



# Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore

## Shri Vaishnav Institute of Law

LL.M. Two year Program

Choice Based Credit System (CBCS)

1<sup>st</sup> year Semester I (2026-28)

### LAW AND SOCIAL TRANSFORMATION

| COURSE CODE | CATEGORY | COURSE NAME                      | TEACHING & EVALUATION SCHEME |                               |                  |                         |                               |                         | L | T | P | CREDITS |
|-------------|----------|----------------------------------|------------------------------|-------------------------------|------------------|-------------------------|-------------------------------|-------------------------|---|---|---|---------|
|             |          |                                  | Marks                        | THEORY                        |                  |                         | PRACTICAL                     |                         |   |   |   |         |
|             |          |                                  |                              | END SEM<br>University<br>Exam | Two Term<br>Exam | Teachers<br>Assessment* | END SEM<br>University<br>Exam | Teachers<br>Assessment* |   |   |   |         |
| LLMC101     | DC       | LAW AND SOCIAL<br>TRANSFORMATION | Max                          | 60                            | 20               | 20                      | 0                             | 0                       | 4 | 0 | 0 | 4       |
|             |          |                                  | Min                          | 24                            | 16               |                         | 0                             | 0                       |   |   |   |         |

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; \*Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

### COURSE OBJECTIVES:

The student will have ability to:

1. To understand law as an instrument of social change and social control in Indian society.
2. To analyse the role of law in addressing issues relating to women, children and vulnerable sections.
3. To examine the relationship between religion, language and law in shaping social transformation.
4. Interpret laws relating to gender justice, environmental protection, and human rights.
5. Apply constitutional principles and social justice concepts to contemporary socio-legal issues.

### COURSE ALIGNMENT WITH UNSDG:

Law and Social Transformation aligns with SDG 16 (Peace, Justice and Strong Institutions) by promoting legal reforms and equitable justice systems that drive inclusive and sustainable social change.

### COURSE OUTCOMES:

After completion of the course, the student will be able to:

|     |                                                                                                          |
|-----|----------------------------------------------------------------------------------------------------------|
| CO1 | Analyse the concept of law as an instrument of social change and its limitations.                        |
| CO2 | Evaluate legal measures relating to women and children in India.                                         |
| CO3 | Critically examine religion, language and secularism within constitutional framework.                    |
| CO4 | Assess the impact of caste, regionalism and protective discrimination under law.                         |
| CO5 | Interpret modernization, ADR mechanisms and constitutional perspectives on justice and decentralization. |

### TEACHING PEDAGOGY:

- T1 Classroom teaching (white board), Power Point Presentations, Interactive lectures, Inquiry-based teaching
- T2 Assignments, Flip Class/ Seminars, Quizzes, Oral Viva-voce examination

### ASSESSMENT TOOLS:

- ATL1 Quiz
- ATL2 Activity Based Learning
- ATL3 Midterm Exams
- ATL4 Flip Class

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|-------------|----------|----------------------------------|------------------------------|-------------------------------|------------------|-------------------------|-------------------------------|-------------------------|---|---|---|---------|
|             |          |                                  | Marks                        | THEORY                        |                  |                         | PRACTICAL                     |                         |   |   |   |         |
|             |          |                                  |                              | END SEM<br>University<br>Exam | Two Term<br>Exam | Teachers<br>Assessment* | END SEM<br>University<br>Exam | Teachers<br>Assessment* |   |   |   |         |
| LLMC101     | DC       | LAW AND SOCIAL<br>TRANSFORMATION | Max                          | 60                            | 20               | 20                      | 0                             | 0                       | 4 | 0 | 0 | 4       |
|             |          |                                  | Min                          | 24                            | 16               |                         | 0                             | 0                       |   |   |   |         |

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- ATL5 Seminar Presentation  
 ATL6 Assignments  
 ATL7 Poster  
 ATL8 Oral Viva-voce examination  
 ATL9 Industrial Visit Report

### PREREQUISITES:

### SYLLABUS:

| Module | Descriptors/Topics                                                                                                                                                                                                                                                         | Hours | Assessment Tools                                  |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|---------------------------------------------------|
| I      | <b>UNIT I – Law and Social Change</b> <ul style="list-style-type: none"> <li>• Law as instrument of social change</li> <li>• Roscoe Pound's Social Engineering</li> <li>• Law &amp; Tradition</li> <li>• Impact of Common Law in India</li> <li>• Limits of Law</li> </ul> | 12    | Activity Based Learning, Educational Visit Report |
| II     | <b>UNIT II – Women, Children and Law</b> <ul style="list-style-type: none"> <li>• Status of Women</li> <li>• Crimes against Women</li> <li>• Gender Injustice</li> <li>• Child Labour</li> <li>• Adoption &amp; Education</li> </ul>                                       | 12    | Seminar Presentation,                             |
| III    | <b>UNIT III – Religion, Language and Law</b> <ul style="list-style-type: none"> <li>• Secularism</li> <li>• Religious Freedom</li> <li>• Linguistic Minorities</li> <li>• Official Language Act 1963</li> <li>• Religion-based conflicts</li> </ul>                        | 12    | Quiz, Midterm Exams, Assignments                  |
| IV     | <b>UNIT IV – Community, Regionalism and Law</b> <ul style="list-style-type: none"> <li>• Caste &amp; Non-Discrimination</li> </ul>                                                                                                                                         | 12    |                                                   |

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|-------------|----------|----------------------------------|------------------------------|-------------------------------|------------------|-------------------------|-------------------------------|-------------------------|---|---|---|---------|
|             |          |                                  | Marks                        | THEORY                        |                  |                         | PRACTICAL                     |                         |   |   |   |         |
|             |          |                                  |                              | END SEM<br>University<br>Exam | Two Term<br>Exam | Teachers<br>Assessment* | END SEM<br>University<br>Exam | Teachers<br>Assessment* |   |   |   |         |
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|             |          |                                  | Min                          | 24                            | 16               |                         | 0                             | 0                       |   |   |   |         |

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|   |                                                                                                                                                                                                                                                                          |           |                                                   |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------|
|   | <ul style="list-style-type: none"> <li>• Protective Discrimination</li> <li>• Reservation Policies</li> <li>• Sons of Soil Doctrine</li> <li>• Equality in Employment</li> </ul>                                                                                         |           |                                                   |
| V | <b>UNIT V – Modernisation and Law</b> <ul style="list-style-type: none"> <li>• Constitutional Perspectives</li> <li>• ADR Mechanisms</li> <li>• Democratic Decentralization</li> <li>• Socialist Thought &amp; Right to Property</li> <li>• Naxalite Movement</li> </ul> | 12        | Activity Based Learning, Educational Visit Report |
|   | <b>Total Hours</b>                                                                                                                                                                                                                                                       | <b>60</b> |                                                   |

## ADDITIONAL RESOURCES

### A. Value addition to course content/ Skill enhancement content:

<https://www.youtube.com/watch?v=go0Wt-3cz58>

<https://www.youtube.com/watch?v=IbPinw-mz9E>

### B. Remedial classes for slow learners:

- Special classes will be arranged outside regular lecture hours with a focus on fundamental concepts and problem-solving techniques.
- Individual attention will be provided to address specific difficulties faced by students.
- Bridge courses or foundation modules may be introduced for students lacking prerequisite knowledge.
- Peer learning and mentoring will be encouraged, where advanced learners assist slow learners under faculty supervision.
- Remedial sessions will be customized based on student needs, focusing on topic-wise weaknesses rather than a general approach.

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|-------------|----------|----------------------------------|------------------------------|-------------------------------|------------------|-------------------------|-------------------------------|-------------------------|---|---|---|---------|
|             |          |                                  | Marks                        | THEORY                        |                  |                         | PRACTICAL                     |                         |   |   |   |         |
|             |          |                                  |                              | END SEM<br>University<br>Exam | Two Term<br>Exam | Teachers<br>Assessment* | END SEM<br>University<br>Exam | Teachers<br>Assessment* |   |   |   |         |
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|             |          |                                  | Min                          | 24                            | 16               |                         | 0                             | 0                       |   |   |   |         |

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## SUGGESTED READINGS:

### Reference Books

- [1] Galanter, M. – Law and Society in Modern India
- [2] Malik, K.P. & Raval, K.C. – Law and Social Transformation in India
- [3] Bhat, I.P. – Law and Social Transformation in India
- [4] Upendra Baxi – The Crisis of the Indian Legal System
- [5] Duncan & Derret – The State, Religion and Law in India
- [6] H.M. Seervai – Constitutional Law of India

### Suggested e- resources (Websites/e- books)

1. [https://onlinecourses.swayam2.ac.in/nou26\\_ge24/preview](https://onlinecourses.swayam2.ac.in/nou26_ge24/preview)
2. [https://onlinecourses.swayam2.ac.in/cec23\\_lw11/preview](https://onlinecourses.swayam2.ac.in/cec23_lw11/preview)

## COURSE ARTICULATION MATRIX (MAPPING OF COs WITH POs)

| CO  | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1 | 3   | 2   | 3   | 2   | 3   | 3    | 2    | 3    | 2    | 2    |
| CO2 | 3   | 3   | 2   | 3   | 2   | 3    | 3    | 2    | 3    | 2    |
| CO3 | 2   | 3   | 3   | 3   | 2   | 2    | 3    | 3    | 2    | 2    |
| CO4 | 2   | 2   | 3   | 3   | 3   | 2    | 2    | 3    | 3    | 2    |
| CO5 | 2   | 2   | 2   | 3   | 3   | 2    | 2    | 2    | 3    | 3    |

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 1<sup>st</sup> year Semester I (2026-28)  
**COMPARATIVE CONSTITUTIONAL LAW AND GOVERNANCE**

| COURSE CODE | CATEGORY | COURSE NAME                                         | TEACHING & EVALUATION SCHEME |                               |                  |                         |                               |                         | L | T | P | CREDITS |
|-------------|----------|-----------------------------------------------------|------------------------------|-------------------------------|------------------|-------------------------|-------------------------------|-------------------------|---|---|---|---------|
|             |          |                                                     | Marks                        | THEORY                        |                  |                         | PRACTICAL                     |                         |   |   |   |         |
|             |          |                                                     |                              | END SEM<br>University<br>Exam | Two Term<br>Exam | Teachers<br>Assessment* | END SEM<br>University<br>Exam | Teachers<br>Assessment* |   |   |   |         |
| LLMC102     | DC       | Comparative<br>Constitutional Law and<br>Governance | Max                          | 60                            | 20               | 20                      | 0                             | 0                       | 4 | 0 | 0 | 4       |
|             |          |                                                     | Min                          | 24                            | 16               |                         | 0                             | 0                       |   |   |   |         |

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; \*Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

### COURSE OBJECTIVES:

The student will have ability to:

|    |                                                                                                                                                                           |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | To understand the concept of a constitution as the supreme law of the land and examine its sources from which it derives its authority and directives.                    |
| 2. | To analyze the role and responsibilities of a Constituent Assembly in framing a constitution, particularly in incorporating existing customs, traditions, and precedents. |
| 3. | To examine the influence of socio-cultural and historical factors on constitutional development within a country.                                                         |
| 4. | To study the basic structural aspects of different constitutional frameworks and identify key similarities and differences among them.                                    |
| 5. | To develop a critical understanding of constitutional principles and doctrines and assess their significance in shaping governance and legal systems.                     |

### COURSE ALIGNMENT WITH UNSDG:

The Course aims to fulfill the United Nations Sustainable Development Goals, **SDG 4 (Quality Education)** and **SDG 16 (Peace and Justice, Strong Institutions)**.

### COURSE OUTCOMES:

After completion of the course, the student will be able to:

|            |                                                                                                                                                                                                                       |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CO1</b> | To develop a comprehensive understanding of the concept, nature, and evolution of constitutions and constitutionalism, including the principles of constitutional supremacy and separation of powers.                 |
| <b>CO2</b> | To analyze and compare different types of constitutions across countries such as the USA, UK, Canada, Australia, and India, and evaluate the significance of comparative constitutional study in constitution-making. |
| <b>CO3</b> | To examine the doctrine of judicial review and the framework of fundamental rights, including a comparative study of civil liberties and writ jurisdiction in India, the UK, and the USA.                             |
| <b>CO4</b> | To understand the concept and functioning of federalism, including its essential features, comparative models, and emerging trends such as cooperative federalism and center-state relations.                         |

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| COURSE CODE | CATEGORY | COURSE NAME                                         | TEACHING & EVALUATION SCHEME |                               |                  |                         |                               |                         | L | T | P | CREDITS |
|-------------|----------|-----------------------------------------------------|------------------------------|-------------------------------|------------------|-------------------------|-------------------------------|-------------------------|---|---|---|---------|
|             |          |                                                     | Marks                        | THEORY                        |                  |                         | PRACTICAL                     |                         |   |   |   |         |
|             |          |                                                     |                              | END SEM<br>University<br>Exam | Two Term<br>Exam | Teachers<br>Assessment* | END SEM<br>University<br>Exam | Teachers<br>Assessment* |   |   |   |         |
| LLMC102     | DC       | Comparative<br>Constitutional Law and<br>Governance | Max                          | 60                            | 20               | 20                      | 0                             | 0                       | 4 | 0 | 0 | 4       |
|             |          |                                                     | Min                          | 24                            | 16               |                         | 0                             | 0                       |   |   |   |         |

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|            |                                                                                                                                                                                                        |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CO5</b> | To critically evaluate parliamentary privileges, the amendment process, and judicial scrutiny of constitutional amendments, with reference to comparative perspectives across different jurisdictions. |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### TEACHING PEDAGOGY:

|           |                                                                                                           |
|-----------|-----------------------------------------------------------------------------------------------------------|
| <b>T1</b> | Classroom teaching (white board), Power Point Presentations, Interactive lectures, Inquiry-based teaching |
| <b>T2</b> | Assignments, Quizzes, Oral Viva-voce examination                                                          |

#### ASSESSMENT TOOLS:

|             |                            |
|-------------|----------------------------|
| <b>ATL1</b> | Quiz                       |
| <b>ATL2</b> | Activity Based Learning    |
| <b>ATL3</b> | Midterm Exams              |
| <b>ATL4</b> | Flip Class                 |
| <b>ATL5</b> | Seminar Presentation       |
| <b>ATL6</b> | Assignments                |
| <b>ATL7</b> | Poster                     |
| <b>ATL8</b> | Oral Viva-voce examination |
| <b>ATL9</b> | Educational Visit Report   |

#### SYLLABUS:

| Module   | Descriptors/Topics                                                                                                                                                                                                | Bloom's Taxonomy | Hours | Assessment Tools                                   |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------|----------------------------------------------------|
| <b>I</b> | <b>Constitution &amp; Constitutionalism</b> <ul style="list-style-type: none"> <li>Constitution: Concept, Nature and Importance of Constitution-Evolution of Constitutional Values-Requisites of Ideal</li> </ul> |                  | 12    | Quiz<br>Midterm Exams<br>Flip Class<br>Assignments |

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|-------------|----------|-----------------------------------------------------|------------------------------|-------------------------------|------------------|-------------------------|-------------------------------|-------------------------|---|---|---|---------|
|             |          |                                                     | Marks                        | THEORY                        |                  |                         | PRACTICAL                     |                         |   |   |   |         |
|             |          |                                                     |                              | END SEM<br>University<br>Exam | Two Term<br>Exam | Teachers<br>Assessment* | END SEM<br>University<br>Exam | Teachers<br>Assessment* |   |   |   |         |
| LLMC102     | DC       | Comparative<br>Constitutional Law and<br>Governance | Max                          | 60                            | 20               | 20                      | 0                             | 0                       | 4 | 0 | 0 | 4       |
|             |          |                                                     | Min                          | 24                            | 16               |                         | 0                             | 0                       |   |   |   |         |

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|     |                                                                                                                                                                                                                                                                                                          |                               |    |                                                                                                              |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|----|--------------------------------------------------------------------------------------------------------------|
|     | Constitution-Historical Evolution of Constitutional Government<br>• Constitutionalism: Concept-Evolution-Limitations on Government Power, Constitutional Supremacy-Separation of Power                                                                                                                   | Remember, Understand, Analyze |    | Oral Viva-voce Examination                                                                                   |
| II  | <b>Comparative Constitutions</b><br>• Scope of Comparative Constitutional Law: Need for Comparative Study of Constitutional Law in Constitution Making<br>• Types of Constitutions: Written Constitutions-U.S.A, Canada, Australia and India; Unwritten Constitutions-England                            | Understand, Apply, Analyze    | 12 | Quiz<br>Activity Based Learning<br>Midterm Exams<br>Assignments<br>Oral Viva-voce Examination                |
| III | <b>Judicial Review &amp; Civil Rights</b><br>• Judicial Review in India-Fundamental Rights; Writ Jurisdiction-A Comparative Study with UK and USA<br>• Civil Liberties/Rights: Structure, Enforcement of Individual Rights, Group Rights, National Security                                              | Remember, Apply, Evaluate     | 12 | Quiz<br>Midterm Exams<br>Flip Class<br>Assignments<br>Oral Viva-voce Examination<br>Educational Visit Report |
| IV  | <b>Federalism</b><br>• Federalism: Concepts of Federalism and Federal Government-Conditions Essential for Federalism; Patterns of Federal Government: U.S.A, Australia, Canada and India<br>• New Trends in Federalism: Cooperative Federalism-Political factors Influencing Federalism, Central Control | Understand, Analyze, Evaluate | 12 | Quiz<br>Midterm Exams<br>Assignments<br>Oral Viva-voce Examination                                           |

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|-------------|----------|-----------------------------------------------------|------------------------------|-------------------------------|------------------|-------------------------|-------------------------------|-------------------------|---|---|---|---------|
|             |          |                                                     | Marks                        | THEORY                        |                  |                         | PRACTICAL                     |                         |   |   |   |         |
|             |          |                                                     |                              | END SEM<br>University<br>Exam | Two Term<br>Exam | Teachers<br>Assessment* | END SEM<br>University<br>Exam | Teachers<br>Assessment* |   |   |   |         |
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|             |          |                                                     | Min                          | 24                            | 16               |                         | 0                             | 0                       |   |   |   |         |

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|   |                                                                                                                                                                                                                                                                                                                                                                                                                                    |                           |           |                                                                                                                              |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------|
|   | v. State Autonomy-Dynamics of Federalism                                                                                                                                                                                                                                                                                                                                                                                           |                           |           |                                                                                                                              |
| V | <b>Parliamentary Privileges and Amendment Process</b> <ul style="list-style-type: none"> <li>• Parliamentary privileges-comparative study with different countries</li> <li>• Parliamentary privileges and anti-defection Law • Need for Legislation on Parliamentary privileges in India</li> <li>• Process of amendment</li> <li>• Types of Amendment</li> <li>• Judicial scrutiny of Amendments to the constitution.</li> </ul> | Understand, Apply, Create | 12        | Quiz<br>Midterm Exams<br>Seminar Presentation<br>Assignments<br>Oral Viva-voce<br>Examination<br>Educational Visit<br>Report |
|   | <b>Total Hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                 |                           | <b>60</b> |                                                                                                                              |

## ADDITIONAL RESOURCES

**Value addition to course content/ Skill enhancement content:**

[https://www.youtube.com/playlist?list=PL\\_a1TI5CC9REEf2ab38DakPSFxrL7Zbe](https://www.youtube.com/playlist?list=PL_a1TI5CC9REEf2ab38DakPSFxrL7Zbe)

**Remedial classes for slow learners:**

1. For the improvement of slow learners, emphasis shall be placed on simplified explanations, systematic concept breakdown, and regular revision sessions.
2. For fast learners, focus shall be on advanced readings, case analysis, and application-based questions to enhance critical thinking and deeper understanding.
3. For both types of learners, common learning methods are to be used such as use of blended teaching methods, using technology in classrooms and tracking progress and adjusting strategies accordingly.

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# Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore

## Shri Vaishnav Institute of Law

LL.M. Two year Program

Choice Based Credit System (CBCS)

1<sup>st</sup> year Semester I (2026-28)

### COMPARATIVE CONSTITUTIONAL LAW AND GOVERNANCE

| COURSE CODE | CATEGORY | COURSE NAME                                         | TEACHING & EVALUATION SCHEME |                               |                  |                         |                               |                         | L | T | P | CREDITS |
|-------------|----------|-----------------------------------------------------|------------------------------|-------------------------------|------------------|-------------------------|-------------------------------|-------------------------|---|---|---|---------|
|             |          |                                                     | Marks                        | THEORY                        |                  |                         | PRACTICAL                     |                         |   |   |   |         |
|             |          |                                                     |                              | END SEM<br>University<br>Exam | Two Term<br>Exam | Teachers<br>Assessment* | END SEM<br>University<br>Exam | Teachers<br>Assessment* |   |   |   |         |
| LLMC102     | DC       | Comparative<br>Constitutional Law and<br>Governance | Max                          | 60                            | 20               | 20                      | 0                             | 0                       | 4 | 0 | 0 | 4       |
|             |          |                                                     | Min                          | 24                            | 16               |                         | 0                             | 0                       |   |   |   |         |

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; \*Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

### SUGGESTED READINGS:

#### Reference Books

1. Forsyth, C. Elliott, Jhaveri, M. S. (2010). Effective Judicial Review: A Cornerstone of Good Governance. New Delhi. Oxford University Press
2. Basu, D.D. (2014). Comparative Constitutional Law. Nagpur. Wadhwa and Wadhwa, 2<sup>nd</sup> ed.
3. Strauss, D. (2010). The Living Constitution. New Delhi. Oxford University Press.
4. Kashyap, S. (2004). Framing of Indian Constitution. New Delhi. Universal Law Publication.

### COURSE ARTICULATION MATRIX (MAPPING OF COs WITH POs)

| CO  | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1 | 3   | 3   | 3   | 3   | 2   | 3    | 3    | 3    | 2    | 2    |
| CO2 | 3   | 3   | 3   | 2   | 3   | 3    | 3    | 3    | 3    | 2    |
| CO3 | 2   | 3   | 3   | 3   | 3   | 2    | 3    | 3    | 3    | 3    |
| CO4 | 2   | 2   | 3   | 3   | 3   | 2    | 2    | 3    | 3    | 3    |
| CO5 | 2   | 2   | 2   | 3   | 3   | 2    | 2    | 2    | 3    | 3    |

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# Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore

## Shri Vaishnav Institute of Law

LL.M. Two year Program (CRIMINAL LAW)

Choice Based Credit System

1<sup>st</sup> year Semester I (2026-28)

### GENERAL PRINCIPLES OF CRIME

| COURSE CODE | CATEGORY | COURSE NAME                    | TEACHING & EVALUATION SCHEME |                               |                  |                         |                               |                         | L | T | P | CREDITS |
|-------------|----------|--------------------------------|------------------------------|-------------------------------|------------------|-------------------------|-------------------------------|-------------------------|---|---|---|---------|
|             |          |                                | Marks                        | THEORY                        |                  |                         | PRACTICAL                     |                         |   |   |   |         |
|             |          |                                |                              | END SEM<br>University<br>Exam | Two Term<br>Exam | Teachers<br>Assessment* | END SEM<br>University<br>Exam | Teachers<br>Assessment* |   |   |   |         |
| LMCE101     | CGE      | General Principles of<br>Crime | Max                          | 60                            | 20               | 20                      | 0                             | 0                       | 4 |   | 0 | 4       |
|             |          |                                | Min                          | 24                            | 16               |                         | 0                             | 0                       |   |   |   |         |

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; \*Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

### COURSE OBJECTIVES:

|                                                                                                 |
|-------------------------------------------------------------------------------------------------|
| 1. To understand the fundamental principles and jurisprudential foundations of Criminal Law.    |
| 2. To analyse the essential elements of crime including actus reus and mens rea.                |
| 3. To examine complicit criminality, inchoate crimes and general exceptions under IPC.          |
| 4. To critically evaluate statutory offences and crimes against women and vulnerable groups.    |
| 5. To develop analytical ability to interpret criminal liability in contemporary legal context. |

The subject General Principles of Crime aligns with **SDG 16** by promoting rule of law and justice,

### COURSE OUTCOMES:

After completion of the course, the student will be able to:

|                                                                                                |
|------------------------------------------------------------------------------------------------|
| <b>CO1</b> Analyse criminal jurisprudence and essential elements of crime.                     |
| <b>CO2</b> Evaluate principles of including abetment, conspiracy and attempts.liability        |
| <b>CO3</b> Critically examine general exceptions and statutory offences.                       |
| <b>CO4</b> Analyse offences against women under IPC and special enactments.                    |
| <b>CO5</b> Evaluate crimes against vulnerable groups and contemporary criminal law development |

### TEACHING PEDAGOGY:

|           |                                                                                                           |
|-----------|-----------------------------------------------------------------------------------------------------------|
| <b>T1</b> | Classroom teaching (white board), Power Point Presentations, Interactive lectures, Inquiry-based teaching |
| <b>T2</b> | Assignments, Flip Class/ Seminars, Quizzes, Oral Viva-voce examination                                    |

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## Shri Vaishnav Institute of Law

LL.M. Two year Program (CRIMINAL LAW)

Choice Based Credit System

1<sup>st</sup> year Semester I (2026-28)

### GENERAL PRINCIPLES OF CRIME

| COURSE CODE | CATEGORY | COURSE NAME                    | TEACHING & EVALUATION SCHEME |                               |                  |                         |                               |                         | L | T | P | CREDITS |
|-------------|----------|--------------------------------|------------------------------|-------------------------------|------------------|-------------------------|-------------------------------|-------------------------|---|---|---|---------|
|             |          |                                | Marks                        | THEORY                        |                  |                         | PRACTICAL                     |                         |   |   |   |         |
|             |          |                                |                              | END SEM<br>University<br>Exam | Two Term<br>Exam | Teachers<br>Assessment* | END SEM<br>University<br>Exam | Teachers<br>Assessment* |   |   |   |         |
| LMCE101     | CGE      | General Principles of<br>Crime | Max                          | 60                            | 20               | 20                      | 0                             | 0                       | 4 |   | 0 | 4       |
|             |          |                                | Min                          | 24                            | 16               |                         | 0                             | 0                       |   |   |   |         |

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; \***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

#### ASSESSMENT TOOLS:

|      |                            |
|------|----------------------------|
| ATL1 | Quiz                       |
| ATL2 | Activity Based Learning    |
| ATL3 | Midterm Exams              |
| ATL4 | Flip Class                 |
| ATL5 | Seminar Presentation       |
| ATL6 | Assignments                |
| ATL7 | Poster                     |
| ATL8 | Oral Viva-voce examination |
| ATL9 | Educational Visit Report   |

#### PREREQUISITES:

#### SYLLABUS:

| Module | Descriptors/Topics                                                                                                                                                                                                                                                                                        | Bloom Taxonomy                         | Hours | Assessment Tools                 |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|-------|----------------------------------|
| I      | UNIT I – Criminal Jurisprudence and Elements of Crime<br>• Definition, Nature and Scope of Criminal Law<br>• Principles of Criminal Law<br>• Concept and Elements of Crime<br>• Actus Reus and Mens Rea<br>• Strict Liability, Recklessness and Negligence<br>• Stages of Crime and Concurrence Principle | Remembering, Understanding & Analyzing | 12    | Quiz, Midterm Exams, Assignments |

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### GENERAL PRINCIPLES OF CRIME

| COURSE CODE | CATEGORY | COURSE NAME                    | TEACHING & EVALUATION SCHEME |                               |                  |                         |                               |                         | L | T | P | CREDITS |
|-------------|----------|--------------------------------|------------------------------|-------------------------------|------------------|-------------------------|-------------------------------|-------------------------|---|---|---|---------|
|             |          |                                | Marks                        | THEORY                        |                  |                         | PRACTICAL                     |                         |   |   |   |         |
|             |          |                                |                              | END SEM<br>University<br>Exam | Two Term<br>Exam | Teachers<br>Assessment* | END SEM<br>University<br>Exam | Teachers<br>Assessment* |   |   |   |         |
| LMCE101     | CGE      | General Principles of<br>Crime | Max                          | 60                            | 20               | 20                      | 0                             | 0                       | 4 |   | 0 | 4       |
|             |          |                                | Min                          | 24                            | 16               |                         | 0                             | 0                       |   |   |   |         |

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; \*Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

|     |                                                                                                                                                                                                                                                                                                                                                         |                                     |    |                                                   |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|----|---------------------------------------------------|
| II  | UNIT II – Complicit Criminality and Inchoate Crimes <ul style="list-style-type: none"> <li>• Abetment under IPC</li> <li>• Criminal Conspiracy</li> <li>• Joint Liability (Sec. 34 IPC)</li> <li>• Unlawful Assembly (Sec. 149 IPC)</li> <li>• Attempt under IPC</li> </ul>                                                                             | Understanding, Applying & Analyzing | 12 | Activity Based Learning, Educational Visit Report |
| III | UNIT III – General Exceptions & Statutory Offences <ul style="list-style-type: none"> <li>• General Exceptions under IPC</li> <li>• Private Defence</li> <li>• Mistake, Accident, Necessity, Insanity</li> <li>• Joint and Constructive Liability</li> <li>• Offences against State and Armed Forces</li> <li>• Culpable Homicide and Murder</li> </ul> | Applying, Analyzing & Evaluating    | 12 | Seminar Presentation, Assignments                 |
| IV  | UNIT IV – General Exceptions & Statutory Offences <ul style="list-style-type: none"> <li>• General Exceptions under IPC</li> <li>• Private Defence</li> <li>• Mistake, Accident, Necessity, Insanity</li> <li>• Joint and Constructive Liability</li> <li>• Offences against State and Armed Forces</li> <li>• Culpable Homicide and Murder</li> </ul>  | Applying, Analyzing & Evaluating    | 12 | Quiz, Midterm Exams, Assignments                  |
| V   | UNIT V – Offences against Vulnerable Groups <ul style="list-style-type: none"> <li>• Crimes against Children &amp; POCSO Act, 2012</li> </ul>                                                                                                                                                                                                           |                                     | 12 | Poster, Oral Viva-voce examination                |

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Choice Based Credit System

1<sup>st</sup> year Semester I (2026-28)

### GENERAL PRINCIPLES OF CRIME

| COURSE CODE | CATEGORY | COURSE NAME                    | TEACHING & EVALUATION SCHEME |                               |                  |                         |                               |                         | L | T | P | CREDITS |
|-------------|----------|--------------------------------|------------------------------|-------------------------------|------------------|-------------------------|-------------------------------|-------------------------|---|---|---|---------|
|             |          |                                | Marks                        | THEORY                        |                  |                         | PRACTICAL                     |                         |   |   |   |         |
|             |          |                                |                              | END SEM<br>University<br>Exam | Two Term<br>Exam | Teachers<br>Assessment* | END SEM<br>University<br>Exam | Teachers<br>Assessment* |   |   |   |         |
| LMCE101     | CGE      | General Principles of<br>Crime | Max                          | 60                            | 20               | 20                      | 0                             | 0                       | 4 |   | 0 | 4       |
|             |          |                                | Min                          | 24                            | 16               |                         | 0                             | 0                       |   |   |   |         |

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; \*Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

|  |                                                                                                                                                                                                                                                                       |                                      |    |  |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|----|--|
|  | <ul style="list-style-type: none"> <li>Crimes against SC/ST and Minorities</li> <li>Crimes against Sexual Minorities (Transgender Rights)</li> <li>Crimes against Disabled and Mentally Ill Persons</li> <li>Contemporary Developments and Judicial Trends</li> </ul> | Understanding, Evaluating & Creating |    |  |
|  | <b>Total Hours</b>                                                                                                                                                                                                                                                    |                                      | 60 |  |

### ADDITIONAL RESOURCES

#### A. Value addition to course content/ Skill enhancement content:

<https://www.youtube.com/watch?v=L5btERwK3R8>

[https://www.youtube.com/watch?v=B8FL\\_os4OnQ](https://www.youtube.com/watch?v=B8FL_os4OnQ)

#### B. Remedial classes for slow learners:

- Special classes will be arranged outside regular lecture hours with a focus on fundamental concepts and problem-solving techniques.
- Individual attention will be provided to address specific difficulties faced by students.
- Bridge courses or foundation modules may be introduced for students lacking prerequisite knowledge.
- Peer learning and mentoring will be encouraged, where advanced learners assist slow learners under faculty supervision.
- Remedial sessions will be customized based on student needs, focusing on topic-wise weaknesses rather than a general approach.

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LL.M. Two year Program (CRIMINAL LAW)

Choice Based Credit System

1<sup>st</sup> year Semester I (2026-28)

### GENERAL PRINCIPLES OF CRIME

| COURSE CODE | CATEGORY | COURSE NAME                    | TEACHING & EVALUATION SCHEME |                               |                  |                         |                               |                         | L | T | P | CREDITS |
|-------------|----------|--------------------------------|------------------------------|-------------------------------|------------------|-------------------------|-------------------------------|-------------------------|---|---|---|---------|
|             |          |                                | Marks                        | THEORY                        |                  |                         | PRACTICAL                     |                         |   |   |   |         |
|             |          |                                |                              | END SEM<br>University<br>Exam | Two Term<br>Exam | Teachers<br>Assessment* | END SEM<br>University<br>Exam | Teachers<br>Assessment* |   |   |   |         |
| LMCE101     | CGE      | General Principles of<br>Crime | Max                          | 60                            | 20               | 20                      | 0                             | 0                       | 4 |   | 0 | 4       |
|             |          |                                | Min                          | 24                            | 16               |                         | 0                             | 0                       |   |   |   |         |

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; \*Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

### SUGGESTED READINGS:

#### Reference Books

- [1] Gaur, K.D. (1999). *Criminal Law: Cases and Materials*, Butterworths: India.
- [2] Dhirajlal & Ratanlal. (1994). *Indian Penal Code* (Reprint).
- [3] Gaur, K.D. (1998). *A Text Book on the Indian Penal Code*, Universal: Delhi.
- [4] Pillai, P.S. Achuthan. (1995). *Criminal Law*, Eastern: Lucknow.
- [5] Hidayatullah, M. et al. (1994). *Ratanlal & Dhirajlal: The Indian Penal Code*, Wadhwa & Co.: Nagpur.
- [6] Gandhi, B.M. (1996). *Indian Penal Code*, Eastern Book Company: Nagpur

### COURSE ARTICULATION MATRIX (MAPPING OF COs WITH POs)

| CO  | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1 | 3   | 3   | 3   | 2   | 2   | 3    | 3    | 2    | 2    | 1    |
| CO2 | 3   | 3   | 3   | 3   | 2   | 3    | 3    | 3    | 2    | 2    |
| CO3 | 2   | 3   | 3   | 3   | 3   | 2    | 3    | 3    | 3    | 2    |
| CO4 | 2   | 2   | 3   | 3   | 3   | 2    | 2    | 3    | 3    | 3    |
| CO5 | 2   | 2   | 2   | 3   | 3   | 2    | 2    | 2    | 3    | 3    |

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# Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore

## Shri Vaishnav Institute of Law

LL.M. Two year Program (CRIMINAL LAW)

Choice Based Credit System

1<sup>st</sup> year Semester I (2026-28)

### JUVENILE JUSTICE: LAW AND POLICY

| COURSE CODE | CATEGORY | COURSE NAME                         | TEACHING & EVALUATION SCHEME |                               |                  |                         |                               |                         | L | T | P | CREDITS |
|-------------|----------|-------------------------------------|------------------------------|-------------------------------|------------------|-------------------------|-------------------------------|-------------------------|---|---|---|---------|
|             |          |                                     | Marks                        | THEORY                        |                  |                         | PRACTICAL                     |                         |   |   |   |         |
|             |          |                                     |                              | END SEM<br>University<br>Exam | Two Term<br>Exam | Teachers<br>Assessment* | END SEM<br>University<br>Exam | Teachers<br>Assessment* |   |   |   |         |
| LLMCE102    | CGE      | Juvenile Justice: Law and<br>Policy | Max                          | 60                            | 20               | 20                      | 0                             | 0                       | 4 | 0 | 0 | 4       |
|             |          |                                     | Min                          | 24                            | 16               |                         | 0                             | 0                       |   |   |   |         |

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; \*Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

### COURSE OBJECTIVES:

The student will have ability to:

|    |                                                                                                                                                 |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | To develop advanced understanding of legal and policy frameworks governing juvenile justice and child protection systems in India.              |
| 2. | To equip students with analytical and research skills necessary to evaluate reforms and emerging challenges in juvenile justice law and policy. |

### COURSE ALIGNMENT WITH UNSDG:

The Course aims to fulfill the United Nations Sustainable Development Goals, **SDG 3(Good Health and Wellbeing)**, **SDG 4 (Quality Education)**, **SDG 16 (Peace and Justice, Strong Institutions)**.

### COURSE OUTCOMES:

After completion of the course, the student will be able to:

|     |                                                                                                                                                                                               |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CO1 | Explain the historical development, philosophy and objectives of Juvenile Justice Law in India                                                                                                |
| CO2 | Analyze the provisions of Juvenile Justice (Care and Protection of Children) Act, 2015 and related rules governing children in conflict with law and children in need of care and protection. |
| CO3 | Evaluate the role and functioning of Juvenile Justice Boards, Child Welfare Committees and other statutory authorities under the Act.                                                         |
| CO4 | Critically examine child rights jurisprudence with reference to constitutional provisions and international conventions such as the United Nations Convention on the Rights of the Child.     |
| CO5 | Assess contemporary issues and policy challenges in juvenile justice administration, including rehabilitation, adoption, foster care and restorative justice mechanisms.                      |

### TEACHING PEDAGOGY:

|    |                                                                                                           |
|----|-----------------------------------------------------------------------------------------------------------|
| T1 | Classroom teaching (white board), Power Point Presentations, Interactive lectures, Inquiry-based teaching |
| T2 | Assignments, Quizzes, Oral Viva-voce examination                                                          |

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## Shri Vaishnav Institute of Law

LL.M. Two year Program (CRIMINAL LAW)

Choice Based Credit System

1<sup>st</sup> year Semester I (2026-28)

### JUVENILE JUSTICE: LAW AND POLICY

| COURSE CODE | CATEGORY | COURSE NAME                         | TEACHING & EVALUATION SCHEME |                               |                  |                         |                               |                         | L | T | P | CREDITS |
|-------------|----------|-------------------------------------|------------------------------|-------------------------------|------------------|-------------------------|-------------------------------|-------------------------|---|---|---|---------|
|             |          |                                     | Marks                        | THEORY                        |                  |                         | PRACTICAL                     |                         |   |   |   |         |
|             |          |                                     |                              | END SEM<br>University<br>Exam | Two Term<br>Exam | Teachers<br>Assessment* | END SEM<br>University<br>Exam | Teachers<br>Assessment* |   |   |   |         |
| LLMCE102    | CGE      | Juvenile Justice: Law and<br>Policy | Max                          | 60                            | 20               | 20                      | 0                             | 0                       | 4 | 0 | 0 | 4       |
|             |          |                                     | Min                          | 24                            | 16               |                         | 0                             | 0                       |   |   |   |         |

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; \*Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

### ASSESSMENT TOOLS:

|      |                            |
|------|----------------------------|
| ATL1 | Quiz                       |
| ATL2 | Activity Based Learning    |
| ATL3 | Midterm Exams              |
| ATL4 | Flip Class                 |
| ATL5 | Seminar Presentation       |
| ATL6 | Assignments                |
| ATL7 | Poster                     |
| ATL8 | Oral Viva-voce examination |
| ATL9 | Educational Visit Report   |

### SYLLABUS:

| Module | Descriptors/Topics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Bloom's Taxonomy              | Hours | Assessment Tools                                                                 |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-------|----------------------------------------------------------------------------------|
| I      | <b>Introduction</b><br>Definitions, History of juvenile justice, Juvenile justice system vs. Criminal justice system, Juvenile Justice (Care and Protection) Act 2015, State specific legal provisions (Tamil Nadu Juvenile Justice (Care and Protection) Rules, 2017), Conceptual clarity on Legal frameworks (POCSO, ITPA, Child Labour Act, Information Technology Act, Child Marriage Act), Familiarization of various other laws relating to children in India, Best interest of the child, Identifying appropriate practitioners/stakeholders (includes special educators, translators, | Remember, Understand, Analyze | 12    | Quiz<br>Midterm Exams<br>Flip Class<br>Assignments<br>Oral Viva-voce Examination |

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## Shri Vaishnav Institute of Law

LL.M. Two year Program (CRIMINAL LAW)

Choice Based Credit System

1<sup>st</sup> year Semester I (2026-28)

### JUVENILE JUSTICE: LAW AND POLICY

| COURSE CODE | CATEGORY | COURSE NAME                         | TEACHING & EVALUATION SCHEME |                               |                  |                         |                               |                         | L | T | P | CREDITS |
|-------------|----------|-------------------------------------|------------------------------|-------------------------------|------------------|-------------------------|-------------------------------|-------------------------|---|---|---|---------|
|             |          |                                     | Marks                        | THEORY                        |                  |                         | PRACTICAL                     |                         |   |   |   |         |
|             |          |                                     |                              | END SEM<br>University<br>Exam | Two Term<br>Exam | Teachers<br>Assessment* | END SEM<br>University<br>Exam | Teachers<br>Assessment* |   |   |   |         |
| LLMCE102    | CGE      | Juvenile Justice: Law and<br>Policy | Max                          | 60                            | 20               | 20                      | 0                             | 0                       | 4 | 0 | 0 | 4       |
|             |          |                                     | Min                          | 24                            | 16               |                         | 0                             | 0                       |   |   |   |         |

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; \*Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                               |    |                                                                                                                           |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|----|---------------------------------------------------------------------------------------------------------------------------|
|     | interpreters, psychologists and psychiatrists)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                               |    |                                                                                                                           |
| II  | <b>Rights of the Child</b><br>Basic rights, Child rights as human rights, United Nations Convention on the Rights of the Child (UNCRC), Legal protection for children, Fundamental rights as defined by the Constitution of India, National Commission for protection of child rights, State Commission for the protection of child rights                                                                                                                                                                                           | Understand, Apply, Analyze    | 12 | Quiz<br>Activity Based Learning<br>Midterm Exams<br>Assignments<br>Oral Viva-voce Examination<br>Educational Visit Report |
| III | <b>Institutions in India for Children in Conflict with Law Juvenile Justice Board (JJB):</b><br>Composition of the Board, Powers, functions and responsibility, Procedure in relation to children in conflict with law, Special focus on Section 15 (Preliminary assessment in heinous offences) - Powers of children's court, Observation homes, Special home, Borstal school, Special juvenile police unit, Managing the unrest of children in child care institutions Managing deviant behaviour in juvenile justice institutions | Remember, Apply, Evaluate     | 12 | Quiz<br>Midterm Exams<br>Flip Class<br>Assignments<br>Oral Viva-voce Examination                                          |
| IV  | <b>Institutions in India for Children in Need of Care and Protection</b><br>Child Welfare Committee (CWC): Composition of the Committee, Powers, functions and responsibility, Procedure in relation to children in need of care and protection, Open shelter, Place of safety,                                                                                                                                                                                                                                                      | Understand, Analyze, Evaluate | 12 | Quiz<br>Midterm Exams<br>Assignments<br>Oral Viva-voce Examination                                                        |

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|             |          |                                     |                              | END SEM<br>University<br>Exam | Two Term<br>Exam | Teachers<br>Assessment* | END SEM<br>University<br>Exam | Teachers<br>Assessment* |   |   |   |         |
| LLMCE102    | CGE      | Juvenile Justice: Law and<br>Policy | Max                          | 60                            | 20               | 20                      | 0                             | 0                       | 4 | 0 | 0 | 4       |
|             |          |                                     | Min                          | 24                            | 16               |                         | 0                             | 0                       |   |   |   |         |

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|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                           |           |                                                                                               |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|-----------|-----------------------------------------------------------------------------------------------|
|   | Foster care, Children's/Shelter homes, Institutions' roles (public/private), Adoption and sponsorship of children                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                           |           |                                                                                               |
| V | <b>Juvenile Justice Process</b><br>Pre-trial, trial and sentencing, Probation, Juvenile deterrence practices, Rehabilitation and social re-integration, After care programs, Nature and role of diversion programmes, Disposition process;<br>Social Investigation and Reporting and its impact on rehabilitation, Individual Care Plan (ICP) – Legal and ethical role, Communication skills and attitudes (move away from apathy to empathy) of Practitioners (Special Juvenile Police Unit) in pre-trial and during trial for timely disposition of cases and forensic investigations/interviewing, Role of families/guardians (support persons) in the trial and post-trial process, Repatriation, Child-friendly atmosphere to be initiated and implemented in courts (JJB and CWC) and police stations, Best practices (Local and International)-Do's and Don'ts | Understand, Apply, Create | 12        | Quiz<br>Midterm Exams<br>Seminar Presentation<br>Assignments<br>Oral Viva-voce<br>Examination |
|   | <b>Total Hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                           | <b>60</b> |                                                                                               |

## ADDITIONAL RESOURCES

### Remedial classes for slow learners:

- For the improvement of slow learners, emphasis shall be placed on simplified explanations, systematic concept breakdown, and regular revision sessions.

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|             |          |                                     | Marks                        | THEORY                        |                  |                         | PRACTICAL                     |                         |   |   |   |         |
|             |          |                                     |                              | END SEM<br>University<br>Exam | Two Term<br>Exam | Teachers<br>Assessment* | END SEM<br>University<br>Exam | Teachers<br>Assessment* |   |   |   |         |
| LLMCE102    | CGE      | Juvenile Justice: Law and<br>Policy | Max                          | 60                            | 20               | 20                      | 0                             | 0                       | 4 | 0 | 0 | 4       |
|             |          |                                     | Min                          | 24                            | 16               |                         | 0                             | 0                       |   |   |   |         |

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- For fast learners, focus shall be on advanced readings, case analysis, and application-based questions to enhance critical thinking and deeper understanding.
- For both types of learners, common learning methods are to be used such as use of blended teaching methods, using technology in classrooms and tracking progress and adjusting strategies accordingly.

### SUGGESTED READINGS:

#### Reference Books

- Bueren, G. V. (1998). The International Law on the Rights of the Child. The Hague: Martinus Nijhoff.
- Champion, D. J. (2001). The Juvenile Justice System: Delinquency, Processing and the Law. New Jersey: Prentice Hall.
- Cox, S. M. (2017). Juvenile Justice: A Guide to Theory, Policy and Practice. Los Angeles: SAGE.
- Freeman, M. D. (2014). The Future of Children's Rights. Leiden, The Netherlands: Brill Nijhoff.
- Juvenile Justice (Care and Protection of Children) Act, 2015 (Ind.).
- Kumari, V. (2012). The Juvenile Justice System in India: From Welfare to Rights. New Delhi: Oxford University Press.

### COURSE ARTICULATION MATRIX (MAPPING OF COs WITH POs)

| CO  | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1 | 3   | 2   | 3   | 3   | 2   | 3    | 2    | 3    | 2    | 2    |
| CO2 | 3   | 3   | 2   | 3   | 3   | 3    | 3    | 2    | 3    | 2    |
| CO3 | 2   | 3   | 3   | 3   | 3   | 2    | 3    | 3    | 3    | 2    |
| CO4 | 2   | 2   | 3   | 3   | 3   | 2    | 2    | 3    | 3    | 3    |
| CO5 | 2   | 2   | 2   | 3   | 3   | 2    | 2    | 2    | 3    | 3    |

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### MEDICAL JURISPRUDENCE AND FORENSIC SCIENCE

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|-------------|----------|--------------------------------------------------|------------------------------|-------------------------------|------------------|-------------------------|-------------------------------|-------------------------|---|---|---|---------|
|             |          |                                                  | Marks                        | THEORY                        |                  |                         | PRACTICAL                     |                         |   |   |   |         |
|             |          |                                                  |                              | END SEM<br>University<br>Exam | Two Term<br>Exam | Teachers<br>Assessment* | END SEM<br>University<br>Exam | Teachers<br>Assessment* |   |   |   |         |
| LLMCE103    | CGE      | MEDICAL<br>JURISPRUDENCE AND<br>FORENSIC SCIENCE | Max                          | 60                            | 20               | 20                      | 0                             | 0                       | 4 |   | 0 | 4       |
|             |          |                                                  | Min                          | 24                            | 16               |                         | 0                             | 0                       |   |   |   |         |

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#### **COURSE OBJECTIVES:**

After studying this paper the students will know

1. The system of formation and discharge of contracts in India and the role of courts in enforcing them.
2. The concept of voluntarily created civil obligations

#### **Course Alignment with UNSDG:**

The Course aims to fulfill the United Nations Sustainable Development Goals,

**SDG 3: Good Health and Well-being and SDG 16: Peace, Justice and Strong Institutions**

**Course outcomes:** After completion of the course, the student will be able to:

|             |                                                                                                                                                                                                        |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CO-1</b> | Understand the synthesis of case laws, identification of issues, applicability of relevant provisions and critical analysis of the judicial decisions with reference to the Indian Contract Act, 1872. |
| <b>CO-2</b> | Explain medico-legal aspects of death, injuries, and post-mortem examination.                                                                                                                          |
| <b>CO-3</b> | Analyze legal provisions related to medical negligence, consent, and professional liability.                                                                                                           |
| <b>CO-4</b> | Apply principles of forensic evidence in criminal investigation and judicial proceedings.                                                                                                              |
| <b>CO-5</b> | Evaluate ethical and legal issues in medical practice, including patient rights and emerging challenges in healthcare law.                                                                             |

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|             |          |                                            | Marks                        | THEORY                  |               |                      | PRACTICAL               |                      |   |   |   |         |
|             |          |                                            |                              | END SEM University Exam | Two Term Exam | Teachers Assessment* | END SEM University Exam | Teachers Assessment* |   |   |   |         |
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|             |          |                                            | Min                          | 24                      | 16            |                      | 0                       | 0                    |   |   |   |         |

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#### Teaching Pedagogy:

|           |                                                                                                           |
|-----------|-----------------------------------------------------------------------------------------------------------|
| <b>T1</b> | Classroom teaching (white board), Power Point Presentations, Interactive lectures, Inquiry based teaching |
| <b>T2</b> | ABL activities, Assignments, Flip Class/ Seminars, Quizzes, Oral Viva-voce examination                    |

#### Assessment Tools

|              |                            |
|--------------|----------------------------|
| <b>AT1-1</b> | Quiz                       |
| <b>AT1-2</b> | Activity Based Learning    |
| <b>AT1-3</b> | Midterm Exams              |
| <b>AT1-4</b> | Flip Class                 |
| <b>AT1-5</b> | Seminar Presentation       |
| <b>AT1-6</b> | Assignments                |
| <b>AT1-7</b> | Poster                     |
| <b>AT1-8</b> | Oral Viva-voce examination |
| <b>AT1-9</b> | Industrial Visit Report    |

| Module   | Descriptors/Topics    | Mapping with Bloom Taxonomy | Hours | Assessment tools       |
|----------|-----------------------|-----------------------------|-------|------------------------|
| <b>I</b> | Medical Jurisprudence | Remembering, Understanding  | 12    | Quiz, Seminar, Poster, |

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|             |          |                                                  |                              | END SEM<br>University<br>Exam | Two Term<br>Exam | Teachers<br>Assessment* | END SEM<br>University<br>Exam | Teachers<br>Assessment* |   |   |   |         |
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|            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                      |        |                                        |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|--------|----------------------------------------|
|            | Medical Evidence and Medical Witness, Legal and Ethical Aspects of Medical Practice, Medical Negligence,                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                      |        | Presentation                           |
| <b>II</b>  | Medico-Legal Aspects of Death<br>Medico- Legal Aspects of Death, Brainstem Death and Transplantation of Human Organs Act, Examination of a living person for Medico-Legal Purposes, Death from Asphyxia and other types : (a) Hanging (b) strangulation (c) Suffocation (d) Drowning (e)Starvation, Human anatomy and Physiology, Medico Legal aspects of Post-Mortem Report,                                                                                                                                                                            | Understanding, Analyzing,            | 12     | Viva, Case studies, Analysis, Research |
| <b>III</b> | Medico-Legal Aspects of Wounds, Sexual Offences<br>Virginity, Pregnancy, Legitimacy Sexual offences, examination of victim and accused, Sodomy-Examination of the active and passive agent, Miscarriage and Infanticide Child born alive and still born causes of infanticide, Law in relation to medical men, and Duties of physician, professional negligence and responsibility, Medico-Legal Aspects of Wounds, Sexual Offences, Infanticide, Abortion, Medical Termination of Pregnancy, Identity as to age, race, religion, sex, fingerprints etc. | Understanding, Applying, Analyzing   | 12     | Research, Case studies, viva, Analysis |
| <b>IV</b>  | Classification of Injuries<br>Injuries, Classification, forms and medico legal aspects.<br>Burns, Lightening, electricity and mechanical violence, Suicidal, Homicidal and Accidental injuries                                                                                                                                                                                                                                                                                                                                                           | Understanding, Analyzing, Evaluating | 12     | Quiz, Seminar, Poster                  |
| <b>V</b>   | Case Studies<br>Case Studies of Important Indian and Foreign Cases in Medico-legal cases, Criminal law, Medical Negligence and Consumer Protection                                                                                                                                                                                                                                                                                                                                                                                                       | Understanding, Applying, Analyzing   | 1<br>2 | Quiz, Seminar, Poster                  |
|            | Total Hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                      | 60     |                                        |

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|-------------|----------|--------------------------------------------------|------------------------------|-------------------------------|------------------|-------------------------|-------------------------------|-------------------------|---|---|---|---------|
|             |          |                                                  | Marks                        | THEORY                        |                  |                         | PRACTICAL                     |                         |   |   |   |         |
|             |          |                                                  |                              | END SEM<br>University<br>Exam | Two Term<br>Exam | Teachers<br>Assessment* | END SEM<br>University<br>Exam | Teachers<br>Assessment* |   |   |   |         |
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|             |          |                                                  | Min                          | 24                            | 16               |                         | 0                             | 0                       |   |   |   |         |

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#### *Additional Resources*

##### *A. Value addition to course content/ Skill enhancement content:*

[https://onlinecourses.nptel.ac.in/noc24\\_ge33/preview](https://onlinecourses.nptel.ac.in/noc24_ge33/preview)

##### *B. Remedial classes for slow learners -*

- Weekly remedial and enrichment tutorials shall be conducted with differentiated instruction for slow and advanced learners.
- Bridge modules and advanced reading materials shall be integrated into the syllabus to support varied learning paces.
- Continuous assessment through short quizzes and problem-based tasks shall be used to monitor and enhance learning outcomes for all learners.
- Peer-assisted learning and mentoring sessions shall be incorporated to promote collaborative understanding across learner levels.
- Individualized feedback and doubt-clearing sessions shall be scheduled regularly to address specific academic needs.

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|             |          |                                                  |                              | END SEM<br>University<br>Exam | Two Term<br>Exam | Teachers<br>Assessment* | END SEM<br>University<br>Exam | Teachers<br>Assessment* |   |   |   |         |
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#### Suggested Readings:

|                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reference Books</b>                           | <ol style="list-style-type: none"> <li>1. Modi, N.J. (1988). “Modi’s Medical Jurisprudence”, Law Pub. Co., Lahore</li> <li>2. Taylor : Principles and practice of Medical Jurisprudence, Vol 1 &amp; II</li> <li>3. Sharma, B. R. “Forensic Science in Criminal Investigation and Trials”, Universal Law Publishers.</li> <li>4. Lyons : Medical Jurisprudence for India Jhala, R.M. and Raju, V.B. : Medical Jurisprudence.</li> <li>5. Singhal, L.J. : Forensic Medicines</li> <li>6. Dougals, J.A. Ken : Forensic Medicines</li> <li>7. Teigumouth E, Shore : Crime and its Detection, Vols, I and II Gradwel: Legal Medicine</li> <li>8. Millik, C.C. : Hand Book of Medical Jurisprudence.</li> <li>9. Prakh, C.K. : A Simplified Text Book of Medical Jurisprudence and Toxicology</li> </ol>                                                                                    |
| <b>Suggested e- resources (Websites/e-books)</b> | <a href="https://www.indiacode.nic.in">https://www.indiacode.nic.in</a><br><a href="https://main.sci.gov.in">https://main.sci.gov.in</a><br><a href="https://ecommitteesci.gov.in">https://ecommitteesci.gov.in</a><br><a href="https://legislative.gov.in">https://legislative.gov.in</a><br><a href="https://lawcommissionofindia.nic.in">https://lawcommissionofindia.nic.in</a><br><a href="https://www.ecourts.gov.in">https://www.ecourts.gov.in</a><br><a href="https://www.advocatekhoj.com">https://www.advocatekhoj.com</a><br><a href="https://www.livelaw.in">https://www.livelaw.in</a><br><a href="https://www.barandbench.com">https://www.barandbench.com</a><br><a href="https://www.manupatra.com">https://www.manupatra.com</a><br><a href="https://www.scconline.com">https://www.scconline.com</a><br><a href="https://heinonline.org">https://heinonline.org</a> |

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# Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore

## Shri Vaishnav Institute of Law

LL.M. Two year Program (CRIMINAL LAW)

Choice Based Credit System

1<sup>st</sup> year Semester I (2026-28)

### MEDICAL JURISPRUDENCE AND FORENSIC SCIENCE

| COURSE CODE | CATEGORY | COURSE NAME                                      | TEACHING & EVALUATION SCHEME |                               |                  |                         |                               |                         | L | T | P | CREDITS |
|-------------|----------|--------------------------------------------------|------------------------------|-------------------------------|------------------|-------------------------|-------------------------------|-------------------------|---|---|---|---------|
|             |          |                                                  | Marks                        | THEORY                        |                  |                         | PRACTICAL                     |                         |   |   |   |         |
|             |          |                                                  |                              | END SEM<br>University<br>Exam | Two Term<br>Exam | Teachers<br>Assessment* | END SEM<br>University<br>Exam | Teachers<br>Assessment* |   |   |   |         |
| LLMCE103    | CGE      | MEDICAL<br>JURISPRUDENCE AND<br>FORENSIC SCIENCE | Max                          | 60                            | 20               | 20                      | 0                             | 0                       | 4 |   | 0 | 4       |
|             |          |                                                  | Min                          | 24                            | 16               |                         | 0                             | 0                       |   |   |   |         |

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; \***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

### Course Articulation Matrix (Mapping of COs with POs)

| CO  | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1 | 3   | 3   | 3   | 2   | 2   | 3    | 3    | 2    | 2    | 1    |
| CO2 | 3   | 3   | 3   | 3   | 2   | 3    | 3    | 3    | 2    | 2    |
| CO3 | 2   | 3   | 3   | 3   | 3   | 2    | 3    | 3    | 3    | 2    |
| CO4 | 2   | 2   | 3   | 3   | 3   | 2    | 2    | 3    | 3    | 3    |
| CO5 | 2   | 2   | 2   | 3   | 3   | 2    | 2    | 2    | 3    | 3    |

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