

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

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

1. Objectives:

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

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

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

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

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

(iv) Courses and Credits : Two kinds of courses are offered - Core Courses and Elective Courses. Core Courses are offered by the School , which are compulsory. Elective courses can be offered to the students from the schedule given below , subject to the availability of teachers and other circumstances. The Faculty Advisor shall help the students in selecting Electives that are relevant to the programme for which they are admitted. Each course is allotted credits varying from 2 to 4 depending on the hours of instructions/practicals. (A 4-credit course, in general, is one which normally involves four hours per week of 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 specialization shall be limited to a maximum of SEVEN. However the total intake for all the programmes together shall not exceed 28.

5 Eligibility :

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

6 Admission :

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

7. Fees:

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

8. Duration

One full semester is equivalent to 18 - 20 weeks of teaching-learning-evaluation process. The minimum duration of a semester is 90 working days. A course may have lecture component(L) or practical component (P) or tutorial component (T) or combination of any two or all the three components. The total credits earned by a student at the end of a semester upon successful completion of a course are L + T + P or as the case may be. The credit pattern of a course is indicated as L: T: P.

9. Course Code:

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

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

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

11. Credit Requirements:

The minimum total credits required for the successful completion of the programme shall be 80 which shall be spread across the Core Courses, the Elective Courses, a compulsory dissertation, and the viva-voce at the end of the programme. A minimum of 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 MGUC&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 2nd and 4th 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 1st and 3rd semesters, will be set by faculty members of the School and for 2nd and 4th 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 2nd and 4th 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 dissertations 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 2nd and 4th 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.

Letter grade	Performance	Grade point
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 1st and 2nd 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 3rd semester, who have secured the SGPA letter grade 'P' or above in the end semester examination, can improve their grade by reappearing for all the semester courses, along with the 3rd 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 4th semester can be done along with the immediate lower batch.

1st and 2nd semester SGPA cannot be improved after the completion of the 4th semester. Only 3rd and 4th 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 1st and 2nd 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, coursewise, provided the candidate has applied for the same and paid the required fee.

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

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

Candidates who secured the grade of only 'F' or 'Ab' in a course in the 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.

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

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.

Graduate Attributes of Mahatma Gandhi University

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.
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.
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.
Intra and Interpersonal skills	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.
Digital literacy	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.
Global Citizenship	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
Social competency	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.
Equity, Inclusiveness and Sustainability	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
Lifelong learning	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.

SCHEME

GENERAL COURSE STRUCTURE FOR ALL SPECIALISATIONS

Sl. No	Course Code	Course Title	POE	CREDITS	Core/Elective	CA	ESA	Marks
1	LTM21 C01	Common Core	LL.M	4	C	40	60	100
2	LTM21 C02	Common Core	LL.M	4	C	40	60	100
3	LTM21 C20	Subject Core	LL.M	4	C	40	60	100

4	LTM21 C 21	Subject Core	LL.M	4	C	40	60	100
5	LTM21 E 46	Subject elective	LL.M	4	E	40	60	100
				20				
Second Semester	Course Code	Course Title	POE	CREDIT	Core/ele ctive	CA	ESA	Marks
1	LTM21 C 05	Common Core	LL.M	4	C	60	40	100
2	LTM21 C 06	Common Core	LL.M	4	C	60	40	100
3	LTM21 C 22	Subject Core	LL.M	4	C	60	40	100
4	LTM21 C 23	Subject Core	LL.M	4	C	60	40	100
5	LTM21 E 47	Seminar Paper	LL.M	4	E	60	40	100
				20				
Third Semester	Course Code	Course Title	POE	CREDIT	Core/ele ctive	CA	ESA	Marks
1	LTM21 C 24	Subject core	LL.M	4	C	60	40	100
2	LTM21 C 25	Subject Core)	LL.M	4	C	60	40	100
3	LTM21 E 48	Subject core	LL.M	4	E	60	40	100
4	LTM21 E 49	Subject elective	LL.M	4	E	60	40	100
5	LTM21 E 50	Subject elective	LL.M	4	E	60	40	100
				20				
Fourth Semester	Course Code	Course Title	POE	CREDIT	Core/ele ctive	CA	ESA	Marks

1	LTM21 C 26	Subject Core	LL.M	4	C	60	40	100
2	LTM21 E 51	Subject Elective	LL.M	4	E			
3	LTM21 C 12	Dissertation and Viva	LL.M	12	c			275
				20				
			TOTAL CREDIT S	80				

BRANCH

INTELLECTUAL PROPERTY RIGHTS AND CYBER LAW

Sl. No	Course Code	Course Title	POE	CREDITS	Core/Elective	CA	ESA	Marks
1	LTM21 C 01	Research methodology, teaching methods and legal writing (Common Core)	LL.M	4	C	40	60	100
2	LTM21 C 02	Law, Judicial Process and Social Transformation (Common Core)	LL.M	4	C	40	60	100
3			LL.M	4	C	40	60	100

	LTM21 C 20	Intellectual Property Rights-Human Rights Perspectives (Subject Core)						
4	LTM21 C 21	Fundamentals of Cyber Laws. (Subject Core)	LL.M	4	C	40	60	100
5	LTM21 E 46	Bioethics and Interdisciplina ry approaches in law (subjective Elective)	LL.M	4	E	40	60	100
				20				
Second Semester	Course Code	Course Title	POE	CREDIT	Core/ele ctive	CA	ESA	Marks
1	LTM21 C 05	Comparative Public law (Common Core)	LL.M	4	C	60	40	100
2	LTM21 C 06	Law and Justice in a Globalizing world (Common Core)	LL.M	4	C	60	40	100
3	LTM21 C 22	Patent Law and policy (Subject Core)	LL.M	4	C	60	40	100
4	LTM21 C 23	Cyber Law and Information Technology	LL.M	4	C	60	40	100

1	LTM21 C 26	Contemporary Issues in Intellectual Property Rights Genetic Resources, Traditional Knowledge and Cultural Expressions Subject Core	LL.M	4	C	60	40	100
2	LTM21 E 51	Gender Justice and Technologies (Subject elective)	LL.M	4	E			
3	LTM21 C 12	Dissertation and Viva	LL.M	12	C			275
				20				
			TOTAL CREDIT S	80				



MAHATMA GANDHI UNIVERSITY

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

School Name	School of Indian Legal Thought					
Programme	LL.M					
Course Name	LEGAL RESEARCH METHOD, TEACHING AND ACADEMIC WRITING					
Type of Course	Common Core					
Course Code	LTM21 C 01					
Course Summary & Justification	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.					
Name of the Academic Staff and Qualification	Dr. Arathi. P.M. Assistant Professor LLM, PhD					
Semester	SEMESTER I			Credit		4
Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	40	5	10	20	75



MAHATMA GANDHI UNIVERSITY

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

Pre-requisite	Knowledge and understanding on the basic principles of Law to be gathered on the successful completion of bachelors degree in Law.
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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.
UNIT 1 – LEGAL EDUCATION IN INDIA		12 Hours	
1.1	Objectives of legal education in contemporary India	2	1
1.2	Legal Education in the Globalised World	3	1



MAHATMA GANDHI UNIVERSITY

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

1.3	Legal Education Reform Reports	2	1
1.4	New Education Policy and Legal Education	3	1
1.5	Online Legal Education and Implications/question of digital divide	2	1
UNIT 2 - METHODS OF TEACHING IN LAW		15 Hours	
2.1	Lecture method	2	2
2.2	Case method	2	2
2.3	Socratic method	2	2
2.4	Discussion method	2	2
2.5	Tutorial method	2	2
2.6	Comparative understanding different teaching methods/ merits and demerits of teaching methods	3	2,5
2.7	Usage of ICTs- democratic practices in classrooms	2	2,6
UNIT 3- LEGAL RESEARCH		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
UNIT 4 – QUALITATIVE AND QUANTITATIVE RESEARCH METHODS IN LAW		20 Hours	



MAHATMA GANDHI UNIVERSITY

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

4.1	Quantitative data-Sources and techniques of data collection in legal research	3	4
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
UNIT 5 – ACADEMIC WRITING IN LAW		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

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</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>
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MAHATMA GANDHI UNIVERSITY

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

	Authentic learning: Library work and Group discussion, Presentation by individual student/ Group representative, Case studies and comments, Literature Review, book review, synopsis writing
Assessment Types	Mode of Assessment A. Continuous Internal Assessment (CIA) <ol style="list-style-type: none">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 report3. Teaching Practical and writing lesson plans on selected area of legal studies4. 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 class5. 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 regime6. Model synopsis writing on selected area of research as a prerequisite academic exercise to the LLM dissertation synopsis writing7. Online presentations - students may be asked to prepare online



MAHATMA GANDHI UNIVERSITY

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

teaching and learning materials so as to enable them to be trained in flipped class room mode of teaching

B. End Semester Examination

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Approval Date	
Version	1.0
Approval by	
Implementation Date	

	MAHATMA GANDHI UNIVERSITY
	Name of course - Law, Judicial Process and Social Transformation

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

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Relate the function of law as an instrument of social change.	U	1
2	Investigate the role of law in society	An	1
3	Construct whether law necessarily leads, or it follows social change	A	3
4	Develop models to bring out the relationship of law rights and duties	A	3
5	Outline the role of constitution and constitutional amendments in reforming social institutions.	U	3
6	Determine the changing values of society and the readjustment of legal principles	E	6
7	Appraise the nature of judicial process	E	6
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

		Hrs	CO.No.
UNIT 1 – LAW AND SOCIAL CHANGE		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
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
UNIT 2 - CONSTITUTION'S ORIENTATION AND SOCIAL TRANSFORMATION		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
UNIT 3- MODERNISATION OF SOCIAL INSTITUTIONS THROUGH LAW, REFORM OF COURT PROCESSES, ALTERNATIVE APPROACHES TO LAW		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
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
UNIT 4 – CONTEMPORARY NATURE OF JUDICIAL PROCESS		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
UNIT 5 – INDIAN JUDICIAL PROCESS AND THE POLITICAL PROCESS		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
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

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

	<p>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</p> <p>8. Online presentations-students may be asked to prepare online teaching and learning materials so as to enable them to be trained in flipped class room mode of teaching</p> <p>B. End Semester Examination</p>
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REFERENCES

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2. OLIVER MENDELSON, *LAW AND SOCIAL TRANSFORMATION IN INDIA*, OXFORD UNIVERSITY PRESS, 2014.
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	MAHATMA GANDHI UNIVERSITY
	Name of course - Intellectual Property Rights-Human Rights Perspectives

School Name	School of Indian Legal Thought					
Programme	LL.M					
Course Name	Intellectual Property Rights-Human Rights Perspectives					
Type of Course	Core					
Course Code	LTM21 C 20					
Course Summary & Justification	The course allows the students to focus on key areas of utmost significance to find out the relation between IP and Human Rights. The students will be able to appreciate the conceptual relation between IP and Human rights. The course will enable the student to understand how the human right to social and cultural life is impacted by Intellectual Property Rights.					
Name of the Name of Academic Staff and Qualification	Prof.(Dr.)Bismi Gopalakrishnan LL.M., Ph.D					
Semester	1			Credit		4
Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	50	5	-	20	75
Pre-requisite	Knowledge and understanding on the basic principles of Law to be gathered on the successful completion of bachelors degree in Law.					
<i>Others- Library, seminar and assignment preparations, test, 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>		
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1	Demonstrate the Economic and Constitutional Perspective of Intellectual Property Rights.	A	1
2	Outline the conceptual relation between Intellectual Property Rights and Human rights	An	1
3	Estimate the impact of Intellectual Property Rights on human right to social and cultural life	C	4
4	Construct the influence of Intellectual Property Rights on knowledge transfer and dissemination	An	3
5	Illustrate the relationship of Intellectual Property Rights and right to health	U	6
6	Evaluate whether fundamental right is a safeguard for the coherence of intellectual property law	E	5
7	Develop a social justice and distributive perspective for Intellectual property Rights	C	1
8	Demonstrate the compromise between the rights of indigenous community and Intellectual Property Rights	A	4.5
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

	Hrs	CO.No.
UNIT 1 – Conceptual analysis of Intellectual Property Rights and Human Rights	20 Hrs	

1.1	Philosophy and jurisprudential basis of Human Rights and Intellectual Property	5	2
1.2	Convergence and divergence of Human Rights and Intellectual Property – their role in the society – Individual rights and public interest in both	5	2
1.3	Intellectual property in Human Rights Agreements, Constitution and vice versa	4	2
1.4	Distributional concern in Intellectual property Rights	4	7
1.5	Need for balancing Intellectual Property Rights protection with dissemination/transfer of information/technology	2	4
UNIT 2 - Right to Social and Cultural Life and Intellectual Property Rights		13 Hrs	
2.1	Meaning of culture and its relation with Intellectual Property Rights	2	4
2.2	Role of creative artistic and their protection	2	4
2.3	Free uses for creation of further work	2	4
2.4	Protection of free speech	2	2
2.5	Protection of works created and protected by traditional and indigenous communities	3	8
2.6	Role of State and International bodies	2	2
UNIT 3- Ensuring scientific research and access to information and Intellectual Property Rights		10 Hrs	
3.1	Stem cell research and issues of patentability	2	2
3.2	experimentation using living organisms including humans – their patentability	2	2
3.3	freedom of others to use it for further development – protection of the data, information and knowledge generated	2	6

3.4	human rights ramification	2	2
3.5	state responsibility	2	7
UNIT 4 – – Right to Health and Intellectual Property Rights		13 Hrs	
4.1	Meaning of health -medicines ,vaccines and medical devices as part of right to health	2	5
4.2	Rationale of patentability of medicines, vaccines and medical devices	4	2
4.3	International obligations and flexibilities	2	2
4.4	Human rights ramification – state responsibility – public interest	5	7
UNIT 5 – Right to common heritage and bio-diversity and Intellectual Property Rights		19 Hrs	
5.1	Traditional knowledge and its nature	3	8
5.2	Access to Traditional knowledge and biological resources	5	7
5.3	Development and protection of new products based on bio resources like seeds, plant varieties and drugs	5	2
5.4	Impact on right to food – Role of State and NGOs	6	2

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Authentic learning, case-based learning, collaborative learning, seminar, group activities.
Assessment Types	Mode of Assessment 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 3. Assignments A. Semester End examination

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Approval Date	
Version	1.0
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	MAHATMA GANDHI UNIVERSITY
	Name of course - Fundamentals of Cyber Laws.

School Name	School of Indian Legal Thought					
Programme	LL.M					
Course Name	Fundamentals of Cyber Laws					
Type of Course	Core					
Course Code	LTM 21 C 21					
Course Summary & Justification	This course is designed as a Common Core course for PG Programme in School of Indian Legal Thought This course will equip the students to understand internet-enabled and online business and commerce, as well as to understand the implications of online social interactions and actions. With grounding in international and Indian law relating to cyber law students can play roles in policy-making, law enforcement, and the development of business and social strategies that leverage the capabilities of information technology in general and the Internet in particular					
Name of the Name of Academic Staff and Qualification	Prof.(Dr.)Bismi Gopalakrishnan LL.M., Ph.D Dr.Arathi P.M LLM, Ph.D Assistant Professor					
Semester	1			Credit		4
Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	50	5	-	20	75
Pre-requisite	Knowledge and understanding on the basic principles of Law to be gathered on the successful completion of bachelors degree in Law.					

Others- Library, field work, seminar and assignment preparations, test, journal, discussion etc.

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	Deconstruct cyber world and cyber law in general	An	2
2	Outline the various facets of cyber law and its relevance in contemporary society	U	2
3	Integrate the understanding of problems arising out of online transactions and construct solutions	C	4
4	Categorize various risk associated with cyber world	An	5
5	Investigate the IPR issues in the cyber space	An	4
6	Evaluate the regulation of cyberspace at national and international level	U	3

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

COURSE CONTENT

		Hrs	CO.No.
UNIT 1 – CYBER WORLD AN OVERVIEW		10 Hrs	
1.1	Introduction to cyber space- cyber law	2	1
1.2	Internet and online resources- legal perspective	2	1
1.3	Security of Information and digital signature	2	2
1.4	Scope of cyber laws-e-commerce, online contracts, IPRs	2	1
1.5	Law relating to e-taxation , e-governance	2	3
UNIT 2 – REGULATORY FRAMEWORK		19 Hrs	
2.1	International regulatory regime relating to cyber space	4	6
2.2		2	6

	Cyber law in India with special reference to Information Technology Act, 2000		
2.3	Legal regime relating to e-commerce -comparative perspective	3	6
2.4	International Legal regime relating to IPR	5	5
2.5	Cybercrime and regulation of cybercrime -comparative perspective	5	2
UNIT 3- IPR AND CYBER LAW		8 Hrs	
3.1	Copyright issues in cyber space	2	6
3.2	Protection of content on web site- international treaties	2	6
3.3	Trademark and Trade Secret issues in cyber space	2	6
3.4	Computer software and related IPR issues	2	6
UNIT 4 – CYBER JURISPRUDENCE & E-COMMERCE		12 Hrs	
4.1	Fundamentals of E-Commerce	2	3
4.2	Issues relating to access , trust , privacy	2	3
4.3	Issues relating to security, consumer protection	2	3
4.4	Issues relating to content regulation, uniformity in legal standards pertaining to internet	6	3.4
UNIT 5 – SOCIAL MEDIA AND CYBER SPACE		21Hrs	
5.1	Protection of Multimedia works in cyber space -	3	3
5.2	Due Diligence by social media Intermediaries Code of ethics - Grievance redressal mechanism of intermediary	9	3
5.3	Blocking of information -Compliance by publishers	3	4
5.4	Data security and data protection: Emerging issues in data protection.	6	3

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

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SUGGESTED READINGS

KARNIKA SETH, COMPUTERS, INTERNET AND NEW TECHNOLOGY LAWS-A COMPREHENSIVE REFERENCE WORK WITH SPECIAL FOCUS ON DEVELOPMENTS IN INDIA, LEXISNEXIS, NAGPUR, 2016
 CHARLES P. PFLEEGER, SHARI LAWRENCE PFLEEGER & JONATHAN MARGULIES, SECURITY IN COMPUTING (5TH EDITION, 2015).

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	MAHATMA GANDHI UNIVERSITY
	Name of course - BIOETHICS AND INTERDISCIPLINARY APPROACHES IN LAW

School Name	School of Indian Legal Thought
Programme	LL.M
Course Name	BIOETHICS AND INTERDISCIPLINARY APPROACHES IN LAW
Type of Course	SUBJECTIVE ELECTIVE
Course Code	LTM 21 E 46
Course Summary & Justification	<p>The issues that fall under the purview of bioethics - doing good, avoiding harm, respecting people and their communities, justice - are of concern to all those who share life on the earth, but their articulation - in research institutions, health care centers, corporate boardrooms, and governmental policy - has the common concern about justice. Dominant Western-accented bioethics has its limitations- it simplifies the globalization of medical research and drug development ignores social inequalities existing in Global South. The ethical issues we face in health care, justice, and human rights extend beyond national boundaries—they are global and cross-cultural in scope. Following a consideration of theoretical frameworks that inform global bioethics, units on human rights, life and death, and public health form an in-depth look at contemporary issues in the field. Each unit includes cutting edge analyses and thought-provoking case studies. Professionals working in the field of bioethics include philosophers, scientists, health administrators, lawyers, theologians, anthropologists, disability advocates, and social workers. People may teach, do research, treat patients in the clinical setting or work to change laws or public policy. The issues of bioethics are at the intersection between medicine, law, public policy, religion, and science. Each field contributes important insights, resources and methodologies and efforts to think about or make changes to practices and policies that raise ethical concerns are often strongest when they draw on resources across disciplines; hence class for an inter-disciplinary approach in law</p>

Name of the Name of Academic Staff and Qualification	Dr. ARATHI P.M Assistant Professor LLM, PhD					
Semester	1		Credit			4
Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	50	5	-	20	75
Pre-requisite	Knowledge and understanding on the basic principles of Law to be gathered on the successful completion of bachelors degree in Law.					
<i>Others- Library, seminar and assignment preparations, test, 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	Critically understand the basic concepts in Ethics and Bioethics	U, A, An, I	1
2	Constructively develop the analysis of the co-relation between Socio-Economic Inequalities and Ethics	An, E, C, I	1

3	Understand the deeper and complex corelation between human dignity, human rights and bioethics in the contemporary world	U, A, An, I,	4
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4	Exposure to ethical review committees-roles and responsibilities, managing conflict of interest in review processes, Evaluation of risk and benefit in research	An, U, A, I	3
5	Develop an analytical framework on diversified aspect and areas of bioethical violations and role of law	U, A, An, E	6
6	Analytical skills on Biosafety and Risk assessment issues related regulations and laws	E, An, A, I	5
7	Develop a critical mind and practical sense towards the professional ethics practices in programme management	C, An, U, E	1
8	Developing conceptual and practical understanding on empathy, resolving conflicts and building consensus, conflict of interest, issues of integrity, transparency and accountability, communication skills	U, An, C, A	4.5
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT		Hrs	CO.No.
UNIT 1 – Fundamentals of Bioethics		20 Hrs	
1.1	Jurisprudential Basis of Bioethics- understanding ethics and bioethics -	4	1,2,3
1.2	Human dignity and human rights	5	1,2,3
1.3	Principles of benefit and harm, Autonomy, Consent and Privacy	5	1,2,3
1.4	Autonomy and individual responsibility -Consent - Persons without the capacity to consent Respect for human vulnerability and personal integrity	4	1,2,3
1.5	Privacy and confidentiality	2	1,2,3

UNIT 2 - Ethics in Research Human Subject Research: Legal & Ethical Concerns		13 Hrs	
2.1	Ethical, legal and socioeconomic aspects of gene therapy, germ line, somatic, embryonic and adult stem cell research.	2	4
2.2	Ethical human genome project, human cloning, designer babies	2	4
2.3	Bio piracy and bio warfare	2	4
2.4	Eugenics and its possible approaches in law and ethical concerns	2	4
2.5	Ethics of clinical trials and intervention, Conflict of interest and integrity in research	3	4, 8
2.6	Ethical review committees-roles and responsibilities, managing conflict of interest in review processes, Evaluation of risk and benefit in research	2	4, 8
UNIT 3- Ethical Issues in Public Health Programme Management		10 Hrs	
3.1	Ethical issues of governance of public health programmes, surveillance and monitoring and evaluation	2	5,6
3.2	Ethical issues in the management of chronic and infectious diseases management, particularly with reference to epidemics (quarantine /isolation issues)	2	5,6,7
3.3	Ethical issues in disaster management: Humanmade and natural disasters	2	6 ,7
3.4	Ethics of triaging, ethics of surveillance in disaster situation	2	5,6
3.5	Socio- Economic Inequality as an ethical concern	2	5,6, 7
UNIT 4 – Legal Framework Relating to Biosafety		13 Hrs	
4.1	Biosafety and Risk assessment issues;	3	6,7,8
4.2	Health aspects; toxicology, allergenicity; Ecological aspects; Regulations; National biosafety policy and law	3	7,8
4.3	The Cartagena Protocol on biosafety. The WTO and other international agreements; Cross border movement of germplasm	2	8

4.4	Risk management issues; Monitoring strategies and methods for detecting transgenics; Risks, benefits and impacts of transgenics to human health, society and the environment.	4	6, 7,8
4.5	Geneflow in natural and artificial ecologies	1	6,7
UNIT 5 – Professional Ethics Practices and Research		19 Hrs	
5.1	Regulations in Public Health Research and Practices in India	3	5, 6
5.2	Rights of Research Participants- Obligations of Scientist- Procedures-Practices	4	5,6,7
5.3	National and International Ethical Guidelines for biomedical and health research- Approach of International legal regime- regulatory mechanisms-limitations	5	5,6,8
5.4	Conceptual and practical understanding on bioethical issues in Physician patient relationship, Death and dying, Resource Allocation, Assisted reproductive techniques and their use, Genetic testing and screening, Sexuality and gender, Environmental ethics, Clinical research ethics, Disability issues, Consent, vulnerability, and/or coercion, Mental health illness, treatments, and care for patients, Ethical treatment of research subjects in clinical trials, Ethical treatment of animals	7	6,7,8

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Authentic learning, case-based learning, collaborative learning, seminar, group activities.
Assessment Types	Mode of Assessment 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 3. Assignments

	A. Semester End examination
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	MAHATMA GANDHI UNIVERSITY ----- SCHOOL OF INDIAN LEGAL THOUGHT
NAME OF PROGRAMME	LL.M.(2YEARS)(C&SS) (Intellectual Property Rights)
NAME OF COURSE	COMPARATIVE PUBLIC LAW
NAME OF ACADEMIC STAFF & QUALIFICATION	DR. JASMINE ALEX B. Sc., LL. M., Ph. D.
COURSE SUMMARY	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.

Type of Course	(Compulsory)Core- 4 Credits					
Course Code	LTM21C05					
Semester	1			Credit		4
Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practic al	Others	Total Learning Hours
	A mixed approach of Authentic learning, Collaborative learning, & Choice based learning	40	10	-	25	75

Pre-requisite	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)

CO No.	Expected Course Outcome ----- Upon completion of the Course, the student will be able to:	Learning Domains	PSO No.
1	Analyse the concept of 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
* LEARNING DOMAINS & CORRESPONDING PSOs: Remember (R-1), Understand (U-2), Apply (A-3), Analyse (An-4), Evaluate (E-5), Create (C-6), Skill (S-7), Interest (I-8) and Appreciation (Ap-9)			

COURSE CONTENT

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

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

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

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MAHATMA GANDHI UNIVERSITY

Name of course - LAW AND JUSTICE IN A GLOBALIZING WORLD

School Name	School of Indian Legal Thought					
Programme	LL.M.(2YEARS)(C&SS)					
Course Name	LAW AND JUSTICE IN A GLOBALIZING WORLD					
Type of Course	(Compulsory)Core- 4 Credits					
Course Code	LTM 21C 06					
Name of Academic Staff and Qualification	Prof.(Dr.)Bismi Gopalakrishnan LL.M., Ph.D					
Course Summary & Justification	<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>					
Semester	2			Credit		4
Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	50	5	-	20	75
Pre-requisite	Knowledge and understanding on the basic principles of Law to be gathered on the successful completion of bachelors degree in Law.					
<i>Others- Library, field work, seminar and assignment preparations, test, journal, discussion etc.</i>						



MAHATMA GANDHI UNIVERSITY

Name of course - LAW AND JUSTICE IN A GLOBALIZING WORLD

COURSE OUTCOMES (CO)

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

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



MAHATMA GANDHI UNIVERSITY

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

COURSE CONTENT

	Hrs	CO.No.
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MAHATMA GANDHI UNIVERSITY

Name of course - LAW AND JUSTICE IN A GLOBALIZING WORLD

UNIT 1 – UNDERSTANDING LAW AND JUSTICE: DIFFERENT THEORIES		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
UNIT 2 - LAW AND JUSTICE IN A GLOBAL WORLD		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
UNIT 3- HUMAN RIGHTS, BASIC NEEDS & SUSTAINABLE DEVELOPMENT IN A GLOBAL WORLD		15 Hrs	
3.1	The impact of globalisation on nation states and their sovereignty- Treaty making power in India	2	2



MAHATMA GANDHI UNIVERSITY

Name of course - LAW AND JUSTICE IN A GLOBALIZING WORLD

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
UNIT 4 – RECEPTION OF LAW		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
UNIT 5 – EQUALITY and SOCIAL JUSTICE- MINORITY AND GENDER RIGHTS		15Hrs	
5.1	Concept of patriarchy and Indian Legal System -Engendering Law	3	1,6
5.2	Feminist jurisprudence –discourses in India	3	1,5
5.3	Minority Rights	2	1,5
5.4	Desexualizing laws against sexual offences -LGBTQ struggle in India	2	5
5.5	Affirmative action for minority sections of society in the global world	5	5

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

Name of course - LAW AND JUSTICE IN A GLOBALIZING WORLD

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

B. End Semester Examination

REFERENCES

1. JOHN RAWLS, A THEORY OF JUSTICE (HARVARD UNIVERSITY PRESS, 1971)
2. AMARTYA SEN, THE IDEA OF JUSTICE (2009)
3. M.K. GANDHI, HIND SWARAJ OR INDIAN HOME RULE (NAVJIWAN TRUST, 1938)
4. MARTHA NUSSBAUM, FRONTIERS OF JUSTICE: DISABILITY, NATIONALITY, SPECIES MEMBERSHIP, CHAPTER 2 (2006) UPENDRA BAXI, "CHHATRAPATI SINGH AND THE IDEA OF A LEGAL THEORY" 56 JOURNAL OF INDIAN LAW INSTITUTE (2014) 5-24
5. VAGESHWARI DESWAL, "RESTORATIVE JUSTICE" (TIMES OF INDIA, OCT 2ND 2019) AVAILABLE AT [HTTPS://TIMESOFINDIA.INDIATIMES.COM/BLOGS/LEGALLY SPEAKING/RESTORATIVE-JUSTICE-INCORPORATING-GANDHIAN-IDEALS-FOR-A-CATHARTIC APPROACH-TOWARDS-PUNISHMENT/](https://timesofindia.indiatimes.com/Blogs/LegallySpeaking/Restorative-Justice-Incorporating-Gandhian-Ideals-for-a-Cathartic-Approach-towards-Punishment/)
6. SHIV VISVANATHAN, THE SEARCH FOR COGNITIVE JUSTICE, 597 SEMINAR (2009)
7. JAGDISH BHAGWATI, IN DEFENSE OF GLOBALIZATION (OXFORD UNIVERSITY PRESS, 2007)



MAHATMA GANDHI UNIVERSITY

Name of course - LAW AND JUSTICE IN A GLOBALIZING WORLD

8. SURYA DEVA, "HUMAN RIGHTS REALIZATION IN AN ERA OF GLOBALIZATION: THE INDIAN EXPERIENCE" 12 BUFFALO HUMAN RIGHTS LAW REVIEW (2006) 93-138 7.
9. B.S. CHIMNI, "INTERNATIONAL INSTITUTIONS TODAY: AN IMPERIAL GLOBAL STATE IN THE MAKING", 15 EUROPEAN JOURNAL OF INTERNATIONAL LAW 1 (2004)
10. JUDGE HISASHI OWADA, SOME REFLECTIONS ON JUSTICE IN A GLOBALIZING WORLD, 97 AMERICAN SOCIETY OF INTERNATIONAL LAW – PROCEEDINGS OF THE 101ST ANNUAL MEETING (APRIL 2-5, 2003)

SUGGESTED READINGS

1. ANDHYARJUINA T.R. JUDICIAL ACTIVISM AND CONSTITUTIONAL DEMOCRACY (Tripathi 1992)
2. ANTHONY MCGREW, DAVID HELD (EDS.), GOVERNING GLOBALIZATION: POWER, AUTHORITY AND GLOBAL GOVERNANCE (Polity Press 2002).
3. FRIEDMAN- LAW IN A CHANGING SOCIETY (2nd Ed UNIVERSAL BOOK TRADERS 1996)
4. ISHWARA BHATT-LAW AND SOCIAL TRANSFORMATION (EBC, 2012)
5. JULIUS STONE SOCIAL DIMENSIONS OF LAW AND JUSTICE (Universal Law Publishing Company 1999)
6. CHRISTOPHER CAUDWELL, THE CONCEPT OF FREEDOM (1977), PP. 51-75
7. K.K. MATHEW, DEMOCRACY, EQUALITY AND FREEDOM (1978) PP. 127-145
8. UPENDRA BAXI, FROM HUMAN RIGHTS TO THE RIGHT TO BE HUMAN: SOME HERESIES (1987), PP. 185-200 4.
9. J.J. PAUST, R2P AND PROTECTIVE INTERVENTION, 31 TEMPLE INTERNATIONAL & COMPARATIVE LAW JOURNAL (2017) 109
10. YOGESH TYAGI, "THE CONCEPT OF HUMANITARIAN INTERVENTION REVISITED", 16(3) MICHIGAN JOURNAL OF INTERNATIONAL LAW (1995) 883-910
11. AMITA DHANDA AND ARCHANA PARASHAR (ED), ENGENDERING LAW ESSAYS IN HONOUR OF LOTIKA SARKAR, 139- 160 (1999)
12. UPENDRA BAXI, LAW AND POVERTY (1988).



MAHATMA GANDHI UNIVERSITY

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

Approval Date	
Version	1.0
Approval by	
Implementation Date	

	MAHATMA GANDHI UNIVERSITY
	Name of course - PATENT LAW AND POLICIES

School Name	School of Indian Legal Thought					
Programme	LL.M					
Course Name	PATENT LAW AND POLICIES					
Type of Course	SUBJECTIVE CORE					
Course Code	LTM 21C 23					
Course Summary & Justification	Technological developments are the order of today's world. It is undoubtedly the obligation of every State to create an environment which fosters such innovations which includes the patent system. At the same time access to these innovations is a more important interest that the law needs to protect. The objective of this paper is to expose the students to the nuances of the patent law regime. This will be done through the exploration of what gets protected under the patent regime and the scope of such protection. One of the major areas of concern raised because of patents is access to medicines. The paper focuses on this issue on how the law and policy has to be construed to ensure there is adequate access to medicines and medical devices. The complex co-existing realities of monopoly rights, facilitation of invention vis-à-vis the common good and utility of the invention make available to general public is concern.					
Name of the Academic Staff and Qualification	Dr. ARATHI P.M Assistant Professor, LLM, PhD					
Semester	2			Credit		4
Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours

	Authentic learning Collaborative learning Case based learning	50	5	-	20	75
Pre-requisite	Knowledge and understanding on the basic principles of Law to be gathered on the successful completion of Bachelors Degree in Law.					
<i>Others- Library, seminar and assignment preparations, test, 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	Critically understand and get exposure to the nature and functions of Patent System.	U, A, An, I	1
2	Develop an understanding about the historical evolution of patent system globally and nationally	An, E, C, I	1
3	Get clarity about patentable subject matter through analysis of case laws.	U, A, An, I,	4
4	Develop practical legal awareness about the procedural requirements for obtaining patents / patent filing procedure in India	An, U, A, I	3
5	Develop critical and analytical thinking on comparative perspectives and compulsory licensing	U, A, An, E	6

6	Practical and textual understanding of law on patentability of inventions in specific technological fields	E, An, A, I	5
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7	Critical understanding about commercial exploitation of patents	C, An, U, E	1
8	Alternate patenting models- community patents	U, An, C, A	4.5
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT		Hrs	CO.No.
UNIT 1 – Nature and Function of the Patent System		20 Hrs	
1.1	Nature and function of the patent system	5	1,2
1.2	Economic rationales – incentive to invent – incentive to disclose – patents as tool for economic development	5	1,2
1.3	The internationalization of patent law, Articles 27-34 TRIPS	4	1,2
1.4	First to file versus first to invent system	4	1,2
1.5	Mashelkar Committee Report	2	1,2
UNIT 2 – Patentable Subject Matter		13 Hrs	
2.1	Patentable subject matter in India	2	4
2.2	Exceptions to patentability S.3 and S.4 of Indian Patent Act	2	4
2.3	What may be patented? - Patentable inventions and exceptions to patentability	2	4
2.4	Comparative perspective with specific reference to EPC and USA	2	4
2.5	Inventions not Patentable	2	4, 8
2.6	The impact of software Patents, Medical Procedures Sports - Patenting Sports Moves	3	4, 8

UNIT3-Requirements for Obtaining Patent-Comparative Perspective		10 Hrs	
3.1	Patent Act 1970- Novelty - non - obviousness	2	5,6
3.2	Industrial Application - utility - comparative perspective	2	5,6,7
3.3	Patent Act 1970 and subsequent amendments in India with specific reference to Rights - Exclusive marketing Rights	2	6 ,7
3.4	Terms of Patent - patent office - appellate board - Central government - opposition proceedings - Grounds of opposition - grounds of revocation	2	5,6
3.5	infringement of a patent - compulsory licensing- Patent Filing Procedure in PCT-EPC- working of USPTO-Border Measures-IPR (Imported Goods) Enforcement Rules, 2007- Patent filing procedure in India-	2	5,6, 7
UNIT 4 – Patentability and Specific Technical Fields		16 Hrs	
4.1	Chemical inventions- novel compounds- section inventions- disclaimers- compounds of unknown structure- new physical forms- new synthetic process-analogy process- new compositions and Mixtures- new uses and new application processes	3	6,7,
4.2	Pharmaceutical Inventions- New Chemical Entities - pharmaceutical compositions- first pharmaceutical use- second pharmaceutical use- scope of SPC protections	3	7,
4.3	Biotechnological Inventions What is Biotechnology- patents and biotechnology- microbiological inventions- recombinant DNA technology- Monoclonal Antibody technology- More recent technologies	3	8
4.4	Patenting Genes, Plants and Animals Patents and life- Human Genes- Transgenic Animals- Transgenic Plant- Patenting of Animals, plants, and human genes- Morality issues- patents for life- from bacteria to oncotic	3	6, 7,

4.5	Software related inventions Relevance of software inventions to chemistry and biotechnology- patenting o software related inventions in the EPO- Patenting of Software related inventions in the United Kingdom- Patenting of Software Related Inventions in the USA- business Methods Patents	4	6,7
Unit 5 – Commercial Exploitation of Patents		16 Hrs	
5.1	Pharmaceutical industry	4	5, 6
5.2	Biotechnology industry	3	5,6,7
5.3	Universities-individual inventors	2	5,6,8
5.4	Electronics industry-patent aspects of licensing	2	6,7,8
5.5	Charges against patent system-competition law-UK-USA-EU-India	5	8

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Authentic learning, case-based learning, collaborative learning, seminar, group activities.
Assessment Types	Mode of Assessment 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 3. Assignments A. Semester End examination

REFERENCES

Phoebe Li, *Health Technologies and International Intellectual Property Law: A Precautionary Approach*, Routledge Research in Intellectual Property, 2014. See Part I, Chapter 1.2 and Chapter 5.

Joo-Young Lee, *A Human Rights Framework for Intellectual Property, Innovation and Access to Medicines*, Routledge Publishers, 2015, see Chapters 2 to 4 and 7.

JakkritKuanpoth, *Patent Rights in Pharmaceuticals in Developing Countries: Major Challenges for the Future*, Edward Elgar Publishing Ltd, 2011.

Thomas Pogge, Matthew Rimmer, Kim Rubenstein (Eds), *Incentives for Global Public Health: Patent Law and Access to Essential Medicines*, Cambridge University Press, 2010.

E. Wyndham Hulms, “The History of Patent System under the Prerogative and at Common Law, 12 L.Q. R.141, 13 L.Q.R. 313 & 16 L.Q.R. 44

Hughes J. “Philosophy of Intellectual Property” 77 *The George Town Law Journal* 285

Peter Drahos, *A Philosophy of Intellectual Property*, Dartmouth, (1996)

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The Paris Convention 1883

Bodenhause, *Guide to the Application of Paris Convention for the Protection of Industrial Property*, WIPO (2004)

Rajiv Dhavan *et.al*, “Paris Convention Revisited” 31, *JILI* (1991)

Thomas Pogge, Mathew Rimmer, Kim Rubenstein (ed), *Incentives for global public health: Patent law and access to essential medicines*, Cambridge University Press (2010)

Terence P. Stewart, *GATT Uruguay Round : Negotiating History*, Kluwer Law International (1999)

Reichman, Jerome, *Of Green Tulips and Legal Kudzu: Repackaging Rights in Subpatentable Innovations*, 2003

RajagopalAyyangar, *Report on the Revision of the Patent Law*, Government of India 1959

Rajiv Dhavan *et. al*, “Whose Interest? Independent India’s Patent Law and Policy”, 32 *J.I.L.I* 429 (1990)

Susan K. Sell, “TRIPS and the Access to Medicines Campaign” 20 *Wisconsin International Law Journal* 491 (2001-2002)

Aaron Xavier Fellmeth, “Secrecy, Monopoly, and Access to Pharmaceuticals in International Trade Law: Protection of Marketing Approval Data Under the TRIPS Agreement” 45 *Harvard International Law Journal* 443 (2004)

Amy Kapczynski, “Harmonization and Its Discontents: A Case Study of TRIPS Implementation in India’s Pharmaceutical Sector” 97 *California Law Review* 1571 (2009)

Frederick M. Abbott, “The Doha Declaration on the TRIPS Agreement and Public Health: Lighting a Dark Corner at the WTO” 5 *Journal of International Economic Law* (2002) 469

Frederick M. Abbott and Jerome H. Reichman, “The Doha Round’s Public Health Legacy: Strategies for the Production and Diffusion of Patented Medicines under the Amended TRIPS Provisions” 10 *Journal of International Economic Law* (2007) 921

BiswajithDhar and K.M.Gopakumar, *Post-2005 TRIPS scenario in patent protection in the pharmaceutical sector: The case of the generic pharmaceutical industry in India*, ICTSD and UNCTAD, November 2006.

Canada – patent protection of pharmaceutical Products WT/DS 114/R 8.

Graham Dutfield, “Delivering Drugs to the Poor: Will the TRIPS Amendment Help?” *American Journal of Law and Medicine* 1, (2008)

Frederick M. Abbott, “The WTO Medicines Decision: World Pharmaceutical Trade and the Protection of Public Health” 99 *American Journal of International Law* 317 (2005)

Janice M. Mueller, "The Tiger Awakens: The Tumultuous Transformation of India's Patent System and the Rise of Indian Pharmaceutical Innovation" 68 *University of Pittsburgh Law Review*, 491 (2007)

K M Gopakumar, "Twenty Years of TRIPS Agreement and Access to Medicine : A Development Perspective", *Indian Journal of International Law* , 55(3), 367-404 (2015)

Gopakumar K M. "Product Patents and Access to Medicines in India: A Critical Review of the Implementation of TRIPS Patent Regime," *The Law and Development Review*, De Gruyter, vol. 3(2), pages 326-368 (2010).

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SudipChaudhuri, Chan Park and K. M. Gopakumar "Five Years into the Product Patent Regime: India's Response", *UNDP report* (2010)

James Packard Love, "Alternatives to the patent system that are used to support R&D efforts, including both push and pull mechanisms, with a special focus on innovation-inducement prizes and open source development models", *Committee on Development and Intellectual Property (CDIP)*, WIPO (2014)

PeterDrahos, *A Philosophy of Intellectual Property*, Dartmoth, Illustrated, reprint, (1996).

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. ChristophBelman and Graham Dutfield, *Trading in Knowledge; development Perspectives on TRIPS, Trade and Sustainability*, Earthscan Publications Ltd. (2003)

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. Timothy M. Swanson (ed), *Intellectual Property Rights and Biodiversity Conservation: An Interdisciplinary Analysis of the Values of Medicinal Plants*, Cambridge University Press (1995).

KeshavTohan, *Biotechnology*, Wiley Eastern Ltd. (1990).

. S.S. Purohit&S.K.Mathur, Biotechnology: Fundamentals and Applications, Aerobios Indian (2000).

Bracha, O, Owing Ideas: The Intellectual Origins of American Intellectual Property, 1790-1990, Cambridge Historical Studies in American Law and Society, Cambridge University Press.

Graham Dutfield, Intellectual Property Rights and the Life Science Industries: Past, Present and Future (Latest Edition)

Useful websites

UNDPHIV/AIDS http://www.undp.org/content/undp/en/home/librarypage/hiv-aids.html?rightpar_publicationlisting_start=10

South Centre<https://www.southcentre.int/>

WHO PHI<http://www.who.int/phi/en/>

WHO CIPIH Background Papers<http://www.who.int/intellectualproperty/studies/en/>

WIPOhttp://www.wipo.int/policy/en/global_health/

WTO<https://www.wto.org/>

Program on Information Justice and Intellectual Property <http://www.pijip.org/>

ICTSD <http://www.ictsd.org/>

IPRS online<https://www.iprsonline.org/>

Commission on Intellectual Property Rights <http://www.iprcommission.org/>

IMAK<http://www.i-mak.org/>

TWNwww.twn.my

MSF <http://www.msfacecess.org/>

KEI <http://www.keionline.org/>

Health GAP <http://www.healthgap.org/>

IFPMA <http://www.ifpma.org/>

American Enterprise Institute <https://www.aei.org/>

AIPLA <http://www.aipla.org/Pages/default.aspx>

Suggested Readings :

1. Rochelle C. Dreyfuss, Jane Nielsen and Dianne Nicol, Patenting nature: A Comparative Perspective, Journal of Law and the Biosciences, 2018.
2. Hughes J. "Philosophy of Intellectual Property", 77 The George Town Law Journal 285.
3. M.D. Trevan, S Boffey, K.H. Goulding and P. Stanbury, Biotechnology; The Biological Principles, Tata Mc G Raw Hill (1987)
4. Terence P. Stewart, GATT Uruguay Round: Negotiating History, Kluwer Law International (1999)
5. Reichman, Jerome, Of Green Tulips and Legal Kudzu: Repackaging Rights in Subpatentable Innovations, 2003

Approval Date	
Version	1.0
Approval by	

Implementation Date	
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	MAHATMA GANDHI UNIVERSITY
	Name of course - Cyber Law and Information Technology

School Name	School of Indian Legal Thought					
Programme	LL.M					
Course Name	Cyber Law and Information Technology					
Type of Course	Core					
Course Code	LTM 21C 23					
Name of the Academic Staff and Qualification	Prof.(Dr.)Bismi Gopalakrishnan LL.M Ph.D Dr.Arathi P.M LL.M Ph.D					
Course Summary & Justification	The primary focus of this course will be on studying the linkages between cyber law and information technology law The learning outcome of the course will be to understand how the provisions of cyber laws and Information Technology laws facilitate electronic commerce - electronic signatures, data protection, cyber security; penalties & offences under the IT Act, dispute resolution, and other contemporary issues					
Semester	2			Credit		4
Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	50	5	-	20	75
Pre-requisite	Knowledge and understanding on the basic principles of Law to be gathered on the successful completion of Bachelors Degree in Law.					

Others- Library, field work, seminar and assignment preparations, test, journal, discussion etc.

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	Categorize the linkage between cyber laws and IT	A	2
2	Outline the jurisprudence of cyber space	U	1
3	Examine the changing face of Broadcasting in the new space, cyber and telecoms era	E	4
4	Categorize the changing face of Broadcasting in the new space, cyber and telecoms era	An	4
5	Evaluate the contours of Freedoms of speech and internet	E	3
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

		Hrs	CO.No.
UNIT 1 – Jurisprudence of Cyber Space		10 Hrs	
1.1	Introduction to Information Technology	2	1
1.2	UNCITRAL Model Law	2	1
1.3	The Genesis of IT legislation in India –objectives - An Overview of the Information Technology Act	2	1

1.4	Information Security	2	1
1.5	Cyber law – the need for cyber law	2	1
UNIT 2 - TECHNOLOGY SHAPING THE LAW: NEW DEVELOPMENTS IN CYBER, SPACE AND TELECOMS.		20 Hrs	
2.1	The changing face of Broadcasting in the new space, cyber and telecoms era.	2	3
2.2	Shared themes in the Cyber, Space and Telecoms global industry.	3	3
2.3	An introduction to the military applications of Cyber, Space and Telecoms	5	3
2.4	Threats to Space and telecoms from asymmetric cyber-attacks.	5	4
2.5	The role of space and telecoms in global navigation industry	5	4
UNIT 3- FORMATION OF E – CONTRACTS. VALIDITY AND ENFORCEMENT		20 Hrs	
3.1	Digital Signatures and Certificates	5	2
3.2	Electronic Governance – comparative perspective – national perspective	5	1,2
3.3	Certifying authority Software Protection Module Comparative Study Relating to Cyber Laws	10	2

UNIT 4 – SOCIAL MEDIA AND EMERGING CRIMES		20 Hrs	
4.1	Social Media and Emerging Crimes- Legal perspective	5	5
4.2	Cyber Terrorism.	5	5
4.3	Freedoms of speech and internet	5	5
4.4	Right to be online Why are fake news more readily believed on the internet? What are the particularities of freedom of expression as exercised online?	5	3,5
UNIT 5 – CYBER WARFARE		5 Hrs	
5.1	Difference between conventional warfare and cyber warfare	1	1
5.2	Regulation of cyber warfare	1	1
5.3	Digital Geneva Convention'	2	1
5.4	state bear responsibility for instructing the execution of a cyber attack	1	2

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Authentic learning, case-based learning, collaborative learning, seminar, group activities.
Assessment Types	Mode of Assessment 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 3. Assignments A. Semester End examination
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Papacostas, P, Tonin, Francesco (2018), Foreign Exchange Options and Risk Management: Market Dynamics, Models and Human Behaviour, Risk Books, London

Jeevanandam, C. (2020). Foreign Exchange & Risk Management. Sultan Chand & Sons.

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SUGGESTED READINGS

<https://www1.oanda.com/currency/converter/>

<https://www.nseindia.com/>

<https://in.tradingview.com/>

<https://www.investing.com/>

Approval Date	
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	MAHATMA GANDHI UNIVERSITY
	Name of course - SEMINAR

School Name	School of Indian Legal Thought					
Programme	LL.M					
Course Name	SEMINAR					
Type of Course	Subject Core					
Course Code	LTM 21 E 47					
Course Summary & Justification	The primary objective of the course is to enhance the ability of the student of law to transform a legal research scholar with high quality academic research and writing. Continuing the directions already followed in the 1 st Semester courses on Research Methodology and Legal Writing related to the specific area of research in Intellectual Property Rights and Cyber Law, this course specifically aims to engage students with their own area of research to finalize the research design, research question, rationale and legal principles and policy interventional points of their own research area for the LLM dissertation. The purpose is to take students from a point at which they have general ideas about their dissertation topic, through the development of a solid structure, and a research strategy - finally aiming to give inputs in terms of general and individualized attention to their drafting of the synopsis.					
Name of the Academic Staff and Qualification	Dr. Arathi. P.M. Assistant Professor LLM, PhD					
Semester	SEMESTER II			Credit		4
Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	40	5	10	20	75

Pre-requisite	Knowledge and understanding on the basic principles of Law to be gathered on the successful completion of Bachelors Degree in Law.
<i>Others- Library, writing workshops, book reviews , preparations for model synopsis, review of literature, journal article review, class room 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 contemporary issues in the field of intellectual property rights and cyber law	U, An,I,Ap	1,3,6,7
2	Identify research area for LLM dissertation through essential readings in the area by review of literature	U, S,I,Ap,	2,3,4,5,8
3	Explore the research methods and familiarise methods through identifying similar research works(previously submitted PhD thesis and LLM dissertations)	U,A, An,I,S	1,6,7,8
4	Explore and learn qualitative and quantitative legal research methods through seminar presentations	U,A,S,I	2,10
5	Understand concepts like ethics and intellectual honesty in academic writing through writing workshops	R,U,A,An	2, 5
6	Develop skills in academic writing synopsis, book review	U,E,C,S, A	1,2,3,10
<i>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

COURSE CONTENT

		Hours	CO.No.
UNIT 1 – PRIMARY READINGS AND REVIEW OF LITERATURE		12 Hours	
1.1	Locate the primary and secondary reading in the interested research area	2	1,2

LL.M

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1.2	Prepare bibliography based on collected primary and secondary materials	2	1,2
1.3	Classification of material and review of literature	2	1,2
1.4	Writing review of literature	2	1,2
1.5	Presentation of review of literature on the selected research area	4	1,2
UNIT 2 – IDENTIFICATION OF SPECIFIC RESEARCH TOPIC		15 Hours	
2.1	Identify major research questions in the selected research area	2	1,2,3
2.2	Mapping of legal and policy gap in the area	2	1,2
2.3	Building the rationale of the study topic	2	2,3
2.4	Framing of research questions and rationale of the study	2	2,3
2.5	Presentation and Discussion of research questions and rationale	4	1,2,3
2.6	Framing the title of the research topic	3	1,2
UNIT 3- DEVELOPING METHODOLOGY AND THEORETICAL FRAMEWORK		13 Hours	
3.1	Discussion of research topic and relevant theoretical approaches	2	3
3.2	Discussion of contemporary legal and ethical issues in the field	2	3
3.3	Choosing appropriate Methodological approaches	2	3
3.4	Presentation of theoretical approaches	3	3
3.5	Presentation of methodological frameworks	4	3,4
UNIT 4 – APPORACHERS AND METHODS IN LEGAL RESEARCH		20 Hours	

4.1	Introduction to Disciplinary/interdisciplinary/multidisciplinary/transdisciplinary researches	3	4
4.2	Legal anthropology, socio legal research tools	2	4
4.3	Quantitative methods and exposure to macro data and other national level - reading data- analysis data	5	4,5
4.4	Qualitative methods- narrative analysis- in legal research	3	4,5,6
4.5	Interview - Questionnaire - Case Study- Focus Group Discussions	3	4,5,6
4.6	Presentation on research tools	4	4,5
4.7	Discussion on mixed methods in legal research- impact of legal research in addressing social inequalities	2	4,5,6
UNIT 5 – SYNOPSIS WRITING AND ETHICS IN RESEARCH		15 Hours	
5.1	Sensitive research topics, sensitive research subjects in law- sensitivity in conducting research among vulnerable social groups and sensitive issues	4	5,6
5.2	Workshop on Research Ethics- intellectual honesty- Plagiarism-	4	5,6
5.3	Model synopsis writing workshop - presentation	6	5,6
5.4	Feedback session on the course	1	5,6

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Brain storming lectures, Explicit Teaching, E-learning
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	<p>Inter-active Instruction: Active co-operative learning, collaborative learning, Seminars, Group Assignments, group discussions, debates, academic writing workshops.</p> <p>Authentic learning: Library work and Group discussion, Presentation by individual student/ Group representative, Literature Review, book review, synopsis writing</p>
<p>Assessment Types</p>	<p>Mode of Assessment</p> <p>A. Continuous Internal Assessment (CIA)</p> <ol style="list-style-type: none"> 1. Five Seminar Presentations for each unit. 2. Book review - reading text and writing review by every student to review seminal works in the proposed dissertation area 3. Develop theoretical and methodological framework for dissertation through seminar presentation and focus group discussions 4. Debates on different methods and approaches in legal research to fine tune each student's academic area for dissertation and finetuning methodologies. 5. Academic writing and ethics in writing- familiarise with the practices through workshops 6. Model synopsis writing on selected area of research as a prerequisite academic exercise to the LLM dissertation synopsis writing

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	MAHATMA GANDHI UNIVERSITY
	Name of course - LAW RELATING TO COPY RIGHT AND NEIGHBORING RIGHTS
	Course Summary

School Name	School of Indian Legal Thought					
Programme	LL.M					
Course Name	Law Relating to Copy Right and Neighboring Rights					
Type of Course	Core					
Course Code	LTM 21 C 24					
Course Summary & Justification	The paper looks into the rationale of copyright protection, what and when works would be protected and whether this goes in sync with the rationale of copyright. The paper further examines how public interest and access is protected through copyright mechanism and how intermediaries who facilitate this are dealt under the law.					
Name of the Name of Academic Staff and Qualification	Prof.(Dr.)Bismi Gopalakrishnan LL.M., Ph.D					
Semester	3			Credit		4
Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	50	5	-	20	75
Pre-requisite	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	Comprehend relevance of copyright as an instrument for protecting human rights.	U	1, 2
2	Identify existing structure of the Indian copyright regime	An	3.4
3	Examine how and when new technology-based works needs to be afforded copyright protection	E	5
4	Categorize the role of the different actors in the various copyright-based industries and how their interest needs to be balanced	An	6
5	Design balanced copyright policy with the evolution of new technologies	C	6
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

		Hrs	CO.No.
UNIT 1 – Evolution of Copyright		10 Hrs	
1.1	Historical Overview	3	
1.2	Rationale of copyright protection	2	
1.3	Copyright's role in fostering human rights like access to information, promotion of education, cultural life role	3	
1.4	Copyright as a development agent	2	
UNIT 2 - SUBJECT MATTER AND STANDARD		27 Hrs	

2.1	Concept of originality	2	3
2.2	– idea/ expression dichotomy	5	1,3,5
2.3	– works covered	2	3
2.4	– challenges to protection of sound recording	5	2,5,7
2.5	– challenges to protection of computer programs and computer generated works	5	1,7
2.6	– challenges to protection of computer generated works	2	5
2.7	Separability of Form and Function, Sui Generis Protection for “Mask Works” and Vessel Hulls, Architectural Works, Sound Recordings, Fictional Characters	3	
2.8	Excluded works: Intangible Expression: Unfixed Works, The Idea/Original Expression Continuum- Doctrine of Merger and Scenes à Faire.	3	1,3
UNIT 3- RIGHTS AND OWNERSHIP		8 Hrs	
3.1	Rights – economic rights and moral rights	2	1
3.2	availability in digital context;	2	1,2
3.3	Authorship and Ownership – relation with creativity	2	3,6
3.4	automatic transfer	2	3,6
UNIT 4 – Limitations and Exception		10 Hrs	
4.1	Scope of personal use	2	1

4.2	educational use, protection of cultural life	4	1
4.3	– other mechanisms to foster/ hamper access	2	1
4.4	– protection of intermediaries who facilitate access	2	3,5
UNIT 5 – RELATED RIGHTS		20 Hrs	
5.1	Relation to copyright	5	1,6
5.2	– protection to performers – rationale and scope;	10	1,5
5.3	protection to broadcasting organisation – rationale and scope	5	1,5
5.4	– role in facilitation of access	5	5

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

	<p>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</p> <p>5. Case discussion(oral) and preparation of case comments (in writing)-Prominent judicial pronouncements shall be discussed to crystalize the judicial process</p> <p>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</p> <p>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</p> <p>8. Online presentations-students may be asked to prepare online teaching and learning materials so as to enable them to be trained in flipped class room mode of teaching</p> <p>B. End Semester Examination</p>
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1. ZAKIR THOMAS, *Overview of Changes to the Indian Copyright Law*, JOURNAL OF INTELLECTUAL PROPERTY RIGHTS ,17 (2012)
2. *Protecting Performers’ Rights: Does India Need Law Reform*, JOURNAL OF INTELLECTUAL PROPERTY RIGHTS, 13 (2008)
3. ShamnadBasheer, DebanshuKhettry, ShamboNandy, SreeMitra, *Exhausting Copyrights and Promoting Access to Education: An Empirical Take*, JOURNAL OF INTELLECTUAL PROPERTY RIGHTS, 17 (2012)
4. Arathi Ashok, *Technology Protection Measures and the Indian Copyright (Amendment) Act, 2012: A Comment*, JOURNAL OF INTELLECTUAL PROPERTY RIGHTS, 17 (2012)
5. DakshMitra, AayushModi, *Pay ‘n’ Play: Public Performance of Sound Recordings vis-à-vis Copyright Infringement*, JOURNAL OF INTELLECTUAL PROPERTY RIGHTS 18 (2013)

6. Himanshu Raman Singh, Preetesh Raman Singh, *Entertainment Network v Super Cassette Industries: Compulsory Licensing in the Copyright Demystified*, JOURNAL OF INTELLECTUAL PROPERTY RIGHTS, 18 (2013)
7. Nikita Hemmige, *Piracy in the Internet Age*, JOURNAL OF INTELLECTUAL PROPERTY RIGHTS, 18 (2013)
8. Neethu, Zahra Shakeri, *My Religion: My 'Copy' 'Right'*, JOURNAL OF INTELLECTUAL PROPERTY RIGHTS, 18 (2013)
9. Henning Grosse Ruse-Khan, "Access to knowledge under the international copyright regime, the WIPO development agenda and the European Communities' new external trade and IP policy", RESEARCH HANDBOOK ON THE FUTURE OF EU COPYRIGHT, E. Derclaye, ed., pp. 574-612, Edward Elgar Publishing, 2009.
10. Pamela Samuelson *et.al*, "A Manifesto Concerning the Legal Protection of Computer Programmes", 1994 Columbia Law Rev. 2308.
11. Scoping study on copyright and related rights and public domain, CDIP/4/3/REV./STUDY/INF/1, CDIP/7/INF/2

SUGGESTED READINGS

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4. Merges, Lemley, *et.al*, (4th Ed.) *Intellectual Property in the new technological age* –, Aspen Publishers, (2007)
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6. Henning Grosse Ruse-Khan, “Access to knowledge under the international copyright regime, the WIPO development agenda and the European Communities’ new external trade and IP policy”, RESEARCH HANDBOOK ON THE FUTURE OF EU COPYRIGHT, E. Derclaye, ed., pp. 574-612, Edward Elgar Publishing, 2009

7. Scoping study on copyright and related rights and public domain, CDIP/4/3/REV./STUDY/INF/1, CDIP/7/INF/

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MAHATMA GANDHI UNIVERSITY

Name of course - LAW RELATING TO TRADE MARKS, INDUSTRIAL DESIGNS AND GEOGRAPHICAL INDICATIONS

Course Summary

School Name	School of Indian Legal Thought					
Programme	LL.M					
Course Name	Law Relating to Trade Marks, Industrial Designs and Geographical Indications					
Type of Course	Core					
Course Code	LTM 21 C 25					
Course Summary & Justification	<p>Trademarks , GI and industrial designs are different forms of IP which can be associated with the daily lives of consumers. Products are bought and services are availed, more if they bear a popular trademark of GI. . It is also an IP subject matter which keeps on traversing new horizons and poses complex issues in the digital world. This paper focuses on the fundamentals of trademark protection, GI and Designs at the national and international level.</p>					
Name of the Name of Academic Staff and Qualification	<p>Prof.(Dr.)Bismi Gopalakrishnan LL.M., Ph.D</p>					
Semester	3			Credit		4
Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours



MAHATMA GANDHI UNIVERSITY

Name of course - LAW RELATING TO TRADE MARKS, INDUSTRIAL DESIGNS AND GEOGRAPHICAL INDICATIONS

Course Summary

	Authentic learning Collaborative learning Case based learning	50	5	-	20	75
Pre-requisite	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	Comprehend relevance the relevance of trademarks protection in a market economy	U	1, 2
2	Identify principles of trademark protection both internationally and in India	An	3.4
3	Examine how and when new technology-based works needs to be afforded trademark protection	E	5
4	Categorize the new dimensions which may arise in the scope of trademark protection	An	6
5	Design a better model for dealing with registration and enforcement of trademarks	C	6
6.	Identify principles of GI protection both internationally and in India	An	6
7.	Examine how and when new technology-based works needs to be afforded trademark protection	E	6
<i>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

COURSE CONTENT

	Hrs	CO.No.



MAHATMA GANDHI UNIVERSITY

Name of course - LAW RELATING TO TRADE MARKS, INDUSTRIAL DESIGNS AND GEOGRAPHICAL INDICATIONS

Course Summary

UNIT 1 – Evolution of Trademarks And Standards for Protection of Trademarks		15 Hrs	
1.1	Historical origin –Property nature of trademarks-Rationale of protection	3	1
1.2	–Marks-Different Types- Concept of Trademark	2	1,3
1.3	Distinctiveness-Grounds for Refusal of Trademark Protection-	5	1,3
1.4	Well-known trademarks-Paris Convention for Protection of Industrial Property, 1883-TRIPS Agreement, 1994-Trademark Law Treaty, 1994	5	1.3
UNIT 2 - SUBJECT MATTER , STANDARD AND NEW DIMENSIONS		25 Hrs	
2.1	Registration of trademark-Procedure for filing of trademarks in India-	3	3



MAHATMA GANDHI UNIVERSITY

Name of course - LAW RELATING TO TRADE MARKS, INDUSTRIAL DESIGNS AND GEOGRAPHICAL INDICATIONS

Course Summary

2.2	Madrid Agreement concerning the International Registration of Marks, 1891-Madrid Protocol as amended in 2006-Transfer of rights-Assignment and Licensing	5	1,3,5
2.3	Infringement-Passing off-Dilution-Defences against infringement-Civil and Criminal Remedies	5	3
2.4	Non-Conventional Trademarks	5	2,5,7
2.5	-Issues in Digital world- Domain Name Disputes-	5	1,7
2.6	Disparagement and Comparative Advertisement of originality	2	5
UNIT 3- GEOGRAPHICAL INDICATIONS- JUSTIFICATION		21 Hrs	
3.1	Historical Background-Introduction-.-Geographical Indications- An Overview -	5	1
3.2	Meaning of Geographical Indication – Geographical Indications as a form of Intellectual Property Right - Indication of Source-Appellations of Origin	5	1,2
3.3	Geographical Indications and Other forms of Intellectual Property Rights – Comparison with Trademark and Traditional knowledge –Protection of	5	3,6



MAHATMA GANDHI UNIVERSITY

Name of course - LAW RELATING TO TRADE MARKS, INDUSTRIAL DESIGNS AND GEOGRAPHICAL INDICATIONS

Course Summary

	Geographical Indications – Paris Convention – The Madrid Agreement – The Stresa Convention on Particular Varieties of Cheese – The Lisbon Agreement for the Protection of Appellations of Origin – Bilateral and Plurilateral Agreements – NAFTA – GATT -		
3.4	TRIPS – Emerging Issues – TRIPS Art 22 and 23 Comparison – Art.23 Controversy – Art 24- Negotiations under TRIPS	6	3,6
UNIT 4 – Protection of Geographical Indications		10 Hrs	
4.1	Protection of Geographical Indications comparative perspective	2	1
4.2	–Indian Perspective – Initiatives taken by Indian Judiciary	4	1
4.3	Registration of Geographical Indication – Effect of Registration – Infringement and Remedies – Penalties – Power of Registrar –	2	1
4.4	Conflicts and Controversies on GIs – Contemporary Issues – Protecting Indigenous knowledge -	2	3,5
UNIT 5 – INDUSTRIAL DESIGNS		4 Hrs	
5.1	Need for protection	2	1,6
5.2	Law relating to industrial designs	2	1,5

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Direct Instruction: Brain storming lectures, Explicit Teaching, E-learning,</p> <p>Inter-active Instruction: Active co-operative learning, Seminars, Group Assignments</p>
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MAHATMA GANDHI UNIVERSITY

Name of course - LAW RELATING TO TRADE MARKS, INDUSTRIAL DESIGNS AND GEOGRAPHICAL INDICATIONS

Course Summary

	Authentic learning: Library work and Group discussion, Presentation by individual student/ Group representative, Case studies and comments, Literature Review
Assessment Types	Mode of Assessment A. Continuous Internal Assessment (CIA) <ol style="list-style-type: none">1. Internal Test – Descriptive and analytical type of questions and problems are involved. MCQs may also be included.2. Book review – every student to review a seminal work on any topic relevant to the course and submit a report3. Seminar Presentation – a recent legal development in the area is to be identified to prepare a paper and present in the seminar4. 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 class5. Case discussion(oral) and preparation of case comments (in writing)-Prominent judicial pronouncements shall be discussed to crystalize the judicial process6. 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 regime7. 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 Online presentations-students may be asked to prepare online teaching and learning materials so as to enable them to be trained in flipped class room mode of teaching

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Name of course - LAW RELATING TO TRADE MARKS, INDUSTRIAL DESIGNS AND GEOGRAPHICAL INDICATIONS

Course Summary

3. Phillip Johnson, *Ambush Marketing and Brand Protection-Law and Practice*, 2nd ed., Oxford University Press, (2011)
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MAHATMA GANDHI UNIVERSITY

Name of course - LAW RELATING TO TRADE MARKS, INDUSTRIAL DESIGNS AND GEOGRAPHICAL INDICATIONS

Course Summary

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Name of course - LAW RELATING TO TRADE MARKS, INDUSTRIAL DESIGNS AND GEOGRAPHICAL INDICATIONS

Course Summary

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SUGGESTED READINGS

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2. A. Brudner, "Hegel and the Crisis of Private Law" 10 *CLR* 949 (1989).
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MAHATMA GANDHI UNIVERSITY

Name of course - LAW RELATING TO TRADE MARKS, INDUSTRIAL DESIGNS AND GEOGRAPHICAL INDICATIONS

Course Summary

7. David Downes, “How Intellectual Property Could be a Tool to Protect Traditional Knowledge” 25 *Colum.J.Envntl.L.* 253 (2000).
8. DevGanjee, “Quibbling Siblings: Conflicts between Trademarks and Geographical Indications” 82 *Chi.Kent. L. Rev.* 1253 (2007).
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11. Jane Bullbrook, “Geographical Indication within GATT” 17 *JWIP* 503 (2004).
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Implementation Date	

	MAHATMA GANDHI UNIVERSITY
	Name of course - Cyber Law and Data Privacy Course Summary

School Name	School of Indian Legal Thought					
Programme	LL.M					
Course Name	Cyber Law and Data Privacy					
Type of Course	Core					
Course Code	LTM 21 E 48					
Course Summary & Justification	In this course, the student will get a first hand understanding of the practical aspects of navigating the complex landscape of privacy requirements. Better understanding of privacy laws and data protection will enable the student to enable to safeguard their personal information. The course will help the students to explore the notion that one cannot have privacy without strong security and examine various models that promote the security of personal information. The course will look at international law and the state law, in protecting privacy.					
	Prof.(Dr.)Bismi Gopalakrishnan DR.Arathi P.M					
Semester	3			Credit		4
Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	50	5	-	20	75
Pre-requisite	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	Prepare methods for protecting privacy	A	1
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2	Appraise the laws and regulations that pertain to data protection	E	1
3	Categorise the privacy obligations that can apply to complex organizations	C	1
4	Create strategies for managing compliance issues related to privacy laws and data protection	An	3
5	Evaluate the constitutional perspective of Privacy laws	E	2, 5
<i>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

COURSE CONTENT

		Hrs	CO.No.
UNIT 1 – Introduction of the Privacy Laws & Data protection		15 Hrs	
1.1	Introduction to the Privacy laws Overview of the Privacy laws: It's aim, scope, Objectives	2	
1.2	Indian Constitutional Obligation Vs Privacy Laws Vs Data Protection.	2	2,2
1.3	Global constitutional obligations Vs Privacy Laws Vs Data Protection	2	1,3

1.4	Cases: oMP Sharmav. SatishChandraoKharak Singh v. State of UP. o Justice K S Puttaswamy v. Union of India.	7	1
UNIT 2 - Privacy Law in Context		18 Hrs	
2.1	History of the Privacy Law: An Indian & Global perspective.	2	3
2.2	Protection of Personal Information: It's importance.	1	1,3,5
2.3	Laws relating to regulation of Privacy laws in India	2	3
2.4	The European Union Global Data Protection Regulation: It's impact on Privacy.	6	2,5,7
2.5	The present stand on privacy laws in India.	7	1,7
UNIT 3- Interrelationship of Data Protection Law:		10 Hrs	
3.1	Data Privacy Vs Informational privacy.	2	1
3.2	Human Rights. Labour Law	2	1,2

	Administrative Law Corporate Law		
3.3	Regulatory Logic of Data Protection Law.	2	3,6
3.4	Enforcement of Data Protection Law. Inter-Legal aspects of Data Protection Law.	2	3,6
3.5	Cyber security: It's challenges	2	1,5
UNIT 4 – DATA SECURITY		12 Hrs	
4.1	Data security	2	1
4.2	Processing of the personal data.	2	1
4.3	Rights of the Individuals & Entities on processing of personal data.	2	1
4.4	Remedies for unauthorized processing	6	3,5
UNIT 5 – CYBER LAW AND DATA PRIVACY		20Hrs	
5.1	Indian perspective on Cyber Law and Data privacy	3	1,6
5.2	Privacy Law in India: Legislative action & Judicial reaction	8	1,5
5.3	Data protection Law in India: Legislative action & Judicial reaction	3	1,5
5.4		6	5

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

REFERENCES

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SUGGESTED READINGS

Approval Date	
Version	1.0
Approval by	
Implementation Date	

	MAHATMA GANDHI UNIVERSITY
	Name of the Course Cyber Law and Cyber Forensics

School Name	School of Indian Legal Thought					
Programme	LL.M					
Course Name	Cyber Law and Cyber Forensics					
Type of Course	Core					
Course Code	LTM 21 E 49					
Name of the Academic Staff and Qualification	<p>Prof.Dr.Bismit Gopalakrishnan</p> <p>Dr.Arathi P.M</p> <p>Dr.Arathi P.M</p>					
Course Summary & Justification	<p>This course focuses on cutting edge issues in the field of cyber law and forensics. The paper will equip the student to understand and work in the fields of internet enabled and online business and commerce, as well as to understand the implications of online social interactions and actions. With grounding in International and Indian law relating to cyber law and forensics, the students can play role in policy making law enforcement, and the development of business and social strategies that leverage the capabilities of information technology in general and internet in particular</p>					
Semester	3			Credit		4
Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	50	5	-	20	75
Pre-requisite	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.
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	<i>Upon completion of this course, students will be able to;</i>		
1	Examine the interlink ages between emerging technologies and their applications with current laws, policy developments, and practical applications of international and Indian cyber laws and forensics	A	1
2	Evaluate areas such as crypto currency, block chain and artificial intelligence and examine whether contemporary legal systems are effective in regulating developing technologies how citizens and business and the developmental direction of jurisprudence in this space.	U	5
3	Create models to regulate the cyber laws and cyber forensics	C	6
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

		Hrs	CO.No.
UNIT 1 – INTRODUCTION TO FORENSICS AND CYBER CRIME		15 Hrs	
1.1	Fundamentals of computer, Internet Technology, EGovernance	1	
1.2	Business ,Crime, criminology, origin, source, recent trends. methodology	2	2,2
1.3	Emergence of information based society, economic, administration, social, dependence of use of information, accession, threats, civil society and global society	2	1,3
1.4	Overview of computer forensics and Investigative Techniques, Computer forensic tools, activities of forensic investigations and testing	10	1
UNIT 2 - Types and Categories of Cyber Crime		15 Hrs	
2.1	Categories of Cyber Crime: Personal, Business, Financial, Office Security,	5	3
2.2	Cyber Crime–Complete transparency, hacking/cracking, denial of service, IP piracy, phishing, hetaerism etc.	5	1,3,5

2.3	Cyber Attack	5	3
UNIT 3- ROLE OF COMPUTERS AND INTERNET IN CYBER CRIME, PENETRATION TESTING AND AUDITING		19 Hrs	
3.1	Computer as witness, evidence, act, defining evidence, computer forensics, computer storage, media of electric record for use of course of law.	4	1
3.2	Customers and legal agreements, Router penetration testing, Firewalls penetration testing, Intrusion detection system penetration testing,	4	1,2
3.3	Wireless networks penetration testing, Password cracking penetration testing, Social engineering penetration testing, Application penetration testing, Policies and controls testing.	4	3,6
3.4	Penetration testing report and documentation writing ,	4	3,6
3.5	Policies and procedures Security Policies	3	1,5
UNIT 4 – INFORMATION WARFARE		14 Hrs	
4.1	The concept of cyber security , meaning, scope and the frame work,	2	1
4.2	basic structure development and management, Tactics of the Military – Tactics of Terrorist and Rogues – Tactics of Private Companies	2	1
4.3	Information warfare: Arsenal – Surveillance Tools – Hackers and Theft of Components –	4	
4.4	Contemporary Computer Crime-Identity Theft and Identity Fraud – Organized Crime & Terrorism – Avenues Prosecution and Government Efforts	4	
UNIT 5 – Computer forensic cases		12 Hrs	
5.1	Developing Forensic Capabilities	3	1,6
5.2	– Searching and Seizing Computer Related Evidence	3	1,5
5.3	–Processing Evidence and Report Preparation	2	1,5
5.4	– Future Issues	4	5

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

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- 1) MariE-Helen Maras, "Computer Forensics: Cybercriminals, Laws, and Evidence", Jones & Bartlett Learning; 2nd Edition, 2014.
- 2) Chad Steel, "Windows Forensics", Wiley, 1st Edition, 2006.

3) Majid Yar, "Cybercrime and Society", SAGE Publications Ltd, Hardcover, 2nd Edition, 2013.

4) Robert M Slade, "Software Forensics: Collecting Evidence from the Scene of a Digital Crime", Tata McGraw Hill, Paperback, 1st Edition, 2004.

SUGGESTED READINGS

Approval Date	
Version	1.0
Approval by	
Implementation Date	

	MAHATMA GANDHI UNIVERSITY
	Name of course - LAW, SCIENCE AND TECHNOLOGY

School Name	School of Indian Legal Thought					
Programme	LL.M					
Course Name	LAW, SCIENCE AND TECHNOLOGY					
Type of Course	SUBJECTIVE ELECTIVE					
Course Code	LTM 21 E 50					
Course Summary & Justification	<p>We live in an era of scientific development. The alarming rate of scientific development in the field of bio-medicine calls for drastic alterations in existing laws and calls for new legislative interventions. Many concepts and terms have to be re-defined and newly defined. The development in information technology poses serious problems and challenges the rapid changes made by science and technology will have to be reflected in law to make it meaningful and realistic in the time we live in. This course is intended to make students conscious of various tensions and conflicts between scientific advancement in bio-medical technologies and role of law in addressing these conflicts. Thus the focus of the course work will be the legal problems arising due to developments in as the area of bio medical technology to identify the changes needed in the law for the transformation of the society.</p>					
Name of the Academic Staff and Qualification	Dr. ARATHI P.M Assistant Professor LL.M, PhD					
Semester	SEMESTER III			Credit		4
Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours

	Authentic learning Collaborative learning Case based learning	50	5	-	20	75
Pre-requisite	Knowledge and understanding on the basic principles of Law to be gathered on the successful completion of Bachelors Degree in Law.					
<i>Others- Library, seminar and assignment preparations, test, 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	Critically understand the interface of science and technology with law,	U, A, An, I	1
2	Constructively develop the analysis of the co-relation between emerging Science- Technology and Law	An, E, C, I	1
3	Implicate the Development of Science and Technology on Human Rights -Right to human health and impact of development in medical science	U, A, An, I,	4
4	Assessing the Impact of Scientific and Technological Progress on Human Rights: Normative Response of the International Community	An, U, A, I	3
5	Close perusal of Indian legal adaptability of scientific development	U, A, An, E	6

6	Evaluation of potential of law in addressing the societal conflicts arising out of new technologies	E, An, A, I	5
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7	Develop a critical mind towards human right violations due to scientific developments protective of corporate interests	C, An, U, E	1
8	Demonstrate comparative analysis skills and develop best legal practices in the field	U, An, C, A	4.5
<i>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

COURSE CONTENT		Hrs	CO.No.
UNIT 1 – Interface of Science and Technology with law		20 Hrs	
1.1	Emerging Technologies, Science, Technology and Human Rights, Legal Order and Technological, Innovation	5	1,2,3
1.2	Emerging Technologies: Genetic Engineering, Bio- technology and Human Health, Genetic Markers: Diagnostic biotechnology, Genetic screening- interrelationship with law	5	1,2,3
1.3	Implication of Development of Science and Technology on Human Rights -Right to human health and impact of development in medical science	4	1,2,3
1.4	Human Development vis-à-vis Human Rights - Conflicts, Confrontation and resolution.	4	1,2,3
1.5	Freedom of information, Freedom for Scientific Research, Controls and Constraints	2	1,2,3

UNIT 2 - Scientific and Technological Researches - Impact on ethics, morality		13 Hrs	
2.1	Understanding the philosophical debates in ethics	2	4
2.2	Ethics and Morality relationship in the context of Science and Technology development	2	4
2.3	Democracy and Ethics in Science	2	4
2.4	Science in an egalitarian society and role of law in it	2	4
2.5	Legal Protection of people friendly technologies	3	4, 8
2.6	Role of State and International bodies in developing right to science	2	4, 8
UNIT 3- Advanced Medical Technology and Medical Care		10 Hrs	
3.1	Organ transplantation and issues of legal regulation	2	5,6
3.2	Experimentation on human beings and Human Right violations	2	5,6,7
3.3	Clinical Trials and Human Right Violations	2	6,7
3.4	Euthanasia (mercy killing) and right to dignified life	2	5,6
3.5	Role of state and its apparatuses	2	5,6,7
UNIT 4 – Impact of Scientific and Technological Progress on Human Rights		13 Hrs	
4.1	Impact of Scientific and Technological Progress on Human Rights	3	6,7,8
4.2	Normative Response of the International Community	3	7,8
4.3	Right to life - Right to privacy - Right to physical integrity Right to information	2	8
4.4	Right to benefit from scientific and technology progress - Right to adequate standard of living - Rights of indigenous people-	5	6, 7,8

UNIT 5 – Biotechnology and Biological Diversity: Regulatory Paradigms in India		19 Hrs	
5.1	Biotechnology, Agro-business and Biological Diversity	3	5, 6
5.2	Plant Genetic Resources in Nature: Abundance of biological diversity, The Genetic mutation of Seed: Seed industry at global level: Indian Seeds Act, 1966	4	5,6,7
5.3	Biotechnology and Biological Diversity, The Impact of Biotechnology on Biological Diversity: Erosion of plant genetic resources, Patenting of new plant varieties, The green revolution and biotechnology	5	5,6,8
5.4	Legal Regulation of Biotechnology, Regulation of government sponsored research Regulation of release of genetically mutated micro-organisms, Comparative perspective, Progress of biotechnology and legal regulation in India.	5	6,7,8
5.5	Limits of National Law- Possibility of meta-legal frameworks	2	8

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Authentic learning, case-based learning, collaborative learning, seminar, group activities.
Assessment Types	Mode of Assessment 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 3. Assignments A. Semester End examination

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Sheila Jesanoff works:

<https://sheilajasanoff.org/research/law-science-and-technology/>

<http://sheilajasanoff.stsprogram.org/wp-content/uploads/PUBLICATIONS-LAW-2015.pdf>

Approval Date	
Version	1.0
Approval by	
Implementation Date	

MAHATMA GANDHI UNIVERSITY
Name of course - CONTEMPORARY ISSUES IN INTELLECTUAL PROPERTY RIGHTS ,GENETIC RESOURCES, TRADITIONAL KNOWLEDGE AND CULTURAL EXPRESSIONS
Course Summary

School Name	School of Indian Legal Thought					
Programme	LL.M					
Course Name	Contemporary Issues in Intellectual Property Rights Genetic Resources, Traditional Knowledge and Cultural Expressions Subject Core					
Type of Course	Core					
Course Code	LTM 21 C 26					
Course Summary & Justification	This course aims to provide students with a thorough grounding in what is now one of the most controversial and hotly debated areas of international intellectual property law. Developing countries are often rich in biodiversity and forms of local knowledge which cannot easily be protected under intellectual property laws, while businesses in the developed countries are able to acquire property rights over 'improved' genetic resources and applied traditional knowledge and cultural expressions. This module will investigate the controversy, present the relevant international agreements, evaluate some of the proposed solutions under consideration, and discuss cases of 'biopiracy' in which resources and traditional knowledge are alleged to be stolen by corporations.					
	Prof.Dr.Bismi Gopalakrishnan LL.M ., Ph.D					
Semester	4			Credit		4
Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	50	5	-	20	75
Pre-requisite	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	Comprehend with the literature and the international law and policy developments relating to the field of genetic resources, traditional knowledge and traditional cultural expressions; within their own and a variety of other countries.	U	1
2	Analyse the reasons informing and the implications of the growing interest among governments in seeking protection for traditional knowledge and cultural expressions;	An	3
3	Appraise theoretical and policy context (particularly with regard to notions of globalisation) underpinning many of the relevant debates;	E	5
4	Evaluate strengths and weaknesses of different approaches to the protection of traditional knowledge and cultural expressions and the prevention of so-called 'bio piracy';	E	6
5	Design the ability to research, analyse and communicate in an informed and critical way theoretical accounts and empirical case studies;	C	2, 6
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

		Hrs	CO.No.
UNIT 1 – COLLECTIVE PROPERTY		10 Hrs	
1.1		2	

	Right to common heritage and bio-diversity – rationale of protection – justification to include within intellectual property regime		
1.2	TRIPS, International Institutions and Treaties relating to genetic resources Different sui generis approaches Advantages and options for developing countries	2	2,2
1.3	Role of Intergovernmental Committee on Intellectual Property and Genetic Resources, Traditional Knowledge and Folklore	2	1,3
1.4	Meaning of Genetic Resource – issues of patenting	2	1
UNIT 2 – PALNT VARIETIES		20 Hrs	
2.1	Protection of new varieties of plants, UPOV;	5	3
2.2	Protection of Plant Varieties and Farmers Rights Act, 2001	5	1,3,5
2.3	The Convention on Biological Diversity	5	3

2.4	BD Act	2002	5	2,5,7
UNIT 3- Traditional knowledge			15 Hrs	
3.1	Traditional Knowledge Concept – available kinds of protection – challenges of protection		5	1
3.2	– issues of identifying subject matter, standards and owner – notions of prior informed consent and benefit sharing–		5	1,2
3.3	Traditional Cultural Expressions Concept – challenges of protection – issues of identifying subject matter, standards		5	3,6
UNIT 4 – EMERGING ISSUES			11 Hrs	
4.1	Bio-piracy,		2	1
4.2	Bio-prospecting		2	1
4.3	Bio-ethical Issues relating to IP Protection		2	1
4.4	Benefit Sharing –Case study		5	3,5
UNIT 5 – Beyond TRIPS			22Hrs	
5.1	Back to bilateralism and its logic –		2	1,6
5.2	setting of IP norms through Free Trade Agreements (FTAs) and Bilateral Investment Treaties (BITs) – their impact		8	1,5
5.3	relation with TRIPS, WIPO Development Agenda and Sustainable Development Goals		9	1,5

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Direct Instruction: Brain storming lectures, Explicit Teaching, E-learning,</p> <p>Inter-active Instruction: Active co-operative learning, Seminars, Group Assignments</p> <p>Authentic learning: Library work and Group discussion, Presentation by individual student/ Group representative, Case studies and comments, Literature Review</p>
Assessment Types	<p>A. Continuous Internal Assessment (CIA)</p> <ul style="list-style-type: none"> A. Internal Test – Descriptive and analytical type of questions and problems are involved. . B. Book review – every student to review a seminal work on any topic relevant to the course and submit a report C. Seminar Presentation – a recent legal development in the area is to be identified to prepare a paper and present in the seminar D. 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 E. Case discussion(oral) and preparation of case comments (in writing)-Prominent judicial pronouncements shall be discussed to crystalize the judicial process F. 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 G. 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 H. Online presentations-students may be asked to prepare online teaching and learning materials so as to enable them to be trained in flipped class room mode of teaching <p>I. B. End Semester Examination</p>

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5. Daniel F. Robinson *Confronting Biopiracy: Challenges, Cases and International Debates*, Earthscan, (2010)
6. Christoph Antons (ed.) *Traditional Knowledge, Traditional Cultural Expressions and Intellectual Property Law in the Asia Pacific Region*, Kluwer Max Planck Series, (2009)
7. Silke von Lewinski (ed.) *Indigenous Heritage and Intellectual Property: Genetic Resources, Traditional Knowledge and Folklore*, Kluwer Law International, (2008)
8. Jonathan Curci, *Protection of Biodiversity and Traditional Knowledge in the International Law of Intellectual Property*, Cambridge University Press, (2010)
9. Dutfield and Posey, *Beyond Intellectual Property: Toward Traditional Resource Right for Indigenous Peoples and Local Communities*, IDRC, (1996)
10. Geoff Tansey and Tasmine Rojotte (Eds.), *The Future Control of Food: A Guide to International Negotiations and Rules on Intellectual Property*, Earth Scan, London (2008)

SUGGESTED READINGS

1. Gerald Moore and Witold Timousky, *Explanatory Guide to the International Treaty on Plant Genetic Resources for Food and Agriculture*, IUCN, Gland, Switzerland and Cambridge, (2005)
2. Graham Dutfield, *Intellectual Property Rights, Trade and Biodiversity*, Earthscan Publications Ltd, London (2000)

3. J. E. Penner, *The Idea of Property in Law*, Clarendon Press, Oxford (1997), Kemal Baslar, *The Concept of Common Heritage of Mankind in International Law*, Martinus Nijhoff Publishers, (1998)
4. Michael I. Jeffery *et.al* (Eds.), *Biodiversity Convention, Law and Livelihood, Bridging the North South Divide*, IUCN Academy of Environmental Law Research Studies, IUCN, (2002)
5. Nico Schrijver, *Sovereignty over Natural Resources: Balancing Rights and Duties*, Cambridge University Press, UK, (1997)
6. Graham Dutfield, *Intellectual Property Rights, Trade and Biodiversity*, Earthscan
7. FAO, *The State of World's Plant Genetic Resources for Food and Agriculture*
8. Patricia Lucia Marin, *Providing Protection for Plant Genetic Resources: Patents, Sui Generis Systems and Bio-Partnerships*, Kluwer Law International (2001)

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	MAHATMA GANDHI UNIVERSITY
	Name of course - GENDER JUSTICE AND TECHNOLOGY

School Name	School of Indian Legal Thought
Programme	LL.M
Course Name	GENDER JUSTICE AND TECHNOLOGY
Type of Course	SUBJECTIVE ELECTIVE
Course Code	LTM 21 E 51
Course Summary & Justification	<p>The technology revolution of the 20TH century minimized the importance of geographical, economic, social and political barriers and reduced transaction and information costs thus boosting productivity and growth, making governance more transparent and empowering the citizen. It propelled not only democracy, but also the market economy. Its impact on social relations, especially on gender relations, was significant, with the commodification of labor, the disintegration of traditional family models, and the separation of the work and living spaces creating the distinction between productive and reproductive work and diminishing the socioeconomic status of women. The praxis-oriented interdisciplinary field of feminist technology studies (FTS) has done most among the social science and humanities to build a vibrant and coherent school of gender and technology studies. The analysis of the relationship between regulatory frameworks and technology, offers useful conceptual frameworks and methods for exploring gender regime. Course work highlights the ideological and methodological contrasts between social and cultural analyses of technology and the implications for gender analysis towards a gender-just society. Technologies as a method to address gender inequalities, technologies to campaign against gender inequalities and technologies to reiterate the gender stereotyping and patriarchal social values. Course focus on all three aspects with the special attention on third one</p>

Name of the Academic Staff and Qualification	Dr. ARATHI P.M Assistant Professor LLM, PhD					
Semester	SEMESTER IV			Credit		4
Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	50	5	.	20	75
Pre-requisite	Knowledge and understanding on the basic principles of Law to be gathered on the successful completion of Bachelors Degree in Law.					
<i>Others- Library, seminar and assignment preparations, test, 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	Critically understand the dialectic relationship between gender relationships and technologies	U, A, An, I	1
2	Introduction to Gender and Technological studies and importance of legal framework as a point of methodological exploration	An, E, C, I	1

3	Introduction to Feminist Technological Studies (FTS) and theoretical streams on the gender- technology relationship- Marxist /socialist understanding, Actor- Network Theory, Cyborg-	U, A, An, I,	4
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4	Critical understanding of technology as a variable of gender gender-stereotyping	An, U, A, I	3
5	To develop critical thinking on gender barriers to access technologies	U, A, An, E	6
6	Develop in-depth analytical skills on legal methods to understand and improve the gender relationship of technology	E, An, A, I	5
7	Exposure to assisted reproductive technologies and regulatory paradigms	C, An, U, E	1
8	Develop deep rooted criticism of patriarchal social values and laws governing reproductive technologies in India	U, An, C, A	4.5
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT		Hrs	CO.No.
UNIT 1 – Gender and Technology Dialectical Relationship		20 Hrs	
1.1	Gender and sex - concepts, evolution- expansion of gender rights to LGBTQ rights	5	1,2,3
1.2	Technology definition and evolution of technologies	5	1,2,3

1.3	Relationship between gender and technologies- assessing impact of poverty, role in transition of production- reproduction roles	4	1,2,3
1.4	Gender analysis confirms the critical importance to women of having access to technology, as well as control over the conditions of production, and confident knowledge of the process	4	1,2,3
1.5	Technologies - women to generate income and increase agricultural production; to save their labour in home-based tasks; to enable them to control their fertility; and to communicate using computer technology	2	1,2,3
UNIT 2 – Introduction to Feminist Technological Studies (FTS)		13 Hrs	
2.1	Understanding the philosophical and theoretical debates around the gender and-technology pair principally engage feminist sociologists and historians working in critical technology studies	2	4
2.2	Reiteration of assertion of gender roles through technologies- FTS scholars draw on feminist philosophers of science and technology such as Harding (1986) and Haraway (1991), and gender theorists such as Butler (1993)- primary introduction to readings	2	4
2.3	Technology and the Sexual Division of Labour: Socialist feminists to address the gendering impact of modern divisions of labor and of the assignation of women to the domestic sphere	4	4
2.4	'Actor Network Theory' (ANT), developed variously by scholars such as Michel Callon, Bruno Latour and John Law. ANT exposed the fallacy of construing technology and society as separate spheres, influencing each other, rather, the metaphor of a 'heterogeneous network'	2	4
2.5	Social Construction of Technology (SCOT)	3	4, 8
UNIT 3- New Concepts in Gender and Technology Studies		10 Hrs	

3.1	“Coproduction” to designate the dialectical shaping of gender and technology.	2	5,6
3.2	Cyborg by Donna Haraway	2	5,6,7
3.3	Contest and deconstruct conventional distinction between sex (natural) and gender (social)	2	6 ,7
3.4	Transitions in feminist discourse of technologies and importance of legal changes	2	5,6
3.5	Legal efforts to democratise technologies towards a gender-just society	2	5,6, 7
UNIT 4 – Reproductive Technologies and Gender Rights		13 Hrs	
4.1	Commercialisation of reproductive technologies and gender rights	3	6,7,8
4.2	Medicalisation of biological process and need for legalisation of medical technologies	3	7,8
4.3	Legal fallacy of informed consent in a stratified society	2	8
4.4	Reproductive rights, Reproductive autonomy, reproductive justice	5	6, 7,8
UNIT 5 – Reproductive Technologies and Legal Frameworks in India		19 Hrs	
5.1	Law and Policy governing contraception, population control, emergency contraception	3	5, 6
5.2	History and evolution of Law governing abortion and legal amendments of MTP Act	4	5,6,7
5.3	Assisted Reproductive Technologies and Legal debates in India	3	5,6,8
5.4	Surrogacy practices legal regulation in India.	4	6,7,8
5.5	Feminist Jurisprudence and reproductive technologies in India	5	8

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Authentic learning, case-based learning, collaborative learning, seminar, group activities.
Assessment Types	Mode of Assessment 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 3. Assignments A. Semester End examination

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