

# **CRIMINAL LAW**

**MAHATMA GANDHI UNIVERSITY**  
**SCHOOL OF INDIAN LEGAL THOUGHT**  
**(TEACHING & RESEARCH DEPARTMENT OF LAW)**

**REGULATIONS FOR THE TWO-YEAR LL. M. PROGRAMME**  
**(C&SS)**  
**(with effect from 2021 admission)**

**1.Objectives:**

The Two-Year LL.M. Degree Programme offered in School of Indian Legal Thought, Teaching and Research Department of Law, Mahatma Gandhi University is intended to produce law teachers, researchers and skilled legal practitioners. The courses and transaction are designed to achieve these objectives.

**2. Structure, Duration and Scheme of Two -Year LL.M. Programme**

(i) The LL.M. course shall be of two years duration, full time, consisting of four semesters. Each semester will be of 20 weeks duration including classroom teaching, library work, seminars and research. The Programme will be governed by the Credit and Semester system of the Mahatma Gandhi University.

(ii) A student may opt for courses as provided under the table in respect of the four Semesters given below.

(iii) A student for every Specialisation shall, in the course of four semesters, undergo instruction in 11 Compulsory/Core Courses, Six Elective Course, apart from the Dissertation and Viva-Voce as per the scheme. Elective course may be offered from the schedule of electives given below subject to the availability of teachers and other circumstances.

(iv) Courses and Credits: Two kinds of courses are offered – Core Courses and Elective Courses. Core Courses are offered by the School, which are compulsory. Elective courses can be offered to the students from the schedule given below, subject to the availability of teachers and other circumstances. The Faculty Advisor shall help the students in selecting Electives that are relevant to the programme for which they are admitted. Each course is allotted credits varying from 2 to 4 depending on the hours of instructions/practicals. (A 4-credit course, in general, is one which normally involves four hours per week of classroom teaching or lecture/seminar/practical sessions.)

**3 Specializations:** The specializations offered in the School are the following ones:

1. Criminal Law
2. Constitutional and Administrative Law
3. Environmental Law
4. Intellectual Property Rights and Cyber Law

**4 Number of Seats:**

Number of students to be admitted to one specialization shall be limited to a maximum of SEVEN. However, the total intake for all the programmes together shall not exceed 28.

**5 Eligibility :**

A candidate who has passed LL.B. Examination of a University recognized as equivalent by Mahatma Gandhi University, securing not less than 50% of marks in the aggregate shall be eligible to be considered for admission. Relaxation of minimum marks and reservation of seats will be according to the reservation norms followed by Mahatma Gandhi University, Kottayam.

**6 Admission :**

Admission to the Programme shall be made as per the norms followed by Mahatma Gandhi University, Kottayam.

**7. Fees:**

The tuition fees, examination fees and other fees will be as prescribed by Mahatma Gandhi University, from time to time.

**8. Duration**

One full semester is equivalent to 18 – 20 weeks of teaching-learning-evaluation process. The minimum duration of a semester is 90 working days. A course may have lecture component (L) or practical component (P) or tutorial component (T) or combination of any two or all the three components. The total credits earned

by a student at the end of a semester upon successful completion of a course are L + T + P or as the case may be. The credit pattern of a course is indicated as L: T: P.

### **9. Course Code:**

Each course shall have a unique code number with four abbreviated components :

1. Department/school/centre/institute – Three to Four Alphabets;
2. Programme ----- MP – for all Master programmes
3. Course type (C- for core course; E- for elective course)
4. Course number in Arabic numerals – two digits number.

### **10. Course Registration**

A student must register for the required number of courses as per specific curriculum of a programme, after the commencement of class of that semester. Each student shall have a registration card for each semester, wherein the title of the courses and corresponding course codes are entered and signed by the student, the faculty member offering the course and counter signed by Head, SILT.

Based on this, a consolidated statement of courses to which registration is granted for the semester is to be prepared by SILT. This statement must be signed by the Head , SILT and has to be submitted to the C&SS section of the examination branch of the University within 20 days after the commencement of class of each semester.

### **11. Credit Requirements:**

The minimum total credits required for the successful completion of the programme shall be 80 which shall be spread across the Core Courses, the Elective Courses, a compulsory dissertation, and the viva-voce at the end of the programme. A minimum of 10 credits shall be set apart for the dissertation and 2 to 4 credits for the viva-voce. A student must register for the required number of courses at the beginning of each semester as stipulated by the School.

## **12. Role of Faculty Council**

Faculty Council of SILT is responsible for the conduct and monitoring of all LL.M. programmes offered in the School.

## **13. Faculty Advisor:**

A Faculty Advisor will be assigned to each student admitted to a Programme. The Faculty Advisor shall advise the student on various academic matters.

## **14. Course Teaching**

- a) Courses shall generally be taught by the faculty members who designed the course, though the Faculty Council is authorized under MGU C&SS Regulations 2020 to assign the teaching of a course to more than one faculty member.
- b) A time table shall be prepared and approved by the Faculty Council and shall be published at the start of each semester.

## **15. Evaluation: External & Internal Evaluation:**

There shall be continuous internal assessment as well as end semester examinations for all the programmes. Evaluation of the first and third semester shall be done by the faculty members of the School offering the courses of study. End semester Examination of second and fourth semesters will be based on the question papers set by External Examiners. Evaluation of the end semester examinations of second and fourth semester shall be conducted by External Examiners and the concerned faculty members. External Examiner means a competent person in the specified subject from other Universities/ Institutes. A panel of External Examiners must be prepared based on recommendation of Faculty Council and must be approved by the Vice Chancellor.

## **Methodology**

Indirect Grading is employed for the evaluation of courses. The performance of a student in each course is evaluated in terms of percentage of marks converted to

grade points. Students have to secure a minimum attendance of 75% to appear for the end semester examination. A separate minimum of 40% of marks is required in the Continuous Assessment (CA) as well as End semester examination for a pass in a course. Students who fail to obtain minimum of 40% mark in the Continuous Assessment can request the Faculty Council for a chance to improve the marks for written tests. However, only one chance will be given.

**Revaluation:** Revaluation or Scrutiny of answer scripts for the first and third semester is provided. There is no provision for revaluation or scrutiny of answer scripts for the end semester examinations of 2<sup>nd</sup> and 4<sup>th</sup> Semesters as double valuation is performed on the scripts. The application for scrutiny and revaluation of answer scripts shall be submitted to the Head of the School within 15 days from the date of publication of the results. The Head of the School, in consultation with Faculty Council may entrust external expert(s) for revaluation.

**16. Question paper setting:** The Faculty Council of the School shall prepare the panel of question paper setters for each programme and get it approved by the Vice Chancellor. Questions for courses offered in the 1<sup>st</sup> and 3<sup>rd</sup> semesters, will be set by faculty members of the School and for 2<sup>nd</sup> and 4<sup>th</sup> semesters by external examiners. The Faculty Council shall as far as possible recommend teachers of other Universities as external examiners for the purpose of preparing panel of question paper setters and examiners.

**17. Process of Evaluation:** The internal assessment will be a continuous assessment (CA) that accounts for 40% of the evaluation in both theory and practical. The end semester examination will account for the remaining 60% of the evaluation.

**17.1. End-Semester Examination:** The end semester examination will account for 60% of the evaluation. The evaluation of the end-semester examination of the first and third semesters shall be done by the faculty who taught the course. Evaluation of the 2<sup>nd</sup> and 4<sup>th</sup> semester courses based on questions set by external question paper

setters shall be evaluated by two examiners; one, the external (as far as possible the question paper setter shall evaluate the answer scripts as well) and the other, internal examiner.

The double valuation of answer scripts in the second and the fourth semester courses shall be done by external examiners and the concerned faculty respectively as approved by the Faculty Council. The Head of the School will make arrangements for the evaluation of the answer scripts. The dissertation shall be evaluated by two examiners, one of them the faculty member who supervised the dissertation and the other an external examiner to be decided by the Head of the School from a panel recommended by Faculty Council and approved by the Vice Chancellor. The comprehensive viva-voce, if any, must be carried out along with Dissertation evaluation.

**17.2 Continuous Assessment (CA):** The student's participation and classroom performance as well as the feedback received from tests, tutorials, assignments and term papers shall form the basis for continuous assessment (CA). It accounts for 40% of the evaluation. This assessment shall be based on a predetermined transparent system involving periodic written tests, assignments and seminars. The percentage of marks assigned to various components for internal evaluation is as follows:

	Component	% of internal marks
(i)	Test papers	50%
(ii)	Assignments/Book Reviews/Debates	25%
(iii)	Seminars/Presentation of Case studies	25%

For each course there shall be at least two class tests during a semester. Average of the best of the marks obtained in the two tests (in the case of more than two tests) or the average of the tests (if there is only two tests) will be counted as the internal test component of CA.

**Test Paper:** Valued answer scripts shall be made available to the students for perusal within 10 working days from the date of the tests.

**Assignments:** Each student shall be required to do at least 2 assignments/book reviews for each course. Assignments/book review after valuation must be returned to the students. The teacher shall define the expected quality of the above in terms of structure, content, presentation and the like, and inform the same to the students. Punctuality in submission of assignments/records is to be given a weightage in the internal evaluation.

**Seminar:** Every student shall deliver at least one seminar as an internal component of every course and must be evaluated by the respective course teacher in terms of structure, content, presentation and interaction. The soft and hard copies of the seminar report are to be submitted to the course teacher.

**Results of Continuous Assessment:**

The results of the CA counter-signed by Head of the School shall be displayed on the notice board 5 days before the end semester examinations. The marks awarded for various components of the CA shall not be rounded off, if it has a decimal part. The total marks of the CA shall be rounded off to the nearest whole number. Relevant records of continuous assessment (CA) must be kept in the School for five years after the completion of the course and that must be made available for verification.

**Continuous Assessment for Research Methods, Teaching Practical and Legal Writing**

However, the continuous assessment in Research Methods, Teaching Practical and Legal Writing shall be as follows. For Teaching Practical, the norms provided under will be followed.

**Teaching Practical**

Written teaching plan and materials attached	5
Presentation	5
Response to questions and doubts	5
Methodology, Style, etc., of teaching	5



Total	20
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In Teaching Practical, the final evaluation shall be made by two teachers, one, the course teacher, and the other, the Head of the School or a teacher nominated by Head of the School.

The remaining marks shall be distributed as per the table given below.

Component	Marks
Test paper	15
Assignment	5
Total	20 Marks

### **18. Dissertation**

There shall be a Dissertation to be undertaken by all students. Dissertation shall be carried out under the supervision of a teacher in the School approved by Faculty Council. The dissertation submitted by the students shall be valued by two examiners, one by the teacher of the school who guided the dissertation and the other by an External Expert from a Law School, outside the University to be appointed by the Head of the School from a panel approved by the Vice-Chancellor. The final marks for the Dissertation will be average of the two. A student who is unable to submit the dissertation along with his/her batch may be given two chances to do so with the immediate lower batches, after which he/she shall not be give any more chances.

### **19. Viva-voce**

The viva voce at the end of the Programme shall be conducted by a Board of Examiners constituted by the Faculty Council of the School. The Board, in addition, will include External Expert(s) from Law Schools, outside the University to be appointed by the Head of the School from a panel approved by the Vice-Chancellor.

## **20. External Evaluation of theory answer scripts:**

The evaluation shall be done after the examination at the earliest, preferably in a centralized valuation. As far as possible bar-coded answer books shall be used to ensure confidentiality. The evaluation of the answer scripts shall be done by examiners based on a well-defined scheme of valuation. End semester evaluation of theory answer scripts shall be conducted and evaluated by one internal examiner for odd semesters. For even semesters, one external and one internal examiner shall do the process of evaluation. That is, there shall be double valuation system of answer books in the 2<sup>nd</sup> and 4<sup>th</sup> Semester evaluation. The final marks awarded will be the average of two. If there is a variation of more than 10 % of the maximum marks, the answer books shall be valued by a third external examiner appointed by the Head of the School. The final marks to be awarded shall be the average of marks obtained in third valuation and the highest of marks awarded by the other two examiners.

## **21. Process of Evaluation of Dissertation**

- i. First Evaluation: Supervising teacher/s will assess the Dissertation and award Marks.
- ii Second evaluation: Second evaluation will be done by external examiner, based on the work done by the student.

There is no provision for improving the first/ second evaluation of Dissertation.

## **22. Grading System:**

The grading system followed is that of relative grading on a ten-point scale. The following table indicates the performance range and the relative value of the grades (grade points) on the scale.

<b>Letter grade</b>	<b>Performance</b>	<b>Grade point</b>
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O	Outstanding	10
A plus	Excellent	9
A only	Very good	8
B plus	Good	7
B only	Above Average	6
C	Average	5
P	Pass	4
F	Fail	0
Ab	Absent	0

**Minimum grade for passing in a programme:**

The minimum CGPA for LL.M is 5.

The Head of the School shall ensure the regular student feedback of courses, teachers and programme in the prescribed format towards the end of all semesters and the same shall be made available to teachers concerned.

**23. Publication of Results**

The results of the End Semester Examination (ESE) shall be published within 30 days from the date of the last examination.

**24. Conferment of the Degree**

A candidate shall be eligible for the conferment of the degree only after he/she has earned the minimum CGPA as specified in the scheme of the programme, within the stipulated period.

**25. Reappearance and Improvement Examinations**

A student who failed for a course in a semester can register for Reappearance in the forthcoming examination, subject to the conditions set forth in this regulations.

Improvement of marks/grades in the forthcoming examination can be done, subject to the conditions set forth in this regulations.

### **Registration for Improvement**

A candidate has to apply for registration for Improvement by paying the requisite fee. Candidates are not permitted to register for improvement of grades for Individual course. Candidates in the 1<sup>st</sup> and 2<sup>nd</sup> semesters, who have secured SGPA letter grade „P“ or above in the end-semester examination can improve their grade by reappearing for all the semester courses along with the next immediate batch.

In such cases, a candidate will be awarded a new grade only if there is an improvement in grade in the new examination; otherwise, the candidate is eligible to retain the grade already awarded.

Candidates in the 3<sup>rd</sup> semester, who have secured the SGPA letter grade „P“ or above in the end semester examination, can improve their grade by reappearing for all the semester courses, along with the 3<sup>rd</sup> semester supplementary examination being conducted for failed candidates immediately after the completion of end semester examination of Fourth semester. This provision is applicable only for third semester. Improvement of 4<sup>th</sup> semester can be done along with the immediate lower batch.

1<sup>st</sup> and 2<sup>nd</sup> semester SGPA cannot be improved after the completion of the 4<sup>th</sup> semester. Only 3<sup>rd</sup> and 4<sup>th</sup> semester SGPA can be improved after the completion of a programme. The marks/grades awarded for Continuous Assessment and that for the dissertation cannot be improved.

### *Reappearance:*

Candidates in the 1<sup>st</sup> and 2<sup>nd</sup> semesters who have secured a letter grade of „F“ or „Ab“ in any of the courses can avail two immediate consecutive chances to reappear for examination, course wise, provided the candidate has applied for the same and paid the required fee.

Candidate in the 3<sup>rd</sup> semester who has secured letter grade of „F“ or „Ab“ in any of the courses can reappear for exams course-wise in the 3<sup>rd</sup> semester supplementary examination, which will be conducted immediately after the completion of End semester examination of Fourth semester, provided the candidate has applied for the same and paid the required fee (fee for supplementary examination of any course shall be full semester examination fee irrespective of number of courses involved).

Candidates who secured the grade of only „F“ or „Ab“ in a course in the 4th semester examination can reappear course wise, along with the immediate lower batch.

Candidates who secured the grade of only „F“ or „Ab“ in a course in the 3<sup>rd</sup> /4<sup>th</sup> semester examinations will be given two additional chances for course-wise reappearance even after the completion of the programme; but it has to be done within a period of two years after the completion. In such cases a candidate has to apply for the same as a supplementary exam and pay the required fee (Fee for supplementary examination of any course shall be full semester examination fee irrespective of number of courses involved).

## **26. Re-admission**

No students shall be readmitted to the 1st semester. Readmission to other semesters of the programme will have to be recommended by the Head of the School , subject to availability of seats in each programme. The student has to apply for Readmission, paying the prescribed fee. The student may be permitted to complete the programme by taking the required number of courses within a maximum period of eight continuous semesters, including the period of his/her programme, provided an amount equivalent to the semester fees for all the intervening semesters have been regularly paid and provided he/she has not been removed from the rolls by issuing a Transfer Certificate. The readmission is permissible only if the same programme with the same courses is available.

In all cases of discontinuation and readmissions, candidates must submit applications countersigned by the Head of the School to the Registrar and obtain the required order for the same. Candidates who are readmitted to repeat a course must follow the then existing syllabus for the said programme. They need to attend classes along with new batch of students and should obtain the required percentage of attendance as usual.

## 27. Grade Card

Grade cards will be issued to the student after the publication of results of each End Semester Examination. The Grade Card will indicate the grades obtained for the courses as well as the semester grade point average (SGPA) which is the weighted average of the numerical value (grade point) obtained by the student in the semester. Weighted average is calculated by dividing the sum of the product of the grade point or numerical value obtained for each course and the credits that it carries by the total number of credits earned. The Cumulative Grade Point Average (CGPA) for the whole programme will be calculated in the same way, which will also be indicated in the Grade Card issued for the Final Semester examinations of the programme. **Minimum SGPA in all semesters is not an assurance to minimum CGPA for the entire programme.**

## 28. Percentage Equivalence of Grade:

Range of % of Marks	Grade Letter	Grade Point
95 - ≤100	O	10
85 - <95	A plus	9
75 - <85	A only	8
65 - <75	B plus	7
55 - <65	B only	6

45 - <55	C	5
40 - <45	P	4
<40	F	0
Absent	Ab	0

### **Calculation of Semester Grade Point Average (SGPA):**

Credit Points for the Course = (Credits assigned for the Course) \* (Grade Points secured for the Course).

SGPA indicates the performance of a student in a given Semester. SGPA is based on the total Credit Points earned by a student in all the courses divided by the total credits assigned to the Semester.

**Note: SGPA is computed only if the candidate passes in all the required courses (gets a minimum required grade for a pass in all the required courses as per the specific curriculum). Securing of SGPA in all semesters may not enable students to secure minimum required CGPA for a pass in the programme.**

$SGPA = \frac{\text{Total credit points earned by the student from all the required courses of a Semester}}{\text{Total credits of all courses required in a semester}}$

### **Calculation of Cumulative Grade Point Average (CGPA)**

CGPA refers to the Cumulative Grade Point Average weighted across all the semesters (4 Semesters). CGPA is obtained by dividing the total number of credit points earned by the student in all the semesters by the total number of required credits of all the Semesters as per curriculum.

**CGPA = (Sum of the Credit Points secured by the student for each semester) ÷ (Sum of the Credits assigned to each Semester of the Programme)**

$CGPA = \frac{\text{Total Credit Points of Semester- } S1 + S2 + S3 + S4}{\text{Total Credits of Semesters- } S1 + S2 + S3 + S4}$

This formula shall be printed on the Grade Card issued to the student with a note that it could be used to convert the grades into mark-percentages. (The details of the grading system as indicated above shall also be printed on the Grade Card).

**Conversion of SGPA/CGPA to Grade:**

10	O
9.0 - <10	A plus
8.0 - <9	A only
7.0 - <8	B plus
6.0 - <7	B only
5.0 - <6	C
4.0 - <5	P
<4	F
Absent	Ab

**Conversion of CGPA to percentage:**

$$\text{Equivalent Percentage} = \frac{(\text{CGPA obtained}) * 100}{\text{Maximum CGPA (i.e.,10)}}$$

The equivalent percentage shall be represented in a numeric format rounded to two decimal digits" accuracy (e.g., "99.99") and will not be rounded to the nearest integer.

**29. Rank/ Position Certificate:**

Rank Certificate shall be issued to the first three positions only, in each specialization of the Programme. Students who have completed the course by availing the opportunity of reappearance for a course will not be eligible for Rank certificate.



If Rank certificate in a prescribed format is demanded by institutions for awarding a specific fellowship/scholarship, the same may be given for such students as a special case in the prescribed format.

**30. Registration with CSS:**

The list of students registered for each semester programme should be forwarded to the C&SS along with original certificates (Degree Certificate + SSLC) immediately after closing of admissions to the programme.

**31. Consolidation and Declaration of Results:** All work pertaining to the examinations shall be held in the School under the direct control and supervision of the Head of the School. The Head of the School in consultation with the Faculty Council shall monitor the Continuous Assessment/ End Semester Examinations and evaluations or nominate a teacher as the chief examiner who will assist him/her in the matter. The marks awarded for internal assessment will be displayed in the School's notice board / published in the School website at the end of each semester.

Complaints from students regarding the marks awarded in internal assessment should be reported to the concerned faculty member who is in charge of the course, within 3 working days from the date of publication of the same on the notice board/website. If the student is not satisfied with the decision taken by the concerned course teacher, the complaint may be raised before the Head of the School and the Head of the School shall place the same before the Faculty Council for appropriate decision.

The pass board of the School will consist of selected teachers/ the entire faculty of the School concerned and will be constituted by the Head of the School in consultation with the Faculty Council. The tabulated grade sheets will be forwarded after each end-semester examination to the office of the Controller of Examinations of the University. The C&SS section in the Controller's office will check the Grade cards

forwarded from the School and notify the results after consolidating them and issue statement of credits. On completion of the final semester a consolidated Grade Card showing the details of all the courses taken will be prepared. The consolidated Grade Card containing the details of all the courses with their titles, credits, grades obtained, the total credits earned, the SGPAs and the CGPA will be issued to students.

**32.All other matters will be governed by the relevant Regulations of Mahatma Gandhi University, Kottayam.**

### **33.Distribution of Courses and Credits**

The Core Courses of each of the specializations are given in appropriate places in the tables given below. The Elective Courses are provided under the Schedule of Elective Courses given below. The tables given below provide for details regarding internal and external marks, respective credits, and annexure numbers. The syllabus and other details of the courses are provided in respective annexure as indicated below in the Syllabus Annexure.

## **SCHEME**

### **GENERAL COURSE STRUCTURE FOR ALL SPECIALISATIONS**

<b>First Semester</b>	<b>Course Code</b>	<b>Course Title</b>	<b>POE</b>	<b>CREDITS</b>	<b>Core/Elective (C/E)</b>	<b>CA</b>	<b>ESA</b>	<b>Marks</b>
<b>1</b>	LTM 21 C01	Common Core	LL.M	4	C	40	60	100
<b>2</b>	LTM 21 C02	Common Core	LL.M	4	C	40	60	100
<b>3</b>	LTM 21 C13	Subject Core	LL.M	4	C	40	60	100

4	LTM 21 C 14	Subject Core	LL.M	4	C	40	60	100
5	LTM 21 E 40	Subject elective	LL.M	4	E	40	60	100
				<b>20</b>				
<b>Second Semeste r</b>	<b>Course Code</b>	<b>Course Title</b>	<b>POE</b>	<b>CREDI T</b>	<b>Core/El ective (C/E)</b>	<b>CA</b>	<b>ESA</b>	<b>Marks</b>
1	LTM 21 C 05	Common Core	LL.M	4	C	60	40	100
2	LTM 21C 06	Common Core	LL.M	4	C	60	40	100
3	LTM 21 C 15	Subject Core	LL.M	4	C	60	40	100
4	LTM 21 C16	Subject Core	LL.M	4	C	60	40	100
5	LTM 21 E 41	Seminar Paper	LL.M	4	E	60	40	100
				<b>20</b>				
<b>Third Semeste r</b>	<b>Course Code</b>	<b>Course Title</b>	<b>POE</b>	<b>CREDI T</b>	<b>Core/El ective (C/E)</b>	<b>CA</b>	<b>ESA</b>	<b>Marks</b>
1	LTM 21 C17	Subject core	LL.M	4	C	60	40	100
2	LTM 21 C 18	Subject Core)	LL.M	4	C	60	40	100
3	LTM 21 E 42	Subject core	LL.M	4	E	60	40	100
4	LTM 21 E 43	Subject elective	LL.M	4	E	60	40	100
5	LTM 21 E 44	Subject elective	LL.M	4	E	60	40	100
				<b>20</b>				

<b>Fourth Semester</b>	<b>Course Code</b>	<b>Course Title</b>	<b>POE</b>	<b>CREDITS</b>	<b>Core/Elective (C/E)</b>	<b>CA</b>	<b>ESA</b>	<b>Marks</b>
<b>1</b>	LTM 21 C 19	Subject Core	LL.M	4	C	60	40	100
<b>2</b>	LTM 21 E 45	Subject Elective	LL.M	4	E			
<b>3</b>	LTM 21C 12	Dissertation and Viva	LL.M	12	C			275
				<b>20</b>				
			<b>TOTAL CREDITS</b>	<b>80</b>				

**SCHEME  
&  
SYLLABUS (OBE)  
FOR  
LL M (2 YEARS)  
(C&SS) PROGRAMME**

**(With Effect From  
2021 Admission)**

## Graduate Attributes of Mahatma Gandhi University

<b>Critical thinking and analytical reasoning</b>	Capability to analyse, evaluate and interpret evidence, arguments, claims, beliefs on the basis of empirical evidence; reflect relevant implications to the reality; formulate logical arguments; critically evaluate practices, policies and theories to develop knowledge and understanding; able to envisage the reflective thought to the implication on the society.
<b>Scientific reasoning and Problem solving</b>	Ability to analyse, discuss, interpret and draw conclusions from quantitative/qualitative data and experimental evidences; and critically evaluate ideas, evidence and experiences from an unprejudiced and reasoned perspective; capacity to extrapolate from what one has learned and apply their competencies to solve problems and contextualise into research and apply one's learning to real life situations.
<b>Multidisciplinary/ Interdisciplinary/ Transdisciplinary approach</b>	Acquire interdisciplinary /multidisciplinary/ transdisciplinary knowledge base as a consequence of the learning they engage with their programme of study; develop a collaborative-multidisciplinary/interdisciplinary/transdisciplinary- approach for formulate constructive arguments and rational analysis for achieving common goals and objectives.
<b>Intra and Interpersonal skills</b>	Ability to work effectively and respectfully with diverse teams; facilitate collaborative and 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; lead the team to guide people to the right destination, in a smooth and efficient way.
<b>Digital literacy</b>	Capability to use ICT in a variety of learning situations, demonstrate ability to access, choose, collect and evaluate, and use a variety of relevant information sources; structure and evaluate those data for decision making.
<b>Global Citizenship</b>	Building a sense of belonging to a common humanity and to become responsible and active global citizens. Appreciation and adaptation of different sociocultural setting. Acquire skills to
<b>Social competency</b>	Possess knowledge of the values and beliefs of multiple cultures, appreciate and adapt to a global perspective; and capability to effectively engage in a multicultural society and interact respectfully, manage and lead with diverse groups.
<b>Equity, Inclusiveness and Sustainability</b>	Appreciate and embrace equity, inclusiveness and sustainability and diversity; acquire ethical and moral reasoning and values of unity, secularism and national integration to enable to act as dignified citizens; able to understand and appreciate diversity
<b>Lifelong learning</b>	Continuous acquisition of knowledge and skills. Learn, unlearn and re-learn based on changing ecosystem. "Learning how to learn", that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/reskilling.

# Programme Outcomes (PO) of Mahatma Gandhi University

## **PO 1: Critical Thinking and Analytical Reasoning**

Capability to analyse, evaluate and interpret evidence, arguments, claims, beliefs on the basis of empirical evidence; reflect relevant implications to the reality; formulate logical arguments; critically evaluate practices, policies and theories to develop knowledge and understanding; able to envisage the reflective thought to the implication on the society.

## **PO 2 : Scientific Reasoning and Problem Solving**

Ability to analyse, discuss, interpret and draw conclusions from quantitative/qualitative data and experimental evidences; and critically evaluate ideas, evidence and experiences from an unprejudiced and reasoned perspective; capacity to extrapolate from what one has learned and apply their competencies to solve problems and contextualise into research and apply one's learning to real life situations.

## **PO 3: Multidisciplinary/Interdisciplinary/Transdisciplinary Approach**

Acquire interdisciplinary /multidisciplinary/transdisciplinary knowledge base as a consequence of the learning they engage with their programme of study; develop a collaborative-multidisciplinary/interdisciplinary/transdisciplinary- approach for formulate constructive arguments and rational analysis for achieving common goals and objectives.

## **PO 4: Communication Skills**

Ability to reflect and express thoughts and ideas effectively in verbal and nonverbal way; Communicate with others using appropriate channel; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner and articulate in a specific context of communication.

## **PO 5: Leadership Skills**

Ability to work effectively and lead respectfully with diverse teams; setting direction, formulating an goal, building a team who can help achieve the goal, motivating and inspiring team members to engage with that goal, and using management skills to guide people to the right destination, in a smooth and efficient way.

## **PO 6: Social Consciousness and Responsibility**

Ability to contemplate of the impact of research findings on conventional practices, and a clear understanding of responsibility towards societal needs and reaching the targets for attaining inclusive and sustainable development.

## **PO 7: Equity, Inclusiveness and Sustainability**

Appreciate equity, inclusiveness and sustainability and diversity; acquire ethical and moral reasoning and values of unity, secularism and national integration to enable to act as dignified citizens; able to understand and appreciate diversity, managing diversity and use of an inclusive approach to the extent possible.

**PO 8: Moral and Ethical Reasoning**

Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work and living as a dignified person in the society.

**PO 9: Networking and Collaboration**

Acquire skills to be able to collaborate and network with scholars in an educational institutions, professional organisations, research organisations and individuals in India and abroad.

**PO 10: Lifelong Learning**

Ability to acquire knowledge and skills, including "learning how to learn", that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/reskilling.





## SCHOOL OF INDIAN LEGAL THOUGHT

### LL M (2 YEARS) (C&SS) PROGRAMME

#### BRANCH: CRIMINAL LAW

(With effect from 2021 Admission)

## PROGRAMME SPECIFIC OUTCOMES(PSOs)

PSO No	On completion of the LL M(2Years)(C&SS) Programme in Criminal Law, the learner will be able to:
1	<b>Apply</b> the knowledge obtained through rigorous learning of legal frame works pertaining to various courses in this programme, for advancing a better system of criminal justice in the state including the social and political systems of any country
2	<b>Create</b> a social design pertinent to maintenance of law and order, while being engaged in criminal law related vocations
3	<b>Assimilate</b> ethics, law and reason and to officiate effectively as a herald of social justice
4	<b>Analyse</b> the factual situations legally for the purpose of rendering justice, wherever he/she is
5	<b>Contribute</b> to the formulation of laws as legislators, judges, lawyers and academicians

**LL.M (2 YEARS) (C&SS) PROGRAMME**  
**CRIMINAL LAW**  
**SCHEME OF DISTRIBUTION OF COURSES**

**SEMESTER I**

<b>SL. NO</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>POE</b>	<b>CREDITS</b>	<b>CORE/ELECTIVE (C/E)</b>	<b>CA (INTERNAL)</b>	<b>ESA</b>	<b>MARKS</b>
<b>1</b>	LTM 21 C01	<b>Legal Research Method, Teaching and Academic Writing</b>	<b>LL.M</b>	<b>4</b>	<b>C</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>2</b>	LTM 21 C 02	<b>Law, Judicial Process and Social Transformation</b>	<b>LL.M.</b>	<b>4</b>	<b>C</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>3</b>	LTM 21 C 13	<b>General Principles of Criminal Law-I</b>	<b>LL.M</b>	<b>4</b>	<b>C</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>4</b>	LTM 21 C 14	<b>Criminal Law in Action</b>	<b>LL.M</b>	<b>4</b>	<b>C</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>5</b>	LTM 21 E 40	<b>Socio-Economic Offences</b>	<b>LL.M</b>	<b>4</b>	<b>E</b>	<b>40</b>	<b>60</b>	<b>100</b>
			<b>CREDITS</b>	<b>20</b>				

**SEMESTER II**

<b>SL. NO</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>POE</b>	<b>CREDITS</b>	<b>CORE/ELECTIVE (C/E)</b>	<b>CA (INTERNAL)</b>	<b>ESA</b>	<b>MARKS</b>
<b>1</b>	LTM 21 C 05	<b>Law and Justice in a Globalising World</b>	<b>LL.M</b>	<b>4</b>	<b>C</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>2</b>	LTM 21C 06	<b>Comparative Public Law</b>	<b>LL.M.</b>	<b>4</b>	<b>C</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>3</b>	LTM 21 C 15	<b>General Principles of Criminal Law-II(Defenses)</b>	<b>LL.M</b>	<b>4</b>	<b>C</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>4</b>	LTM 21 C16	<b>Criminal Justice Administration</b>	<b>LL.M</b>	<b>4</b>	<b>C</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>5</b>	LTM 21 E 41	<b>Seminar Course</b>	<b>LL.M</b>	<b>4</b>	<b>E</b>	<b>40</b>	<b>60</b>	<b>100</b>
			<b>CREDITS</b>	<b>20</b>				

**SEMESTER III**

<b>SL. NO</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>POE</b>	<b>CREDITS</b>	<b>CORE/ELECTIVE (C/E)</b>	<b>CA (INTERNAL)</b>	<b>ESA</b>	<b>MARKS</b>
<b>1</b>	LTM 21 C17	<b>Penology and Sentencing Process</b>	<b>LL.M</b>	<b>4</b>	<b>C</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>2</b>	LTM 21 C18	<b>International Criminal Law</b>	<b>LL.M.</b>	<b>4</b>	<b>C</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>3</b>	LTM 21 E42	<b>Cyber Crimes</b>	<b>LL.M</b>	<b>4</b>	<b>E</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>4</b>	LTM 21 E43	<b>Criminology</b>	<b>LL.M</b>	<b>4</b>	<b>E</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>5</b>	LTM 21 E44	<b>Juvenile Justice</b>	<b>LL.M</b>	<b>4</b>	<b>E</b>	<b>40</b>	<b>60</b>	<b>100</b>
			<b>CREDITS</b>	<b>20</b>				

**SEMESTER IV**

<b>SL. NO</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>POE</b>	<b>CREDITS</b>	<b>CORE/ELECTIVE (C/E)</b>	<b>CA (INTERNAL)</b>	<b>ESA</b>	<b>MARKS</b>
<b>1</b>	LTM 21 C 19	<b>Victimology</b>	<b>LL.M</b>	<b>4</b>	<b>C</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>2</b>	LTM 21 E 45	<b>Introduction to Forensic Science &amp; Criminal Justice</b>	<b>LL.M.</b>	<b>4</b>	<b>E</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>3</b>	LTM 21C 12	<b>Dissertation</b>	<b>LL.M</b>	<b>12</b>	<b>C</b>			<b>275</b>
			<b>CREDITS</b>	<b>20</b>				
			<b>TOTAL CREDITS</b>	<b>80</b>				



## MAHATMA GANDHI UNIVERSITY

**Name of course - LEGAL RESEARCH METHOD,  
TEACHING AND ACADEMIC  
WRITING**

<b>School Name</b>	<b>School of Indian Legal Thought</b>					
<b>Programme</b>	<b>LL.M</b>					
<b>Course Name</b>	<b>LEGAL RESEARCH METHOD, TEACHING AND ACADEMIC WRITING</b>					
<b>Type of Course</b>	Common Core					
<b>Course Code</b>	LTM21C 01					
<b>Course Summary &amp; Justification</b>	The primary objective of the course is to enhance the ability of the student of law to transform a legal research scholar as well as teacher of legal studies. This course focuses on legal education system in India, to have an overall idea of legal teaching in the contemporary context. The teaching practical entails each student to develop the ability and skill of teaching in law. Research methodology part of the course imparts skills to develop research tools and primary idea about legal research methodology. Another thrust area of the course is training in academic writing ethics as well as orient in academic writing in law.					
<b>Name of the Academic Staff and Qualification</b>	Dr. Arathi. P.M. Assistant Professor					
<b>Semester</b>	SEMESTER I			<b>Credit</b>		4
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	40	5	10	20	75
<b>Pre-requisite</b>	Knowledge and understanding on the basic principles of Law to be gathered on the successful completion of Bachelors degree in Law.					



## MAHATMA GANDHI UNIVERSITY

**Name of course - LEGAL RESEARCH METHOD,  
TEACHING AND ACADEMIC  
WRITING**

*Others- Library, teaching practical, seminar and assignment preparations, test, journal, class room discussion etc.*

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Understand objective, importance and role of legal education in contemporary India	U, An,I,Ap	1,3,6,7
2	Learn methods of teaching in legal studies	U, A,S,I,Ap,E	2,3,4,5,8
3	Associate the relationship between social transformation and legal research	U,A, An,I	1,6,7,8
4	Explore and learn qualitative and quantitative legal research methods	U,A,S,I,Ap	2,10
5	Understand concepts like ethics and intellectual honesty in academic writing	R,U,A,An	2, 5
6	Develop skills in academic writing of lesson plans, legal research report, synopsis, book review	U,E,C,S	1,2,3,10
<p><b>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b></p>			

### COURSE CONTENT

		Hours	CO.No.
<b>UNIT 1 – LEGAL EDUCATION IN INDIA</b>		12 Hours	
1.1	Objectives of legal education in contemporary India	2	1
1.2	Legal Education in the Globalised World	3	1
1.3	Legal Education Reform Reports	2	1



**MAHATMA GANDHI UNIVERSITY**

**Name of course - LEGAL RESEARCH METHOD,  
TEACHING AND ACADEMIC  
WRITING**

1.4	New Education Policy and Legal Education	3	1
1.5	Online Legal Education and Implications/question of digital divide	2	1
<b>UNIT 2 - METHODS OF TEACHING IN LAW</b>		15 Hours	
2.1	Lecture method	2	2
2.2	Case method	2	2
2.3	Socratic method	2	2
2.4	Discussion method	2	2
2.5	Tutorial method	2	2
2.6	Comparative understanding different teaching methods/ merits and demerits of teaching methods	3	2,5
2.7	Usage of ICTs- democratic practices in classrooms	2	2,6
<b>UNIT 3- LEGAL RESEARCH</b>		13 Hours	
3.1	Legal Research- nature Need and Importance	2	3
3.2	Kinds of research - Doctrinal and Non Doctrinal Legal Research	3	3
3.3	Relative Merits- Doctrinal and Non Doctrinal Legal Research	2	3
3.4	Importance of socio-legal research	3	3
3.5	Inter-disciplinary approach in legal research	3	3,4
<b>UNIT 4 – QUALITATIVE AND QUANTITATIVE RESEARCH METHODS IN LAW</b>		20 Hours	
4.1	Quantitative data-Sources and techniques of data collection in legal research	3	4





**MAHATMA GANDHI UNIVERSITY**

**Name of course - LEGAL RESEARCH METHOD,  
TEACHING AND ACADEMIC  
WRITING**

4.2	Sampling and Survey- methods of sampling	3	4
4.3	Interview – Questionnaire – Case Study- Focus Group Discussions	3	4
4.4	Qualitative methods- narrative analysis– in legal research	3	4
4.5	Legal anthropology-	3	4
4.6	Participatory observation in legal research	2	4
4.7	Mixed methods in legal research- impact of legal research in addressing social inequalities	3	3,4
<b>UNIT 5 – ACADEMIC WRITING IN LAW</b>		15 Hours	
5.1	Legal Writing- Referencing	4	5,6
5.2	Research Ethics- intellectual honesty- Plagiarism-	4	5,6
5.3	Writing of Research Report	2	5,6
5.4	Writing lesson plans, synopsis, book reviews	5	5,6

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Direct Instruction: Brain storming lectures, Explicit Teaching, E-learning</p> <p>Inter-active Instruction: Active co-operative learning, collaborative learning, Seminars, Group Assignments, teaching practical, group discussions, debates, academic writing workshops.</p> <p>Authentic learning: Library work and Group discussion, Presentation by individual student/ Group representative, Case studies and comments, Literature Review, book review, synopsis writing</p>
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## MAHATMA GANDHI UNIVERSITY

Name of course - **LEGAL RESEARCH METHOD,  
TEACHING AND ACADEMIC  
WRITING**

### Assessment Types

#### Mode of Assessment

##### A. Continuous Internal Assessment (CIA)

1. Internal Test – Descriptive and analytical type of questions and Problems are involved.
2. Book review – reading text and writing review by every student to review a seminal work on any topic relevant to the course and submit a report
3. Teaching Practical and writing lesson plans on selected area of legal studies
4. Assignments – Fundamental topics in the concerned area in the light of burning issues relating to the subject shall be presented and discussed by the learner in the class
5. Academic writing-Following the research methodology and instructions on writing adopting the international mode of footnoting and citations, the learner has to submit a paper with individual contributions to the legal regime
6. Model synopsis writing on selected area of research as a prerequisite academic exercise to the LLM dissertation synopsis writing
7. Online presentations-students may be asked to prepare online teaching and learning materials so as to enable them to be trained in flipped class room mode of teaching



## MAHATMA GANDHI UNIVERSITY

Name of course - **LEGAL RESEARCH METHOD,  
TEACHING AND ACADEMIC  
WRITING**

### B. End Semester Examination

#### REFERENCES

- Law Commission of India, XIV Report (1958)  
U.G.C., *Report of the Curriculum Development Centre in Law* (2001)  
S.K. Agarwala (Ed.), *Legal Education in India*, N M Tripathi, Bombay (1973).  
International Legal Centre, *Legal Education in a Changing World* (1975)  
Packer and Ehrlich, *New Directions in Legal Education*, McGraw-Hill Book Company, New York (1972).  
LeBrun Merline, and Johnstone M, *The Quiet Revolution: Improving Student Learning in Law*, Law Book Company, Melbourne (1995)  
Morris L. Cohen, *How to Find the Law*, 9th edn, West Publishers, St Paul, Minn. (1976)  
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John A. Yogis, Innis M. Christie, Michael J. Iosipescu, *Legal Writing and Research Manual*, Butterworths, Toronto (1988)  
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Pauline V Young, *Scientific Social Survey and Research*, Printice Hall (1956)  
Indian Law Institute, *Legal Research and Methodology* (1982)

Approval Date	
Version	1.0
Approval by	
Implementation Date	



## MAHATMA GANDHI UNIVERSITY

**Name of course - Law, Judicial Process and Social Transformation**

<b>School Name</b>	<b>School of Indian Legal Thought</b>					
<b>Programme</b>	<b>LL.M.(2YEARS)(C&amp;SS)</b>					
<b>Course Name</b>	<b>Law, Judicial Process and Social Transformation</b>					
<b>Type of Course</b>	Common Core					
<b>Course Code</b>	LTM21 C 02					
<b>Name of Academic Staff and Qualification</b>	Prof.(Dr.)Bismi Gopalakrishnan LL.M., Ph.D					
<b>Course Summary &amp; Justification</b>	The primary aim of the course is to develop coherent understanding of the relationship between law and social change, as a determinant of social transformation. In the process, the student will analyse the views of various jurists in this regard, from different schools and evaluate the efficacy of law as an instrument of social change during pre and post-independence. The course will also help the students to comprehend the relevant provisions of the Indian Constitution, and also the landmark judicial decisions in this regard. The student can examine whether law necessarily leads, or it follows social change and that whether stability is one of the basic requirements of law.					
<b>Semester</b>	1			<b>Credit</b>		4
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	50	5	-	20	75
<b>Pre-requisite</b>	Knowledge and understanding on the basic principles of Law to be gathered on the successful completion of Bachelors degree in Law.					
<i>Others- Library, seminar and assignment preparations, test, legal writing, poster, group discussion ,flipped classroom etc.</i>						

### COURSE OUTCOMES (CO)



## MAHATMA GANDHI UNIVERSITY

**Name of course - Law, Judicial Process and Social Transformation**

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Illustrate the function of law as an instrument of social change.	U	1
2	Relate the role of law in society	A	1
3	Investigate whether law necessarily leads, or it follows social change	An	3
4	Construct models to bring out the relationship of law rights and duties	An	3
5	Associate the role of constitution and constitutional amendments in reforming social institutions.	U	3
6	Evaluate the changing values of society and the readjustment of legal principles	E	6
7	Appraise the nature of judicial process	An	6

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

### COURSE CONTENT

		Hrs	CO.No.
<b>UNIT 1 – LAW AND SOCIAL CHANGE</b>		14 Hrs	
1.1	Meaning and concept of Law- Law as an instrument of change or transformation	2	1
1.2	Law and social change in ancient India - pre-independence and post-independence	4	1



## MAHATMA GANDHI UNIVERSITY

**Name of course - Law, Judicial Process and Social Transformation**

1.3	Law and Social Transformation in Modern India Sanskritization and Westernization	4	3
1.4	Introduction of common law system and institutions in India and the impact on the Indian Social and Legal Order-	2	3
1.5	Limits of Law in bringing out social change.	2	1
<b>UNIT 2 - CONSTITUTION'S ORIENTATION AND SOCIAL TRANSFORMATION</b>		18 Hrs	
2.1	Constitutional evolution and the Constitutional Assembly's Role Constitutional text as a mechanism for social change	4	5
2.2	Constitutional amendments and social transformation	3	5
2.3	Basic structure theory as balancing continuity and change	2	5
2.4	Working of the Constitution for Social Transformation	2	5
2.5	Constitutional interpretation as an effective tool for social transformation.	2	5
2.6	Constitutional perspectives reflected in the fundamental duties	1	5
2.7	Application of international law in the process of constitutional interpretation Constitutionalism and social transformation	2	6
2.8	Constitutionalism and social transformation	2	6
<b>UNIT 3- MODERNISATION OF SOCIAL INSTITUTIONS THROUGH LAW, REFORM OF COURT PROCESSES, ALTERNATIVE APPROACHES TO LAW</b>		11 Hrs	
3.1	Agrarian reform - Industrialization of agriculture- Industrial	2	4



## MAHATMA GANDHI UNIVERSITY

**Name of course - Law, Judicial Process and Social Transformation**

	reform:		
3.2	Free enterprise v. State regulation - Industrialization v. environmental protection	2	4
3.3	Criminal law: Plea bargaining; compounding and payment of compensation to Victims - Civil law: (ADR) Confrontation v. consensus; mediation and conciliation;	3	4
3.4	Democratic decentralisation and local selfgovernment	2	4
3.5	The jurisprudence of Sarvodaya - Gandhiji, Vinoba Bhave Jayaprakash Narayan - concept of grama nyayalayas-lok adalaths	2	4
<b>UNIT 4 – CONTEMPORARY NATURE OF JUDICIAL PROCESS</b>		18 Hrs	
4.1	Nature of the Judicial Process Role of Philosophy (Logic), History, Tradition and Sociology- the Judge as a Legislator	5	7
4.2	Notions of Judicial Review-Constitutional Basis-Democratic Character of Judicial Review-	3	7
4.3	Doctrine of precedent	5	7
4.4	Judicial and Juristic Activism-Judicial Creativity and its Limitations	3	6
4.5	Judicial Activism vis- a-vis Judicial Self-Restraint	2	6
<b>UNIT 5 – INDIAN JUDICIAL PROCESS AND THE POLITICAL PROCESS</b>		14 Hrs	
5.1	Debates on the Role of Judges -Supersession, Commitment & Transfer	2	7
5.2	SocioEconomic Background of the Indian Judiciary-Politics of Judiciary-Political Process	3	7



## MAHATMA GANDHI UNIVERSITY

**Name of course - Law, Judicial Process and Social Transformation**

5.3	Jurimetrics: Concept-Conventional-Civil Law and Behavioural Perspective	4	7
5.4	Impact of Public Opinion on the Judicial Process	2	4
5.5	Role of the Appellate Indian Judges in the Development, Renovation and Retardation of Constitutional Goals	3	4

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p><b>Direct Instruction:</b> Brain storming lectures, Explicit Teaching, E-learning,</p> <p><b>Inter-active Instruction:</b> Active co-operative learning, Seminars, Group Assignments</p> <p><b>Authentic learning:</b> Library work and Group discussion, Presentation by individual student/ Group representative, Case studies and comments, Literature Review</p>
<b>Assessment Types</b>	<p><b>A. Continuous Internal Assessment (CIA)</b></p> <ol style="list-style-type: none"> <li>1. Internal Test – Descriptive and analytical type of questions and problems are involved. .</li> <li>2. Book review – every student to review a seminal work on any topic relevant to the course and submit a report</li> <li>3. Seminar Presentation – a recent legal development in the area is to be identified to prepare a paper and present in the seminar</li> <li>4. Assignments – Fundamental topics in the concerned area in the light of burning issues relating to the subject shall be presented and discussed by the learner in the class</li> <li>5. Case discussion(oral) and preparation of case comments (in writing)-Prominent judicial pronouncements shall be discussed to crystalize the judicial process</li> <li>6. Paper writing-Following the research methodology and instructions on writing adopting the international mode of footnoting and citations, the learner has to submit a paper with individual contributions to the legal regime</li> <li>7. Clinical training – each student may individually or in group be</li> </ol>





## MAHATMA GANDHI UNIVERSITY

**Name of course - Law, Judicial Process and Social Transformation**

assigned with practical experience of dealing with actual issues involving concepts of public law and prepare a report

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

### **B. End Semester Examination**

## REFERENCES

1. M. N. SRINIVAS *SOCIAL CHANGE IN MODERN INDIA*
2. OLIVER MENDELSON, *LAW AND SOCIAL TRANSFORMATION IN INDIA*, OXFORD UNIVERSITY PRESS, 2014.
3. SHARYN ANLEU, *LAW AND SOCIAL CHANGE*, SAGE PUBLISHING, 2010.
4. MARC GALANTER (ED). *LAW AND SOCIETY IN MODERN INDIA*, OXFORD, 1997.
5. BAXI, UPENDRA, *THE CRISIS OF INDIAN LEGAL SYSTEM*, VIKAS PUBLICATION, 1982.
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7. DUNCAN DERRET. *THE STATE, RELIGION AND LAW IN INDIA*, OXFORD, 1999.
8. INDIAN LAW INSTITUTE, *LAW AND SOCIAL CHANGE: INDO-AMERICAN REFLECTIONS*, TRIPATHI, 1988.
9. M. P. JAIN. *OUTLINES OF INDIAN LEGAL HISTORY*, TRIPATHI, BOMBAY, 1993.
10. AGNES FLAVIA, *LAW AND GENDER INEQUALITY: THE POLITICS OF WOMEN'S RIGHTS IN INDIA*, OXFORD, 1999.
11. VED KUMARI, *OFFENCES AGAINST WOMEN IN KAMALA SANKARAN AND UJJWAL KUMAR SINGH* (ED) TOWARDS LEGAL LITERACY AN INTRODUCTION TO LAW IN INDIA PP.78-94 (2008) OXFORD, NEW DELHI.
12. VIRENDRA KUMAR: *DYNAMICS OF RESERVATION POLICY: TOWARDS A MORE INCLUSIVE SOCIAL ORDER* 50, JOURNAL OF THE INDIAN LAW INSTITUTE PP 478-517 (2007).
13. VIRENDRA KUMAR, 'MINORITIES' RIGHT TO RUN EDUCATIONAL INSTITUTIONS: T.M.A PAI FOUNDATION IN PERSPECTIVE 45, JOURNAL OF THE INDIAN LAW INSTITUTE PP 200-238 (2003)
14. S. P. SATHE, *JUDICIAL ACTIVISM IN INDIA*, OXFORD UNIVERSITY PRESS (2002).
15. FIREDMAN , *LAW IN A CHANGING SOCIETY*( UNIVERSITY OF CALIFORNIA PRESS)



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## MAHATMA GANDHI UNIVERSITY

**Name of course - Law, Judicial Process and Social Transformation**

16. ANDHYARJUINA T.R. JUDICIAL ACTIVISM AND CONSTITUTIONAL DEMOCRACY (Tripathi 1992)
17. ANTHONY MCGREW, DAVID HELD (EDS.), GOVERNING GLOBALIZATION: POWER, AUTHORITY AND GLOBAL GOVERNANCE (Polity Press 2002).
18. CARDOZO THE NATURE OF JUDICIAL PROCESS (Yale University Press 1995)
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## MAHATMA GANDHI UNIVERSITY

**Name of course - Law, Judicial Process and Social Transformation**

Version	1.0
Approval by	
Implementation Date	

	<p align="center"><b>MAHATMA GANDHI UNIVERSITY</b></p> <p align="center">-----</p> <p align="center"><b>SCHOOL OF INDIAN LEGAL THOUGHT</b></p>
<p><b>NAME OF PROGRAMME</b></p>	<p><b>LL.M.(2YEARS)(C&amp;SS) (CRIMINAL LAW)</b></p>
<p><b>NAME OF COURSE</b></p>	<p><b>GENERAL PRINCIPLES OF CRIMINAL LAW-I</b></p>
<p><b>COURSE SUMMARY</b></p>	<p>A study on the fundamental principles of crime, with an understanding that criminal law purports to maintain peace and order in society, is the core area of study in Criminal Law. This course highlights the ingredients of crime, based on which an act is proscribed. In defining crime, not only the act, but also the mental element of the wrongdoer plays a vital role. The social morality and ethics reflected in criminal legal framework is well examined.</p>

<p><b>Type of Course</b></p>	<p align="center"><b>(Core Course-) (Credits 4)</b></p>
<p><b>Course Code</b></p>	<p>LTM 21 C13</p>
<p><b>Names of Academic Staff &amp; Qualifications</b></p>	<p><b>Dr.Jasmine Alex LL.M., Ph.D</b></p>
<p><b>Course Summary &amp; Justification</b></p>	<p>T The study on essential ingredients of offence is the basis of this course. The historical evolution of criminal legal system in India on a comparative perspective is analysed. Identification of the factors which contribute to the proper functioning of the criminal justice system is done systematically in this course. It is done not only by a simple exposition of statutory provisions but also by a critical analysis of judicial pronouncements in the context of new developments in</p>

	<p>society.</p> <p>This course enables the learners to understand how criminal legal system exhibits its traditional affinity to society's sense of morality and how the same is reflected in the changing concepts w. r. to certain crimes. A deep understanding of the elements of crime is necessary to identify whether a particular act is crime or not. The liability of accomplices, liability in inchoate offences, stages of commission of crimes, vicarious liability and strict liability are discussed, without which the learner will not be able to get involved in the administration of criminal justice in his/her future endeavors.</p>					
<b>Semester</b>	I					
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Independent learning	40	10		25	75
<b>Pre-requisite</b>	Knowledge and understanding on the concept of crime and basic principles regarding criminal liability, is a pre-requisite. This is expected to be gathered on completion of a Bachelor's Degree in Law.					

**COURSE OUTCOMES (CO) COURSE OUTCOMES (CO)**

CO No.	Expected Course Outcome	Learning Domains	PSO No.
1		U	1,2,3,
2	Analyse the historical development of criminal legal system	A	2,3,4,5
3	Elucidate theoretically the influence of morality, ethics and religion in the development of criminal legal system	Ap	2,3,4,5
4	Critically examine the nature and content of the	A	2,3,4,5

	elements of crime, i.e., actus reus and mensrea		
5	Appreciate the present system of fixing criminal liability by judiciary and the influence of social changes in the decision-making process	Ap	1,2,3,4
6	Evaluate the development of the principle of strict liability in criminal law	E	2,3,4
7	Suggest model criminal law framework based on the principles of legality, moral well-being of the society, developments/transformations in society	C	2,3,4,5
8	Build a perspective on better system of administration of criminal justice	C	2,3,4,5
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

### COURSE CONTENT

MODULE	CONTENT	CO NO.
Module I(15 Hours)	<ul style="list-style-type: none"> <li>i. History of English Criminal Law-Development of Criminal Law in India-Accusatorial &amp; Inquisitorial systems-advantages and disadvantages</li> <li>ii. Distinction between Crime and Tort</li> <li>iii. Relation between Criminal Law, ethics and social morality</li> <li>iv. Concept of Punishment</li> </ul>	1,7,8
Module II(15 Hours)	<ul style="list-style-type: none"> <li>i. Crime-definition-elements of crime</li> <li>ii. Mens rea-stages of mens rea-intention</li> <li>iii. Recklessness-specific intent-basic intent-ulterior intent-Terms denoting mens rea in Indian law</li> <li>iv. Negligence as mensrea-negligence in medical cases</li> <li>v. Doctrine of transferred malice-</li> </ul>	2,3,4,5,6

	<b>strict liability</b>	
<b>Module III(15 Hours)</b>	<ul style="list-style-type: none"> <li><b>i. Actus reus-act-omission-State of affairs constituting mens rea- Willed act</b></li> <li><b>ii. Causation</b></li> <li><b>iii. Stages of crime-contemplation-preparation-attempt-liability on impossible attempts</b></li> <li><b>iv. Joint liability-common intention-common object</b></li> <li><b>v. constructive joint liability</b></li> </ul>	<b>3,4,5,6,7,8</b>
<b>Module IV( 15 Hours)</b>	<ul style="list-style-type: none"> <li><b>i. Parties to crime-doctrine of complicity-principals and accessories</b></li> <li><b>ii. vicarious liability</b></li> <li><b>iii. criminal responsibility of state</b></li> <li><b>iv. corporate criminal responsibility</b></li> </ul>	<b>3,4,5,6,7,8</b>
<b>Module V(15 Hours)</b>	<ul style="list-style-type: none"> <li><b>i. Inchoate offences</b></li> <li><b>ii. Attempt</b></li> <li><b>iii. Conspiracy</b></li> <li><b>iv. Abetment</b></li> </ul>	<b>3,4,5,6,7,8</b>

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p><b>Direct Instruction:</b> Brain storming lectures, Explicit Teaching, E-learning,</p> <p><b>Inter-active Instruction:</b> Active co-operative learning, Seminars, Group Assignments</p> <p><b>Authentic learning:</b> Library work and Group discussion, Presentation by individual student/ Group representative, Case studies and comments, Literature Review</p>
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<b>Assessment Types</b>	<p><b>Mode of Assessment</b></p> <p><b>A. Continuous Internal Assessment (CIA)</b></p> <ol style="list-style-type: none"> <li>1. Internal Test – Descriptive and analytical type of questions and problems are involved. MCQs may also be included.</li> <li>2. Book review – every student to review a seminal work on Criminal Law and Principles governing general defenses, and submit a report</li> <li>3. Seminar Presentation – a recent legal development in the area is to be identified to prepare a paper and present in the seminar</li> <li>4. Assignments – Fundamental topics in the concerned area in the light of burning issues relating to the subject shall be presented and discussed by the learner in the class</li> <li>5. Case discussion(oral) and preparation of case comments (in writing)-Prominent judicial pronouncements shall be discussed to crystalize the judicial process</li> <li>6. Paper writing-Following the research methodology and instructions on writing adopting the international mode of footnoting and citations, the learner has to submit a paper with individual contributions to the legal regime</li> <li>7. Clinical training – each student may individually or in group be assigned with practical experience of dealing with actual issues warranting plea of defenses and prepare a report</li> <li>8. Online presentations-students may be asked to prepare online teaching and learning materials so as to enable them to be trained in flipped class room mode of teaching</li> </ol> <p><b>B. End Semester Examination</b></p>
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	<b>MAHATMA GANDHI UNIVERSITY</b> <hr style="border-top: 1px dashed black;"/> <b>SCHOOL OF INDIAN LEGAL THOUGHT</b>
<b>NAME OF PROGRAMME</b>	<b>LL.M.(2YEARS)(C&amp;SS) (CRIMINAL LAW)</b>
<b>NAME OF COURSE</b>	<b>CRIMINAL LAW IN ACTION</b>
<b>NAME OF ACADEMIC STAFF &amp; QUALIFICATION</b>	<b>SUNILKUMAR CYRIAC LL. M.</b>
<b>COURSE SUMMARY</b>	<p>Object of criminal law is to punish the offenders and thereby to maintain orderliness in the society. There are so many agencies to enforce criminal law and the police is one of them. The main function of the police is to conduct investigation relating to a crime. Since it is the very first process in the criminal justice administration, the success and failure of criminal justice system depend mainly on the investigation. Various methods of investigation, the procedures, and matters to be taken into consideration, the challenges and different perspectives are to be looked into during this study. Moreover a comparative study of the functioning of investigating agencies of various jurisdictions is necessary for a proper appreciation of this study.</p>

<b>Type of Course</b>	(Compulsory)Core- 4 Credits					
<b>Course Code</b>	LTM 21 C 14					
<b>Semester</b>	<b>1</b>		<b>Credit</b>			<b>4</b>
<b>Total Student Learning Time (SLT)</b>	<b>Learning Approach</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>Others</b>	<b>Total Learning Hours</b>
	A mixed approach of Authentic learning, Collaborative learning, &	40	10	-	25	75

	Choice based learning					
<b>Pre-requisite</b>	In-depth knowledge and understanding on the concept of crime and basic principles regarding criminal liability, jurisdiction and punishment is a pre-requisite. This is expected to be gathered on completion of a Bachelor's Degree in Law.					
<i>Others- Library, clinical practice, seminar and assignment preparations, Article writing, literature review, test, literature review, discussion etc.</i>						

### COURSE OUTCOMES (CO)

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

## COURSE CONTENT

MODUL E	CONTET	HRS(L+T +S)	CO NO.
Module I(15 Hours)	<ul style="list-style-type: none"> <li>i. Investigation</li> <li>ii. Meaning and purpose of investigation</li> <li>iii. Importance and sanctity of investigation</li> <li>iv. Different methods of investigation</li> <li>v. Delay in investigation</li> </ul>	<p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p>	2,3,4,5,6,7,8
Module II(15 Hours)	<ul style="list-style-type: none"> <li>i. Investigation under inquisitorial system</li> <li>ii. Under Accusatorial systems</li> <li>iii. Transparency in evidence collection</li> <li>iv. Arrest</li> <li>v. Rights of the arrested</li> </ul>	<p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p>	2,3,4,5,6,7,8
Module III(15 Hours)	<ul style="list-style-type: none"> <li>i. Scientific methods of evidence collection</li> <li>ii. Importance of forensic science</li> <li>iii. Constitutionality</li> </ul>	<p>4</p> <p>3</p>	2,3,5,6,7,8

	<p>of new investigative mechanisms</p> <p>iv. The rights of the accused</p>	<p>4</p> <p>4</p>	
<p>Module IV( 15 Hours)</p>	<p>i. Victims role in investigation</p> <p>ii. Barriers for a proper investigation</p> <p>iii. Media and political interference</p> <p>iv. Lack of infrastructure</p> <p>v. The remedies for these barriers</p>	<p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p>	<p>5,6,7,8</p>
<p>Module V(15 Hours)</p>	<p>i. Pre-trial detention</p> <p>ii. Police custody</p> <p>iii. Detention in jail</p> <p>iv. Right to bail</p> <p>v. Human rights of the under trial prisoners.</p>	<p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p>	<p>3,5,6,7,8</p>

<p><b>Teaching and Learning Approach</b></p>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p><b>Direct Instruction:</b> Brain storming lectures, Explicit Teaching, E-learning,</p> <p><b>Inter-active Instruction:</b> Active co-operative learning, Seminars, Group Assignments</p> <p><b>Authentic learning:</b> Library work and Group discussion, Presentation by individual student/ Group representative, Case studies and comments,</p>
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	Literature Review
<b>Assessment Types</b>	<p><b>Mode of Assessment</b></p> <p><b>A. Continuous Internal Assessment (CIA)</b></p> <ol style="list-style-type: none"> <li>1. Internal Test – Descriptive and analytical type of questions and problems are involved. MCQs may also be included.</li> <li>2. Book review – every student to review a seminal work on any topic relevant to the course and submit a report</li> <li>3. Seminar Presentation – a recent legal development in the area is to be identified to prepare a paper and present in the seminar</li> <li>4. Assignments – Fundamental topics in the concerned area in the light of burning issues relating to the subject shall be presented and discussed by the learner in the class</li> <li>5. Case discussion(oral) and preparation of case comments (in writing)-Prominent judicial pronouncements shall be discussed to crystalize the judicial process</li> <li>6. Paper writing-Following the research methodology and instructions on writing adopting the international mode of footnoting and citations, the learner has to submit a paper with individual contributions to the legal regime</li> <li>7. Clinical training – each student may individually or in group be assigned with practical experience of dealing with actual issues involving the procedures of investigation and prepare a report</li> <li>8. Online presentations-students may be asked to prepare online teaching and learning materials so as to enable them to be trained in flipped class room mode of teaching</li> </ol> <p><b>B. End Semester Examination</b></p>

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<b>Implementation Date</b>	



	<b>MAHATMA GANDHI UNIVERSITY</b> <hr style="border-top: 1px dashed black;"/> <b>SCHOOL OF INDIAN LEGAL THOUGHT</b>
<b>NAME OF PROGRAMME</b>	<b>LL.M.(2YEARS)(C&amp;SS) (CRIMINAL LAW)</b>
<b>NAME OF COURSE</b>	<b>SOCIO-ECONOMIC OFFENCES</b>
<b>NAME OF ACADEMIC STAFF &amp; QUALIFICATION</b>	<b>SUNILKUMAR CYRIAC LL. M.</b>
<b>COURSE SUMMARY</b>	<p>Earlier criminologists considered that poverty was one of the main causes of crime, since the criminals of that time mainly belonged to the poor class. But during the latter half of the 20<sup>th</sup> century, Edwin. H. Sutherland appeared with a new concept, suggesting that there are certain crimes committed only by the upper class people and he called such crime as white collar crimes. In India we consider such crimes as socio-economic offences with certain changes in the nature and application as suggested by Sutherland. The main idea behind such offences is that the traditional concept of mens rea is not considered as a constituent element for such offences. So there are significant differences between socio - economic offences and traditional offence in their definition, nature, procedure and punishment. It therefore calls for a different approach in the investigation, trial and punishment of these offences. In this course we look forward for a comparative study of such offences with traditional offences.</p>

<b>Type of Course</b>	Programme Elective- 4 Credits					
<b>Course Code</b>	LTM 21 E40					
<b>Semester</b>	<b>1</b>			<b>Credit</b>		<b>4</b>
<b>Total Student Learning Time (SLT)</b>	<b>Learning Approach</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Practic al</b>	<b>Others</b>	<b>Total Learning Hours</b>

	A mixed approach of Authentic learning, Collaborative learning, & Choice based learning	40	10	-	25	75
<b>Pre-requisite</b>	In-depth knowledge and understanding on the concept of crime and basic principles regarding criminal liability, jurisdiction and punishment is a pre-requisite. This is expected to be gathered on completion of a Bachelor's Degree in Law.					
<i>Others- Library, clinical practice, seminar and assignment preparations, Article writing, literature review, test, literature review, discussion etc.</i>						

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome ----- Upon completion of the Course, the student will be able to:	Learning Domains	PSO No.
1	Examine and analyse the nature, extend causes and growth of white collar crimes and socio-economic offences.	U & An	1,2,3,4
2	Evaluate the explanation of such offences according to various criminological theories.	E	1,2,3,4,5
3	Critically analyse the application of mensrea in socio-economic offences and to find out the consequences arising there from.	A, An, E,C & Ap	3,4,5
4	Evaluate the concept of corporate criminal liability and to analyse its application in the present principles of criminal law.	A, An & E	1,2,3,4,5
5	Analyse, evaluate and appreciate the problem of fixing appropriate punishment for companies and corporations.	An, E & Ap	3,4,5
6	To find out the rights of the accused in such offences and to evaluate the problem of burden of proof and special rules of evidence in such offences	E & C	2,3,4,5
7	Analyse the fixing of minimum punishment and mandatory imprisonment for the offenders and to evaluate and the denial of various other rights to those who are charged with such offences in a human rights	An, E & Ap	2,3,4,5

	perspective.		
8	To discuss about corruption among public persons and to find out a suitable solution for it and the measures adopted in this behalf..	U, Ap, E & C	2,3,4,5
<b>*LEARNING DOMAINS &amp; CORRESPONDING PSOs: Remember (R-1), Understand (U-2), Apply (A-3), Analyse (An-4), Evaluate (E-5), Create (C-6), Skill (S-7), Interest (I-8) and Appreciation (Ap-9)</b>			

### COURSE CONTENT

MODUL E	CONTET	HRS(L+ T+S)	CO NO.
<b>Module I(15 Hours)</b>	<b>i. Concept of white Collar Crimes and socio – economic offences</b>	<b>3</b>	<b>2,3,4,5,6,,7,8</b>
	<b>ii. Differential Association Theory-Scope, Extent and application in such offences</b>	<b>3</b>	
	<b>iii. Causes and growth of socio-economic offences</b>	<b>3</b>	
	<b>iv. Application of the principle of mensrea in such offences</b>	<b>3</b>	
	<b>v. Need for deviation from general principles of criminal law</b>	<b>3</b>	
<b>Module II(15 Hours)</b>	<b>i. Corporate Criminal Liability</b>	<b>3</b>	<b>2,3,4,5,6,7,8</b>
	<b>ii. Liability of the corporation and punishment</b>	<b>3</b>	
	<b>iii. Corporate Manslaughter and</b>	<b>3</b>	

	<b>Environmental Damage</b>		
	<b>iv. Fixation of Liability</b>	<b>3</b>	
	<b>v. Role of Criminal Law</b>	<b>3</b>	
<b>Module III(15 Hours)</b>	<b>i. Right of the Accused in Socio Economic Offences</b>	<b>3</b>	<b>2,3,5,6,7,8</b>
	<b>ii. Admissibility of confessions and provisions for search and seizure</b>	<b>3</b>	
	<b>iii. Arrest and bail in such cases</b>	<b>3</b>	
	<b>iv. Burden of proof and presumption of innocence.</b>	<b>3</b>	
	<b>v. The minimum punishment and mandatory imprisonment</b>	<b>3</b>	
<b>Module IV( 15 Hours)</b>	<b>i. Special machinery for investigation of socio-economic offences</b>	<b>4</b>	<b>5,6,7,8,9</b>
	<b>ii. Trial and punishment of socio-economic offences</b>	<b>4</b>	
	<b>iii. Special rules of evidence and treatment</b>	<b>4</b>	
	<b>iv. Denial of parole</b>	<b>3</b>	
<b>Module V(15 Hours)</b>	<b>i. Corruption among Public Persons</b>	<b>3</b>	<b>,3,5,6,7,8</b>
	<b>ii. Vigilance Commission, Ombudsman, and Commissions of Inquiry</b>	<b>3</b>	
	<b>iii. Statute on Prevention of Corruption</b>	<b>3</b>	
	<b>iv. How to prevent socio – economic offences</b>	<b>3</b>	

	<b>v. Role of judiciary, mass media and social organisation in the prevention</b>	<b>3</b>	
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<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p><b>Direct Instruction:</b> Brain storming lectures, Explicit Teaching, E-learning,</p> <p><b>Inter-active Instruction:</b> Active co-operative learning, Seminars, Group Assignments</p> <p><b>Authentic learning:</b> Library work and Group discussion, Presentation by individual student/ Group representative, Case studies and comments, Literature Review</p>
<b>Assessment Types</b>	<p><b>Mode of Assessment</b></p> <p><b>A. Continuous Internal Assessment (CIA)</b></p> <ol style="list-style-type: none"> <li>1. Internal Test – Descriptive and analytical type of questions and problems are involved. MCQs may also be included.</li> <li>2. Book review – every student to review a seminal work on any topic relevant to the course and submit a report</li> <li>3. Seminar Presentation – a recent legal development in the area is to be identified to prepare a paper and present in the seminar</li> <li>4. Assignments – Fundamental topics in the concerned area in the light of burning issues relating to the subject shall be presented and discussed by the learner in the class</li> <li>5. Case discussion(oral) and preparation of case comments (in writing)-Prominent judicial pronouncements shall be discussed to crystalize the judicial process</li> <li>6. Paper writing-Following the research methodology and instructions on writing adopting the international mode of footnoting and citations, the learner has to submit a paper with individual contributions to the legal regime</li> <li>7. Clinical training – each student may individually or in group be assigned with practical experience of dealing with actual issues involving socio-economic offences and prepare a report</li> <li>8. Online presentations-students may be asked to prepare online teaching and learning materials so as to enable them to be trained in flipped class room mode of teaching</li> </ol> <p><b>B. End Semester Examination</b></p>

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<b>Approval Date</b>	
<b>Version</b>	
<b>Approval by</b>	
<b>Implementation Date</b>	



**MAHATMA GANDHI UNIVERSITY**

**Name of course - LAW AND JUSTICE IN A GLOBALIZING WORLD**

<b>School Name</b>	School of Indian Legal Thought					
<b>Programme</b>	LL.M.(2YEARS)(C&SS)					
<b>Course Name</b>	LAW AND JUSTICE IN A GLOBALIZING WORLD					
<b>Type of Course</b>	(Compulsory)Core- 4 Credits					
<b>Course Code</b>	LTM 21C 05					
<b>Name of Academic Staff and Qualification</b>	Prof.(Dr.)Bismi Gopalakrishnan LL.M., Ph.D					
<b>Course Summary &amp; Justification</b>	<p>In the era of globalization, no country of this world is untouched with its effect. This course builds on the understanding of law, justice and international law gained by students at the undergraduate level and this paper intent to provide them as an advanced knowledge. This course will discuss the debates surrounding law justice and globalization , its changing meaning and the impact that it has on many fields of law.</p>					
<b>Semester</b>	2			<b>Credit</b>		4
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	50	5	-	20	75
<b>Pre-requisite</b>	Knowledge and understanding on the basic principles of Law to be gathered on the successful completion of Bachelors degree in Law.					
<i>Others- Library, field work, seminar and assignment preparations, test, journal, discussion etc.</i>						



## MAHATMA GANDHI UNIVERSITY

**Name of course - LAW AND JUSTICE IN A GLOBALIZING WORLD**

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Analyse the different facets of concept of justice	An	1
2	Evaluate the process of globalization and its impact on law and justice	E	1
3	Construct demands for change raised by different groups to the international legal order and institutions in the light of globalization	C	4
4	Integrate the changes in the legislations during post globalization and appreciate how the same is related to the notion of justice	C	5
5	Examine the judicial approach post globalization and appreciate how the same is related to the notion of justice	E	5
6	Design policy, both legislative and judicial, as to how the trajectory of legal evolution needs to be in the globalized world keeping intact the notion of social justice advocated by our Constitution.	C	6
7	To indicate the need of globalization, its political economy, and its impact on administration of law and justice	E	7

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





**MAHATMA GANDHI UNIVERSITY**

**Name of course - LAW AND JUSTICE IN A GLOBALIZING WORLD**

**COURSE CONTENT**

		Hrs	CO.No.
<b>UNIT 1 – UNDERSTANDING LAW AND JUSTICE: DIFFERENT THEORIES</b>		19 Hrs	
1.1	Relationship with law and justice-justness of law and legal justice Natural Justice - Utilitarianism	3	1
1.2	Concept of Justice as Fairness	5	1
1.3	Amartya Sen’s Capabilities Approach	5	1
1.4	Social Justice –Distributive Justice	3	7
1.5	Law, Morality And Justice	3	7
<b>UNIT 2 - LAW AND JUSTICE IN A GLOBAL WORLD</b>		16 Hrs	
2.1	Meaning of Globalization; Global World	1	2
2.2	Understanding Political Economy of Globalization	2	2
2.3	Changing Role of State, International Market and Law	3	3
2.4	Impact of Globalization on India’s Social, Political and Economic Development - Federalism and Democratic Law Making.	3	4
2.5	Impact of Globalization on Judicial Process and Administration of Justice	3	5
2.6	Liberty and Society	2	6
2.7	Operationalization of liberty in a democratic society	2	6
<b>UNIT 3- HUMAN RIGHTS, BASIC NEEDS &amp; SUSTAINABLE DEVELOPMENT IN A GLOBAL WORLD</b>		15 Hrs	
3.1	The impact of globalisation on nation states and their sovereignty- Treaty	2	2



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	making power in India		
3.2	The concept of Basic Human Needs: Food, Shelter, Clothing, Health, Sanitation etc.	2	2
3.3	Basic Needs and the concept of Human Rights - Concept of Humanitarian Intervention	3	2
3.4	Principle of Responsibility to Protect (R2P)	2	4
3.5	Human Rights and Environment	3	4
3.6	Sustainable Development Goals (SDG)	3	4
<b>UNIT 4 – RECEPTION OF LAW</b>		10 Hrs	
4.1	Notions and reasons for Reception	5	7
4.2	Role of participation in making global law, Local Demand, Local Politics	3	7
4.3	Indigenous Law and Global Law: Problems in Reception	2	7
<b>UNIT 5 – EQUALITY and SOCIAL JUSTICE- MINORITY AND GENDER RIGHTS</b>		15Hrs	
5.1	Concept of patriarchy and Indian Legal System -Engendering Law	3	1,6
5.2	Feminist jurisprudence –discourses in India	3	1,5
5.3	Minority Rights	2	1,5
5.4	Desexualizing laws against sexual offences - LGBTQ struggle in India	2	5
5.5	Affirmative action for minority sections of society in the global world	5	5

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p><b>Direct Instruction:</b> Brain storming lectures, Explicit Teaching, E-learning, flipped class room</p> <p><b>Inter-active Instruction:</b> Active co-operative learning, Seminars, Group Assignments</p> <p><b>Authentic learning:</b> Library work and Group discussion, Presentation by individual student/ Group representative, Case studies and comments,</p>
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## MAHATMA GANDHI UNIVERSITY

### Name of course - LAW AND JUSTICE IN A GLOBALIZING WORLD

	Literature Review
<b>Assessment Types</b>	<b>Mode of Assessment</b> <b>A. Continuous Internal Assessment (CIA)</b> <ol style="list-style-type: none"><li>1. Internal Test – Descriptive and analytical type of questions and problems are involved.</li><li>2. Book review – every student to review a seminal work on any topic relevant to the course and submit a report</li><li>3. Seminar Presentation – a recent legal development in the area is to be identified to prepare a paper and present in the seminar</li><li>4. Assignments – Fundamental topics in the concerned area in the light of burning issues relating to the subject shall be presented and discussed by the learner in the class</li><li>5. Case discussion(oral) and preparation of case comments (in writing)-Prominent judicial pronouncements shall be discussed to crystalize the judicial process</li><li>6. Paper writing-Following the research methodology and instructions on writing adopting the international mode of footnoting and citations, the learner has to submit a paper with individual contributions to the legal regime</li><li>7. Clinical training – each student may individually or in group be assigned with practical experience of dealing with actual issues involving concepts of public law and prepare a report</li><li>8. Online presentations-students may be asked to prepare online teaching and learning materials so as to enable them to be trained in flipped class room mode of teaching</li></ol> <b>B. End Semester Examination</b>

## REFERENCES

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4. MARTHA NUSSBAUM, FRONTIERS OF JUSTICE: DISABILITY, NATIONALITY, SPECIES MEMBERSHIP, CHAPTER 2 (2006) UPENDRA BAXI, "CHHATRAPATI SINGH AND THE IDEA OF A LEGAL THEORY" 56 JOURNAL OF INDIAN LAW INSTITUTE (2014) 5-24
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LL.M

Effective April 2021



## MAHATMA GANDHI UNIVERSITY

### **Name of course - LAW AND JUSTICE IN A GLOBALIZING WORLD**

[HTTPS://TIMESOFINDIA.INDIATIMES.COM/BLOGS/LEGALLY SPEAKING/RESTORATIVE- JUSTICE-INCORPORATING-GANDHIAN-IDEALS-FOR-A-CATHARTIC APPROACH-TOWARDS- PUNISHMENT/](https://timesofindia.indiatimes.com/Blogs/LegallySpeaking/Restorative-Justice-Incorporating-Gandhian-Ideals-For-A-Cathartic-Approach-Towards-Punishment/)

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7. JAGDISH BHAGWATI, IN DEFENSE OF GLOBALIZATION (OXFORD UNIVERSITY PRESS, 2007)
8. SURYA DEVA, "HUMAN RIGHTS REALIZATION IN AN ERA OF GLOBALIZATION: THE INDIAN EXPERIENCE" 12 BUFFALO HUMAN RIGHTS LAW REVIEW (2006) 93-138 7.
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10. JUDGE HISASHI OWADA, SOME REFLECTIONS ON JUSTICE IN A GLOBALIZING WORLD, 97 AMERICAN SOCIETY OF INTERNATIONAL LAW – PROCEEDINGS OF THE 101ST ANNUAL MEETING (APRIL 2-5, 2003)

### **SUGGESTED READINGS**

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2. ANTHONY MCGREW, DAVID HELD (EDS.), GOVERNING GLOBALIZATION: POWER, AUTHORITY AND GLOBAL GOVERNANCE (Polity Press 2002).
3. FRIEDMAN- LAW IN A CHANGING SOCIETY (2<sup>nd</sup> Ed UNIVERSAL BOOK TRADERS 1996)
4. ISHWARA BHATT-LAW AND SOCIAL TRANSFORMATION (EBC, 2012)
5. JULIUS STONE SOCIAL DIMENSIONS OF LAW AND JUSTICE (Universal Law Publishing Company 1999)
6. CHRISTOPHER CAUDWELL, THE CONCEPT OF FREEDOM (1977), PP. 51-75
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8. UPENDRA BAXI, FROM HUMAN RIGHTS TO THE RIGHT TO BE HUMAN: SOME HERESIES (1987), PP. 185-200 4.
9. J.J. PAUST, R2P AND PROTECTIVE INTERVENTION, 31 TEMPLE INTERNATIONAL & COMPARATIVE LAW JOURNAL (2017) 109
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**MAHATMA GANDHI UNIVERSITY**

**Name of course - LAW AND JUSTICE IN A GLOBALIZING  
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11. AMITA DHANDA AND ARCHANA PARASHAR (ED), ENGENDERING LAW  
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Approval Date	
Version	1.0
Approval by	
Implementation Date	

	<b>MAHATMA GANDHI UNIVERSITY</b> <hr style="border-top: 1px dashed black;"/> <b>SCHOOL OF INDIAN LEGAL THOUGHT</b>
<b>NAME OF PROGRAMME</b>	<b>LL.M.(2YEARS)(C&amp;SS) (CRIMINAL LAW)</b>
<b>NAME OF COURSE</b>	<b>COMPARATIVE PUBLIC LAW</b>
<b>NAME OF ACADEMIC STAFF &amp; QUALIFICATION</b>	<b>DR. JASMINE ALEX B. Sc., LL. M., Ph. D.</b>
<b>COURSE SUMMARY</b>	A study on the fundamental principles of public law is necessary with a detailed exposition of the changing concepts of law, rights, administration of justice and state. This course highlights the need for understanding the difference between public law and private law, and the evolving practices in India on a comparison with the law and practice in other countries.

<b>Type of Course</b>	(Compulsory)Core- 4 Credits					
<b>Course Code</b>	LTM 21 C 06					
<b>Semester</b>	<b>II</b>		<b>Credit</b>			<b>4</b>
<b>Total Student Learning Time (SLT)</b>	<b>Learning Approach</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Practic al</b>	<b>Others</b>	<b>Total Learning Hours</b>
	A mixed approach of Authentic learning, Collaborative learning, & Choice based learning	40	10	-	25	75

<b>Pre-requisite</b>	In-depth knowledge and jurisprudential understanding on the concept of law, state and government is a pre-requisite. This is expected to be gathered on completion of a Bachelor's Degree in Law.
<i>Others- Library, clinical practice, seminar and assignment preparations, Article writing, literature review, test, literature review, discussion etc.</i>	

### **COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b> ----- <b>Upon completion of the Course, the student will be able to:</b>	<b>Learning Domains</b>	<b>PSO No.</b>
1	Analyse the concept of public law	An	1,4
2	Analyse the historical development of public law	An	1,4
3	Elucidate theoretically the influence of social transformation, development and judicial process in the changing concept of public law	Ap	3, 9
4	Critically examine the nature and content of the elements of public law	A	4,5
5	Appreciate the present system of public law and the changing concepts	Ap	6.9
6	Evaluate the development of the public law content in criminal law	E	4,5,9
7	Suggest model legal framework based on the principles of legality, moral well-being of the society, developments/transformations in society to distribute justice	C	3,6,7, 9
8	Build a perspective on better system of administration of justice in public law domain	C	3,6,7,9
<b>*LEARNING DOMAINS &amp; CORRESPONDING PSOs: Remember (R-1), Understand (U-2), Apply (A-3), Analyse (An-4), Evaluate (E-5), Create (C-6), Skill (S-7), Interest (I-8) and Appreciation (Ap-9)</b>			

### **COURSE CONTENT**

<b>MODULE</b>	<b>CONTET</b>	<b>HRS(L+T+S)</b>	<b>CO NO.</b>
<b>Module I(15 Hours)</b>	i. Concept of Public Law-Development ii. Difference between Public Law and Private Law-Changing Concepts iii. Scope of Public Law-Concept of sovereign-Theories-Relation between sovereign and individual-concept of authority and duty-rights-concept of accountability	5 5 5	2, 4,5,6,7,8
<b>Module II(15 Hours)</b>	i. Nature of , Constitutional Law-Administrative Law- ii. Human Rights- iii. Public International Law- iv. Criminal Law	4 4 3 4	2,3,4,5,6,7,8
<b>Module III(15 Hours)</b>	i. Constitution - Concept Nature, Goals ii. Constitutionalism- Essential features of Constitutionalism iii. Types of governments-comparison	5 5 5	2,3,5,6,7,8
<b>Module</b>			5,6,7,8



<b>IV( 15 Hours)</b>	i.Rule of Law- Modern Approach to Rule of Law  ii.Separation of Powers  iii.Fundamental Rights  iv.Independence of Judiciary, Comparative Perspective- Tribunals-Judicial process and expansion of the scope of public law-modern trends	<b>3</b>  <b>3</b>  <b>5</b>  <b>4</b>	
<b>Module V(15 Hours)</b>	<b>i.Federalism under the Indian Constitution- Parliamentary and Presidential Forms of Government</b>  <b>ii.Judicial Review- Concept and Origin - Limitations on Judicial Review</b>  <b>iii.Amendment of Constitution- . Theory of Basic Structure: Origin and Development</b>	<b>5</b>  <b>5</b>  <b>5</b>	<b>3,6,7,8</b>

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> <b>Direct Instruction:</b> Brain storming lectures, Explicit Teaching, E-learning, <b>Inter-active Instruction:</b> Active co-operative learning, Seminars, Group Assignments <b>Authentic learning:</b> Library work and Group discussion, Presentation by individual student/ Group representative, Case studies and comments,
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	Literature Review
<b>Assessment Types</b>	<p><b>Mode of Assessment</b></p> <p><b>A. Continuous Internal Assessment (CIA)</b></p> <ol style="list-style-type: none"> <li>1. Internal Test – Descriptive and analytical type of questions and problems are involved. MCQs may also be included.</li> <li>2. Book review – every student to review a seminal work on any topic relevant to the course and submit a report</li> <li>3. Seminar Presentation – a recent legal development in the area is to be identified to prepare a paper and present in the seminar</li> <li>4. Assignments – Fundamental topics in the concerned area in the light of burning issues relating to the subject shall be presented and discussed by the learner in the class</li> <li>5. Case discussion(oral) and preparation of case comments (in writing)-Prominent judicial pronouncements shall be discussed to crystalize the judicial process</li> <li>6. Paper writing-Following the research methodology and instructions on writing adopting the international mode of footnoting and citations, the learner has to submit a paper with individual contributions to the legal regime</li> <li>7. Clinical training – each student may individually or in group be assigned with practical experience of dealing with actual issues involving concepts of public law and prepare a report</li> <li>8. Online presentations-students may be asked to prepare online teaching and learning materials so as to enable them to be trained in flipped class room mode of teaching</li> </ol> <p><b>B. End Semester Examination</b></p>

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<b>Version</b>	
<b>Approval by</b>	
<b>Implementation Date</b>	

 <p>The logo of Mahatma Gandhi University, Kottayam, features a central wheel with eight spokes, surrounded by the text 'MAHATMA GANDHI UNIVERSITY' and 'KOTTAYAM'. Below the wheel is a banner with the Sanskrit motto 'विद्यया अमृतमश्नते'.</p>	<p align="center"><b>MAHATMA GANDHI UNIVERSITY</b></p> <p align="center">-----</p> <p align="center"><b>SCHOOL OF INDIAN LEGAL THOUGHT</b></p>
<p><b>NAME OF PROGRAMME</b></p>	<p><b>LL.M.(2YEARS)(C&amp;SS) (CRIMINAL LAW)</b></p>
<p><b>NAME OF COURSE</b></p>	<p><b>GENERAL PRINCIPLES OF CRIMINAL LAW-II(DEFENSES)</b></p>
<p><b>COURSE SUMMARY</b></p>	<p>In criminal law, the elements/conditions which will negate or reduce the liability of the defendant owe an in-depth study for a learner who desires to master the criminal jurisprudence. The defenses available to an accused are discussed in this course with a comparative perspective keeping in mind the philosophy behind the working of them as either an excuse or justification</p>

<p><b>Type of Course</b></p>	<p align="center"><b>(Programme Core) (Credits 4)</b></p>
<p><b>Course Code</b></p>	<p>LTM 21C 15</p>
<p><b>Names of Academic Staff &amp; Qualifications</b></p>	<p><b>Dr.Jasmine Alex LL.M., Ph.D</b></p>
<p><b>Course Summary &amp; Justification</b></p>	<p>This course offers a detailed study on the general defenses available to an accused or defendant when he is facing the trial. Unless a detailed understanding with the philosophical basis regarding the concept of crime and the relevance of defenses are not given to the aspirant who desires to learn the working of criminal legal system, he/she will not be able to effectively take part in the process of administration of criminal justice.</p>
<p><b>Semester</b></p>	<p align="center">II</p>

<b>Total Student Learning Time (SLT)</b>	<b>Learning Approach</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>Others</b>	<b>Total Learning Hours</b>
	Authentic learning Collaborative learning Independent learning	40	10		25	75
<b>Pre-requisite</b>	In-depth knowledge and understanding on the concept of crime and basic principles regarding criminal liability, is a pre-requisite. This is expected to be gathered on completion of a Bachelor's Degree in Law.					

### **COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
1	Illustrate the evolution of basic principles of criminal law and the philosophy of punishment, based on the exposition of various Schools of Penology	U	1,2,3,4,5
2	Analyse various kinds of criminal and deviant behaviour	A	3,4,5,6,7
3	Elucidate theoretically the methodology for dealing with criminals based on their reasons for criminality	Ap	4,5,6
4	Critically examine punishments in different legal systems and evaluate the fitness/adequacy of punishment, in the light of the expositions of different schools	A	4,5,6,7
5	Appreciate the present system of exercising sentencing discretion by judiciary	Ap	3,4,5,9
6	Evaluate the penal system on a comparative perspective, based on the accommodation of the interests of the society, victim and the convict	E	4,5,8
7	Create/suggest model penal framework based on the theories of punishment	C	5,6,7,8
8	Build a perspective on better system of prison administration upholding the principles of human rights	C	5,6,7,8

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

**COURSE CONTENT**

<b>MODULE</b>	<b>CONTENT</b>	<b>Cos</b>
<b>Module I(18 Hours)</b>	<ul style="list-style-type: none"> <li><b>i. Concept of crime and punishment</b></li> <li><b>ii. Criminal responsibility-excuses and justification</b></li> </ul>	<b>1,2,3</b>
<b>Module II(18 Hours)</b>	<ul style="list-style-type: none"> <li><b>i. Defenses based on excuses-Duress,Intoxication</b></li> <li><b>ii. Defense of superior orders, executive and judicial orders mistake of fact-mistake of law-ignorance of law-mixed question of mistake of fact and mistake of law</b></li> <li><b>iii. Infancy,triviality, accident</b></li> <li><b>iv. Insanity-automatism-alcoholic insanity</b></li> <li><b>v. diminished responsibility</b></li> </ul>	<b>4,5,6,7,8</b>
<b>Module III(18 Hours)</b>	<ul style="list-style-type: none"> <li><b>i. Defenses based on justifications</b></li> <li><b>ii. Self defense-of person and property-theoretical foundations-comparative perspectives</b></li> <li><b>iii. Defense of necessity</b></li> <li><b>iv. Defense of consent</b></li> <li><b>v. Availability of defenses in strict liability/statutory offences</b></li> </ul>	<b>4,5,6,7,8</b>
<b>Module IV( 18</b>	<ul style="list-style-type: none"> <li><b>i. Principles of legality</b></li> <li><b>ii. Constitutional principles-limits of</b></li> </ul>	<b>5,6,8</b>

<b>Hours)</b>	<p><b>protection against self incrimination</b></p> <p><b>iii. double jeopardy protection-rule against ex post facto laws</b></p> <p><b>iv. Nullum crimen sine lege, Nulla poena sine lege</b></p>	
<b>Module V(18 Hours)</b>	<p><b>i. Burden of proof- burden when the accused raises any defense</b></p> <p><b>ii. Right to privacy and criminal law</b></p>	<b>4,5,6,7,8</b>

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p><b>Direct Instruction:</b> Brain storming lectures, Explicit Teaching, E-learning,</p> <p><b>Inter-active Instruction:</b> Active co-operative learning, Seminars, Group Assignments</p> <p><b>Authentic learning:</b> Library work and Group discussion, Presentation by individual student/ Group representative, Case studies and comments, Literature Review</p>
<b>Assessment Types</b>	<p><b>Mode of Assessment</b></p> <p><b>A. Continuous Internal Assessment (CIA)</b></p> <ol style="list-style-type: none"> <li>1. Internal Test – Descriptive and analytical type of questions and problems are involved. MCQs may also be included.</li> <li>2. Book review – every student to review a seminal work on Criminal Law and Principles governing general defenses, and submit a report</li> <li>3. Seminar Presentation – a recent legal development in the area is to be identified to prepare a paper and present in the seminar</li> <li>4. Assignments – Fundamental topics in the concerned area in the light of burning issues relating to the subject shall be presented and discussed by the learner in the class</li> <li>5. Case discussion(oral) and preparation of case comments (in writing)-Prominent judicial pronouncements shall be discussed to crystalize the judicial process</li> <li>6. Paper writing-Following the research methodology and</li> </ol>



	<p>instructions on writing adopting the international mode of footnoting and citations, the learner has to submit a paper with individual contributions to the legal regime</p> <p>7. Clinical training – each student may individually or in group be assigned with practical experience of dealing with actual issues warranting plea of defenses and prepare a report</p> <p>8. Online presentations-students may be asked to prepare online teaching and learning materials so as to enable them to be trained in flipped class room mode of teaching</p> <p><b>B. End Semester Examination</b></p>
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## REFERENCES

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	<b>MAHATMA GANDHI UNIVERSITY</b> <hr style="border-top: 1px dashed black;"/> <b>SCHOOL OF INDIAN LEGAL THOUGHT</b>
<b>NAME OF PROGRAMME</b>	<b>LL.M.(2YEARS)(C&amp;SS) (CRIMINAL LAW)</b>
<b>NAME OF COURSE</b>	<b>CRIMINAL JUSTICE ADMINISTRATION</b>
<b>NAME OF ACADEMIC STAFF &amp; QUALIFICATION</b>	<b>SUNILKUMAR CYRIAC LL. M.</b>
<b>COURSE SUMMARY</b>	<p>Criminal justice administration is one of the most important functions of a civilized society. For a proper administration of justice, a competent cadre of prosecutorial system and independent impartial and fair courts are necessary. Apart from what is stated above there are certain cardinal principles of fair trial like, presumption of innocence of the accused, burden of proof on the prosecution and the opportunity to produce evidence and a fair appreciation of evidence is necessary for an ideal system of justice administration. The various factors influencing the decision making process and new and speedy method of disposal of criminal cases shall also be looked into during the study</p>

<b>Type of Course</b>	Programme Core- 4 Credits					
<b>Course Code</b>	LTM 21C 16					
<b>Semester</b>	<b>II</b>		<b>Credit</b>			<b>4</b>
<b>Total Student Learning Time (SLT)</b>	<b>Learning Approach</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>Others</b>	<b>Total Learning Hours</b>
	A mixed approach of Authentic learning, Collaborative learning, &	40	10	-	25	75

	Choice based learning					
<b>Pre-requisite</b>	In-depth knowledge and understanding on the concept of crime and basic principles regarding criminal liability, jurisdiction and punishment is a pre-requisite. This is expected to be gathered on completion of a Bachelor's Degree in Law.					
<i>Others- Library, clinical practice, seminar and assignment preparations, Article writing, literature review, test, literature review, discussion etc.</i>						

### COURSE OUTCOMES (CO)

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

### COURSE CONTENT

<b>MODUL E</b>	<b>CONTET</b>	<b>HRS(L+ T+S)</b>	<b>CO NO.</b>
<b>Module I(15 Hours)</b>	<ul style="list-style-type: none"> <li><b>i. The prosecutors</b></li> <li><b>ii. Role and functions of prosecutors</b></li> <li><b>iii. Discretion of prosecutors</b></li> <li><b>iv. Accountability and</b></li> <li><b>v. independence of prosecutors</b></li> <li><b>vi. Prosecutors under various legal systems</b></li> </ul>	<ul style="list-style-type: none"> <li><b>3</b></li> <li><b>3</b></li> <li><b>3</b></li> <li><b>3</b></li> <li><b>3</b></li> <li><b>3</b></li> </ul>	<b>2,3, 4,5, 6,,7, 8</b>
<b>Module II(15 Hours)</b>	<ul style="list-style-type: none"> <li><b>i. The courts</b></li> <li><b>ii. Independence and impartiality of criminal courts</b></li> <li><b>iii. Burden of proof, presumption of innocence and other features of fair trial</b></li> <li><b>iv. Prejudices in offences against women and children</b></li> <li><b>v. Trial by media</b></li> </ul>	<ul style="list-style-type: none"> <li><b>3</b></li> <li><b>3</b></li> <li><b>3</b></li> <li><b>3</b></li> <li><b>3</b></li> </ul>	<b>2,3,4,5,6,7,8</b>
<b>Module III(15 Hours)</b>	<ul style="list-style-type: none"> <li><b>i. Appreciation of evidence by courts</b></li> <li><b>ii. Evidentiary value of evidences collected in violation of human rights</b></li> <li><b>iii. Appreciation of evidence in scientific technological and expert evidences</b></li> <li><b>iv. Use of modern technologies in the production and appreciation of evidences</b></li> <li><b>v. Accaptance and rejection</b></li> </ul>	<ul style="list-style-type: none"> <li><b>3</b></li> <li><b>3</b></li> <li><b>3</b></li> <li><b>3</b></li> <li><b>3</b></li> </ul>	<b>2,3,5, 6,7,8</b>

	<b>of evidences on the ground of technicalities</b>	<b>3</b>	
<b>Module IV( 15 Hours)</b>	<b>i. Plea bargaining</b> <b>ii. The merits and demerits of plea bargaining</b> <b>iii. A comparative analysis with other legal systems.</b>	<b>5</b> <b>5</b> <b>5</b>	<b>5,6,7,8</b>
<b>Module V(15 Hours)</b>	<b>i. The decision making process</b> <b>ii. The factors influencing decision making process</b> <b>iii. Judicial discretion</b> <b>iv. Judicial accountability in criminal cases</b>	<b>4</b> <b>4</b> <b>3</b> <b>4</b>	<b>3,5,6,7,8</b>

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> <b>Direct Instruction:</b> Brain storming lectures, Explicit Teaching, E-learning, <b>Inter-active Instruction:</b> Active co-operative learning, Seminars, Group Assignments <b>Authentic learning:</b> Library work and Group discussion, Presentation by individual student/ Group representative, Case studies and comments, Literature Review
<b>Assessment Types</b>	<b>Mode of Assessment</b> <b>A. Continuous Internal Assessment (CIA)</b> <ol style="list-style-type: none"> <li>1. Internal Test – Descriptive and analytical type of questions and problems are involved. MCQs may also be included.</li> <li>2. Book review – every student to review a seminal work on any topic relevant to the course and submit a report</li> <li>3. Seminar Presentation – a recent legal development in the area is to be identified to prepare a paper and present in the seminar</li> <li>4. Assignments – Fundamental topics in the concerned area in the light of burning issues relating to the subject shall be presented and discussed by the learner in the class</li> <li>5. Case discussion(oral) and preparation of case comments (in</li> </ol>

	<p>writing)-Prominent judicial pronouncements shall be discussed to crystalize the judicial process</p> <ol style="list-style-type: none"> <li>6. Paper writing-Following the research methodology and instructions on writing adopting the international mode of footnoting and citations, the learner has to submit a paper with individual contributions to the legal regime</li> <li>7. Clinical training – each student may individually or in group be assigned with practical experience of dealing with actual issues involving socio-economic offences and prepare a report</li> <li>8. Online presentations-students may be asked to prepare online teaching and learning materials so as to enable them to be trained in flipped class room mode of teaching</li> </ol> <p><b>B. End Semester Examination</b></p>
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<b>NAME OF PROGRAMME</b>	<b>LL.M.(2YEARS)(C&amp;SS) (CRIMINAL LAW)</b>
<b>NAME OF COURSE</b>	<b>SEMINAR COURSE</b>
<b>NAME OF ACADEMIC STAFF &amp; QUALIFICATION</b>	<b>DR. JASMINE ALEX B. Sc., LL. M., Ph. D.</b>
<b>COURSE SUMMARY</b>	A study on the fundamental principles law is necessary with a detailed exposition of the changing concepts of law, rights, administration of justice and state. This course emphasizes on developing the skill of legal reasoning, exposition of judicial process and preparedness to contribute to the development of legal system.

<b>Type of Course</b>	Programme Elective- 4 Credits					
<b>Course Code</b>	LTM 21 E 41					
<b>Semester</b>	<b>II</b>		<b>Credit</b>			<b>4</b>
<b>Total Learner Learning Time (SLT)</b>	<b>Learning Approach</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Practic al</b>	<b>Others</b>	<b>Total Learning Hours</b>
	A mixed approach of Authentic learning, Collaborative learning , & Choice based learning	3	2	-	70	75
<b>Pre-requisite</b>	In-depth knowledge and jurisprudential understanding on the concept					



	of laws, state and government is a pre-requisite, which is expected to be gathered on completion of a Bachelor's Degree in Law. Command over English language and skill of communication add advantage to the learners. Constant touch with the current issues pertinent to legal system, social changes and enquiry into the need for legislative reforms are added qualities helpful to the learner for effective utilization of seminar sessions.
<i>Others- Library, seminar presentations and preparations for written submissions, Article writing based on seminar discussions, literature review, etc.</i>	

### **COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b> ----- <b>Upon completion of the Course, the learner will be able to:</b>	<b>Learning Domains</b>	<b>PSO No.</b>
1	Analyse the relevant laws with logical precision and reasoning	An	1,2,3,4
2	Analyse the social, scientific and technological developments warranting new legislative frame-work	An	2,3,4
3	Elucidate theoretically the influence of social transformation, development and judicial process in the changing concept of law	Ap	3, 7,8, 9
4	Critically examine the nature and content of the elements of law	A	4,5,7
5	Appreciate the present system of law and the changing concepts emerged through judicial process	Ap	6.9
6	Review the development of the literature and juristic contributions in criminal law	E	4,5,9
7	Suggest model legal framework based on the principles of legality, moral well-being of the society, developments/transformations in society to distribute justice	C	3,6,7, 9
8	Build a perspective on better system of administration of justice	C	3,6,7,9

9	Acquiring the skill of advocacy and communication	C	6,8,9
*LEARNING DOMAINS & CORRESPONDING PSOs: <i>Remember (R-1), Understand (U-2), Apply (A-3), Analyse (An-4), Evaluate (E-5), Create (C-6), Skill (S-7), Interest (I-8) and Appreciation (Ap-9)</i>			

### COURSE CONTENT

MODULE	CONTET	HRS(L+T+S)	CO NO.
Module I(15 Hours)	<ul style="list-style-type: none"> <li>i. Introduction to Seminar-objectives-requisites</li> <li>ii. Academic writing-Key elements</li> <li>iii. Literature-Review, Stages and steps-systematic review, critical review-Writing literature review</li> <li>iv. Preparation of Technical papers -Synopsis for Research work/projects</li> <li>v. Publishing-current trends-need for lifelong learning</li> </ul>	5 hours of lectures	1,2,4,5,6,7,8,9
Module II(15 Hours)	Seminar on Dissertation Topics and Literature review	15	1,2,3,4,5,6,7,8,9

<b>Module III(15 Hours)</b>	<b>Seminar on decided cases relevant to the programme</b>	<b>15</b>	<b>1,2,3,5,6,7,8,9</b>
<b>Module IV( 15 Hours)</b>	<b>Seminar on recent socio-legal issues relevant to the programme</b>	<b>15</b>	<b>1,,2,3,4,5,6,7,8,9</b>
<b>Module V(15 Hours)</b>	<ul style="list-style-type: none"> <li><b>i. Seminar on selected topics</b></li> <li><b>ii. Presentation of Seminar Diary</b></li> </ul>		<b>1,2,3,4,5,6,7,8,9</b>

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p><b>Inter-active Instruction:</b> Active co-operative learning for Seminars, and written submissions, Group Assignments etc.</p> <p><b>Authentic learning:</b> Library work and Group discussion, Presentation by individual learner/ Group representative, Case studies and comments, Literature Review</p>
<b>Assessment Types</b>	<p><b>Mode of Assessment</b></p> <p><b>A. Continuous Internal Assessment (CIA)</b> (Any of the following may be chosen at the option of the course teacher.)</p> <p>1. Collection of Materials and Literature Review – Every learner has to undertake the same in connection with the area selected for the</p>


	<p>dissertation work in the programme</p> <ol style="list-style-type: none"> <li>2. Book review – every learner to review a seminal work on any topic relevant to the programme and conduct a seminar</li> <li>3. Seminar Presentation on current issues – a recent legal development in the area is to be identified to prepare a paper and present in the seminar</li> <li>4. Case discussion(oral) and preparation of case comments (in writing)-Prominent judicial pronouncements shall be discussed to crystalize the judicial process</li> <li>5. Paper writing-Following the research methodology and instructions on writing adopting the international mode of footnoting and citations, the learner has to submit a paper with individual contributions to the legal regime</li> <li>6. Proficiency in English language, skill of communication, ability for legal reasoning and skill of lawyering- This can be assessed during seminar presentation</li> <li>7. Online presentations-learners may be asked to prepare online seminar presentations (audios and YouTube videos) so as to enable them to be trained in flipped class room mode of presentations</li> </ol> <p><b>B. Submission of Seminar Diary at the end of the semester</b></p>
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## REFERENCES :

- Eugene Volokh, *Academic Legal Writing: Law Review Articles, Learner Notes, Seminar Papers, and Getting on Law Review (University Casebook Series, Foundation Press,2010)*
- Mike McConville, Wing Hong Chui(Ed.), *Research Methods for Law* , (2<sup>nd</sup> edn., Edinburgh University Press, 2017)
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- Jonathan Herring, *Great Debates in Criminal Law* (2nd edition, Palgrave Macmillan, 2012)

- Nicola Padfield, *Criminal Law* (9th edition, Oxford University Press, 2014)
- Constitution of India
- Relevant statutes
- Copies of original texts of decided cases from official online sources or print law reports

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	<b>MAHATMA GANDHI UNIVERSITY</b> <hr style="border-top: 1px dashed black;"/> <b>SCHOOL OF INDIAN LEGAL THOUGHT</b>
<b>NAME OF PROGRAMME</b>	<b>LL.M.(2YEARS)(C&amp;SS) (CRIMINAL LAW)</b>
<b>NAME OF COURSE</b>	<b>PENOLOGY AND SENTENCING PROCESS</b>
<b>NAME OF ACADEMIC STAFF &amp; QUALIFICATION</b>	<b>DR. JASMINE ALEX B. Sc., LL. M., Ph. D.</b>
<b>COURSE SUMMARY</b>	<p>A study on the fundamental principles of crime, criminality and punishment necessitates learning the science of penology. Penology is the study on punishment. The concept, forms and adequacy of punishments, sentencing process, exercise of sentencing discretion, prison administration, rights of the punished, balancing the interests of society, victim and the convict, etc., are the major concerns of Penology. This science enables a judge to better administer punishment; a lawyer to better dissect on the question of punishment; and an academicians to contribute to the sentencing jurisprudence.</p>

<b>Type of Course</b>	Programme Core- 4 Credits					
<b>Course Code</b>	LTM21C17					
<b>Semester</b>	<b>III</b>			<b>Credit</b>		<b>4</b>
<b>Total Learner Learning Time (SLT)</b>	<b>Learning Approach</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Practic al</b>	<b>Others</b>	<b>Total Learning Hours</b>
	A mixed approach of Authentic learning, Collaborative learning, &	40	10	-	25	75

	Choice based learning					
<b>Pre-requisite</b>	In-depth knowledge and jurisprudential understanding on the concept of law, state and government is a pre-requisite. This is expected to be gathered on completion of a Bachelor's Degree in Law.					
<i>Others- Library, clinical practice, seminar and assignment preparations, Article writing, literature review, test, literature review, discussion etc.</i>						

### COURSE OUTCOMES (CO)

<b>CO No.</b>	<b>Expected Course Outcome</b> ----- <b>Upon completion of the Course, the learner will be able to:</b>	<b>Learning Domains</b>	<b>PSO No.</b>
1	Analyse the concept of punishment	An	1,4
2	Analyse the historical development of penal system	An	1,4
3	Elucidate theoretically the influence of social transformation, development and judicial process in the changing concept of punishment and penal law	Ap	3, 9
4	Critically examine the nature and content of the elements of penology	A	4,5
5	Appreciate the present system of sentencing and the changing concepts	Ap	6.9
6	Evaluate the development of the penal content in criminal law	E	4,5,9
7	Suggest model legal framework based on the principles of legality, moral well-being of the society, developments/transformations in society to distribute justice	C	3,6,7, 9
8	Build a perspective on better system of administration of criminal justice in public law domain	C	3,6,7,9
<b>*LEARNING DOMAINS &amp; CORRESPONDING PSOs: Remember (R-1), Understand (U-2), Apply (A-3), Analyse (An-4), Evaluate (E-5), Create (C-6), Skill (S-7), Interest (I-8) and Appreciation (Ap-9)</b>			

### COURSE CONTENT

<b>MODULE</b>	<b>CONTET</b>	<b>HRS(L+T+S)</b>	<b>CO NO.</b>
<b>Module I(15 Hours)</b>	<ul style="list-style-type: none"> <li><b>i. Concept of crime and punishment</b></li> <li><b>ii. Need for punishment- origin and development of penal system in different jurisdictions</b></li> <li><b>iii. different forms of punishment</b></li> <li><b>iv. Schools of punishment- Reasons for crimes and different schools of criminality</b></li> <li><b>v. Need for appreciating mitigating and aggravating circumstances</b></li> </ul>	<p><b>3</b></p> <p><b>3</b></p> <p><b>3</b></p> <p><b>3</b></p> <p><b>3</b></p>	<b>2, 4,5,6,7,8</b>
<b>Module II(15 Hours)</b>	<ul style="list-style-type: none"> <li><b>i. Theories of punishment - Retributive – Preventive- Deterrent- Expiatory- and Rehabilitative theories.</b></li> <li><b>ii. Judicial Process on Punishment</b></li> <li><b>iii. Human Rights Jurisprudence- Legal and Judicial Discourse on Capital Punishment- Comparative analysis</b></li> <li><b>iv. Punishment-Need</b></li> </ul>	<p><b>3</b></p> <p><b>3</b></p> <p><b>3</b></p>	<b>2,3,4,5,6,7,8</b>



	<p>for accommodating the interests of victim-doctrine of restitution- Restorative Justice- compensation jurisprudence- statutory framework</p> <p>v. Scope of mediation between victim and offender</p>	<p>3</p> <p>3</p>	
<p>Module III(15 Hours)</p>	<p>i. Sentencing system- Factors influencing sentencing decision</p> <p>ii. Sentencing discretion - Pre-sentence hearing</p> <p>iii. Availability of suitable sentencing options.</p>	<p>5</p> <p>5</p> <p>5</p>	<p>2,3,5,6,7,8</p>
<p>Module IV( 15 Hours)</p>	<p>i. Non-punitive methods of treatment of offenders</p> <p>ii. Admonition – Probation</p> <p>iii. Community service - and other methods of</p>	<p>3</p> <p>3</p> <p>5</p>	<p>5,6,7,8</p>

	<p><b>iv. treatment of offenders Determinate and Indeterminate sentencing.</b></p>	<p><b>4</b></p>	
<p><b>Module V(15 Hours)</b></p>	<p><b>i. The prison system, its merits and demerits, increasing prison population, legality of solitary confinement</b></p> <p><b>ii. Reformation of offenders in prisons- Rehabilitation of prisoners</b></p> <p><b>iii. open prisons and half way houses</b></p> <p><b>iv. juveniles, women, disabled and other vulnerable people in prisons.</b></p> <p><b>v. Rights of convicts in prison-Prison legislations-Prison Reforms Committees- Commissions</b></p>	<p><b>3</b></p> <p><b>3</b></p> <p><b>3</b></p> <p><b>3</b></p> <p><b>3</b></p>	<p><b>3,6,7,8</b></p>


<b>Teaching and Learning Approaches</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p><b>Direct Instruction:</b> Brain storming lectures, Explicit Teaching, E-learning,</p> <p><b>Inter-active Instruction:</b> Active co-operative learning, Seminars, Group Assignments</p> <p><b>Authentic learning:</b> Library work and Group discussion, Presentation by individual learner/ Group representative, Case studies and comments, Literature Review</p>
<b>Assessment Types</b>	<p><b>Mode of Assessment</b></p> <p><b>A. Continuous Internal Assessment (CIA)</b></p> <ol style="list-style-type: none"> <li>1. Internal Test – Descriptive and analytical type of questions and problems are involved. MCQs may also be included.</li> <li>2. Book review – every learner to review a seminal work on Criminal Law and Principles of sentencing and submit a report</li> <li>3. Seminar Presentation – a recent legal development in the area is to be identified to prepare a paper and present in the seminar</li> <li>4. Assignments – Fundamental topics in the concerned area in the light of burning issues relating to the subject shall be presented and discussed by the learner in the class</li> <li>5. Case discussion(oral) and preparation of case comments (in writing)-Prominent judicial pronouncements shall be discussed to crystalize the judicial process</li> <li>6. Paper writing-Following the research methodology and instructions on writing adopting the international mode of footnoting and citations, the learner has to submit a paper with individual contributions to the legal regime</li> <li>7. Clinical training – each learner may individually or in group be assigned with practical experience of dealing with actual issues of cyberattacks and prepare a report</li> <li>8. Online presentations-learners may be asked to prepare online teaching and learning materials so as to enable them to be trained in flipped class room mode of teaching</li> </ol> <p><b>B. End Semester Examination</b></p>

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	<p style="text-align: center;"><b>MAHATMA GANDHI UNIVERSITY</b></p> <p style="text-align: center;">-----</p> <p style="text-align: center;"><b>SCHOOL OF INDIAN LEGAL THOUGHT</b></p>
<b>NAME OF PROGRAMME</b>	<b>LL.M.(2YEARS)(C&amp;SS) (CRIMINAL LAW)</b>
<b>NAME OF COURSE</b>	<b>INTERNATIONAL CRIMINAL LAW</b>
<b>NAME OF ACADEMIC STAFF &amp; QUALIFICATION</b>	<b>SUNILKUMAR CYRIAC LL. M.</b>
<b>COURSE SUMMARY</b>	<p>International criminal law is the body of law that prohibits certain categories of conduct deemed to be serious crimes, regulates procedures governing investigation, prosecution and punishment of those categories of conduct, and holds perpetrators individually accountable for their commission. Some of the most heinous crimes were committed during the conflicts which marked the twentieth century. Unfortunately, many of these violations of international law have remained unpunished. The repression of serious violations of international humanitarian law is essential for ensuring respect for this branch of law, particularly in view of the gravity of certain violations, such as genocide, war crimes, and crimes against humanity which it is in the interest of the international community as a whole to punish. There are several basic principles upon which international criminal law is based. Since international crimes increasingly include extraterritorial elements, requiring enhanced interaction between States, it is becoming more pressing to coordinate respect for these principles. In this course the composition and functions of the organs of the court, the investigation, prosecution trial and penalties under the court, the appeal, revision and enforceability of the decisions of the court are looked into</p>

<b>Type of Course</b>	(Programme Core)- 4 Credits
<b>Course Code</b>	LTM 21 C 18

Semester	1		Credit			4	
Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours	
	A mixed approach of Authentic learning, Collaborative learning, & Choice based learning	40	10	-	25	75	
<b>Pre-requisite</b>	In-depth knowledge and understanding on the concept of crime and basic principles regarding criminal liability, jurisdiction and punishment is a pre-requisite. This is expected to be gathered on completion of a Bachelor's Degree in Law.						
<i>Others- Library, clinical practice, seminar and assignment preparations, Article writing, literature review, test, literature review, discussion etc.</i>							

#### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome ----- Upon completion of the Course, the student will be able to:	Learning Domains	PSO No.
1	Examine and evaluate the various factors that led to the establishment of the international criminal court.	U, An & E	1,2,4,5
2	Critically analyse and evaluate the previous tribunals constituted by the UN for punishing gross violations that shock the conscience of humanity and the goal which is expected to achieve by its establishment.	U, An & E	2,3,4,5
3	Critically analyse and evaluate the general principles of criminal law applicable under this court, and the principles by which the criminal responsibility is determined	U, A, An, E,C & Ap	2,3,4,5
4	Analyse and evaluate the grounds for excluding responsibility along with the crimes for which the court can exercise jurisdiction.	A, An, E & Ap	2,4,5,6,7, 8,9
5	Evaluate the organs of the court including the office of the prosecutor and analyse the investigation and prosecution of offences under the court.	An, E & Ap	3,4,5
6	Examine and evaluate the trial procedures under the court including the place of trial, powers of the trial	U, A, An, E C,E,S, I,	2,3,4,5

	chamber, rights of the accused, protection of the victims, appreciation of evidence and sentencing.	& Ap	
7	Examine and evaluate the penalties, the enforcement of penalties, appeal and revision.	An, E, S, I & Ap	3,4,5
8	Examine and evaluate international cooperation and judicial assistance, financing and other matters relating to the court.	U, A, E,	2,3,4,5
<b>*LEARNING DOMAINS &amp; CORRESPONDING PSOs: Remember (R-1), Understand (U-2), Apply (A-3), Analyse (An-4), Evaluate (E-5), Create (C-6), Skill (S-7), Interest (I-8) and Appreciation (Ap-9)</b>			

### COURSE CONTENT

MODUL E	CONTET	HRS(L+ T+S)	CO NO.
<b>Module I(15 Hours)</b>	<b>i. The need for a mechanism to combat gross violations of humanity.</b>	<b>3</b>	<b>2,3, 4,5, 6,,7, 8,9</b>
	<b>ii. The Nuremberg and Tokyo tribunals.</b>	<b>3</b>	
	<b>iii. International Criminal Tribunal for the Former Yugoslavia</b>	<b>3</b>	
	<b>iv. International Criminal Tribunal for Rwanda</b>	<b>3</b>	
	<b>v. Need for a permanent court.</b>	<b>3</b>	
<b>Module II(15 Hours)</b>	<b>i. Nullum crimen sine lege, Nulla poena sine lege</b>	<b>3</b>	<b>,2,3,4,5,6,7,8</b>
	<b>ii. Individual Criminal Responsibility, Mental Element and Grounds for excluding criminal responsibility</b>	<b>3</b>	
	<b>iii. Genocide</b>	<b>3</b>	



	<b>iv. Crimes Against Humanity</b>	<b>3</b>	
	<b>v. War Crimes and Crime of Aggression</b>	<b>3</b>	
<b>Module III(15 Hours)</b>	<b>i. Organs of the Court</b>	<b>3</b>	<b>2,3,5,6,7,8</b>
	<b>ii. Office of the prosecutor</b>	<b>3</b>	
	<b>iii. Investigation</b>	<b>3</b>	
	<b>iv. Prosecution</b>	<b>3</b>	
	<b>v. The Role of Pre Trial Chamber</b>	<b>3</b>	
<b>Module IV( 15 Hours)</b>	<b>i. Place of Trial</b>	<b>3</b>	<b>5,6,7,8,9</b>
	<b>ii. Powers and functions of the Trial Chamber</b>	<b>3</b>	
	<b>iii. Rights of the Accused</b>	<b>3</b>	
	<b>iv. Appreciation of Evidence</b>	<b>3</b>	
	<b>v. Protection of Victims and Sentencing</b>	<b>3</b>	
<b>Module V(15 Hours)</b>	<b>i. Penalties</b>	<b>3</b>	<b>,3,5,6,7,8,9</b>
	<b>ii. Appeal and Revision</b>	<b>3</b>	
	<b>iii. International Cooperation and Judicial Assistance</b>	<b>3</b>	
	<b>iv. Enforcement of Penalties</b>	<b>3</b>	
	<b>v. Financing and other matters</b>	<b>3</b>	

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> <b>Direct Instruction:</b> Brain storming lectures, Explicit Teaching, E-learning, <b>Inter-active Instruction:</b> Active co-operative learning, Seminars, Group Assignments <b>Authentic learning:</b> Library work and Group discussion, Presentation by individual student/ Group representative, Case studies and comments, Literature Review
<b>Assessment Types</b>	<b>Mode of Assessment</b> <b>A. Continuous Internal Assessment (CIA)</b> <ol style="list-style-type: none"> <li>1. Internal Test – Descriptive and analytical type of questions and problems are involved. MCQs may also be included.</li> <li>2. Book review – every student to review a seminal work on any topic relevant to the course and submit a report</li> <li>3. Seminar Presentation – a recent legal development in the area is to be identified to prepare a paper and present in the seminar</li> <li>4. Assignments – Fundamental topics in the concerned area in the light of burning issues relating to the subject shall be presented and discussed by the learner in the class</li> <li>5. Case discussion(oral) and preparation of case comments (in writing)-Prominent judicial pronouncements shall be discussed to crystalize the judicial process</li> <li>6. Paper writing-Following the research methodology and instructions on writing adopting the international mode of footnoting and citations, the learner has to submit a paper with individual contributions to the legal regime</li> <li>7. Clinical training – each student may individually or in group be assigned with practical experience of dealing with actual issues involving socio-economic offences and prepare a report</li> <li>8. Online presentations-students may be asked to prepare online teaching and learning materials so as to enable them to be trained in flipped class room mode of teaching</li> </ol> <b>B. End Semester Examination</b>

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		<b>MAHATMA GANDHI UNIVERSITY</b> <hr style="border-top: 1px dashed black;"/> <b>SCHOOL OF INDIAN LEGAL THOUGHT</b>				
<b>NAME OF PROGRAMME</b>		<b>LL.M.(2YEARS)(C&amp;SS) (CRIMINAL LAW)</b>				
<b>NAME OF COURSE</b>		<b>CYBERCRIMES</b>				
<b>NAME OF ACADEMIC STAFF AND QUALIFICATION</b>		<b>DR JASMINE ALEX B. Sc., LL. M., Ph. D.</b>				
<b>COURSE SUMMARY</b>		<p>Information Technology has made tremendous revolutionary changes in all spheres of life. The increasing use of computers and internet results in increased number of cybercrimes. The criminal activities using computer or internet in the form of a source/tool as well as activities targeting to destroy computers or networks or transactions taking place online, are discussed in detail with a study on evolution and development of a branch of law of cybercrimes in criminal law. Different forms of cybercrimes, legal remedies, judicial expositions are analysed. Territoriality issues and need for international cooperation are highlighted. In the fast growing scenario of Information Technology, the learners are trained to contribute towards developing legal tools to effectively deal with cybercrimes to protect individuals, property, economy and the state from the attack of cybercrimes. Hence the study on cybercrimes, is an upcoming demand of the cyberera.</p>				
<b>Type of Course</b>	Programme Core- 4 Credits					
<b>Course Code</b>	LTM 21E42					
<b>Semester</b>	<b>III</b>		<b>Credit</b>		<b>4</b>	
<b>Total Student Learning Time (SLT)</b>	<b>Learning Approach</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>Others</b>	<b>Total Learning</b>

						<b>Hours</b>
	A mixed approach of Authentic learning, Collaborative learning, & Choice based learning	40	10	-	25	75
<b>Pre-requisite</b>	In-depth knowledge and jurisprudential understanding of the basic principles of criminal law is a pre-requisite. This is expected to be gathered on completion of a Bachelor's Degree in Law.					
<i>Others- Library, clinical practice, seminar and assignment preparations, Article writing, literature review, test, literature review, discussion etc.</i>						

### **COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b> ----- <b>Upon completion of the Course, the student will be able to:</b>	<b>Learning Domains</b>	<b>PSO No.</b>
1	Analyse the concept of cybercrimes with a basic understanding of the concept of crime	An	1,4
2	Analyse the development of the branch of cybercrimes	An	1,4
3	Elucidate theoretically the influence of social transformation, development of science & technology and judicial process in the changing concepts of cybercrime	Ap	3, 9
4	Critically examine the issues affecting administration of criminal justice w.r.to cybercrimes	A	4,5
5	Appreciate the present concept of jurisdiction in cybercrimes, proceedings relating to investigation, trial, appreciation of evidence, punishment and the changing	Ap	6.9

	concepts		
6	Evaluate the development of legal frame-work relating to cybercrimes	E	4,5,9
7	Suggest socio-legal framework based on the principles of criminality, concept of cybercrimes,moral well-being of the society, developments/transformations in science&technology, to distribute criminal justice	C	3,6,7, 9
8	Build a perspective on better system of administration of criminal justice and ideal scheme of cyber security	C	3,6,7,9
<b>*LEARNING DOMAINS &amp; CORRESPONDING PSOs: Remember (R-1), Understand (U-2), Apply (A-3), Analyse (An-4), Evaluate (E-5), Create (C-6), Skill (S-7), Interest (I-8) and Appreciation (Ap-9)</b>			

## COURSE CONTENT

MODULE	CONTET	HRS(L+T+S)	CO NO.
<b>Module I(15 Hours)</b>	<b>i. Concept of cyber crimes</b>	<b>3</b>	<b>1,2, 4,5,6,7,8</b>
	<b>ii. Crimes on the Net – Nature and definition</b>	<b>3</b>	
	<b>iii. Mensrea – strict liability</b>	<b>3</b>	
	<b>iv. Concept of territoriality - jurisdictional issue</b>	<b>3</b>	
	<b>v. International principles on cyber crimes</b>	<b>3</b>	
<b>Module II(15</b>	<b>i. Crimes Affecting Individuals</b>	<b>3</b>	<b>,2,3,4,5,6,7,8</b>
	<b>ii. Infringement of privacy – identity</b>	<b>3</b>	

Hours)	<p>theft</p> <p>iii. Cyber Stalking</p> <p>iv. Cyber crimes against women and children</p> <p>v. Crimes affecting public morals- Pornography</p>	<p>3</p> <p>3</p> <p>3</p>	
Module III(15 Hours)	<p>i. Crimes Affecting Economy</p> <p>ii. Denial of Service (DoS) Attack and Distributed Denial of Service (DDoS) Attack</p> <p>iii. Theft of Trade secrets and other crimes affecting intellectual property</p> <p>iv. Crimes Affecting National Security- Cyber Terrorism- Cyber Warfare</p> <p>v. Legal frame work in India-Indian Penal Code- Information Technology Act and other statutes-Judicial Process</p>	<p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p>	<p>2,3,5,6,7,8</p>



<b>Module IV( 15 Hours)</b>	<ul style="list-style-type: none"> <li>i. <b>Cyber Crime Investigation – Methodology - Procedure – Challenges</b></li> <li>ii. <b>Scope of Pre-Investigation Assessment in Cyber Crimes</b></li> <li>iii. <b>Standard Operating Procedure for Cyber Crime Investigation</b></li> <li>iv. <b>International Investigation w.r.to cybercrimes</b></li> <li>v. <b>Cyber Forensics</b></li> </ul>	<ul style="list-style-type: none"> <li>3</li> <li>3</li> <li>3</li> <li>3</li> <li>3</li> </ul>	<b>5,6,7,8</b>
<b>Module V(15 Hours)</b>	<ul style="list-style-type: none"> <li>i. <b>Fundamentals of Cyber Security</b></li> <li>ii. <b>Basics of system security</b></li> <li>iii. <b>Basics of network security</b></li> <li>iv. <b>Basics of information security- End user protection</b></li> <li>v. <b>Scope of Legal Protection-Cyber Security Awareness-Guidelines for Netizens-Rights in Cyberspace</b></li> </ul>	<ul style="list-style-type: none"> <li>3</li> <li>3</li> <li>3</li> <li>3</li> <li>3</li> </ul>	<b>,3,6,7,8</b>

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p><b>Direct Instruction:</b> Brain storming lectures, Explicit Teaching, E-learning,</p> <p><b>Inter-active Instruction:</b> Active co-operative learning, Seminars, Group Assignments</p> <p><b>Authentic learning:</b> Library work and Group discussion, Presentation by individual student/ Group representative, Case studies and comments, Literature Review</p>
<b>Assessment Types</b>	<p><b>Mode of Assessment</b></p> <p><b>A. Continuous Internal Assessment (CIA)</b></p> <ol style="list-style-type: none"> <li>1. Internal Test – Descriptive and analytical type of questions and problems are involved. MCQs may also be included.</li> <li>2. Book review – every student to review a seminal work on any topic relevant to the course and submit a report</li> <li>3. Seminar Presentation – a recent legal development in the area is to be identified to prepare a paper and present in the seminar</li> <li>4. Assignments – Fundamental topics in the concerned area in the light of burning issues relating to the subject shall be presented and discussed by the learner in the class</li> <li>5. Case discussion(oral) and preparation of case comments (in writing)-Prominent judicial pronouncements shall be discussed to crystalize the judicial process</li> <li>6. Paper writing-Following the research methodology and instructions on writing adopting the international mode of footnoting and citations, the learner has to submit a paper with individual contributions to the legal regime</li> <li>7. Clinical training – each student may individually or in group be assigned with practical experience of dealing with actual issues involving concepts of criminology and prepare a report</li> <li>8. Online presentations-students may be asked to prepare online teaching and learning materials so as to enable them to be trained in flipped class room mode of teaching</li> </ol> <p><b>B. End Semester Examination</b></p>

**REFERENCES :**

Peter Grabosky, *Cyber Crime*, Oxford University Press, 2015

Andrew Staniforth, , Professor Babak Akhgar, *Blackstone's Handbook of Cyber Crime Investigation* , Police National Legal Database (PNLD), 2017

Irini A Stamatoudi, *Copyright & Multimedia Works & Copyright in Cyber space*

Rosemary Jay, *Data Protection Law & Practice*, Sweet & Maxwell, 1999

Alan Williams et al, *Digital media*, 2nd Ed. Sweet and Maxwell

Christopher Reed, *Internet Law, Text & Materials*, Butterworths

Ian J. Lloyd, *Information Technology Law*, Butterworths

David I. Bainbridge, *Software Copyright Law*, 2nd Ed., Butterworths

S.V.Joga Rao, *Law of Cyber Crimes and Information Technology Law*, Wadhwa, New Delhi

Nagpal Rohas, *Cyber Crimes And Corporate Liability*, Wolters Kluwer, New Delhi


Thomas Douglas, Loader Brian D, *Cyber Crime Law Enforcement, Security and Surveillance in the Information Age*, Routledge, London

Richard James R, *Transnational Criminal Organizations, Cyber Crime and Money Laundering*, CRC Press, Florida

Yee Fen Lin, *Cyberspace Law: Commentaries and Materials*, 2nd edn, Oxford University Press, Oxford, 2007

Dr Farooq Ahmad, *Cyber Law in India (Law on Internet)*, New Era Law Publication, Law Book Publishers, Faridabad, 4<sup>th</sup> Ed., 2011

<b>Approval Date</b>	
<b>Version</b>	
<b>Approval by</b>	
<b>Implementation Date</b>	

	<b>MAHATMA GANDHI UNIVERSITY</b> <hr style="border-top: 1px dashed black;"/> <b>SCHOOL OF INDIAN LEGAL THOUGHT</b>
<b>NAME OF PROGRAMME</b>	<b>LL.M.(2YEARS)(C&amp;SS) (CRIMINAL LAW)</b>
<b>NAME OF COURSE</b>	<b>CRIMINOLOGY</b>
<b>NAME OF ACADEMIC STAFF &amp; QUALIFICATION</b>	<b>DR. JASMINE ALEX B. Sc., LL. M., Ph. D.</b>
<b>COURSE SUMMARY</b>	<p>A study on the fundamental principles CRIMINOLOGY is necessary at post graduate level of learning criminal law, with a detailed exposition of the changing concepts of criminality, punishment, rights of the accused, need of understanding criminals, victims and society on a balanced perspective, and administration of criminal justice. This helps to create a better scientific system of criminal justice process.</p>

<b>Type of Course</b>	Programme Elective- 4 Credits					
<b>Course Code</b>	LTM 21 E 43					
<b>Semester</b>	<b>III</b>			<b>Credit</b>		<b>4</b>
<b>Total Student Learning Time (SLT)</b>	<b>Learning Approach</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>Others</b>	<b>Total Learning Hours</b>
	A mixed approach of Authentic learning, Collaborative learning, & Choice based	40	10	-	25	75

	learning					
<b>Pre-requisite</b>	In-depth knowledge and jurisprudential understanding of the basic principles of criminal law is a pre-requisite. This is expected to be gathered on completion of a Bachelor's Degree in Law.					
<i>Others- Library, clinical practice, seminar and assignment preparations, Article writing, literature review, test, literature review, discussion etc.</i>						

### COURSE OUTCOMES (CO)

<b>CO No.</b>	<b>Expected Course Outcome</b> ----- <b>Upon completion of the Course, the student will be able to:</b>	<b>Learning Domains</b>	<b>PSO No.</b>
1	Analyse the concept of criminology	An	1,4
2	Analyse the historical development of schools of criminology	An	1,4
3	Elucidate theoretically the influence of social transformation, development and judicial process in the changing concepts of crime and criminology	Ap	3, 9
4	Critically examine the nature and content of the schools of criminology	A	4,5
5	Appreciate the present system of criminal law, criminality, punishment and the changing concepts	Ap	6.9
6	Evaluate the development of the science of criminology	E	4,5,9
7	Suggest socio-legal framework based on the principles of criminology, moral well-being of the society, developments/transformations in society to distribute criminal justice	C	3,6,7, 9
8	Build a perspective on better system of administration of criminal justice	C	3,6,7,9
<b>*LEARNING DOMAINS &amp; CORRESPONDING PSOs: Remember (R-1), Understand (U-2), Apply (A-3), Analyse (An-4), Evaluate (E-5), Create (C-6), Skill (S-7), Interest (I-</b>			

**8) and Appreciation (Ap-9)**

**COURSE CONTENT**

<b>MODUL E</b>	<b>CONTET</b>	<b>HRS(L+T+S)</b>	<b>CO NO.</b>
<b>Module I(15 Hours)</b>	i. Concept of crime-criminality- Definition of criminology: Social, psychological and legal approaches-Nature & scope of criminology-Relation with other social sciences.	<b>4</b>	<b>,2, 4,5,6,7, 8</b>
	ii. Relevance of criminology to contemporary society-need to understand criminal	<b>4</b>	
	iii. critical evaluation of different theories of crime causation -pre-classical, classical, neo-classical schools	<b>4</b>	
	iv., positive and sociological-schools ,biological school.	<b>3</b>	
<b>Module II(15 Hours)</b>	i Psychological school ii. psychiatric school iii. cartographic school iv. Marxian school, Ecological theories, Culture conflict theory, Differential association theory. V. Anomie theory, Multi-factor theory, Containment theory, Radial Theories-New criminology.	<b>3</b> <b>3</b> <b>3</b> <b>3</b>  <b>3</b>	<b>,2,3,4,5,6,7,8</b>

<b>Module III(15 Hours)</b>	<ul style="list-style-type: none"> <li>i. i Social institutions and crime</li> <li>ii. Role of family, School, Religion ,Mass media</li> <li>iii. Science,Technology, Development and crime</li> </ul>	<p style="text-align: center;"><b>5</b></p> <p style="text-align: center;"><b>5</b></p> <p style="text-align: center;"><b>5</b></p>	<b>2,3,5,6,7,8</b>
<b>Module IV( 15 Hours)</b>	<ul style="list-style-type: none"> <li>i. Politics and crime</li> <li>ii. Drugs-addiction,trafficking and crime</li> <li>iii. Poverty and crime</li> </ul>	<p style="text-align: center;"><b>5</b></p> <p style="text-align: center;"><b>5</b></p> <p style="text-align: center;"><b>5</b></p>	<b>5,6,7,8</b>
<b>Module V(15 Hours)</b>	<ul style="list-style-type: none"> <li>i. Terrorism and crime</li> <li>ii. Role of government in combating criminality</li> <li>iii. Contributions of judiciary in the development of criminology</li> </ul>	<p style="text-align: center;"><b>5</b></p> <p style="text-align: center;"><b>5</b></p> <p style="text-align: center;"><b>5</b></p>	<b>3,6,7,8</b>

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p><b>Direct Instruction:</b> Brain storming lectures, Explicit Teaching, E-learning,</p> <p><b>Inter-active Instruction:</b> Active co-operative learning, Seminars, Group Assignments</p> <p><b>Authentic learning:</b> Library work and Group discussion, Presentation by individual student/ Group representative, Case studies and comments, Literature Review</p>
<b>Assessment Types</b>	<p><b>Mode of Assessment</b></p> <p><b>A. Continuous Internal Assessment (CIA)</b></p> <ol style="list-style-type: none"> <li>1. Internal Test – Descriptive and analytical type of questions and problems are involved. MCQs may also be included.</li> <li>2. Book review – every student to review a seminal work on any topic relevant to the course and submit a report</li> <li>3. Seminar Presentation – a recent legal development in the area is to be identified to prepare a paper and present in the seminar</li> <li>4. Assignments – Fundamental topics in the concerned area in the light of burning issues relating to the subject shall be presented and discussed by the learner in the class</li> <li>5. Case discussion(oral) and preparation of case comments (in writing)-Prominent judicial pronouncements shall be discussed to crystalize the judicial process</li> <li>6. Paper writing-Following the research methodology and instructions on writing adopting the international mode of footnoting and citations, the learner has to submit a paper with individual contributions to the legal regime</li> <li>7. Clinical training – each student may individually or in group be assigned with practical experience of dealing with actual issues involving concepts of criminology and prepare a report</li> <li>8. Online presentations-students may be asked to prepare online teaching and learning materials so as to enable them to be trained in flipped class room mode of teaching</li> </ol> <p><b>B. End Semester Examination</b></p>

**REFERENCES :**

**The latest editions of the following books are the suggested readings**

Mike Maguire, Rod Morgan, Robert Reiner, *The Oxford Handbook of Criminology*, 5 th edn, Oxford University Press, Oxford (2012)

Ronald L. Akers, Christine S.Sellers, *Criminological Theories*, 6 th edn, Oxford University Press, Oxford (2012)

Stephen James, *Criminology*, 5 th edn, Oxford University Press, Oxford (2013)

Katherine S. Williams, *Text Book on Criminology*, 7 the edn Oxford University Press, Oxford



(2012)

Ahmad Siddique, *Criminology*, 6 th edn, Eastern Book Company, Lucknow (2009).

Sutherland and Cressey, *Principles of Criminology*, 6 th edn, Lippincott, Chicago (1960)

George Bryan Vold , Thomas J Bernard, and Jeffrey B Snipes, *Theoretical Criminology*,

Oxford University Press, Oxford (2012)

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Francis T Cullen, and Robert Agnew, *Criminological Theory: Past to Present: Essential Readings*, Roxbury Park (2003)

John Deigh, David Dolinko, *The Oxford Handbook of Philosophy of Criminal Law*, Oxford University Press, Oxford (2011)

Steven P. Lab, Marian Williams, *Explaining Criminal Justice*, Oxford University Press, Oxford (2007)

David Garland, Richard Sparks, *Criminology and Social Theory: Clarendon Studies in Criminology*, Oxford University Press, Oxford (2000)

Richard Bellwary (Ed.), *Baccaria on Crimes and Punishment and Other Writings*, Cambridge University Press, London

Sutherland and Cressy, *Principles of Criminology*, Lanham, Alta Mira Press Maryland.


Catherine S. Walkin, *Criminology*, Oxford University Press, New York

Stephen Jones, *Criminology*, Butterworths, London

Garland David and Richard Sparks, *Criminology and Social Theory*, Oxford, New York

George Thomas, Jeffrey, *Theoretical Criminology*, Oxford University Press, New York

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 <p>The logo of Mahatma Gandhi University, Kottayam, features a central wheel with eight spokes, surrounded by the text 'MAHATMA GANDHI UNIVERSITY' and 'KOTTAYAM'. Below the wheel is a banner with the motto 'विद्यया अमृतमश्नते'.</p>	<p align="center"><b>MAHATMA GANDHI UNIVERSITY</b></p> <p align="center">-----</p> <p align="center"><b>SCHOOL OF INDIAN LEGAL THOUGHT</b></p>
<p><b>NAME OF PROGRAMME</b></p>	<p><b>LL.M.(2YEARS)(C&amp;SS) (CRIMINAL LAW)</b></p>
<p><b>NAME OF COURSE</b></p>	<p><b>JUVENILE JUSTICE</b></p>
<p><b>COURSE SUMMARY</b></p>	<p>The legal framework that defines justice to for juvenile is an integral part of criminal legal system. Every legal system gives special treatment and protection to juveniles, particularly, the delinquents, neglected and abandoned. Hence, this course intents an in-depth learning of the jurisprudential and legal aspects of the system of administration of juvenile justice.</p>

<p><b>Type of Course</b></p>	<p align="center"><b>(Programme Elective) (Credits 4)</b></p>
<p><b>Course Code</b></p>	<p>LTM 21 E44</p>
<p><b>Names of Academic Staff &amp; Qualifications</b></p>	<p><b>Dr. Jasmine Alex</b> <b>B. Sc., LL. M., Ph.D.</b></p>
<p><b>Course Summary &amp; Justification</b></p>	<p>The study on essential concepts regarding the administration of juvenile justice is the basis of this course. The historical evolution of criminal legal system in India pertaining to juvenile justice on a comparative perspective is analysed. Identification of the factors which contribute to the proper functioning of the juvenile justice system is done systematically in this course. It is done not only by a simple exposition of statutory provisions but also by a critical analysis of judicial pronouncements in the context of new developments in society.</p>

	This course enables the learners to understand how criminal legal system exhibits its traditional affinity to society's sense of morality and how the same is reflected in the changing concepts w. r. to procedural safeguards to be undertaken while administering criminal justice to children. The learner will be able to appropriately get involved in the administration of criminal justice in his/her future endeavors, with this course.					
<b>Semester</b>	III					
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Independent learning	40	10		25	75
<b>Pre-requisite</b>	Knowledge and understanding on the concept of crime and basic principles regarding criminal liability, jurisdiction and punishment is a pre-requisite. This is expected to be gathered on completion of a Bachelor's Degree in Law.					

#### **COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
1		U	1
2	Analyse the historical development of juvenile justice system in criminal law	A	3
3	Elucidate theoretically the influence of morality, ethics and religion in the development of juvenile justice system	Ap	3,4,5,6,
4	Critically examine the nature and content of the elements of juvenile justice	A	5,6,7,8

5	Appreciate the present system and the influence of social changes in the decision-making process relating to juvenile justice	Ap	4,5,6,7
6	Evaluate the development of the principle of ‘best interest of children’ in criminal law	E	4,5,6,7
7	Suggest model criminal law framework based on the principles of legality, well-being of children, developments/transformations in society	C	5,6,7,8,9
8	Build a perspective on better system of administration of criminal justice for juveniles	C	4,5,6,7,8,9
<i>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

### COURSE CONTENT

MODULE	CONTENT	Cos
<b>Module I(15 Hours)</b>	<ul style="list-style-type: none"> <li><b>i. Juvenile-definitions</b></li> <li><b>ii. Need for protection-moral, ethical, social, political approaches</b></li> <li><b>iii. Rights of children and administration of criminal justice</b></li> </ul>	<b>1,2,3,4</b>
<b>Module II(15 Hours)</b>	<ul style="list-style-type: none"> <li><b>i. Status of child in different social systems</b></li> <li><b>ii. Juvenile Delinquency-meaning-reasons</b></li> <li><b>iii. Influence of family-broken home-nuclear family-school-religion-peer influence-drugs-alcoholism</b></li> <li><b>iv. differential association theory</b></li> <li><b>v. Role of media and technology</b></li> </ul>	<b>2,3,4,5,6,7</b>
<b>Module III(15 Hours)</b>	<ul style="list-style-type: none"> <li><b>i. Rehabilitation-Role state-NGOs</b></li> <li><b>ii. Special Homes and Boards for Children</b></li> </ul>	<b>2,3,4,5,6,7,8</b>

	<ul style="list-style-type: none"> <li>iii. International movements-organisations</li> <li>iv. Theory of Best Interest</li> </ul>	
Module IV( 15 Hours)	<ul style="list-style-type: none"> <li>i. Juvenile and administration of criminal justice-theoretical foundations-classical and neo classical approaches</li> <li>ii. Juvenile Justice legislations - History and development-modern legislative approach-position in India, US and UK-UN Norms</li> <li>iii. Treatment of Children under Cr P C-Juvenile Justice (Care and Protection) Act</li> <li>iv. Administration of juvenile justice w. r. to children involved in strict liability offences, terrorism, drug trafficking and sexual offences</li> </ul>	2,3,4,5,6,7,8
Module V(15 Hours)	<ul style="list-style-type: none"> <li>i. Justice Care and Protection Act</li> <li>ii. Juvenile in conflict with law-neglected, abandoned and orphans</li> <li>iii. Need for special treatment-Rehabilitation-Social Awareness</li> <li>iv. Judicial Process on juvenile justice</li> </ul>	2,3,4,5,6,7,8


<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p><b>Direct Instruction:</b> Brain storming lectures, Explicit Teaching, E-learning,</p> <p><b>Inter-active Instruction:</b> Active co-operative learning, Seminars, Group Assignments</p> <p><b>Authentic learning:</b> Library work and Group discussion, Presentation by individual student/ Group representative, Case studies and comments, Literature Review</p>
<b>Assessment Types</b>	<p><b>Mode of Assessment</b></p> <p><b>A. Continuous Internal Assessment (CIA)</b></p> <ol style="list-style-type: none"> <li>1. Internal Test – Descriptive and analytical type of questions and problems are involved. MCQs may also be included.</li> <li>2. Book review – every student to review a seminal work on Criminal Law and submit a report</li> <li>3. Seminar Presentation – a recent legal development in the area is to be identified to prepare a paper and present in the seminar</li> <li>4. Assignments – Fundamental topics in the concerned area in the light of burning issues relating to the subject shall be presented and discussed by the learner in the class</li> <li>5. Case discussion(oral) and preparation of case comments (in writing)-Prominent judicial pronouncements shall be discussed to crystalize the judicial process</li> <li>6. Paper writing-Following the research methodology and instructions on writing adopting the international mode of footnoting and citations, the learner has to submit a paper with individual contributions to the legal regime</li> <li>7. Clinical training – each student may individually or in group be assigned with practical experience of dealing with actual issues involving principles of criminal law and prepare a report</li> <li>8. Online presentations-students may be asked to prepare online teaching and learning materials so as to enable them to be trained in flipped class room mode of teaching</li> </ol> <p><b>B. End Semester Examination</b></p>

## REFERENCES

1. Ved Kumari, *Juvenile Justice System in India- From Welfare to Rights*, Oxford Press (2<sup>nd</sup> edn., 2011)
2. Ved P Verma (Ed), *Violence in Children and Adolescence*, Jessica Kingsley Publishers, Bristol (1997)
3. Thea Brown *et al.*, *Child Abuse and Family Law*, Allen and Unwin (2007)
4. Katherine Hunt Federle, *Children and the Law: An Interdisciplinary Approach with Cases, Materials and Comments*, Oxford University Press, Oxford (2012)

5. David S. Tanenhaus, *Juvenile Justice in the Making*, Oxford University Press, Oxford (2004)
6. Kirk Heilbrun, Naomi E. Sevin Goldstein, *Juvenile Delinquency: Prevention, Assessment, and Intervention*, Oxford University Press, Oxford (2005)
7. Barry C. Feld, *Readings in Juvenile Justice Administration*, Oxford University Press, Oxford (1999)
8. Rolf Loeber, David P. Farrington, *From Juvenile Delinquency to Adult Crime: Criminal Careers, Justice Policy and Prevention*, Oxford University Press, Oxford (2012)
9. Barry C. Feld, Donna M. Bishop, *The Oxford Handbook of Juvenile Crime and Juvenile Justice*, Oxford University Press, Oxford (2013)
10. Nizam Azeez Sait, *Juvenile Justice – Care and Protection of Children Act, 2000*, Lexis Nexis, New Delhi (2014)
11. Van Beuren, G. *United Nations Guidelines for the Prevention of Juvenile Delinquency*, Martinus Nijhoff Publishers, (1990)
12. Van Beuren, G., *International Documents on Children*, 2 nd edn, Martinus Nijhoff Publishers, (1998)

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	<b>MAHATMA GANDHI UNIVERSITY</b> <hr style="border-top: 1px dashed black;"/> <b>SCHOOL OF INDIAN LEGAL THOUGHT</b>
<b>NAME OF PROGRAMME</b>	<b>LL.M.(2YEARS)(C&amp;SS) (CRIMINAL LAW)</b>
<b>NAME OF COURSE</b>	<b>VICTIMOLOGY</b>
<b>NAME OF ACADEMIC STAFF &amp; QUALIFICATION</b>	<b>DR. JASMINE ALEX B. Sc., LL. M., Ph. D.</b>
<b>COURSE SUMMARY</b>	<p>This course is designed to enable the learners, who are supposed to contribute to the process of administration of criminal justice in future, to understand the science of penology. This course focuses only on crime-victimization. This course examines the scope and social relevance of taking care of the needs of victims. It reviews the problems associated with victimization, discusses policies and practical applications that have resulted from the increasing concern of legal system about victims. This helps to create a better scientific system of criminal justice process.</p>

<b>Type of Course</b>	Programme Core- 4 Credits					
<b>Course Code</b>	LTM 21 C 19					
<b>Semester</b>	<b>IV</b>		<b>Credit</b>			<b>4</b>
<b>Total Learner Learning Time (SLT)</b>	<b>Learning Approach</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Practic al</b>	<b>Others</b>	<b>Total Learning Hours</b>
	A mixed approach of Authentic learning, Collaborative learning ,	40	10	-	25	75



## ANNEXURE: 116

	& Choice based learning					
<b>Pre-requisite</b>	In-depth knowledge and jurisprudential understanding of the basic principles of criminal law is a pre-requisite. This is expected to be gathered on completion of a Bachelor's Degree in Law.					
<i>Others- Library, clinical practice, seminar and assignment preparations, Article writing, literature review, test, literature review, discussion etc.</i>						

### COURSE OUTCOMES (CO)

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

**ANNEXURE: 116**

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

**COURSE CONTENT**

MODULE	CONTET	HRS(L+T+S)	CO NO.
<b>Module I(15 Hours)</b>	i. Victimology – History, Evolution - Meaning and Definition- Influence of religion and social morality in victimology	5	<b>2,4,5,6,7,8</b>
	ii. Victim Precipitation, Victim Prone – Primary, Secondary and Tertiary Crime Victims – Discussion under Various Schools	5	
	iii. Model – Benjamin and Master’s Tree Fold Model – Cohen and Felson’s Routine Activities Theory, Propinquity Hypothesis – Proximity Hypothesis	5	

**ANNEXURE: 116**

<p><b>Module II(15 Hours)</b></p>	<p>i. Relationships between Victims and Offenders, Investigators, Witnesses, Courts, Corrections, Media and Social Movement</p> <p>ii. Categories of Victims – Children, Females, Old, Mentally Defective and Deranged Immigrants, Socially Disadvantaged.</p> <p>iii. Impact of property and economic crimes on victims- offences against body and victims-sexual offences and victims-terrorism and drug abuse and victims</p> <p>iv. Matrimonial offenses and victims</p> <p>v. Issues of crime survivors- Repeated victimisation</p>	<p><b>3</b></p> <p><b>3</b></p> <p><b>3</b></p> <p><b>3</b></p> <p><b>3</b></p>	<p><b>2,3,4,5,6,7,8</b></p>
<p><b>Module III(15 Hours)</b></p>	<p>i. Types of Victim Responsibility- Victim Blaming</p> <p>ii. Unrelated Victims, Provocative Victims</p>	<p><b>3</b></p> <p><b>3</b></p>	<p><b>2,3,5,6,7,8</b></p>

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	<ul style="list-style-type: none"> <li>iii. Precipitative Victims, Biologically Weak Victims, Socially Weak Victims</li> <li>iv. Self Victimizing</li> <li>v. Political Victims.</li> </ul>	<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>3</b></p>	
<p><b>Module IV( 15 Hours)</b></p>	<ul style="list-style-type: none"> <li>i. Rights of Victims - International Documents</li> <li>ii. Access to Justice and Fair Treatment</li> <li>iii. Restitution – Compensation and Assistance</li> <li>iv. Victims of Custodial Crimes – Judicial Approach</li> <li>v. Rights of Victims Under Various Statutes</li> </ul>	<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>3</b></p>	<p style="text-align: center;"><b>5,6,7,8</b></p>
<p><b>Module V(15 Hours)</b></p>	<ul style="list-style-type: none"> <li>i. Theories of Victimology</li> <li>ii. Exposure Theory - Life Style Theory – Inter Personal Model – Family Violence Model – Gender Politics Model –</li> </ul>	<p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>3</b></p>	<p style="text-align: center;"><b>3,6,7,8</b></p>

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	<p>Luckenbill's Situated Transaction Model – Benjamin and Master's Tree Fold Model – Cohen and Felson's Routine Activities Theory, etc,</p> <p>iii. Propinquity Hypothesis – Proximity Hypothesis.</p> <p>iv. Methods to assist victims, Judicial Interventions</p> <p>v. Role of government and NGOs</p>	<p><b>3</b></p> <p><b>4</b></p> <p><b>3</b></p>	
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<p><b>Teaching and Learning Approach</b></p>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p><b>Direct Instruction:</b> Brain storming lectures, Explicit Teaching, E-learning,</p> <p><b>Inter-active Instruction:</b> Active co-operative learning, Seminars, Group Assignments</p> <p><b>Authentic learning:</b> Library work and Group discussion, Presentation by individual learner/ Group representative, Case studies and comments, Literature Review</p>
<p><b>Assessment Types</b></p>	<p><b>Mode of Assessment</b></p> <p><b>A. Continuous Internal Assessment (CIA)</b></p> <ol style="list-style-type: none"> <li>1. Internal Test – Descriptive and analytical type of questions and problems are involved. MCQs may also be included.</li> <li>2. Book review – every learner to review a seminal work on any topic relevant to the course and submit a report</li> <li>3. Seminar Presentation – a recent legal development in the area is to be identified to prepare a paper and present in the seminar</li> <li>4. Assignments – Fundamental topics in the concerned area in the light of burning issues relating to the subject shall be presented</li> </ol>

	<p>and discussed by the learner in the class</p> <ol style="list-style-type: none"> <li>5. Case discussion(oral) and preparation of case comments (in writing)-Prominent judicial pronouncements shall be discussed to crystalize the judicial process</li> <li>6. Paper writing-Following the research methodology and instructions on writing adopting the international mode of footnoting and citations, the learner has to submit a paper with individual contributions to the legal regime</li> <li>7. Clinical training – each learner may individually or in group be assigned with practical experience of dealing with actual issues involving concepts of criminology and prepare a report</li> <li>8. Online presentations-learners may be asked to prepare online teaching and learning materials so as to enable them to be trained in flipped class room mode of teaching</li> </ol> <p><b>B. End Semester Examination</b></p>
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12. Steven P. Lab, Marian Williams, *Explaining Criminal Justice*, Oxford University Press, Oxford (2007)
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<b>Approval Date</b>	
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**ANNEXURE: 116**

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<b>Approval by</b>	
<b>Implementation Date</b>	

	<p align="center"><b>MAHATMA GANDHI UNIVERSITY</b></p> <p align="center">-----</p> <p align="center"><b>SCHOOL OF INDIAN LEGAL THOUGHT</b></p>
<b>NAME OF PROGRAMME</b>	<b>LL.M.(2YEARS)(C&amp;SS) (CRIMINAL LAW)</b>
<b>NAME OF COURSE</b>	<b>INTRODUCTION TO FORENSIC SCIENCE &amp; CRIMINAL JUSTICE</b>
<b>NAME OF ACADEMIC STAFF &amp; QUALIFICATION</b>	<b>DR JASMINE ALEX BSc., LL.M.,Ph.D.</b>
<b>COURSE SUMMARY</b>	<p>A study on the fundamental principles of Forensic Science and its application in the administration of criminal justice administration is the basis of this course. A digging into the fundamentals of forensic science shows its relation with various sciences including physics, chemistry, medical science, mathematics, engineering sciences etc. This is simply an attempt to throw light into the scope of this science in the administration of criminal justice, particularly by way of collecting evidence and appreciation of the same by the judiciary, in tune with the constitutional principles and the fundamental principles of criminal law..</p>

<b>Type of Course</b>	Programme Elective- 4 Credits					
<b>Course Code</b>	LTM 21 E 45					
<b>Semester</b>	<b>IV</b>		<b>Credit</b>			<b>4</b>
<b>Total Student Learning Time (SLT)</b>	<b>Learning Approach</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>Others</b>	<b>Total Learning Hours</b>
	A mixed approach of Authentic learning, Collaborative learning,	40	10	-	25	75



	&					
	Choice based learning					
<b>Pre-requisite</b>	In-depth knowledge and jurisprudential understanding criminal law, is a pre-requisite. This is expected to be gathered on completion of a Bachelor's Degree in Law.					
<i>Others- Library, clinical practice, seminar and assignment preparations, Article writing, literature review, test, literature review, discussion etc.</i>						

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome ----- Upon completion of the Course, the student will be able to:	Learning Domains	PSO No.
1	Analyse the importance of forensic science in the administration of criminal justice	An	1,4
2	Analyse the historical development of forensic science	An	1,4
3	Elucidate theoretically the influence of social transformation, scientific development and judicial process in the changing role of forensic science in administration of criminal justice	Ap	3, 9
4	Critically examine the nature and content of the elements of forensic science	A	4,5
5	Appreciate the present system of investigation, la relating to evidence and forensic science	Ap	6.9
6	Evaluate the various methods adopted for collecting evidence and its impact on the exercise of fundamental rights	E	4,5,9
7	Suggest model legal framework based on the principles of legality, moral well-being of the society, developments/transformations in society to distribute justice	C	3,6,7, 9
8	Build a perspective on better system of administration of criminal justice in the light of the developments in forensic science	C	3,6,7,9
<b>*LEARNING DOMAINS &amp; CORRESPONDING PSOs: Remember (R-1), Understand</b>			

*(U-2), Apply (A-3), Analyse (An-4), Evaluate (E-5), Create (C-6), Skill (S-7), Interest (I-8) and Appreciation (Ap-9)*

**COURSE CONTENT**

<b>MODU LE</b>	<b>CONTET</b>	<b>HRS(L+ T+S)</b>	<b>CO NO.</b>
<b>Module I(18 Hours)</b>	i. Forensic Science:Definition, History, Development, Scope in Administration of Criminal Justice, Ethics in Forensic Science	<b>4</b>	<b>,2, 4,5,6, 7,8</b>
	ii. Physical Evidence, Crime Scene, Criminal Investigations	<b>4</b>	
	iii. Courts, Types, powers and jurisdiction, Admissibility of evidence in Courts, Definition of Experts, Provisions in Cr.P.C.,1973 & Indian Evidence Act relating to forensic evidence-expert evidence-Procedure pertaining to Expert Testimony & Witness	<b>5</b>	
	iv. Issues of Fundamental Rights: Right of Equality, and Right of Freedom, Criminal Profiling- Profile of victim and accused, Lie detection (Polygraphy), Narco analysis, Brain mapping, scope, limitations, constitutionality	<b>5</b>	
<b>Module II(16 Hours)</b>	i. Toxicology, Ballistics, Anthropometry, Forensic Dentistry, Wild life Forensics	<b>4</b>	<b>,2,3,4,5,6,7,8</b>
	ii. Tool marks, Hair & Fibers, Pollens and Diatoms, Dust & Soil		
	iii. Fire and Arson, Explosives, Bombs,	<b>3</b>	

	<p>Fingerprints, Track Marks, Biometric Systems of Identification, Voice Analysis,</p> <p>iv. Documents, Handwritings, Credit Cards and Similar materials</p> <p>v. Documents and currency</p>	<p><b>3</b></p> <p><b>3</b></p> <p><b>3</b></p>	
<p><b>Module III(18 Hours)</b></p>	<p>i. Photography: T</p> <p>ii. Computer Forensics: Introduction, Types of Computer crimes, Digital evidence- Seizure, Acquisition and Forensic examination</p> <p>iii. Mobile Phone Forensics</p>	<p><b>5</b></p> <p><b>5</b></p> <p><b>6</b></p>	<p><b>2,3,5,6, 7,8</b></p>

		2	
<b>Module IV( 15 Hours)</b>	<p>i. Post – mortem examination and Post-mortem changes, Estimation of time since death,</p> <p>ii. Injuries &amp; Wounds, Sexual offences Determination of Species of origin, Sex, Age, Stature, and individual identification through skeletal remains and</p> <p>Forensic Entomology</p>	<p>3</p> <p>3</p> <p>5</p> <p>4</p>	5,6,7,8
<b>Module V(8 Hours)</b>	<p>i. Judicial process on Burden of Proof and Appreciation of Evidence in Criminal Cases</p> <p>ii. Scope of Forensic Evidence in</p>	<p>4</p> <p>4</p>	,3,6,7,8

	Criminal Trial		
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<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p><b>Direct Instruction:</b> Brain storming lectures, Explicit Teaching, E-learning,</p> <p><b>Inter-active Instruction:</b> Active co-operative learning, Seminars, Group Assignments</p> <p><b>Authentic learning:</b> Library work and Group discussion, Presentation by individual student/ Group representative, Case studies and comments, Literature Review</p>
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