

Detailed Program Scheme

Master of Laws (LL.M.)

(Two-Year Programme)

Semester-III

(2023-25)

DOC- DOC202407180007



RNB GLOBAL UNIVERSITY

RNB Global City, Ganganagar Road,
Bikaner, Rajasthan 334601

OVERVIEW

RNB Global University follows Semester System along with Choice Based Credit System as per latest guidelines of University Grants Commission (UGC). Accordingly, each academic year is divided into two semesters, **Odd (July-December)** and **Even (January-June)**. Also, the university follows a system of continuous evaluation along with regular updating in course curricula and teaching pedagogy.

The curriculum for LL.M. Program for **Odd (July-December)** Semester, 2024 along with Examination pattern is as follows:

Semester – III

S. No.	Course Code	Course Name	L	T	P	Credits
1.	16015700	Drug Addiction, Criminal Justice and Human Rights	4	2	0	6
2.	16015800	Juvenile Delinquency	4	2	0	6
3.	16015900	Collective Violence	4	2	0	6
4.	16019900	Victimology	4	2	0	6
5.	16021400	Summer Internship Assessment	-	-	12	6
Total			16	8	12	30

Evaluation Scheme

All examinations shall be conducted by the RNBGU Centre for Post Graduate Studies in Law; the schedule of examination shall be notified by the Centre along with academic calendar in the first week of every trimester/semester.

The evaluation of students in a course shall broadly be based on two segments.

- Continuous evaluation by the teacher(s) of the course.
- Evaluation through a trimester/semester examination
- The components/contents of each segment of evaluation, the respective weightage to be given to each segment, and the pattern of examination, will be formulated by the RNB Global University without compromising the standard, provided the end semester examination will not be assigned not more than onehalf of the total marks for that subject.

Grades and Divisions

After the evaluation, only grades should be allotted to the students for the LL.M. degree.

Internal Assessment

The distribution of Internal Assessment Marks is as follows:

Type	Details	Marks
Mid Term	One Mid-term Sessional	15
Marks obtained in various Tests, Assignments, Presentations, Quiz, Tutorials, etc.	Average of marks obtained	30
Attendance	80% +: 5 marks	5
TOTAL	50	

External Assessment

Type	Marks
Theory	50

1. Vision

Vision of Department of Law is to be established as advanced studies and research and skill-based centre for students and scholars

2. Mission

Mission of Department of Law is to cultivate a scholarly mindset and analytical abilities in students, as well as train them in legal sphere, to reach the profession's daunting needs by providing dynamic knowledge in the field of law.

3. Program Educational Objectives

PEO1- Professional Development: To demonstrate critical thinking in their chosen area of specialization leading to a successful career.

PEO2- Core Proficiency: To develop their researching skills and progress towards pursuing Doctoral studies and with high level of integrity and also have the ability to function professionally with ethical responsibility as an individual as well as in multidisciplinary team with positive attitude.

PEO3- Technical Accomplishments: To serve the society through their teaching skills and enhanced legal insights that will lend them a cutting edge over ordinary law graduates in the judicial profession.

4. Program Outcomes (POs)

Law Post Graduates will be able to:

1. **PO1. Legal Knowledge and Expertise:** To demonstrate advanced knowledge and understanding of legal principles, concepts, theories, and frameworks across various legal domains, including but not limited to constitutional law, criminal law, international law, and commercial law.
2. **PO2. Critical Thinking and Analysis:** To equipped with the skills to critically analyses complex legal issues, identify relevant legal precedents, evaluate arguments, and propose well-reasoned solutions or interpretations based on sound legal reasoning.
3. **PO3. Research and Scholarship:** To demonstrate proficiency in legal research methodologies, including the ability to locate, evaluate, and synthesize legal literature, statutes, case law, and other legal sources to support legal arguments or academic inquiries.
4. **PO4. Enhanced Legal Research and Writing Skills:** To refine their legal research and writing abilities, which are essential for success in the legal profession, including drafting complex legal documents, presenting persuasive arguments and in the field of academia.
5. **PO5. Ethical and Professional Responsibility:** To exhibit a strong understanding of legal ethics and professional responsibility, adhering to ethical standards and demonstrating integrity, honesty, and professionalism in their interactions with clients, colleagues, and the legal system.

6. **P06. Problem-Solving and Decision-**To proficient in identifying legal issues, analyzing relevant facts, assessing risks, and developing strategic solutions to legal problems, demonstrating adaptability, creativity, and sound judgment in decision-making.
7. **P07. Collaboration and Teamwork:** To demonstrate the ability to work effectively as part of interdisciplinary teams, collaborating with legal professionals, scholars, policymakers, and stakeholders to address complex legal challenges and promote social justice and the rule of law.
8. **P08. Leadership and Professional Recognition:** To possess leadership skills and signifies a commitment to professional development and may enhance credibility and recognition within the legal community. contribute to the advancement of justice, equality, and human rights within their communities and beyond.
9. **P09. Global Perspective and Cultural Competence:** To appreciate the global interconnectedness of legal issues and possess cultural competence to navigate diverse legal systems, cultures, and perspectives, fostering inclusivity, diversity, and cross-cultural understanding in their professional practice.
10. **P010. Lifelong Learning, Personal Fulfilment and Intellectual Growth:** To recognize the importance of continuous learning and professional development, engaging in ongoing education, training, and self-reflection to stay abreast of legal developments, enhance their skills, and contribute to the advancement of the legal profession and society.

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5. Programme Specific Outcomes (PSOs)

Upon completion of the LL.M. Programme, the students will be able to:

- **PSO1:** To Demonstrate advanced knowledge of core criminal law principles and procedures and courses like "Penology" and "Victimology" directly address core criminal law concepts.
- **PSO2:** To Analyze contemporary challenges in the criminal justice system like "Drug Addiction, Criminal Justice and Human Rights" and "Collective Violence" to address current issues in criminal justice.
- **PSO3:** Conduct research on specific areas of criminal law and the inclusion of "Non-Doctrinal Research" and a dissertation indicates the program fosters research skills in criminal law.

6. COURSE OUTCOMES

Course Outcomes	After completion of these courses' students should be able to
16015700 - Drug Addiction, Criminal Justice and Human Rights	<p>CO 1: Define drug addiction terms & analyze contributing factors & health impacts. Explain community, education, medical & media roles in combating it.</p> <p>CO 2: Understand India's drug law evolution & analyze relevant acts (Bhartiya Nyaya Sanhita & Customs Act). Explain sentencing & procedures under The Narcotic Drugs Act (1985).</p> <p>CO 3: Analyze key provisions of international conventions (Single Convention 1961 & Psychotropic Substances 1972). Summarize the 1988 UN Convention & explain international collaboration.</p> <p>CO 4: Evaluate human rights issues: marginalized drug carriers, juvenile drug use, investigative power abuse, bail access & unequal law application.</p> <p>CO 5: Evaluate current drug offense penalties & treatment. Propose legal reforms for a more balanced & effective drug policy in India.</p>
16015800 - Juvenile Delinquency	<p>CO 1: This outcome focuses on understanding the concept of a child in Indian law, fundamental child rights, and the Juvenile Justice Act (2015) with emphasis on various categories of children under the act.</p> <p>CO 2: This outcome emphasizes understanding sociological and psychological theories explaining why juveniles engage in delinquent behavior.</p> <p>CO 3: This outcome focuses on the roles and responsibilities of the Juvenile Justice Board (JJB), Child Welfare Committee (CWC), and various institutions involved in handling juvenile cases.</p> <p>CO 4: This outcome emphasizes understanding the demographics of vulnerable children, types of delinquency, and victimization issues in India.</p> <p>CO 5: This outcome focuses on the role of various agencies and analyze the mechanisms for implementing and protecting juvenile rights:</p>
16015900 - Collective Violence	<p>CO1: Define and distinguish between "force," "coercion," and "violence" within the context of collective political violence.</p> <p>CO2: Explain the role of religion in sanctioning structural violence, focusing on caste and gender-based discrimination.</p> <p>CO3: Analyze the historical and legal factors contributing to agrarian violence in India, with a focus on colonial influences.</p>

	<p>CO4: Evaluate legal measures and societal responses to atrocities against Scheduled Castes and Women, emphasizing preventive and rehabilitative strategies.</p> <p>CO5: Assess patterns, causes, and management strategies of communal violence, integrating insights from inquiry commissions and policy frameworks.</p>
16019900 - Victimology	<p>CO1: Define key concepts in victimology, including victim, victimology, victim blaming, and victim vulnerability.</p> <p>CO2: Analyze the victimization process, including primary, secondary, and tertiary victimization, and the impact of crime on victims.</p> <p>CO3: Explain the specific vulnerabilities and forms of victimization faced by children and women, and relevant legal protections in India.</p> <p>CO4: Evaluate different victimological theories, such as victim precipitation and routine activity theory.</p> <p>CO5: Analyze provisions for victim compensation in India, including the Bhartiya Nagrik Suraksha Sanhita and judicial trends.</p>
16021400 - Summer Internship Assessment	<p>CO1: Understanding of the theoretical concepts and practical applications relevant to their field of study.</p> <p>CO2: Analyze and solve real-world problems encountered during the internship.</p> <p>CO3: Engage in self-assessment and contribute constructively to the continuous improvement of the internship program and academic curriculum.</p> <p>CO4: Demonstrate critical thinking skills by analyzing complex issues, synthesizing information, and proposing well-reasoned solutions.</p> <p>CO5: Communicate their ideas, findings, and solutions effectively during the viva voce examination and in written internship reports.</p>

7 CO - PO Mapping: LL.M. Semester III

16015700	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010
C01	3	3	2	2	1	2	2	2	2	3
C02	3	3	3	2	1	2	1	2	3	3
C03	2	2	3	3	2	2	3	3	3	3
C04	3	2	2	3	2	1	3	2	3	3
C05	2	2	3	2	3	2	3	3	3	1

16015800	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010
C01	3	2	2	3	3	2	2	2	2	2
C02	2	3	2	2	2	3	2	2	2	2
C03	3	2	3	2	3	2	2	2	2	2
C04	2	3	2	2	2	3	3	2	3	2
C05	3	3	3	3	3	3	3	2	3	3

16015900	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010
C01	3	3	2	3	2	2	2	2	2	2
C02	2	3	2	2	3	2	2	3	2	2
C03	3	2	3	3	3	3	2	2	2	2
C04	3	2	3	3	3	3	2	3	3	2
C05	3	3	3	3	3	3	3	3	3	2

16019900	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010
C01	3	2	2	3	2	2	2	2	2	2
C02	2	3	2	2	2	3	2	2	2	2
C03	3	2	2	2	3	2	2	2	3	2
C04	3	3	2	3	2	3	2	2	2	2
C05	3	2	3	3	3	3	2	2	2	3

8. CURRICULUM

Course Name - Drug Addiction, Criminal Justice and Human Rights (3.1)

Course Code: 16015700

Objectives:

Criminal policy faces challenges in combating drug addiction and trafficking, with complex interactions between drug dependence, criminal behavior patterns, and common factors. International conventions like the Single Convention on Narcotic Drugs and Psychotropic Substances address these issues, implementing sanctions and prevention measures.

Course Outline:

Unit I - Introduction

a) Basic concepts:

- i) Drugs 'narcotics',
- ii) Psychotropic substances
- iii) Dependence
- iv) Addiction
- v) Crimes without victims
- vi) "Trafficking" in "drugs"

b) Incidence of Drug Addiction and Abuse?

c) Problems and Causes of Drug Addiction

d) Consequences of addict's health (physical/psychic)

Unit II - The Indian Regulatory System:

- a) Offences affecting the public health Sec 271 to 280 (under the Bhartiya Nyaya Sanhita, 2023)
- b) Penal provision under the Customs Act
- c) Penal Provision under The Narcotic Drugs and Psychotropic Substances Act, 1985
- d) Procedure and Punishment under The Narcotic Drugs and Psychotropic Substances Act, 1985
- e) policing adjudication, treatment, aftercare, and rehabilitation.
- f) Judicial approaches to sentencing in drug trafficking and abuse;

Unit III - The International Legal Regime:

- a) India's role in the evolution of the two international conventions
- b) Analysis of the background, text, and operation of the "Single Convention on Narcotic Drugs, 1961", (as amended by the 1972 Protocol)
- c) Analysis of the "Convention on Psychotropic Substances, 1972"
- d) Summary of United Nations Convention against Illicit Traffic in Narcotic Drugs and Psychotropic Substances of 1988
- e) International collaboration in combating drug addiction;

Unit-IV – The Role of the Community in Combating Drug Addiction:

- a) Profile of Community initiatives in inhibition of dependence and addiction (e.g. deaddiction and aftercare)
- b) The role of educational systems
- c) The role of the medical profession
- d) The role of mass media
- e) Initiatives for Compliance with regulatory systems;
- f) Law reform initiatives

Unit V - Human Rights Aspects:

- a) Deployment of marginalized people as carriers of narcotics
- b) The problem of juvenile drug use and legal approaches
- c) Possibilities of misuse and abuse of investigative prosecutor powers
- d) Bail (especially for the resourceless person).
- e) The problem of differential application of the Ugal Regimes, especially about the resource-less

Suggested Readings:

1. H.S.Becker, Outsiders: The Studies in Sociology of Deviance (1966)
2. J.A. Incard, C.D. Chambers (eds.), Drugs and the Criminal Justice System (1974)
3. R.Cocken, Drug Abuse and Personality in Young Offenders (1971)
4. G.Edwards Busch (ed.), Drug Problems in Britain: A Review of Ten Years(1981)
5. P.Kondanram and Y.N.Murthy, "Drug Abuse and Crime: A Preliminary Study" 7
6. Indian Journal of Criminology, 65-68 (1979) Criminal System (1988)
7. Entitled Nations, Economic and Social Reports of the Commission on Narcotic Drugs, United Nations Social Defence Research Institute (UNSDRI) Combating
8. Drug Abuse and Related Crime (Rome, July 1984, Publication No.21)
9. Lok Sabha and Rajha Sabha Debates on 1986 Bill on Psychotropic Substances
10. Useful Journals in this area are:
 - (1) The Law and Society Review (USA)
 - (2) Journal of Drug Issues (Tallahassee, Florida)
 - (3) International Journal of Addictions (New York)
 - (4) British Journal of Criminology
 - (5) Journal of Criminal Law, Criminology and Police Science (Baltimore,MD)
 - (6) International journal of offender therapy and comparative criminology (London)
 - (7) Bulletin on Narcotics (United Nations)
 - (8) Journal of Criminal law and criminology (Chicago, ILL)

CURRICULUM

Course Name: Juvenile Delinquency (3.2)

Course Code: 16015800

The objective of the Course

The Juvenile Delinquency course aims to equip you with knowledge about juvenile justice in India. It covers the legal definitions of childhood, relevant acts and rights, factors influencing delinquency, and how the justice system handles child offenders and

children in need of care. You'll also explore the realities of juvenile delinquency in India and ways to prevent it.

Course Outline

Unit –I

A. The Basic Concepts

- a) The conception of 'child' in the Indian Constitution
- b) Fundamental rights relating to children in the Constitution of India
- c) Juvenile Justice Act, 2015
 - i. special focus on abandoned children
 - ii. surrendered children
 - iii. Child in conflict with the law
 - iv. child in need of care and protection
 - v. Best interest of the child

B. Determining Factors of Juvenile Delinquency

- a) Differential association
- b) Anomie
- c) Economic pressure
- d) Peer group influence
- e) Gang subculture
- f) Class differentials

Unit II

Legislative Approach

- a) Juvenile Justice (Care and Protection) Act 2015
- b) Juvenile Justice Board (JJB): Composition of the Board – Powers, functions and responsibility
- c) Procedure about children in conflict with law – Special focus on Section 15 (Preliminary assessment in heinous offences) - Powers of children's court – Observation homes
- d) Special home, Observation Home, Place of Safety Fit Place, Special juvenile police unit – Managing the unrest of children in child care institutions – Managing deviant behavior in juvenile justice institutions
- e) Child Welfare Committee (CWC): Composition of the Committee – Powers, functions, and responsibility – Procedure about children in need of care and protection –
- f) Place of safety – Open shelter - Children's/Shelter homes – Institutions' roles (public/private)
- g) Inter-Country Adoption

Unit III

Indian Context of Juvenile Delinquency

- a) The child population percentage to total sex ratio, urban/rural/rural-urban
- b) Neglected - below the poverty line, physically and mentally disabled, orphans, destitute, vagrants.
- c) Laborers -In organized industries like Zari, carpet, bidi, glass, In unorganized sector like a domestic servant, shops and establishments, rag-pickers family trade

- d) Delinquent - number, sex ratio, ratio to adult crime, types of offences committed, recidivism, rate of increased background
- e) Drug addicts
- f) Victims - Of violence - sexual abuse, battered, killed by parents, Of criminal activities like bootlegging, drug pollution as a response to protective approach

Unit IV

Implementation and Protection of Juveniles

- a) Institutions, bodies, and personnel such as NHRC and other statutory bodies
- b) National Commission for protection of child rights
- c) Recruitment qualifications and salaries or fund
- d) Other responsibilities of each agency/person
- e) Coordination among related agencies
- f) Accountability-annual reports and accessibility of the public to juvenile justice, institution.
- g) United Nations Conventions on the Rights of Child, 1989

Unit V

Judicial Contribution

- a) Social action litigation concerning juvenile justice
- b) Salient judicial decisions
- c) Role of the legal profession in the juvenile justice system

Preventive Strategies

- a) State Welfare programmer's health, nutrition, ICWS, grants-in-aid
- b) Compulsory education
- c) Role of community, family, voluntary, bodies, individuals.

Suggested Readings:

- 1 Bhattacharya, Sunil K. (2000). Juvenile Justice - an Indian scenario, Regency Publications, New Delhi.
- 2 Bynum, Jack E. & Thompson, William E. (1999), Juvenile delinquency – a Sociological approach, (4th ed.) Ally and Brawn Publication.
- 3 Champion, Dean J.(1992).The Juvenile Justice System: Delinquency Processing and the Law, (2nd ed.), Prentice Hall, New Jersey.
- 4 Elliot, Mabel A.Merrill, Fransco E. (1961).Social disorganization .(4th Ed.) New York.
- 5 Griffin, Brenda S., & Griffin, Charles T. (1978). Juvenile delinquency in perspective. New York: Harper & Row.
- 6 Kumari ,Ved .(2017).The Juvenile Justice (Care and Protection of Children) Act 2015 - Critical Analysis(1st Edition),Universal Law Publication, India.
- 7 Marilyn, D. McShane. (2002). Encyclopedia of Juvenile Justice. SAGE Publications, Inc.
- 8 Rolf Loeber, David Farrington. (2001). Child Delinquents Development, intervention and service needs). Sage publications, New Delhi.
- 9 Steven, M. Cox, Jennifer M. Allen, Robert D. Hanser, John J. Conrad.(2013) Juvenile Justice A Guide to Theory, Policy, and Practice, Eighth Edition, SAGE publication ,Inc. National Institute of Social Defence - Model Rules under the Juvenile Justice Act, 1986
- 10 K.S. Shukla -Adolescent Offender (1985)

CURRICULUM

Course Name: Collective Violence (3.3)

Course Code: 16015900

Objectives of the Course:

This course explores collective political violence in India, examining its origin, evolution, and prognosis, focusing on socio-political analysis, Supreme Court decisions, legislation, and academic perspectives.

Course Outline

Unit - I: Introductory Concepts and Academic Perspectives

- a. Definitions of "force," "coercion," and "violence"
- b. Categories: "symbolic" violence, "institutionalized" violence, and "structural violence"
- c. Legal order as a coercive normative system
- d. Monopoly of force in modern law
- e. "Constitutional" and "criminal" speech: Incitement to violence
- f. Academic perspectives on violence and state
- g. Bhartiya Nyaya Sanhita, 2023 - Sections relating to Violence and Rioting

Unit - II: Approaches to Violence in India

- a. Religion-sanctioned structural violence: Caste and gender-based
- b. Ahimsa across Hindu, Jain, Buddhist, Christian, and Islamic traditions in India
- c. Mahatma Gandhi's philosophy of non-violence
- d. Discourse on political violence during colonial rule
- e. Colonial perceptions of legitimate state violence
- f. Interdisciplinary approaches to understanding collective violence
- g. Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act, 1989

Unit - III: Agrarian Violence and State Response

- a. Historical context of agrarian violence in 18th-19th century India
- b. Colonial legal system as a catalyst for agrarian violence
- c. Telangana movement and legal implications
- d. Indian Human Rights Commission's report on the Arwal Massacre
- e. Social work and rehabilitation strategies post-violence
- f. Land Acquisition enactments; Forest Rights Act, 2006

Unit - IV: Violence against Scheduled Castes and Women

- a. Conceptualizing atrocities against Scheduled Castes and Tribes
- b. Incidence and prevalence of atrocities
- c. Criminal law measures against atrocities and post-atrocity containment
- d. Gender-based violence and legal responses
- e. Role of education in countering communal narratives
- f. The Scheduled Castes and The Scheduled Tribes (Prevention of Atrocities) Act, 1989

- g. Dowry Prohibition Act, 1961;
- h. Domestic Violence Act, 2005

Unit - V: Communal Violence

- a. Patterns and causation of "communal" violence
- b. Insights from various inquiry commissions
- c. Role of police and paramilitary in communal violence management
- d. Criminal justice system's operations in relation to communal violence
- e. Cultural and religious dimensions of violence in India
- f. The Communal Violence (Prevention, Control and Rehabilitation of Victims) Bill, 2005

Suggested Readings:

- 1. U. Baxi, "Dissent, Development and Violence" (1988)
- 2. U. Baxi (ed.), Law and Poverty: Critical Essays (1988)
- 3. A.R. Desai (ed.), Peasant Struggles in India (1979)
- 4. A.R. Desai, Agrarian Struggles in India: Post-Independence (1986)
- 5. D.A. Dhangare, Peasant Movement in India: 1920-1950 (1983)
- 6. Ranjit Guha, Various Aspects of Peasant Insurgency in Colonial India (1983)
- 7. Ranjit Guha (ed.), Subaltern Studies Vol. 1-6 (1983-1988)
- 8. T. Honderich, Violence for Equality (1980)
- 9. Mark Juergensmeyer, "The Logic of Religious Violence: Punjab Case" (1988)
- 10. Rajni Kothari, State Against Democracy (1987)
- 11. G. Shah, Ethnic Minorities and Nation Building: Indian Experience (1984)
- 12. K.S. Shukla, "Sociology of Deviant Behaviour," ICSSR Survey of Sociology (1986)

CURRICULUM

Course Name: Victimology (3.4)

Course Code: 16019900

Objective:

This course aims to equip you with knowledge about juvenile justice in India. It covers the legal definitions of childhood, relevant acts and rights, factors influencing delinquency, and how the justice system handles child offenders and children in need of care. You'll also explore the realities of juvenile delinquency in India and ways to prevent it.

Course Outline:

Unit 1: Introduction and Key Concepts in Victimology

- a. Definition of Victim and Victimology
- b. The Victim Throughout History
- c. Typology of victims
- d. Victim Blaming
- e. Victim vulnerability and risk
- f. Victim-offender relationship
- g. Victimless crimes

Unit 2: Victimisation Process

- a. Primary, secondary, and tertiary Victimisation
- b. Impact of victimization
- c. Repeat victimization
- d. Fear of Crime
- e. Various Impacts of Crimes on Victims.

Unit 3: Victimisation of Children and Women

- a. Child Victimisation and Crime Statistics
- b. Forms& Impact of Child Victimisation
- c. Juvenile Justice Act 2015; Child in Need of Care of protection; Child in Conflict with law; Cruelty and corporeal punishment.
- d. International Instruments for children
- e. Forms& Impact of Women Victimisation
- f. Domestic Violence Act, 2005;
- g. Protection from Sexual Harassment of Working Women at Work Place 2013
- h. International Instruments for Protection of Women

Unit 4: Victimological Theories

- a. Victim Precipitation Theory
- b. Lifestyle Theory
- c. Deviant Place Theory
- d. Routine Activity Theory

Unit 5: Compensation to Victims of Crime in Indian Perspective

- a. Provision of Bhartiya Nagarik Suraksha Sanhita, 2023 and other statute,
- b. Compensation under public law remedies and Judicial trends in India
- c. Policies & Programmes for vulnerable women in India

Suggested Readings:

1. Andrew Karmen (2015). Crime Victims: An Introduction to Victimology. Cengage Learning
2. Devasia, V.D & Leelamma Devasia, (1992). Criminology, Victimology and Corrections, S.B. Mangia. New Delhi: Ashish Publishing House
3. G.S. Bajpai (2012). Criminal Justice System Reconsidered: Victim & Witness Perspective. New Delhi: Serial Publication.
4. Prakash Talwar (2006). Victimology. New Delhi: Isha Books Publishers.
5. Singh Makkar, S.P, 1993, Global perspectives in Victimology, Jalandhar: ABC Publications.
6. V.N. Rajan (1995). Victimology in India: Perspectives beyond Frontiers. New Delhi: APH Publishers.
7. William Doerner (2014). Victimology. Anderson Publications.

CURRICULUM

Course Name: Summer Internship Assessment

Course Code: 16021400

The students shall be required to submit Internship assessment

*Students should refer and adhere to the 'SIP' Summer Internship & Project Guideline document to check for what needs to be done & the evaluation pattern/ process.

Suggested Readings:

1. NRM Menon (ed.) Clinical Legal Education (1998)
2. Don Peters, The Joy of Lawyering: Readings for Civil Clinic (1996)
3. B. Malik, The Art of a Lawyer (9th Ed. 1999)
4. Steven Lubet, Modern Trial Advocacy: Analysis and Practice (1993)
5. Thomas A. Mauet, Trial Techniques (1996)
6. Thomas A. Mauet, Pre- trial (1995)
7. Inns of School of Law, Advocacy (1999/2000)
8. Inns of School of Law, Case Preparation (1999/2000)

9. Lesson Plan

Course Code 16015700 - Drug Addiction, Criminal Justice and Human Rights

Unit	Particulars	Class No.	Pedagogy of Class
Unit I	Introduction of the subject	C1	Lecture
Unit I	a) Basic concepts: vii) Drugs 'narcotics', viii) Psychotropic substances ix) Dependence x) Addiction xi) Crimes without victims xii) "Trafficking" in "drugs"	C2	Lecture
Unit I	a) Basic concepts: xiii) Drugs 'narcotics', xiv) Psychotropic substances xv) Dependence xvi) Addiction xvii) Crimes without victims xviii) "Trafficking" in "drugs"	C3, C4	Lecture
Unit I	Classroom Assignment-1	C5	Classroom Assignment
Unit I	a) Basic concepts: xix) Drugs 'narcotics', xx) Psychotropic substances xxi) Dependence xxii) Addiction xxiii) Crimes without victims xxiv) "Trafficking" in "drugs"	C6, C7	Lecture
Unit I	a) Basic concepts: xxv) Drugs 'narcotics', xxvi) Psychotropic substances xxvii) Dependence xxviii) Addiction xxix) Crimes without victims xxx) "Trafficking" in "drugs"	C8, C9	Classroom Assignment
Unit I	b) Incidence of Drug Addiction and Abuse?	C10	Lecture
Unit I	Activity-I	C11	Activity

Unit I	Take Home Assignment-I		Take Home Assignment
Unit I	b) Incidence of Drug Addiction and Abuse?	C12, C13	Activity
Unit I	c) Problems and Causes of Drug Addiction	C14, C15	Lecture
Unit I	d) Consequences of addict's health (physical/psychic)	C16, C17	Clarification Class
Unit I	Activity-2	C18	Activity
Unit I	Clarification Class-I	C19	Clarification Class
Unit I	Presentation-I	C20	Presentation
Unit II	The Indian Regulatory System a) Offences affecting the public health Sec 271 to 280 (under the Bhartiya Nyaya Sanhita, 2023	C21, C22	Lecture
Unit II	b) Penal provision under the Customs Act	C23, C24	Lecture
Unit II	Classroom Assignment-2	C25	Classroom Assignment
Unit II	Activity-3	C26	Activity
Unit II	c) Penal Provision under The Narcotic Drugs and Psychotropic Substances Act, 1985	C27, C28	Lecture
Unit II	Activity-4	C29	Activity
Unit II	d) Procedure and Punishment under The Narcotic Drugs and Psychotropic Substances Act, 1985	C30, C31	Lecture
Unit II	Take Home Assignment-2		Take Home Assignment
Unit II	e) policing adjudication, treatment, aftercare, and rehabilitation. f) Judicial approaches to sentencing in drug trafficking and abuse;	C32, C33, C34	Lecture
Unit II	Activity-5	C35	Activity
Unit II	Clarification Class-2	C36	Clarification Class
Unit II	Presentation-2	C37	Presentation
Unit III	The International Legal Regime	C38, C39	Lecture
Unit III	f) India's role in the evolution of the two international conventions	C40, C41	Lecture
Unit III	a) India's role in the evolution of the two international conventions	C42, C43, C44	Lecture

Unit III	Classroom Assignment-3	C45	Classroom Assignment
Unit III	Activity-6	C46	Activity
Unit III	b) Analysis of the background, text, and operation of the “Single Convention on Narcotic Drugs, 1961”, (as amended by the 1972 Protocol)	C47, C48	Lecture
Unit III	c) Analysis of the “Convention on Psychotropic Substances, 1972”	C49, C50	Lecture
Unit III	Take Home Assignment-3		Take Home Assignment
Unit III	Activity-7	C51	Activity
Unit III	c) Analysis of the “Convention on Psychotropic Substances, 1972”	C52, C53	Lecture
Unit III	d) Summary of United Nations Convention against Illicit Traffic in Narcotic Drugs and Psychotropic Substances of 1988	C54, C55	Lecture
Unit III	e) International collaboration in combating drug addiction;	C56, C57	Lecture
Unit III	Clarification Class-3	C58	Clarification Class
Unit III	Presentation-3	C59	Presentation
Unit IV	The Role of the Community in Combating Drug Addiction: g) Profile of Community initiatives in inhibition of dependence and addiction (e.g. deaddiction and aftercare)	C60, C62	Lecture
Unit IV	h) The role of educational systems i) The role of the medical profession	C63, C64	Lecture
Unit IV	Classroom Assignment-4	C65	Classroom Assignment
Unit IV	Activity-8	C66	Activity
Unit IV	Activity-9	C67	Activity
Unit IV	Take Home Assignment-4		Take Home Assignment
Unit IV	j) The role of mass media k) Initiatives for Compliance with regulatory systems; l) Law reform initiatives	C68, C69	Lecture
Unit IV	d) The role of mass media e) Initiatives for Compliance with	C70, C71	Lecture

	regulatory systems; f) Law reform initiatives		
Unit IV	Clarification Class-4	C72	Clarification Class
Unit IV	Presentation-4	C73	Presentation
Unit V	f) Deployment of marginalized people as carriers of narcotics g) The problem of juvenile drug use and legal approaches h) Possibilities of misuse and abuse of investigative prosecutor powers	C74, C75, C76	Lecture
Unit V	a) Deployment of marginalized people as carriers of narcotics b) The problem of juvenile drug use and legal approaches c) Possibilities of misuse and abuse of investigative prosecutor powers	C77, C78	Lecture
Unit V	Classroom Assignment-5	C79	Classroom Assignment
Unit V	d) Bail (especially for the resourceless person). e) The problem of differential application of the Ugal Regimes, especially about the resource-less	C80, C81, C82	Lecture
Unit V	Activity-10	C83	Activity
Unit V	Activity-11	C84	Activity
Unit V	Activity-12	C85	Activity
Unit V	Take Home Assignment-5		Take Home Assignment
Unit V	Clarification Class-5	C86	Clarification Class
Unit V	Presentation-5	C87	Presentation
Unit V	Quiz	C88	Quiz
Unit V	Revision of Whole syllabus	C89, C90	Lecture

Course Code: 16015800 - Course Name: Juvenile Delinquency

Unit	Particulars	Class No.	Pedagogy of Class
UNIT I	Syllabus Discussion	C1	Lecture
UNIT I	Co-Pos, PSOs and PEOs Discussion	C2	Lecture
UNIT I	A. The Basic Concepts a) The conception of 'child' in the Indian Constitution b) Fundamental rights relating to children in the Constitution of India	C3, C4	Lecture
UNIT I	Classroom Assignment-1	C5	Classroom Assignment-1
UNIT I	C Juvenile Justice Act, 2015 i. special focus on abandoned children ii. surrendered children iii. Child in conflict with the law iv. child in need of care and protection v. Best interest of the child	C6, C7	Lecture
UNIT I	B. Determining Factors of Juvenile Delinquency	C8, C9	Classroom Assignment-1
UNIT I	Differential association Anomie	C10	Lecture
UNIT I	Activity-I	C11	Activity-I
UNIT I	Take Home Assignment-I		Take Home Assignment-I
UNIT I	Economic pressure Peer group influence	C12, C13	Activity-I
UNIT I	Economic pressure Peer group influence	C14, C15	Take Home Assignment-I
UNIT I	Gang subculture Class differentials	C16, C17	Clarification Class-1
UNIT I	Activity-2	C18	Activity-2

UNIT I	Clarification Class-I	C19	Clarification Class-I
UNIT I	Presentation-I	C20	Presentation-I
UNIT II	Legislative Approach Juvenile Justice (Care and Protection) Act 2015 Juvenile Justice Board (JJB): Composition of the Board – Powers, functions and responsibility	C21, C22	Lecture
UNIT II	Procedure about children in conflict with law – Special focus on Section 15 (Preliminary assessment in heinous offences) - Powers of children’s court – Observation homes Special home, Observation Home, Place of Safety Fit Place, Special juvenile police unit – Managing the unrest of children in child care institutions – Managing deviant behavior in juvenile justice institutions	C23, C24	Lecture
UNIT II	Classroom Assignment-2	C25	Classroom Assignment-2
UNIT II	Activity-3	C26	Activity-3
UNIT II	Child Welfare Committee (CWC): Composition of the Committee – Powers, functions, and responsibility – Procedure about children in need of care and protection –	C27, C28	Lecture
UNIT II	Activity-4	C29	Activity-4
UNIT II	Place of safety – Open shelter - Children’s/Shelter homes – Institutions’ roles (public/private) Inter-Country Adoption	C30, C31	Lecture
UNIT II	Take Home Assignment-2		Take Home Assignment-2
UNIT II	Place of safety – Open shelter - Children’s/Shelter homes – Institutions’ roles (public/private) Inter-Country Adoption	C32, C33, C34	Lecture

UNITII	Activity-5	C35	Activity-5
UNITII	Clarification Class-2	C36	Clarification Class-2
UNITII	Presentation-2	C37	Presentation-2
UNITIII	Indian Context of Juvenile Delinquency The child population percentage to total sex ratio, urban/rural/rural-urban Neglected - below the poverty line, physically and mentally disabled, orphans, destitute, vagrants.	C38, C39	Lecture
UNITIII	Laborers -In organized industries like Zari, carpet, bidi, glass, In unorganized sector like a domestic servant, shops and establishments, rag-pickers family trade Delinquent - number, sex ratio, ratio to adult crime, types of offences committed, recidivism, rate of increased background	C40, C41	Lecture
UNITIII	Laborers -In organized industries like Zari, carpet, bidi, glass, In unorganized sector like a domestic servant, shops and establishments, rag-pickers family trade Delinquent - number, sex ratio, ratio to adult crime, types of offences committed, recidivism, rate of increased background	C42, C43, C44	Lecture
UNITIII	Classroom Assignment-3	C45	Classroom Assignment-3
UNITIII	Activity-6	C46	Activity-6
UNITIII	Delinquent - number, sex ratio, ratio to adult crime, types of offences committed, recidivism, rate of increased background Drug addicts	C47, C48	Lecture
UNITIII	Delinquent - number, sex ratio, ratio to adult crime, types of offences committed, recidivism, rate of increased background	C49, C50	Lecture

	Drug addicts		
UNITIII	Take Home Assignment-3		Take Home Assignment-3
UNITIII	Activity-7	C51	Activity-7
UNITIII	Delinquent - number, sex ratio, ratio to adult crime, types of offences committed, recidivism, rate of increased background Drug addicts	C52, C53	Lecture
UNITIII	Victims - Of violence - sexual abuse, battered, killed by parents, Of criminal activities like bootlegging, drug pollution as a response to protective approach	C54, C55	Lecture
UNITIII	Victims - Of violence - sexual abuse, battered, killed by parents, Of criminal activities like bootlegging, drug pollution as a response to protective approach	C56, C57	Lecture
UNITIII	Clarification Class-3	C58	Clarification Class-3
UNITIII	Presentation-3	C59	Presentation-3
UNITIV	Implementation and Protection of Juveniles Institutions, bodies, and personnel such as NHRC and other statutory bodies National Commission for protection of child rights	C60, C62	Lecture
UNITIV	Recruitment qualifications and salaries or fund Other responsibilities of each agency/person Coordination among related agencies	C63, C64	Lecture
UNITIV	Classroom Assignment-4	C65	Classroom Assignment-4
UNITIV	Activity-8	C66	Activity-8

UNITIV	Activity-9	C67	Activity-9
UNITIV	Take Home Assignment-4		Take Home Assignment-4
UNITIV	Accountability-annual reports and accessibility of the public to juvenile justice, institution. United Nations Conventions on the Rights of Child, 1989	C68, C69	Lecture
UNITIV	Accountability-annual reports and accessibility of the public to juvenile justice, institution. United Nations Conventions on the Rights of Child, 1989	C70, C71	Lecture
UNITIV	Clarification Class-4	C72	Clarification Class-4
UNITIV	Presentation-4	C73	Presentation-4
UNITIV	Judicial Contribution Social action litigation concerning juvenile justice Salient judicial decisions Role of the legal profession in the juvenile justice system	C74, C75, C76	Lecture
UNITIV	Preventive Strategies State Welfare programmer's health, nutrition, ICWS, grants-in-aid Compulsory education Role of community, family, voluntary, bodies, individuals.	C77, C78	Lecture
UNITIV	Classroom Assignment-5	C79	Classroom Assignment-5

UNITV	Preventive Strategies State Welfare programmer's health, nutrition, ICWS, grants-in-aid Compulsory education Role of community, family, voluntary, bodies, individuals.	C80, C81, C82	Lecture
UNITV	Activity-10	C83	Activity-10
UNITV	Activity-11	C84	Activity-11
UNITV	Activity-12	C85	Activity-12
UNITV	Take Home Assignment-5		Take Home Assignment-5
UNITV	Clarification Class-5	C86	Clarification Class-5
UNITV	Presentation-5	C87	Presentation-5
UNITV	Quiz	C88	Quiz
UNITV	Revision of Whole syllabus	C89, C90	Lecture

Course Code 16015900 - Course Name - Collective Violence

Unit	Particulars	Class No.	Pedagogy of Class
UNIT I	Introductory Concepts and Academic Perspectives	C-1	Lecture
UNIT I	Introductory Concepts and Academic Perspectives	C-2	Lecture
UNIT I	What are force, coercion, and violence	C-3	Lecture
UNIT I	Categories the symbolic; violence, institutionalized violence, and structural violence	C-4	Lecture
	Home Assignment 1		Home Assignment 1
UNIT I	Categories the symbolic; violence, institutionalized violence, and structural violence	C-5	Lecture
UNIT I	Symbols of Monopoly of force in modern law	C-6	Lecture
UNIT I	Class Room Assignment 1	C-7	Classroom Assignment 1
UNIT I	Constitutional and & criminal speech: Incitement to violence	C-8	Lecture
UNIT I	Constitutional and & criminal speech: Incitement to violence	C-9	Lecture
UNIT I	Presentation 1	C-10	Presentation 1
UNIT I	Academic perspectives on violence and state	C-11	Lecture
UNIT I	Bhartiya Nyaya Sanhita, 2023 - Sections relating to Violence and Rioting	C-12	Lecture
UNIT I	Clarification Class 1	C-13	Clarification Class-1
UNIT I	Activity	C-14	Activity
UNIT II	Approaches to Violence in India	C-15	Lecture
UNIT II	Religion-sanctioned structural violence: Caste and gender-based	C-16	Lecture
UNIT II	Activity	C-17	Activity
UNIT II	Activity		Activity
UNIT II	Effects of ahimsa across Hindu, Jain, Buddhist, Christian, and Islamic traditions in India	C-18	Lecture

UNIT II	Class Room Assignment 2	C-19	Lecture
UNIT II	Theory of Mahatma Gandhi philosophy of non-violence	C-20	Lecture
UNIT II	Theory of Mahatma Gandhi philosophy of non-violence	C-21	Lecture
UNIT II	Discourse on political violence during colonial rule	C-22	Lecture
	Home Assignent 2		Home Assignent 3
UNIT II	Discourse on political violence during colonial rule	C-23	Lecture
UNIT II	The Colonial perceptions of legitimate state violence	C-24	Lecture
UNIT II	Presentation 2	C-25	Presentation 2
UNIT II	Activity	C-26	Activity
UNIT II	Interdisciplinary approaches to understanding collective violence	C-27	Lecture
UNIT II	Interdisciplinary approaches to understanding collective violence	C-28	Lecture
UNIT II	Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act, 1989		Lecture
UNIT II	Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act, 1989	C-29	Lecture
UNIT II	Clarification Class 2	C-30	Clarification Class 2
UNIT III	Agrarian Violence and State Response	C-31	Lecture
UNIT III	Class Room Assignment 3	C-32	Classroom Assignment-3
UNIT III	Historical context of agrarian violence in 18th-19th century India	C-33	Lecture
UNIT III	Historical context of agrarian violence in 18th-19th century India	C-34	Lecture
UNIT III	Colonial legal system as a catalyst for agrarian violence	C-35	Lecture
	Home Assignent 3		Home Assignent 3
UNIT III	Colonial legal system as a catalyst for agrarian violence	C-36	Lecture

UNIT III	Telangana movement and legal implications	C-37	Lecture
UNIT III	Activity		Activity
UNIT III	Activity	C-38	Activity
UNIT III	Indian Human Rights Commission report on the Arwal Massacre	C-39	Lecture
UNIT III	Indian Human Rights Commission report on the Arwal Massacre	C-40	Lecture
UNIT III	Social work and rehabilitation strategies post-violence	C-41	Lecture
UNIT III	Presentation 3	C-42	Presentation 3
UNIT III	Social work and rehabilitation strategies post-violence	C-43	Lecture
UNIT III	Land Acquisition enactments; Forest Rights Act, 2006	C-44	Lecture
UNIT III	Land Acquisition enactments; Forest Rights Act, 2006	C-45	Lecture
UNIT III	Clarification class 3	C-46	Clarification class 3
UNIT III	Activity	C-47	Activity
UNIT III	Activity	C-48	Activity
UNIT IV	Violence against Scheduled Castes and Women	C-49	Lecture
UNIT IV	Conceptualizing atrocities against Scheduled Castes and Tribes	C-50	Lecture
UNIT IV	Conceptualizing atrocities against Scheduled Castes and Tribes	C-51	Lecture
UNIT IV	Presentation 4	C-52	Presentation 4
UNIT IV	Incidence and prevalence of atrocities	C-53	Lecture
UNIT IV	Incidence and prevalence of atrocities	C-54	Lecture

UNIT IV	Gender-based violence and legal responses	C-55	Lecture
	Home Assignment 4		Home Assignment 4
UNIT IV	Gender-based violence and legal responses	C-56	Lecture
UNIT IV	Gender-based violence and legal responses	C-57	Lecture
UNIT IV	Class Room Assignment 4	C-58	Lecture
UNIT IV	Role of education in countering communal narratives	C-59	Lecture
UNIT IV	Role of education in countering communal narratives	C-60	Lecture
Unit IV	Criminal law measures against atrocities and post-atrocity containment	C-61	Lecture
Unit IV	Criminal law measures against atrocities and post-atrocity containment	C-62	Lecture
Unit IV	Activity	C-63	Activity
Unit IV	Quiz	C-64	Quiz
Unit IV	The Scheduled Castes and The Scheduled Tribes (Prevention of Atrocities) Act, 1989	C-65	Lecture
Unit IV	Dowry Prohibition Act, 1961;	C-66	Lecture
Unit IV	Domestic Violence Act, 2005	C-67	Lecture
Unit IV	Domestic Violence Act, 2005	C-68	Lecture
Unit IV	Clarification Class 4	C-69	Clarification Class 4
Unit V	Communal Violence	C-70	Lecture
Unit V	Communal Violence	C-71	Lecture
Unit V	Patterns and causation of communal violence	C-72	Lecture
Unit V		C-73	Lecture
Unit V	Insights from various inquiry commissions	C-74	Lecture

Unit V	Insights from various inquiry commissions	C-75	Lecture
Unit V	Class Room Assignment 5	C-76	Class Room Assignment 5
Unit V	Role of police and paramilitary in communal violence management	C-77	Lecture
Unit V	Role of police and paramilitary in communal violence management	C-78	Lecture
Unit V	Criminal justice system operations in relation to communal violence	C-79	Lecture
Unit V	Activity	C-80	Activity
Unit V	How a Criminal justice system operation in relation to communal violence	C-81	Lecture
Unit V	How a Cultural and religious dimensions of violence in India	C-82	Lecture
Unit V	How a Cultural and religious dimensions of violence in India	C-83	Lecture
	Home Assignment 5		Home Assignment 5
Unit V	The Communal Violence (Prevention, Control and Rehabilitation of Victims) Bill, 2005	C-84	Lecture
Unit V	The Communal Violence (Prevention, Control and Rehabilitation of Victims) Bill, 2005	C-85	Lecture
Unit V	Presentation 5	C-86	Presentation 5
Unit V	Activity	C-87	Activity
Unit V	Activity	C-88	Activity
Unit V	The Communal Violence (Prevention, Control and Rehabilitation of Victims) Bill, 2005	C-89	Lecture
Unit V	Clarification Class 5	C-90	Clarification Class 5

Course Code: 16019900 - Course Name: Victimology

Unit	Particulars	Class No.	Pedagogy of Class
UNIT I	Syllabus Discussion	C1	Lecture
UNIT I	Co-Pos, PSOs and PEOs Discussion	C2	Lecture
UNIT I	Definition of Victim and Victimology	C3, C4	Lecture
UNIT I	Classroom Assignment-1	C5	Classroom Assignment-1
UNIT I	The Victim Throughout History	C6, C7	Lecture
UNIT I	Typology of Victims	C8, C9	Classroom Assignment-1
UNIT I	Victim Blaming	C10	Lecture
UNIT I	Activity-I	C11	Activity-I
UNIT I	Take Home Assignment-I		Take Home Assignment-I
UNIT I	Victim Vulnerability and Risk	C12, C13	Activity-I
UNIT I	Victim-Offender Relationship	C14, C15	Take Home Assignment-I
UNIT I	Victimless Crimes	C16, C17	Clarification Class-1
UNIT I	Activity-2	C18	Activity-2
UNIT I	Clarification Class-I	C19	Clarification Class-I
UNIT I	Presentation-I	C20	Presentation-I
UNIT II	Primary, Secondary, and Tertiary Victimization	C21, C22	Lecture
UNIT II	Impact of Victimization	C23, C24	Lecture
UNIT II	Classroom Assignment-2	C25	Classroom Assignment-2
UNIT II	Activity-3	C26	Activity-3
UNIT II	Repeat Victimization	C27, C28	Lecture
UNIT II	Activity-4	C29	Activity-4
UNIT II	Fear of Crime	C30, C31	Lecture
UNIT II	Take Home Assignment-2		Take Home Assignment-2
UNIT II	Various Impacts of Crimes on Victims	C32, C33, C34	Lecture
UNIT II	Activity-5	C35	Activity-5
UNIT II	Clarification Class-2	C36	Clarification Class-2
UNIT II	Presentation-2	C37	Presentation-2
UNIT III	Child Victimization and Crime Statistics	C38, C39	Lecture
UNIT III	Forms & Impact of Child Victimization	C40, C41	Lecture
UNIT III	Juvenile Justice Act 2015; Child in Need of Care and Protection; Child in Conflict with Law; Cruelty and Corporal Punishment	C42, C43, C44	Lecture
UNIT III	Classroom Assignment-3	C45	Classroom Assignment-3

UNIT III	Activity-6	C46	Activity-6
UNIT III	International Instruments for Children	C47, C48	Lecture
UNIT III	Forms & Impact of Women Victimization	C49, C50	Lecture
UNIT III	Take Home Assignment-3		Take Home Assignment-3
UNIT III	Activity-7	C51	Activity-7
UNIT III	Domestic Violence Act, 2005	C52, C53	Lecture
UNIT III	Protection from Sexual Harassment of Working Women at Workplace 2013	C54, C55	Lecture
UNIT III	International Instruments for Protection of Women	C56, C57	Lecture
UNIT III	Clarification Class-3	C58	Clarification Class-3
UNIT III	Presentation-3	C59	Presentation-3
UNIT IV	Victim Precipitation Theory	C60, C62	Lecture
UNIT IV	Lifestyle Theory	C63, C64	Lecture
UNIT IV	Classroom Assignment-4	C65	Classroom Assignment-4
UNIT IV	Activity-8	C66	Activity-8
UNIT IV	Activity-9	C67	Activity-9
UNIT IV	Take Home Assignment-4		Take Home Assignment-4
UNIT IV	Deviant Place Theory	C68, C69	Lecture
UNIT IV	Routine Activity Theory	C70, C71	Lecture
UNIT IV	Clarification Class-4	C72	Clarification Class-4
UNIT IV	Presentation-4	C73	Presentation-4
UNIT V	Provision of Bhartiya Nagarik Suraksha Sanhita, 2023 and Other Statutes	C74, C75, C76	Lecture
UNIT V	Compensation Under Public Law Remedies and Judicial Trends in India	C77, C78	Lecture
UNIT V	Classroom Assignment-5	C79	Classroom Assignment-5
UNIT V	Policies & Programmes for Vulnerable Women in India	C80, C81, C82	Lecture
UNIT V	Activity-10	C83	Activity-10
UNIT V	Activity-11	C84	Activity-11
UNIT V	Activity-12	C85	Activity-12
UNIT V	Take Home Assignment-5		Take Home Assignment-5
UNIT V	Clarification Class-5	C86	Clarification Class-5

UNIT V	Presentation-5	C87	Presentation-5
UNIT V	Quiz	C88	Quiz
UNIT V	Revision of Whole syllabus	C89, C90	Lecture