

**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 lawteachers, researchers and skilled legal practioners. 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 class room 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 specialisation 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 digit 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 countersigned 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 8 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 Practicals and Legal Writing**

However, the continuous assessment in Research Methods, Teaching Practicals, 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

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 given 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>

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 endsemester 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 coursewise, along with the immediate lower batch.

Candidates who secured the grade of only 'F' or 'Ab' in a course in the 3rd /4th 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 X Grade Point 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.**

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

### **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)**

$$\text{CGPA} = \frac{\text{Total Credit Points of Semester- S1} + 2 + 3 + 4}{\text{Total Credits of Semester- S1} + 2 + 3 + 4}$$

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**

$$\text{Equivalent Percentage} = \frac{(\text{CGPA obtained}) \times 100}{\text{Maximum CGPA (=10)}}$$

The equivalent percentage shall be represented in a numeric format rounded to two decimal digits accuracy (“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 SGPA 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**

SI. No	Course Code	Course Title	POE	CREDITS	Core/Elective	CA	ESA	Marks
1	LTM 21 C 01	Common Core	LL.M	4	C	40	60	100

2	LTM 21C 02	Common Core	LL.M	4	C	40	60	100
3	LTM 21C 27	Subject Core	LL.M	4	C	40	60	100
4	LTM 21C 28	Subject Core	LL.M	4	C	40	60	100
5	LTM 21E 52	Subject elective	LL.M	4	E	40	60	100
				<b>20</b>				
<b>Second Semester</b>	<b>Course Code</b>	<b>Course Title</b>	<b>POE</b>	<b>CREDIT</b>	<b>Core/elective</b>	<b>CA</b>	<b>ESA</b>	<b>Marks</b>
1	LTM 21C 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 21C 29	Subject Core	LL.M	4	C	60	40	100
4	LTM 21C 30	Subject Core	LL.M	4	C	60	40	100
5	LTM 21E 53	Seminar Paper	LL.M	4	E	60	40	100
				<b>20</b>				
<b>Third Semester</b>	<b>Course Code</b>	<b>Course Title</b>	<b>POE</b>	<b>CREDIT</b>	<b>Core/elective</b>	<b>CA</b>	<b>ESA</b>	<b>Marks</b>
1	LTM 21C 31	Subject Core	LL.M	4	C	60	40	100
2	LTM 21C 32	Subject Core	LL.M	4	C	60	40	100
3	LTM 21E 54	Subject elective	LL.M	4	E	60	40	100
4	LTM 21 E 55	Subject elective	LL.M	4	E	60	40	100
5	LTM 21E 56	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>CREDIT</b>	<b>Core/elective</b>	<b>CA</b>	<b>ESA</b>	<b>Marks</b>
<b>1</b>	LTM 21C 33	Subject Core	LL.M	4	C	60	40	100
<b>2</b>	LTM 21 E 57	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>				

## 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.

## ENVIRONMENTAL LAW SCHEME

### I ST SEMESTER

SI No	Course	Core/Elective	credits	Marks-Int	Marks-ext
1	Research methodology &Teaching Practicals	C	4	50	50
2	Law,Judicial process &Social Transformation	C	4	40	60
3	General Principles of Environmental Law	C	4	40	60
4	Natural Resource Management	C	4	40	60
5	Environmentand Disaster Management Law	E	4	40	60

### IInd SEMESTER

SI No	Course	Core/ Elective	credits	Marks-Int	Marks-ext
1	Law and Justice in a Globalising World	C	4	40	60
2	Comparative Public Law	C	4	40	60
3	International Environmental Protection Law	C	4	40	60
4	Forest and the Law	C	4	40	60
5	Seminar Course	E	4	40	60

### **IIIRD SEMESTER**

SI No	Course	Core /Elective	credits	Marks-Int	Marks-ext
1	Government control and Judicial Control	C	4	40	60
2	Environment and Sustainable Development	C	4	40	60
3	Environment and Human Rights	E	4	40	60
4	Environment and Bio - diversity Protection	E	4	40	60
5	Environment and Climate Change Laws	E	4	40	60

### **IVTH SEMESTER**

SI No	Course	Core/Elective	credits	Marks-Int	Marks-ext
1	Environment and Waste Management	C	4	40	60
2	Environmental Ethics	E	4	40	60
3	Dissertation and Viva	C	12		275
			20		



## 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>	LTM 21 C 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

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

### 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)  
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Indian Law Institute, *Legal Research and Methodology* (1982)

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**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</b>					
<b>Course Name</b>	<b>Law, Judicial Process and Social Transformation</b>					
<b>Type of Course</b>	Common Core					
<b>Course Code</b>	LTM 21 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 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	55	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>						

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
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## MAHATMA GANDHI UNIVERSITY

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

<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
<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

		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
1.3	Law and Social Transformation in Modern India Sanskritization and Westernization	4	3



**MAHATMA GANDHI UNIVERSITY**

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

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 reform:	2	4
3.2	Free enterprise v. State regulation - Industrialization v. environmental protection	2	4



## MAHATMA GANDHI UNIVERSITY

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

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
5.3	Jurimetrics: Concept-Conventional-Civil Law and Behavioural Perspective	4	7



## MAHATMA GANDHI UNIVERSITY

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

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 style="text-align: center;">seminar, group activities, assignment, project, case study , group discussion board, debate, text reading, role play</p>
<b>Assessment Types</b>	<p><b>Mode of Assessment</b></p> <ol style="list-style-type: none"> <li>1. Continuous Internal Assessment (CIA)</li> <li>2. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar</li> <li>3. Assignments</li> </ol> <p>A. Semester End examination</p>

### REFERENCES

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2. OLIVER MENDELSJOHN, *LAW AND SOCIAL TRANSFORMATION IN INDIA*, OXFORD UNIVERSITY PRESS, 2014.
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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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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.



## MAHATMA GANDHI UNIVERSITY

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

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)

### SUGGESTED READINGS

1. CAPPELLETTI AND GARTH (ED.), *ACCESS TO JUSTICE*, (1978) VOL. I, BOOK I, PART I
2. B. SIVARAMAYYA, *INEQUALITIES AND THE LAW* (1984)
3. UPENDRA BAXI , *THE CRISIS OF INDIAN LEGAL SYSTEM*, (1982) CHS. 1, 2, 3, 8 & 10
4. UPENDRA BAXI, *LAW AND POVERTY* (1988) CHS. 1, 2, 3, 5, 19, 20 & 21
5. GOVERNMENT OF INDIA, *REPORT OF THE EXPERT COMMITTEE ON LEGAL AID: PROCESSUAL JUSTICE TO THE PEOPLE* (1973)
6. GOVERNMENT OF INDIA, *REPORT ON NATIONAL JURIDICARE : EQUAL JUSTICE - SOCIAL JUSTICE*, (1977)
7. DUNCAN DERRET, *THE STATE, RELIGION AND LAW IN INDIA*, 1999
8. H.M.SEERVAI, *CONSTITUTIONAL LAW OF INDIA*, 1996
9. P.ISHWARA BHAT, *LAW & SOCIAL TRANSFORMATION*, EBC, LUCKNOW, 2009
10. GRANVILLE AUSTIN, *THE INDIAN CONSTITUTION : CORNERSTONE OF A NATION* (OXFORD CLARENDON PRESS) . 1966

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**MAHATMA GANDHI UNIVERSITY**

**ENVIRONMENTAL LAW**

PSO1-To enable an understanding of the basic concepts and jurisprudence of environment Law

PSO2-To acquire deep knowledge on the basic principles of Environmental Law developed through the International Environmental Law

PSO3-Study the comparative perspective of environmental law with other countries and to assess the various legislative system available in other countries

PSO4-To improve the capability of students to analyse the significance of environmental law in the present situation of conflict of environment and development

PSO5-To enhance academic excellence and research skills of students in modern technological world

PSO6-To enhance the ability of the students to analyze various judicial decisions in the present globalised world

PSO7- To develop presentation skill of students with deep subject knowledge and academic credibility

<b>School Name</b>	<b>School of Indian Legal Thought</b>					
<b>Programme</b>	<b>LL.M (2 Year)</b>					
<b>Course Name</b>	<b>General Principles of Environmental Law</b>					
<b>Type of Course</b>	Core					
<b>Course Code</b>	LTM 21 C 27					
<b>Names of Academic Staff &amp; Qualifications</b>	Dr Gigi P.V,LL.M,PhD. Associate Professor					
<b>Course Summary &amp; Justification</b>	This course builds on understanding of Environmental Law gained by the students at the undergraduate level and is intended as an advanced course. It looks the jurisprudential development of the word environment in the national and international perspective. The course will discuss the development of Environmental Law through the International Conventions, Indian Constitutional law, various legislative legal frame works and Judicial decisions.					
<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			25	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>						

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

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
	<i>Upon completion of this course, students will be able to;</i>		
1	Understand the historical evolution of environmental jurisprudence and subsequent development of basic principles of Environmental Law	U	1

2	The student must analyze the various principles of environmental law and its applicability	An	2
3	Student must be able to evaluate the role of international environmental law for the fast development of environmental jurisprudence	E	4
4	Enable students to appreciate the role of Government for implementing sustainable development principles	Ap	3
5	Enable the students to evaluate the scope of environmental education and awareness	E	6
6	Students must understand the depth of Environmental Jurisprudence in accordance with social change	U	1
7	Enable the students to create a perspective on concept of Sustainable Development	C	1
8	To develop the skill to identify the different dimensions of the term environment	S	7
*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 – CONCEPT OF ENVIRONMENT</b>		15 Hrs	
1.1	Meaning and concept of environment	3	1
1.2	Ecosystems and eco-balance	3	2
1.3	Green house effect	3	3
1.4	International dimensions	3	4
1.5	Stockholm Declaration	3	4

<b>UNIT 2 - SUSTAINABLE DEVELOPMENT</b>		18Hrs	
2.1	Concept, Problems and perspectives	3	3
2.2	International Conventions and treaties on Sustainable Development	3	7
2.3	World Summit on Sustainable Development 2002	3	4
2.4	United Nations Environment Programme (UNEP)	3	3
2.5	National Environment Policy (NEP) 2006	2	3
2.6	UN Commission on Sustainable Development 1993	2	4
2.7	Principles of Sustainable Development.	2	3
<b>UNIT 3- CONSTITUTIONAL PERSPECTIVE</b>		15 Hrs	
3.1	Right to life and clean environment	3	1
3.2	Public interest litigation	3	2
3.3	Evolution of Absolute Liability in Environmental Law	3	2
3.4	Application of Public Trust doctrine.	3	2
3.5	Directive Principles	3	1
<b>UNIT 4 – ENVIRONMENTAL PLANING</b>		13 Hrs	
4.1	Environmental education	4	5
4.2	Training programme	4	5
4.3	Role of non-governmental organisation	3	5
4.4	Role of Governmental Organisation	2	3
<b>UNIT 5 – ENVIRONMENTAL IMPACT STUDY</b>		14 Hrs	

5.1	Environmental impact Assessment	4	4
5.2	Environmental Impact Assessment Agency	4	4
5.3	Cost Benefit Analysis	4	4
5.4	Public participation	2	4

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure</b> (Mode of transaction)</p> <p><b>Direct Instruction:</b> Brain storming lecture, Explicit Teaching, E-Learning <b>interactive Instruction:</b>, Active co-operative learning, Seminar, Group Assignments</p> <p><b>Authentic learning</b>, , Library work and Group discussion, Presentation by individual student ,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 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. Semester End examination</b></p>

## REFERENCES

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**MAHATMA GANDHI UNIVERSITY**

**ENVIRONMENTAL LAW**

PSO1- To enable an understanding of the basic concepts and jurisprudence of environment Law
PSO2-To acquire deep knowledge on the basic principles of Environmental Law developed through the International Environmental Law
PSO3-Study the comparative perspective of environmental law with other countries and to assess the various legislative system available in other countries
PSO4-To improve the capability of students to analyse the significance of environmental law in the present situation of conflict of environment and development
PSO5-To enhance academic excellence and research skills of students in modern technological world
PSO6-To enhance the ability of the students to analyze various judicial decisions in the present globalised world
PSO7-To develop presentation skill of students with deep subject knowledge and academic credibility

<b>School Name</b>	<b>School of Indian Legal Thought</b>
<b>Programme</b>	<b>LL.M (2 Year)</b>

<b>Course Name</b>	<b>Natural Resource Management</b>					
<b>Type of Course</b>	Core 2					
<b>Course Code</b>	LTM 21 C 28					
<b>Names of Academic Staff &amp; Qualifications</b>	Dr Gigi P.V, LL.M, PhD Associate Professor					
<b>Course Summary &amp; Justification</b>	This course builds on understanding of protection and preservation of natural resource particularly land and water. This course focuses on preservation of forest and other natural resources and to manage coastal zone in a sustainable manner. It looks on need for Protection of natural resources for the conservation of biological diversity. This course focuses on proper management of land and water resources for maintaining ecological balance, as well as achieving economic growth without disturbing the resources basis.					
<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			25	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>						

## **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	Students must analyze various legal frameworks for the protection of natural resources	An	1
2	Enable students to assess the Management and preservation of forest resources	U	1
3	Encourage students to evaluate tribal natural resources management and wild life conservation	E	1
4	Enable students to critically evaluate the various legal frameworks for the coastal zone management	E	3
5	Enable students to analyze the legal regulation for energy resource management	E	2, 3
6	Students must be able to analyze the role of authorities constituted under Environmental Protection Act	An	3
7	Encourage students to create a perspective on Natural Resource Management laws	C	2
8	Enable the students to understand the mechanism constituted for the protection of Natural Resources	U	2, 4
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

UNIT 1 Environment Protection Act 1986	Hrs	CO.No.
	15 Hrs	

1.1	Authorities, Powers and Functions under the Act	3	1
1.2	Critical evaluation of the Statute- Public Liability Insurance Act,1991	3	5
1.3	Water, Air and Noise Pollution	3	5
1.4	Water (prevention and Control of Pollution) Act,1974 Air (prevention and Control of Pollution) Act,1981	3	2
1.5	Bhopal Gas Leak Disaster(processing of Claims Act) Act,1985 and subsequent developments	3	5
<b>UNIT 2 - Land and Water management</b>		18 Hrs	
2.1	Land management perspectives	3	2
2.2	Concept of Land Management	3	1, 2
2.3	Relevant Problems of Land Management	2	5
2.4	Legal Perspective of Land Management	2	2,5
2.5	Water management concept problems and perspectives	3	1,5
2.6	Relevant Problems of Water Management	2	5
2.7	Legal Perspective of Water Management	3	1,3
<b>UNIT 3- Forest management</b>		15 Hrs	
3.1	Related laws of Forest Management	3	1
3.2	Impact of developmental projects	3	1,2
3.3	Forest and tribal people	3	3

3.4	Wild life conservation and preservation	3	3
3.5	Forest protection and Judicial Contribution	3	1
<b>UNIT 4 – Coastal zone management</b>		14 Hrs	
4.1	Encroachment oncoastal zone	3	4
4.2	Dumping of waste	3	4
4.3	International Conventions on Coastal Zone	4	4
4.4	Coastal Zone Regulation notifications	4	4
<b>UNIT 5 – Energy sources management</b>		13Hrs	
5.1	Energy sources management: problems	2	5
5.2	Alternative sources of energy	3	5
5.3	Use of natural source of energy	4	5

5.4	Related laws of Energy conservation and preservation	4	5

<b>Teaching and Learning Approach</b>	<p>Classroom Procedure (Mode of transaction)</p> <p><b>Direct Instruction:</b> Brain storming lecture, Explicit Teaching, E-Learning <b>interactive Instruction:</b>, Active co-operative learning, Seminar, Group Assignments</p> <p><b>Authentic learning</b>, , Library work and Group discussion, Presentation by individual student ,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 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. Semester End examination</b></p>

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**MAHATMA GANDHI UNIVERSITY**

**ENVIRONMENTAL LAW**

PSO1-To enable an understanding of the basic concepts and jurisprudence of environment Law

PSO2-To acquire deep knowledge on the basic principles of Environmental Law developed through the International Environmental Law

PSO3-Study the comparative perspective of environmental law with other countries and to assess the various legislative system available in other countries

PSO4-To improve the capability of students to analyse the significance of environmental law in the present situation of conflict of environment and development

PSO5-To enhance academic excellence and research skills of students in modern technological world

PSO6-To enhance the ability of the students to analyze various judicial decisions in the present globalised world

PSO7-To develop presentation skill of students with deep subject knowledge and academic credibility

<b>School Name</b>	<b>School of Indian Legal Thought</b>
<b>Programme</b>	<b>LL.M (2 Year)(C&amp;SS)</b>
<b>Course Name</b>	Environment and Disaster Management Law

<b>Type of Course</b>	Elective					
<b>Course Code</b>	LTM 21 E 52					
<b>Names of Academic Staff &amp; Qualifications</b>	Dr Gigi.P.V,LL.M,PhD Associate Professor					
<b>Course Summary &amp; Justification</b>	This course focuses on organization and management of resources and responsibilities for dealing with all humanitarian aspect of emergencies, in particular preparedness, response and recovery in order to lessen the impact of disasters. Disaster management refers to the conservation of lives and property during natural and manmade disasters. This course concentrate on International and national legal frameworks relating to disaster management situations. Preventive measures of natural disasters are also examined in this course.					
<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			25	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>	

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

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
	<i>Upon completion of this course, students will be able to;</i>		
1	Student must understand the various International and national legal frameworks of Disaster Management. It is for ensuring the deep knowledge of legal background relating to the topic of disaster management	U	2
2	Enable the students to analyze the International and national bodies empowered to prevent and regulate natural disasters and its effectiveness in the present context.	An	2
3	Enable the students to evaluate the role of Government in mitigation, preparedness and response of disasters. A comparative study in India, US and UK	E	3
4	Encourage students to critically analyze the different types of natural disasters and environmental causes and also analyze several reasons for natural disasters	An	3

5	Students must be able to create an idea about various human rights violations and judicial remedies in India and compare with the judicial remedies in US and UK	C	2, 3
6	Understand the effectiveness of various precautionary measures of Disaster Management System. Examine the various programme undertaken by Government	U	3
7	Enable the student to create a perspective on powerful decentralized Disaster Management System with the support of science and technology.	C	3
8			
<b>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

UNIT 1 Definition and types of disaster and related laws		Hrs	CO.No.
		18Hrs	
1.1	Definition and types of disaster Hazards and Disasters	4	1
1.2	Risk and Vulnerability in Disasters	3	3
1.3	Natural and Man-made disasters, earthquakes, floods, drought, landside, land subsidence, cyclones, volcanoes, tsunami, avalanches, global climate extremes	3	5
1.4	Man-made disasters, earthquakes, floods, drought, landside, land subsidence, cyclones, volcanoes, tsunami, avalanches, global climate extremes. Man-made disasters: Terrorism, gas and radiations leaks, toxic waste disposal, oil spills, forest fires	4	3
1.5	Disaster management at international level- control of multinational corporations and containment of environmental hazards	4	5

<b>UNIT 2 -Mitigation, Preparedness and response</b>		<b>15Hrs</b>	
2.1	Mitigation, Preparedness and response	3	4
2.2	Mitigation and Management techniques of Disaster	2	4
2.3	Basic principles of disasters management-Disaster Management cycle	2	3
2.4	National and State Bodies for Disaster Management.	2	2,5
2.5	Participants like Non Governmental Organisation, Multilateral organizations and International Financial Institutions	2	1,5
2.6	Inter Early Warning Systems, Building design and construction in highly seismic zones, retrofitting of buildings	2	5
2.7	Recovery mechanisms in Disasters	2	1,3
<b>UNIT 3- Training and awareness programme</b>		<b>14Hrs</b>	
3.1	Training and awareness programme	3	3
3.2	Training and drills for disaster preparedness	3	1,2
3.3	Awareness generation program	2	3
3.4	Disaster risk assessment	3	3
3.5	preparedness for disasters	3	4
<b>UNIT 4 – Study of Important disasters</b>		<b>14Hrs</b>	

4.1	Study of Important disasters	4	4
4.2	Earthquakes and its types, magnitude and intensity, seismic zones of India and major fault systems of India	4	3,4
4.3	Flood types and its management, drought types and its management, landside and its managements	3	3,4
4.4	Social Economics and Environmental impact of disasters.	3	4
<b>UNIT 5</b> Disaster related Human rights violations		14Hrs	
5.1	Disaster related Human rights violations	4	5
5.2	Role of Government and judicial bodies	4	5
5.3	International and National Disaster Management policies- Disaster Risk Reduction	4	5
5.4	Disaster Impact(Environment,Physical,Social,Ecological,Economic,Political etc),health,psycho-Social issues-demographic aspect(gender, age, special needs),hazards locations -global and national disaster trends,climate change and urban disasters.	2	5

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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 lecture, Explicit Teaching, E-learning,</p> <p><b>Interactive Instruction:</b>, Active co-operative learning, Seminar, Group Discussion and Assignments</p> <p><b>Authentic learning</b>, , Library work and Group discussion, Presentation by individual student ,Literature Review, Case studies and comments</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 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.Semester End examination</b></p>

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## 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					
<b>Course Name</b>	LAW AND JUSTICE IN A GLOBALIZING WORLD					
<b>Type of Course</b>	Common Core					
<b>Course Code</b>	LTM 21 C 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>						

### COURSE OUTCOMES (CO)



**MAHATMA GANDHI UNIVERSITY**

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

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)*

**COURSE CONTENT**

	Hrs	CO.No.
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**MAHATMA GANDHI UNIVERSITY**

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

<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 making power in India	2	2



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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: CHILDREN, WOMEN AND GENDER BIAS</b>		15Hrs	
5.1	Concept of patriarchy and Indian Legal System -Engendering Law	3	1,6
5.2	<b>Feminist Legal Theory -</b>	3	1,5
5.3	Child protection and Child Rights	2	1,5
5.4	Desexualizing laws against sexual offences - LGBT struggle in India	2	5
5.5	Affirmative action for disadvantaged sections of society in the global world	5	

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Authentic learning, case-based learning, collaborative learning, seminar, group activities- discussion – role play- flip class
<b>Assessment Types</b>	<b>Mode of Assessment</b> 1. Continuous Internal Assessment (CIA) 2. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar



## MAHATMA GANDHI UNIVERSITY

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

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|  | 3. Assignments<br>A. Semester End examination |
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2. ANTHONY MCGREW, DAVID HELD (EDS.), GOVERNING GLOBALIZATION: POWER, AUTHORITY AND GLOBAL GOVERNANCE (Polity Press 2002).
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**Name of course - LAW AND JUSTICE IN A GLOBALIZING WORLD**

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8. UPENDRA BAXI, FROM HUMAN RIGHTS TO THE RIGHT TO BE HUMAN: SOME HERESIES (1987), PP. 185-200 4.
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	<b>MAHATMA GANDHI UNIVERSITY</b> ----- <b>SCHOOL OF INDIAN LEGAL THOUGHT</b>
<b>NAME OF PROGRAMME</b>	<b>LL.M.(2YEARS)(C&amp;SS) (Environmental 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>	<p>A study on the fundamental principles 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.</p>

<b>Type of Course</b>	(Compulsory)Core- 4 Credits					
<b>Course Code</b>	LTM 21 C 06					
<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, & 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>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 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	<b>,2, 4,5,6,7,8</b>
<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	<b>,2,3,4,5,6,7,8</b>
<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	<b>2,3,5,6,7, 8</b>

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

**ENVIRONMENTAL LAW**

PSO1-To enable an understanding of the basic concepts and jurisprudence of environment Law
PSO2-To acquire deep knowledge on the basic principles of Environmental Law developed through the International Environmental Law
PSO3-Study the comparative perspective of environmental law with other countries and to assess the various legislative system available in other countries
PSO4-To improve the capability of students to analyse the significance of environmental law in the present situation of conflict of environment and development
PSO5-To enhance academic excellence and research skills of students in modern technological world
PSO6-To enhance the ability of the students to analyze various judicial decisions in the present globalised world
PSO7-To develop presentation skill of students with deep subject knowledge and academic credibility

<b>School Name</b>	<b>School of Indian Legal Thought</b>
<b>Programme</b>	<b>LL.M (2 Year)</b>

<b>Course Name</b>	International Environmental Protection Law					
<b>Type of Course</b>	Core					
<b>Course Code</b>	LTM 21 C 29					
<b>Names of Academic Staff &amp; Qualifications</b>	Dr Gigi P.V,LL.M.,PhD Associate Professor					
<b>Course Summary &amp; Justification</b>	This course discusses the major source for the development of modern environmental law. It looks at the Conflict between permanent sovereignty over natural resources and enforceability of modern international environmental law. Role of National and international agencies entrusted for the implementation of international environmental law is examined in this paper.					
<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			25	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>						

### 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	Understand the various International conventions and treaties	U	1
2	Student must analyse the restriction of sovereignty principle in the International Environmental Law	An	3
3	Student must evaluate the scope of Marine environmental conservation and other related problems	E	3
4	Student must analyse the problems of Trans boundary pollution hazards	An	3
5	Student must create an interest in the legal regulation over International implementary agencies	C	3
6	Student must evaluate the significance of various principles and source of International Environmental Law	E	1
7	Student must be able to analyse scope of International Environmental Law	An	1,2
8	Enable students to understand the perspective on limitations of International Environmental law	U	2, 3
<b><i>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i></b>			

## COURSE CONTENT

		Hrs	CO.No.
<b>UNIT 1 - International concern for environmental protection –</b>		15 Hrs	
1.1	The role of national and international organizations for the protection of international environmental law	3	1

1.2	Relevance of permanent sovereignty over Natural Resources	3	3
1.3	The major principles of Stockholm conference- Rio Conference	3	1,3
1.4	World Summit on Sustainable Development	3	1
1.5	Rio Summit-2030 Agenda for Sustainable development	3	1
<b>UNIT 2 - Sources of International Law</b>		18 Hrs	
2.1	Explain sources of International E-prevalence of treaties	3	3
2.2	Categorise Principles of International Law	3	1,3
2.3	Outline Environmental Impact Assessment	3	6
2.4	Evaluate Polluter pay principle	3	6
2.5	Examine Principle of participation	2	6
2.6	Explain Prior Informed Consent	2	6
2.7	Outline Principle of intergenerational equity	2	1,6
<b>UNIT 3- Marine environment conservation</b>		15 Hrs	
3.1	Examine United Nation Convention on the law of sea 1984	5	1,2
3.2	Outline International sea bed authority	5	1,5
3.3	Categorise Antarctic environment	5	3
3.4	Explain Outer space	5	3,6
3.5	Evaluate Limitations of Implementary Organisations	5	1,5

<b>UNIT 4 – Trans boundary pollution hazards</b>		13 Hrs	
4.1	Explain the Concept of Trans boundary pollution	3	1
4.2	Examine the major problems and challenges	3	1
4.3	Categorize the existing relevant legal regulations	3	1
4.4	Evaluate Legal frameworks	4	3,5
<b>UNIT 5 – International implementary agencies</b>		14 Hrs	
5.1	Explain the major Legal regulations	3	1,6
5.2	Evaluate the major problems and limitations	3	1,5
5.3	Outline the binding Effect of legal regulations	4	1,5
5.4	Examine applicability in India, America and UK	4	5

<b>Teaching and Learning Approach</b>	<p>Classroom Procedure (Mode of transaction)</p> <p><b>Direct Instruction:</b> Brain storming lecture, Explicit Teaching, E-Learning <b>interactive Instruction:</b>, Active co-operative learning, Seminar, Group Assignments</p> <p><b>Authentic learning</b>, , Library work and Group discussion, Presentation</p>
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	by individual student ,Case studies and comments ,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. Semester End examination</b></p>

## REFERENCES

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**MAHATMA GANDHI UNIVERSITY**

**ENVIRONMENTAL LAW**

PSO1-To enable an understanding of the basic concepts and jurisprudence of environment Law

PSO2-To acquire deep knowledge on the basic principles of Environmental Law developed through the International Environmental Law

PSO3-Study the comparative perspective of environmental law with other countries and to assess the various legislative system available in other countries

PSO4-. To improve the capability of students to analyse the significance of environmental law in the present situation of conflict of environment and development

PSO5-To enhance academic excellence and research skills of students in modern technological world

PSO6-To enhance the ability of the students to analyze various judicial decisions in the present globalised world

PSO7-To develop presentation skill of students with deep subject knowledge and academic credibility

**School Name**

**School of Indian Legal Thought**

<b>Programme</b>	<b>LL.M (2 Year)</b>					
<b>Course Name</b>	Forest and the Law					
<b>Type of Course</b>	Core					
<b>Course Code</b>	LTM 21 C 30					
<b>Names of Academic Staff &amp; Qualifications</b>	Dr Gigi P.V,LL.M.,PhD Associate Professor					
<b>Course Summary &amp; Justification</b>	This course focuses on Forests and related laws for the protection of the natural resource and the colourful expression of nature. It looks into different schemes for the management of forest which is an essential aspect of protection of the environment. This course discusses different national and international forest protection laws and Wild Life Protection laws with the support of existing legal frameworks. Forest and Wild Life Protection laws in India, US and UK are also analysed in detail.					
<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			25	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>						

### **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	The student must understand the various International conventions and treaties relating to forest and Wild Life protection	U	2
2	Student must Analysis the various legal frame works for the protection of Forest in India,UK and US	An	4
3	Enable student to understand the various legal frame works for the protection of Wild Animals in India,UK and US	U	2
4	Student must analyse the problems of forest protection in accordance with sustainable development principles	An	2
5	Enable student to evaluate the legal regulation over cruelty against animals in India and other countries	E	2, 4
6	Student must analyse the various International Conventions for the protection of Wild Animals	An	2
7	Student must create a perspective on bio diversity protection in India and other countries	C	6, 7
8	Student must generate an appreciation of the role of Administrative, executive and bodies for protection and preservation of forest and wild life	Ap	2, 5

***\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill***

*(S), Interest (I) and Appreciation (Ap)*

## COURSE CONTENT

UNIT 1 Significance of forest		Hrs	CO.No.
		15 Hrs	
1.1	Historical perspectives of forest protection	3	1
1.2	National and international efforts to conserve forest	3	2
1.3	International conventions and treaties	3	1,2
1.4	International Forest Policies	3	4
1.5	International Organisations for the Protection of Forest	3	2
UNIT 2 - Forest Legislations		18 Hrs	
2.1	Sustainable development and forest conservation	3	4
2.2	Controls over private forests and social forestry	2	1,3
2.3	Indian forest Act 1927	3	7
2.4	Forest Conservation) Act,1980	3	2,7
2.5	Comparative study of related laws in UK &US	2	1,7
2.6	Judicial developments	3	8
2.7	Role of implementary Agencies	2	1,3

<b>UNIT 3- Forest Offences</b>		15 Hrs	
3.1	Forest Offences	3	5
3.2	Problems of enforcement	3	5
3.3	Investigation proceedings	3	5
3.4	Problems of prosecution	3	5
3.5	Punishment Mechanism	3	1,5
<b>UNIT 4 – Forest and the Tribal People</b>		14 Hrs	
4.1	Impact of tribal habitat	4	1
4.2	Rehabilitation	3	1
4.3	Loss of forest dwelling jobs	3	1
4.4	Loss of bio diversity of tribal's	4	3,7
<b>UNIT 5 – International implementary agencies</b>		13Hrs	

5.1	Forest and wild life	4	1,3
5.2	Convention on International Trade in Endangered species of Wild Fauna and Flora	3	1,6
5.3	Wild Life Protection Act,1972  Trade in Wild Animals  Protection of zoos	3	1,3
5.4	Wild Life Protection in UK and US	3	2,3

<b>Teaching and Learning Approach</b>	<p>Classroom Procedure (Mode of transaction)</p> <p><b>Direct Instruction:</b> Brain storming lecture, Explicit Teaching, E-Learning <b>interactive Instruction:</b>, Active co-operative learning, Seminar, Group Assignments</p> <p><b>Authentic learning</b>, , Library work and Group discussion, Presentation by individual student ,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</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 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.Semester End examination</b></p>
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**MAHATMA GANDHI UNIVERSITY**  
**CONSTITUTIONAL AND ADMINISTRATIVE LAW**

PSO1-To enable an understanding of the basic concepts in the area of Constitutional and Administrative Law

PSO2- To foster an in depth understanding on the latest developments in the area of Constitutional and Administrative law

PSO3-Study the specialized subjects with a globalized perspective and do a comparative study of the Indian law with other countries To assess and contribute to policy making/advocacy through fresh perspectives that arise out of the comparative study of the systems

PSO4-To acquaint, train and equip students with a comprehensive knowledge and relevance of Administrative law and Constitutional law in the present times.

PSO5-To enhance advocacy and teaching and research skills

PSO6-To enhance the ability of the students to analyse the legal problems and challenges from scholarly and objective point of view and work towards finding solutions to the problems by application of laws and regulations

PSO7- Develop written and oral communication skills consistent with the conventions of the

legal discipline and the high expectations of academic integrity.

<b>School Name</b>	<b>School of Indian Legal Thought</b>					
<b>Programme</b>	<b>LL.M(2Yr)(C&amp;SS)</b>					
<b>Course Name</b>	<b>SEMINAR COURSE</b>					
<b>Type of Course</b>	<b>ELECTIVE</b>					
<b>Course Code</b>	LTM 21 E 53					
<b>Names of Academic Staff &amp; Qualifications</b>	(Dr) Gigi P V LL.M.,PhD Associate Professor Dr Rajeesh A.P, BSc,LL.M.,PhD					
<b>Course Summary &amp; Justification</b>	The course aims at enabling the students to develop their writing and presentation skills by carrying out research and presenting research papers on contemporary legal issues and case laws in the areas of Administrative and Constitutional Law. Students develop presentation skills that will be essential during their entire professional careers. These skills will improve as students respond to critical feedback, and seek to make valuable information on areas of Constitutional and administrative law understandable to faculty and peers.					
<b>Semester</b>	<b>SECOND</b>					
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Eg. Authentic learning Collaborative learning Independent learning	3	2		70	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.					

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
1	Intended to develop students' presentation skills	S	5,7

2	Encourage them to think critically about contemporary legal issues	U,A,An,E	3,4,6
3	Enable the students to collect data to keep up with the latest developments in the area of the topic chosen by them.	U,A	2,5
4	Ensures a critical study of latest case laws in the area of constitutional and administrative law which will enable the students to formulate a body of jurisprudence	An,E,C	2,5,6
5	Ensure the development of debating and analytical skills from critical feedback on the papers they will write and present.	S,Ap	5,7
6	Review the development of the literature and juristic contributions in Constitutional and Administrative law	E	4,6
7	Build a perspective on better system of administration of justice	C	3,4,6
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

### COURSE CONTENT

MODULE	CONTET	HRS(L+T+S)	CO NO.
<b>Module I(15 Hours)</b>	<ul style="list-style-type: none"> <li><b>i. Introduction to Seminar-objectives-requisites</b></li> <li><b>ii. Academic writing-Key elements</b></li> <li><b>iii. Literature-Review, Stages and steps-systematic</b></li> </ul>	<b>15 hours of lectures</b>	<b>1,2,4,5,6,7</b>

	<p>review, critical review-Writing literature review</p> <p>iv. Preparation of Technical papers -Synopsis for Research work/projects</p> <p>v. Publishing-current trends-need for lifelong learning</p> <p>vi. Book Review</p>		
<b>Module II(15 Hours)</b>	<b>Seminar on Dissertation Topics and Literature review</b>	<b>15</b>	<b>1,2,3,4,5,6,7</b>
<b>Module III(15 Hours)</b>	<b>Seminar on decided cases</b>	<b>15</b>	<b>1,2,3,5,6,7</b>
<b>Module IV( 15 Hours)</b>	<b>Seminar on recent socio-legal issues</b>	<b>15</b>	<b>1,,2,3,4,5,6,7</b>
<b>Module V(15</b>	<p>i. Seminar on selected topics</p> <p>ii. Presentation of</p>		<b>1,2,3,4,5,6,7</b>

Hours)	Seminar Diary		
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<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 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> (Any of the following may be chosen at the option of the course teacher.)</p> <ol style="list-style-type: none"> <li>1. Collection of Materials and Literature Review – Every student has to undertake the same in connection with the area selected for the dissertation work in the programme</li> <li>2. Book review – every student 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-students 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>

## REFERENCES

- Mike McConville, Wing Hong Chui(Ed.), *Research Methods for Law* , (2<sup>nd</sup> edn., Edinburgh University Press, 2017)
- Glanville Williams, *Learning the Law* (14th edition by ATH Smith, 2010)
- Allan Hutchinson, *Is Eating People Wrong? Great Legal Cases and How They Shaped the World* (Cambridge University Press, 2010)
- Tony Honoré, *About Law: An Introduction* (Oxford University Press, 1996)
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- Karl N. Llewellyn, *The Bramble Bush: On Our Law and Its Study* (Oxford University Press, 1960)
- Peter Clinch, *Using a Law Library: A Student's Guide to Legal Research Skills* (2nd Edition, 2001)
- Jonathan Herring, *Criminal Law* (8th edition, Palgrave Macmillan, 2013)
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- Nicola Padfield, *Criminal Law* (9th edition, Oxford University Press, 2014)
- Constitution of India
- Relevant statutes
- Copies of original texts of decided cases from online resources or print law reports
  
- Eugene Volokh, *Academic Legal Writing: Law Review Articles, Student Notes, Seminar Papers, and Getting on Law Review* (University Casebook Series, Foundation Press,2010)

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**MAHATMA GANDHI UNIVERSITY**

**ENVIRONMENTAL LAW**

PSO1- To enable an understanding of the basic concepts and jurisprudence of environment Law

PSO2-To acquire deep knowledge on the basic principles of Environmental Law developed through the International Environmental Law

PSO3-Study the comparative perspective of environmental law with other countries and to assess the various legislative system available in other countries

PSO4-To improve the capability of students to analyse the significance of environmental law in the present situation of conflict of environment and development

PSO5-To enhance academic excellence and research skills of students in modern technological world

PSO6-To enhance the ability of the students to analyze various judicial decisions in the present globalised world

PSO7-To develop presentation skill of students with deep subject knowledge and academic credibility

<b>School Name</b>	<b>School of Indian Legal Thought</b>
<b>Programme</b>	<b>LL.M (2 Year)</b>

<b>Course Name</b>	Government control and Judicial Control					
<b>Type of Course</b>	Core 5					
<b>Course Code</b>	LTM 21 C 31					
<b>Names of Academic Staff &amp; Qualifications</b>	Dr Gigi P.V,LL.M.,PhD Associate Professor					
<b>Course Summary &amp; Justification</b>	This course focuses on Governmental control through the statutory bodies and legislative mechanism. It also discusses Policy decisions of the government helping to enforce governmental control. This course also discusses judicial control through the process of common law remedy and judicial review. It explains the various agencies of the government for enforcing government control and the role of various judicial bodies for providing remedies.					
<b>Semester</b>	3			<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			25	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>						

### **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	Student must analyse the various International and national legislative mechanism used for Governmental control. It is for the purpose of identifying the effectiveness of government control.	An	2
2	Student must understand the role of International and national agencies of the government used for effective Governmental control. Their major drawbacks are also highlighted	U	3
3	Enable students to analyse various International and national judicial bodies constituted for judicial control.	An	1
4	Students must be able to understand the different types of judicial remedies used for judicial control with the support of national and international judicial decisions	U	3
5	Students must evaluate the conflict of jurisdiction of International Judicial bodies and national judicial bodies. It is to highlight contradicting area of jurisdiction of international judicial bodies and national judicial bodies	E	2, 5

6	Student must be able to analyse critically the importance of the decisions of International and national Judicial bodies	An	1
7	Student must create a perspective on Government control and Judicial control through the policy decisions	C	5, 7
8	Understand the relevant decisions of UK,US and India	U	2, 5
<b>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

<b>UNIT 1</b>		<b>Hrs</b>	<b>CO.No.</b>
Government control through the legislative mechanism			
		15Hrs	
1.1	Government control through the legislative mechanism	3	1
1.2	Government control through Local self Government system	3	2
1.3	Government control through the environmental legislations in India, UK and US	3	1,3
1.4	Government control through policy decisions	3	7
1.5	Government control through regulatory bodies	3	1
<b>UNIT 2 - Environmental Disputes and Remedy</b>		18 Hrs	

2.1	Environmental Disputes and Remedy	3	3
2.2	Environmental Disputes and Remedy through International Court of Justice	3	1
2.3	International environmental tribunals	2	3
2.4	International Court of Environment with global jurisdiction-	3	2,5,7
2.5	European Court of Justice relevant decisions	3	7
2.6	International Arbitration court relevant decisions	2	5
2.7	Diplomatic methods- Negotiation- Mediation Conciliation— Enquiry	2	8
<b>UNIT 3</b> Constitutional Remedies in India		15 Hrs	
3.1	Constitutional Remedies in India	3	3
3.2	Constitutional Remedies in US andUK	3	3
3.3	Remedies through Judicial review.	3	3,6
3.4	Comparative study of Judicial decisions in India, US and UK	3	3,6

3.5	Limitations of Constitutional remedies in India, UK and US	3	3,5
<b>UNIT 4 –Civil disputes</b>		13 Hrs	
4.1	Civil disputes	4	3
4.2	Nuisance- Public Nuisance – Private Nuisance Negligence— trespass- Absolute Liability	4	3
4.3	Common Law Remedies- Injunctions- Restitution and Damages	3	3
4.4	Criminal offences-Offence affecting public health, safety, convenience, decency and morals—public nuisance-- Punishment	2	3,5
<b>UNIT 5 – National Environmental Tribunal ACT,1995</b>		14Hrs	

5.1	National Environmental Tribunal ACT,1995	4	3,6
5.2	National Environmental Tribunal – Jurisdiction- Appeal	4	3,5
5.3	National Environment Appellate Authority Act 1997- National Green Tribunal Act,2017	3	3,7
5.4	National Green Tribunal (Practices and Procedure) Rules,2011- National Green Tribunal(Recruitment, salaries and other terms and Conditions of Service of officers and other employees) Rules,2011	3	5

<b>Teaching and Learning Approach</b>	<p>Classroom Procedure (Mode of transaction)</p> <p><b>Direct Instruction:</b> Brain storming lecture, Explicit Teaching, E-Learning <b>interactive Instruction:</b>, Active co-operative learning, Seminar, Group Assignments</p> <p><b>Authentic learning,</b> , Library work and Group discussion, Presentation</p>
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	by individual student ,Case studies and comments ,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. Semester End examination</b></p>

## REFERENCES

1. O.P Dwivedi Indias,s Environmental Policies,Programmes and Stewardship,1997,Macmillan Press Ltd,Newyork
2. Sean Coyle,Karen Morrow, The philosophical Foundation of Environmental Law,2008,USA
3. Dr.jur.Herald Hohmann,Precautionary Legal Duties and Principles of Modern International Environmental Law,1994,Khiwer Academic Publication,USA.
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6. Environmental Law and Policy in India, 2011, Oxford University Press, New Delhi

7. V.R Krishna Iyer, Environmental Protection and Legal Defence, 1992, Sterling Publishers Private Ltd.

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**MAHATMA GANDHI UNIVERSITY**

**ENVIRONMENTAL LAW**

PSO1-To enable an understanding of the basic concepts and jurisprudence of environment Law

PSO2-To acquire deep knowledge on the basic principles of Environmental Law developed through the International Environmental Law

PSO3-Study the comparative perspective of environmental law with other countries and to assess the various legislative system available in other countries

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<b>School Name</b>	<b>School of Indian Legal Thought</b>					
<b>Programme</b>	<b>LL.M (2 Year)</b>					
<b>Course Name</b>	Environment and Sustainable Development					
<b>Type of Course</b>	Core					
<b>Course Code</b>	LTM 21 C 32					
<b>Names of Academic Staff &amp; Qualifications</b>	Dr Gigi P.V,LL.M.,PhD Associate Professor					
<b>Course Summary &amp; Justification</b>	<p>This course mainly discusses Environment and sustainable development which is the basic concept of development activities. People have right to development by preserving their style of living and cultural identity in their own habitat. This course discusses the process of development without affecting the potentiality of natural resources. It also looks into sustainable development a concept that goes beyond the right to development of the present generations and similar rights of future generations. The conflict between environmental and sustainable development are discussed in this course in detail.</p>					
<b>Semester</b>	3			<b>Credit</b>		4
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning	50			25	75
	Collaborative learning					
	Case based learning					

<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>	

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

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
	<i>Upon completion of this course, students will be able to;</i>		
1	Understand the importance of various International and national principles of Sustainable Development Principles with special emphasis to development activities	U	3
2	Students must analyze International and national legal documents of Sustainable Development in the context of present scenario. Role of state and international organisation for implementing sustainable development	An	3
3	Students must be able to evaluate various International and national judicial decisions declared by various court system by applying Sustainable Development principles	E	3
4	Critically analyze various different categories of Sustainable Development principles and its importance in the national and international environmental	An	2

	legislations		
5	Enable student to apply sustainable development principles in different types of human rights issues relating to environment and development	A	2, 6
6	Student must understand the applicability of sustainable development in undeveloped, developed and developing nations.	U	3
7	Helping students to create a perspective on the controversy of Environment and Development. The role of Non Governmental organization for implementing the principle of Sustainable development	C	5, 7
8	Helping the students to appraise the various principles of Sustainable Development in the situation of unresolved conflict between environment and development	Ap	2, 7
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

UNIT 1	Hrs	CO.No.
Environment and Human rights		
	15 Hrs	

1.1	Development –meaning- concept	3	1
1.2	Environment- meaning-concept	3	2
1.3	Development dilemma- Conflict between environment and Development	3	1,3
1.4	Development Activities and related unresolved Human rights issues	3	5
1.5	Policy decisions and violations of sustainable development principles	3	1
<b>UNIT 2 Environment &amp; Development</b>		18 Hrs	
2.1	Development and clean environment legislative attempts	4	4
2.2	Environment & Development in Industrial sector-emerging situation of industrial pollution-related human rights violations	3	5
2.3	Environment & Development in soil pollution-soil productivity	3	3
2.4	Role of Government – Discretionary power of decision making	2	2,5,7
2.5	Regulatory powers of international bodies –restriction by sovereignty principles	2	1,7
2.6	International Conventions and treaties	2	5
2.7	Role of national and international Non Governmental Organisations	2	7

<b>UNIT 3- Environment &amp; Development Judicial Approach</b>		15 Hrs	
3.1	Development opposed to environment: -Judicial Decision in India, UK and US.	3	3
3.2	Critical evaluation of judicial decisions	3	3
3.3	Decisions of International Court of Justice and International Arbitration Court	3	3,6
3.4	A comparative study of judicial approach in these three countries	3	3,6
3.5	Extra territorial jurisdictions of International courts and its limitations	3	3,5
<b>UNIT 4 –Environment &amp; Development and major principles</b>		13 Hrs	
4.1	Major Principles of sustainable development -	4	1

4.2	Sustainable development formula in developed, developing and undeveloped nation	3	1
4.3	International conventions and treaties relating to Sustainable Development	3	1
4.4	International and national bodies empowered to implement Sustainable Development Principles	3	3,5
<b>UNIT 5 – Constitutional and statutory perspectives</b>		14 Hrs	
5.1	Constitutional perspectives of Sustainable Development under Indian constitution a comparative study with Constitution of US and UK	4	1,6
5.2	Statutory significance of Sustainable Development in India, US and UK	4	1,5
5.3	Constitutional enforcement mechanism in India, US and UK	4	1,7

5.4	Statutory enforcement mechanism in India, UK and US	2	5

<b>Teaching and Learning Approach</b>	<p>Classroom Procedure (Mode of transaction)</p> <p><b>Direct Instruction:</b> Brain storming lecture, Explicit Teaching, E-Learning <b>interactive Instruction:</b>, Active co-operative learning, Seminar, Group Assignments</p> <p><b>Authentic learning</b>, , Library work and Group discussion, Presentation by individual student ,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 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.Semester End examination</b>
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**REFERENCES**

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- 2.Armin Rosencranz, Environmental Law and Policy in India (1991)
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PSO7- To develop presentation skill of students with deep subject knowledge and academic credibility

<b>School Name</b>	<b>School of Indian Legal Thought</b>
<b>Programme</b>	<b>LL.M (2 Year)(C&amp;SS)</b>
<b>Course Name</b>	<b>Environment and Human Rights</b>

<b>Type of Course</b>	<b>Elective</b>					
<b>Course Code</b>	LTM 21 E 54					
<b>Names of Academic Staff &amp; Qualifications</b>	Dr Gigi P.V,LL.M.,PhD Associate Professor					
<b>Course Summary &amp; Justification</b>	<p>This course mainly focuses on human rights violations in environmental hazards. All human beings depend on the environment in which we live. A safe, clean, healthy and sustainable environment is integral to the full enjoyment of a wider range of human rights, including the rights to life, health, food, water and sanitation. This course also looks into the various situations of human rights violations and protection of the environment was interlinked. Main focus has given to the possibilities of violations in natural calamities and ecological imbalance. The main thrust has given to the judicial bodies constituted for providing remedies.</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	50			25	75
	Collaborative learning					
	Case based learning					
<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>						

### 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	Students must be able to understand deepest knowledge of national legal frameworks and International convention relating to human rights violations of environmental causations	U	1,2
2	Enable students to analyze the role of various international and national organizationsstands for the protection of human rights in environmental disasters.	An	1
3	Enable students to analyze the various possibilities of human rights violations in natural calamities and also discuss effective remedies.	An	1
4	Students must be able to evaluate the effectiveness of national and international judicial bodies stands for the	E	3

	protection of human rights		
5	Students must be able to create an idea regarding the major causation of natural disasters and to frame some regulatory or preventive mechanism	C	2, 3
6	Student must evaluate the role of Government, Local Self Government and statutory bodies to protect environment	E	3
7	Create a perspective on preparation of plan and scheme for the protection of environment. To make effective rehabilitative measures for the protection of human life and their belongings	C	2
8	Appraise the role NGO for the protection of human rights of affected persons in environmental calamities	Ap	2, 4
<b>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

UNIT 1 Environment-Nature, Concept and Definition		Hrs	CO.No.
		14Hrs	
1.1	Role of international human rights law in the protection of Environment	2	1
1.2	Environmental Protection and Common Law	3	4
1.3	Environmental Rights in existing human rights Treaties	3	3

1.4	Environmental Rights in European Union	3	2
1.5	Access to Environmental Justice and procedural rights in International Institutions	3	3
<b>UNIT 2 -Development versus Environment</b>		16Hrs	
2.1	Development versus Environment	2	2
2.2	Polluter Pays Principle	2	1, 2
2.3	Precautionary Principle	2	5
2.4	Intra and Inter Generational Equity	2	2,5
2.5	Sustainable Development- Cost Benefit Analysis	2	1,5
2.6	Environment Impact Assessment	3	5
2.7	Contribution of Judiciary	3	1,3
<b>UNIT 3- Machinery to Protect Environment- Statutory Bodies- Contribution of Judiciary-Role of International Bodies</b>		16Hrs	
3.1	Machinery to Protect Environment	4	1
3.2	Statutory Bodies	3	1,2
3.3	Contribution of Judiciary	3	3
3.4	Role of International Bodies	3	3
3.5	Role of Non- Governmental Organisation	3	1

<b>UNIT 4 – Mass Disasters and Environmental Protection</b>		<b>14Hrs</b>	
4.1	Mass Disasters and Environmental Protection	4	4
4.2	Judicial Approach	4	3
4.3	Effectiveness of Governmental mechanism and technological support	3	6
4.4	International and National Funding agencies	3	3
<b>UNIT 5 Environmental Disputes</b>		<b>15Hrs</b>	
5.1	Common Law Remedies-	4	4
5.2	Injunctions-Restitution and Damages	4	4
5.3	Constitutional Remedies	4	4
5.4	Human Rights Remedies	3	4

<p><b>Teaching and Learning Approach</b></p>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p><b>Direct Instruction:</b> Brain storming lecture, Explicit Teaching, E-learning,</p> <p><b>Interactive Instruction:</b>, Active co-operative learning, Seminar, Group Discussion and Assignments</p> <p><b>Authentic learning</b>, , Library work and Group discussion, Presentation by individual student ,Literature Review, Case studies and comments</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 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. Semester End examination</b></p>

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**MAHATMA GANDHI UNIVERSITY**

**ENVIRONMENTAL LAW**

PSO1- To enable an understanding of the basic concepts and jurisprudence of environment Law

PSO2- To acquire deep knowledge on the basic principles of Environmental Law developed through the International Environmental Law

PSO3- Study the comparative perspective of environmental law with other countries and to assess the various legislative system available in other countries

PSO4- To improve the capability of students to analyse the significance of environmental law in the present situation of conflict of environment and development

PSO5- - To enhance academic excellence and research skills of students in modern technological world

PSO6- To enhance the ability of the students to analyze various judicial decisions in the present globalised world

PSO7- To develop presentation skill of students with deep subject knowledge and academic credibility

<b>School Name</b>	<b>School of Indian Legal Thought</b>
<b>Programme</b>	<b>LL.M (2 Year)(C&amp;SS)</b>
<b>Course Name</b>	<b>Environment and Bio Diversity</b>

<b>Type of Course</b>	Elective					
<b>Course Code</b>	LTM 21 E 55					
<b>Names of Academic Staff &amp; Qualifications</b>	Dr Gigi P.V,LL.M,PhD Associate Professor					
<b>Course Summary &amp; Justification</b>	This course mainly focuses on the need for bio-diversity protection. Global bio-diversity protection and national bio-diversity protection is necessary for maintaining natural ecosystem. The main intention behind this course is to explain the role of International and national regulatory bodies for the protection of bio-diversity. This course also look into Impact of loss of Biodiversity on health ecosystem, genetic diversity, Soil erosion, loss of Biodiversity in mining, climate change and related social, economic and political problems. The majour thrust has given to the judicial bodies constituted for providing remedies.					
<b>Semester</b>	3			<b>Credit</b>		4
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning	50			25	75

	Case based learning					
<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>						

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

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
	<i>Upon completion of this course, students will be able to;</i>		
1	Student must understand deepest knowledge of national and International convention relating to bio diversity protection.	U	1
2	Enable the students to analyze the role of various international and national bodies stands for the protection of natural ecosystemand Bio diversity	An	3
3	Enable the students to create an awareness regarding the relevance of Indian Bio-diversity Act and regulatory mechanism	C	3
4	Student must critically evaluate the effectiveness of national and international judicial bodies stands for the protection of bio diversity	E	6

5	Enable the student evaluate the major impact of bio diversity on heath ecosystem, genetic bio diversity and climate change	E	2, 3
6	Student must appreciate the control of Government and through the governmental agencies for the protection of bio diversity	Ap	3
7	Student must create a perspective on bio diversity protection through education and training programme	C	2
8	Appraise the role of social forestry for the protection of bio diversity and explain the various scheme for bio social forestry	Ap	2, 4
<b>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

UNIT 1 Meaning and definition of Bio Diversity		Hrs	CO.No.
		15Hrs	
1.1	Meaning and definition of Bio Diversity	3	1
1.2	Need for protection of Global Bio Diversity	3	5
1.3	Need for protection of National Bio Diversity	3	5
1.4	Relevance of Natural ecosystem	3	2
1.5	Educational and awareness programme	3	5
<b>UNIT 2 -International Legal framework for Biodiversity protection</b>		18Hrs	

2.1	National Legal framework for Biodiversity protection	4	3
2.2	Bio-diversity convention- subsequent developments	2	1, 2
2.3	International regulatory agencies	2	5
2.4	International legal control	2	2,5
2.5	International guidelines on Bio diversity protection	4	1,5
2.6	International guidelines on Biological research	2	5
2.7	International guidelines on genetically modified food	2	1,3
<b>UNIT 3- Indian Bio diversity Act-Regulatory agencies-Governmental control</b>		15Hrs	
3.1	Indian Bio diversity Act	3	3
3.2	Regulatory agencies	3	6
3.3	Governmental control	3	6
3.4	Statutory mechanism for the protection of Bio diversity	3	6
3.5	Bio- diversity protection on biological research	3	5
<b>UNIT 4 – Biodiversity protection and sustainable development</b>		14Hrs	
4.1	Impact of loss of Biodiversity	4	5

	health ecosystem- ecosystem-genetic diversity endangered species		
4.2	Deforestation-Habitat destruction-Soil erosion-loss of fertility- Impact of loss of Biodiversity in mining	4	5
4.3	cause climate change –related social, economic and political problems-affecting agricultural sector and farmers	4	5
4.4	Massive educational and awareness programme Implementation of social forestry	2	7
<b>UNIT 5</b> Massive educational and awareness programme		13Hrs	
5.1	Environmental education for the protection of Bio-diversity	3	7
5.2	Role of Public Interest Litigation	4	3
5.3	Role of Non Governmental Organisation	3	7
5.4	Green protocol and Bio diversity Protection	3	7

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> <b>Direct Instruction:</b> Brain storming lecture, Explicit Teaching, E-learning, <b>Interactive Instruction:</b> , Active co-operative learning, Seminar, Group Discussion and Assignments <b>Authentic learning,</b> , Library work and Group discussion, Presentation
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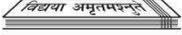
	by individual student ,Literature Review, Case studies and comments
<b>Assessment Types</b>	<p><b>Mode of Assessment</b></p> <p><b>A.Continuous Internal Assessment (CIA)</b></p> <ol style="list-style-type: none"> <li>1 Internal Test – Descriptive and analytical type of questions and problems are involved. 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.Semester End examination</b></p>

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PSO7- To develop presentation skill of students with deep subject knowledge and academic credibility

<b>School Name</b>	<b>School of Indian Legal Thought</b>
<b>Programme</b>	<b>LL.M (2 Year)(C&amp;SS)</b>
<b>Course Name</b>	<b>ENVIRONMENT AND CLIMATE CHANGE LAWS</b>

<b>Type of Course</b>	Elective					
<b>Names of Academic Staff &amp; Qualifications</b>	Dr Gigi P.V,LL.M.,PhD Associate Professor					
<b>Course Code</b>	LTM21 E 56					
<b>Course Summary &amp; Justification</b>	This course mainly focuses on human rights violations in climate change. This course also looks into the various international and national legal documents to regulate climate change. Main focus has given to the international and national climate change policies to mitigate climate change. The major thrust has given to the role of international and national judicial bodies constituted for providing remedies to the affected person.					
<b>Semester</b>	3			<b>Credit</b>		4
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning	50			25	75

	Case based learning					
<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>						

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

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
	<i>Upon completion of this course, students will be able to;</i>		
1	Student must understand the deepest knowledge of national and International convention relating to climate change	U	2
2	Student must analyze the role of various international and national bodies stands for the protection of environment from climate change.	An	1
3	Student must evaluate the various national and international policies relating to climate change. National and international plans and schemes to mitigate climate change	E	3
4	Enable the students to evaluate the effectiveness of national and international judicial bodies stands for providing remedies in climate change	E	3

5	Students must be able to analyse the major causation of climate change and how it affects ecosystem	An	2, 3
6	Enable the student to evaluate the role of Government, Local Self Government and statutory bodies to control climate change	E	6
7	Student must create a perspective on preparation of plan and scheme to mitigate climate change. Impact of ozone layer depletion and climate change	C	2
8	Student must appraise the depth of impact of climate change on environment and human being. Impact on other living beings are also taken into consideration	Ap	2, 4
<b><i>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i></b>			

## COURSE CONTENT

UNIT 1 Major causation of Climate Change		Hrs	CO.No.
		14Hrs	
1.1	Major causation of Climate Change	2	1
1.2	Ozone depletion and climate change	3	5
1.3	Burning fossil fuels such as oil, gas and coal	3	5
1.4	Deforestation and reforestation	3	2
1.5	Desertification	3	5

<b>UNIT 2 -International Law and climate change</b>		<b>18Hrs</b>	
2.1	International Law: Basic Principles	3	2
2.2	UN Framework Conventional on Climate Change (UNFCCC)	3	1, 2
2.3	Regulatory agencies of UNFCCC	3	2
2.4	Kyoto Protocol	3	2
2.5	The Paris Agreement and Next Steps-Paris Agreement COP Simulation	2	1,2
2.6	Limitation of Pars Agreement	2	5
2.7	International Regulatory bodies	2	1,3
<b>UNIT 3- Climate Change and Human rights Violations</b>		<b>15Hrs</b>	
3.1	Climate Change and Human rights Violations	3	1
3.2	Climate Change impact on - Environment	3	1,2
3.3	Physical, Social, Ecological, Economic,Political ,health,psycho-Social issues and demographic aspect	3	3
3.4	Impact on – Farmers and agricultural sector	3	3
3.5	Climate Change and Endangered Species	3	1

<b>UNIT 4 – Law suits and arbitrations before international courts and agencies</b>		13 Hrs	
Lawsuits and arbitrations before international courts and agencies- tort liability for climate change: -public trust doctrine- Air Act: Overview and EPA Authority to Regulate Greenhouse Gas Emissions			
4.1	Lawsuits and arbitrations before international courts and agencies	3	4
4.2	Tort liability for climate change	4	4
4.3	Public trust doctrine	2	4
4.4	Air Act: Overview EPA Authority to Regulate Greenhouse Gas Emissions	4	4
<b>UNIT 5 - Climate Change and International and National Environmental Policies</b>		15Hrs	
5.1	Climate Change and International and National Environmental Policies	4	2
5.2	National Laws- Comparative law	4	5
5.3	Responses by other nations Regional Initiatives -- RGGI, WCI and	4	5

	compacts-State and local initiatives- State climate change laws		
5.4	Role of Government,Local Self Governemt- Role of non-governmental organizations and corporate initiatives; voluntary commitments and actions; disclosure-based initiatives; social cost of carbon	3	5

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> <b>Direct Instruction:</b> Brain storming lecture, Explicit Teaching, E-learning, <b>Interactive Instruction:</b> , Active co-operative learning, Seminar, Group Discussion and Assignments <b>Authentic learning</b> , , Library work and Group discussion, Presentation by individual student ,Literature Review, Case studies and comments
<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 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</li> </ol>

	in flipped class room mode of teaching
	<b>B.Semester End examination</b>

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PSO7- To develop presentation skill of students with deep subject knowledge and academic credibility

<b>School Name</b>	<b>School of Indian Legal Thought</b>
<b>Programme</b>	<b>LL.M (2 Year)(C&amp;SS)</b>
<b>Course Name</b>	<b>LEGAL CONTROL OF INDUSTRIAL POLLUTION</b>

<b>Type of Course</b>	Elective					
<b>Course Code</b>	LTM 21 C 33					
<b>Names of Academic Staff &amp; Qualifications</b>	Dr Gigi P.V,LL.M.,PhD Associate Professor					
<b>Course Summary &amp; Justification</b>	<p>This course mainly focuses on human rights violations in industrial pollution. All human beings, animals and environment are affected by industrial pollution. A safe, clean, healthy and sustainable environment is integral to the full enjoyment of a wider range of human rights, including the rights to life, health, food, water and sanitation. This course also looks into the various situations of human rights violations and industrial pollution. Main focus has on the various international treaties and conventions relating to industrial pollution. The major thrust has given to the effectiveness of judicial bodies constituted for providing remedies.</p>					
<b>Semester</b>	3			<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			25	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>						

### 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	Student must understand the deepest knowledge of national and International convention relating to industrial pollution	U	1
2	Enable the student to analyse the role of various international and national bodies' stands for regulating industrial pollution	An	1
3	Enable the student to create an idea about massive disasters of industrial pollution	C	1
4	Student must critically evaluate the effectiveness of national and international judicial bodies stands for providing remedies in industrial pollution	E	3

5	Enable the student to evaluate the major causation of industrial pollution and depth of water pollution in India,UK and US	E	2, 3
6	Enable the student to evaluate the various reason for industrial pollution	E	3
7	Student must analyse the role of Government, Local Self Government and statutory bodies to regulate industrial pollution	An	2
8	Appraise the role of company and corporate bodies to prevent pollution to the environment	Ap	2, 4
<b><i>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i></b>			

## **COURSE CONTENT**

<b>UNIT 1 Industrial pollution : sources and effects</b>		<b>Hrs</b>	<b>CO.No.</b>
		14Hrs	
1.1	Industrial pollution	2	1
1.2	Sources and effects	3	5
1.3	Impact of Industrial Pollution on health and environment	3	5
1.4	Related International Convention	3	2
1.5	National Legal Frame work	3	5
<b>UNIT 2 -Industrial pollution: Statutory perspectives</b>		18Hrs	

2.1	Industrial pollution	2	2
2.2	Statutory perspectives	3	1, 2
2.3	Regulatory mechanism	3	5
2.4	International and National Industrial administrative mechanism for the prevention of industrial pollution	3	2,5
2.5	Precautionary principles and safety mechanism	2	1,5
2.6	Role of Factory Laws and regulatory agencies	2	5
2.7	Public Liability Insurance Act	3	1,3
<b>UNIT 3- Judicial control of industrial pollution</b>		<b>15Hrs</b>	
3.1	Scope of Judicial Review	3	1
3.2	Common Law Remedies	3	4
3.3	Principles of Liabilities	3	4
3.4	Corporate social responsibilities	3	3
3.5	Green protocol and eco friendly industrial policies	3	1
<b>UNIT 4 – International policies and industrial pollution</b>		<b>13Hrs</b>	

4.1	International Industrial policies	4	4
4.2	National Industrial policies	3	4
4.3	Corporate governance and environmentalism	3	4
4.4	Implementary agencies of policies	3	4
<b>UNIT 5 Sustainable industrial development</b>		15 Hrs	
5.1	Sustainable industrial development	4	5
5.2	Balancing formula of industrial development and environmental protection	4	5
5.3	Relevant international and national judicial decisions	4	5
5.4	International industrial guidelines for the implementation of sustainable development	3	5

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> <b>Direct Instruction:</b> Brain storming lecture, Explicit Teaching, E-learning, <b>Interactive Instruction:</b> , Active co-operative learning, Seminar, Group Discussion and Assignments
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	<b>Authentic learning</b> , , Library work and Group discussion, Presentation by individual student ,Literature Review, Case studies and comments
<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.Semester End examination</b></p>

## REFERENCES

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<b>School Name</b>	<b>School of Indian Legal Thought</b>
<b>Programme</b>	<b>LL.M (2 Year)</b>

<b>Course Name</b>	Environment and Waste Management Laws					
<b>Type of Course</b>	Core					
<b>Course Code</b>	LTM 21 E 57					
<b>Names of Academic Staff &amp; Qualifications</b>	Dr Gigi P.V,LL.M.,PhD. Associate Professor					
<b>Course Summary &amp; Justification</b>	Waste Management is one of the sustainable concerns that were increasingly life threatening to most nations especially the developing countries. It is due to uncontrolled movement and dumping of hazardous waste. This paper discusses the legal regulations to prevent such illegal dumping of waste. Trans boundary movements of hazardous waste and their disposal generating serious global concerns like climate change and public health problem also over looked in this course					
<b>Semester</b>	4			<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			25	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>						

## COURSE OUTCOMES (CO)

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
<i>Upon completion of this course, students will be able to;</i>			
1	Student must understand various International and national legal frameworks for Waste Management system	U	2
2	Student must be able to analyze international and national bodies empowered to prevent illegal dumping of hazardous and other waste.	An	6
3	Student must evaluate the role of Government and Local Self Government System for effective implementation of proper Waste Management System	E	2
4	Enable student to understand the different types of environment causations and health related problems in India, America and UK due to massive dumping of waste	U	3
5	Student must evaluate the various judicial decisions in India, US and UK raising the seriousness of illegal disposal of waste and related problem.	E	2, 5

6	Enable the student to analyze the various waste management system existing in India, UK and US	A	1
7	Enable the student to create a perspective on zero waste management system	C	5, 7
8	Student must be able to appraise the various precautionary principles to reduce generation of waste and should assess different precautionary principle suitable for this purpose	Ap	2, 5
<b><i>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i></b>			

## **COURSE CONTENT**

<b>UNIT 1 International Environmental law</b>		<b>Hrs</b>	<b>CO.No.</b>
		15 Hrs	
1.1	International Environmental law relating to proper Waste Management System	3	1
1.2	Basel Conventions and its significance	3	2
1.3	Bamako Conventions and its significance	3	1,2
1.4	Rotterdam Conventions and its significance	3	2

1.5	Implementatory Mechanism of these convention	3	3
<b>UNIT 2</b> Industrial Waste Management System		18 Hrs	
2.1	Industrial Waste Management System	4	3
2.2	National and International Legal Control	3	3
2.3	Marine pollution- meaning-sources of marine pollution	3	3
2.4	Inland Vessels (Prevention and Control of Pollution and Protection of Inland Water) Rules- legal control	2	2,5,7
2.5	Role of Convention on Law of Sea	2	1,7
2.6	International Convention on Coastal Pollution	2	5
2.7	Implementatory mechanism	2	3
<b>UNIT 3-</b> Solid Waste Management		15 Hrs	
3.1	Solid Waste Management System	3	1
3.2	Solid Waste Management Rules,2016	3	1,2

3.3	Hazardous Waste Management- Hazardous Waste (Management, Handling and Transboundary) Rules 2008	3	1,6
3.4	Plastic Waste (management and handling) Rules 2011	3	1,6
3.5	Hazardous and other Waste(Management and Transboundary Movement) Rules,2016- Municipal Solid Waste (Management and Handling) Rules.	3	1,5
<b>UNIT 4 Bio- Medical Waste Management</b>		13 Hrs	
4.1	Bio- Medical Waste Management Rules,2016	3	1
4.2	Bio- Medical Waste (Management and Handling) Rules 1998	3	1
4.3	Bio- Medical and Nuclear waste- 'e' Waste Mangement- The Batteries (Management and handling) Rules 2001	4	1

4.4	Statutory Regulatory Agencies	3	3,5
<b>UNIT 5</b> Role of Government and other Regulatory bodies		14 Hrs	
5.1	Role of Government and other Regulatory bodies	3	1,3
5.2	Role of Government with the support of statutory regulatory bodies	3	1,3
5.3	Role of Local Self Government System	4	1,7
5.4	Other Regulatory bodies	4	5

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<b>Teaching and Learning Approach</b>	<p>Classroom Procedure (Mode of transaction)</p> <p><b>Direct Instruction:</b> Brain storming lecture, Explicit Teaching, E-Learning <b>interactive Instruction:</b>, Active co-operative learning, Seminar, Group Assignments</p> <p><b>Authentic learning</b>, , Library work and Group discussion, Presentation by individual student ,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 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. Semester End examination</b></p>

## REFERENCES

1. L.Lakshmi, Waste Management Environmental Impact, 2008, The Icfai University Press,Hydrabad.
2. Arjun Prasad Nagore, *Biological Diversity and International Environmental Law* (1996)

3. R. A. Malaviya, *Environmental Pollution and its Control under the International Law* (1987) Chugh Publication, Allahabad
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5. W. Wesley Eckenfelder, *Industrial Water Pollution Control*, 1999 Mac Graw Hill Publication, USA
6. Willaim A Worreli, *Solid Waste Engineering*, 2016 CL Publication
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**MAHATMA GANDHI UNIVERSITY**

**ENVIRONMENTAL LAW**

PSO1- To enable an understanding of the basic concepts and jurisprudence of environment Law

PSO2- To acquire deep knowledge on the basic principles of Environmental Law developed through the International Environmental Law

PSO3- Study the comparative perspective of environmental law with other countries and to assess the various legislative system available in other countries

PSO4- To improve the capability of students to analyse the significance of environmental law in the present situation of conflict of environment and development

PSO5- To enhance academic excellence and research skills of students in modern technological world

PSO6- To enhance the ability of the students to analyze various judicial decisions in the present globalised world

PSO7- To develop presentation skill of students with deep subject knowledge and academic credibility

<b>School Name</b>	<b>School of Indian Legal Thought</b>
<b>Programme</b>	<b>LL.M (2 Year)(C&amp;SS)</b>
<b>Course Name</b>	Environmental Ethics

<b>Type of Course</b>	Elective					
<b>Course Code</b>	LTM 21 E 58					
<b>Names of Academic Staff &amp; Qualifications</b>	Dr Gigi P.V,LL.M.,PhD. Associate Professor					
<b>Course Summary &amp; Justification</b>	This course focused on theories of Environmental Ethics. It is the study of ethical questions raised by human relationships with non human environment. It examine both anthropocentric and non anthropocentric claims about what has value, as well as divergent views about whether environment ethics should be concerned with bringing best consequences, respecting principles and rights or embodying environmental virtues. This paper discusses the studies relating to the moral relationship of human being and also the value and moral status of, the environment and its non –human contents. It covers almost all the theoretical component of environmental ethics					
<b>Semester</b>	4			<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			25	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>	

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

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
<i>Upon completion of this course, students will be able to;</i>			
1	Enable the student to understand the different theories of environmental ethics. It is helping students to know the intrinsic values and moral status of environmental ethics	U	1
2	Helping the student to understand the idea of Anthropocentrism and nature centrism. It also helps the students to know the transition stage of anthropocentrism to nature centrism.	U	2
3	Student must understand human values in environmental ethics like human justice and sustainability. It also helps the student to understand the importance of environment for human existence and sustainability.	U	4
4	Student must analyse non human values in environmental ethics like animals and other living beings. Helping the student to evaluate holistic ethics and ecocentrism.	An	4

5	Student must analyse the importance of ethical theory in environmental ethics and to apply these theories in the different aspect of environmental law like pollution,depletion of natural resources and environmental disasters	An	2
6	Enable the student to evaluate the different principles of Environmental ethics and its applicability in unresolved area of environmental problems	E	4
7	Student must evaluate deterioration of human values in environmental causation and possibilities of irreparable injuries to human beings	E	4
8	Enable the student to create awareness of human impact and nature impact on environmental problems. Helping the student to identify the depth of harm to human existence and existence of nature	C	2, 4
<b><i>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i></b>			

## **COURSE CONTENT**

<b>UNIT 1</b> Human values in Environmental Ethics		<b>Hrs</b>	<b>CO.No.</b>
		15Hrs	
1.1	Understanding of human values in Environmental Ethics	3	1
1.2	Interpretation of intrinsic value	3	2
1.3	Intrinsic value as Moral Status	3	2
1.4	Environmental Implications in human relations and human	3	7

	behaviour		
1.5	Human action involving the environment negatively impact on other human being	3	7
<b>UNIT 2 -Human values in Environmental Ethics</b>		18Hrs	
2.1	The idea of Anthropocentrism	3	2
2.2	Human Justice – the way to attain social justice	3	1, 4
2.3	Human Sustainability and to continue life	3	7
2.4	Land displacement related human issues	2	7
2.5	Ecological Deterioration and human values	2	7
2.6	Pollution and human values	2	7
2.7	Environmental ethics and science	3	4
<b>UNIT 3- Non Human Values in Environmental Ethics</b>		15Hrs	
3.1	Environmental ethics and Scientific animals	3	4
3.2	Holistic ethics and ecocentrism	3	4
3.3	Holistic ethics species	3	4
3.4	Ethical Biocentrism	3	8
3.5	Ethics and gene research in plants	3	8

<b>UNIT 4 – Ethical theory and environmental ethics</b>		14 Hrs	
4.1	Consequentialism in environmental interference	4	8
4.2	Deontological and Rights views	4	1
4.3	Virtue Ethics	3	1
4.4	Environmental Pragmatism	3	1
<b>UNIT 5 Environmental Ethics and its principles</b>		13Hrs	
5.1	Anthropocentrism and Non Anthropocentrism	4	1
5.2	Psycho centrism and Bio centrism	4	4
5.3	Holism and Resources	3	1
5.4	Moral Considerability	2	3

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p><b>Direct Instruction:</b> Brain storming lecture, Explicit Teaching, E-learning,</p> <p><b>Interactive Instruction:</b>, Active co-operative learning, Seminar, Group Discussion and Assignments</p> <p><b>Authentic learning</b>, , Library work and Group discussion, Presentation by individual student ,Literature Review, Case studies and comments</p>
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## REFERENCES

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2. Joseph R. Desjardins, An Introduction to environmental philosophy, S.T.M traders pvt.,2012
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