

**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 LL.M (CONSTITUTIONAL & ADMINISTRATIVE LAW)
(OUTCOME BASED SYSTEM)
W.E.F. 2022-23 ACADEMIC YEAR**

SCHOOL OF LAW

GITAM Deemed to be University

Rushikonda, Visakhapatnam-530 045, A.P.

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2022-23

REGULATIONS & GUIDELINES

One-Year Full Time LL.M (Constitutional and Administrative Law) Programme

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 (Constitutional and Administrative 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 (Constitutional and Administrative Law) 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 recognized University.
- 2) **Eligibility Criteria:** Admissions into One Year Fulltime LL.M (Constitutional and Administrative Law) 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 (Constitutional and Administrative Law) 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 (Constitutional and Administrative Law) 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 fulfillment
 - (d) of the LL.M (Constitutional and Administrative Law) 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 class room lectures, guest lectures, presentations, seminars, chamber visits, court visits, moot courts, case law presentations, mediation / counseling, 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 specialization 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	Analyze 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	...	$\geq 8.0^*$
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 (Constitutional and Administrative Law) 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 (Constitutional and Administrative Law) 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.

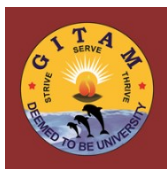
**ONE YEAR FULLTIME LL.M
(Constitutional & Administrative Law (24 Credits))**

COURSE TITLES & SYLLABUS

Code No	Title of the course	Credits	Marks		Total
			Internal continuous assessment	End-Sem	
SOL1D101	Research Methods & Legal Writing	3	40	60	100
SOL1D102	Comparative Public Law (incl. Coursera)	3	40	60	100
SOL1D103	Constitutionalism: Pluralism & Federalism	2	40	60	100
SOL1D104	Fundamental Rights & Directive principles of State Policy	2	40	60	100
SOL1D105	Union- State Relations & Constitutional Governance	2	40	60	100
Total:		12			

SEMESTER-II

Code No	Title of the course	Credits	Marks		Total
			Internal continuous assessment	End-Sem	
SOL1D201	Law & Justice in Globalised World	3	40	60	100
SOL1D202	Local Self Government Law	2	40	60	100
SOL1D203	Comparative Administrative Law (Incl Coursera)	2	40	60	100
SOL1D204	Public Policy & Development	2	40	60	100
SOL1D205	Dissertation	3	---	100	100
Total:		12			



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Course Code: SOL1D101	Course Title: Research Methods & Legal Writing	
Semester: I	Course Type: Core	Credits: 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:

	Course Outcomes	Assessment
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: Introduction (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: 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: 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: 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: 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						

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

Rattan Singh., Legal Research Methodology., 2nd 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 Kanti Saha, 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

CO PO Mapping						
Internal	PO1	PO2	PO3	PO4	PO5	Sum
C01	1	1	2	2	0	6
C02	1	1	2	2	1	7
C03	2	3	2	2	2	11
C04	1	3	2	2	1	9
C05	1	2	2	1	1	7
Target Level Max.	5	10	10	9	5	39



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Course Code: SOL1D102	Course Title: Comparative Public Law	
Semester: I	Course Type: Core	Credits: 3

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 benefited 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:

S.No	Course Outcome	Assessment
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, Essential features of Constitutionalism -Written Constitution.

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, Political 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)	
Meta Cognitive Knowledge						

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, Online quiz, Role Plays, Presentations

References:

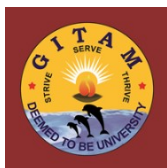
- a. D.D. Basu, Comparative Constitutional Law, Wadhwa Nagpur.
- b. Dr. Subhash C Kashyap, Framing of Indian Constitution, Universal Law.
- c. Mahendra P. Singh, Comparative Constitutional Law, Eastern Book Company.
- d. David Strauss, The Living Constitution, Oxford University Press.
- e. Elizabeth Giussani, Constitutional and Administrative Law, Sweet and Maxwell.
- f. M.V. Pylee, Constitution of the World, Universal Publications.
- g. Neal Devins and Louis Fisher, The Democratic Constitution, Oxford University Press.
- h. S.N Ray, Judicial Review and Fundamental Rights, Eastern Law House.

2) CO PO Mapping

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

4) 0= No Relevance; 1= Low Relevance; 2= Medium Relevance; 3= High Relevance

CO PO Mapping						
Internal	PO1	PO2	PO3	PO4	PO5	Sum
C01	1	1	2	2	0	6
C02	1	1	2	2	1	7
C03	2	2	2	2	1	9
C04	1	1	2	2	1	7
C05	1	2	2	2	1	8
Target Level Max.	6	7	10	10	4	37



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Course Code: SOL1D103	Course Title: Constitutionalism: Pluralism & Federalism	
Semester: I	Course Type: Core	Credits: 2

Course description and learning objectives

Constitutionalism fundamentally refers to a restricted government that operates on particular principles. It is claimed to adhere to constitutional principles. In a plural society, where different religious and linguistic groups must coexist, where rules of accommodation and mutual recognition are incorporated into equality, the goals of constitutionalism can be achieved with the help of vertical and horizontal pluralism and the existence of a federal government. The goal of this paper is to expose students to numerous kinds of pluralism, as well as different types of constitutional governance and federal systems.

Learning objectives:

- To understand the notion of constitutionalism in various forms of interpretation.
- To critically analyse the historical development of separation of powers globally in relation to international conventions.
- To examine the dynamics of federalism and scope of cooperative federalism.
- To identify and learn about the various forms of pluralism existing in Indian society
- To critically understand various dimensions involving equality in pluralism in Indian Society.

	Course Outcomes	Assessment
CO1	Learn various forms of interpretation of Constitutionalism	A1, A2, A3
CO2	Evaluate the various dimensions of pluralism existing in the development of Indian society	A1, A2, A3
CO3	Examine the scope of cooperative federalism & identify the type of Indian federalist structure	A2, A3
CO4	Trace the historical development of separation of powers	A2, A3
CO5	Analyse the various facets of equality in the discourse of Indian Pluralism	A2. A3

Course outline and indicative content

UNIT-I: Constitutionalism (CO1, L1, L2): Authoritarianism – Dictatorship- Democracy- communism – Limited Government Concept- Limitation on Government Power – What is a Constitution – Development of a Democratic Government in England – Historical Evolution of Constitutional Government – Conventions of constitutionalism – Law and Conventions – Written Constitutions – U.S.A, South Africa and India

UNIT-II: Separation Of Powers (CO1, C03, L1, L2, L4): Montesquieu- separation of powers, Fundamental Rights – Human Rights – European court of Human Rights –

International Conventions – Limits and Doctrine of Domestic Jurisdiction in International Law

UNIT-III: Federalism (CO1, CO3, L1, L2, L4): Meaning of Federal Government – Difference Between Confederation and Federation – Conditions Requisite for Federalism- Patterns of Federal Government – USA, India – New Trends in Federalism , Co – Operative Federalism – India- Central Control Vs. State Autonomy – Political Factors influencing federalism – Plural aspects of Indian Federalism- Jammu and Kashmir, Punjab, Assam- Dynamics of Federalism.

UNIT-IV: Pluralism (CO1, CO3, CO4, L1, L2, L3, L4, L5): What is a pluralistic Society – Ethni – Linguistic – Cultural – Political Pluralism- Individual Rights – Right to Dissent – Freedom of Speech and Expression- Freedom of the Press – Freedom of Association – Rights to Separateness - compensatory Discrimination for Backward Classes – Scheduled Tribes – Distinct Identity – Protection Against Exploitation – Uniform Civil code – Non – State Law(NSLS) and state law systems – Problem of Uniformity – Personal Laws.

UNIT-V: Equality In Plural Society (CO1, CO4, CO5, L1, L2, L5): Right to Equality and Reasonable Classification- Prohibition of Discrimination on Grounds of Religious, Caste, Sex, Language – Abolition of Untouchability – Secularism – Constitutional Principles – Tribal Groups and Equality – Pluralism and International Concerns- International Declaration of Human Rights – Conventions Against Genocide- Protection of Religious, Ethic and Linguistic Minorities – State Intervention for Protection of Human Rights – Right of Self – Determination

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
A2: 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)	CO1 (A1, A2)	CO1 (A1, A2)			

Procedural Knowledge				CO2 (A1, A2) CO3 (A1, A2)	CO4 (A1, A2) CO5 (A1, A2)	
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 mark s for 3 hours duration):** The syllabus is from all five units
Section 1: Short questions/ Essay Questions/Case Study

Learning and teaching activities

Case Law Analysis, Chalk and Talk, Student Presentations, Group Activities

Textbooks:

1. Upendra Baxi, Law, Democracy and Human Right, Lokayan Bulletin (1987).
2. V.M.Dandekar, Unitary Elements in a Federal Constitution, 22 E.P.W 1865, 1988.

Reference Books:

1. M.A.Fazal, Drafting a British Bill of Rights, 27JILI 423, 1985
2. M.P.Jain, Indian Constitutional Law (1994), Wadhwa
3. H.M.Seervai, Constitutional Law of India (1993)

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	PO6
C01	1	1	1	1	1	5
C02	1	2	1	2	1	7
CO3	1	1	2	1	2	7
CO4	2	0	1	2	1	6
CO5	1	1	2	2	1	7
Target Level Max.	6	5	7	8	6	32



GITAM SCHOOL OF LAW (GSL)
Gandhi Institute of Technology and Management (GITAM)
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 Visakhapatnam – 530 045.

Course Code: SOL1D104	Course Title: Fundamental Rights And Directive Principles	
Semester: I	Course Type: Core	Credits: 2

Course description and learning objectives

This paper is designed with a view to educate the pupil about the Constitutional rights, duties and policies of the government underlining the relevant legislations which are having wider ramification on the interpretation of the provisions of the Constitution.

Learning objectives:

- To critically evaluate the influence of Fundamental rights and Directive principles of State Policy, its evolution and impact on the Constitution of other countries.
- To examine the right to equality as envisaged in Constitution of India functioning in its practicality.
- To develop an analysis of fundamental freedoms guaranteed by the Constitution of India in tandem with an analysis of various case laws.
- To investigate and evaluate the role of Directive principles of State Policy, Fundamental duties and their inter-relationship.

	Course Outcomes	Assessment
CO1	Trace the evolution of Fundamental Rights historically and constitutionally	A1, A2, A3
CO2	Understand the key features of preamble and the concept of law.	A1, A2, A3
CO3	Critically analyze the development of the scope of equality with help of case laws	A2, A3
CO4	Learn the limitations of the Right to freedom in exercise of Fundamental Rights	A2, A3
CO5	Critically evaluate the relationship between Fundamental Rights and Directive Principles of state policy	A2, A3

Course outline and indicative content

UNIT-I: Introduction : (CO1, L1, L2):

Evolution of Fundamental Rights, impact of Universal Declaration of Human Rights and Constitutions of other countries on fundamental rights; Concepts of Fundamental Rights, Bill of Rights, Natural rights and Human Rights.

UNIT-II: Fundamental Rights & law (CO1, C03, L1, L2, L4):

Preamble of the Constitution and its implication with reference to Fundamental Rights, Directive Principles of State Policy, and Fundamental Duties; Definition of State under Art.12, 13 - Inviolability of Fundamental Rights; Doctrine of Waiver, Doctrine of Severability, Doctrine of Eclipse, scope of definition of law under Art.13.

UNIT-III: Right to Equality :(CO1, C03, L1, L2, L4):

Relationship between Art 14, 15, 16, 17, and 18, Doctrine of Classification, Doctrine of Arbitrariness, Doctrine of Legitimate Expectation, Wednessbury Principle; Prohibited

grounds for discrimination (Art.15); special provisions relating to women; protective discrimination in favor of Backward Classes, Scheduled Castes and Scheduled Tribes; Development of case law; Equality of Opportunity in the matters of public employment, reservations in public employment, residence as prerequisite for employment; Untouchability, Abolition of Titles

UNIT-IV: Right to Freedom, Right against Exploitation:(CO1, CO3, CO4, L1, L2, L3, L4, L5):

Six fundamental freedoms under Art.19 and reasonable restrictions Art 19 (2) to (6); test to determine the reasonableness of restrictions; whether restriction includes deprivation and prohibition; Rights of accused; Doctrine of ex-post -facto law; Doctrine of Double Jeopardy; privilege against self-incrimination; Protection of life and personal liberty; right to education; safeguards against ordinary arrest and preventive detention; right against exploitation; Ambit of religious freedom, cultural and educational rights; Right to Constitutional remedies; Fundamental Rights vis-à-vis armed forces; Martial Law and Armed Forces Special Powers Act ; Religious and Minority Rights

UNIT-V: Directive Principles of State Policy and Fundamental Duties (CO1, CO4, CO5, L1, L2, L5):

Relative importance of Directive Principles of State Policy (DPSP) and Fundamental Rights; Nature of Directive Principles of State Policy, Justifiability of Directive Principles of State Policy; Social security and welfare provisions under Directive Principles of State Policy; economic rights; Directive Principles of State Policy that were read into Fundamental Rights; Fundamental Duties – evolution, relationship between Fundamental Rights and Duties

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
A2: 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)	CO1 (A1, A2)	CO1 (A1, A2)			
Procedural Knowledge				CO2 (A1, A2) CO3 (A1, A2)	CO4 (A1, A2) CO5 (A1, A2)	
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 Law Analysis, Chalk and Talk, Student Presentations, Group Activities

Textbooks:

1. A.V.Dicey, Introduction to the Study of Constitution.
2. Brandt, E.M.; An Introduction to Constitutional Law ; Oxford University Press
3. Bernard Schwartz Commentary on American Constitution
4. Bhagwan Vishnoo, Bhushan Vidya, World Constitutions
5. Cane, Peter; Administrative Law ; Oxford University Press
6. Dauglus W.O, Studies in Indian and American Constitutional Law.

Reference Books:

1. A.V.Dicey, Introduction to the Study of Constitution.
2. Brandt, E.M.; An Introduction to Constitutional Law ; Oxford University Press
3. Bernard Schwartz Commentary on American Constitution

CO PO Mapping

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

CO PO Mapping						
Internal	PO1	PO2	PO3	PO4	PO5	PO6
C01	1	1	1	1	1	5
C02	1	2	1	2	1	7
C03	1	1	2	1	2	7

CO4	2	0	1	2	1	6
CO5	1	1	2	2	1	7
Target Level Max.	6	5	7	8	6	32



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Course Code: SOL1D105	Course Title: Union - State Relations And Constitutional Governance	
Semester: I	Course Type: Core	Credits: 2

Course description and learning objectives

This paper intends to provide students with an understanding of the federal system as envisioned in the Indian Constitution, with an emphasis on the legislative, administrative, and financial relationships between the Centre and the States. This course is designed to familiarise students with the historical context and nature of Indian federalism. It also explains the many types of constitutional documents. Additionally, it allows pupils to comprehend the judicial viewpoint on Indian federalism. The course also attempts to teach students about the Union's legislative, administrative, and budgetary relationships with the states. It will assist students in comprehending the principles of list interpretation as well as doctrines related to them. Students will also learn about the services provided by the Union and States, as well as the emergency provisions of the Indian Constitution.

Learning objectives:

- To Understand the various special features of Indian Polity.
- To Critically analyse the relationship between Administrative, Legislative and Financial relations between the Union & States.
- To Evaluate the various doctrines pertaining to legislative functioning of the Union & State.
- To Examine the various doctrines pertaining to administrative functioning of the Union & State.
- To critically analyse, evaluate & examine the working of Cooperative Federalism in the present day scenario & trace its working since the commencement of the constitution.

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

	Course Outcomes	Assessment
CO1	Identify & Review the various forms of polity and in specific, the working of Indian Polity	A2, A3
CO2	Interpret and critically examine comparatively, the outlines of Administrative, Legislative and Financial relations between the Union & State.	A1 & A3
CO3	Investigate, synthesize and critically evaluate the working of Co-operative Federalism in all its practicality in consonance with the constitutional law principles	A1 & A3
CO4	Investigate the role of Emergency in Union- State Relations.	A2 & A3
CO5	Evaluate the Financial relations between Union- State in light with the recent developments.	A1, A2, A3

Course outline and indicative content

UNIT-I: NATURE OF INDIAN POLITY (12 Sessions) (CO1:L1)

Introduction to the Constitution of India; Constitutional law---Constitutionalism; Introduction to the concept of Federalism; Historical evolution of federal features in India; Different forms of Governments-Unitary, Federal and Confederation, their features, merits, de-merits and distinction, Nature of Indian Federalism –Dominant features of the Union over the States.

UNIT-II: LEGISLATIVE RELATIONS BETWEEN THE CENTRE AND THE STATES (12 Sessions) (CO2, CO3:L2, L3)

Doctrine of Territorial Nexus, Delegated Legislation-permissible limits of delegation, Scheme of distribution of legislative powers between Union and States;Principles of interpretation of lists- Doctrine of Pith and Substance; Doctrine of Colorable Legislation; Doctrine of harmonious construction; Ancillary legislation;Residuary Powers;Parliament's power to legislate on the State List; Inconsistency between laws passed by Parliament and State legislature

UNIT-III: ADMINISTRATIVE RELATIONS BETWEEN THE UNION AND STATES (12 Sessions) (CO3, CO4: L2, L3)

Distribution of executive power; Inter-governmental delegation of powers; Centre's directive to State & other Constitutional provisions; All India services -Recruitment and Regulations of Conditions of Services; Doctrine of Pleasure-Restrictions on Doctrine of Pleasure; Constitutional Safeguards to Civil Servants; Public Service commission-Appointment of Member of Public service commission; Functions of Public Service Commission; Emergency Provisions- National Emergency, State Emergency, Financial Emergency

UNIT-IV: CO – OPERATIVE FEDERALISM AND PLANNING (12 Sessions) (CO4, CO5: L4, L5)

Competitive Federalism to Co – Operative Federalism – Full Faith and Credit Clause – Inter – State Council – Zonal Councils – River Boards – Other Statutory Bodies – Planning Commission, EPZA and Finance Commission – National Development Council – Plan Grants – Special Status given to Certain States – Impact of Panchayat Raj on Centre – State Relations – Commissions and Reports on Centre – State Relations – Impact of Globalization on Centre- State Relations.

UNIT-V: FINANCIAL RELATIONS BETWEEN THE UNION AND THE STATES (12 Sessions) (CO4, CO5: L4, L5)

Scheme of Allocation of Taxing Power – Extent of Union Power of Taxation – Inclusion of Residuary Power in the Fiscal Power – Inter – Government Tax Immunities – Difference Between Tax and Fee – Distribution of Tax Revenues – Borrowing Power of the Government of India and State – Tax Sharing Under the Constitution – Finance Commission – Specific Purpose – Grants – VAT – GST – Reports of Commissions and Committees on Revenue Sharing.

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						
Procedural Knowledge		CO5 (A1, A2, A3)		CO2 (A1, A3) CO4 (A2, A3)	CO3 (A1, A3)	
Meta Cognitive Knowledge	CO1(A2, A3)					

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, Class room Presentations, On line quiz, Role Plays, Presentations, document drafting practice etc.,

Teaching and learning resources

BOOKS

- V.N.Shukla's Constitution of India. Lucknow, Eastern Book Company, 2017.
- G.C.V Subbarao, Legislative powers in Indian Constitutional Law.

- Glanville Austin, The Indian Constitution: Cornerstone of a nation, Delhi; Oxford University Press.
- Pal, Chandra Centre-State Relations and Cooperative Federalism, New Delhi: Deep & Deep Publication, 1983
- Pande G S, Constitutional law of India
- Prasad, Anirudh Centre-State Relations in India, New Delhi: Deep & Deep Publications

References

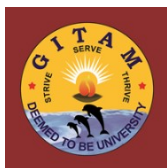
- Dr. Subhash C. Kashyap, The Framing of India’s Constitution- A study & Constitution making since 1950- An Overview
- Dr.Subhash C. Kashyap, Our Constitution-An Introduction to India’s Constitution and Constitutional Law, 5th edition reprint 2014.
- Prof. Shetty K.P.Krishna Shetty – Union – State Relations & Constitutions Governance

CO PO Mapping

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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	1	2	0	6
C02	1	1	2	2	1	7
C03	2	2	2	2	1	10
C04	1	2	3	2	1	9
C05	1	2	2	2	1	8
Target Level Max.	7	8	10	10	4	39



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Course Code: SOL1D201	Course Title: Law & Justice in Globalised World	
Semester: II	Course Type: Core	Credits: 3

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:

	Course Outcomes	Assessment
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, Ehrilch, 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.

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	CO4 (A2 & A3)					
Conceptual Knowledge	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)	
Procedural Knowledge		CO2 & CO5 (A2 & 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

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

Teaching and learning resources

REFERENCES

1. Andrew Byrnes, Mika Hayashi, Christopher Michaelson, International Law in the New Age of Globalization, Martinus Nijhoff 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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Course Code: SOL1D202	Course Title: Local Self- Government Law	
Semester: II	Course Type: Core	Credits: 2

Course description and learning objectives

With the implementation of the Constitution's Seventy-third and Seventy-fourth amendments, India is coming closer to the ideal of direct democracy, granting local governments administrative responsibilities in subjects of regional and local significance. This shift has opened up new possibilities for Indian democracy, as well as the possibility to put Gandhi's notion of Gram Swaraj into effect. A person specialised in administrative law must be well-versed in the workings of early systems, the current constitutional arrangement, the State's legislative powers shifting responsibility to local authorities, and the local bodies' rising regulatory and financial capabilities. The nature of these elected organisations' democratic functioning, as well as the scope of administrative and judicial supervision over them, are difficult areas for students of administrative law to examine and assist in the design of innovative and realistic working methods.

Learning objectives:

- To provide an overview of the basic components, as well as the historical and philosophical context of Local Self-Government.
- To familiarize pupils with the Local Self-Government Constitutional Scheme.
- To familiarize pupils with the rural Local Self-structure, Government's authorities, and functions.
- To comprehend the introductory aspects of the Local Self-Government, as well as the historical and philosophical background.
- To debate topics of decentralization and local self-government planning at the grass-roots level.

	Course Outcomes	Assessment
CO1	comprehend the fundamentals of Local Self-Government, including the historical and philosophical context.	A2, A3, A4
CO2	Discuss the local self-government model as it is outlined in the Constitution.	A1, A3, A4
CO3	Describe the organization, powers, and responsibilities of urban local self-government.	A1, A2, A3, A4
CO4	Discuss concerns of decentralization and local self-government planning at the grass-roots level.	A1, A3, A4
CO5	Examine the current state of local self-government.	A1, A3, A4

Course outline and indicative content

Unit-1 INTRODUCTION: Meaning and genesis of democratic decentralization, History, Growth and Development of Panchayati Raj in India-Lord Rippon's resolution, Royal commission, Balwant Rai Mehta Committee Report; Gram Swaraj: Gandhian Concept; Community Development Programme; Administrative framework

Unit-2 CONSTITUTIONAL SCHEME: Local Self Government; Directive Principles of State Policy - Art. 40; 73rd and 74th Constitutional Amendments; Schedules XI and XII of the Constitution; Second Administrative Reforms Commission; Sarkaria Commission, Punchi Commission and Local Governments

Unit-3 RURAL LOCAL GOVERNMENT: Gram Sabha- Meaning, importance, functions, meetings, Social Audit, Nyaya panchayat; Gram Panchayat-Introduction, composition, functions, Sarpanch, Powers and functions of Sarpanch; Taluk/Block Panchayat-Introduction, Composition, functions, Chairman-powers and functions; Zilla Panchayat-Introduction, composition, function; Financial administration-devolution of financial powers, Composition of State Finance commission; State Control over PRIs

Unit-4 URBAN LOCAL GOVERNMENT: Municipal Corporation-Organization and functions; Municipal Council; Mayor-functions and powers; committee-wards committees, district planning committee, Metropolitan planning committee; Municipal Commissioner-appointment, tenure, powers and functions; Cantonment Boards; Special purpose urban development agencies; Municipal Finance; State control and supervision

Unit-5 PLANNING FOR PRIs: Planning for rural development-Planning machinery at the National and State Levels; Role of Panchayat Raj Institutions in Planning; Panchayati Raj and Rural 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)	
Meta Cognitive Knowledge						

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, Class room Presentations, On line quiz, Role Plays, Presentations, document drafting practice etc.,

Teaching and learning resources

Text Books And Reference Books:

1. M. Venketarangiya& M. Pattabhiram, Local Government in India (1969) Allied Publishers, New Delhi
2. Joshi, R.P., Narwani, G.S., Panchayat Raj in India: Emerging Trends across the States (Rawat Publications), Hyderabad, 2011
3. Khanna, B.S: Panchayati Raj in India- National Perspectives and State Studies (Deep and Deep Publications), New Delhi, 1994.De Smith, Judicial Review of Administrative Action (1995)

4. Dicey, Introduction to the Law of the Constitution,
5. Friedman, The State and the Rule of Law in a Mixed Economy
6. Ivor Jennings, Law and the Constitution
7. Jain & Jain, Principles of Administrative Law (1986), Tripathi, Bombay

CO PO Mapping

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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	1	2	0	6
C02	1	1	2	2	1	7
C03	2	2	2	2	1	10
C04	1	2	3	2	1	9
C05	1	2	2	2	1	8
Target Level Max.	7	8	10	10	4	39



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Course Code: SOL1D203	Course title: Comparative Administrative Law	
Semester: II	Course Type: Core	Credits: 2

Course description and learning objectives

This course is designed to understand all the critical dimensions of Administrative law in a comparative perspective to other countries. Comparative administrative law is a well-established field of study. For almost 150 years, people have been studying other administrative law systems in order to better understand their own and to identify models for change. The breadth of the subject, the ideals served by administrative law, and the factors affecting administrative law are all discussed in this article. It also contrasts the administration's authorities, institutions, and procedures, as well as legal recourse.

Learning objectives:

- To critically analyse the relationship between Administrative Law and Constitutional law.
- To trace the evolution of administrative law across various countries.
- To understand the inner workings of government agencies, as well as how they carry out their principal functions.
- To learn about the administrative action in rule development and enforcement, as well as adjudication.
- To Critically evaluate and brainstorm good governance policies in administrative setup globally

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

	Course Outcomes	Assessment
CO1	Investigate thoroughly the relationship between Administrative law & Constitutional law globally	A1, A2, A3
CO2	Identify & Review the various administrative setups in various countries across the world	A1, A2, A3
CO3	Interpret and critically examine comparatively, the similarities & differences in separation of powers, Judicial review and public interest litigation	A1, A2, A3
CO4	Investigate, synthesize and critically evaluate the government liability for torts in various administrative setups and conditions governing civil servants.	A1, A2, A3

CO5	Plan, design and execute a research project that undertakes a comparative analysis of good governance policies globally & brainstorm the lacunae's that could be included in good governance policies of the future	A1, A2, A3
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Course outline and indicative content

UNIT-I: Evolution of Administrative Law (12 Sessions): (CO1, CO2, CO5: L1, L2, L4)

Relationship between Administrative Law and Constitutional Law –Reasons for growth of administrative law – Development of Administrative Law in India as part of Constitutional law – Administrative Law and Fundamental Rights – Equality

UNIT-II: Separation of powers, Judicial Review & Public Interest Litigation-French, US & UK: (CO3, CO5: L1, L2, L3, L4, L5)

French concept of Separation of Powers and Administrative Courts, Droit Administratif, Administrative courts in France, Council d' etat, Scope of Judicial Review in UK, Scope of Judicial Review in US, Public Interest Litigation in India and US, Merits of French Administrative Law, Remedies available under French and Indian Administrative Law

UNIT-III: Government liability- Britain, France, India(12 Sessions): (CO1, CO2, CO4: L2, L4, L5)

Government Liability for torts committed by its employees in Great Britain, France and India, Promissory Estoppel in Great Britain and India, Doctrine of Legitimate Expectation in India and Great Britain

UNIT-IV: Protections Of Civil Servant, Administrative Adjudication And Public Undertakings And Corporations (12 Sessions): (CO1, CO2, CO3: L1, L2, L4)

Constitutional Protection of Civil Servants – Need for Protection of Civil Servants – Lacunae in the Protection – Terms and Condition of Service – Tenure of Office – The Doctrine of Pleasure – its Extent and Limitations and Exceptions – Administrative Adjudication – Overview of Administrative Tribunals and Special Court Act, 1979 – Nature – Constitution and Powers of Public Undertakings and Control over them – Privatization of Public Corporations and its Impact in India on Concept of State.– Prevention of Corruptions, State privilege to refuse Production of documents in Courts in Great Britain and India, Right to Information in India & UK, Overview of The Official Secrets Act, 1923 (India).

UNIT-V: The State and Governance (12 Sessions): (CO1, CO5: L2, L3, L4, L5)

The concept of Good Governance, The methods to ensure Good Governance, State and Civil Liberties; Globalization and Global Governance, Players in Global Governance – Public, Private, and Hybrid, Global Administrative Law: Perspectives of Developing Countries

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

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

Teaching and learning resources

TEXTBOOK

1. Peter H.Schuck, Foundations of Administrative Law (1994), Oxfor, New York.
2. Friedman, The State and the Rule of Law in a Mixed Economy Neville L.Brown and J.F.Garner, French Administrative Law
3. Ivor Jennings, Law and the Constitution Schwartz & Wade, Legal Control of Government
4. Davis, Discretionary Justice De Smith, Judicial Review of Administrative Action (1995)
5. Neil Hawke and Neill Papworth, Introduction to Administrative Law (1996), Lawman, New Delhi. D.D.Basu, Comparative Administrative Law, (1998)

REFERENCES

1. Christopher Forsyth, Mark Elliott, Swati Jhaveri, Effective Judicial Review: A Cornerstone of Good Governance (Oxford University Press, 2010).
2. D.D. Basu, Comparative Constitutional Law (2nd ed., Wadhwa Nagpur).
3. David Strauss, The Living Constitution (Oxford University Press, 2010)
4. Dr. Subhash C Kashyap, Framing of Indian Constitution (Universal Law, 2004)
5. Elizabeth Giussani, Constitutional and Administrative Law (Sweet and Maxwell, 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	2	1	1	1	7
C02	3	1	2	2	0	8
CO3	3	1	2	0	0	6
CO4	2	1	2	2	1	8
CO5	2	3	1	3	1	10
Target Level Max.	12	8	8	8	3	39



GITAM SCHOOL OF LAW (GSL)
Gandhi Institute of Technology and Management (GITAM)
 (Declared as Deemed to be University u/s 3 of UGC Act. 1956)
 Visakhapatnam – 530 045.

Course Code: SOL1D204	Course Title: PUBLIC POLICY AND DEVELOPMENT	
Semester: II	Course Type: Core	Credits: 2

Course description and learning outcomes

This course focusses on institutions, and procedures involved in crafting public policy in India in this course on public policy and development. It will also assist students in developing the analytical skills required to think critically about issues related to the formulation and execution of Indian public policy.

Learning Objectives:

1. To comprehend the meaning and scope of public policy, as well as the process by which it is developed, its objectives, and the means and techniques by which it is implemented.
2. To investigate the constitutional and legislative foundations for health care, its ramifications, legislation, and public health policy, with the goal of gaining a better understanding of current health-care policy.
3. To assess environmental policy, its formation, and execution, in order to have a general understanding of the institutional roles of environmental boards and the regulations that govern them.
4. To critically examine the meaning and breadth of the right to education, adult education, and a general assessment of the Right to Education Act.
5. To assess the significance and breadth of globalisation in today's world, as well as an examination of international trade policies and their influence on domestic policies, legislative responses, and related trade policy.

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

	Learning Outcome	Assessment
CO 1	Identify the various policy issues in the discourse of development & constitutionalism	A1, A2, A3
CO 2	Critically recognise the various stakeholders in the process of development and policy making.	A1, A2, A3
CO 3	Investigate, synthesize and critically evaluate the policy issues pertaining to health, education, environment and trade policies in the quest for development.	A1, A2, A3
CO 4	Critically identify the lacunae in the policy making and policy implementation of these issues.	A1, A2, A3
CO 5	Plan, design and execute a research project that undertakes a proactive approach to identify the successful policy projects and learn from the failures.	A1, A2, A3

Course outline and indicative content

UNIT-I: Nature And Extent Of Public Policy (12 Sessions): (CO1, CO2, L1, L2)

Meaning, Significance of policy making & implications on society; Policy making process – formulation, adoption implementation and evaluation, Indicators for determining Issues ; Policy Advocacy- Surveying Policy making Landscape; Goals underlying policy making - Equity, Efficiency, Welfare, Liberty and Security Means and methods of implementation; Domestic Policy v Foreign Policy

UNIT-II: ECONOMIC AND INDUSTRIAL POLICY (12 Sessions): (CO2, CO3, L1, L2)

Globalization and economic policy, industrial policy; International Trade Policies and their impact on domestic policies; Legislative response to economic and trade policy; Judicial role in evaluation of economic and industrial policies; Foreign Direct Investment Policy; Information Technology Policy

UNIT-III: ENERGY AND ENVIRONMENTAL POLICY (12 Sessions): (CO4, CO5, L1, L2)

Energy Policy – formulation and implementation; Energy crisis and protection of Natural resources; Environmental Policy – Elements, Concept of Development Sustainable development, Brundtland Report on Sustainable Development, Policy Initiatives of the State for development-Urban/Rural Development-73 and 74 Constitutional Amendments; Normative structure of environmental policy; Institutional functions of implementation of Environment policy

UNIT-IV: EDUCATION POLICY (12 Sessions): (C3, C4, L1, L2)

Elements of Education Policy; Right to education – scope and content; Adult education and women’s education; The Right to Education Act – An Appraisal; Commercialization of education: causes and consequences

UNIT-V: HEALTH CARE POLICY (12 Sessions): (CO3, CO4, CO5, L1, L2):

Public Health Policy – Constitutional and statutory basis; Coverage of policy – Universal or selective; Medicare and Medicaid; Law and public health policy; Policy reform and evaluation

Assessment methods

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

Mapping COs-Blooms levels- Assessment Tools:

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CO PO Mapping

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CO PO Mapping							
Internal	PO1	PO2	PO3	PO4	PO5	PO6	Sum
C01	0	1	1	1	1	0	4
C02	0	1	1	1	1	0	4
C03	0	1	1	1	2	0	5
C04	0	0	1	1	1	0	3
C05	0	1	2	2	1	0	6
Target Level Max.	0	4	6	6	6	0	22

Course Code: SOL1D205	Course Title: Dissertation (Including Teaching Aptitude & Soft Skills)	
Semester: II	Course Type: Core	Credits: 3

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

Dissertation Guidelines: All the LL.M. 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 19th 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 3 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 19th 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

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