

**GANDHI INSTITUTE OF TECHNOLOGY AND MANAGEMENT (GITAM)**

(Deemed to be University, Estd. U/s 3 of the UGC Act, 1956)

**VISAKHAPATNAM \* HYDERABAD \* BENGALURU**

**Accredited by NAAC with 'A+' Grade**

**CENTRE FOR POST GRADUATE LEGAL STUDIES (CPGLS)**



**REGULATIONS & SYLLABUS**

**ONE YEAR FULL TIME LL.M (FAMILY LAW)**

**(OUTCOME BASED SYSTEM)**

**2022-23 ACADEMIC YEAR**

**SCHOOL OF LAW**

**GITAM Deemed to be University**

**Rushikonda, Visakhapatnam-530 045, A.P.**

**Ph: 91-891-2840511, Fax:91-891-2736511, email: director\_sol@gitam.edu**

**[www.gitam.edu](http://www.gitam.edu)**

**2022-23**

## **REGULATIONS & GUIDELINES**

One-Year Full Time LL.M Semester Programme  
(2022- 23 Admitted Batch)

### **PROGRAMME OUTCOMES (PO)**

- 1) Analytical learning of the legal and judicial system in India.**
- 2) Application of Legal knowledge so acquired to solve the socio-legal problems of the society with emphasis on vulnerable sections of the society.**
- 3) Identification of contemporary research areas relevant to the society and undertake such research for the benefit of the society.**
- 4) Acquisition of advocacy skills, legal writing, management of time and court etiquette to argue in a logical manner.**
- 5) Upholding of ethical and professional values in the practice of legal profession.**

**Introduction:** GITAM School of Law, a constituent Institute of GITAM Deemed to be University, Visakhapatnam Campus offers One Year full time **LL.M (Family Law)** Programme which aims at imparting quality Legal Research education leading to excellence and innovation. The students are trained to meet the needs of the society in the changing global scenario, and they are equipped with theoretical foundations in Law as well as Research Orientation towards Law practice in such a way that they are not only capable to perform as effective Legal practitioners but also to shoulder greater responsibilities of the society.

This programme is uniquely comprehensive, that it helps students in developing an integrated view of Legal Research studies through a semester system, in which the courses are handled in-depth, and students are evaluated continuously on various dimensions. Learning is facilitated through a mix of classroom interactions, case laws, project work, chamber visits, court visits, moot courts, and internship.

The curriculum lays the foundation for a conceptual and analytical understanding of Indian legal system and contemporary global legal regime. These programmes are designed to blend current legal theory and practice with emerging trends in the field of Law with the aim of moulding the students into competent, responsible and visionary Legal Researchers & Practitioners. The course content is constantly updated to be in tune with the emerging trends in the field of Legal Research all over the globe.

#### **Objectives of the Programme:**

- To impart quality legal education, leading to excellence and innovation
- To train the students in legal education to meet the needs of the society in the changing global scenario
- To provide quality teaching and research for advancement of legal knowledge and dissemination relevant to the contemporary knowledge society.

- To provide challenging career in the world of work
- To mould students into socially responsible citizens.
- To develop a holistic personality of the students with good culture, values, ethics and attitudes.

## REGULATIONS:

- 1) **Admissions:** Admission into One Year Fulltime LL.M Programme of GITAM School of Law is on the basis of GITAM Admission Test or CLAT or LSAT or any other National Level Admission Test conducted by any UGC recognised University.
- 2) **Eligibility Criteria:** Admission into One Year Fulltime LL.M are based on the qualifying examination. **To be eligible into this programme**, a candidate should have passed his / her graduation in any discipline (except B.F.A & Single sitting graduates from any distance mode education) with not less than 50% marks (45% in case of SC/ST and persons with disability) and candidates who are appearing for the final year and awaiting results may also apply for the entrance test.
- 3) **Structure of the Programme:** The LL.M Programme is designed, keeping in mind the objectives stated earlier and structured by including courses on various aspects of Law. This entails an in-depth study of core courses in the TWO semesters. LL.M Course is to be pursued in a selected branch of specialization offered by the University. The course consists of 3 compulsory theory papers, one practical examination and dissertation common to all LL.M students and 6 papers of specialization and the semester-wise course structure is as follows:
  - (a) In the first semester, the candidate has two compulsory theory papers (Paper 1&2) and three papers from the branch of specialization. (Branch Papers 3,4,5).
  - (b) In the second semester, the student has one compulsory theory papers (Compulsory Paper 1) and three Papers from the branch of specialization. (Branch papers 3,4,5).
  - (c) In the second semester, the student has to complete the dissertation in partial fulfilment
  - (d) of the LL.M degree and shall have a practical examination on teaching aptitude and soft skills.
- 4) **Medium & Method of Instruction:** The medium of instruction (including examinations and project reports) shall be English. The method of instruction shall comprise of classroom lectures, guest lectures, presentations, seminars, chamber visits, court visits, moot courts, case law presentations, mediation / counselling, internship, etc.

## Learning and teaching activities

- Case studies
- Discuss contemporary developments
- Class presentations
- Group Discussions

## ASSESSMENT PROCEDURE

### FIRST SEMESTER

Task	Task type	Task mode	Weightage (%)
A1. Project / Presentation	Individual	Assignment & Presentation	10
A2. Coursera	Individual	Coursera Certificate Compulsory in Paper-II	10
A3. Teaching	Individual	UG Teaching	20
A4. End-term exam	Individual	Written (short/long)	60

Sl. No	Component of assessment	Marks allotted	Type Assessment	Scheme of Examination
1	Internal	40	Continuous evaluation	Assignment & Presentation (10) + Coursera (10) + UG Teaching (20)
	Semester-end examination	60	End semester exam	Five out of 8 questions =5*12=60 marks
		100		

### SECOND SEMESTER

Task	Task type	Task mode	Weightage (%)
A1. Project / Presentation	Individual	One Compulsory Publication from respective specialisation in reputed impact journals	10
A2. Coursera	Individual	Coursera Certificate	10
A3. Teaching	Individual	UG Teaching	20
A4. End-term exam	Individual	Written (short/long)	60

Sl. No	Component of assessment	Marks allotted	Type Assessment	Scheme of Examination
1	Internal	40	Continuous evaluation	Compulsory Publication (10) + Coursera (10) + UG Teaching (20 Marks)
	Semester-end examination	60	End semester exam	Five out of 8 questions =5*12=60 marks
		100		

### Transferrable and Employability Skills

S.No.	Outcomes	Assessment
1	Know how to use online learning resources: G-Learn, online journals, etc	A1 & A2
2	Communicate effectively using a range of media	A2 & A3
3	Apply teamwork and leadership skills	A3
4	Find, evaluate, synthesize & use information	A1 & A2
5	Demonstrate professionalism & ethical awareness	A3
6	Apply multidisciplinary approach to the context	A3
7	Analyse real world situation critically	A4
8	Reflect on their own professional development	A4

### End Term Examination - General Marking Criteria

Well Below Expectations	(0-20%)	Little or no relevant material presented. Unclear or unsubstantiated arguments with very poor accuracy and understanding. Little evidence of achievement of the relevant stated learning outcomes of the course unit.
Below Expectations	(20-40%)	Reveals a weak understanding of fundamental concepts with no critical analysis. Produces answers which may contain factual and/or conceptual inadequacies. Provides poorly written answers that fail to address the question, or answers that are too brief to answer the question properly. Provides solutions to calculative questions that demonstrate inadequate analytical skills.
Meets Expectations	(40-60%)	Demonstrates good understanding of the material. Shows a basic knowledge of relevant literature but draws mainly on lecture material. Addresses the questions and demonstrates reasonable writing skills with some ability to structure the material logically. Provides solutions to calculative questions that demonstrate good analytical skills.
Exceeds Expectations	(60-80%)	Demonstrates an ability to integrate the concepts introduced and applies them to problems with some evidence of critical analysis. Shows evidence of reading beyond lecture notes that is appropriately analyzed and evaluated. Provides clear and competent answers to the questions, well written. Clearly presents solutions to calculative questions and demonstrates very good analytical skills.
Well Above Expectations	(80-100%)	Demonstrates the ability to evaluate concepts and assumptions critically and to thoughtfully apply concepts to problems. Demonstrates independent thinking and insight into theoretical issues. Shows evidence of extensive reading beyond the lecture notes and the ability to synthesize and integrate the relevant literature. Writes well and structures the response so as to provide a succinct, coherent and logical answer. Clearly presents solutions to calculative questions and demonstrates excellent analytical skills.

5) **Outcome Based Credit System - Continuous Assessment & Examinations:** The course content of individual subjects – classroom lectures as well as practicals is expressed in terms of a specified number of credits. The number of credits assigned to a subject depends on the number of contact hours (lectures & practicals) and each programme consists of total No. of 24 credits. The assessment of the students' performance in each course will be Choice Based Credit System consisting of continuous internal evaluation and semester-end examination. The marks for each of the component of assessment are as follows:

#### **Examination rules & regulations:**

- Candidate shall take examination in each of the subjects prescribed for study at the end of the semester by registering for that semester examination and obtaining hall ticket for the same. Duration of the examination is three hours.
- A candidate will be declared to have passed in the concerned paper if the candidate secures a minimum of 45%.

- However, for practical papers, a minimum of 50% is essential.
- For qualifying in the whole examination for obtaining the LL.M degree, the candidate has to secure a minimum overall aggregate of 50%.
- The calculation of the aggregate percentage required for qualifying in the examination would be done only at the end of the completion of the course.

6) **Grading System:** Based on the students' performance during a given semester, a final grade will be awarded at the end of the each semester in each course. The grades and the corresponding grade points are as given below:

Grade	Grade points	Absolute Marks
O	10	90 and above
A+	9	80-89
A	8	70-79
B +	7	60-69
B	6	50-59
C	5.2	45-49
F	0 (Fail)	< 45

CGPA required for award of Degree on the successful completion of the LL.M programme is shown below:

Distinction	...	≥ 8.0*
First Class	...	≥ 7.0
Second Class	...	≥ 6.0
Pass Class	...	≥ 5.2
Fail	...	< 5.2

\*In addition to the required CGPA of 8.0, the student must have necessarily passed all the courses of every semester in the first attempt.

**Grade Point Average:** A Grade Point Average (GPA) for the semester will be calculated according to the formula:

$$\frac{\sum C \times G}{\sum C}$$

where C = number of credits for the course,  
G = grade points obtained by the student in the course.

Grade Point Average (GPA) is awarded to those candidates who pass in all the subjects of the semester. To arrive at Cumulative Grade Point Average (CGPA), a similar formula is used considering the student's performance in all the courses taken in all the semesters completed up to the particular point of time.

- 7) **Eligibility for Award of the LL.M Degree:** A student is expected to complete the LL.M programme in two semesters of one year duration. However, a student may complete the programme in not more than two years including study period. The above regulation may be relaxed by the Vice Chancellor in individual cases for cogent and sufficient reasons.

A student shall be eligible for award of the One Year Fulltime LL.M degree if he / she fulfill the following conditions.

- a. Registered and successfully completed all the courses and projects.
- b. Successfully acquired the minimum required credits as specified in the curriculum within the stipulated time.
- c. Has no dues to the Institute, hostels, Libraries, NCC / NSS etc, and
- d. No disciplinary action is pending against him / her.

**ONE YEAR FULLTIME LL.M (FAMILY LAW) (24 Credits)**

**COURSE TITLES (SYLLABUS)**

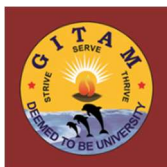
**SEMESTER - I**

Code No	Title of the course	Credits	Marks		Total
			Internal continuous assessment	End-Sem	
SOL1E101	Research Methods & Legal Writing	3	40	60	100
SOL1E102	Comparative Public Law (incl. Coursera)	3	40	60	100
SOL1E103	Family Marriage and Matrimonial Remedies	2	40	60	100
SOL1E104	Comparative Family Law	2	40	60	100
SOL1E105	Private International law and Family Disputes	2	40	60	100
	<b>Total:</b>	<b>12</b>			

**SEMESTER-II**

Code No	Title of the course	Credits	Marks		Total
			Internal continuous assessment	End-Sem	
SOL1E201	Law and Justice in Globalised World	3	40	60	100
SOL1E202	Law of Succession	2	40	60	100
SOL1E203	Family Law-Emerging Trends	2	40	60	100
SOL1E204	Family Disputes & ADR	2	40	60	100
SOL1E205	Dissertation	3	---	100	100
	<b>Total:</b>	<b>12</b>			





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<b>Course Code:</b> SOL1E101	<b>Course Title: Research Methods &amp; Legal Writing</b>	
<b>Semester:</b> I	<b>Course Type:</b> Core	<b>Credits:</b> 3

**Course description and learning objectives**

This course is designed to give an insight into the meaning and significance of research methods for legal research to the law students in contemporary times. It aims to provide an understanding of the various types of research methods and the different techniques of legal research and legal writing with a view to equip the students for further research in law.

**Learning objectives:**

- To understand the concept of Research Method in law
- To acquaint with various Research formulating processes and methods of legal Techniques
- To analyse Legal Research process and Sources by collecting Data for formulating Research Design.
- To acquire knowledge with various legal writing techniques
- To analyse the existing law and give suggestions for a new law.

On successful completion of this course, Graduates will be able to:

	<b>Course Outcomes</b>	<b>Assessment</b>
CO1	Understand some basic concepts of research and its methodologies	A1, A2, A3
CO2	Identify and define appropriate research problem and parameters	A1, A2
CO3	Aware of writing a research report and thesis.	A2, A3
CO4	Organize and conduct research (advanced project) in a more appropriate manner	A2, A3
CO5	Understand the contemporary trends in legal research in India and formulate the Research Proposal.	A2, A3

**Course outline and indicative content**

**UNIT-I-12-: The Concept (CO1: L1,L2)**

**Research:** Definition, Meaning, Objectives, Motivations, Types and Significance, Method and Methodology, Scientific Method, Research Process - Types of Research – Descriptive vs. Analytical, Applied vs. Fundamental, Quantitative vs. Qualitative, Conceptual vs. Empirical, and other types like and Action Research – Logic and Research, Scientific Method, and Research – Inductive and Deductive Research Methods - Qualities of a Good Researcher.

**UNIT-II-12-: Legal Research Method (CO1, CO2: L1, L2)**

Definition and Meaning of Legal Research- Objectives- Motivation- Significance, Types- Evolutive, Explicative, Identificatory, Projective, Collative, Impact Analysis, Interactive,

Interpretative, Socio- Legal Research Methods, Inter/Multidisciplinary research Historical. Research, - Doctrinal Research Method and the various steps - Non-Doctrinal Research Method and the various steps.

**UNIT-III-12:- Legal Research Process & Sources (CO2, CO3: L2, L3, L4, L5)**

Criteria for a Good Research Formulating Research Problem: Literature Review, Hypothesis, Research Design Methods of Data Collection: Observation, Interview, Questionnaire, Schedules, Case Study Organization, Interpretation and Analysis of Data, Tools of Legal Research: Library, Books, Law Reports, Law Commission Reports, Legislative and Constitutional Assembly Reports, Computer/Internet Plagiarism and Copyright Infringement.

**UNIT-IV-12:- Legal Research-Writing (CO2, CO3, CO4: L3, L4, L5))**

Legal Writing – Meaning and Significance - Report Writing, How to write a Dissertation / Thesis Use of Citations, Foot Notes, Blue Book Citations - ILI Format – MLA Format – Chicago Manual - Reference, Bibliography, Indexes, Appendixes, Chicago Manual.

**UNIT-V-12:- Legal Research in India (CO5 : L3, L4)**

Legal Research – Evolution, Changing Emphasis and Contemporary Trends in general and specific to India - Legal Research and Law Reforms: Role of Judges and Jurists, Recommendations of Commissions and Committees etc.- Obstacles to Good Research in India.

**Assessment methods**

Task	Task type	Task mode	Weightage (%)
A1 Topic Presentation/Case Analysis/Assignment	Individual /Groups	PPT Presentation/Report	20
A2: Teaching	Individual	UG Teaching	20
A3: End exam	Individual	Written (short/long)	60

KNOWLEDGE DIMENSION / COGNITIVE DIMENSION	L1. REMEMBER	L2. UNDERSTAND	L3. APPLY	L4. ANALYZE	L5. EVALUATE	L6. CREATE
Factual Knowledge						
Conceptual Knowledge		CO1 (A1,A2, A3)				
Procedural Knowledge		CO4 A2,A3 CO5 (A2,A3)	CO3 (A2,A3) CO4 (A1&A2)	CO2 (A1, A2) CO3(A2,A3)	CO3 (A2,A3)	

**Meta  
Cognitive  
Knowledge**

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**Mapping COs-Blooms levels- Assessment Tools:**

- **A1:** Surprise Quiz, Individual Assessment, Online test and Presentations following with assignments – L4 level, for 20 Marks for 20 Marks.
- **A2:** UG Teaching for 20 marks
- **A3: End-term examination is 60 marks for 3 hours duration):** The syllabus is from all five units

Section 1: Short questions/ Essay Questions/Case Study

**Learning and teaching activities**

Lecturing, Power Point Presentations, Classroom Presentations, On line quiz, Role Plays, Presentations

**Teaching and learning resources**

**TEXTBOOKS**

Rattan Singh., Legal Research Methodology., 2<sup>nd</sup> Edition., Lexis Nexis, 2016

**REFERENCES**

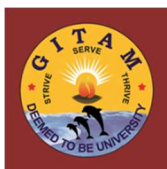
1. Tiwari H.N., Legal Research Methodology, Allahabad Law Agency, Haryana, 1997, 2003
2. Kothari C.R., Research Methodology: Methods and Techniques, 2nd Edition, New Age International Publishers.
3. Anderson J Durstan; B. H. Pooli, Thesis and Assignment Writing, Eastern Books Limited, New Delhi, 1977.
4. Prof. Tushar KantiSaha, Textbook on Legal Methods, Legal Systems and Research, Universal Law Publishing Co., New Delhi, 2010.

**CO PO Mapping**

**This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO).**

**0= No Relevance; 1= Low Relevance; 2= Medium Relevance; 3= High Relevance**

<b>CO PO Mapping</b>						
<b>Internal</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>Sum</b>
<b>C01</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>6</b>
<b>C02</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>7</b>
<b>CO3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>11</b>
<b>CO4</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>9</b>
<b>CO5</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>7</b>
<b>Target Level Max.</b>	<b>5</b>	<b>10</b>	<b>10</b>	<b>9</b>	<b>5</b>	<b>39</b>



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<b>Course Code: SOL1E102</b>	<b>Course Title: Comparative Public Law</b>	
<b>Semester: I</b>	<b>Course Type: Core</b>	<b>Credits: 3</b>

**Course description and learning outcomes**

This course is designed to examine from a comparative perspective –legal structure and concepts that are found in Constitutions across the world, precepts such as basic rights, rule of law, systems of governance, judicial review. Comparative Constitutional Law course is intended to make students familiar with the constitutional systems of a few countries, in particular the constitution of United States of America, Canada, Australia and few other emerging constitutions along with the Indian Constitution. Students will be benefitted from deeper understanding of the doctrines and values underlying the provisions and principles from various constitutional systems.

On successful completion of this course, students will be able to:

<b>S.No.</b>	<b>Course Outcome</b>	<b>Assessment</b>
1	Identify, analyze and explain theoretical knowledge and understanding of the range of constitutional models throughout the world;	A2, A3, A4
2	Investigate, synthesize and critically evaluate the role and relevance of constitutional comparison;	A1, A3, A4
3	Interpret and critically examine contextually, the current trends towards protecting human rights in the U.S.A Canada & Australian legal systems, and in other legal systems;	A1, A2, A3, A4
4	Identify, evaluate and review the accomplishments and shortcomings of the Indian constitutional system through a comparative lens; and	A1, A3, A4
5.	Plan, design and execute a research project that identifies, critically examines and communicates comparative analysis to complex theoretical issues and practical problems in constitutional schemes, demonstrating relevant research principles and techniques.	A1, A3, A4

**Course outline and indicative content:**

**Unit-I: Concept of Constitution: (CO1:L2)**

Meaning and Idea of Constitution, Nature and Goals, Living Constitution, Constitution as Supreme Law, Study of Comparative Constitutional Law Relevance Problems and Concerns in Using Comparison, Constitutionalism, Concept, Distinction between Constitution and Constitutionalism, Essential features of Constitutionalism -Written Constitution, Separation of Powers, Fundamental Rights, Independence of Judiciary and Judicial Review.

**Unit-II: Constitutional Foundations of Powers: (CO2, CO5: L4 & L5)**

Supremacy of Legislature in Law Making Rule of law, Dicey’s Concept of Rule of Law, Modern Concept of Rule of Law, Social and economic rights as part of rule of law.

**Unit-III: Separation of Powers: (CO3, CO5: L4 & L5)**

Concept of Separation of Powers, Checks and Balances, Separation of Powers or Separation of Functions.

**Unit-IV: Forms of Governments: (CO4: L4)**

Federal and Unitary Forms, Features, Advantages and Disadvantages Models of Federalism and Concept of Quasi-federalism, Role of Courts in Preserving Federalism Parliamentary and Presidential Forms of Government.

**Unit-V: Constitutional Review and Amendment: (CO3, CO5: L4 & L5)**

Methods of Constitutional Review, Judicial and Political Review, Concentrated and Diffused Review, Anticipatory and Successive Review, Concept and Origin of Judicial Review, Limitations on Judicial Review, Various Methods of Amendment, Limitations on Amending Power: Comparative Perspective, Theory of Basic Structure: Origin and Development.

**Assessment methods**

Task	Task type	Task mode	Weightage (%)
A1 Project / Presentation	Individual /Groups	Assignment & Presentation	10
A2: Coursera	Individual	Coursera Certificate Compulsory in Paper-II	10
A3: Teaching	Individual	UG Teaching	20
A4: End exam	Individual	Written (short/long)	60

KNOWLEDGE DIMENSION / COGNITIVE DIMENSION	L1. REMEMBER	L2. UNDERSTAND	L3. APPLY	L4. ANALYZE	L5. EVALUATE	L6. CREATE
Factual Knowledge						
Conceptual Knowledge		CO1 (A2, A3, A4)				
Procedural Knowledge				CO2 (A1, A3 & A4) CO4 (A1, A3 & A4) CO5 (A1, A3 & A4)	CO3 (A1, A2, A3 & A4)	

<b>Meta Cognitive Knowledge</b>						
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**Mapping COs-Blooms levels- Assessment Tools:**

**A1:** Surprise Quiz, Individual Assessment, Online test and Presentations following with assignments – L4 level, for 10 Marks

**A2:** Coursera Course for 10 marks

**A3:** UG Teaching for 20 marks

**A4: End-term examination is 60 marks for 3 hours duration):** The syllabus is from all five units.

**Learning and teaching activities**

Lecturing, Power Point Presentations, Classroom Presentations, On line quiz, Role Plays, Presentations

**List of References:**

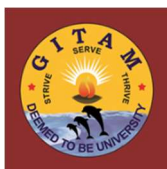
- 1) D.D. Basu, Comparative Constitutional Law, Wadhwa Nagpur.
- 2) Dr. Subhash C Kashyap, Framing of Indian Constitution, Universal Law.
- 3) Mahendra P. Singh, Comparative Constitutional Law, Eastern Book Company.
- 4) David Strauss, The Living Constitution, Oxford University Press.
- 5) Elizabeth Giussani, Constitutional and Administrative Law, Sweet and Maxwell.
- 6) M.V. Pylee, Constitution of the World, Universal Publications.
- 7) Neal Devins and Louis Fisher, The Democratic Constitution, Oxford University Press.
- 8) S.N Ray, Judicial Review and Fundamental Rights, Eastern Law House.

**8) CO PO Mapping**

This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO).

**0= No Relevance; 1= Low Relevance; 2= Medium Relevance; 3= High Relevance**

<b>CO PO Mapping</b>						
<b>Internal</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>Sum</b>
<b>C01</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>6</b>
<b>C02</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>7</b>
<b>CO3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>9</b>
<b>CO4</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>7</b>
<b>CO5</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>8</b>
<b>Target Level Max.</b>	<b>6</b>	<b>7</b>	<b>10</b>	<b>10</b>	<b>4</b>	<b>37</b>



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<b>Course Code: SOL1E103</b>	<b>Course Title: Family Marriage &amp; Matrimonial Remedies</b>	
<b>Semester: I</b>	<b>Course Type: CORE</b>	<b>Credits: 2</b>

**Course description and learning objectives**

This course is designed to introduce the various personal laws that exist in India. The subject covers the laws with reference to Family, Marriage and Divorce of the Hindus, Muslims, Christians and Parsi's.

**LEARNING OBJECTIVES**

- To give the students a historical perspective on the evolution of personal laws in various religious dominations.
- To highlight the conditions required to bring about a marital relationship.
- To familiarize the students with the various statutory options available to an aggrieved Hindu spouse regarding his or her marriage.
- To make the students understand the requirements of various types of permitted Muslim marriages and how they can be ended under customary and statutory laws.

On successful completion of this course, students will be able to:

	<b>Course Outcomes</b>	<b>Assessment</b>
CO1	Understand the place and importance of personal laws in a legal system.	A1, A2
CO2	The students would be able also appreciate the similarities and differences in the criterion for constituting a valid marriage among various religions	A1, A2, A3
CO3	Students would be able to understand that a marriage involves legal implications and that the judicial process involved in seeking matrimonial relief	A1, A2, A3
CO4	The students would be able to appreciate the the conditions that must exist for seeking such relief like divorce.	A2, A3
CO5	Analyse the nature of a Muslim marriage as distinguished from a Hindu marriage, the distinctive nature of reliefs available to Muslims and also the ongoing debates about Muslim marriage and divorce.	A2, A3

**Course outline and indicative content**

**UNIT-I: The Evolution of Family:(12 Sessions) (CO1: L2, L3)**

Origin and evolution - sociological perspectives - forms of family: Institution of Marriage: Origin and evolution - forms of marriage - sacrosanctity - contractual obligations - doctrines - religious forms - conditions - registration - status of live-in-relationships - NRI

marriages, Special Marriage Act, 1954, The Indian Christian Marriage Act 1872, The Parsi Marriage and Divorce Act 1936

**UNIT-II: Matrimonial Remedies: (12 Sessions) (CO2: L2, L3, L4)**

Restitution of Conjugal Rights, Judicial Separation, Nullity of Marriage, Divorce and Ancillary remedies.

**UNIT-III: Dissolution of Marriage: (12 Sessions) (CO2, CO3: L2, L3, L4)**

Theories of Divorce - Grounds of Divorce under Hindu Marriage Act, 1955, Special Marriage Act, 1954, and The Indian Divorce Act, 1869, The Parsi Marriage and Divorce Act 1936

**UNIT-IV: Muslim Law: (12 Sessions) (CO3, CO4: L2, L3)**

The concept of marriage, Nikah-solemnisation of marriage –conditions, classification and types, Muta Marriage, Concept of Dower, Talak –Extra Judicial, - Judicial The Dissolution of Muslim Marriage Act, 1939, Acknowledgement of Paternity. The Muslim Women (Protection of Rights on Divorce) Act, 1986

**UNIT-V: Bar to relief in Matrimonial disputes, Customary divorce:(12 Sessions) (CO5: L2, L3)**

Taking advantage of one’s own wrong, Accessory, Connivance, Collusion, Condonation and undue delay in presenting petition –Post Divorce Adjustments-Custody of children, settlement of matrimonial property and other resources.

**Assessment methods**

Task	Task type	Task mode	Weightage (%)
A1 Topic Presentation/Case Analysis/Assignment	Individual /Groups	PPT Presentation/Report	20
A2: Teaching	Individual	UG Teaching	20
A3: End exam	Individual	Written (short/long)	60

KNOWLEDGE DIMENSION / COGNITIVE DIMENSION	L1. REMEMBER	L2. UNDERSTAND	L3. APPLY	L4. ANALYZE	L5. EVALUATE	L6. CREATE
Factual Knowledge						
Conceptual Knowledge		CO1 (A1,A2)				
Procedural Knowledge		CO5 (A2,A3)		CO2 (A1, A2,A3) CO4 (A2,A3)	CO3 (A1, A2,A3)	



<b>Meta Cognitive Knowledge</b>						
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### Mapping COs-Blooms levels- Assessment Tools:

- **A1:** Surprise Quiz, Individual Assessment, Online test and Presentations following with assignments – L4 level, for 20 Marks for 20 Marks.
- **A2:** UG Teaching for 20 marks
- **A3: End-term examination is 60 marks for 3 hours duration):** The syllabus is from all five units  
Section 1: Short questions/ Essay Questions/Case study

### Learning and teaching activities

Lecturing, Power Point Presentations, Classroom Presentations, On line quiz, Role Plays, Presentations

### Teaching and learning resources

#### Textbooks

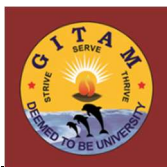
1. Mayne Hindu law and Usage Revised by Justice RanganathMisra and Dr.Vijendra
2. Kumar. Bharat Law House, New Delhi.
3. Modern Hindu Law. Paras Diwan. Allahabad Law Agency.
4. Family Law Paras Diwan. Allahabad Law Agency.
5. Outlines of Muhammadan Law. Asaf A.A.Fyzee. Oxford University Press.
6. Kusum – Family Law Lectures – Family Law-I – Lexis Nexis India
7. Cases & Materials on Family Law – University Law Publishing.

### CO PO Mapping

This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO).

0= No Relevance; 1= Low Relevance; 2= Medium Relevance; 3= High Relevance

CO PO Mapping						
Internal	PO1	PO2	PO3	PO4	PO5	Sum
<b>C01</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>5</b>
<b>C02</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>7</b>
<b>C03</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>11</b>
<b>C04</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>9</b>
<b>C05</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>7</b>
<b>Target Level Max.</b>	<b>5</b>	<b>10</b>	<b>10</b>	<b>9</b>	<b>5</b>	<b>39</b>



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**Gandhi Institute of Technology and Management (GITAM)**  
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 Visakhapatnam – 530 045.

Course Code: SOL1E104	Course Title: Comparative Family Law	
Semester: I	Course Type: Core	Credits: 2

**Course description and learning objectives**

This course is designed to be equipped with the knowledge of the family systems of different countries. Learner will be able to do research and contribute towards law reforms. It seeks to understand various provisions relating to marriage & divorce, adoption & succession in US & UK. Further, this course seeks to understand the various dispute settlement mechanisms under family law in US, UK and India in a comparative study.

**LEARNING OBJECTIVES**

- To understand the comparative aspect of Family Laws of different countries
- To analyze the Indian Family Law system in light of the legislations of other countries of the same society set-up
- To learn about the law relating to marriage and divorce.
- To discuss the various settlement mechanisms available under Family law in India, US & UK.
- To map out and analyse the law relating to the welfare of older persons.

On successful completion of this course, students will be able to:

	Learning Outcome	Assessment
CO1	Map out various provisions of Family Law in US, UK & India.	A1, A2, A3
CO2	Discuss the concept of adoption and welfare of the child principle in a comparative analysis.	A1, A3
CO3	Know detailed provisions relating to marriage, divorce and the devolution of property on divorce.	A2, A3
CO4	Critically analyse the succession laws along with personal laws in India in a comparative perspective with other countries.	A2, A3
CO5	Understand the law protecting the rights of the older persons and senior citizens	A1, A3

**Course outline and indicative content**

**UNIT-I: Marriage and Divorce: (CO1, LO1)**

The law of marriage in UK and USA, Same sex relations, Divorce, Child custody, Guardianship and Matrimonial property on divorce, the changing nature of UK divorce law, Grounds for Divorce in domestic law of USA.

**UNIT-II: Adoption: (CO2, LO2)**

Concept of adoption, Domestic and international adoptions, Welfare of the Child Principle, Intercountry adoption- The Hague Convention on Protection of Children and Co-operation in Respect of Intercountry Adoption, legal framework in domestic law in US, UKA and India.

**UNIT-III:Child Welfare Legislations:(CO3, LO3)**

The Protection of Children from Sexual Offences (POCSO) Act, 2012, United Nations Convention on the Rights of the Child, Committee on the Rights of the child – OHCHR, The Child Abuse Prevention and Treatment Act, 1984 (CAPTA).

**UNIT-IV:Older people, their Care and the law(CO4, LO4)**

HAMA 1955, Sec125-128 Cr. PC, Maintenance and Welfare of Parents and Senior Citizens Act 2007, European Convention on Human Rights, The Equality Act 2010.

**UNIT-V: Dispute Resolution System under Family law: Jurisdiction and Procedures India, UK and USA: (CO5, LO5)**

Various forms of dispute settlement mechanism, under family law, Resolution of disputes through judicial process- procedure for conduct of proceedings in UK & USA; ADR as dispute settlement in India, US & UK - arbitration, mediation, conciliation & negotiation, need for dispute settlement mechanisms, effectiveness of the mechanisms, challenges & lacunae.

Assessment methods			
Task	Task type	Task mode	Weightage (%)
A1 Topic Presentation/Case Analysis/Assignment	Individual /Groups	PPT Presentation/Report	20
A2: Teaching	Individual	UG Teaching	20
A3: End exam	Individual	Written (short/long)	60

KNOWLEDGE DIMENSION / COGNITIVE DIMENSION	L1. REMEMBER	L2. UNDERSTAND	L3. APPLY	L4. ANALYZE	L5. EVALUATE	L6. CREATE
Factual Knowledge						
Conceptual Knowledge		CO1 (A1,A2, A3)	CO1 (A1,A2 A3)			
Procedural Knowledge				CO2 (A1,A3)CO3 (A2,A3)	CO4 (A2, A3) CO5(A1,A3)	
Meta Cognitive Knowledge						

### Mapping COs-Blooms levels- Assessment Tools:

- **A1:** Surprise Quiz, Individual Assessment, Online test and Presentations following with assignments – L4 level, for 20 Marks for 20 Marks.
- **A2:** UG Teaching for 20 marks
- **A3: End-term examination is 60 marks for 3 hours duration):** The syllabus is from all five units  
Section 1: Short questions/ Essay Questions/Case Study

### Learning and teaching activities

Case studies, Discuss contemporary developments, Class presentations, Group Discussions

### References:

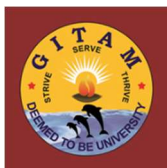
1. An Introduction to the Comparative Study of Private Law: Readings, Cases, Materials 1st Edition by James Gordley, Arthur Taylor von Mehren
2. Family Law, Sex and Society: A Comparative study of Family Law, by Pter De Cruz, Routledge, 2010
3. Comparative Family Law: Past Traditions Battle Future Trends—and vice versa, by Harry D. Krause, The Oxford Handbook of Comparative Law, Edited by Mathias Reimann and Reinhard Zimmermann

### CO PO Mapping

This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO).

0= No Relevance; 1= Low Relevance; 2= Medium Relevance; 3= High Relevance

CO PO Mapping						
Internal	PO1	PO2	PO3	PO4	PO5	Sum
C01	2	2	2	1	1	8
C02	1	2	1	2	1	7
C03	1	1	2	1	1	6
C04	2	1	1	2	1	7
C05	1	1	2	2	1	7
Target Level Max.	7	7	8	8	5	35



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<b>Course Code: SOL1E105</b>	<b>Course Title: Private International law and Family Disputes</b>	
<b>Semester: I</b>	<b>Course Type: Core</b>	<b>Credits: 2</b>

**Course description and learning objectives**

This course is designed to give an insight into private international laws pertaining to family disputes. It seeks to understand the general provisions pertaining to private international law that could be made applicable to family law. It seeks to understand the various international conventions that involve family law. Further, they seek to understand the involve the law containing children and family law. This course endeavours to understand the recognition and enforcement of foreign judgements.

**Learning objectives:**

- To enable the learners to handle the matrimonial cases internationally
- To understand the scope of Private International Law in Family matters
- To apply the Private International Law to matrimonial issues
- To critically analyse the various provisions of marriage, divorce and adoption.

On successful completion of this course, students will be able to:

	<b>Course Outcomes</b>	<b>Assessment</b>
CO1	Map out the scope and nature of private international law.	A1,A2,A3
CO2	Critically analyse the relation between private international law and family law.	A1,A2,A3
CO3	Learn about the various matrimonial issues in private international law	A1,A2,A3
CO4	Discuss the various issues of children and family law.	A1,A2,A3
CO5	Recognize and analyze the gaps and suggest the reforms	A1,A2,A3

**Course outline and indicative content**

**UNIT-I: The Concept of International Law: (12 Sessions) CO1, L1, L2, L3, L4 & L5**

Nature and Scope of Private International Law, Theories, Sources, Distinction between Public International Law and Private.

**UNIT-II: General Provisions: (12 Sessions) CO2, L2, L3, L4 & L5**

Jurisdiction, Nationality/ Residence, Domicile, Choice of Law, Forum Convenience, Doctrine of Renvoi

**UNIT-III: Matrimonial Issues under Private International Law: (12 Sessions) CO3, L2, L4 & L5**

Marriage, Dissolution of Marriage, Grounds of Divorce, Current Developments in Matrimonial property, spousal property, Hague Conference on Private International Law on Family Law (HCCH)

**UNIT-IV Children and Family (12 Sessions) CO4, L2, L3, L4 & L5**

Adoption, Guardianship and Maintenance, The Hague Child Abduction Convention 1980, Convention on the rights of the child, 1989, Children and Human Rights.

**UNIT-V Recognition and Enforcement (12 Sessions) CO5, L2, L3, L4 & L5**

Recognition of Foreign Judgments, Enforcement of Foreign Judgments, International Conventions (New York, Brussels and Lugarno Convention)

**Assessment methods**

Task	Task type	Task mode	Weightage (%)
A1 Topic Presentation/Case Analysis/Assignment	Individual /Groups	PPT Presentation/Report	20
A2: Teaching	Individual	UG Teaching	20
A3: End exam	Individual	Written (short/long)	60

KNOWLEDGE DIMENSION / COGNITIVE DIMENSION	L1. REMEMBER	L2. UNDERSTAND	L3. APPLY	L4. ANALYZE	L5. EVALUATE	L6. CREATE
	<b>Factual Knowledge</b>					
<b>Conceptual Knowledge</b>	CO1 (A1,A2,A3)	CO1(A1,A2,A3), CO2 (A1,A2,A3) CO3(A1,A2,A3), CO4 (A1,A2,A3)& CO5 (A1,A2,	CO1(A1,A2,A3), CO2(A1,A2,A3),CO4 (A1,A2,A3) &CO5 (A1,A2,A3)	CO1(A1,A2,A3), CO2 (A1,A2,A3), CO3 (A1,A2,A3),CO4 (A1,A2,A3)& CO5 (A1,A2,A3)	CO1(A1,A2,A3), CO2 (A1,A2,A3), CO3 (A1,A2,A3), CO4 (A1,A2,A3) & CO5 (A1,A2,A3)	

		A3)				
<b>Procedural Knowledge</b>		CO2 (A1,A2, A3), CO3(A1, A2,A3)& CO5 (A1,A2, A3)		CO2 (A1,A2,A3), CO3 (A1,A2,A3)& CO5 (A1,A2,A3) (A1 & A2)		
<b>Meta Cognitive Knowledge</b>						

#### Mapping COs-Blooms levels- Assessment Tools:

- **A1:** Surprise Quiz, Individual Assessment, Online test and Presentations following with assignments – L4 level, for 20 Marks for 20 Marks.
- **A2:** UG Teaching for 20 marks
- **A3: End-term examination is 60 marks for 3 hours duration):** The syllabus is from all five units  
Section 1: Short questions/ Essay Questions/Case Study

#### Learning and teaching activities

Lecturing, Power Point Presentations, Classroom Presentations, On line quiz, Role Plays, Presentations

#### Teaching and learning resources

##### List of References

1. Atul M Setalvad, *Conflict of Laws*, 1st ed., LexisNexis India (2011)
2. Cheshire, North & Fawcett, *Private International Law*, Oxford University Press (2009)
3. Dicey, Morris and Collins on *The Conflict of Laws*, Sweet & Maxwell (2007)
4. V C Govindaraj, *The Conflict of Law in India: Inter-territorial and Inter-personal Conflict*, Oxford University Press (2011)
5. Lakshmi Jambholkar, *Select Essays on Private International Law*, Universal Law Publishing (2011)
6. Paras Diwan and Peeyushi Diwan, *Private International Law*(1998)
7. Universal Law Series, *Private International Law* (2016)
8. V C Govindaraj, *Conflict of Laws: Cases and Materials*, LexisNexis India

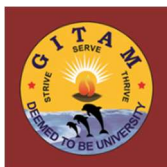
### **CO PO Mapping**

This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO).

0= No Relevance; 1= Low Relevance; 2= Medium Relevance; 3= High Relevance

<b>CO PO Mapping</b>						
<b>Internal</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>Sum</b>
<b>C01</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>8</b>
<b>C02</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>7</b>
<b>C03</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>8</b>
<b>C04</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>7</b>
<b>C05</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>7</b>
<b>Target Level Max.</b>	<b>10</b>	<b>9</b>	<b>10</b>	<b>1</b>	<b>7</b>	<b>37</b>





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**Visakhapatnam – 530 045.**

<b>Course Code: SOL1E201</b>	<b>Course Title: Law &amp; Justice in Globalised World</b>	
<b>Semester: II</b>	<b>Course Type: Core</b>	<b>Credits: 3</b>

**Course description and learning objectives**

The students should understand the process of globalization in all its dimensions and perspectives, they should particularly appreciate the globalization in the context of law and justice and the vice versa i.e., the law and justice in the context of globalization.

**Learning objectives:**

1. To understand importance of research in law
2. To understand various legal research methods and legal research processes
3. To acquaint with various legal writing techniques

On successful completion of this course, students will be able to:

	<b>Course Outcomes</b>	<b>Assessment</b>
CO1	Learn the concept of law and justice and globalisation	A1, A2, A3
CO2	Learn justice delivery systems and issues related	A1, A2
CO3	Understand various decision-making tools	A2, A3
CO4	Understand the factors which influence decision making	A2, A3
CO5	Understand the growth and development of doctrine of precedent	A2, A3

**Course outline and indicative content**

**UNIT-I: (12 Sessions) (CO1 L1 & L4)**

Law & Justice in New World Order: Concept of Law & Justice, Law making power of different organs of the Government, Components of Judicial Process (Judges, Lawyers, Law Schools) commissions & committees, Types of Justice i.e. Compensatory justice, distributive justice, socio-economic justice, social justice etc. Globalisation as Process, Existing Scenarios and Issues: Economic, Social, Political Rethinking the Idea of Just World Order

**UNIT-II: (12 Sessions) (CO2 L2, L4 & L5)**

Justice Delivery System and Some Related Issues: Structure of Court system in India, U.S.A. and U.K., Organization and Independence of Courts (American Model, UK Model, Pre-1993 Indian Model, Post-1993 (Collegiums) Model, South African Model– JAC), United Nations' Institutional Mechanism, Responsibility of Nation States Challenges and the Way Forward, Reflective Judiciary, Issues affecting Justice delivery system (Transfer, Court Packing, Judicial Accountability- Reasoned Decision, Legislative Reaction, Executive Reaction, Reaction of Public and Media, Judicial Ethics and Conduct)

**UNIT-III: (12 Sessions) (CO3 L2, L4 & L5)**

Decision making and its tools: Divergence of juristic opinion of Blackstone, Bentham, Ehrlich, American realists about the role of the judges performance and the judicial freedom

of decision, The critical decision making–use of logic, History and custom, mechanical jurisprudence and method of sociology.

**UNIT-IV:(12 Sessions) (CO4 L1, L4 & L5)**

Factors Influencing Decision making Process: Making the decision–Role of Intuition, subjective influence, the role of rules and principles, Legal reasoning and justification of the decision

**UNIT-V: (12 Sessions) (CO5 L2, L3 & L4)**

The doctrine of precedent and growth of law: Precedent, Judicial creativity and judicial activism, problem of democratic accountability, Indian experiences.

<b>Assessment methods</b>			
<b>Task</b>	<b>Task type</b>	<b>Task mode</b>	<b>Weightage (%)</b>
<b>A1</b> Topic Presentation/Case Analysis/Assignment	Individual /Groups	PPT Presentation/Report	20
<b>A2:</b> Teaching	Individual	UG Teaching	20
<b>A3:</b> End exam	Individual	Written (short/long)	60

<b>KNOWLEDGE DIMENSION / COGNITIVE DIMENSION</b>	<b>L1. REMEMBER</b>	<b>L2. UNDERSTAND</b>	<b>L3. APPLY</b>	<b>L4. ANALYZE</b>	<b>L5. EVALUATE</b>	<b>L6. CREATE</b>
<b>Factual Knowledge</b>	CO4 (A2 & A3)					
<b>Conceptual Knowledge</b>	CO4 (A2 & A3)	CO1(A1, A2,A3), CO3(A2, A3), CO5 (A2 & A3)	CO5 (A2 & A3)	CO1(A1,A2,A3), CO3(A2,A3), CO2(A1,A2) CO4 (A2 & A3) & CO5 (A2 & A3)	CO2(A1,A2), CO3 & CO4 (A2 & A3)	
<b>Procedural Knowledge</b>		CO2 & CO5 (A2 & A3)				
<b>Meta Cognitive Knowledge</b>						

### Mapping COs-Blooms levels- Assessment Tools:

- **A1:** Surprise Quiz, Individual Assessment, Online test and Presentations following with assignments – L4 level, for 20 Marks for 20 Marks.
- **A2:** UG Teaching for 20 marks
- **A3: End-term examination is 60 marks for 3 hours duration):** The syllabus is from all five units

Section 1: Short questions/ Essay Questions/Case Study

### Learning and teaching activities

Lecturing, Power Point Presentations, Classroom Presentations, Online quiz, Role Plays, Presentations

### Teaching and learning resources

#### List of References

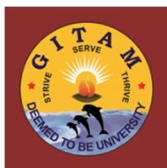
1. Andrew Byrnes, Mika Hayashi, Christopher Michaelson, International Law in the New Age of Globalization, MartinusNijhoff Publishers, 2013.
2. Antony Anghie (Editor), The Third World and International Order: Law, Politics, and Globalization, Kluwer Law International, 2003.
3. Joseph Stiglitz, Making Globalization Work: The Next Step to Global Justice, Penguin 2007
4. Kai Ambos, Judith Large, Marieke Wierda, Building a Future on Peace and Justice: Studies on Transitional Justice, Peace and Development, the Nuremberg Declaration on Peace and Justice, Springer Science & Business Media, 2008.

### CO PO Mapping

This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO).

0= No Relevance; 1= Low Relevance; 2= Medium Relevance; 3= High Relevance

CO PO Mapping						
Internal	PO1	PO2	PO3	PO4	PO5	Sum
C01	2	1	2	2	2	9
C02	3	2	1	1	2	9
C03	3	2	2	1	0	8
C04	3	1	1	2	2	9
C05	3	3	3	0	1	10
Target Level Max.	14	9	9	6	7	45



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**Visakhapatnam – 530 045.**

<b>Course Code: SOL1E202</b>	<b>Course Title: Law of Succession</b>	
<b>Semester: II</b>	<b>Course Type: Core</b>	<b>Credits: 2</b>
<b>Course description and learning objectives</b>		

This course is aimed at delving in depth into the basic concept of Succession. It analyses various forms of devolution of property and partition in the classical Hindu systems. Further, it analyses the role of karta in succession. It endeavours to make students understand the various forms of succession among Christians, parsis and Hindu's,

**Learning objectives:**

On successful completion of this course, students will be able to:

	<b>Course Outcomes</b>	<b>Assessment</b>
CO1	Map out the various forms of succession in Classical Hindu Law	A2, A3, A4
CO2	Critically analyse the various dimensions of succession in Interstate succession.	A1, A3 & A4
CO3	Discuss the provisions of succession in Muslim Law	A1, A2, A3 & A4
CO4	Learn about the law relating to succession among Christians.	A1, A3 & A4
CO5	Understand the law relating to succession among parsis.	A1, A3 & A4

**Course outline and indicative content**

**UNIT-I Classical Hindu Law -(CO1&CO2)**

*Mitakshara - Dayabhaga - coparcenary - ancestral property - self-acquired property - The Hindu Gains of Learning Act, 1930 - Partition - alienation of joint family property - powers of coparcener - Karta- legal necessity - remedies against alienator.*

**UNIT-II:- Intestate Succession:(CO1,CO2&CO4)**

Succession to Property of Hindu male dying intestate under the provision of Hindu Succession Act, 1956; Devolution of Interest in Mitakshara Coparcency with reference to the provisions of Hindu Succession Act, 1956; Woman's Estate – Stridhana - Succession to Property of Hindu female under the Act of 1956 – Hindu Succession (A.P. Amendment) Act, 1986; Hindu Succession (Amendment) Act, 2005.

**UNIT-III:- Succession under Muslim Law:(CO3,CO5)**

Concept of succession under Islam - sharers - residuary and distant kindred - disqualification of heirs - objects of Islamic scheme of inheritance

**UNIT-IV: Succession among Christians: -(CO4,CO5)**

Succession among Christians& Parsis- Indian Succession Act, 1925, customs pertaining to succession in Christians, rights of women in succession among Christians &parsis, issues & challenges.

**UNIT-V-: Testamentary Succession :(CO2,CO4)**

Indian Succession Act, 1925- persons capable of making will, revocation of will on testator’s marriage, Bequeathing property for religious and charitable purposes, Succession Laws in UK and USA

**Assessment methods**

Task	Task type	Task mode	Weightage (%)
A1 Project / Presentation	Individual /Groups	Assignment & Presentation	10
A2: Coursera	Individual	Coursera Certificate Compulsory in Paper-II	10
A3: Teaching	Individual	UG Teaching	20
A4: End exam	Individual	Written (short/long)	60

KNOWLEDGE DIMENSION / COGNITIVE DIMENSION	L1. REMEMBER	L2. UNDERSTAND	L3. APPLY	L4. ANALYZE	L5. EVALUATE	L6. CREATE
<b>Factual Knowledge</b>						
<b>Conceptual Knowledge</b>		CO1 (A2, A3, A4)				
<b>Procedural Knowledge</b>				CO2 (A1, A3 & A4) CO4 (A1, A3 & A4) CO5 (A1, A3 & A4)	CO3 (A1, A2, A3 & A4)	
<b>Meta Cognitive Knowledge</b>						

### Mapping COs-Blooms levels- Assessment Tools:

**A1:** Surprise Quiz, Individual Assessment, Online test and Presentations following with assignments – L4 level, for 10 Marks

**A2:** Coursera Course for 10 marks

**A3:** UG Teaching for 20 marks

**A4: End-term examination is 60 marks for 3 hours duration):** The syllabus is from all five units

- Section 1: Short questions/ Essay Questions/Case study

### Learning and teaching activities

Lecturing, Power Point Presentations, Classroom Presentations, On line quiz, Role Plays, Presentations etc.,

### Teaching and learning resources

#### TEXTBOOKS

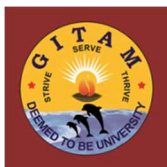
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5. Agrawal, K. B. Family and Succession Law in India. Netherlands, Kluwer Law International, 2015.

### CO PO Mapping

This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO).

0= No Relevance; 1= Low Relevance; 2= Medium Relevance; 3= High Relevance

CO PO Mapping						
Internal	PO1	PO2	PO3	PO4	PO5	Sum
C01	0	1	2	2	2	7
C02	1	2	2	2	1	9
C03	2	2	2	2	2	10
C04	2	1	1	2	2	8
C05	2	1	2	2	1	9
Target Level Max.	7	7	9	10	8	41



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**Visakhapatnam – 530 045.**

<b>Course Code: SOL1E203</b>	<b>Course Title: Family Law- Emerging Issues</b>	
<b>Semester: II</b>	<b>Course Type: Core</b>	<b>Credits: 2</b>

**Course description and learning objectives**

The aim of the paper is to elucidate students with the emerging trends on the Gender Issues. It talks about all the contemporary issues which Indian society is presently facing. Issues relating to surrogacy, live in relationship, homosexuality are part of this paper. The paper also talks about various women comrade laws that the women have started misusing and mistreating against men. The paper also deals with impact of technology on the lives of women, the pivotal and fundamental role it plays in their lives.

**Learning objectives:**

- To know the various issues and challenges surrounding live in relationships.
- To critically analyse the issues pertaining to homosexuality and third gender
- To understand the law concerning surrogacy in India.
- To discuss the special laws enacted including Dowry Prohibition Act, Domestic Violence Act and others.
- To understand the scope of women in Technology

On successful completion of this course, students will be able to:

	<b>Course Outcomes</b>	<b>Assessment</b>
CO1	Map out the concerns and challenges of live in relationships in India.	A1,A2,A3
CO2	Understand the take of law in homosexuality and third gender.	A1,A2,A3
CO3	Discuss the law & practice pertaining to surrogacy	A1,A2,A3
CO4	Learn about various special laws enacted in India with regard to family law	A1,A2,A3
CO5	Critically analyse the role of women in Technology	A1,A2,A3

**Course outline and indicative content**

**UNIT-I (12 Sessions) CO1, L1, L2, L3, L4 & L5**

**Live in relationship/ Civil Partnership** - Meaning, Concept, Rights of parties in live in relationship Laws relating to live in relationship in India

**UNIT-II(12 Sessions) CO2, L2, L3, L4 & L5**

**Homosexuality and Third Gender issues** - Homosexuality Introduction, Meaning, Concept Advocacy in favour and against Homosexuality, Homosexuality in India, Important Judgments Third Gender Introduction, Meaning and Concept Problems Faced-Societal, Family, Education, Workplace, Discrimination by State Demand for Legal Recognition, issues relating to acceptance of homosexuality.

**UNIT-III(12 Sessions) CO3, L2, L4 & L5**

**Reproductive Technologies – Families of Choice-** ART Techniques, Same Sex Marriages, Same Sex Parenthood, LGBTQ, The Surrogacy (Regulation) Act, 2021, Assisted Reproductive Technology (Regulation) Act, 2021.

Surrogacy - Introduction, Meaning, Types, Concept Impact on Surrogates Arguments for and Against Surrogacy Indian Stance on Surrogacy ICMR Guidelines on Surrogacy.

**UNIT-IV(12 Sessions) CO4, L2, L3, L4 & L5**

**Special Law enacted and their effectiveness** Women of Section 498-A IPC , Dowry Prohibition Act, Protection of Women from Domestic Violence Act, 2005, Role of Judiciary and NGOs, Need for Protection

**UNIT-V(12 Sessions) CO5, L2, L3, L4 & L5**

**Women and Technology**

Technology: Definition and Scope – Gender and Technology – Women and Technology - Historical Perspective. Technology and Women- Impact on Women’s Employment Women and Entrepreneurship

**Assessment methods**

Task	Task type	Task mode	Weightage (%)
A1 Topic Presentation/Case Analysis/Assignment	Individual /Groups	PPT Presentation/Report	20
A2: Teaching	Individual	UG Teaching	20
A3: End exam	Individual	Written (short/long)	60

KNOWLEDGE DIMENSION / COGNITIVE DIMENSION	L1. REMEMBER	L2. UNDERSTAND	L3. APPLY	L4. ANALYZE	L5. EVALUATE	L6. CREATE
	<b>Factual Knowledge</b>					
<b>Conceptual Knowledge</b>	CO1 (A1,A2,A3)	CO1(A1, A2,A3), CO2 (A1,A2, A3) CO3(A1, A2,A3),	CO1(A1,A2 ,A3), CO2(A1,A2 ,A3),CO4 (A1,A2,A3) &CO5 (A1,A2,A3)	CO1(A1,A2,A3) , CO2 (A1,A2,A3), CO3 (A1,A2,A3),CO 4 (A1,A2,A3)&C	CO1(A1,A 2,A3), CO2 (A1,A2,A3) , CO3 (A1,A2,A3) , CO4 (A1,A2,A3)	



		CO4 (A1,A2, A3)& CO5 (A1,A2, A3)		O5 (A1,A2,A3)	& CO5 (A1,A2,A3)	
<b>Procedural Knowledge</b>		CO2 (A1,A2, A3), CO3(A1, A2,A3)& CO5 (A1,A2, A3)		CO2 (A1,A2,A3), CO3 (A1,A2,A3)& CO5 (A1,A2,A3) (A1 & A2)		
<b>Meta Cognitive Knowledge</b>						

#### Mapping COs-Blooms levels- Assessment Tools:

- **A1:** Surprise Quiz, Individual Assessment, Online test and Presentations following with assignments – L4 level, for 20 Marks for 20 Marks.
- **A2:** UG Teaching for 20 marks
- **A3: End-term examination is 60 marks for 3 hours duration):** The syllabus is from all five units

Section 1: Short questions/ Essay Questions/Case Study

#### Learning and teaching activities

Lecturing, Power Point Presentations, Classroom Presentations, Online quiz, Role Plays, Presentations

#### Teaching and learning resources

##### List of References

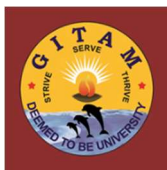
1. Jain S.C., Women and Technology, Rawat Publication, Jaipur Begh, 1985.
2. Scott Rae , The Ethics of Commercial Surrogate Motherhood: Brave New Families? Praeger; First Edition (1993)
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5. Kumar, Anil, Women Entrepreneurship in India, Regal Publications, New Delhi., 2007
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7. Tewari O.P., “Cruelty Against Husbands by Wives & its Remedies”, Allahabad Law Agency, 2004

### **CO PO Mapping**

This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO).

**0= No Relevance; 1= Low Relevance; 2= Medium Relevance; 3= High Relevance**

<b>CO PO Mapping</b>						
<b>Internal</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>Sum</b>
<b>C01</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>8</b>
<b>C02</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>7</b>
<b>C03</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>8</b>
<b>C04</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>7</b>
<b>C05</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>7</b>
<b>Target Level Max.</b>	<b>10</b>	<b>9</b>	<b>10</b>	<b>1</b>	<b>7</b>	<b>37</b>



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<b>Course Code: SOL1E204</b>	<b>Course Title: Family Disputes and ADR</b>	
<b>Semester: II</b>	<b>Course Type: CORE</b>	<b>Credits: 2</b>

**Course description and learning objectives**

This course seeks to understand the various dimensions of Family disputes and the mode of Alternative Dispute Resolution, in all its procedure as well as practicality. It traces the various options available for adjudication of family disputes. This course aims to make the students aware of various legislations that seek to provide an amicable solution to family disputes. Furthermore, it endeavours to make the students understand the various form of suits under civil procedure code concerning family disputes.

**Learning objectives:**

- To understand the procedural laws relating to dispute resolution in family matters
- To map the relevant issues addressed by a family law system
- To orient the students about the basics of alternative dispute resolution methods in family matters
- To Critically analyse the provisions of various legislations pertaining to family disputes.
- To learn about the various suits that can be filed under code of civil procedure pertaining to family matters.

On successful completion of this course, students will be able to:

	<b>Course Outcomes</b>	<b>Assessment</b>
CO1	Students will be able to handle the cases of family disputes in different forums	A1,A2,A3
CO2	Students will be able to do critical analysis of existing dispute resolution methods and suggest the reforms	A1,A2,A3
CO3	Map out various legislations available for adjudication of family disputes.	A1,A2,A3
CO4	Learn about the need of Alternative Dispute Resolution under Family Law.	A1,A2,A3
CO5	Know in depth about the suits concerning family matters in code of civil procedure.	A1,A2,A3

**Course outline and indicative content**

**UNIT-I: Introduction: (12 Sessions) (CO1: L1, L2)Introduction to Family Disputes**

Dispute - definition/meaning - different kinds of disputes - break down of marriage - child care and custody - judicial separation and divorce - maintenance - post-divorce issues, etc.

**UNIT-II: Alternative Models of Dispute Settlement (12 Sessions) (CO1, CO2: L2, L3, L4, L5)**

Nature, Scope and Limitations of Alternative Models of Dispute Settlement, Need of ADR in family disputes, Negotiation, Mediation, Mini-trial, Conciliation  
Arbitration and Types of Arbitration

**UNIT-III: The Family Courts Act, 1984: (12 Sessions) (CO1, CO3, CO4: L2, L3, L4, L5)**

Establishment of Family Courts, Association of social welfare agencies, etc, Counsellors, officers and other employees of Family Courts, Jurisdiction, Exclusion of jurisdiction and pending proceedings, Procedure

**UNIT-IV: Family Disputes & Legislations: (12 Sessions) (CO5: L2, L5)**

Family Courts Act, Hindu Marriage Act, Protection of Women from Domestic Violence Act, 2005, Civil Procedure Code, Legal Services Authority, *Lok Adalats* - Court annexed Mediation.

**UNIT-V: Civil Suits under Civil Procedure Code: (12 Sessions) (CO5: L2, L5)**

Suit for Divorce, Suit Restitution of Conjugal Rights, Suit for Maintenance, Suit for custody of Child, Suit for annulment of marriage, Criminal Complaints

**Assessment methods**

<b>Task</b>	<b>Task type</b>	<b>Task mode</b>	<b>Weightage (%)</b>
<b>A1</b> Topic Presentation/Case Analysis/Assignment	Individual /Groups	PPT Presentation/Report	20
<b>A2:</b> Teaching	Individual	UG Teaching	20
<b>A3:</b> End exam	Individual	Written (short/long)	60

<b>KNOWLEDGE DIMENSION / COGNITIVE DIMENSION</b>	<b>L1. REMEMBER</b>	<b>L2. UNDERSTAND</b>	<b>L3. APPLY</b>	<b>L4. ANALYZE</b>	<b>L5. EVALUATE</b>	<b>L6. CREATE</b>
<b>Factual Knowledge</b>	CO1 (A1, A2,A3) CO2 (A1, A2,A3) CO3 (A1, A2,A3) CO4 (A1, A2,A3) CO5 (A1, A2,A3)	CO1 (A1, A2,A3) CO2 (A1, A2,A3) CO3 (A1, A2,A3) CO4 (A1, A2,A3) CO5 (A1, A2,A3)	CO2 (A1, A2,A3) CO3 (A1, A2,A3) CO4 (A1, A2,A3)	CO5 (A1, A2,A3)	CO2 (A1, A2,A3) CO3 (A1, A2,A3) CO4 (A1, A2,A3) CO5 (A1, A2,A3)	
<b>Conceptual Knowledge</b>	CO1 (A1, A2,A3) CO2 (A1, A2,A3) CO3 (A1, A2,A3) CO4 (A1, A2,A3)	CO1 (A1, A2,A3) CO2 (A1, A2,A3) CO3 (A1, A2,A3) CO4 (A1, A2,A3)	CO2 (A1, A2,A3) CO3 (A1, A2,A3) CO4 (A1, A2,A3)		CO2 (A1, A2,A3) CO3 (A1, A2,A3) CO4 (A1, A2,A3)	
<b>Procedural Knowledge</b>	CO1 (A1, A2,A3) CO2 (A1, A2,A3) CO3 (A1, A2,A3) CO4 (A1, A2,A3) CO5 (A1, A2,A3)	CO1 (A1, A2,A3) CO2 (A1, A2,A3) CO3 (A1, A2,A3) CO4 (A1, A2,A3) CO5 (A1, A2,A3)	CO2 (A1, A2,A3) CO3 (A1, A2,A3) CO4 (A1, A2,A3)	CO5 (A1, A2,A3)		

<b>A2,A3)</b>						
<b>Meta Cognitive Knowledge</b>						

**Mapping COs-Blooms levels- Assessment Tools:**

- **A1:** Surprise Quiz, Individual Assessment, Online test and Presentations following with assignments – L4 level, for 20 Marks for 20 Marks.
- **A2:** UG Teaching for 20 marks
- **A3: End-term examination is 60 marks for 3 hours duration):** The syllabus is from all five units  
Section 1: Short questions/ Essay Questions/Case Study

**Learning and teaching activities**

Lecturing, Power Point Presentations, Classroom Presentations, On line quiz, Role Plays, Presentations

**Teaching and learning resources**

**TEXT BOOK**

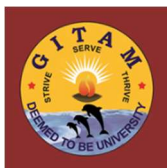
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### **CO PO Mapping**

This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO).

0= No Relevance; 1= Low Relevance; 2= Medium Relevance; 3= High Relevance

<b>CO PO Mapping</b>						
<b>Internal</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>Sum</b>
<b>C01</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>9</b>
<b>C02</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>11</b>
<b>CO3</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>11</b>
<b>CO4</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>11</b>
<b>CO5</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>7</b>
<b>Target Level Max.</b>	<b>11</b>	<b>5</b>	<b>13</b>	<b>8</b>	<b>12</b>	<b>49</b>



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<b>Course Code: SOL1E205</b>	<b>Course Title: Dissertation (Including Teaching Aptitude &amp; Soft Skills)</b>	
<b>Semester: II</b>	<b>Course Type: Core</b>	<b>Credits: 3</b>

- Law Teaching & Clinical Work.
- Doctrinal research
- Viva-Voce

**DISSERTATION GUIDELINES:** All the LL.M (International Law) students are required to submit their dissertation in the area of his / her area of specialization, in consultation with the subject faculty with minimum 150 pages. After accepting the Dissertation, a Viva-Voce will be conducted. The main objective 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 serve as the basis for full-length dissertations in master’s programs. The planning for the dissertation should ideally begin soon in the third week of July.

**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.

**Preparatory tasks, format and length of dissertations:** After the preliminary work, the onus 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:

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



The Dissertation shall be the original work of the candidate and any plagiarism if found will disqualify in that Seminar Course. The aggregate length of the main body of the dissertation should be between 150-160 pages. The Dissertation has to be typed in A4 size white paper and the pages to be printed on one side. The margins to be of 1” in left margin and 0.5” in right margin. The text in the main body should be in the Times New Roman font (size 12), with double-spacing. The footnotes should be in the Times New Roman font (size 10), with single-spacing. Students can choose Blue Book 19<sup>th</sup> Ed. style of citation after consulting with their supervisors. It must be followed in a uniform manner for the entire submission. The Cover page, Supervisor’s Certificate, Student’s Declaration and the manner of giving Acknowledgements shall be given as prescribed. The final copy of the Dissertation should be submitted in two multiple copies (hard bound) to the concerned Research Supervisor. In all the two copies of the Dissertation, the Declaration Page & Certificate page should be original. Soft copy of the final draft of the Dissertation has to be e-mailed to concerned Research Supervisors’ email id for plagiarism check.

**Submission of Dissertations:** A student must necessarily show a draft of the entire dissertation to her/his supervisor before obtaining approval for submission. The last date for submission of dissertation shall be notified from time to time. Rough drafts need to be submitted to supervisor in **October** so that supervisors have sufficient time for reviewing and editing. Once the supervisor approves the draft, two hard copies need to be submitted to concern Research Supervisor.

**Evaluation of Dissertation:** The Dissertation Paper carries a Total of 4 credits. The Written Dissertation carries 70 marks and 30 marks viva-voce. The candidate has to score minimum of 45% for dissertation and viva voce and shall also aggregate of 50% for dissertation and teaching assignment together. The Examiner may consider the following while evaluation of dissertation. Please note that this is merely suggestive:

**Final Submission contents:**

- (a) Research (1) Relevance and (2) Comprehensiveness
- (b) Structure and Analysis (1) Logical presentation and (2) Coherence of thought and analysis
- (c) References and Style (1) Appropriate and Imaginative referencing and (2) Accurate and uniform style of citation (Blue Book 19<sup>th</sup> Ed) and bibliography  
Examiners may consider the following while conducting viva-voce. Please note that this is merely suggestive:
  - (1) Comprehension (2) Articulation (3) Interaction and (4) Relevancy of answers

\* \* \*