Clinical School.

Module 2: CRIME, CRIMINAL TYPOLOGY AND CRIME PREVENTION [12 Hours]

Classification of Offences – Classification of Offenders – Adult, Habitual, Professional, Violent Offenders – Victimless Criminals – Police and Law Enforcement – Functions and Role of Police in Crime Prevention – Role of Police and Witness Protection – Police Reforms.

Module 3: INVESTIGATION AND EMERGING SCIENTIFIC TECHNIQUES [12 Hours]

Modernization and Professionalism in Police System – Recording of Statement by Police – Evidentiary Value of Statements collected by the Police – Collection of Evidence and Use of Scientific Techniques – Lie Detector – Narco Analysis.

Module 4: FORENSIC SCIENCE AND POLIC DEVIANCE IN CRIMINAL CASES [12 Hours]

The Basic Question in Investigation – Qui Bono – The Scene of Crime – Discovery of Traces of Physical Evidence – Systematization and Classification of Physical Evidence and Comparison with Suspected Material – The Principles of Exchange, Heredity and Taxonomy – Police Atrocities – Custodial Violence – Encounter Killings – Corruption.

Module 5: AUTHORITIES TO CONTROL DEVIANCE [12 Hours]

Vigilance Commission – Public Accounts Committee Ombudsman – Ombudsman – State Police Complaints Authority – Human Rights Commission: National and State – Commissions of Enquiry – Prevention of Corruption Act, 1947 – Police Deviance and Supreme Court Rulings.

[TOTAL: 60 Hours]

ESSENTIAL READINGS:

1. K N Chandrasekharan Pillai [ed.] R V Kelkar's Outline of Criminal Procedure [2000] Eastern Book House
2. Law of Commission of India, forty-second Report Ch. 3 (1971)
3. Malimath Committee Report 2004
4. P D Sharam, Police and Criminal Justice System in India
5. Tapas Kumar Banerjee, Background to Indian Criminal Law (1990)
6. Afsal Quadri, S.M. (2018). Ahmad Siddique's 'Criminology, Penology and Victimology'. Eastern Book Company, Lucknow
7. Brendan Maguire & Polly F. Radosh, (1999), Introduction to Criminology, Wadsworth Publishing Company, Boston, U.S.A.
8. Crime in India, 2019, National Crime Record Bureau, Ministry of Home Affairs, New Delhi.
9. Ahuja Ram, 2000, Criminology, Rawat Publications, Delhi.

COURSE OUTCOMES:

CO1: Elucidate the theories relating to crime.

CO2: Make a classification of offenses and offenders.

CO3: Critically comment on the modernization and professionalism in police system.

CO4: Describe the systematization and classification of physical evidence and comparison with suspected material.

CO5: Explain police deviance and supreme court rulings.

CORE		CONTEMPORARY FORMS OF CRIME (Specialization – II)	L	T	P	Credits
			4	0	0	4

COURSE OBJECTIVES:

In this course, students will be made to understand about various contemporary forms of crime and the necessary preventive steps available against the proliferation of crimes.

Module 1: WHITE COLLAR CRIME [12 Hours]

Nature, Meaning and Characteristics – Contributory Factors and Impact – Kinds of White Collar Crime – Difference between Traditional Crimes and White Collar Crimes – Prevention and Control of White Collar Crime.

Module 2: ORGANIZED CRIME [12 Hours]

Nature, Meaning and Characteristics – Kinds of Organized Crimes – Drug Trafficking - Immoral Trafficking – Regional and International Linkages – Problems and Issues – Prevention and Control Strategies.

Module 3: TERRORISM AND NATIONAL SECURITY [12 Hours]

Nature, Meaning – Impact of Terrorism – Types of Terrorism – National and International Roots of Terrorism – Prevention and Control Mechanisms – Preventive Detention – Unlawful Activities (Prevention) Act, 1967 – National Investigation Agency Act, 2008 – Armed Forces (Special Powers) Act, 1958 – Crimes Against Humanity.

Module 4: CYBER CRIME [12 Hours]

Nature, Meaning and Definition – Kinds of Cyber Crimes – Prevention, Detection and Prosecution of Cyber Criminals – Provisions to Prevent and Control Cyber Crimes under Information Technology Act, 2000 – Issues and Concerns.

Module 5: ENVIRONMENTAL CRIMES [12 Hours]

Nature, Meaning and Forms – Crime against Wildlife – Crime against Forest Conservation – Industrial Waste and Pollution.

[TOTAL: 60 Hours]

ESSENTIAL READING:

1. Borowitz, A. (2005). Terrorism for self-glorification (1st ed.). Kent, Ohio: Kent State University Press.
2. Cornell University Law School (2009). White collar crime: An overview. U. S.
3. Hynson, C. (2012). Cybercrime. Mankato, Minnesota: Smart Apple Media.
4. McDonell, R. (1998). Money laundering methodologies and international and regional counter-measures. Gambling, technology and society.

5. Mukherjee, J. (2005). An insider's experience of insurgency in India's North-East (1st ed.). [Delhi]: Anthem Press.
6. Nair, P. M. (2002). Combating organised crime. Konark Publishers. Singh, B. V. (1993). Communal violence. New Delhi: Rawat Publications.
7. Walker, C. (1998). Crime, criminal justice and the Internet. London: Sweet & Maxwell.

COURSE OUTCOMES:

Students will be able to

CO1: Distinguish between Traditional Crimes and White-Collar Crimes.

CO2: Explain the prevention and control mechanisms of organized crimes.

CO3: Describe the national and international roots of terrorism.

CO4: Appraise the provisions to prevent and control cyber-crimes under Information Technology Act, 2000.

CO5: Identify the crimes against forest conservation.

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, Aspen Pub: 6thedn.
3. Anne – Maree Farrell, Hohn Devereux, Isabel Karpin, Penelope Weller, Health Law, Frameworks and Contexts, Cambridge University Presss, 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
7. S. V. Jogarao, Current Issues in Criminal Justice and Medical Law

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 Displaced 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 statutoryand 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		JUVENILE OFFENDERS AND THE LAW (Specialization – III)	L	T	P	Credits
			4	0	0	4

COURSE OBJECTIVES:

The course is designed to enable students to understand the meaning of Juvenile and Delinquency, the reasons behind a child committing juvenile offences and the remedies available to reform the juvenile.

Module 1: ETIOLOGY OF DELINQUENCY: BASIC CONCEPTS [12 Hours]

Definition, Nature, Extent and Forms of Juvenile Delinquency – Concept of Child in Indian Constitution and Indian Penal Code – Patterns of Delinquent Behaviour in India – Changing Concepts of Juvenile Delinquency from Past to Present – Peer Group – Psychological Explanation – Commercialization, Urbanization and Industrialization – Economic Pressure and Delinquency – Family Structure – Broken Homes.

Module 2: LEGISLATIVE MEASURES AND ITS IMPLEMENTATION [12 Hours]

Salient Features of Juvenile Justice Act, 2015 – Role of Police – Organization and Functioning of Juvenile Justice Board – Procedural Safeguards for Juveniles – Role of Citizens and NGOs in the Implementation of the Juvenile Justice Act.

Module 3: PREVENTION AND CONTROL OF DELINQUENCY [12 Hours]

Universalization of Primary Education guaranteed under Article 21A of the Constitution – Eradication of Child Labour – Provision for Social Security for Destitute Families – Public and Police Partnership Programmes.

Module 4: LEGISLATIVE APPROACHES [12 Hours]

Legislative Approaches during the Colonial Era – Constitutional Aspects – Distinction between Juvenile in need of Protection and Juvenile who is in Conflict with Law – Procedural Safeguards for Juveniles – Powers given to Government – Community Participation as envisaged under the Act.

Module 5: IMPLEMENTATION, PREVENTIVE STRATEGIES AND JUDICIAL CONTRIBUTION [12 Hours]

State Welfare Programmes: Health, Nutrition, ICWS, Grants-in-Aid – Compulsory Education – Role of Community, Family, Voluntary Bodies, Individuals – Role of Law Enforcement Authority in Protection of Juveniles – PIL regarding Juvenile Justice – Role of Legal Profession – Judicial Decisions

TOTAL: 60 Hours

ESSENTIAL READING:

1. Bartol, C. & Bartol, A. (2016). Criminal Behaviour (11th ed.). Boston: Pearson
2. Kumari, V. (2012). The Juvenile Justice System in India: From Welfare to Rights. New Delhi: Oxford University Press.
3. .S.K. Bhattacharya, Juvenile Justice: An Indian Scenario (Regency , 2002)
4. Merlo, A. V., Benekos, P. J., & Champion, D. J. (2016). The Juvenile Justice System: Delinquency, Processing and the Law. Boston: Pearson.
5. Bueren, G. V. (1998). The International Law on the Rights of the Child. The Hague: Martinus Nijhoff.
6. Juvenile Justice: Care and Protection of Children Act, 2000 (56 of 2000) with Exhaustive Case Law, (Universal Law Publishing - An imprint of LexisNexis, 2015 edition 2015).
7. R.N. Choudhary, Law relating to Juvenile Justice in India (Orient Publishing House, 2015)
8. M.S.Sabnis, Juvenile Justice and Juvenile Correction (Somaiya Publications Pvt. Ltd., 1996 edition, 1996)
9. N.K. Chakrabarty, Juvenile Justice in the Administration of Criminal Justice (Deep & Deep Publications, New Delhi, 2000)
10. S. Sambandan, Juvenile Justice Act in India

COURSE OUTCOMES:

Students will be able to

CO1: Give an account of changing concepts of Juvenile Delinquency from past to present.

CO2: Explain the organization and functioning of Juvenile Justice Board.

CO3: Summarize universalization of primary education guaranteed under Art. 21A of the Constitution.

CO4: Distinguish between juvenile in need of protection and juvenile who conflicts with law.

CO5: Describe the role of law enforcement authority in protection of juveniles.

CORE		INTERNATIONAL CRIMINAL LAW (Specialization – IV)	L	T	P	Credits
			4	0	0	4

COURSE OBJECTIVES:

In this course, students will be taught about the various legal mechanisms that are in place in the realm of international criminal law and how the state jurisdiction and immunities are ensured under the international criminal law.

Module 1: INTERNATIONAL CRIMINAL LAW [12 Hours]

Meaning, Nature and Scope – Criminal Justice Systems in the World – Adversarial Criminal Justice System – Inquisitorial Criminal Justice System – Sources of International Criminal Law – International Crimes – Terrorism – War Crimes – Crime against Peace and Humanity – Genocide – Crime of Aggression.

Module 2: INTERNATIONAL CRIMINAL TRIBUNALS AND PROSECUTION [12 Hours]

Adhoc Tribunals – Nuremberg Tribunals – Toko Tribunal – ICTY – ICTR – International Domestic Criminal Tribunal – International Criminal Court – Structure of ICC.

Module 3: DEFENSES UNDER INTERNATIONAL CRIMINAL LAW [12 Hours]

Defenses under ICC Statute – Superior Orders – Duress and Necessity – Intoxication – Mistake of Fact and Law – Mental Incapacity.

Module 4: STATE JURISDICTION AND IMMUNITIES [12 Hours]

Criminal Jurisdiction – Territorial Jurisdiction – Extra-Territorial Jurisdiction – Universal Jurisdiction – International Criminal Jurisdiction – Immunity – Meaning under International Law – Act of State – Immunity under Domestic Law and Jus Cogens Norms.

Module 5: CRIME PREVENTION, PROSECUTION AND CRIMINAL JUSTICE [12 Hours]

Extradition – Extradition Process: General Principles – Extradition and International Human Rights Instruments Abduction – The Doctrine of Abuse of Process – UN Model Treaty on Mutual Legal Assistance – European Convention on Mutual Assistance in Criminal Matters in Interpol and EU Initiatives.

TOTAL: 60 Hours

ESSENTIAL READING:

1. Robert Cryer, Håkan Friman, Darryl Robinson, Elizabeth Wilmshurst, *Introduction to the International Criminal Law and Procedure*, 3d Edition, 2014.
2. Roger O'Keefe, *International Criminal Law* (Oxford University Press, 2015);
3. G. Bogush, *International Criminal Law*
4. Bassiouni M. Ch., *Introduction to International Criminal Law*. 2nd Revised Edition, 2012.
5. Cassese's *International Criminal Law*, Third Edition. Oxford, 2013.
6. *Commentary on the Rome Statute of the International Criminal Court*. Ed. by O. Triffterer. Second Edition, Baden Baden, 2008.
7. Gerhard Werle and Florian Jeßberger, *Principles of International Criminal Law*. 3d Edition, Oxford, 2014.
8. Clarkson & Hill, 'The Conflict of Laws' (5th edn, 2016, OUP), chapter 1, 4th ed (Cambridge University Press, 2019)
9. Jan Klabbers, *International Law*, 3rd ed (Cambridge University Press 2021), esp chapters 2, 3, 5, 7, 8.

COURSE OUTCOMES:

Students will be able to

CO1: Explain the sources of International Criminal Law.

CO2: Describe the structure and functioning of International Criminal Court.

CO3: List out the defenses provided under International Criminal Law.

CO4: Describe the immunity under Domestic Law and Jus Cogens norms.

CO5: Write a note on extradition and international human rights instruments.

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 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, BCI Trust, 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		PENOLOGY AND TREATMENT OF OFFENDERS (Specialization – V)	L	T	P	Credits
			4	0	0	4

COURSE OBJECTIVES:

The course offers detailed study of the theories of punishment from a historical perspective and the method of treatment meted to the offenders in India.

Module 1: CONCEPT OF PUNISHMENT AND ITS JUSTIFICATION [12 Hours]

Concept of Penology – Nature, Meaning and Characteristics of Punishment – Theories of Punishment – Forms of Punishment in ancient, medieval and modern times – Efficacy of Punishment – Emerging Trends.

Module 2: SENTENCES AND PRINCIPLES OF SENTENCING [12 Hours]

Principal Types of Sentences in the Penal Code and Special Laws – Pre-Sentence Hearing – Rationale for Sentencing – Judicial Sentencing – Plea Bargaining.

Module 3: JUDICIAL APPROACH TO SENTENCING [12 Hours]

Capital Punishment – Abolition or Retention – Role of Judiciary – Life Imprisonment – Sentencing in White Collar Crime – Sentencing for Habitual Offenders – Sentencing for First Time Offenders.

Module 4: INSTITUTIONALIZED FORM OF TREATMENT [12 Hours]

Meaning and Purpose – Correctional Institutions – Prison as Correctional Institute – Prison Administration – Prison Reforms – Open Air Prisons – Correctional Programmes – Vocational Training and Work Programmes Remission – Temporary Release – Pre-Mature Release and After-Care Services.

Module 5: NON-INSTITUTIONAL FORMS OF TREATMENT [12 Hours]

Meaning, Purpose and Types – Probation: Meaning, Scope – Probation of Offenders Act – Parole: Meaning, Scope and Legal Provisions – After-Care and Rehabilitation Services – Role of NGOs in Supervision and Rehabilitation.

[TOTAL: 60 Hours]

ESSENTIAL READING:

1. S. Chhabbra –The Quantum of Punishment in Criminal Law (1970)
2. H.L.A. Hart- Punishment and Responsibility (1968)
3. Prof. N. V. Paranjape - Criminology, Penology, Victimology. (Central Law Publications)

4. Ahmad Siddique, revised by S.M.A. Qadri, "Criminology & Penology" (6th edition 2009, reprint 2014)
5. Dr. Rajendera Kumar Sharma, "Criminology and Penology" (1998)
6. KAPLAN, Howard B "Patterns of Juvenile Delinquency" (Sage Pub., Beverly Hills, 1984)
7. Law Commission of India, Forty-Second Report Ch. 3 (1971)
8. United Nations Beijing Rules on Treatment of Young Offenders (1985)
9. J. C. Chaturvedi, "Penology and Correctional Administration" (2006)
10. Girjesh Shukla, "Criminology- Crime Causation, Sentencing and Rehabilitation of Victims" (2013)
11. Girish Kathpalia, "Criminology and Prison Reforms" (2014)
12. Iain Crow, The Treatment and Rehabilitation of Offenders, SAGE Publishers, 2001.
13. Sheetal Kanwal, Penology and Treatment of Offenders, Amar Publications.

COURSE OUTCOMES:

Student will be able to

CO1: Describe theories of punishment and forms of punishment.

CO2: Appraise principal types of sentences in the penal code and special laws.

CO3: Make our comment on abolition or retention of capital sentence.

CO4: List out the correctional institutions and their functioning.

CO5: Write a note on the meaning, scope and legal provisions relating to parole.

CORE		INDIAN CONSTITUTION AND CRIMINAL JUSTICE ADMINISTRATION (Specialization – VI)	L	T	P	Credits
			4	0	0	4

COURSE OBJECTIVES:

The course intends to teach the students about various aspects of criminal justice administration in India under the Constitution.

Module 1: ARTICLE 14 OF THE CONSTITUTION AND CRIMINAL LAW [12 Hours]

Death Penalty under Art. 14 of the Constitution – Role of Judiciary in dealing with Capital Sentence – Adultery and Constitutional Aspects.

Module 2: CONSTITUTIONAL CHALLENGES AND CRIMINAL LAW [12 Hours]

Defamation under Criminal Law and Constitution – Sedition – Sec 66A of the IT Act, 2000 – Constitutional Perspective – Protection from Double Jeopardy – Self-Incrimination.

Module 3: ARTICLE 21 OF THE CONSTITUTION AND CRIMINAL JUSTICE ADMINISTRATION [12 Hours]

Power of the President and Governor in Granting Pardon, Suspend, Remit or Commute Sentences – Pre and Post Maneka Gandhi Regime – Role of Judiciary in Prison Reforms – Right to Privacy – Fair Trial and Speedy Trial – Legal Aid – Constitutional and CrPC Provisions.

Module 4: COMPENSATORY JURISPRUDENCE AND ARTICLE 21 OF THE CONSTITUTION [12 Hours]

Wrongful Detention – Detention beyond the Tenure – Illegal Arrest – Illegal Killing by Defence or Police Personnel – Rape Victims – Rehabilitation of Criminals and Indian Constitution.

Module 5: SPECIAL PROVISIONS [12 Hours]

Child Offenders – Women Protection available under the Constitution – Protection of Women from Sexual Harassment – Rights of Arrested Persons and Accused – Preventive Detention Law and Constitutional Safeguards to Criminals.

[TOTAL: 60 Hours]

ESSENTIAL READING:

1. K N Chandrasekharan Pillai [ed.] R V Kelkar's Outline of Criminal Procedure [2000] Eastern Book House
2. D.D. Basu, Commentaries on the Constitutional Law of India
3. M.P. Jain, Indian Constitutional Law
4. H.M. Seervai, Constitutional Law of India
5. Tapas Kumar Banerjee Background to Indian Criminal Law [1990]
6. Agarwal, H.O. Implementation of Human Rights Covenants with Special Reference to India (New Delhi: D.K. Publishers, 1993)
7. Law of Commission of India, forty-second Report Ch. 3 [1971]
8. Malimath Committee Report 2004

COURSE OUTCOMES:

- CO1:** Describe the role of judiciary in dealing with capital sentence.
- CO2:** Explain the law relating to protection from double jeopardy under the Constitution.
- CO3:** Appraise the role of judiciary in prison reforms.
- CO4:** Explain about rehabilitation of criminals and Indian Constitution.
- CO5:** Elucidate the provisions relating to protection of women from sexual harassment.

DSE		HUMAN RIGHTS AND CRIMINAL JUSTICE (Discipline Specific Elective - I)	L	T	P	Credits
			4	0	0	4

COURSE OBJECTIVES:

The objective of this course is to teach students about various aspects of Human Rights in relation to Criminal Justice Administration, Constitution of India and the mechanisms for protection of Human Rights in India.

Module 1: HUMAN RIGHTS IN CRIMINAL JUSTICE ADMINISTRATION [12 Hours]

Meaning, Nature and Scope of Human Rights – Historical Development of Human Rights – Human Rights and Indian Criminal Justice Administration.

Module 2: HUMAN RIGHTS AND THE CONSTITUTION OF INDIA [12 Hours]

Incorporation of Specific Human Rights – Right to Life, Liberty and Equality – Right to Fair Hearing – Right to Freedom from Torture and other Cruel and Inhuman Degrading Treatment – Rights to Accused Prisoner’s Rights – Victims Rights – Relevant Provisions under CRPC – Provisions under Indian Evidence Act.

Module 3: HUMAN RIGHTS VIOLATIONS IN INDIA [12 Hours]

Police Atrocities and Accountability – Violence against Women and Children – Communal Violence – Terrorism and Insurgency – Under-Trials and Prison Inmates – Marginalized Sections.

Module 4: INSTITUTIONAL MECHANISMS FOR PROTECTION OF HUMAN RIGHTS [12 Hours]

Perpetrators and Victims of Human Rights – Specialized National Agencies – Minorities Commissions, SC/ST Commission – Human Rights Organizations – National Human Rights Commission – State Human Rights Commission – Role of National and International NGOs – Guidance from Directive Principles of State Policy and Fundamental Duties – Emerging Regime of New Human Rights in India.

Module 5: PROBLEMS OF ENFORCEMENT OF HUMAN RIGHTS [12 Hours]

Role of Civil Society and Social Prejudices against Caste, Class and Marginalized Sections – Short Comings in Criminal Justice Delivery System – Lack of Human Rights Education and Sensitization – Lack of Accountability and Openness in Government Functioning – Abuse of Executive Power.

[TOTAL: 60 Hours]

ESSENTIAL READING:

1. Najibul Hasan Khan, Criminal Justice System and Human Rights in India (Ankit Publications)
2. K. I. Vibhute, Criminal Justice, A Human Rights Perspective of the Criminal Justice Process in India (Eastern Book Company, 2004)
3. Pandit Kamalakar, Human Rights and Criminal Justice (2019)
4. Ronald J. Waldron, the Criminal Justice System: An Introduction (Taylor & Francis Inc.)
5. Vikas H. Gandhi, Judicial Approach in Criminal Justice System: An Experience of India (2010)
6. P D Sharam, Police and Criminal Justice System in India.
7. H.S. Becker, Outsiders: The Studies in Sociology of Deviance (1966)
8. P.R. Rajgopat Violence and Response: A Critque of the Indian Criminal Justice System (1988)

COURSE OUTCOMES:

- CO1:** Describe the historical development of Human Rights.
- CO2:** Analyse the aspects of Right to Life, Liberty and Equality.
- CO3:** Explain Human Rights violations in the case of under trials and prison inmates.
- CO4:** Summarize the emerging regime of new human rights in India.
- CO5:** Appraise the role of civil society and social prejudices against caste, class and marginalized sections.

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 courses and they have to prepare and teach the 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		COMPARATIVE CRIMINAL PROCEDURE (Specialization – VII)	L	T	P	Credits
			4	0	0	4

COURSE OBJECTIVES:

The objective of teaching this course is to enable students to understand the criminal procedures followed in other countries and compare the same with India.

Module 1: INTRODUCTION TO CRIMINAL JUSTICE PROCESS [12 Hours]

Historical Evolution of Criminal Justice System – Common Law System v. Civil Law System – Adversarial Model – Inquisitorial Model – Hierarchy of Criminal Courts and their Jurisdiction – Nyay Panchayat in India – Prosecutors in India and their Counterparts.

Module 2: ROLE OF POLICE [12 Hours]

Role of the Police and its Obligations under CRPC – Police Powers in England: Power of Stop, Entry, Search, Arrest and Detention – Police Powers in the USA: From 4th Amendment to 14th Amendment to the US Constitution – Rights of the Accused – Right to Counsel – Role of Prosecutor and Judicial Officer in Investigation.

Module 3: INVESTIGATION AND CHARGING PROCESS [12 Hours]

Framing of Charge under CRPC – Charging Process and Case Management under the UK System – Prosecution of a Criminal Case – Charging Process in the USA – Role of the Prosecutor and Charging Decision – Criminal Investigation in Continental Countries.

Module 4: FAIR TRIAL PROCEDURE AND STAY OF PROSECUTION [12 Hours]

Concept of Fair Trial under the Indian Constitution – Stay of Proceedings under the CRPC – Abuse of Process and Stay of Prosecution under the UK system – Fair Trial Principles under US Constitution – Pre-Trial Motions.

Module 5: TRIAL PROCEDURE, SENTENCING AND CORRECTIONAL ADMINISTRATION [12 Hours]

Trial Process in India under the CRPC – Systems of Courts in UK – Trial Process in UK – Jury System – Probation – Pre-Sentence Investigation – Application of Determinate Sentencing Guidelines in the US and UK – Parole.

[TOTAL: 60 Hours]

ESSENTIAL READING:

1. Andrews, J.A. ed. Human Rights in Criminal Procedure: A Comparative Study (The Hague; Boston: M. Nijhoff; Kluwer, 1982)
2. Banks, Cynthia L. & Baker, James. Comparative, International and Global Justice: Perspectives from Criminology and Criminal Justice (Los Angeles, CA: Sage Publications, 2016).
3. Billing, Fenella M. W. Right to Silence in Transnational Criminal Proceedings: Comparative Law Perspectives (Switzerland: Springer, 2016).
4. Blackstock, Jodie, Taru Spronken, Anna Ogorodova, Ed Cape, & Jacqueline Hodgson. Inside Police Custody: An Empirical Account of Suspects' Rights in Four Jurisdictions (Cambridge, UK: Intersentia, 2014)
5. Wilkins and Cross, Outline of the Law of Evidence
6. K.N.Chandrasekharan Pillai (ed.), R.V. Kelkar's Outlines of Criminal Procedure (2000), Eastern, Lucknow.
7. Christina Van Den Wyngart, Criminal Procedure Systems in European Community.
8. The French Code of Criminal Procedure,
9. 14th and 41st Reports of Law Commission of India

COURSE OUTCOMES:

Students will be able to

CO1: Describe the hierarchy of Criminal Courts and their Jurisdiction.

CO2: Explain the police powers in the USA from 4th Amendment to 14th Amendment to the US Constitution.

CO3: Compare and contrast the charging process under the CRPC and under the UK system.

CO4: Elucidate abuse of powers and stay of prosecution under the UK system.

CO5: Distinguish the trial process provided under CRPC and trial process in US.

DSE		VICTIMS AND CRIMINAL JUSTICE SYSTEM (Discipline Specific Elective - II)	L	T	P	Credits
			4	0	0	4

COURSE OBJECTIVES:

The course intends to teach students about victimology and victim protection under the established procedures of law in India.

Module 1: VICTIM AND VICTIMOLOGY [12 Hours]

Definition, Scope, Historical Development – Basic Concepts of Victimology – Demographic Characteristics – Scope and Objectives – International and National Perspectives on Role and Responsibilities towards Victims.

Module 2: PATTERNS OF CRIME VICTIMIZATION [12 Hours]

Typologies of Victims – Victims of Traditional Crimes – Victims of Abuse of Power – Women and Crime Victimization – Children and Crime Victimization – Organized Victimization.

Module 3: IMPACT OF VICTIMIZATION [12 Hours]

Physical and Financial Impact of Victimization – Impact on Family – Psychological Stress and Trauma Criminal – Victimization – Sense of Security and Socio-Economic Development.

Module 4: CRIMINAL JUSTICE SYSTEM AND VICTIM [12 Hours]

Criminal Justice System and Victim Relationship – Victim and Police – Lodging of FIR and Recording of Statement – Deposition and Cross Examination in Courts – Secondary Victimization – Role of NGO: Victim – Witness Association.

Module 5: VICTIM PROTECTION - COMPENSATION & PROVISIONS UNDER THE CONSTITUTION [12 Hours]

Concept, Meaning and Importance for Society and Criminal Justice System – Restitution, Ex-Gratia Payment and Insurance – Victim Compensation in India – Provisions under CRPC – SC, ST Atrocities (Prevention) Act – Victim Assistance and Protection – Role of Judiciary in Victim Compensation – Constitutional Provisions.

[TOTAL: 60 Hours]

ESSENTIAL READING:

1. Burgess, Ann Wolbert, Regehr, Cheryl, & Roberts, Albert R., 2010, Victimology Theories & Applications (2nd Edition), MA: Jones & Bartlett Publishers.

2. Wallace, Harvey, & Roberson, Cliff., 2011, Victimology Legal, Psychological & Social Perspectives (3rd Edition), New Jersey: Prentice Hall.
3. Rajan, V.N, 1981, Victimology in India: An Introductory Study, Allied Publishers, New Delhi
4. Devasia, V.V, 1992, Criminology, Victimology and Corrections, Ashish Publishing House, New Delhi
5. Sullivan Dennis, Tiff Larry, 2008, Handbook of Restorative Justice, Routledge Taylor & Francis Group, USA
6. Ghazvini, Mohammad Farajiha, 2002, Police protection to victims of crime, New Delhi Deep & Deep Publications
7. Durga Das Basu, 1984, Introduction to the Constitution of India, South Asia Books
8. Shweta, 2009, Crime, Justice and Society, MD Publications.
9. Mehrajud-din Mir. 1984, Crime and Criminal Justice System in India, Deep and Deep Publications, New Delhi.
10. Justice Malimath Committee on Criminal Justice Reforms, Universal Law Publication 2003.

COURSE OUTCOMES:

CO1: Write an explanatory note on international and national perspectives on role and responsibilities towards victims.

CO2: Explain women and crime victimization.

CO3: Describe physical and financial impact of victimization.

CO4: State the procedure for lodging of FIR and recording of statement.

CO5: Give an account of victim compensation in India with special reference to CRPC and SC/ST Atrocities (Prevention) Act..

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.