



**GOKUL  
GLOBAL  
UNIVERSITY**

Approved By Govt. of Gujarat  
(Recognized by UGC under Section 22 & 2(f) of 1956)  
(Gujarat Private State University Act 4 of 2018)

**Master of Law (LL.M)  
(Criminal Group)  
Batch 2018-23  
Program Outcomes (PO)**



— Faculty of Law —  
**Gokul Law & Integrated Law College**



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### 1.1.1 Details of Programmes Outcomes (PO), Programmes Specific Outcomes (PSO) & Course Outcomes (CO)

#### **PO1 Mastery of Business Law Concepts:**

Graduates should demonstrate a deep understanding of key business law concepts, including contracts, commercial transactions, corporate governance, and regulatory compliance. They should be able to analyze complex legal issues in the business context and provide sound legal advice.

#### **PO2 Expertise in Criminal Law and Procedure:**

Students should attain a thorough knowledge of criminal law principles and criminal procedure. This includes an understanding of substantive criminal laws, constitutional rights of the accused, evidence rules, and the stages of criminal proceedings.

#### **Integration of Business and Criminal Law:**

#### **PO3**

Graduates should be able to synthesize legal principles from both business and criminal law to address complex legal issues that may involve aspects of both domains. This includes understanding the legal implications of white-collar crime, corporate misconduct, and regulatory enforcement.

#### **PO4 Legal Research and Writing Skills:**

Students should develop advanced legal research and writing skills, enabling them to conduct in-depth legal analysis, draft persuasive legal documents, and communicate effectively in both written and oral forms. This skill set is crucial for success in legal practice and academia.

#### **PO5 Ethical and Professional Conduct:**

Graduates should be equipped with a strong ethical foundation and a commitment to professional conduct in the legal profession. This includes an understanding of ethical considerations in both business and criminal law contexts and the ability to navigate complex ethical dilemmas.

#### **PO6 Critical Thinking and Problem-Solving:**

The program should foster the development of critical thinking skills, enabling graduates to analyze legal issues, identify relevant factors, and propose effective solutions. This skill set is essential for addressing the dynamic and evolving challenges in both business and criminal law.





1 <sup>st</sup> SEMESTER												
TEACHING SCHEME												
Sr.	Subject Name	Subject code	Credit	Per week				Examination				Total Marks
				Th	Tut	Pr	Total	Internal		External		
								Th	Pr	Th	Pr	
1	INDIAN CONSTITUTIONAL LAW: THE NEW CHALLENGES	FLLM210201	4		4		4				50/100	
2	LEGAL EDUCATION AND RESEARCH METHODOLOGY	FLLM210202	4		4		4			50/100	50/100	
3	PENOLOGY TREATMENT OF OFFENDERS	FLLM210203	4	4			4			50/100	50/100	
4	DRUG ADDICTION, CRIMINAL JUSTICE AND HUMAN RIGHTS	FLLM210204	4		4		4			50/100	50/100	
5	COMMUNICATION SKILL	FLLM210205	2			2	2			25/50	25/50	
<b>TOTAL</b>			<b>18</b>	<b>16</b>	<b>2</b>	<b>18</b>	<b>-</b>	<b>-</b>	<b>225/450</b>	<b>225/450</b>		





2 <sup>nd</sup> SEMESTER												
TEACHING SCHEME												
Sr. No.	Subject Name	Subject code	Credit	Per week				Examination				Total Marks
				Th	Tut	Pr	Total	Internal		External		
								Th	Pr	Th	Pr	
1	JURISPRUDENCE	FLLM220206	4	4			4				50/100	50/100
2	LAW AND SOCIAL TRANSFORMATION IN INDIA	FLLM220207	4	4			4				50/100	50/100
3	JUVENILE DELINQUENCY	FLLM220208	4	4			4				50/100	50/100
4	PRIVILEGED CLASS DEVIANCE	FLLM220209	4	4			4				50/100	50/100
5	COMPUTER AWARENESS	FLLM2202010	2			2	2				25/50	25/50
<b>TOTAL</b>			<b>18</b>	<b>16</b>		<b>2</b>	<b>18</b>				<b>225/450</b>	<b>225/450</b>

3 <sup>rd</sup> SEMESTER												
TEACHING SCHEME												
Sr. No.	Subject Name	Subject code	Credit	Per week				Examination				Total Marks
				Th	Tut	Pr	Total	Internal		External		
								Th	Pr	Th	Pr	
1	Judicial Process	FLLM130411	4	4			4				50/100	50/100
2	Principles of Human Rights	FLLM130412	4	4			4				50/100	50/100
3	Practical - I	FLLM130413	4			4	4				50/100	50/100
4	Collective Violence and Criminal Justice System	FLLM130414	4	4			4				50/100	50/100
5	General Principal of Law of Torts	FLLM130415	4	4		2	4				50/100	50/100
6	News Reporting and	FLLM130416	2				2				25/50	25/50





Analysis										
<b>TOTAL</b>		<b>22</b>	<b>16</b>		<b>2</b>	<b>22</b>			<b>275/550</b>	<b>275/550</b>

4 <sup>th</sup> SEMESTER												
TEACHING SCHEME												
Sr. No.	Subject Name	Subject code	Credit	Per week				Examination				Total
				Th	Tut	Pr	Total	Internal		External		Marks
								Th	Pr	Th	Pr	
1	The Information Technology Act, 2000	FLLM140417	4	4			4				50/100	50/100
2	Practical - II	FLLM140418	4			4	4				50/100	50/100
3	Dissertation	FLLM140419	8			8	8				100/200	100/200
4	Specific Torts	FLLM140420	4	4			4				50/100	50/100
5	Soft Skill -Case Study	FLLM140421	2			2	2				25/50	25/50
<b>TOTAL</b>			<b>22</b>	<b>8</b>		<b>14</b>	<b>22</b>				<b>275/550</b>	<b>275/450</b>





	GOKUL GLOBAL UNIVERSITY FACULTY OF LAW
	SUBJECT NAME – INDIAN CONSTITUTION LAW ; THE NEW CHALLENGE
	SUBJECT CODE:- FLLM210201
	LL.M SEM -1

Teaching Scheme				Credits	Evaluation Scheme		
Th	Tu	P	Total		Internal	External	Total Marks
4	-	-	4	4	-	100	100

Th:-Theory, Tu: - Tutorial, P:- Practical, ESE:- End Semester Examinations, PA :- Progressive Assessment





**Content:-**

<b>Unit.</b>	<b>Topic</b>	<b>Credit</b>	<b>Marks</b>
<b>4</b>	<b>100</b>		
	<b>Indian Constitution Law ; The New Challenges</b>		
1.	Federalism :		
1.1	Allocation and share of resources – distribution of grants in aid.		
1.2	Direction of the center to the state under article 356 and 365		
1.3	Special status of certain states.		
1.3.1	Tribal Area , Scheduled Areas.		
2.	“State” : Need for Widening the Definition in the Wake of Liberalization.		
3.	Right to Equality : Privatization and Its Impact on Affirmative Action.		
4.	Freedom of press and challenge of new scientific development.		
5.	Immerging Regime of New Rights and Remarks :		
5.1	Realing Directive principles and fundamental duties into fundamental rights.		
5.1.1	Compensation jurisprudence		
5.2	Right to education		
5.2.1	Commercialization of education and its impact		
5.2.2	Brain drain by foreign education market		
6.	Secularism and Religious Fanaticism		
7.	Separation of Powers : Stresses and Strain :		
7.1	Judicial activism and judicial restraint		
7.2	PIL : implementation		
7.3	Judicial independence		
7.4	Appointment , transfer and removal of judges		
7.5	Accountability : executive and judiciary		
7.6	Tribunals		





Sr No.	Subject Content	Teaching Hours	Weightage (%)
1	Indian Constitution Law ; The New Challenges	60	100 (%)

**Course Outcomes:-**

**CO1.** Explain the constitutional vision of justice and contemporary challenges to establish the same.

**CO2.** Differentiate the role of state and non-state actors in protecting and upholding the constitutional goals.

**CO3.** Analyze the concept of Federalism and constitutional scheme of distribution of power.

**CO4.** Describe emerging trends in Civil Services and centre state relationship

Major Equipments:- -----

List of Practical:- -----

References Books:- No specific bibliography is suggested for this course since the course Materials obviously depend upon the latest development. These development in the areas specified in the course can be gathered from the recent materials such as case law, changes and amendments to laws, critical comments, studies and reports, articles and research papers and lastly contemporary emerging ethos impacting on constitutional values.

List of open source software/ learning Website: - 1. [www.legal500.com](http://www.legal500.com)  
2. [www.legallyindia.com](http://www.legallyindia.com)  
3. [www.barandbench.in](http://www.barandbench.in)  
4. [www.livelaw.in](http://www.livelaw.in)  
5. [www.superlawyer.in](http://www.superlawyer.in)  
6. [www.nyay.in](http://www.nyay.in)  
7. [www.indiankanun.in](http://www.indiankanun.in)

Active learning Assessment:- -----







Course Outcomes	Expected Mapping with Program Outcomes					
	<i>(1- Weak Correlation; 2- Medium correlation; 3- Strong Correlation)</i>					
	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6
CO-1	-	3	1	1	3	1
CO-2	2	3	1	3	-	2
CO-3	1	-	2	-	3	-
CO-4	2	3	-	3	3	-





	GOKUL GLOBAL UNIVERSITY
	FACULTY OF LAW
	SUBJECT NAME – LEGAL EDUCATION AND RESEARCH METHODOLOGY
	SUBJECT CODE:-FLLM210202
	LL.M SEM -1

<b>Types of course:</b> - LL.M ( Compulsory Subject )
<b>Prerequisite:</b> - -----
<b>Rational:-</b> -----
<b>Teaching &amp; Evaluation Scheme:-</b>

Teaching Scheme				Credits	Evaluation Scheme		
Th	Tu	P	Total		Internal	External	Total Marks
4	-	-	4	4	-	100	100

Th:-Theory, Tu: - Tutorial, P:- Practical, ESE:- End Semester Examinations, PA :- Progressive Assessment

<b>Content:-</b>
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Unit.	Topic	Credit	Marks
		4	100
	<b>Legal Education and Research Methodology</b>		
1.	Objective of Legal Education		
2.	Lecture Method of Teaching – Merits and Demerits		
3.	The Problem Method		





4. Discussion Method and its suitability at post – graduate level teaching
5. The Seminar Method of Teaching
6. Examination System and Problem in Evaluation – External and Internal assessment
7. Student participation in law school programmes – Organization of seminars , publication of journal and assessment of teachers.
8. Clinical Legal Education – legal aid ,legal literacy, legal survey and law reform
9. Research Method :
  - 9.1 Socio-legal research
  - 9.2 Doctrinal of empirical research
  - 9.3 Relevance of empirical research
  - 9.4 Induction and deduction
10. Identification of problem of Research :
  - 10.1 what is research problem ?
  - 10.2 Survey of available literature and bibliographical research
  - 10.3 Legislative materials including subordinate legislation, notification and policy statements
  - 10.4 Decisional materials including foreign decision ; method of discovering the “rule of the case “tracing the history of important cases and ensuring that these have not been over – ruled; discovering judicial in the reason thereof
  - 10.5 Juristic writing to survey of juristic literature relevant to select problem in India and foreign periodicals
  - 10.6 Compilation of list of report or special studies conducted relevant to the problem
11. Preparation of the research Design :
  - 11.1 Formulation of the Research comparative research problem
  - 11.2 Devising tools and techniques for collection of data: Methodology
    - Methods for the connection of statutory and case materials and juristic literature
    - Use of historical and comparative research materials
    - Use of observation studies





- Use of questionnaires / interview
- Use of Case studies
- Sampling procedures -design of sample , types of sampling to be adopted
- Use of scaling techniques
- Jurimetrics

11.3 Computerized Research – A study of legal research programmes such as Lexis and West law coding.

11.4 Classification and tabulation of data – use of cards for data collection – Rules for tabulation;

Explanation of

Tabulated data.

11.5 Analysis of data

Sr No.	Subject Content	Teaching Hours	Weightage (%)
1	Legal Education and Research Methodology	60	100 (%)

Course Outcomes:-

CO1. Student will be acquainted with the teaching of law and legal research methods.

CO2. Learner will know interactive and learner centric methods of seminar, discussion and clinical legal education.

CO3. Student will be acquainted with the insight into the aspects of quality, assessment and course designing.

CO4. Learner will develop the understanding on skills in legal research including law-finding, legal analysis, use of ICT and legal writing.

Major Equipments:- -----

List of Practical:- -----





References Books:-

1. S.K. Agrawal (Ed), Legal Education in India (1973), Tripathi , Bombay
2. N.R. Madhva Menon, (ed) A handbook of Clinical Legal Education, (1988) Eastern Book Company, Lucknow.
3. ILI Publication, Legal Research and Methodology.
4. N.K Indrayan – Application of Epistemology to Legal Research India bar Review 1987.

List of open source software/ learning Website:-



1. [www.legal500.com](http://www.legal500.com)
2. [www.legallyindia.com](http://www.legallyindia.com)
3. [www.barandbench.in](http://www.barandbench.in)
4. [www.livelaw.in](http://www.livelaw.in)
5. [www.superlawyer.in](http://www.superlawyer.in)
6. [www.nyay.in](http://www.nyay.in)
7. [www.indiankanun.in](http://www.indiankanun.in)

Active learning Assessment:- -----

Course Outcomes	Expected Mapping with Programme Outcomes (1- Weak Correlation; 2- Medium correlation; 3- Strong Correlation)					
	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6
<b>CO-1</b>	1	3	1	1	-	1
<b>CO-2</b>	3	-	2	3	-	2
<b>CO-3</b>	-	3	-	2	3	-
<b>CO-4</b>	3	-	-	3	3	-





 विद्या अनंतम्	<b>GOKUL GLOBAL UNIVESITY, SIDDHPUR.</b>  <b>FACULTY OF LAW</b>	
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<b>Program</b> :	Master of Law	<b>Branch</b> :	CRIMINAL LAW GROUP
<b>Year</b> :	1 <sup>st</sup> Year	<b>Semester:</b>	I

<b>Course title:</b>	PENOLOGY: TREATMENT OF OFFENDERS	<b>Course code:</b>	FLLM210203
<b>Course type:</b>	Elective	<b>Course credit :</b>	4

**Pre-requisite:** After LL.B. and Integrated Law

<b>Rationale</b> :	Explore and analyze major penological theories that underpin the treatment of offenders. Evaluate rehabilitation programs designed for offenders, considering their effectiveness and challenges.
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**Teaching Examination Scheme:**

Teaching (Hours/week)			Examination Scheme			
Lecture	Tutorial	Practical	Internal		External	Total
4	0	0	Mid	CE	100	100
			0	0		

**Course Objective:**



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The primary objective of the course is to provide students with a comprehensive understanding of penology, specifically focusing on the treatment of offenders within the criminal justice system. The course aims to explore theoretical frameworks, practical methodologies, and contemporary approaches used in rehabilitating and reintegrating offenders into society.

**Course Outcome:**

CO1: understand correctional practices, reforms, and their consequences as well as various theories of social control

CO2: Understand the various alternatives to punishment in order to achieve the goal of reformation.

CO3: Analyze connection between the victims and the offenders.

CO4: Apply the skills learnt during the course from practical dimensions

**Content**

Unit	Description in detail	Credit	Weightage
1	<b>Penology : Treatment of Offenders</b> 1. Introductory : 1.1 Definition of Penology 1.2 Theories of Punishment : 1.2.1 Retribution 1.2.2 Utilitarian prevention : Deterrence 1.2.3 Utilitarian Intimidation 1.2.4 Behavioral prevention : Incapacitation 1.2.5 Behavioral prevention : Rehabilitation – Expiation	1	25 %
2	2. The Problematic of Capital Punishment 2.1 Constitutionality of Capital Punishment 2.2 Judicial Attitude towards capital punishment in India – An inquiry through the statute law and case Law	1	25 %
3	3. Sentencing :	1	25 %





	3.1 Principal types of sentence in the Penal Code and special laws 3.2 Sentencing in white collar crime 3.3 Sentencing for habitual offender		
4	4. Imprisonment : 4.1 Classification of prisoners 4.2 Rights of prisoner and duties of custodial staff 4.3 Open Prisons	1	25 %

**Reference Books :**

1. H.L.A. Hart, Punishment and Responsibility (1968)
2. Law Commission of India, Forty-Second Report ch.3 (1971)

**Online Resources:**



1. [www.legal500.com](http://www.legal500.com)
2. [www.legallyindia.com](http://www.legallyindia.com)
3. [www.barandbench.in](http://www.barandbench.in)
4. [www.livelaw.in](http://www.livelaw.in)
5. [www.superlawyer.in](http://www.superlawyer.in)
6. [www.nyay.in](http://www.nyay.in)
7. [www.indiankanun.in](http://www.indiankanun.in)

Course Outcomes	Expected Mapping with Program Outcomes (1- Weak Correlation; 2- Medium correlation; 3- Strong Correlation)					
	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6
CO-1	1	2	3	3	1	3
CO-2	2	1	1	2	-	-
CO-3	-	2	-	1	2	2
CO-4	1	-	2	-	-	1







 विद्या अनन्तम्	<b>GOKUL GLOBAL UNIVERSITY, SIDDHPUR.</b>  <b>FACULTY OF LAW</b>	
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<b>Program :</b>	Master of Law	<b>Branch :</b>	CRIMINAL LAW GROUP
<b>Year :</b>	1 <sup>st</sup> Year	<b>Semester:</b>	I

<b>Course title:</b>	DRUG ADDICTION, CRIMINAL JUSTICE AND HUMAN RIGHTS	<b>Course code:</b>	FLLM220204
<b>Course type:</b>	Elective	<b>Course credit:</b>	4

**Pre-requisite:** After LL.B. and Integrated Law

**Rationale :** Understanding evidence-based practices, therapeutic interventions, and vocational training contributes to informed perspectives on the role of rehabilitation in reducing recidivism.

**Teaching Examination Scheme:**

Teaching (Hours/week)			Examination Scheme			
Lecture	Tutorial	Practical	Internal		External	Total
			Mid	CE		
4	0	0	0	0	100	100

**Course Objective:**

1. Explore various rehabilitation programs and strategies employed in correctional settings, assessing their effectiveness and challenges.





- Investigate strategies for successful community reintegration of offenders and examine the policy implications of penological theories on criminal justice reform.

### Course Outcome:

**CO1:** Demonstrate a comprehensive understanding of the dynamics of drug addiction, including its causes, impacts on individuals and communities, and the social, economic, and health implications.

**CO2:** Critically analyze the various responses within the criminal justice system to drug-related offenses, evaluating the effectiveness, fairness, and unintended consequences of law enforcement practices, sentencing policies, and rehabilitation efforts

**CO3:** Develop a strong awareness of the human rights implications associated with drug addiction, demonstrating an understanding of the rights of individuals affected by drug-related issues, and recognizing potential discriminatory practices within the criminal justice system.

**CO4:** Develop an awareness of the cultural and societal factors that contribute to the complexities of drug addiction, criminalization, and human rights, and recognize the importance of culturally sensitive and context-specific approaches in addressing these issues.

### Content

Unit	Description in detail	Credit	Weightage
1	<p><b>Drug addiction, Criminal Justice and Human Rights</b></p> <p>1. Introduction :</p> <p>1.1 Basic Conceptions</p> <p>1.1.1 Drugs 'narcotic', "psychotropic substances"</p> <p>1.1.2 'Dependence', "addiction"</p> <p>1.1.3 "Criminal without victims"</p> <p>1.1.4 "Trafficking "in "Drugs"</p> <p>1.2. How Does One Study the Incidence of Drug Addiction and Abuse?</p> <p>1.2.1 Self-Reporting</p> <p>1.2.2 Victim-studies</p> <p>1.2.3 Problems of comparative studies</p>	1	25 %





2	<p>2. Ana-graphic and Social Characteristics of Drug Users</p> <p>2.1 Gender</p> <p>2.2 Age</p> <p>2.3 Religiousness</p> <p>2.4 Single individual / cohabitation</p> <p>2.5 Socio-economic level of family</p> <p>2.6 Residence pattern ( urban/rural/urban)</p> <p>2.7 Education levels</p> <p>2.8 Occupation</p> <p>2.9 Age at first use</p> <p>2.10 Type of drug use</p> <p>2.11 Reasons given as cause of first use</p> <p>2.12 Method of intake</p> <p>2.13 Pattern of the use</p> <p>2.14 Average of the use</p> <p>2.15 Consequences of addicts health (physical/psychic)</p>	1	25 %
3	<p>3. The International Legal Regime:</p> <p>3.1.1 Analysis of the background, text and operation of the Single Convention on Narcotic Drugs,1961-72</p> <p>3.1.2. Analysis of the Convention on Psychotropic Substances,1972.</p> <p>3.1.3 International collaboration in combating drug addiction</p> <p>3.1.4 The SCRC, and South – South Co-operation</p> <p>3.1.5 Profile of international market for psychotropic substances</p> <p>3.2. The Indian Regulatory System:</p> <p>3.2.1 Approaches to narcotic trafficking during colonial India</p> <p>3.2.2 Nationalist thought towards regulation of during trafficking and usage.</p> <p>3.2.3 The penal provisions (under the IPC and Custom Act)</p> <p>3.2.4 India’s role in the evolution of the two international conventions</p> <p>3.2.5 Judicial approaches to sentencing in drug trafficking and abuse</p> <p>3.2.6 The Narcotic Drugs and Psychotropic Substance Act, 1985</p> <p>3.2.7 Patterns of resource investment in India: policing</p>	1	25 %





	adjudication , treatment, aftercare and rehabilitation		
4	<p>4.1 Human Rights Aspects:</p> <p>4.1.1 Deployment of marginalized people as carrier of narcotics</p> <p>4.1.2 The problem of juvenile drug use and legal approaches</p> <p>4.1.3 Possibilities of misuse and abuse of investigative prosecutor powers</p> <p>4.1.4 Bail</p> <p>4.1.5 The problem of differential application of the Ugal Regimes, especially in relation to the resource less</p> <p>4.2 The Role of Community in Combating Drug Addiction :</p> <p>4.2.1 Profile of Community initiatives in inhibition of dependence and addiction (e.g. dead diction and aftercare)</p> <p>4.2.2 The role of educational systems</p> <p>4.2.3 The role of medical profession</p> <p>4.2.4 The role of mass media</p> <p>4.2.5 Initiatives for Compliance with regulatory systems</p> <p>4.2.6 Law reform initiatives</p>	1	25 %

### Reference Books:

1. J.A. Incard, C.D. Chambers, (eds.), Drug and the Criminal Justice system (1974)
2. Social Defense Research Institute (UNSDRI) Combating Drug Abuse and Related Crimes (Rome, July 1984, Publication No.21)

### Online Resources:

8. [www.legal500.com](http://www.legal500.com)
9. [www.legallyindia.com](http://www.legallyindia.com)
10. [www.barandbench.in](http://www.barandbench.in)
11. [www.livelaw.in](http://www.livelaw.in)
12. [www.superlawyer.in](http://www.superlawyer.in)
13. [www.nyay.in](http://www.nyay.in)







14. [www.indiankanun.in](http://www.indiankanun.in)

Course Outcomes	Expected Mapping with Programme Outcomes (1- Weak Correlation; 2- Medium correlation; 3- Strong Correlation)					
	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6
CO-1	1	2	3	3	1	3
CO-2	2	1	1	2	-	-
CO-3	-	2	-	1	2	2
CO-4	1	-	2	-	-	1





 विद्या अनंतम्	<b>GOKUL GLOBAL UNIVESITY, SIDDHPUR.</b>  <b>FACULTY OF LAW</b>	
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<b>Program</b> :	Master of Law	<b>Branch</b> :	Criminal Law Group
<b>Year</b> :	1 <sup>st</sup> Year	<b>Semester:</b>	II

<b>Course title:</b>	Jurisprudence	<b>Course code:</b>	FLLM220206
<b>Course type:</b>	Course compulsory	<b>Course credit</b> :	4

**Pre-requisite** : After LL.B. and Integrated Law

**Rationale** :

1. Study and philosophy of law, examining its nature, principles, and concepts.
2. Helps in interpreting laws accurately and applying them consistently.
3. Explores the ethical and philosophical foundations of law.
4. Allows for comparative analysis of legal systems across jurisdictions.
5. Considers the relationship between law and society.

**Teaching Examination Scheme:**

Teaching (Hours/week)			Examination Scheme			
Lecture	Tutorial	Practical	Internal		External	Total
			Mid	CE		
4	0	0	0	0	100	100

**Course Objective:**



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Jurisprudence is the main source of Law. Some of the theories and concepts are required to be understood prior to go in to the detailed syllabus. It is necessary to know what Law is. It is the main reason for introduction of this subject in LL.M Program.

### Course Outcome:

CO1: On successful completion of this course you will be able to:

CO2: Demonstrate an advanced and integrated understanding of the political, social, historical, philosophical, and economic context of law.

CO3: Engage in identification, articulation and critical evaluation of legal theory and the implications for policy.

CO4: Critically analyze and research complex problems relating to law and legal theory and make reasoned and appropriate choices amongst alternatives.

### Content

Unit	Description in detail	Credit	Weightage
1	Concept of Law School of Jurisprudence Kinds of Law	1	25 %
2	Nature of Law Administration of Justice Sources of Law	1	25 %
3	Legal Concepts Concepts of Rights Concepts of Ownership Concepts of Possession Concepts of Title	1	25 %





4	Concepts of Liabilities Concepts of Personality Concepts of Law of Obligation Concepts of Property	1	25 %
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### Reference Books:

1. Bodenheimer Jurisprudence—The Philosophy and Method of Law (1996), Universal, Delhi.
2. Fitzgerald,(ed.) Salmond on Jurisprudence (1999) Tripathi, Bombay
3. W. Friedmann, Legal Theory (1999) Universal, Delhi.
4. V.D. Mahajan, Jurisprudence and Legal Theory (1996 re-print) , Eastern, Lucknow
5. M.D.A Freeman (ed.), Lloyd's Introduction to Jurisprudence, (1994), Sweet & Maxwell Paton G.W., Jurisprudence (1972) Oxford, ELBS
6. H.L.A. Hart, The Concepts of Law (1970) Oxford, ELBS
7. Roscoe Pond, Introduction to the Philosophy of Law (1998 Re-print) Universal, Delhi.
8. Dias, Jurisprudence (1994 First Indian re-print), Adithya Books, New Delhi.
9. Dhyani S.N., Jurisprudence: A study of Indian Legal Theory (1985), Metropolitan, New Delhi

### Suggested Readings :

1. Lloyd's Introduction to Jurisprudence [Chapters 2, 11, 12, 113]
2. Dias Jurisprudence
3. V D Mahajan Jurisprudence [Chapters 1, 3, 4, 5, 6, 7, 8, 9, 10]
4. Bodenheimer Jurisprudence [Natural Law]
5. Wayne Morrison Jurisprudence 6. H L A Hart Concept of Law
6. Julius Stone Social Dimension of Law
7. W Friedman Law in the Changing Society
8. C K Allen Law in the making 10. Books on Constitutional Law in India and Constitutional Jurisprudence

### Online Resources:









15. [www.legal500.com](http://www.legal500.com)
16. [www.legallyindia.com](http://www.legallyindia.com)
17. [www.barandbench.in](http://www.barandbench.in)
18. [www.livelaw.in](http://www.livelaw.in)
19. [www.superlawyer.in](http://www.superlawyer.in)
20. [www.nyay.in](http://www.nyay.in)
21. [www.indiankanun.in](http://www.indiankanun.in)

Course Outcomes	Expected Mapping with Program Outcomes (1- Weak Correlation; 2- Medium correlation; 3- Strong Correlation)					
	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6
CO-1	3	3	2	3	1	3
CO-2	2	1	1	2	-	2
CO-3	1	2	2	1	2	2
CO-4	1	1	2	1	-	1





 विद्या अर्नन्तम्	<b>GOKUL GLOBAL UNIVESITY, SIDDHPUR.</b>  <b>FACULTY OF LAW</b>	
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<b>Program</b> :	Master of Law	<b>Branch</b> :	Criminal Law Group
<b>Year</b> :	1 <sup>st</sup> Year	<b>Semester:</b>	II

<b>Course title:</b>	Law and Social transformation in India	<b>Course code:</b>	FLLM220207
<b>Course type:</b>	Core compulsory	<b>Course credit</b> :	4

**Pre-requisite:** After any Graduation

<b>Rationale:</b>	<ol style="list-style-type: none"> <li>1. Law as a catalyst for social change.</li> <li>2. Ensuring access to justice for marginalized groups.</li> <li>3. Protecting human rights and promoting social equality.</li> <li>4. Driving legal reforms and policy development.</li> <li>5. Advocating for social justice and inclusive society.</li> </ol>
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**Teaching Examination Scheme:**

Teaching (Hours/week)			Examination Scheme			
Lecture	Tutorial	Practical	Internal		External	Total
			Mid	CE		
4	0	0	0	0	100	100

**Course Objective:**

India is governed by rule of Law. Law and society are complementary to each other. There is also



— Faculty of Law —

**Gokul Law & Integrated Law College**





close relationship between Religion, Language, Community and Regionalism. There is alternative approach to law required to learn by all students of LL.M that is the reason this subject is selected as a core subject. Reformation is essential in modern world.

**Course Outcome:**

- CO1: Understanding the role of law in driving social change.
- CO2: Advocating for human rights and social equality.
- CO3: Analyzing legal frameworks for policy reforms.
- CO4: Engaging communities in social transformation effort

**Content**

Unit	Description in detail	Credit	Weightage
1	<p>Law and Social Change:</p> <p>Law as an instrument of social change</p> <p>Law as the product of traditions and culture. Criticism and evaluation in the light of colonization and the introduction of common law system and institutions in India and its impact on further development of law and legal institutions in India.</p>	1	25 %
2	<p>Law and its Inter-relationships with Religion, Language, Community and Regionalism</p> <p>Religion, language, community and regional is mass divisive factors</p> <p>Responses of law to</p> <ul style="list-style-type: none"> <li>A. Religion-through secularism.</li> <li>B. Language-through constitutional guarantees.</li> <li>C. Community- through non-discrimination.</li> <li>D. Regionalism-through unity.</li> <li>E. Non-discrimination and protective discrimination (reservation)</li> </ul>	1	25 %





3	Women and the Law Crimes against woman Gender injustice and its various forms Woman's Commission Empowerment of woman: Constitutional and other legal provisions	1	25 %
4	<b>Children and the Law:</b> Child labour Sexual exploitation Adoption and related problems Children and education	1	25 %

#### Reference Books:

1. U. Baxi (Ed.), Law and Poverty: Critical Essays (1988).
2. Indian Law Institute, Law and Social Change: Indo-American Reflections, Tripathi (1988).
3. N.K. Indrayan– Law and Public Opinion in India.

#### Suggested Readings:

1. Marc Galanter (ed.), Law and Society in Modern India (1997), Oxford
2. Robert Lingat, The Classical Law of India (1998), Oxford
3. U. Baxi, The Crisis of the Indian Legal System (1982), Vikas, New Delhi
3. U. Baxi (ed.), Law and Poverty Critical Essays (1988), Tripathi, Bombay Manushi A, Journal about Women and Society
4. Duncan Derret, The State, Religion and Law in India (1999), Oxford University Press, New Delhi
5. H. M. Seervai, Constitutional Law of India (1996), Tripathi
6. D. D. Basu, Shorter Constitution of India (1996), Prentice-Hall of India (P) Ltd., New Delhi





7. Sunil Deshta and Kiran Deshta, Law and Menace of Child Labour (2000), Armor Publications, Delhi
8. Savitri Gunasekhare, Children, Law and Justice (1997), Sage
9. 10. Indian Law Institute, Law and Social Change: Indo-American Reflection (1988), Tripathi
10. J. B. Kripalani, Gandhi: His Life and Thought (1970), Ministry of Information and Broadcasting,
11. Government of India
12. M. P. Jain, Outlines of Indian Legal History (1993), Tripathi, Bombay
13. Agnes, Flavia, Law and Gender Inequality: The Politics of Women's Rights in India (1999), Oxford



**Online Resources:**

22. [www.legal500.com](http://www.legal500.com)
23. [www.legallyindia.com](http://www.legallyindia.com)
24. [www.barandbench.in](http://www.barandbench.in)
25. [www.livelaw.in](http://www.livelaw.in)
26. [www.superlawyer.in](http://www.superlawyer.in)
27. [www.nyay.in](http://www.nyay.in)
28. [www.indiankanun.in](http://www.indiankanun.in)

Course Outcomes	Expected Mapping with Program Outcomes (1- Weak Correlation; 2- Medium correlation; 3- Strong Correlation)					
	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6
CO-1	1	3	3	1	-	3
CO-2	2	1	1	2	3	-
CO-3	-	-	3	1	2	2
CO-4	1	-	1	-	-	1





 विद्या अर्नन्तम्	<b>GOKUL GLOBAL UNIVESITY, SIDDHPUR.</b>  <b>FACULTY OF LAW</b>	
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<b>Program</b> :	Master of Law	<b>Branch</b> :	CRIMINAL LAW GROUP
<b>Year</b> :	1 <sup>st</sup> year	<b>Semester:</b>	II

**Course title:** Juvenile Delinquency

**Course code:** FLLM220208

**Course type:** Core compulsory

**Course credit** : 4

**Pre-requisite:** After any Graduation

**Rationale:**

1. Understand causes and consequences of juvenile delinquency.
2. Implement effective prevention and intervention strategies.
3. Consider legal and ethical aspects in addressing juvenile delinquency.
4. Engage communities to create supportive environments for at-risk youth.

**Teaching Examination Scheme:**

Teaching (Hours/week)			Examination Scheme			
Lecture	Tutorial	Practical	Internal		External	Total
4	0	0	Mid	CE	100	100
			0	0		

**Course Objective:**

We have been looking as silent spectators towards increasing crime rate of children. There are numbers of statutes of the land regarding juvenile. With a view to throw lights on social problem we have introduced this subject.





**Course Outcome:**

CO1: Understand causes and consequences of juvenile delinquency.

CO2: Develop skills for risk assessment and evidence-based interventions.

CO3: Familiarize with the legal framework and principles of juvenile justice.

CO4: Learn preventive measures and community-based approaches

**Content**

Unit	Description in detail	Credit	Weightage
1	The Basic Concept: The conception of 'child in Indian Constitution and Penal Code Delinquent juvenile "Neglected" Juvenile The overall situation of children/young persons in India, also with reference to crime (of crime by and around children).	1	25 %
2	Determining Factors of Juvenile Delinquency: Differential association Anomie Economic pressure Gang sub-culture Peer group influence Class differentials	1	25 %
3	Legislative Approaches: Legislative approaches during the late colonial era Children's Act Legislative position in various States The Juvenile Justice Act Constitutional aspects Distinction between "Neglected" and "delinquent" juveniles Competent authorities Proconsul safeguards for juveniles Powers given to government Community participation as envisaged under the Act	1	25 %
4	Indian Context of Juvenile Delinquency: The child population percentage to total sex-ratio, urban/rural/rural-urban.	1	25 %





<p>Neglected-below poverty line, physically and mentally disabled, orphans, destitute, vagrants Laborers: In organized industries like zari, carpet, bidi, glass In unorganized sectors like domestic servants, shops and establishments, rag-pickers family trade. Delinquent-number, sex-ratio, ratio to adult crime, types of offences committed, recidivism rate of increase background. Drug attract Victims Of violence-sexual abuse, battered, killed by parents Of criminal activities like bootlegging, drug pollution as a response of protective approach.</p>		
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### Reference Books:

1. Archard, D. (2004), Children - Rights and Childhood, Routledge-Taylor and Francis Group, London and New York.
2. Awasthi, S.K, Kataria (R.P., 2002), Law Relating to Protection of Human Rights, Orient Publishing Company.
3. Bajpai, Asha (2003), 'Child Rights in India: Law, Policy, and Practice', Oxford University Press, New Delhi.
4. Batra. Manjula, (1990) The Law and the Indian Child, YWCA OF India, New Delhi.
5. Baxi, U., Reclaiming our Common Future: Human Rights of Children, The Child and the Law, UNICEF, India Country Office, New Delhi.
6. Chandru. K., Ramaseshan. Geetha, Thankkachalam. Chandra (Eds), (1998) Child and Law in India, Indian Council for Child Welfare, Chennai, Tamilnadu.
7. Choudhry, R.N., (2007), Law Relating to Juvenile Justice in India, Orient Publishing Company, New Delhi, Allahabad.
8. Das, Bikash (2000), 'Legal Matrix-Exploring Rights of the Child: Looking at Indian Laws through the Lenses of Convention on Rights of the Child", CLAP, Cuttack, Orissa.
9. Diwan, Paras, Diwan, Peeyushi, (1996), Children and Legal Protection, DEEP & DEEP PUBLICATIONS, New Delhi.
10. King, M. (ed), (1981), Childhood, Welfare and Justice, Batsford Academic and Educational Ltd., London.

### Suggested Readings:

1. Kumari, V. (2004), The Juvenile Justice System in India - From Welfare to Rights, Oxford University Press, India.
2. Paranjape, NY, (1997), Studies in Jurisprudence and Legal Theory, Central Law Agency, Allahabad.







3. Bimal Kumar, 2000, Problems of Working Children, A.P.H, Publishing Corporation, New Delhi.
4. K.P, Saksena, (ed), 2003, Human Rights and The Constitution vision and the Reality, Gyan Publishing House, New Delhi.
5. Philip Aiston (et.aI.), Children, Rights and the Law.
6. Geraldine Van Bueren, The International Law on the Rights of the Child, (1998). 17. N.K.Chadrabarti, Juvenile Justice in the Administration of Criminal Justice, (1999)



**Online Resources:**

29. [www.legal500.com](http://www.legal500.com)
30. [www.legallyindia.com](http://www.legallyindia.com)
31. [www.barandbench.in](http://www.barandbench.in)
32. [www.livelaw.in](http://www.livelaw.in)
33. [www.superlawyer.in](http://www.superlawyer.in)
34. [www.nyay.in](http://www.nyay.in)
35. [www.indiankanun.in](http://www.indiankanun.in)

Course Outcomes	Expected Mapping with Program Outcomes (1- Weak Correlation; 2- Medium correlation; 3- Strong Correlation)					
	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6
CO-1	3	2	2	-	2	1
CO-2	2	2	2	-	3	-
CO-3	-	1	-	2	1	1
CO-4	1	-	1	1	-	2





 विद्या अर्नंतम्	<b>GOKUL GLOBAL UNIVESITY, SIDDHPUR.</b>  <b>FACULTY OF LAW</b>	
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<b>Program</b> :	Master of Law	<b>Branch</b> :	CRIMINAL LAW GROUP
<b>Year</b> :	2 <sup>nd</sup> Year	<b>Semester:</b>	II

<b>Course title:</b>	PRIVILEGED CLASS DEVIANCE	<b>Course code:</b>	FLLM220209
<b>Course type:</b>	Elective	<b>Course credit:</b>	4

**Pre-requisite:** After LL.B. and Integrated Law

**Rationale** : The objective is grounded in the recognition that deviant behavior is not limited to marginalized groups, and understanding privileged class deviance is crucial for a comprehensive analysis of social order and justice.

**Teaching Examination Scheme:**

Teaching (Hours/week)			Examination Scheme			
Lecture	Tutorial	Practical	Internal		External	Total
			Mid	CE		
4	0	0	0	0	100	100

**Course Objective:**

1. Examine and understand the concept of privileged class deviance, exploring instances where individuals from privileged social classes engage in deviant behaviors, and analyze the societal, economic, and legal implications.





2. Explore the role of privilege in shaping perceptions of deviance, considering how social, economic, and racial privilege may influence legal definitions, enforcement, and societal responses to deviant acts.

**Course Outcome:**

**CO1:** Develop the ability to critically analyze instances of deviant behavior within privileged classes, exploring the motivations, societal norms, and consequences of such behavior.

**CO2:** Assess the impact of privileged class deviance on societal structures and institutions, recognizing how such behavior may exploit power dynamics and contribute to social inequality.

**CO3:** Develop ethical reasoning skills in evaluating how societal norms, legal systems, and media representations may influence perceptions of privileged class deviance.

**CO4:** Cultivate an understanding of the potential for social justice advocacy and reform in addressing issues related to privileged class deviance, with a focus on promoting fairness and equality in societal responses.

**Content**

Unit	Description in detail	Credit	Weightage
1	<p><b>Privileged Class Deviance</b></p> <p>1. Introduction :</p> <p>1.1 Conceptions of white collar crimes</p> <p>1.2 Indian approaches to socio-economic offences</p> <p>1.3 Notions of privileged class deviance as providing a wider categorization of understanding Indian development</p> <p>1.4 Typical forms of such deviance</p> <p>1.4.1 Official deviance (deviance by legislators, judges, bureaucrats)</p> <p>1.4.2 Professional deviance : journalists, teachers, doctors, lawyers, engineers, architects and publishers</p> <p>1.4.3 Trade union deviance (including teachers, lawyers / urban property owners)</p> <p>1.4.4 Landlord deviance (class/caste-based deviance)</p> <p>1.4.5 Police deviance</p> <p>1.4.6 Deviance on electoral process (rigging, booth capturing, impersonation, corrupt practices)</p> <p>1.4.7 Gender-based aggression by socially economically and politically powerful</p>	1	25 %





2	<p>Official Deviance :</p> <p>2.1 Conception of official deviance - permissible limit of discretionary powers</p> <p>2.2 The Chambal valley dacoit - Vinoba Mission and Jai Prakash Narain Mission – in 1959 and 1971</p> <p>2.3 The Chagla Commission Report in LIC-Mundhra Affair</p> <p>2.4 The Das Commission Report on Pratap Singh Kairon</p> <p>2.5 The Grover Commission Report on Dev Raj Urs</p> <p>2.6 The Maruti Commission Report</p> <p>2.7 The Ibakkar - Natarajan Commission Report on Fairfax</p>	1	25 %
3	<p>.Police Deviance :</p> <p>3.1 Structures of legal restraint on police power in India</p> <p>3.2 Unconstitutionality of “third-degree” methods and use of fatal force by Police</p> <p>3.3 “Encounter” killings</p> <p>3.4 Police atrocities</p> <p>3.5 The plea of superior orders</p> <p>3.6 Rape and related forms of gender – based aggression by police and para- Military forces.</p>	1	25 %
4	<p>4. Professional Deviance :</p> <p>4.1 Unethical practices at the Indian bar</p> <p>4.2 The Lentin Commission Report</p> <p>4.3 The press Council on unprofessional and unethical journalism</p> <p>4.4 Medical malpractice</p> <p>5. Response of Indian Legal Order to the Deviance of Privileged Classes</p> <p>5.1 Vigilance Commission</p> <p>5.2 Public Accounts Committee</p> <p>5.3 Ombudsman</p> <p>5.4 Commissions of Enquiry</p> <p>5.5 Prevention of Corruption Act, 1947</p> <p>5.6 The Antulay case</p>	1	25 %





**Reference Books :**

1. B.B. Pande, 'The Nature and Dimensions of Privileged Class Deviance' in the Other Side of Development 136 (1987; K.S. Shukla ed.)

**Online Resources :**

36. [www.legal500.com](http://www.legal500.com)
37. [www.legallyindia.com](http://www.legallyindia.com)
38. [www.barandbench.in](http://www.barandbench.in)
39. [www.livelaw.in](http://www.livelaw.in)
40. [www.superlawyer.in](http://www.superlawyer.in)
41. [www.nyay.in](http://www.nyay.in)
42. [www.indiankanun.in](http://www.indiankanun.in)

Course Outcomes	Expected Mapping with Program Outcomes (1- Weak Correlation; 2- Medium correlation; 3- Strong Correlation)					
	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6
CO-1	1	2	3	1	1	3
CO-2	2	1	1	2	3	-
CO-3	3	3	-	2	2	2
CO-4	2	-	2	-	-	1





GOKUL GLOBAL UNIVERSITY
FACULTY OF LAW
SUBJECT NAME – JUDICIAL PROCESS
SUBJECT CODE:- FLLM130411
LL.M SEM -3

<b>Types of course:</b> - LL.M (Criminology Group)
<b>Prerequisite:</b> - -----
<b>Rational:-</b>
<b>Teaching &amp; Evaluation Scheme:-</b>

Teaching Scheme				Credits	Evaluation Scheme		
Th	Tu	P	Total		Internal	External	Total Marks
4	-	-	4	4	-	100	100

Th:-Theory, Tu: - Tutorial, P:- Practical, ESE:- End Semester Examinations, PA :- Progressive Assessment

**OBJECTIVE**

- To impart significance of law and justice in the society
- To impart knowledge about judicial activities and bring about creativity.
- Guidelines to legislature to adopt significant legislative changes.

**COURSE OUTCOME**

CO1: To develop acquaintance with various theories of justice.

CO2: Understanding of judgment writing skills.

CO3: Use of various rules of Interpretation of statutes in dealing with the cases.

**Content:-**





unit	Subject Content	credit	Weight age (%)
	JUDICIAL PROCESS		100 (%)
	1. Nature of Judicial Process: 1.1 Judicial process as an instrument of social ordering 1.2 Judicial process and creativity in law - common law model. – Legal Reasoning and growth of law-change and stability. 1.3 The tools and techniques of judicial creativity and precedent. 1.4 Legal development and creativity through legal reasoning under statutory and codified systems.	1	25%
	2. Special Dimensions of Judicial Process in Constitutional Adjudications : 2.1 Notions of judicial review 2.2 Role in constitutional adjudication - various theories of judicial role. 2.3 Tools and techniques in policy - making and creativity in constitutional adjudication. 2.4 Variants of judicial and juristic activism. 2.5 Problems of accountability and judicial law-making.	1	25%
	3. Judicial Process in India : 3.1 Indian debate on the role of judges and on the notion of judicial review. 3.2 The "independence" of judiciary and the "political" nature of judicial process. 3.3 Judicial activism and creativity of the Supreme Court the tools and techniques of creativity. 3.4 Judicial process in pursuit of constitutional goals and values-new dimensions of judicial activism and structural challenges. 3.5 Institutional liability of courts and judicial activism-scope and limits.	1	25%





	<p>4. The Concept of Justice :</p> <p>4.1 The concept of justice or Dharma in Indian thought</p> <p>4.2 Dharma as the foundation of legal ordering in Indian thought</p> <p>4.3 The concept and various theories of justice in the western thought.</p> <p>4.4 Various theoretical based of justice : the liberal contractual tradition, the liberal Utilitarian tradition and the liberal moral tradition.</p>	1	25%
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Major Equipments:- -----

List of Practical:- -----

References Books:- 1. Henry J. Abraham, The Judicial Process (1998), Oxford.

- List of open source software/ learning Website:-
1. [www.legal500.com](http://www.legal500.com)
  2. [www.legallyindia.com](http://www.legallyindia.com)
  3. [www.barandbench.in](http://www.barandbench.in)
  4. [www.livelaw.in](http://www.livelaw.in)
  5. [www.superlawyer.in](http://www.superlawyer.in)
  6. [www.nyay.in](http://www.nyay.in)
  7. [www.indiankanun.in](http://www.indiankanun.in)

Course Outcomes	Expected Mapping with Program Outcomes (1- Weak Correlation; 2- Medium correlation; 3- Strong Correlation)					
	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6
CO-1	2	3	2	1	2	1
CO-2	3	1	2	2	-	3
CO-3	1	-	-	-	2	-
CO-4	-	2	1	2	-	1







	GOKUL GLOBAL UNIVERSITY
	FACULTY OF LAW
	SUBJECT NAME – PRINCIPLES OF HUMAN RIGHTS
	SUBJECT CODE:- FLLM130412
	LL.M SEM – 3

<b>Types of course:</b> - LL.M ( Criminology Group )
<b>Prerequisite:</b> - -----
<b>Rational:-</b> -----
<b>Teaching &amp; Evaluation Scheme:-</b>

Teaching Scheme				Credits	Evaluation Scheme		
Th	Tu	P	Total		Internal	External	Total Marks
4	-	-	4	4	-	100	100

Th:-Theory, Tu: - Tutorial, P:- Practical, ESE:- End Semester Examinations, PA :- Progressive Assessment

Sr No.	Subject Content	Teaching Hours	Weightage (%)
1	PRINCIPLES OF HUMAN RIGHTS	60	100 (%)

Unit.	Topic	4	MARKS
<b>1. Concept and History of Human Rights</b>			
1.1	Notion of ‘Rights’ and their relationship with Duties		
1.2	Classification of Rights		
1.3	Historical Antecedents—Magna Carta, French Declaration		
1.4	American Bill of rights		
<b>2. Indian Law on Human Rights</b>			
2.1	Constitutional Recognition of Human Rights		
2.2	National Human Rights Commission of India		
2.3	National Commission for Women, Minorities, SCs and STs		





2.4 Rights of Children

**3. International Protection and Enforcement of Human Rights**

3.1 UN Charter and Human Rights

3.2 Universal Declaration of Human Rights

3.3 International Covenant on Civil and Political Rights, 1966

3.4 International Covenant on Social Economic and Cultural Rights

3.5 UN Convention on the Rights of Child 1989

3.6 CEADAW 1979

Major Equipments:- -----

List of Practical:- -----

References Books:-1. M. V. Raju, Human Rights: Today and tomorrow.

2. Madhusudan Pandit, Fundamental Human Rights.

3. Rajeev N. Pradhan, Future of Human Rights.

List of open source software/ learning Website:-

1. [www.legal500.com](http://www.legal500.com)
2. [www.legallyindia.com](http://www.legallyindia.com)
3. [www.barandbench.in](http://www.barandbench.in)
4. [www.livelaw.in](http://www.livelaw.in)
5. [www.superlawyer.in](http://www.superlawyer.in)
6. [www.nyay.in](http://www.nyay.in)
7. [www.indiankanun.in](http://www.indiankanun.in)





Course Outcomes	Expected Mapping with Program Outcomes (1- Weak Correlation; 2- Medium correlation; 3- Strong Correlation)					
	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6
CO-1	2	-	1	-	1	-
CO-2	1	2	1	1	-	2
CO-3	3	2	2	2	1	-
CO-4	1	1	3	1	2	1





	GOKUL GLOBAL UNIVERSITY
	FACULTY OF LAW
	SUBJECT NAME – THE INFORMATION TECHNOLOGY ACT,2000
	SUBJECT CODE:- FLLM140417
	LL.M SEM-4

**Types of course:** - LL.M ( Criminology Group )

**Prerequisite:** - -----

**Rational:-** -----

**Teaching & Evaluation Scheme:-**

Teaching Scheme				Credits	Evaluation Scheme		
Th	Tu	P	Total		Internal	External	Total Marks
4	-	-	4	4	-	100	100

Th:-Theory, Tu: - Tutorial, P:- Practical, ESE:- End Semester Examinations, PA :- Progressive Assessment

**Content:-**

Unit.	Topic	Credit	Marks
		4	100
1.	Preliminary		
2.	Digital Signature		
3.	Electronic Governance		
4.	Attribution, Acknowledgement and Dispatch of Electronic Records		
5.	Secure Electronic Records and Secure Digital Signatures		





- 6. Regulation of Certifying Authorities
- 7. Digital Signature Certificates
- 8. Duties of Subscribers
- 9. Penalties and Adjudication
- 10. The Cyber Regulations Appellate Tribunal
- 11. Offences
- 12. Network Service Providers not to be Liable in Certain Cases

Sr No.	Subject Content	Teaching Hours	Weightage (%)
1	THE INFORMATION TECHNOLOGY ACT,2000	60	100 (%)

**Course Outcomes:-**Now, the world has changed into digital era. Many offences have been done through digital transactions. To understand various offences and to meet the new challenges, it is important to understand, the act related to it. Hence, Information Technology Act,2000 is important to add in this syllabus.

Major Equipments:- -----

List of Practical:- -----

References Books:-

- List of open source software/ learning Website:-
1. [www.legal500.com](http://www.legal500.com)
  2. [www.legallyindia.com](http://www.legallyindia.com)
  3. [www.barandbench.in](http://www.barandbench.in)
  4. [www.livelaw.in](http://www.livelaw.in)
  5. [www.superlawyer.in](http://www.superlawyer.in)
  6. [www.nyay.in](http://www.nyay.in)
  7. [www.indiankanun.in](http://www.indiankanun.in)

Active learning Assessment:- -----





<b>Program:</b> LL. M	<b>Branch:</b> CRIMINAL GROUP
<b>Year:</b> 2022-23	<b>Semester:</b> IV
<b>Course title:</b> Dissertation AND VIVA	<b>Course code:</b> FLLM140419
<b>Course type:</b> Core Compulsory	<b>Course credit:</b> 8
<b>Pre-requisite:</b>	<b>Rationale :</b>

### DISSERTATION

Dissertation work will be carried out through out the LL. M. studies. The Dissertation shall be prepared and submitted by the Candidate at the end of the year of LL. M. studies which shall be evaluated by the external faculties. There are 50 marks for the written work and 50 marks for viva-voce.

**Dissertation Guidelines:** All the Master of Law students are required to submit their dissertation in the area of their specialization, in consultation with the subject faculty with minimum 150 pages. After accepting the Dissertation, a Viva-Voce will be conducted. The main objectives of the dissertation component are to assess the research and writing skills of the students as well as to provide a platform for creative legal scholarship. Students are especially encouraged to think about career options. Hence, writing a dissertation is a significant exercise that helps in developing one's prospects for the same. These dissertations can be further refined and submitted for publication in scholarly journals or even serves as the basis for full-length dissertations in master's programs.

**Topic selection:** The Research Supervisors will ask students to submit their initial choice of topic on or before a date notified by the institute. Preparing an initial dissertation proposal in an area of one's interest is a necessary step at this stage. This proposal should consist of a





skeletal outline of the issues that the student intends to discuss as well as a preliminary list of references. Students should also feel free to consult scholars and practitioners from outside the University who may have experience and expertise in the chosen fields and the due date for submission of the dissertation proposal is on the date to be notified by the Institute, from time to time. Dissertation will not be accepted after the deadline. Plagiarism of more than 10% will not be accepted.

Preparatory tasks, format and length of dissertations: After the preliminary work, the responsibility is on the students to maintain regular contact with the respective faculty members. Supervisors may ask students to engage in several tasks such as preparing notes on the research problem, generating a survey of literature and making short presentations before faculty members from time to time. In particular, students should make full use of the library resources. It is always worthwhile to periodically show rough drafts to the supervisors. It is advisable for students to meet their supervisors at least once every week. The dissertation should be in the following format:

<b>Cover Page</b>	<b>Introduction</b>
<b>Declaration by student</b>	<b>Research Methodology</b>
<b>Certificate by Research Supervisor</b>	<b>Hypothesis`</b>
<b>List of statutes,</b>	<b>Research Questions</b>
<b>cases,</b>	<b>Plan of Study</b>
<b>Abbreviations etc.</b>	<b>Conclusions and Suggestions</b>
<b>Table of Contents Synopsis</b>	<b>Bibliography</b>

**Written work - 50**  
**Viva-Voce – 50**



— Faculty of Law —  
**Gokul Law & Integrated Law College**





**COURSE OUTCOMES**

**CO1:** To gain familiarity with Legal phenomena

**CO2:** To discover new facts

**CO3:** To test and verify old facts

**CO4:** To analyze the facts into new theoretical framework

**CO5:** To disguise the weakness or merits of old legal aspects and analyze the effect of new legal system or law on society

Course Outcomes	Expected Mapping with Program Outcomes (1- Weak Correlation; 2- Medium correlation; 3- Strong Correlation)								PSO1	PSO2
	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8		
CO-1	3	2	-	-	1	3	2	3	2	2
CO-2	2	2	-	-	3	1	3	1	2	3
CO-3	3	-	1	1	2	-	1	-	2	3
CO-4	2	3	2	1	-	-	3	3	2	2
CO-5	1	2	2	-	2	3	2	2	3	3

