

**Learning Outcomes based Curriculum Framework
(LOCF)
for
LAW
Undergraduate Programme
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**UNIVERSITY GRANTS COMMISSION
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Preamble

The UGC Committee constituted for Learning Outcomes based Curriculum Framework for Law as an Optional subject in BA is pleased to submit its report.

The Committee suggests that the following global remarks may be taken into account by the faculty members, departments/schools, Institutes and Universities, while considering the recommendations for their use:

- i. This course design is intended to create an overarching framework for introducing law as an optional subject for a Bachelor's in Arts. Instead of focusing on the law itself, the spotlight will shift to the layperson who must utilize his or her knowledge of the law in order to get through day to day struggles.
- ii. The idea to introduce law as an optional subject in B.A. programme is extremely welcoming especially considering the importance of knowledge of law in the life of a person. This initiative will help in making the students of B.A. programme know about their rights and duties in the contemporary era by understanding the spirit of the provisions of the Constitution of India and the motive of the framers of the Constitution of India.
- iii. Law remains an extremely important subject for every human being, and legal literacy is one of the crucial goals of any democratic state, more so a country like India, where a lack of education remains one of the biggest hurdles to development and a smooth-functioning society. With this in mind, the course design will serve as a means to help the average person come to terms with the quintessential aspects of the rule of law. By casting the spotlight on day to day situations that require a working knowledge of the law, the course will thus help build the independence and self-reliance of the common masses.
- iv. In this fast-changing social, economic and technological landscape, the state's role becomes critical in helping society evolve and individuals attain the highest level of self-actualization. Using this as the cornerstone of its philosophy, the current course will realize the immediate need for educating the people the tenets of constitutional morality as envisioned by the great framers of the Indian Constitution. Additionally, it will serve as a guiding light for the state and the people in the quest to fulfill the aspirations laid down in the Preamble of the Constitution.

- v. This course will therefore be critical in making the Constitution and the rule of law attainable and comprehensible to laypersons, which will in turn enhance their understanding of their rights and duties. Ultimately, it will usher in a new era of legal literacy and the spirit of rationality.
- vi. The overarching concern of the LOCF (Law) committee is to have definite and justifiable course outcomes and their realization by the end of the course/programme. Similarly, the learning outcomes are modifiable with due justification in view of contexts, texts selected in the course and requirements of the stakeholders and the Department/Institute/University is expected to encourage its faculty concerned to make suitable pedagogical innovations, in addition to teaching/learning processes suggested in the LOC Recommendations, so that the Course/Programme learning outcomes can be achieved.

Law as an Optional Subject in B.A.

Part I

1 Introduction

As the country hurtles at full speed towards a new renaissance period of social enlightenment and educational attainment, we depend on our fellow brothers and sisters to rise to the occasion and contribute towards this positive change. With our gaze constantly directed at the future, we aim to create a utopia where the state is accountable to its citizens, and the citizens, to each other. Given that the Constitution of India forms the grundnorm for the laws governing society, and therefore, society itself, it is truly desirable to not shroud the grundnorm behind a veil of legalese, but rather open it up to every man and woman under the sun.

We are poised at a turning point of history, one where every individual can feel ownership over his or her destiny, and this course will help bolster that. The law is the final bastion for beleaguered souls who are looking for protection from others' transgressions, and so it is but fitting that the law will be made accessible to all, not just in the form of lawyers, but also in the form of information.

Accordingly, three courses have been introduced under law as an optional subject in B.A. programme to acquaint and enlighten the students with the basic principles of law. The optional course of law includes theoretical as well as practical approaches in its learning process. It is introduced to develop an understanding amongst the students about the evolution of the legal system prevalent in India. This course enables students to have an insight into the legal principles and their role in society. The course has been designed in such a manner as to explain to the students the legal concepts and principles so that they are well versed with the working of the legal system in the light of the Constitution of India. The role of justice in the legal system through the courts is highlighted in this course to enable the students to understand the importance of legal rights and remedies. The course thus would familiarize the students with the significant dynamics of the legal system and their day to day use in the society.

2 Learning Outcomes based Approach to Curriculum Planning

The cornerstone of the learning outcomes based approach to curriculum planning requires demonstrated achievements in the form of knowledge, understanding, skills, attitudes and values. These achievements serve as a guiding principle when planning and developing the curriculum of an academic programme. The course has been introduced for students to provide them with a fundamental base of the concepts relating to law. An initial understanding of the legal system will help students in acquiring the ability to think rationally.

2.1 Nature and extent of the Law as an Optional Subject in B.A. Degree Programme

Law is referred as the subject of social sciences that studies rules and regulations that govern the behavior of human beings. It is a combination of philosophy, sociology, anthropology, political science, biology and all other allied streams in order to create an integrated system to ensure the just and equitable environment for the betterment of the society. It is thus, both the science of Justice and the art of Justice. It plays a crucial role in the systemisation and organization of human habitation. While it has a massive importance, its impact nevertheless has been crippled by lack of legal literacy which is one of the biggest hurdles towards the development and a smooth-functioning society. Considering the aforementioned significance of the subject, the course design will serve as a means to help the layperson conceptualise the quintessential aspects of the rule of law, empowering and uplifting the downtrodden.

The scope of law as a subject in B.A. course is very broad. The key areas of study within the disciplinary/subject area are: Introduction to Indian Legal System, General Principles of Law and Introduction to the Indian Constitution Course covers the topics that overlap with the areas outlined above and that address the interfaces of law with other subjects.

As a part of the efforts to enhance the legal literacy, self-sufficiency and employability of B.A. graduates, the introduction of Law as an optional subject is expected to provide integrated learning experience towards actualisation of personal, professional and societal goals.

2.2 Aims of Law as an optional subject in B.A. degree programme

Introduction of Law as an optional subject in B.A. degree programme is aimed towards familiarizing the students with the law by enriching their understanding of the multi-faced role of law and to acquaint, train and equip students with a comprehensive knowledge of law, its origin, sources, foundations and its symbiotic relationship with the humans, society and institutions respectively.

The optional course aims to ensure that the knowledge of law, and the power that stems from such knowledge, is not concentrated in the hands of a small section of the society and thereby empower the common masses.

The course also aims towards enlightening the future generations with the reasons for the emergence of Constitution of India and its significance. It also aims to instill in the students the guiding values and philosophies envisioned by the founding fathers.

3. Graduate Attributes

Through the opportunities and training provided to students during the course work, they are expected to be self-motivated and aspirational graduates, filled with confidence. They ought to possess the required skills and attitude to connect the knowledge of the legal discipline with complexities in the real world, to reflect their independent critical thinking and to transform them into skilled and equipped professionals with new perspectives by broadening their horizons.

The graduate attribute reflects the disciplinary knowledge and understanding of the students along with the skills and competencies that all students in different academic fields of study should acquire/attain and demonstrate. Some of the characteristic attributes that a graduate should demonstrate following areas:

Disciplinary Knowledge: Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate programme of study.

Communication Skills: Ability to express thoughts and ideas effectively in writing and orally; Communicate with others using appropriate media; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups.

Critical Thinking: Capability to analyse and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories to development knowledge and understanding.

Problem Solving: Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real life situations.

Analytical Reasoning: Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyse and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and addressing opposing viewpoints.

Research-related Skills: A sense of inquiry and capability for asking relevant/appropriate questions, synthesizing and articulating; Ability to recognize cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyse, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships; ability to plan, execute and report the results of an experiment or investigation.

Cooperation/Team Work: Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.

Digital Literacy: Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.

Self-directed Learning: Ability to work independently, identify appropriate resources required for a project, and manage a project through to completion.

Moral and Ethical Awareness/Reasoning: Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work, avoid unethical behaviour such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights; appreciating environmental and sustainability issues; and adopting objective, unbiased and truthful actions in all aspects of work.

Leadership Readiness/Qualities: Capability for mapping out the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way.

4 Qualification Descriptors

Students who complete three years of full time study of an undergraduate programme will be awarded bachelor's degree. Some of the expected learning outcomes that a student should be able to demonstrate upon the completion of the programme should include a coherent understanding of the subject and its related disciplinary areas. It should also include procedural knowledge and skills related in areas of one specialization and current developments. The graduate should be able to use his/her knowledge and skills to identify issues, collect data and evaluate it to formulate evidence based solutions.

5 Programme Learning Outcomes

The programme is so designed as to acquaint, train and equip students with a comprehensive knowledge about the law, its bases and relationships with the human and institutional agencies. The students will be motivated to study the common principles and concepts of law to understand its reason, significance and emergence and also the ideological framework in the framers of the Constitution of India. Thus, the students are required to study these common principles and concepts of law so that they can form their own opinion as to how far the Constitution of India has incorporated the basic principles of law to ensure a just, equitable and secure environment for the protection of human rights, liberty and balancing the interests of the individuals and society at large.

6 Course Learning Outcomes

1. The programme aims to introduce students to the structure, components and functioning of the various institutions of the Indian legal system with a view to develop an understanding of the role of law in their day to day life;
2. To develop the understanding of the students by providing essential knowledge on general principles of law, specially, acquainting them with the nature and sources of law, relation of law with human and institutional agencies responsible to ensure just, equitable and secure environment for the protection of human rights, liberty and balancing the interests of the individuals and society at large; and
3. To introduce students with the concepts of the Constitution by addressing the ideological framework relied upon by the framers of the Constitution of India, the system of government and role of judiciary by discussing and analysing the rights and duties specified under the Constitution of India.

Table 1			
Programme Outcomes	Courses		
	Introduction to the Indian Legal System	General Principles of Law	Introduction to Indian Constitution
Outcome 1	x		
Outcome 2		x	
Outcome 3			x

7 Teaching-Learning Process

The study of law as an optional subject in B.A. programme is designed to encourage the acquisition of subject knowledge, understanding, academic and professional skills among the students through adopting a teaching-learning process which enables the active participation of the students. For the preliminary step, the Lecture method will be adopted as it is one of the most important ways of teaching through which a teacher develops an understanding of the subject to its core by explaining a concept through examples, thereby making it a student centric approach. Also, as a secondary approach, the Socratic method of teaching which gives an opportunity to the students to ask questions to the teachers would be emphasized by the teachers. Similarly, a variety of approaches will be adopted to achieve the objectives of the programme with the use of audio-visual aids, charts, projectors, power point presentations, LCD projectors and all other tools to disseminate knowledge to the students.

8 Assessment Methods

The evaluation of the students will be based on the continuous assessment method wherein their performance in the examination and in the research work would be considered as per the defined weightage.

8.1 Alignment of Programme Learning Outcomes and Course Learning Outcomes

The assessment of learners' achievement in Law as an Optional Subject in B.A. Programme will be aligned with the following:

- programme learning outcomes (graduate descriptors)
- course learning outcomes (qualification descriptors)
- academic and professional skills suggested in the graduate learning descriptors in the LOCF recommendations (indicated and illustrated in the Learning Outcomes in respect of select courses)

8.2 Assessment Priorities

Institutions will be required to prioritize formative assessments (in-semester activities including tests done at the department or instructor level) rather than giving heavy and final weightage to summative assessments (end-semester and/or mid-semester tests traditionally done centrally). Progress of learners towards achieving learning outcomes may be assessed making creative use of the following, either independently or in combination: time-constrained examinations (say 1-hour or 2-hour tests); closed-book and open-book tests (if applicable, rather than doing as a rule); problem based assignments; real life simulations; observation of practical skills (speaking, listening, problem solving within a peer group or a class); individual project reports (case-study or term papers within a given word limit); team project reports; oral presentations, including seminar presentation; viva voce, interviews; computerised adaptive testing for MCQ; peer and self-assessment etc. and any other pedagogic approaches as may be relevant keeping in view the learners' level, credit load and class size.

8.3 Diversity in Assessment Methods

The University/Institution is allowed for developing its assessment model but the learning and pedagogical methods adopted by different universities and institutions, stakeholders (Academic Councils, Boards of Studies or statutory bodies) are expected to ensure that the

objectives of the course(s) are clearly aligned to learning outcomes. It is expected that the curriculum developed by institutions will maintain a transparent roadmap of (a) pedagogical methods and priorities and (b) learning outcomes that reflect the weightage points given to different aspects of skills and achievements identified in the recommendations.

8.4 Innovation and Flexibility

Within each category, institutions are expected to encourage instructors to bring in innovative and flexible methods to guarantee the fullest realization of Learning Outcomes outlined in the document. All such instructional and assessment requirements must be clearly communicated to all stakeholders at the time of course registration. Any subsequent change or minor modification necessary for fuller realization of learning outcomes must be arranged with due notice and institutional arrangement at the relevant level.

8.5 Freedom and Accountability

Freedom and accountability of the stakeholder are key attributes that determine the success of the Learning Outcomes framework. For example, in research work, learners may be asked to pay attention to library work and survey of literature, originality of ideas, formulation of arguments, and creativity. Components may be assigned weightage points accordingly (say, x:y:z for different components out of 15 points). The excellence of institutions will be increasingly determined by Learning Outcomes rather than programme or course objectives. Hence, it is necessary to innovate continually in learning and assessment in order to ensure meaningful and socially relevant learning (with transparent Learning Outcomes indices) rather than rote learning.

8.6 Clustering of Activities

Each cluster of activity may be assigned weightage points in accordance with the priorities of the institution without diluting the principles given in LOCF. So an institution may choose to have any or all the following in its in-semester activities with clear and transparent methods of communication to learners: open viva voce, group quiz or individual, classroom simulations and problem solving activities, library or field visits, term papers, individual and group reports, presentations. Credit hour and L-T-O distribution shall be crucial to such clustering.

8.7 Review and Amendment

It is important for institutions to review, periodically and without fail, the efficacy of any method adopted to meet the learning outcomes proposed in the LOCF recommendations. Institutions are also required to make statutory provisions to adapt/modify/amend rules and clauses as may be necessary without violating the spirit of the larger programme outcomes outlined by the UGC in the CBCS guidelines.

9 Keywords

- Indian Legal SystemAlternate
- Dispute Redressal
- Rights and Justice
- Principles of Natural Justice
- Criminal Legal System
- RTI
- Constitutionalism
- Fundamental Rights and Fundamental Duties
- Federalism.

Part II

2.1 Structure of Law as an Optional Subject in B.A. Programme

The structure of law as an optional subject in B.A. programme includes three papers of law, viz., (i) Introduction to the Indian Legal System; (ii) General Principles of Law; and (iii) Introduction to Indian Constitution. Each paper has been designed as a 2 Credits Course and comprises of 4 individual Modules, further each Module is divided into 4 Units to facilitate execution of these papers.

Credit Distribution for Law as an Optional Subject in B.A. Programme

Sl. No.	Nature of Papers	Total No. of Papers	Credit in Theory	Credit in Practical	Total Credits
1	Core	NA	NA	NA	NA
2	DSE	NA	NA	NA	NA
3	GE	03	2	NA	06
4	AEC	NA	NA	NA	NA
5	SEC	NA	NA	NA	NA
	Total	03			06

* Note: NA refers to Not Applicable

2.2 Suggested Sample Courses with Course Level Learning Outcomes

PAPER 1: INTRODUCTION TO THE INDIAN LEGAL SYSTEM

Course Level Learning Outcomes

By the end of the Course, the student would be able to:

- Understand and appreciate the role of law in society;
- Know the various institutions that form part of the Indian legal system;
- Have knowledge about access to legal aid and justice, RTI and about the formal and alternate dispute redressal (ADR) mechanisms that exist in India;
- Understand and exercise legal rights and remedies and be aware of one's duties within the legal framework;
- Know about the role of police and criminal justice system in India; and
- Acquire knowledge, skill and information needed to become a responsible member of society.

Suggested practical exercises have been indicated below each module.

Course Content

Module 1 : Outline of the Legal System in India

- Unit - I** Evolution of the Legal System - pre-colonial and colonial times, Common Law, Civil Law, Socialist Legal System, Islamic Legal system.
- Unit - II** Various organs of Government - Executive, Legislature and Judiciary, place of administration, panchayat institutions.
- Unit - III** Hierarchy of Courts / Tribunals and their jurisdiction - territorial, pecuniary jurisdiction.
- Unit - IV** High Courts and Supreme Court of India, Writ jurisdiction.
Visit to a local court, locating a recent court decision on the internet and analyzing it.

Module 2 : Justice System in India

- Unit - I** Judicial System in Ancient, Medieval and Modern India.
- Unit - II** Justice- Political, Social and Economic.
- Unit - III** Civil and Criminal Justice System: Principles and Theories.
- Unit - IV** Punishment: Kinds, Nature, Objective, and Theories.

Module 3 : Criminal Legal System

- Unit - I** Provisions relating to filing an FIR, Arrest, Bail, Search and Seizure.
- Unit - II** Important principles of Evidence Law - rule against hearsay, best evidence rule and dying declaration.
- Unit - III** Outline of procedure in Cr.P.C. and related laws, Role of Police in investigation, prosecution agencies, Jail and prison administration.
- Unit - IV** Offences under the Indian Penal Code, Juvenile Justice (Care and Protection of Children) Act, Prevention of atrocities on Scheduled Castes and Scheduled Tribes, National Commission SC/ST.
Class simulation exercise on filing an FIR or visit to a police station.

Module 4 : Alternate Dispute Redressal, Administrative Remedies

- Unit - I** Right to Information, procedures and limitations.
- Unit - II** Legal Services Authorities Act, 1987 and its provisions; Right to Access to Justice and Free Legal Aid.

Unit - III Mediation, Conciliation and Arbitration - provisions in C.P.C. and other laws.

Unit - IV Other forms of access to Justice-LokAdalat.

Visit to a LokAdalat, Family Court, Mediation Centre

Suggested Readings

1. Frederick G. Kempin, LEGAL HISTORY: LAW AND SOCIAL CHANGE, 1st ed. 1963, Prentice-Hall, New Jersey.
2. Joseph Minnatur, THE LEGAL SYSTEM, 2nd ed. 2008, Indian Law Institute, New Delhi.
3. P.S.A. Pillai, CRIMINAL LAW, 11th ed. 2012, (K.I. Vibhute (rev.)), LexisNexis, Gurgaon.
4. Kamala Sankaran and Ujjwal Kumar Singh, TOWARDS LEGAL LITERACY, 1st ed. 2008, Oxford University Press, New Delhi.
5. P.D Mathew, YOUR RIGHTS IF YOU ARE ARRESTED, 1st ed. 2003, Indian Social Institute, New Delhi.
6. SAHRDC, 'Criminal Procedure and Human Rights in India' In: *Oxford Handbook of Human Rights and Criminal Justice in India- The System and Procedure*. New Delhi: Oxford University Press 2006. pp. 5-15.

PAPER 2: GENERAL PRINCIPLES OF LAW**Course Level Learning Outcomes**

After the completion of this Course, the student would be able to:

- Comprehend the meaning, nature, essentials and objectives of law along with its multi-faced role;
- Be acquainted with the source of law and understanding the difference between basic legal categories in the countries with different legal cultures;
- Understand the approaches to law and the balance between Law, Rights and Justice;
- Understand working of courts in India;
- Know the different legal concepts, their meaning, nature, kind and classification; and
- Understand the principles of natural justice and theories for the interpretation of law and its significance in the judicial decisions.

Course Content**Module 1 : Law - Nature, Characteristics and Functions**

Unit - I Normative Character of Law, Binding and Persuasive Force of Law.

Unit - II Elements of Law, Authority, Utility, Objectivity of Law and Rule of law.

Unit - III Law and Morality- Constitutional Morality.

Unit - IV Law and Society; Law and Value Judgments.

Module 2 : Sources of Law

Unit - I Sources of Law and their Classification.

Unit - II Essentials and validity of Customs.

Unit - III Judicial Precedent, Theories of Precedent, Stare Decisis, Ratio-Decidendi, Obiter Dicta and Hierarchy of Courts in India.

Unit - IV Legislation, Constitution, Statute, Act, Ordinance, Rules and Regulations, Parent and Subordinate Legislation.

Module 3 : Concepts and Interpretations of Law

Unit - I Principles of Natural Justice, Kinds of Justice with reference to the Preamble to the Constitution of India.

Unit - II Concept of Equality, Law and Equality in different Contexts.

Unit - III Principles and theories of Equity, Fairness and Good Conscience.

Unit - IV Principles of interpretation of law; methods and aids for the interpretation of law and judicial decisions.

Module 4 : Legal Concepts

Unit - I Kinds and Classifications of Law.

Unit - II Rights and Duties, their nature, kinds and relationship.

Unit - III Legal Person, its nature, importance and theories.

Unit - IV Possession and Ownership, their nature, kinds and relationship.

Suggested Readings

1. A. Lakshminath, JUDICIAL PROCESS AND PRECEDENT, 4th ed. 2016, Eastern Book Company, Lucknow.
2. A.T.H. Smith (ed.), GLANVILLE WILLIAMS: LEARNING THE LAW, 16th ed. 2016, Sweet and Maxwell, London.
3. Angelo Corlett, RACE, RIGHTS AND JUSTICE, 1st ed. 2009, Springer, New York.
4. C.K. Allen, LAW AND ORDERS, 3rd ed. 1965 3rd Ind. rep. 2009, Universal Law Publishing, Delhi.
5. G.P. Singh, PRINCIPLES OF STATUTORY INTERPRETATION, 12th ed. 2010, LexisNexis ButterworthsWadhwa, Nagpur.
6. G.W. Paton, JURISPRUDENCE, 4th ed. 1972 1st Ind. ed. 2004 5th Imp. 2014, Oxford University Press, New Delhi.
7. J.C. Hage and D.V.D. Pfordten (eds.), CONCEPTS IN LAW, 1st ed. 2009, Springer, New York.
8. John Salmond, JURISPRUDENCE, 12th ed. 1966 1st South Asian ed. 2016, (P.J. Fitzgerald (rev.)), Maxcomm India Pvt. Ltd., Delhi.
9. N.C. Sen Gupta, EVOLUTION OF ANCIENT INDIAN LAW, 1st ed. 1953, Probsthain& Co., London.
10. P.B. Maxwell, THE INTERPRETATION OF STATUTES, 12th ed. 1969 19th Imp. 2013, (P.St.J. Langan (rev.)), LexisNexis, Gurgaon.
11. R.W.M. Dias, JURISPRUDENCE, 5th ed. 2013 rep. 2014, LexisNexis, Gurgaon.
12. Roger Cotterrell, THE POLITICS OF JURISPRUDENCE, 2nd ed. 2011, Oxford University Press, New York.

13. T.E. Holland, JURISPRUDENCE, 13th ed. 1924 1st Ind. rep. 2014, Universal Publishing Co., New Delhi.

PAPER 3:INTRODUCTION TO INDIAN CONSTITUTION**Course Level Learning Outcomes**

After the completion of this Course, the student would be able to:

- Understand the system of government and the fundamental principles governing its organization stipulated under the Constitution of India;
- Understanding the intent of the framers of the Constitution and its interpretation in the context of balancing Justice, Rights and Governance;
- Realise the status and importance of fundamental rights, fundamental duties and directive principles of state policy and relation among them by understanding the articulation of its basic values under the Constitution of India;
- Know about the enforcement remedies available under the Constitution of India and about access to justice through Public Interest Litigation;
- Comprehend the basic feature of the Constitution of India and the importance of the role of judiciary in ensuring checks and balances; and
- Understand the meaning, nature and concept of federalism, its essential features and be able to familiarize with the Indian federal structure and its status quo in the contemporary era.

Course Content**Module 1 : Concepts of Constitution**

Unit - I Constitution, Constitutional Law and Constitutionalism.

Unit - II Various models of constitution, Framing of Constitution of India, Nature of Constitution of India.

Unit - III Constituent Assembly Debates and Salient features of the Constitution of India.

Unit -IV Preamble and the Constitution of India.

Module 2 : Fundamental Rights and Directive Principles of State Policy

Unit - I Fundamental Rights and their Classification-Right to equality, Right to Freedom, Right against Exploitation, Right to Religion, Right to Establish Minority Educational Institution.

Unit - II Directive Principles of State Policy and their Relationship with Fundamental Rights.

Unit - III Constitutional Remedy - Enforcement of Fundamental Rights, Writ Jurisdiction, Public Interest Litigation and Concept of *Locus Standi*.

Unit - IV Fundamental Duties enshrined under the Constitution of India.

Module 3 : Role of the Judiciary and Constitution of India

Unit - I Powers and Functions of the High Courts and the Supreme Court of India.

Unit - II Judicial Independence and Accountability, and ensuring complete justice.

Unit - III Judicial Review and Constitutional Amendments.

Unit - IV Emergency Provisions under the Constitution of India.

Module 4 : Federalism, Executive, Legislative and Financial Relations

Unit - I Concept of Federalism and essentials of a Federal Structure.

Unit - II Union-State Relations- Executive and Administrative Relations.

Unit -III Legislative and Executive Powers of Union and State.

Unit -IV Federalism in the Contemporary Era: Issues and Challenges.

Suggested Readings

1. B.K. Sharma, INTRODUCTION TO THE CONSTITUTION OF INDIA, 6th ed. 2011, PHI Learning Private Limited, New Delhi.
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