

10 YEARS
OF UNIVERSITY
RECOGNITION
20 YEARS OF
ACADEMIC
EXCELLENCE



REVA
UNIVERSITY

Bengaluru, India

(School) HANDBOOK

Rukmini Knowledge Park
Kattigenahalli, Yelahanka, Bengaluru – 560064
www.reva.edu.in



REVA
UNIVERSITY

Bengaluru, India

SCHOOL OF LEGAL STUDIES

LL.M (Criminal Law) Program

Handbook

Batch: 2022-2023

Rukmini Knowledge Park,

Kattigenahalli, Yelahanka, Bangalore-560064

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Rukmini Educational
Charitable Trust

www.reva.edu.in

Chancellor's Message

“Education is the most powerful weapon which you can use to change the world.”

- Nelson Mandela.

There was a time when survival depended on just the realization of physiological needs. We are indeed privileged to exist in a time when ‘intellectual gratification’ has become indispensable. Information is easily attainable for the soul that is curious enough to go look for it. Technological boons enable information availability anywhere anytime. The difference, however, lies between those who look for information and those who look for knowledge.



It is deemed virtuous to serve seekers of knowledge and as educators it is in the ethos at REVA University to empower every learner who chooses to enter our portals. Driven by our founding philosophy of ‘Knowledge is Power’, we believe in building a community of perpetual learners by enabling them to look beyond their abilities and achieve what they assumed impossible.

India has always been beheld as a brewing pot of unbelievable talent, acute intellect, and immense potential. All it takes to turn those qualities into power is a spark of opportunity. Being at a University is an exciting and rewarding experience with opportunities to nurture abilities, challenge cognizance and gain competence.

For any University, the structure of excellence lies in the transitional abilities of its faculty and its facility. I'm always in awe of the efforts that our academic board puts in to develop the team of subject matter experts at REVA. My faculty colleagues understand our core vision of empowering our future generation to be ethically, morally, and intellectually elite. They practice the art of teaching with a student-cantered and transformational approach. The excellent infrastructure at the University, both educational and extra-curricular, magnificently demonstrates the importance of ambience in facilitating focused learning for our students.

A famous British politician and author from the 19th century - Benjamin Disraeli, once said ‘A University should be a place of light, of liberty and of learning’. Centuries later this dictum still inspires me, and I believe, it takes teamwork to build successful institutions. I welcome you to REVA University to join hands in laying the foundation of your future with values, wisdom, and knowledge.

Dr. P. Shyama Raju

The Founder and Hon'ble Chancellor, REVA University

Vice-Chancellor's Message

The last two decades have seen a remarkable growth in higher education in India and across the globe. The move towards inter- disciplinary studies and interactive learning have opened up several options as well as created multiple challenges. India is at a juncture where a huge population of young crowd is opting for higher education. With the tremendous growth of privatization of education in India, the major focus is on creating a platform for quality in knowledge enhancement and bridging the gap between academia and industry.



A strong believer and practitioner of the dictum “Knowledge is Power”, REVA University has been on the path of delivering quality education by developing the young human resources on the foundation of ethical and moral values, while boosting their leadership qualities, research culture and innovative skills. Built on a sprawling 45 acres of green campus, this ‘temple of learning’ has excellent and state-of-the-art infrastructure facilities conducive to higher teaching-learning environment and research. The main objective of the University is to provide higher education of global standards and hence, all the programs are designed to meet international standards. Highly experienced and qualified faculty members, continuously engaged in the maintenance and enhancement of student-centric learning environment through innovative pedagogy, form the backbone of the University.

All the programs offered by REVA University follow the Choice Based Credit System (CBCS) with Outcome Based Approach. The flexibility in the curriculum has been designed with industry-specific goals in mind and the educator enjoys complete freedom to appropriate the syllabus by incorporating the latest knowledge and stimulating the creative minds of the students. Bench marked with the course of studies of various institutions of repute, our curriculum is extremely contemporary and is a culmination of efforts of great think-tanks - a large number of faculty members, experts from industries and research level organizations. The evaluation mechanism employs continuous assessment with grade point averages. We believe sincerely that it will meet the aspirations of all stakeholders – students, parents and the employers of the graduates and postgraduates of REVA University.

At REVA University, research, consultancy and innovation are regarded as our pillars of success. Most of the faculty members of the University are involved in research by attracting funded projects from various research level organizations like DST, VGST, DBT, DRDO, AICTE and industries. The outcome of the research is passed on to students through live projects from industries. The entrepreneurial zeal of the students is encouraged and nurtured through EDPs and EACs.

REVA University has entered into collaboration with many prominent industries to bridge the gap between industry and University. Regular visits to industries and mandatory internship with industries have helped our students. REVA University has entered into collaboration with many prominent industries to bridge the gap between industry and University. Regular visits to industries and mandatory internship with industries have helped our students become skilled with relevant to industry requirements. Structured training programs on soft-skills and preparatory training for competitive exams are offered here to make students more employable. 100% placement of eligible students speaks the effectiveness of these programs. The entrepreneurship development activities and establishment of “Technology Incubation Centres” in the University extend full support to the budding entrepreneurs to nurture their ideas and establish an enterprise.

With firm faith in the saying, “Intelligence plus character –that is the goal of education” (Martin Luther King, Jr.), I strongly believe REVA University is marching ahead in the right direction, providing a holistic education to the future generation and playing a positive role in nation building. We reiterate our endeavour to provide premium quality education accessible to all and an environment for the growth of over-all personality development leading to generating “GLOBAL PROFESSIONALS”.

Welcome to the portals of REVA University

Director's Message

At his best, man is the noblest of all animals; separated from law and justice he is the worst.

- Aristotle

Ubi jus ibi remedium, where there is right there is remedy. Law is a powerful tool for bringing positive social change. The duty of legal professionals is to identify the rights and seek the remedies to make the real promise of “equal justice”. The privilege of being a part of the legal profession compels us to promote the rule of law and its commitment to justice and equality.



Today, the best legal education must include an integration of theory, doctrine, and practice and must be delivered by a diverse faculty to a diverse student body. Legal education is no longer restricted to the traditional core subjects but it has interaction with public policy, business, information technology, bio medical technology, socio-political issues, ethical issues, cyber space environmental issues among others. The scope of legal education again is transgressing to international realm and providing a global perspective to students is a must.

Our school's commitment is to provide all round excellence to make our students adept to chart their own paths through unique programs that cross traditional disciplinary boundaries and provide opportunities to learn by doing. At REVA School of Legal Studies, students will not just learn to practice law, but they would learn to shape it. It is our aim to inculcate rigorous analytical skills needed as practitioner or as a Stewart of social, political and legal change. We aspire to prepare future leaders, lawyers, legal journalists, managers, business heads to serve their clients, the justice system and the public with a high level of accomplishment and a commitment to the highest ideals of the legal profession. We recognize the essential role of human creativity, intelligence, and initiative in education and therefore we strive to channelize the energies of our students for productive and creative purposes to develop their professional capacity. As a law school, we are committed to a healthy and respectful environment of free intellectual inquiry and exchange, and the protection of freedom of thought. BBA LL. B program is designed keeping in view the current demographic need highlighted above and possible future developments, both at

national and global levels. The course is a unique amalgamation of two professional degrees BBA and LLB and therefore provides an edge to our students for their future endeavour. While students will learn intricacies of business, they will be equally well-versed in nuances of regulatory affairs and corporate laws. The scheme of instruction and curriculum is prepared by the Board of Studies consisting of notable scholars, academicians, lawyers, legal experts specialized in the field. Greater emphasis is laid on the practical aspects of legal education, internships, tutorials etc. School of Legal Studies intends to measure student's growth and development in the area of legal reasoning, analytical skills, refinement and conceptualization, assimilation of large amount of data and acquisition of the breadth of understanding and depth in the areas that interest the students most. Students will have access to various electives and this flexibility will be supported by a rigorous core program involving theory, study of doctrines, case-laws, case studies and practical training involving writing of research reports, internships, moots etc. The curriculum caters to and has relevance to Local, regional, National and global developmental issues. Maximum number of courses are integrated with cross-cutting issues with relevant to professional ethics, Gender, Human Values, environment and sustainability. This program is under CBCS and CAGP system where students have the opportunity to choose the subjects of their choice from wide era of subjects as soft core study and open elective.

The personal and professional interests in the above course are matched by our faculty's discipline-leading research providing manifestation of contemporary issues throughout the study period. Our well-qualified, experienced and committed faculty will guide you, monitor your progress, mould you and make your study interesting and fruitful. Exciting opportunities will be available to students to expand their practical know-how in the field through internships, judicial clerkships, participation on moot-courts, MUN's among others. The facilities for curricular and co-curricular activities in REVA University with dedicated supportive staff provide you conducive ambience for learning. The University fully understands that engagement with professionally relevant aspects in Business Administration as well as Legal Studies is what will make our graduates sought after future leaders in their respective fields.

I am sure the students choosing BA LLB in REVA University will enjoy the curriculum, learning environment as well as make the best use of the vast infrastructure and experienced teacher's guidance. We will strive to provide all needed comfort and congenial environment for your studies. I wish all students pleasant stay in REVA and grand success in their career.

Dr. Bharathi. S
Director, School of Legal Studies

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RUKMINI EDUCATIONAL CHARITABLE TRUST

It was the dream of late Smt. Rukmini Shyama Raju to impart education to millions of underprivileged children as she knew the importance of education in the contemporary society. The dream of Smt. Rukmini Shyama Raju came true with the establishment of Rukmini Educational Charitable Trust (RECT), in the year 2002. Rukmini Educational Charitable Trust (RECT) is a Public Charitable Trust, set up in 2002 with the objective of promoting, establishing and conducting academic activities in the fields of Arts, Architecture, Commerce, Education, Engineering, Environmental Science, Legal Studies, Management and Science & Technology, among others. In furtherance of these objectives, the Trust has set up the REVA Group of Educational Institutions comprising of REVA Institute of Technology & Management (RITM), REVA Institute of Science and Management (RISM), REVA Institute of Management Studies (RIMS), REVA Institute of Education (RIE), REVA First Grade College (RFGC), REVA Independent PU College at Kattigenahalli, Ganganagar and Sanjaynagar and now REVA University. Through these institutions, the Trust seeks to fulfil its vision of providing world class education and create abundant opportunities for the youth of this nation to excel in the areas of Arts, Architecture, Commerce, Education, Engineering, Environmental Science, Legal Studies, Management and Science & Technology.

Every great human enterprise is powered by the vision of one or more extraordinary individuals and is sustained by the people who derive their motivation from the founders. The Chairman of the Trust is Dr. P. Shyama Raju, a developer and builder of repute, a captain of the industry in his own right and the Chairman and Managing Director of the DivyaSree Group of companies. The idea of creating these top notched educational institutions was born of the philanthropic instincts of Dr. P. Shyama Raju to do public good, quite in keeping with his support to other socially relevant charities such as maintaining the Richmond road park, building and donating a police station, gifting assets to organizations providing accident and trauma care, to name a few.

The Rukmini Educational Charitable Trust drives with the main aim to help students who are in pursuit of quality education for life. REVA is today a family of ten institutions providing education from PU to Post Graduation and Research leading to PhD degrees. REVA has well qualified experienced teaching faculty of whom majority are doctorates. The faculty is supported by committed administrative and technical staff. Over 15,000+ students study various courses across REVA's three campuses equipped with exemplary state-of-the-art infrastructure and conducive environment for the knowledge driven community.

ABOUT REVA UNIVERSITY

REVA University has been established under the REVA University Act, 2012 of Government of Karnataka and notified in Karnataka State Gazette No. 80 dated 27thFebruary, 2013. The University is empowered by UGC to award degrees any branch of knowledge under Sec.22 of the UGC Act. The University is a Member of Association of Indian Universities, New Delhi. The main objective of the University is to prepare students with knowledge, wisdom and patriotism to face the global challenges and become the top leaders of the country and the globe in different fields.

REVA University located in between Kempegowda International Airport and Bangalore city, has a sprawling green campus spread over 45 acres of land and equipped with state-of-the-art infrastructure that provide conducive environment for higher learning and research. The REVA campus has well equipped laboratories, custom-built teaching facilities, fully air-conditioned library and central computer centre, the well planned sports facility with cricket ground, running track & variety of indoor and outdoor sports activities, facilities for cultural programs. The unique feature of REVA campus is the largest residential facility for students, faculty members and supportive staff.

REVA consistently ranked as one of the top universities in various categories because of the diverse community of international students and its teaching excellence in both theoretical and technical education in the fields of Engineering, Management, Law, Science, Commerce, Arts, Performing Arts, and Research Studies. REVA offers 28 Undergraduate Programmes, 22 Full-time and 2 Part-time Postgraduate Programmes, 18 Ph. D Programmes, and other Certificate/ Diploma/Postgraduate Diploma Programmes in various disciplines.

The curriculum of each programme is designed with a keen eye for detail by giving emphasis on hands-on training, industry relevance, social significance, and practical applications. The University offers world-class facilities and education that meets global standards. The programs being offered by the REVA University are well planned and designed after detailed study with emphasis with knowledge assimilation, applications, global job market and their social relevance. Highly qualified, experienced faculty and scholars from reputed universities / institutions, experts from industries and business sectors have contributed in preparing the scheme of instruction and detailed curricula for this program. Greater emphasis on practice in respective areas and skill development to suit to respective job environment has

been given while designing the curricula. The Choice Based Credit System and Continuous Assessment Graded Pattern (CBCS – CAGP) of education has been introduced in all programs to facilitate students to opt for subjects of their choice in addition to the core subjects of the study and prepare them with needed skills. The system also allows students to move forward under the fast track for those who have the capabilities to surpass others. These programs are taught by well experienced qualified faculty supported by the experts from industries, business sectors and such other organizations. REVA University has also initiated many supportive measures such as bridge courses, special coaching, remedial classes, etc., for slow learners so as to give them the needed input and build in them confidence and courage to move forward and accomplish success in their career. The University has also entered into MOUs with many industries, business firms and other institutions seeking their help in imparting quality education through practice, internship and also assisting students' placements.

REVA University recognizing the fact that research, development and innovation are the important functions of any university has established an independent Research and Innovation division headed by a senior professor as Dean of Research and Innovation. This division facilitates all faculty members and research scholars to undertake innovative research projects in engineering, science & technology and other areas of study. The interdisciplinary-multidisciplinary research is given the top most priority. The division continuously liaisons between various funding agencies, R&D Institutions, Industries and faculty members of REVA University to facilitate undertaking innovative projects. It encourages student research projects by forming different research groups under the guidance of senior faculty members. Some of the core areas of research wherein our young faculty members are working include Data Mining, Cloud Computing, Image Processing, Network Security, VLSI and Embedded Systems, Wireless Sensor Networks, Computer Networks, IOT, MEMS, Nano- Electronics, Wireless Communications, Bio-fuels, Nano-technology for coatings, Composites, Vibration Energies, Electric Vehicles, Multilevel Inverter Application, Battery Management System, LED Lightings, Renewable Energy Sources and Active Filter, Innovative Concrete Reinforcement, Electro Chemical Synthesis, Energy Conversion Devices, Nano-structural Materials, Photo-electrochemical Hydrogen generation, Pesticide Residue Analysis, Nano materials, Photonics, Nano Tribology, Fuel Mechanics, Operation Research, Graph theory, Strategic Leadership and Innovative Entrepreneurship, Functional Development Management, Resource Management and Sustainable Development, Cyber

Security, General Studies, Feminism, Computer Assisted Language Teaching, Culture Studies etc.

The REVA University has also given utmost importance to develop the much required skills through variety of training programs, industrial practice, case studies and such other activities that induce the said skills among all students. A full-fledged Career Development and Placement (CDC) department with world class infrastructure, headed by a dynamic experienced Professor & Dean, and supported by well experienced Trainers, Counsellors and Placement Officers.

The University also has University-Industry Interaction and Skill Development Centre headed by a Senior Professor & Director facilitating skill related training to REVA students and other unemployed students. The University has been recognised as a Centre of Skill Development and Training by NSDC (National Skill Development Corporation) under Pradhan Mantri Kaushal Vikas Yojana. The Centre conducts several add-on courses in challenging areas of development. It is always active in facilitating student's variety of Skill Development Training programs.

The University has collaborations with Industries, universities abroad, research institutions, corporate training organizations, and Government agencies such as Florida International University, Oklahoma State University, Western Connecticut University, University of Alabama, Huntsville, Oracle India Ltd, Texas Instruments, Nokia University Relations, EMC2, VMware, SAP, Apollo etc, to facilitate student exchange and teacher-scholar exchange programs and conduct training programs. These collaborations with foreign universities also facilitates students to study some of the programs partly in REVA University and partly in foreign university, viz, M.S in Computer Science one year in REVA University and the next year in the University of Alabama, Huntsville, USA.

The University has also given greater importance to quality in education, research, administration and all activities of the university. Therefore, it has established an independent Internal Quality division headed by a senior professor as Dean of Internal Quality. The division works on planning, designing and developing different quality tools, implementing them and monitoring the implementation of these quality tools. It concentrates

on training entire faculty to adopt the new tools and implement their use. The division further works on introducing various examination and administrative reforms.

To motivate the youth and transform them to become innovative entrepreneurs, successful leaders of tomorrow and committed citizens of the country, REVA organizes interaction between students and successful industrialists, entrepreneurs, scientists, and such others from time to time. As a part of this exercise great personalities such as Bharat Ratna Prof. C. N. R. Rao, a renowned Scientist, Dr. N R Narayana Murthy, Founder and Chairman and Mentor of Infosys, Dr. K Kasturirangan, Former Chairman ISRO, Member of Planning Commission, Government of India, Dr. Balaram, Former Director IISc., and noted Scientist, Dr. V S Ramamurthy, Former Secretary, DST, Government of India, Dr. V K Aatre, noted Scientist and former head of the DRDO and Scientific Advisor to the Ministry of Defence Dr. Sathish Reddy, Scientific Advisor, Ministry of Defence, New Delhi and many others have accepted our invitation and blessed our students and faculty members by their inspiring addresses and interaction.

REVA organises various cultural programs to promote culture, tradition, ethical and moral values to our students. During such cultural events, the students are given opportunities to unfold their hidden talents and motivate them to contribute innovative ideas for the progress of the society. One of such cultural events is REVAMP conducted every year. The event not only gives opportunities to students of REVA but also students of other Universities and Colleges. During three days of this mega event students participate in debates, Quizzes, Group discussion, Seminars, exhibitions, and variety of cultural events. Another important event is Shubha Vaidya, - Graduation Day for the final year students of all the programs, wherein, the outgoing students are felicitated and are addressed by eminent personalities to take their future career in a right spirit, to be the good citizens and dedicate themselves to serve the society and make a mark in their respective spheres of activities. During this occasion, the students who have achieved top ranks and won medals and prizes in academic, cultural and sports activities are also recognised by distributing awards and prizes. The founders have also instituted medals and prizes for sports achievers every year. The physical education department conducts regular yoga class is every day to students, faculty members, administrative staff and their family members and organizes yoga camps for villagers around.

Vision

REVA University aspires to become an innovative university by developing excellent human resources with leadership qualities, ethical and moral values, research culture and innovative skills through higher education of global standards.

Mission

- To create excellent infrastructure facilities and state-of-the-art laboratories and incubation centres
- To provide student-centric learning environment through innovative pedagogy and education reforms
- To encourage research and entrepreneurship through collaborations and extension activities
- To promote industry-institute partnerships and share knowledge for innovation and development
- To organize society development programs for knowledge enhancement in thrust areas
- To enhance leadership qualities among the youth and enrich personality traits, promote patriotism and moral values.

Objectives

- Creation, preservation and dissemination of knowledge and attainment of excellence in different disciplines
- Smooth transition from teacher - centric focus to learner - centric processes and activities
- Performing all the functions of interest to its major constituents like faculty, staff, students and the society to reach leadership position
- Developing a sense of ethics in the University and Community, making it conscious of its obligations to the society and the nation
- Accepting the challenges of globalization to offer high quality education and other services in a competitive manner.

ABOUT SCHOOL OF LEGAL STUDIES

The School of Legal Studies has experienced faculty members specialized in Law and Business Administration and supported by well experienced professors, legal experts and practicing advocates as visiting faculty members. The school has the state-of-art class rooms and well equipped laboratories, drawing and seminar halls. The school offers BA. LL.B (Honours), BBA. LL.B (Honours) and LL.M. in (Business and Corporate Law) & (Criminal Law) program. The curriculum of post graduate degree program has been designed to bridge the gap between judiciary, industry and academia and hence they are practical oriented. Criminal Law specialization is one of the most popular branch of law. The study of criminal law includes the statutes, rules, and regulations which define conduct that is prohibited by the law due to the threat it poses as well as the harm it can cause to public safety and welfare. Apart from that, Criminal Law also lays down the punishment that can be imposed on any individual or group of people if they break any law.

VISION

“To achieve excellence in educating professionals, advancing legal scholarship, serving the public, fostering justice and the well-being of society”

MISSION

To provide quality legal education at bachelors and masters level through technologically advanced learning resources and a highly respected and experienced faculty to prepare our students to succeed in a dynamic and ever-evolving legal and business environment and to do research to contribute to the advancement of justice

OBJECTIVES

- Educate graduates who will be excellent professionals: knowledgeable, innovative, thoughtful, practical, ethical, and well-prepared for the practice of law;
- Engage with the community and the University at all levels of our work, including teaching, scholarship, public service, and public policy;
- Create and disseminate knowledge to solve social and legal problems and to promote justice;
- Integrate programs of instruction that connect skills and knowledge, apply theory to practice, and respect and engage diverse points of view and diverse experiences;

- Produce graduates of high quality scholarship, enhance our national and international stature, attract excellent students, and take our place among the very best providers of legal education.

BOARD OF STUDIES MEMBERS

1. Prof. Dr. Bharathi. S	Chairperson
2. Prof. Dr. Nagaraja V	Members
3. Prof. Dr. Aarti Tyagi	Members
4. Prof. Dr Kalicharan M L	Members
5. Prof. Prof. Dr G R Jagadeesh	External Members
6. Prof. Dr. Pranitha B S	External Members
7. Prof. Dr. V.Sudesh	External Members
8. Dr. Sandeep M N	External Members
9. Naman Jhabakh	External Members
10. P V Miranda Kumar	Student Representatives
11. Milind Kallappa Toravi	Student Representatives

REGULATIONS

1. Title and Commencement:

1.1 These Regulations shall be called **“REVA University Academic Regulations –Law Degree (LL.M) (1 year) Program 2022-23 Batch subject to amendments from time to time by the Academic Council on recommendation of respective Board of Studies and approval of Board of Management**

1.2 These Regulations shall come into force from the date of assent of the Chancellor.

2. The Programs:

These regulations cover the Post Graduate - 1 year Law Degree (LL.M) Program of REVA University offered during 2020-21:

LL. M (specialization in Criminal Law)

3. Duration and Medium of Instructions:

3.1 Duration: The One Year Post Graduate Degree program is of 2 Semesters duration. A candidate can avail a maximum of 4 semesters - 2 years as per double duration norm, in one stretch to complete the One Year Post Graduate Degree, including blank semesters, if any. Whenever a candidate opts for blank semester, s/he has to study the prevailing courses offered by the School when s/he resumes his/her studies.

3.2 The medium of instruction shall be English.

4. Definitions:

4.1 Course: “Course” means a subject, either theory or practical or both, listed under a programme; Example: “Criminology” in LL. M in Criminal Law program is an example of courses to be studied under respective programs.

Every course offered will have two components associated with the teaching-learning process of the course, namely:

L	Lecture
T	Tutorial

Where:

L stands for **Lecture** session consisting of classroom instruction.

T stands for **Tutorial** session consisting participatory discussion / self-study/ desk work/ brief seminar presentations by students and such other novel methods that make a student to absorb and assimilate more effectively the contents delivered in the Lecture classes.

4.2 Classification of Courses

Courses offered are classified as: Core Courses and Dissertation

4.2.1 Core Course: A course which should compulsorily be studied by a candidate choosing a particular program of study

4.2.2 Dissertation:

School can offer project work/dissertation as a course. Depending on the duration required for completing the project/dissertation work, credits can be assigned. Normally, a minor project carries 4-6 credits and a major project carries double the number of credits of a minor project.

4.2.3 “Program” means the academic program leading to a Degree, Post Graduate Degree, Post Graduate Diploma or such other degrees instituted and introduced in REVA University.

5. Eligibility for Admission:

5.1. The eligibility criteria for admission to **One Year Master Degree Program** (2 Semesters) is given below:

Sl. No.	Program	Duration	Eligibility
1	Master of Law in Criminal Law (LL.M)	2 Semesters (1 year)	3 years/ 5 years Degree in Law from recognized university / Institution with minimum 50% (45% in case of SC/ST) marks in aggregate from any Recognized University/Institution. Admission is based on CLAT / LSAT/REVA CET.

5.2 Provided further that the eligibility criteria are subject to revision by the Government Statutory Bodies, such as BCI from time to time.

6. Courses of Study and Credits

6.1 Each course of study is assigned with certain credit value

6.2 Each semester is for a total duration of 20 weeks out of which 16 weeks dedicated for teaching and learning and the remaining 4 weeks for IAs and final examination, evaluation and announcement of results.

6.3 The credit hours defined as below:

In terms of credits, every one hour session of L amounts to 1 credit per Semester and a minimum of two hour session of T or P amounts to 1 credit per Semester or a three hour session of T / P amounts to 2 credits over a period of one Semester of 16 weeks for teaching-learning process.

1 credit = 13 credit hours spread over 16 weeks or spread over the semester

The total duration of a semester is 20 weeks inclusive of semester-end examination.

7. Different Courses of Study:

Different Courses of Study are labeled as follows:

- a. Core Course (CC)

- b. Dissertation: School can offer project work/dissertation as a course. Depending on the duration required for completing the project/dissertation work, credits can be assigned. Normally, a minor project carries 4-6 credits and a major project carries double the number of credits of a minor project

8. Credits and Credit Distribution

Registered candidates are required to earn the 48 credits for successful completion of a Post Graduate Law Degree

- 8.1 The concerned BoS based on the credits distribution pattern given above shall prescribe the credits to various types of courses.
- 8.2 The concerned BoS shall specify the desired Program Educational Objectives, Program Outcomes, Program Specific Outcomes and Course Outcomes while preparing the curriculum of a particular program.
- 8.3. A candidate can enrol during each semester for credits as prescribed in the scheme of the program.
- 8.4. Only such full time candidates who register for a minimum prescribed number of credits in each semester from I semester to II semester and complete successfully prescribed number of credits for the award of the degree for one year program in 2 successive semesters shall be considered for declaration of Ranks, Medals, Prizes and are eligible to apply for Student Fellowship, Scholarship, Free ships, and such other rewards / advantages which could be applicable for all full time students and for hostel facilities.

9 Assessment and Evaluation

- 9.1 The Scheme of Assessment will have two parts, namely;
 - i. Internal Assessment (IA); and
 - ii. Semester End Examination (SEE)

- 9.2 Assessment and Evaluation of each Course shall be for 100 marks. The Internal Assessment (IA) and Semester End Examination (SEE) of 1 year Post Graduate Law degree program shall carry 50:50 marks respectively (i.e., 50 marks internal assessment; 50 marks semester end examination).
- 9.3 There shall be **two Internal Tests** conducted as per the schedule announced below. **The Students' shall attend both the Tests compulsorily.**
- 1st test is conducted for 15 marks during **8th week** of the Semester;
 - 2nd test is conducted for 15 marks during **16th week** of the of the Semester;
 - Suitable number of Assignments/quizzes/presentations are set to assess the remaining 20 marks of IA at appropriate times during the semester
- 9.4 The coverage of syllabus for the said tests shall be as under:
- Question paper of the **1st test should be based on first 50% of the total syllabus;**
 - Question paper of the **2nd test should be based on second 50% of the total syllabus;**
- 9.5 The Semester End Examination for 50 marks shall be held in the 18th and 19th week of the beginning of the semester and the syllabus for the semester end examination shall be entire syllabus.
- 9.6 A test paper is set for a maximum of 30 marks to be answered as per the pre-set time duration (1 hr / 1 hr 15 minutes / 1 hr 30 minutes). Test paper must be designed with School faculty members agreed pattern and students are assessed as per the instructions provided in the question paper. Questions must be set using Bloom's verbs. The questions must be set to assess the students outcomes described in the course document.
- 9.7 The question papers for internal test shall be set by the internal teachers who have taught the course. If the course is taught by more than one teacher all the teachers together shall devise a common question paper(s). However, these question papers shall be scrutinized by School specific Question Paper Scrutiny Committee formed by the respective School Head /Director to bring in the uniformity in the question paper pattern

and as well to maintain the necessary standards. The evaluation of the answer scripts shall be done by the internal teachers who have taught the course and set the test paper.

- 9.8 The evaluation of the answer scripts shall be done by the internal teachers who have taught the course and set the test paper.
- 9.9 Assignment/seminar should be set in such a way, students be able to apply the concepts learnt to a real life situation and students should be able to do some amount self-study and creative thinking. While setting assignment care should be taken such that the students will not be able to plagiarise the answer from web or any other resources. An IA1 and IA2 assignment / Quiz can be set each for a maximum of 5 marks, totals to 10 marks. Course instructor at his/her discretion can design the questions as a small group exercise or individual exercise. This should encourage collaborative learning and team learning and also self-study.
- 9.10 Internal assessment marks must be decided well before the commencement of Semester End examinations
- 9.11 Semester End Examination: The Semester End Examination is for 50 marks shall be held in the 19th and 20th week of the semester and the entire course syllabus must be covered while setting the question paper.
- 9.12 Semester End Examination paper is set for a maximum of 100 marks to be answered in 3 hours duration. Question paper must be prepared as per the respective School set format.
- 9.13 Each question is set using Bloom's verbs. The questions must be set to assess the students outcomes described in the course document. (Please note question papers have to be set to test the course outcomes)
- 9.14 There shall be three sets of question papers for the semester end examination of which one set along with scheme of examination shall be set by the external examiners and two sets along with scheme of examination shall be set by the internal examiners. All the three sets shall be scrutinized by the Board of Examiners. It shall be responsibility of the Board of Examiners particularly Chairman of the BOE to maintain the quality and standard of the question papers and as well the coverage of the entire syllabus of the course.

- 9.15 There shall be double evaluation, viz, first valuation by the internal evaluator who has taught the course and second evaluation shall be an external examiner who is familiar with the course. The average marks of the two evaluations (internal examiner & external examiner) shall be the marks to be considered for declaration of results
- 9.16 Board of Examiners, question paper setters and any member of the staff connected with the examination are required to maintain integrity of the examination system and the quality of the question papers
- 9.17 There shall also be an **Program Assessment Committee (PAC)** comprising at-least 3 faculty members having subject expertise who shall after completion of examination process and declaration of results review the results sheets, assess the performance level of the students, measure the attainment of course outcomes, program outcomes and assess whether the program educational objectives are achieved and report to the Director of the School. **Program Assessment Committee (PAC)** shall also review the question papers of both Internal Tests as well as Semester End Examinations and submit to the Director of the respective School about the scope of curriculum covered and quality of the questions.
- 9.18 The report provided by the **Program Assessment committee (PAC)** shall be the input to the Board of Studies to review and revise the scheme of instruction and curriculum of respective program
- 9.19 During unforeseen situation , the tests and examination schedules, pattern of question papers and weightage distribution may be designed as per the convenience and suggestions of the board of examiners in consultation with COE and VC
- 9.20 University may decide to use available modern technologies for writing the tests and SEE by the students instead of traditional pen and paper
- 9.21 Any deviations required to the above guidelines can be made with the written consent of the Vice Chancellor
- 9.22 **Summary of Internal Assessment, Semester End Examination and Evaluation** Schedule is provided in the table given below.

Summary of Internal Assessment and Evaluation Schedule

Sl. No.	Type of Assessment	when	Syllabus Covered	Max Marks	Reduced to	Date by which the process must be completed
1	IA- 1	During 8 th week	First 50%	30	15	8 th week
2	Assignment 1	On or before 8 th week (5 marks)				
3	Presentations 1	On or before 8 th week (5 marks)				
4	IA -2	During 16 th Week	Second 50%	30	15	16 th Week
5	Assignment 2	On or before 16 th Week (5 marks)				
6	Presentations 2	On or before 16 th Week (5 marks)				
7	SEE	19/20 th Week	100%	100	50	20 th Week

- Note:** 1. Examination and Evaluation shall take place concurrently and Final Grades shall be announced as per notification from the Controller of Examination.
2. Practical examination wherever applicable shall be conducted after 2nd test and before semester end examination. The calendar of practical examination shall be decided by the respective School Boards and communicated well in advance to the Controller of Examination who will notify the same immediately

10 Assessment of Students Performance in Dissertation

The performance in dissertation shall be assessed on the basis of:

- a) Knowledge of relevant processes;
- b) Skills and operations involved;
- c) Research outcome

The duration for semester-end practical examination shall be decided by the concerned School Board.

11. Evaluation of Dissertation:

Right from the initial stage of defining the problem, the candidate has to submit the progress reports periodically and also present his/her progress in the form of seminars in addition to the regular discussion with the supervisor. At the end of the semester, the candidate has to submit final report of the dissertation, as the case may be, for final evaluation. The components of evaluation are as follows:

Component – I	Progress Report 1 (25%)
Component – II	Progress Report 2 (25%)
Component – III	Evaluation of Report and final viva voce (50%)

All assessments must be done by the respective Schools as per the guidelines issued by the Controller of Examinations. However, the responsibility of announcing final examination results and issuing official transcripts to the students lies with the office of the Controller of Examinations.

12. Requirements to Pass a Course:

A candidate's performance from all 3 components will be in terms of scores, and the sum of all three scores will be for a maximum of 100 marks (25 + 25 + 50). A candidate who secures a minimum of 40% in the SEE and an overall 40% (IA1+IA2+SEE) in a course is said to be successful.

The Grade and the Grade Point: The Grade and the Grade Point earned by the

candidate in the subject will be as given below:

Marks, P	Grade , G	Grade Point (GP=V x G)	Letter Grade
90-100	10	v*10	O
80-89	9	v*9	A+
70-79	8	v*8	A
60-69	7	v*7	B+
55-59	6	v*6	B
50-54	5.5	v*5. 5	C+
40-49	5	v*5	C
0-39	0	v*0	F
ABSENT			AB

O - Outstanding; A+-Excellent; A-Very Good; B+-Good; B-Above Average; C+-Average; C-Satisfactory; F – Unsatisfactory.

Here, P is the percentage of marks ($P=[IA + SEE]$) secured by a candidate in a course which is **rounded to nearest integer**. V is the credit value of course. G is the grade and GP is the grade point.

a. Computation of SGPA and CGPA

The Following procedure to compute the Semester Grade Point Average (SGPA).

The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student in a given semester, i.e : $SGPA (S_i) = \frac{\sum(C_i \times G_i)}{\sum C_i}$ where C_i is the number of credits of the i th course and G_i is the grade point scored by the student in the i th course.

Examples on how SGPA and CGPA are computed

Example No. 1

Course	Credit	Grade Letter	Grade Point	Credit Point (Credit x Grade)
Course 1	4	A+	9	4X9=36
Course 2	4	A	8	4X8=32
Course 3	4	B+	7	4X7=28
Course 4	4	O	10	4X10=40
Course 5	4	C	5	4X5=20
	20			156

Thus, **SGPA = 156 ÷ 20 = 7.8**

Example No. 2

Course	Credit	Grade letter	Grade Point	Credit Point (Credit x Grade point)
Course 1	4	A	8	4X8=32
Course 2	4	B+	7	4X7=28
Course 3	4	A+	9	4X9=36
Course 4	4	B+	7	4X7=28
Course 5	12	B	6	12X6=72
	28			196

Thus, **SGPA = 196 ÷ 28 = 7**

b. Cumulative Grade Point Average (CGPA):

Overall Cumulative Grade Point Average (CGPA) of a candidate after successful completion of the required number of credits for the respective programs are calculated taking into account all the courses undergone by a student over all the

semesters of a program, i. e : $CGPA = \frac{\sum(C_i \times S_i)}{\sum C_i}$ Where S_i is the SGPA of the i th semester and C_i is the total number of credits in that semester.

Example:

CGPA after Final Semester

Semester (ith)	No. of Credits (C_i)	SGPA (S_i)	Credits x SGPA ($C_i \times S_i$)
1	20	7.8	20 x 7.8 = 156
2	28	7.0	28 x 7.0 = 196
Cumulative	48		352

Thus, $CGPA = 352/48 = 7.33$

c. Conversion of grades into percentage:

Conversion formula for the conversion of CGPA into Percentage is:

Percentage of marks scored = CGPA Earned x 10

Example: CGPA Earned 7.33 x 10=73.3

d. The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

13. Classification of Results

The final grade point (FGP) to be awarded to the student is based on CGPA secured by the candidate and is given as follows.

CGPA	Grade (Numerical Index)	Letter Grade	Performance	FGP
	G			Qualitative Index
9 >= CGPA 10	10	O	Outstanding	Distinction

$8 \geq \text{CGPA} < 9$	9	A+	Excellent	First Class
$7 \geq \text{CGPA} < 8$	8	A	Very Good	
$6 \geq \text{CGPA} < 7$	7	B+	Good	
$5.5 \geq \text{CGPA} < 6$	6	B	Above average	Second Class
$> 5 \text{ CGPA} < 5.5$			5.5	
$> 4 \text{ CGPA} < 5$	5	C	Satisfactory	Pass
$< 4 \text{ CGPA}$	0	F	Unsatisfactory	Unsuccessful

Overall percentage=10*CGPA

- a. **Provisional Grade Card:** The tentative / provisional grade card will be issued by the Controller of Examinations at the end of every semester indicating the courses completed successfully. The provisional grade card provides **Semester Grade Point Average (SGPA)**.
- b. **Final Grade Card:** Upon successful completion of two year Degree a Final Grade card consisting of grades of all courses successfully completed by the candidate will be issued by the Controller of Examinations.

14. Attendance Requirement:

- 14.1 All students must attend every lecture.
- 14.2 Any student with less than 75% of attendance in aggregate of all the courses during a semester shall not be permitted to appear to the end semester examination and such student shall seek re-admission

15. Re-Registration and Re-Admission:

- 15.1 In case a candidate's class attendance in aggregate of all courses in a semester is less than 75% or as stipulated by the University, such a candidate is considered as dropped the semester and is not allowed to appear for semester end examination and s/he shall have to seek re-admission to that semester during subsequent semester / year within a stipulated period.

15.2 In such case where in a candidate drops all the courses in a semester due to personal reasons, it is considered that the candidate has dropped the semester and s/he shall seek re-admission to such dropped semester.

16. Absence during Internal Test:

In case a student has been absent from an internal tests due to the illness or other contingencies s/he may give a request along with necessary supporting documents and certification from the concerned class teacher / authorized personnel to the concerned Director of the School, for conducting a separate internal test. The Director of the School may consider such request depending on the merit of the case and after consultation with course instructor and class teacher, and arrange to conduct a special internal test for such candidate(s) well in advance before the Semester End Examination of that respective semester. Under no circumstances internal tests shall be held / assignments are accepted after Semester End Examination.

17. Provision for Appeal

If a candidate is not satisfied with the evaluation of Internal Assessment components (Internal Tests and Assignments), s/he can approach the Grievance Cell with the written submission together with all facts, the assignments, and test papers, which were evaluated. S/he can do so before the commencement of respective semester-end examination. The Grievance Cell is empowered to revise the marks if the case is genuine and is also empowered to levy penalty as prescribed by the University on the candidate if his/her submission is found to be baseless and unduly motivated. This Cell may recommend for taking disciplinary/corrective action on an evaluator if s/he is found guilty. The decision taken by the Grievance committee is final.

18. Grievance Committee:

In case of students having any grievances regarding the conduct of examination, evaluation and announcement of results, such students can approach Grievance Committee for redressal of grievances. Grievance committees will be formed by CoE in consultation with VC

For every program there will be one grievance committee. The composition of the grievance committee is as follows:-

- The Controller of Examinations - Ex-officio Chairman / Convener
- One Senior Faculty Member (other than those concerned with the evaluation of the course concerned) drawn from the school / department/discipline and/or from the sister schools / departments/sister disciplines – Member.
- One Senior Faculty Members / Subject Experts drawn from outside the University school / department – Member.

19. Eligibility to Appear for Semester End Examination (SEE)

Only those students who fulfil a minimum of 75% attendance in aggregate of all the courses including practical courses / field visits etc., as part of the program shall be eligible to appear for Semester End Examination

20. Provision for Supplementary Examination

In case a candidate fails to secure a minimum of 30% (15 marks) in Semester End Examination (SEE) and a minimum of 40% marks together with IA and SEE to declare pass in the course, such candidate shall seek supplementary examination of only such course(s) wherein his / her performance is declared unsuccessful. The supplementary examinations are conducted after the announcement of even semester examination results. The candidate who is unsuccessful in a given course(s) shall appear for supplementary examination of odd and even semester course(s) to seek for improvement of the performance.

21. Provision to Carry Forward the Failed Subjects / Courses:

A student who has failed in a given number of courses in odd and even semesters shall move to next semester of immediate succeeding year and final year of the study. However, s/he shall have to clear all courses of all semesters within the double duration, i.e., with four years of admission of the first semester failing which the student has to re-register to the entire program.

22. With regard to any specific case of ambiguity and unsolved problem, the decision of the Vice-Chancellor shall be final.

Course Matrix
LL.M Criminal Law I (one) Year

Sl. No	Course Code	Course Title	Course Type	Credit Pattern and Credit Value				No. of Hrs.
				L	T	P	Total	
FIRST SEMESTER								
1	M21LM1110	Research Methodology & Legal Writing*	HC	3	1	0	4	5
2	M21LM1120	Comparative Public Law*	HC	3	1	0	4	5
3	M21LM1130	International Criminal Justice System	HC	3	1	0	4	5
4	M21LM1140	Socio-Economic Offences and White-Collar Crimes	HC	3	1	0	4	5
5	M21LM1150	Criminology, Penology & Victimology	HC	3	1	0	4	5
6	M21LM1160	Dissertation	HC	0	1	1	2	3
		Total Credits		15	6	1	22	28
SECOND SEMESTER								
1	M21LM2110	Law and Justice in a Globalizing World*	HC	3	1	0	04	5
2	M21LM2120	Comparative Criminal Procedural Law	HC	3	1	0	04	5
3	M21LM2130	Human Rights Law	HC	3	1	0	04	5
4	M21LM2140	Contemporary Challenges to Criminal Law	HC	3	1	0	04	5
5	M21LM2150	Dissertation	HC	0	2	4	06	9

		Total Credits		12	6	4	22	29
	Total Credits of all semesters			27	12	5	44	57

**Mandatory Papers*

Detailed Syllabus LL.M Criminal Law I Year

FIRST SEMESTER

**Mandatory Papers*

Course Code	Course Title	Course Type	L	T	P	C
	Research Methodology & Legal Writing*	HC	3	1	0	4

Course Objectives:

1. To acquaint the student of law with the scientific method of social science research.
2. To provide knowledge of the technique of selection, collection and interpretation of primary and secondary data in socio-legal research.
3. Use and application of scientific method in legal and socio-legal issues.
4. Emphasis would be laid on practical training in conducting research in this course.

UNIT I: Basics of Legal Research

Meaning, Objectives of legal research – Interdisciplinary research, Kinds of Legal research – doctrinal, traditional and non-doctrinal, empirical research, descriptive and analytical research, applied and fundamental research, historical research - sociological research, Characteristics of scientific method – applicability of scientific method - Relationship between theory and fact - Stages of Research Process.

UNIT II: Research design and Research techniques

Research Design – Meaning and essentials of Research Design, Forms of Research Design, Major steps in Research Design - Research Problem – Definition, Determination, Sources of Data; Hypothesis – Meaning and definitions, Characteristics, Research Questions and Hypothesis - Testing of Hypothesis – Census and Sampling techniques – Advantages and disadvantages – Various kinds of Sampling - Survey and Case study method - scaling and content analysis

UNIT III: Data Collection techniques

Sources of data collection - Social and legal survey - Primary and Secondary Sources - Sociometrics and Jurimetrics - Questionnaire Schedule; Literature Review - Observation and interview - Use of Modern Technology/ Computer Assisted Research – Data processing

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UNIT IV: Tabulation and Interpretation

Classification and Tabulation of Data - Analysis and interpretation of Data– Inductive and deductive method - Use of Statistical methods and computers in legal research - socio- metric and jurimetrics.

UNIT V: Legal Writing

Reporting and Methods of Citations – Use of legal maxims and idioms in legal writing - Doctrines in legal research - Book review and case comments - Ethical and Legal Issues: Plagiarism and Copyright Violation.

Reference Books:

1. William J. Goode, P.K. Hatt, Methods in Social Research, 1952, McGraw-Hill
2. Pauline Vislick Young, Calvin Fisher Schmid, Scientific Social Surveys and Research, 4th ed., 2008, Prentice-Hall
3. Morris L. Cohen, Kent C. Olson, Legal Research in a Nutshell, 2010
4. Victor Tunkel, Legal Research - Law Finding & Problem Solving, 1991, Gaunt
5. Shashi Kant Verma, Mohammad Afzal Wani, Legal Research and Methodology, 2001, Indian Law Institute
6. Anwarul Yaqin, Legal Research and Writing, 2007, Lexis Nexis
7. C.R. Kothari, Research Methodology: Methods and Techniques, 2011, New Age

International

8. John A. Yogis, I.M. Christie, Legal Writing and Research Manual, 1988, Butterworth Pub. Ltd

9. Harvard Law School, The Bluebook: A Uniform Style of Citation

10. Whitney, F.L, The elements of Research.

11. Amy E Sloan, Basic Method Research – Tools and Materials

12. Robert Watt- Concise book on Legal Research

13. Ram Ahuja-Research Method

Course Code	Course Title	Course Type	L	T	P	C
	Comparative Public Law*	HC	3	1	0	4

Course Objectives:

1. To provide a comparative study of public law in various jurisdictions.
2. Detailed analysis of the system of government in various jurisdictions.
3. To make students comprehend the system of law that they follow with special emphasis on their constitutional, administrative and criminal justice processes.

Course Content:

UNIT-I: Public Law

Concept of Public Law – Origin and development - Expanding role of Public Law in Private Law – Comparative Public Law in the context of globalization – Division of powers – Legislature, Executive, Judiciary – Powers and functions.

UNIT-II: Forms of Governance

Constitutional Law in Common Law and Civil Law systems – Unitary and Federal type of governments - USA, UK, India, France, Germany – Organisation of legislatures - Parliamentary Sovereignty

UNIT-III: Comparative Constitutional Law

Constitutionalism - Fundamental rights - Amendment of the Constitution – Public Interest Litigation - Judicial Review - Judicial activism – Judicial self-restraint - Judicial independence

UNIT-IV: Comparative Criminal Law

Comparative Criminal Law: Accusatorial and Inquisitorial Systems - Structure and hierarchy of courts in UK, India, US, France, Germany - burden of proof - comparative perspective - jury trial - Plea bargaining – Juvenile justice – Protection of women - victim participation in criminal proceedings

UNIT – V Comparative Administrative Law

Rule of law and Separation of Powers - Delegated legislation - Principles of natural justice - Administrative Tribunals - Control of corruption and maladministration – Ombudsman – Lokpal and Lokayukta - Right to information.

Reference Books:

1. A.M Bhattacharjee, Equality, Liberty and Property under the Constitution of India, Eastern Law House, 1997
2. A.V. Dicey, An Introduction to the study of the Law of the Constitution, Universal Law Publishing Co. Pvt.Ltd., New Delhi, 2003, Part II- Chapter IV,V,VI,VII.
3. A.V. Dicey, An Introduction to the study of the Law of the Constitution, Universal Law Publishing Co. Pvt.Ltd., New Delhi, 2003
4. D.D. Basu, Comparative Federalism, Prentice-Hall, 1987
5. Granville Austin, The Indian Constitution - Cornerstone of a Nation, Oxford University Press, 7th Ed, 2004, Chapter III, IV.
6. Granville Austin, Working of a Democratic Constitution: a history of the Indian experience, Oxford University Press, 2003
7. K. C. Wheare, Federal Government, 4th ed., 1963
8. Konrad Zweigert, Hein Kötz, Introduction to Comparative Law, 2. ed. (Oxford: Clarendon Press, 1993)
9. M. Delmas-Marty, J. R. Spencer (eds.), European Criminal Procedures, Cambridge 2002
10. M.P. Singh, Comparative Constitutional Law, Eastern Book Co. 2011
11. M.V. Pylee, Our Constitution, Government and Politics, Universal Law Publishing Co. Pvt.Ltd., New Delhi, 2002

12. S.K Agarwal, Public Interest Litigation in India-A Critique, N.M. Tripathi, 1985
13. V. V. Devasia, Leelamma Devasia, Principles - Women, Social Justice, and Human Rights, APH Publishing, New Delhi, 2nd edn. (2009)
14. Wade, Administrative Law, Oxford University Press, 2009

Course Code	Course Title	Course Type	L	T	P	C
	International Criminal Justice System	HC	3	1	0	4

Course Objectives:

1. Evaluate the nature and forms of International Crime.
2. Critique the various strategies for Prevention and Control of International Crimes.
3. Appraisal about the contemporary challenges of International Criminal Justice System

UNIT-I - Nature and forms of International Crimes

- The crime of aggression, Genocide, War crimes, Terrorism as International crime
- Mechanism in dealing cases related to International Crime
- Rights of Accused and Protection of Victims and Witnesses
- Obligation of State Parties and Non-Party States to International Criminal Court
- Emerging issues under International Criminal Jurisprudence

UNIT-II: Development of International criminal law

- The concept and sources of International Criminal Law
- Evolution of the Concept of Individual Criminal Responsibility
- The objectives and policies of International Criminal Law; including issues of amnesty, truth and justice
- Principle of Liability and Participation in International Criminal Law
- International Military Tribunals (Nuremberg and Tokyo Tribunals).

UNIT-III: Strategies for Prevention, Control and Correctional Actions

- Extradition Act 1962 (Relevant Provisions) and Extradition Treaty
- International investigative agencies (Interpol etc.), Adjudication authorities (including ad hoc and permanent criminal tribunals),
- Conflicting issues between International humanitarian law and International Crimes (Case Study).
- Sentencing policy, prosecution in International crime

UNIT-IV - International criminal courts and tribunals

- Rome statute
- War crimes
- Other crimes (Genocide, Crimes of Aggression and other Crimes against Humanity)
- International Criminal Court and ICC Jurisdiction over the Nationals of Non-States parties
- International Criminal Court and Prosecution of Individuals for International Crimes.
- International Criminal Tribunal for Yugoslavia (ICTY)
- International Criminal Tribunal for Rwanda (ICTR)

UNIT-V – Critical evaluation of International Criminal Justice System & Contemporary Challenges

- Effectiveness of the Contemporary International Criminal Justice System.
- Sexual and Gender-Based Violence: Cooperation in Obtaining Evidence
- Outreach: Challenges Communicating with Victims, Witnesses, and Other Stakeholders
- The ICC Withdrawal Issue
- Measuring Success: The Performance Issue
- The Crime of Aggression Issue

Suggested References:

1. Convention on the Prevention and Punishment of the Crime of Genocide, 1948
2. Principles of International Co-operation in the Detection, Arrests, Extradition and Punishment of Persons Guilty of War Crimes, and Crimes against Humanity, 1973
3. Rome Statute of the International Criminal Court, 1998
4. Cassese, Antonio, International Criminal Law (Oxford University Press, London, 2008) ed.2nd
5. L. W Cecil Turner, Kenny's Outline on Criminal Law.
6. Schabas, William A., An Introduction to the International Criminal Court, (Cambridge University Press, Cambridge, 2001)
7. Ambos, K., "General Principles of Criminal Law in Rome Statute" Criminal Law Forum, Vol.10, (1999), pp. 1-32.
8. Arnold, R, "The Mens Rea of Genocide under the Statute of the International Criminal Court" Criminal Law Forum, vol.14, n.2 (2003), pp. 127-151.
9. Arsanjani, Mahnoush H., "The Rome Statute of the International Criminal Court" American Journal of International Law, vol. 93, n.1 (1999),
10. Bassiouni, M.C., "From Versailles to Rwanda in Seventy-Five Years: The Need to Establish a Permanent International Criminal Tribunal", Harvard Human Rights Journal, vol.10 (1997), pp. 11-62.
11. Cryer, Robert, "International Criminal Law vs State Sovereignty: Another Round?" The European Journal of International Law, Vol. 16 No. 5, 979-1000.
12. Cassese, Antonio, International Criminal Law, (Oxford University Press, London, 2008), ed.2.
13. "The Nicaragua and Tadić Tests Revisited in Light of the ICJ Judgment on Genocide in Bosnia" The European Journal of International Law Vol. 18 no. 4, pp.649-668.
14. Elsea, Jennifer K., "U.S. Policy Regarding the International Criminal Court"
15. Graefrath, Bernhard, "Universal Criminal Jurisdiction and International Criminal Court", European Journal of International Law, vol.1 (1990), pp.67-88.
16. Greppi, E., "The Evolution of Individual Criminal Responsibility under International Law" Review of the International Committee of the Red Cross, n.835 (1999), pp.531-553.

16. Helen Duffy, "National Constitutional Compatibility and the International Criminal Court," *Duke Journal of Comparative and International Law*, vol.11, n.5 (2001), pp. 6-38.
17. Heyder, Corrina, "The UN Security Council's Referral of the Crimes in Darfur to the International Criminal Court in the Light of U.S. Opposition to the Court: Implications for the International Criminal Court's Functions and Status", *Berkeley Journal of International Law*, vol. 24(2006).
18. Jamison, Sandra L., "A Permanent International Criminal Court: A Proposal that Overcomes Past Objections", *Denver Journal of International Law and Policy*, n.23 (1995).
19. Maogoto, Jackson Nyamuya, "War Crimes and Real Politick: International Justice from World War I to the 21st Century" available at <http://www.rienner.com> Mutua, Makau, "America and the International Criminal Court"
20. Nsereko, Daniel D. Ntanda, "The International Criminal Court: Jurisdictional and Related Issues" *Criminal Law Forum*, vol.10, n.1(1999), pp. 87-120
21. Ramji, Jaya, "A Collective Responses to Mass Violence: Reparation and Healing in Cambodia, in *Bringing the Khmer Rogue to Justice: Prosecuting Mass Violence before the Cambodian Courts*", Santa Clara University School of Law, Working Paper No. 06-02, August 2006.
22. Schabas, William A., *An Introduction to the International Criminal Court*, (Cambridge University Press, Cambridge, 2001)
23. Justice, Democracy, and Impunity in Post-genocide Rwanda: Searching for Solutions to Impossible Problems", *Criminal Law Forum*, vol.7 (1996)
24. "United States Hostility to the International Criminal Court: It's All About the Security Council", *European Journal of International Law*, vol.15, n.4 (2004), pp.701-720.
25. Tallgren, I., "The Sensibility and the Sense of International Criminal Law" *European Journal of International Law*, vol.13 (2002), pp. 561-595.

Course Code	Course Title	Course Type	L	T	P	C
	Socio-Economic Offences and White-Collar Crimes	HC	3	1	0	4

Course Objectives:

1. Examine the multiple theories of deviance and socio-economic offences.
2. Analyze the typical forms of deviance and their impact.
3. Evaluate the Indian Legal Order designed to respond to such deviances.

UNIT-I

1. Introduction:

- Crime and deviance; theories of deviance
- Indian approaches to socio-economic offences
- Notions of privileged class deviance as providing a wider categorization of understanding Indian development
- Typical forms of deviance – official deviance; professional deviance; electoral deviance; police deviance; trade union deviance; landlord deviance
- Concept of white-collar crimes – socio economic offences – Santhanam committee – wanchoo committee – 29 & 47 report of law commission of India - Growth of white-collar crime; legislations against white collar crimes in India

UNIT-I

2. Official deviance (deviance by legislators, judges, bureaucrats)

- Conception of Official deviance- Malfeasance; Misfeasance; Non- Misfeasance - permissible limit of discretionary powers.
- Deviance by legislators, judges, bureaucrats
- The Chambal valley dacoit Vinoba Mission and Jai Prakash Narain Mission- in 1959 and 1971.
- Enforcement Directorate, Money Laundering & FEMA

- Commission reports (The Chagla Commission Report on LIC-Mundra Affair, The Das Commission Report on Pratap Singh Kairon, The Grover Commission Report on Dev Raj Urs, Various reports on Black Money)

UNIT-III

3. Professional deviance: journalists, teachers, doctors, lawyers, engineers, architects and publishers

- Unethical practices at the Indian bar
- The Lentin Commission Report
- The Press Council on Unprofessional and Unethical journalism
- Medical malpractice.
- Response of Indian Legal Order to the deviance of privileged classes.

UNIT-IV

4. Police deviance

- Structures of legal restraint on police powers in India
- Unconstitutionality of “third-degree” methods and use of fatal force by police - “Encounter” killings - Police atrocities
- The plea of superior orders
- Rape and related forms of gender-based aggression by police and para-military forces.
- Reform suggestions especially by the National Police Commission
- Deviance on electoral process (rigging, booth capturing, impersonation, corrupt practices)
- Gender-based aggression by socially, economically and politically powerful.

UNIT-V

5. Indian Legal order

- Vigilance Commission
- Public Accounts Committee
- Ombudsman

- Commissions of Enquiry
- Prevention of Corruption Act, 1988
- The Antulay Case.
- Lokpal and lokayukta

Suggested References:

1. Upendra Baxi, The Crisis of the Indian Legal System (1982),. Vikas Publishing House, New Delhi
2. Upendra Baxi (ed.), Law and Poverty: Assays (1988)
3. Upendra Baxi, Liberty and Corruption: The Antulay Case and Beyond (1989)
4. Surendranath Dwivedi and G.S.Bhargava, .Political Corruption in India
5. A.R.Desai (ed.), Violation of Democratic Rights in India (1986)
6. A.G.Noorani, Minister's Miscounduct (1974)
7. B.B.Pande. "The Nature and Dimensions of Privileged Class Deviance" in The Other Side of Development 136 (1987, K.S.Shukla ed.)
8. K.S. Shukla, "Sociology of Deviant Behaviour" in 3 ICSSR Survey' of Sociology and Social Anthropology 1969-179 (1986)

Course Code	Course Title	Course Type	L	T	P	C
	Criminology, Penology & Victimology	HC	3	1	0	4

Objective:

- This course of Crime and Punishment would attempt to answer such queries of the human mind and afford explanations to criminal behavior and reactions to crime.
- It is an ongoing study with numerous researches and surveys been conducted all over the world to find the most suitable explanation of criminality and criminal behavior, nevertheless, there is no final answer, which will be examined.

- Concern for the Victims of crime would be another facet of the study of the subject with emphasis on concepts of restorative justice, compensatory jurisprudence and rehabilitative techniques.

Unit I: INTRODUCTION: CRIMES AND CRIMINOLOGY

- Notions of Crime
- Who is the Criminal?
- Criminology-Nature and Scope, whether criminology is a science?
- Current Trends in Criminology
- Classical Theories of Criminology
- Cesare Beccaria, Jeremy Bentham
- Neo Classical Perspectives
- Rossi, Garraud, Joly
- Biological Trait Theory
- Cesare Lombroso, Raffaele Garafalo, Enrico Ferri

Unit II: PSYCHOLOGICAL THEORIES.

- Psychoanalytic Explanation of Crime
- Freud
- Behavioural Approach to Criminality
- Pavlov, Skinner, Eysenck
- Cognitive Approach
- Tolman, Piaget, Kohlberg
- Intelligence and Crime
- Goddard, Hirshi, Hindelang
- Mental Disorder and Crime Neuroses, Psychosis

Unit III: FACTORS ENHANCING CRIMINALITY

- Drug, Alcohol and Crime
- Media Influences

- Politics and Crime
- Youth and Criminality
- Race, Culture and Gender
- Religion & Family Theories

Unit IV: REACTIONS TO CRIME

- Penology - Meaning, Nature & Scope
- Theories of Punishment - Expiative, Deterrent, Retributive, Reformative
- Types of Punishment - Fine, Imprisonment, Capital Sentence, Solitary Confinement, Transportation & Juvenile Delinquency

Unit V: VICTIMOLOGY

- Problems of Crime Victims and types of victims
- Victims* Right within Criminal Justice System
- Caring for the victim
- Compensation to victim
- Rehabilitation of victim or victim's family

Recommended Readings:

Criminology:

1. Larry Siegel, *Criminology*, 7th Edition, Wadsworth Pub. Australia 1999.
2. Katherine S. Williams, *Textbook on Criminology*, 3rd Edition, Universal Law Pub., New Delhi 1997.
3. Clive Coleman & Clive Norris, *Introducing Criminology*, 1st Edition, Willian Pub., USA 2000.
4. John Salmond, *Jurisprudence: Responsibility and Criminal Liability*, 11th Edition, Sweet and Maxwell Publication. London, 1989.
5. Ahmed Siddiqui, *Criminology: Problems and Perspectives*, 4th Edition, Eastern Book Co. Lucknow 1997.
6. Roger Hopkins Burke, *An Introduction to Criminological Theory*, 1st Edition, Lawman India Pvt. Ltd., New Delhi 2001, Chapter 5.

7. Clive Coleman & Clive Norris, *Introducing Criminology*, 1st Edition, Willian Pub., USA 2000.
8. Maguire, Morgan and Reiner, *The Oxford Handbook of Criminology*, 31 Edition, Oxford Univ Pres, New York 2002.

Victimology:

1. Walklate, Sandra, *Handbook of Victims and Victimology*
2. Roberts, Julian V; Bottoms, A. E *Hearing the victim: adversarial justice, crime victims and the state.*
3. Daigle, Leah E, *Victimology: The Essentials.*
4. Davies, Pamela; Greer, Chris (Chris R. H.); Francis, Peter, *Victims, crime & society: an introduction.*
5. Davis, Robert C. (Robert Carl); Herman, Susan; Lurigio, Arthur J, *Victims of crime*, 2013, 4th ed
6. Doak, Jonathan, *Victims' Rights, Human Rights and Criminal Justice.*
7. Maguire, Mike; Reiner, Robert; Morgan, Rod, *The Oxford handbook of criminology.*

Penology:

1. Coyle, A. *Understanding Prisons*
2. Sean McConville, *The Use of Punishment*
3. Ashworth, Andrew; Roberts, Julian; Von Hirsch, Andrew, *Principled sentencing: readings on theory and policy*
4. J. C Chaturvedi, *Penology and Correctional Administration.*
5. Paranjape, N.V., *Criminology and Penology.*
6. Babel, B.L. (2013). *Criminology & Penology.* (4th ed.) E

SECOND SEMESTER

Course Code	Course Title	Course Type	L	T	P	C
	Law and Justice in a Globalizing World*	HC	3	1	0	4

Course Objectives:

1. To understand the process of globalization and its impact on law and justice in a historical perspective.
2. To critically analyze the concept of global justice and the mechanisms designed to achieve it.
3. To better appreciate the demands for change raised by different groups to the international legal order and institutions in the light of globalization.

Course Contents:

UNIT-I: Law - Theoretical perceptions

Law – Meaning and purpose – Jurisprudential dimensions – Law and social change — Concept of Globalization - Different dimensions of Globalization: Social, Political, and Economic - Globalization and right to development.

UNIT-II: Justice - Theoretical perceptions

Concept of Justice - Law and Justice – Individual and social justice – Distributive and Corrective justice - Theories of Rawls and Amartya Sen - Access to justice and Challenges - Legal aid and law reform - Effect of globalization on the law and justice

UNIT-III: Globalization and its impact

Emergence of Transnational Law in a Globalizing World - Impact of globalization on Sovereignty of States - Human Rights and Trade Law - International Economic law - WTO,

Investment laws & IPRs - Globalization and Free Market - Impact of globalization on Natural Resources, Environment and people at large.

UNIT-IV: Globalization and TNCs

Globalization and its effect on Human Rights - International Human Rights Law Institutions – Transnational Corporations and Human Rights Responsibility – Role of international institutions such as ILO, ICC and ICJ.

UNIT-V: Need for Reforms

Limitations of domestic law - Need for Reforms in International Law and global institutions – Globalization and Third World - MNC as a subject of international law – Reforms in International Criminal Law.

Reference Books:

1. Andrew Kuper, Democracy Beyond Borders: Justice and Representations in Global Institutions (OUP, 2006).
2. Anthony McGrew, David Held (eds.), Governing Globalization: Power, Authority and Global Governance (Polity Press, 2002).
3. David B. Goldman, Globalization and the Western Legal Tradition: Recurring Patterns of Law and Authority (Cambridge University Press, 2008)
4. David Held, A Globalizing World? Culture, Economics, Politics.
5. David Kinley, Civilizing Globalization: Human Rights and the Global Economy (Cambridge University Press, 2009).
6. Upendra Baxi, The Future of Human Rights (OUP)
7. Laura Valentini, Justice in a Globalizing World: A Normative Framework, (OUP, 2011)
8. Jean-Marc Coicaud, Michael W. Doyle et al (eds.), The Globalization of Human Rights (United Nations University Press, 2003)
9. John Rawls, A Theory of Justice, Harvard University Press, 2009
10. Amartya Sen, The Idea of Justice, Belknap Press; Reprint edition (2011)
11. R.W.M. Dias, Jurisprudence (1994) Indian Reprint, Adithya Books, Delhi
12. Edgar Bodenheimer, Jurisprudence, Harvard University Press, 1974

13. Andrew Clapham, Human Rights In The Private Sphere (1996)
14. Andrew Clapham, Human Rights Obligations Of Non-State Actors (Oxford University Press 2006)
15. Antonio Cassere, International Law In A Divided World (Clarendon Press, Oxford 1988)
16. Anuradha Dayal-Gulati, Global Corporate Citizenship (Northwestern University Press, 2007)
17. Christine A. Mallin (Ed.), Corporate Social Responsibility: A Case Study Approach (Edgar Elgar, UK 2009)

Course Code	Course Title	Course Type	L	T	P	C
	Comparative Criminal Procedural Law	HC	3	1	0	4

Course Objectives:

1. Evaluating the different systems of Criminal Law.
2. Understanding the diverse systems and models of criminal law.
3. Design and Construct a parallel between the multiple systems of criminal law around the world.

UNIT-I

1. Introduction – comparative criminal law(US, UK, France, Germany & India)

- Significance of comparative criminal procedure
- Principles of legality – *nulla poena sine lege*
- General principles of criminal liability
- Impact of international criminal jurisprudence on comparative criminal law
- Hierarchy of criminal courts and jurisdiction.
- Interpretation of Criminal Statutes.

UNIT-II

2. Diverse systems and Models of Criminal Proceedings (US, UK, France, Germany & India)

- Adversarial / Accusatorial and Inquisitorial Systems
- Core features of inquisitorial and adversarial systems
- Trends of borrowing the best under both systems
- Crime Control Model and Due Process Model
 - Common elements
 - Differing points of emphasis
- Indian system of Justice Administration and its challenges

UNIT-III

3. Pre-trial Processes (US, UK, France, Germany & India)

- Bringing information about crime incident before the formal system (Police or Magistrate) Sections 154 & 155 and 190 (complaint)
- Investigation of Crime- Sections 157 to 173
- Bail and Remand
- Rights of Accused and Victim
- Right to Counsel and Legal Aid
- Principal Features of a Fair Trial

UNIT-IV

4. Trial Processes (US, UK, France, Germany & India)

- Taking Cognizance by courts and committal proceedings
- Hierarchy of Criminal Courts and types of trials
- Framing of Charge and Discharge Proceedings
- Acquittal or Conviction
- Revision, Appeal and transfer of case for trial

UNIT-V

5. Sentence Process (US, UK, France, Germany & India)

- Pre-sentence hearing Ss 235(2) and 248(2)
- Transfer of Cases
- Sentences- Execution, Suspension, remission and commutation of sentences
- Reformative Sentence
- Withdrawal from prosecution
- Plea Bargaining
- Compounding of Offences

Suggested Readings

1. K.N. Chandrasekhan Pillai: R.V. Kelkar's Criminal Procedure (2008) Eastern.
2. K.N.S. Pillai : Lectures on Criminal Procedure
3. K.I. Vibhute : Criminal Justice (2004) Eastern
4. R.V. Kelkar's : Criminal Procedure (4th Edn.) Eastern
5. Justice Malimath Committee Report on Reforms of Criminal Justice System (2003)
6. Government of India, Ministry of Home Affairs
7. Law Commission of India Reports
8. Woodroffe: Commentaries on Code of Criminal Procedure, Vol. I & II (2000) Universal.
9. Celia Hamptom, Criminal Procedure
10. Wilkins and Cross, Outline of the Law of Evidence
11. Archbold, Pleading, Evidence and Practice in Criminal Cases
12. Sarkar, Law of Evidence
13. K.N.Chandrasekharan Pillai(ed.), R.V. Kelkar's Outlines of Criminal Procedure (2000), Eastern, Lucknow.
14. Patric Devlin, The Criminal Prosecution in England
15. American Series of Foreign Penal Codes Criminal Procedure Code of People's Republic of China.
16. John N. Ferdico, Criminal Procedure (1996), West
17. Sanders & Young, Criminal Justice (1994)

18. Christina Van Den Wyngart, Criminal Procedure Systems in European Community Joel Samaha,
19. Criminal Procedure Code,1973
20. The French Code of Criminal Procedure,
21. 14th and 41st Reports of Indian Law Commission.
22. Criminal Law Amendment Act 2018.

Course Code	Course Title	Course Type	L	T	P	C
	Human Rights Law	HC	3	1	0	4

Course Objective:

1. Understand and Analyze the development of Human Rights around the world and India.
2. Evaluate the International Instruments and Criminal Justice System.
3. Analyzing the Rights of the Vulnerable Groups and relevant enforcement mechanism.

UNIT-I - The Concept, History and Development of human Rights.

- History of human rights civilization
- Magna Carta
- British Bill of Rights
- International Bill of Rights
- Theories of rights

UNIT-II – International Instruments and Criminal Justice System

- Universal Declaration on Human Rights: History of the Declaration; Structure of the Declaration; Legal Significance
- Rights under Criminal Justice System and International Covenants: ICCPR and ICESCR Nature and Characteristic; Optional Protocols
- Rights under Criminal Justice System and Regional Instruments - European Convention on Human Rights; American Convention on Human Rights; African Charter on Human and People’s Rights; Asia and Human Rights

UNIT-III – Indian perspective

- History and Development of Human Rights in Indian Constitution -. Constitutional Philosophy.
- police atrocities - Protection of Human Rights in Criminal Justice Administration.
- Art. 20 Protection against Ex-Post Facto Laws, Protection against Double Jeopardy and Protection against Self Incrimination
- Art. 21 Impact of expansive interpretation on criminal jurisprudence, Meaning of terms: Life and Personal liberty Fair Procedure Due Process of Law - Death Penalty in Light of Art. 21
- Right of Accused Arrest, Hand Cuffing Bail, Speedy Trial Torture Custodial
- Art. 22 Protection to Accused in case of punitive detention Protection against Preventive Detention.

UNIT-IV – Rights of Vulnerable Groups

- Rights of Vulnerable Groups
- Defining Vulnerability
- Women
- Children
- Disabled Persons
- Minorities
- Refugees, Migrants, Displaced Persons
- Indigenous Persons

UNIT-V Enforcement of Human Rights

- Protection of Human Rights Act.
- Commissions of Human Rights.
- Role of Courts in India.
- Role of International Organizations.

Suggested Readings:

1. Agarwal, H.O. Implementation of Human Rights Covenants with Special Reference to India(New Delhi: D.K. Publishers, 1993)
2. Aroras, Nirman, "Custodial torture in Police Stations in India: A Radical Assessment", Journal of Indian Law Institute, vol.41, nos.3, and 4, 1999, pp. 513-29
3. Bajwa, G.S. and D.K. Bajwa, Human Rights in India:
4. Implementation and Violations (New Delhi: D.K. Publishers, 1996)
5. Baxi, Upendra, "Clemency, Extradition and death: The Judicial Discourse in Kehar Singh ", Journal of Indian Law Institute, vol.30, no.4, Oct- Dec. 1998, pp.501-86.
6. Bhargava, G.S., "National Human Rights Commission: An Assessment of Its Functioning", in K.P. Saksena, ed.,Human Rights: Fifty Years of India's Independence (New Delhi: Gyan Publishing House, 1999), pp.106-118.
7. Amnesty International, "Campaign for the Abolition of Torture", Philosophy and Science Action, vol.5, nos. 3-4 1984, pp.205-208.
8. Aroras, Nirman "Custodial Torture in Police Station in India :A Radical Assessment", Journal of Indian Law Institute, vol. 41, nos.3 and 4, 1999, pp.513-29
9. Bag, R.K., "Domestic Violence and Crime Against Women: Criminal Justice Response in India ", Journal of Indian Law Institute, vol. 39, nos.2- 4, 1997, pp.359-75.
10. Batra,Manjula, Protection of Human Rights in Criminal Justice Administration : A study of the right of Accused in Indian and Soviet Legal System (New Delhi: Deep and Deep, 1989)
11. Bava,Noorjahan, ed., Human Rights and Criminal Justice Administration in India (New Delhi : Uppal Publishing House, 2000)
12. Bhagwati, P.N., " Human Rights in the Criminal Justice System", Journal of the Indian Law Institute, vol. 27, no.1, 1985, pp 1-22.
13. Blackshield, A.R."Capital Punishment in India ", Journal of Indian Law Institute vol. 21 no.2, 1979, pp 137-226.
14. Burgers, J.H., "The Fights against Torture ", International Commission of Jurists, no.32, 1984,pp.47-48

15. Jaswal, P.S. and N. Jaswal, "Right to Personal Liberty and Handcuffing: Some Observations", Journal of the Indian Law Institute, vol.33, no.2, April- June 1991, pp.246-53
16. Sharma, S.C., Police and Human Rights (1999).
17. Upadhyay, C.M., Human Rights in Pre-trial Detention (1999).
18. Robert Cryer, HakanFriman, Darryl Robinson, An Introduction to International Criminal Law and Procedure Paperback – June 28, 2010, Cambridge University Press, 2003.
19. Philippe Sands, From Nuremberg to the Hague: The Future of International Criminal Justice, Cambridge University Press, 2003.
20. The International Criminal Court: Challenges to Achieving Justice and Accountability in the 21st Century by Mark S. Ellis; Richard J. Goldstone. International Debate Education Association, 2008
21. International Criminal Law: Cases and Commentary (Paperback) By (author) Antonio Cassese, By (author) Guido Acquaviva, By Mary De Ming Fan, Alex Whiting
22. Criminal Law Amendment Act 2018.

Course Code	Course Title	Course Type	L	T	P	C
	Contemporary Challenges to Criminal Law	HC	3	1	0	4

1. Understand and appreciate broad classification of contemporary issues and their affects in society and the role of criminal law.
2. Sketch the role of judicial Institutions and investigating authorities in this regard for preventing & control strategies.
3. Evaluating and Creating systems which shall allow for these challenges to be better addressed.

Unit I – Women and law/ Crimes against Women:

- **Introduction to International Conventions**

- CEDAW, Declaration on the Elimination of Violence against Women,
- Convention on the Political rights of Women,
- Convention on Consent to Marriage, Minimum Age for Marriage and Registration of Marriages
- Declaration on the Protection of Women and Children in Emergency and Armed Conflict.
- Evolving rights of LGBT.

UNIT II- Child Rights & Juvenile justice.

- Convention on the rights of the child
- Violence against children
- Juvenile justice & delinquency – Juvenile Justice Act, 2015
- Prevention of Children from Sexual Offences Act, 2012 (with latest amendments)

UNIT III- Cyber Crimes

- Introduction to Cyber Crimes
- Law relating to Cyber Crimes (Latest Cases & Challenges)
- Procedural Law relating to Cyber Crimes
- Right to Privacy in Cyberspace
- Freedom of Speech & Expression in Cyberspace.
- The International Criminal Court and Cyber Crimes
- International Criminal Tribunal for Cyber space
- Budapest Convention

UNIT IV- Hate Crimes

- Communal violence in India
- Sedition other such offences under IPC and UAPA
- Honor Killing
- Hate Speech and Laws
- Freedom of Speech & Expression under the Constitution of India vis -a -vis Hate Speech.

UNIT- V Rethinking Sentencing policies

- Introduction to Sentencing
- History of Sentencing
- Goals of punishment and Sentencing.
- Various theories of sentencing.
- Comparative analysis of sentencing policies.

Suggested Readings:

1. O'Rourke, C. (2020). *Women's Rights in Armed Conflict under International Law*. Cambridge: Cambridge University Press. doi:10.1017/9781108667715
2. **Women's Human Rights** CEDAW in International, Regional and National Law, Anne Hellum, Universitetet i Oslo Henriette Sinding Aasen, Universitetet i Bergen, Norway
3. Justice Malimath Committee Report on Reforms of Criminal Justice System (2003)
4. Government of India, Ministry of Home Affairs
5. Law Commission of India Reports
6. Woodroffe: Commentaries on Code of Criminal Procedure, Vol. I & II (2000) Universal
7. An Introduction to Cyber Crime and Cyber Law; Dr. R.K. Chaubay
8. Cybercrime in India: Dr. M. Dasgupta
9. Cyber laws and crimes: Barkha & U. Ramamohan Information Technology Act 2000
10. Albert J. Marcella and Robert S. Greenfield (Ed) (2002) Cyber
11. Ashok Kumar: 'Challenges to Internal Security of India'
12. Archana Sharma: Threats to India's Internal Security Need for A New Strategy
13. Shrikant Paranjpe: India's Internal Security: Issues and Perspectives.
14. Criminal Law Amendment Act 2018.

Course Code	Course Title	Course Type	L	T	P	C
	Dissertation	HC	0	2	10	12

Course Objective:

1. This course is designed to test the research and analytical skills of the students.
2. It is aimed at enabling the students to hone their skills as a researcher that would be of immense help to them in their career.
3. Highlighting the contemporary challenges of law and suggest requisite advances in the system.

Students are required to select their dissertation topic at the beginning of the academic year (1st Semester) and register with a faculty member for Guidance.

Dissertation work carries 100 marks in total and research report has to be submitted before the commencement of the examination of 2nd semester.

CAREER DEVELOPMENT AND PLACEMENT

Having a degree will open doors to the world of opportunities for you. But Employers are looking for much more than just a degree. They want graduates who stand out from the crowd and exhibit real life skills that can be applied to their organizations. Examples of such popular skills employers look for include:

1. Willingness to learn
2. Self motivation
3. Team work
4. Communication skills and application of these skills to real scenarios
5. Requirement of gathering, design and analysis, development and testing skills
6. Analytical and Technical skills
7. Computer skills
8. Internet searching skills
9. Information consolidation and presentation skills
10. Role play
11. Group discussion, and so on

REVA University therefore, has given utmost importance to develop these skills through variety of training programs and such other activities that induce the said skills among all students. A full-fledged Career Counseling and Placement division, namely Career Development Center (CDC) headed by well experienced senior Professor and Dean and supported by dynamic trainers, counselors and placement officers and other efficient supportive team does handle all aspects of Internships and placements for the students of REVA University. The prime objective of the CDC is to liaison between REVA graduating students and industries by providing a common platform where the prospective employer companies can identify suitable candidates for placement in their respective organization. The CDC organizes pre-placement training by professionals and also arranges expert talks to our students. It facilitates students to career guidance and improve their employability. In addition, CDC forms teams to perform mock interviews. It makes you to enjoy working with such teams and learn many things apart from working together in a team. It also makes you to participate in various student clubs which helps in developing team culture, variety of job skills and overall personality.

The need of the hour in the field of Legal Studies is not only knowledge in the subject, but also the skill to do the job proficiently, team spirit and a flavour of innovation. This kept in focus, the CDC has designed the training process, which will commence from second semester along with the curriculum. Special coaching in personality development, career building, English proficiency, reasoning, puzzles, and

communication skills to every student of REVA University is given with utmost care. The process involves continuous training and monitoring the students to develop their soft skills including interpersonal skills that will fetch them a job of repute in the area of his / her interest and march forward to make better career. The School of Legal Studies of REVA University also has emphasised subject based skill training through lab practice, internship, project work, industry interaction and many such skilling techniques. The students during their day to day studies are made to practice these skill techniques as these are inbuilt in the course curriculum. Concerned teachers also continuously guide and monitor the progress of students.

The University has also established University-Industry Interaction and Skill Development Centre headed by a Senior Professor & Director to facilitate skill related training to REVA students and other unemployed students around REVA campus. The center conducts variety of skill development programs to students to suite to their career opportunities. Through this skill development centre the students shall compulsorily complete at least two skill / certification based programs before the completion of their degree. The University has collaborations with Industries, Corporate training organizations, research institutions and Government agencies like NSDC (National Skill Development Corporation) to conduct certification programs. REVA University has been recognised as a Centre of Skill Development and Training by NSDC (National Skill Development Corporation) under Pradhan Mantri Kaushal Vikas Yojana.

The University has also signed MOU's with Multi-National Companies, research institutions, and universities abroad to facilitate greater opportunities of employability, students' exchange programs for higher learning and for conducting certification programs.