

ANNEXURE - IX

MINUTES OF THE FIRST MEETING OF THE ACADEMIC COUNCIL OF MAHINDRA UNIVERSITY HELD ON 6th OCTOBER 2020 THROUGH ZOOM AT 1630 HRS AT MU CAMPUS, HYDERABAD

Present:

<u>Name</u>	<u>Designation</u>	<u>Position</u>
Dr Yajulu Medury	Vice Chancellor	Chairman
Mr Rajan Navani	Distinguished Industrialist	Member
Mr Suman Eadunuri	Distinguished Industrialist	Member
Mr Sanjaya Sharma	Distinguished Industrialist	Member
Dr Bimal Roy	Distinguished Academic	Member
Dr Bishnu Pal	Dean (Academics)	Member
Dr Arya Bhattacharya	Dean (R&D)	Member
Dr Bruhadeshwar Bezwada	HOD (CSE)	Member
Dr JL Bhattacharya	HOD (EEE)	Member
Dr Dibakar Roy Chowdhury	HOD (Physics)	Member
Dr NV Venkatraman	HOD (Chemistry)	Member
Dr Salome Benhur	HOD (HSS)	Member
Dr Bhaskar Tamma	HOD (Mechanical)	Member
Dr Prabhakar Singh	HOD (Civil)	Member
Dr SN Chirala	HOD (Maths)	Member
Dr Ranjith Kunnath	Professor	Member
Dr Sunil Bhooshan	Professor	Member
Dr Abhijit Bhattacharya	Associate Professor	Member
Dr Jayasri D	Associate Professor	Member
Dr Gomathi A	Assistant Professor	Member
Dr Deepthi A	Assistant Professor	Member
Col Rajive Chauhan (Retd)	Registrar	Member Secretary

Leave of Absence:

Dr Rajeev Sangal Member (Distinguished Academic) could not attend the meeting.

ITEM-1: WELCOME AND OPENING REMARKS BY THE VICE CHANCELLOR

The Vice Chancellor (VC) as the Chairman of the meeting, accorded a very warm welcome to all the members for having made it convenient to attend, especially the external members, Dr. Bimal Roy, Mr. Rajan Navani, Dr. Sanjaya Sharma and Mr. Suman Reddy for having spared their valuable time and joining the deliberations of the First Academic Council meeting of the Mahindra University. He highlighted emphasis on the valuable advisory inputs which would be sought from them, given their rich experience and knowledge that would definitely enrich the academic endeavors of the University.

VC conveyed his best wishes to all the members for being part of this prestigious University and exhorted all to work towards making MU at par with the best institutes in the country.

ITEM-2: TO RECEIVE THE REPORT ON CURRENT ACTIVITIES IN THE UNIVERSITY

The members noted the contents as listed in the Agenda and expressed their appreciation over the diverse nature of activities and achievements within a short span of its launch.

ITEM-3: TO NOTE THE ACADEMIC RULES FOR VARIOUS PROGRAMS TO INCLUDE PROCEDURES AND POLICY ON UNFAIR MEANS

The Ordinance and Rules for the Ph.D. and B.Tech. programs were considered and noted by the Council. The Rules & Regulations for various programs of study were presented to all members. Members also noted that the Board of Management and Governing Body have been notified accordingly in the meeting held on 20th July 2020.

ITEM-4: TO NOTE THE ACADEMIC RELATED ISSUES TO INCLUDE PROGRAMS ON OFFER, INTAKE, ADMISSION PROCEDURE, FEE TO BE CHARGED AND CURRICULA FOR VARIOUS UG PROGRAMS/RULES & REGULATIONS FOR ACADEMIC SESSION 2020- 21

Members were given an overview of the UG admission process followed by the University for intake of Batch 2020, specifically merit being drawn based on the scores obtained by candidates in JEE (Main), SAT-I/II, ACT, and finally PCM% obtained in the Class XII examinations (latter criteria added due to the prevailing pandemic and difficulty being faced by prospective students in appearing for competitive exams). Further, members noted that the selection process based on SAT-I/II and ACT scores also involved personal interviews to make the process more rigorous and selective.

The members were also informed that the PhD selections were finalized based on performance of a candidate in the technical interview conducted by a Selection Committee comprising the VC, Deans, relevant HOD and senior faculty, to make the process rigorous and transparent. The Council noted that 29 PhD students had duly registered on September 7th 2020.

The number of seats for each of program of study, admission procedure, fee structure and admission status were presented.

Curricula details for the 4 existing UG programs (Computer Science and Engineering, Electronics and Electrical Engineering, Mechanical Engineering and Civil Engineering) were presented. Specific presentations on the 3 new UG programs of study [Artificial Intelligence (AI), Electronics and Computer Engineering (ECE) & Computation & Mathematics (CM)] were made and inviting any comments/suggestions from the Academic Council members.

Artificial Intelligence (AI) – The presentation covered the concepts and curriculum of the new 4-year B.Tech. program. Theme areas and the specialized courses corresponding to these areas were identified and accordingly defined. Further, prior courses on which these specialized subjects are dependent were identified and from these dependency relationships the synthesis of the 8-semester curriculum were laid out.

The ensuing deliberations saw some quality suggestions that came from the external members, specifically recommending incorporation of the items: (i) Recommender Systems and Expert Systems be incorporated as modules, (ii) “Bitcoin” be substituted with the word “Blockchain”, and (iii) Prediction Mechanisms. The Council also discussed student’s employability and industry familiarization, and in answers to queries from the external members it was stated that the entire 8th semester is kept for industrial projects, complemented by summer internships.

Electronics and Computer Engineering (ECE) - The program objective stated was to create engineers to solve real-world problems with the most efficient combination of hardware and software. This synergy of between hardware and software was shown by incorporating digital design aspects of electronics, along with the algorithm and application design aspects of computer science. User Interface/User Experience (UI/UX) is a major theme throughout the program. The curriculum provides students the option to specialize in one of the offered four specialization tracks – (i) Digital Design, (ii) Data Science, (iii) Software Engineering, or (iv) Embedded Systems to be guided through track/application electives.

Members appreciated the curriculum design with regards to UX/UI design as this is the most under-invested segment of the industry.

Computation and Mathematics (CM) – To be jointly offered by the Computer Science and Mathematics Departments, the presentation emphasized the need and demand for the program and highlighted core career prospects. Discussions focused on the core mathematics and computer science courses, along-with cross-disciplinary nature of the

curriculum that would allow students a broad choice of domains to work on from scientific to engineering to financial domains.

Members suggested inclusion of courses on data visualization and quantum computing. The need to have separation of the Probability Theory and Statistics courses was recommended.

The above deliberations/discussions were recorded.

ITEM-5: ACADEMIC REGULATIONS – GRADES AND GRADE POINTS

The Council noted the existing system and approved adoption of the proposed system, basis rectification/removal of certain deficiencies, specifically, (i) introduction of grade between C (6) and D (4); and (ii) elimination of grade “E”.

In view of removal of these anomalies, the following grading system was approved by the Council, with effect from Batch 2020 at the University:

Letter Grades	A+	A	B+	B	C+	C	D	F
Grade Points	10	9	8	7	6	5	4	0

ITEM-6: TO NOTE APPOINTMENTS OF FACULTY

The Council appreciated that the University has maintained highest standards in recruitment of faculty in that only those with Ph.D. as basic qualification have been selected and offered employment. Efforts shall be made to maintain similar guidelines during future selection of faculties.

Members noted that 71 faculty (presently on the rolls of MEC) would shortly be transferred to the rolls of the Mahindra University, along-with additional faculty to be selected for academic year 2020-2021.

ITEM-7: TO NOTE THE SCHOLARSHIP SCHEME

The Council concurred with the existing Scholarship Scheme for (i) B.Tech. programs, (ii) Girl students, and (iii) students from North East states.

ITEM-8: ANY OTHER ITEM, DECIDED BY THE CHAIRMAN AND FIXING OF DATE FOR THE NEXT MEETING OF THE GOVERNING BODY

The date of the next meeting shall be decided and communicated shortly. Since there were no other points, the meeting ended with a vote of thanks to the Chair.


19/X/2020

Col Rajive Chauhan (Retd)
Acting Registrar

Confirmed


19 Oct 2020.
Dr Yajulu Medury
Vice Chancellor &
Chairman, Academic Council
Mahindra University, Hyderabad

**MINUTES OF THE SECOND MEETING OF THE ACADEMIC COUNCIL OF
MAHINDRA UNIVERSITY HELD ON 29th OCTOBER 2021 AT 1130 HRS AT MU
CAMPUS, HYDERABAD**

Present:

<u>Name</u>	<u>Designation</u>	<u>Position</u>
Dr Yajulu Medury	Vice Chancellor	Chairman
Mr Rajan Navani	Distinguished Industrialist	Member (online)
Mr Sanjaya Sharma	Distinguished Industrialist	Member
Dr Bimal Roy	Distinguished Academic	Member
Dr Rajeev Sangal	Distinguished Academic	Member (online)
Dr Bishnu Pal	Dean (Academics)	Member
Dr Arya Bhattacharya	Dean (R&D)	Member
Dr Rama Velamuri	Dean (SOM)	Member
Dr Sridhar Acharyulu	Dean (SOL)	Member
Dr JL Bhattacharya	HOD (EEE)	Member
Dr NV Venkatraman	HOD (Chemistry)	Member
Dr Salome Benhur	HOD (HSS)	Member
Dr Bhaskar Tamma	HOD (Mechanical)	Member
Dr Prabhakar Singh	HOD (Civil)	Member
Dr SN Chirala	HOD (Maths)	Member
Dr P Mantravadi	HOD (CEE)	Member
Dr RK Phatate	HOD (CIE)	Member
Dr Pradeep Racherla	Professor	Member
Dr Nilanjan Banik	Professor	Member
Dr M Mallepalli	Professor	Member
Dr Sunil Bhooshan	Professor	Member
Dr Abhijit Bhattacharya	Associate Professor	Member
Dr Jayasri D	Associate Professor	Member
Dr Gomathi A	Assistant Professor	Member
Dr Deepthi A	Assistant Professor	Member
Dr V Talakokula	Professor	Special Invitee
Dr B Gurumoorthy	Professor	Special Invitee
Col Rajive Chauhan (Retd.)	Registrar	Member Secretary

Leave of Absence:

Mr Suman Eadunuri / Dr Dibakar Row Chowdhury / Dr Ranjith Kunnath / Dr Rama Vemuri / Dr Rama Murthy

ITEM-1: WELCOME AND OPENING REMARKS BY THE VICE CHANCELLOR

The Vice Chancellor (VC) as the Chairman of the meeting, accorded a very warm welcome to all the members for having made it convenient to attend, especially the external members, Dr. Bimal Roy and Mr. Sanjaya Sharma, and Mr. Rajan Navani and Dr. Rajeev Sangal (in an online mode), for joining the deliberations. He highlighted emphasis on the valuable advisory inputs which would be sought from them, given their rich experience and knowledge that would definitely enrich the academic endeavors of the University.

VC conveyed his best wishes to all the members for being part of this prestigious University and exhorted all to work towards making MU at par with the best institutes in the country.

ITEM-2: TO RECEIVE THE REPORT ON CURRENT ACTIVITIES IN THE UNIVERSITY

The VC and respective Deans of Engineering, Management and Law, through a detailed presentation, briefed all members on the diverse nature of activities and achievements of faculty and students at the University. Members noted and appreciated the various activities.

ITEM-3: TO NOTE ADMISSION RELATED MATTERS FOR ACADEMIC SESSION 2021-22

Members were informed of the various programs of study being offered at UG/PG levels across the Schools of Engineering, Management, Law, and Education – specifically intake numbers and eligibility criteria/fees being followed.

Members were given an overview of the UG admission process followed by the University for intake of Batch 2021, specifically merit being drawn based on the scores obtained by candidates in JEE (Main), CLAT/LSAT (for law), SAT-I/II, ACT, and PCM% obtained in the Class X/XII examinations with personal interviews to make the process more rigorous and selective.

The members were also informed that the M.Tech and Ph.D selections were finalized based on performance of a candidate in the technical interview conducted by a Selection Committee comprising the VC, Deans, relevant HOD and senior faculty, to make the process rigorous and transparent.

The number of seats for each of program of study, admission procedure, fee structure and admission status were presented.

ITEM-4: ACADEMIC RELATED ISSUES – CURRICULA/REGULATIONS FOR VARIOUS UG/PG PROGRAMS

Curricula details for the new UG/PG programs were presented and comments/suggestions made by members were duly discussed. Programs considered by the Council are:

- 4-years B.Tech. Mechatronics and Nanotechnology
- 3-years B.A. - Economics & Finance
- 3-years BBA - Digital Technologies and Computational Business Analytics
- 5-years Integrated BA.LLB (Hons) and BBA.LLB (Hons)
- 2-years M.Tech. - Autonomous Electric Vehicles, and Computer Aided Structural Engineering

The ensuing deliberations saw some quality suggestions that came from the external members, specifically

- Social Sciences courses be integrated in core subjects in the curriculum so that enough exposure is provided to students in multi-disciplinary subjects besides technical subjects
- Providing motivation to girl students to complete their law programs of study so that they can then effectively support empowerment of women in today's society
- Deep focus on research programs to aid in effective teaching
- Basic grounding to be provided to engineering students in the social sciences, political science and societal development. Focus to be given to philosophy and literature – as these are also becoming relevant for students across all disciplines
- Re-examining offering courses in entrepreneurship in the first few semesters

The above deliberations/discussions were recorded.

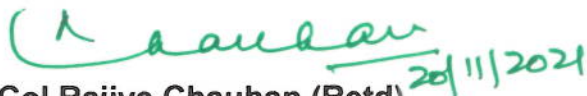
ITEM-5: INFORMATION RELATED TO FACULTY

The Council appreciated that the University has maintained highest standards in recruitment of faculty in that only those with Ph.D. as basic qualification have been selected and offered employment. Efforts shall be made to maintain similar guidelines during future selection of faculties.

Members noted that against the approved intake of 145 faculty, the University had 130 faculty, of which 23 are Professors, 30 Associate Professors, and 77 Assistant Professors.


ITEM-6: ANY OTHER ITEM, DECIDED BY THE CHAIRMAN AND FIXING OF DATE FOR THE NEXT MEETING OF THE COUNCIL

The date of the next meeting shall be decided and communicated shortly. Since there were no other points, the meeting ended with a vote of thanks to the Chair.



Col Rajive Chauhan (Retd)
Acting Registrar

Confirmed



Dr Yajulu Medury
Vice Chancellor &
Chairman, Academic Council
Mahindra University, Hyderabad

MINUTES OF THE THIRD MEETING OF THE GOVERNING BODY OF MAHINDRA UNIVERSITY, HYDERABAD, HELD ON MAY 10, 2021
(in virtual mode)

Mr Anand Mahindra Chancellor, Mahindra University	Chairman
Dr Yaj Medury Vice Chancellor, Mahindra University	Member
Mr Sandeep Kumar (FAC), IAS Principal Secretary (Education) Government of Telangana	Member
Ms Shobha Kamineni Executive Vice Chairperson Apollo Hospitals Enterprise Limited Hyderabad	Member
Mr Aditya Puri Former CEO, HDFC Bank	Member
Ms Dhanashree Bhat Tech Mahindra, Hyderabad	Member
Mr B K Mishra Tech Mahindra, Hyderabad	Member
Mr Vineet Nayyar Chairman, MEI	Special Invitee
Mr C P Gurnani MD & CEO, Tech Mahindra	Special Invitee
Mr Shivanand Raja	Special Invitee
Col Rajive Chauhan (Retd) Acting Registrar, Mahindra University	Member Secretary (without voting rights)

ITEM-1: WELCOME AND OPENING REMARKS BY THE CHAIRMAN

The Chancellor, being the Chairman of the meeting, accorded a very warm welcome to all the members for having made it convenient to join the deliberations of the Third Meeting of the Governing Body of the University.

The Chairman welcomed, on behalf of all members, Mr Sandeep Kumar Sultania, (FAC), IAS - Secretary (Education) Government of Telangana

as a member of the Governing Body, in place of Smt Chitra Ramachandran, IAS (who has superannuated on 30th April 2021).

The Governing Body overwhelmingly expressed their gratitude for her advice and guidance in the establishment and development of Mahindra University.

ITEM-2: GRANT OF LEAVE TO MEMBERS NOT ABLE TO ATTEND THE MEETING

Leave of absence was granted to the following members:

-Mr Sandeep Kumar (FAC), IAS	Member
-Mr Aditya Puri	Member
-Ms Shobha Kamineni	Member

ITEM-3: TO RECEIVE AND CONFIRM THE MINUTES OF THE 2nd MEETING OF THE GOVERNING BODY HELD ON 06th NOV 2020 AND ACTION TAKEN REPORT

Members of the Governing Body confirmed the minutes of the last meeting held on 06th November 2020, and also noted the Action Taken Report.

ITEM-4: TO RECEIVE THE REPORT ON THE VARIOUS ACTIVITIES IN THE UNIVERSITY SINCE THE LAST MEETING

Vice Chancellor made a detailed presentation on current activities in the University – covering aspects related to faculty research and externally funded projects, student activities and other achievements.

The Governing Body appreciated and congratulated Professor Bishnu Pal, Dean on being named the 2021 recipient of the SPIE Maria J Yzuel Educator Award, presented annually in recognition of outstanding contributions to optics education by a SPIE instructor or an educator in the field.

Further during the course of his presentation, the VC pointed out that Terahertz (THz) radiations find wide-ranging applications. However, most of the research institutes and industries still rely on foreign manufacturers for THz accessories and devices. Realizing the huge market potential for THz components in the Indian context, and specifically, which can be fulfilled utilizing metamaterials inspired technology – Mahindra University (Physics Department) had initiated a pilot project for manufacture and supply of such components. MU has now been approached (on a commercial basis) to supply several terahertz components to a DRDO funded establishment ACRHEM, (Advanced Center for Research in High

Energy Materials) located in the University of Hyderabad campus through a competitive purchase procedure (valued at Rs 6 lakhs).

All these components will be designed, manufactured and tested at the MU research labs before supplying to the customer, ACRHEM, UoH. So far ACRHEM was purchasing such components from foreign manufacturers. This procurement fits well as a part of make in India initiative. Successful implementation of this order can lead to broad scale development of terahertz components targeting Indian market in near future.

The same was noted by the Governing Body.

ITEM-5: SCHOOL OF MANAGEMENT – ACADEMIC PARTNER, ETC.

The Governing Body was apprised of our ongoing endeavor to make our students truly global citizens, and that following discussions over the past 5-6 months, we have entered into a collaboration with SC Johnson School of Business (Cornell University) as “Academic Partner” of the School of Management, Mahindra University. The collaboration envisages activity with Cornell over the duration 2021-2025, and broadly covers the following items:

- (a) Academic Consulting – Curriculum Plan, Development & Validation, Implementation
- (b) Cornell faculty on campus (one session of one week, 5 full teaching days of 8 hours per day)
- (c) Student Immersions (3-weeks program at Cornell University, Ithaca (NY)), and
- (d) e-Cornell Expert Led Online Programs

Additionally, Cornell is interested in providing a pathway for future collaborations on master degree education, and have expressed an interest and look forward to building a long-lasting partnership with Mahindra University and undertaking future conversations on such educational collaborations.

The same was approved by the Governing Body.

ITEM-6: POLICY ON RESEARCH INCENTIVES

It was brought to the notice of the Board that in order to succeed in the business school space, MUSOM needs to differentiate itself based on research – in line with some of the top business institutions in the country. Accordingly, a “Policy on Research Incentives” was presented to the Governing Body for discussion and approval.

The Governing Body accorded its approval to the policy.

ITEM-7: TO RATIFY DESIGNATION OF LECTURER IN FACULTY CADRE

The Governing Body considered and accorded its approval to the proposed revised faculty cadre at the University.

ITEM-8: TO NOTE ADMISSION RELATED MATTERS FOR ACADEMIC SESSION 2021-22

Revised programs and admissions proposal for Academic Session 2021-22 was considered and duly approved by the Governing Body.

ITEM-9: TO RATIFY APPOINTMENTS OF FACULTY AND STAFF SINCE LAST MEETING

The selection of faculty and staff as per item of the Agenda was ratified by the Members.

ITEM-10: INCORPORATING MAHINDRA E-HUB AS A SECTION 8 COMPANY

With a view to availing external grants under various incubation schemes of the Government of India/State Governments/other bodies, the Governing Body considered and approved the establishment of the Mahindra e-Hub (Me-H), as a Special Purpose Vehicle (SPV) incorporated as a Section 8 not-for-profit company.

ITEM-10.1: ADDITIONAL AGENDA ITEM

The audited accounts of the University along with the draft Audit Report audited by M/s M Bhaskara Rao & Co., Chartered Accountants was deliberated by the Governing Body, who also took note of the record of the Auditor's Report for the period under review. The same was approved.

Members also requested that henceforth, Audited Accounts & Audit Report be presented to the Governing Body by the auditor.

ITEM-11: ANY OTHER ITEM, DECIDED BY THE CHAIRMAN AND FIXING OF DATE FOR THE NEXT MEETING OF THE GOVERNING BODY

Since there were no other points, the meeting ended with the vote of thanks to the Chair.

U. Chauhan
21/5/2021
Col Rajive Chauhan (Retd)
Acting Registrar

Confirmed

Approved
Anand

Sent from my iPad

On 20-May-2021, at 09:57, Yajulu Medury <yc@mahindrauniversity.edu.in> wrote:

CAUTION: This email originated from outside of the Mahindra organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear Anand

Further to the Third Meeting of the Governing Body of Mahindra University, held on Monday 10th May 2021 under your chairmanship, please find attached the draft of the minutes of the meeting.

Request your kind perusal and approval so that these may be issued to all members accordingly.

Regards.
Yaj

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Mr Anand Mahindra
Chancellor and Chairman
The Governing Body
Mahindra University
Hyderabad

Annexure I

POINTS OF DISCUSSION

1. Issues related to marketing (especially in the NE regions), outreach assistance, inputs from Cornell vis-à-vis their experiences in admissions and fund raising were discussed by Members. Suggestions were put forth on examining the quality of applications and ensuring that we are able to attract the creme-de-la-crème to our various programs of study.
2. Members deliberated on how Mahindra University could create quality academics, pedagogy, and curricular offerings and how do we work towards development of the University eco-system.
3. With regards to the new BBA program in Digital Technologies, discussion focused on the need for certified digital technology individuals. Mahindra University to work with Dilip Keshu & BORN for offering executive development programs in this area.
4. Members took note of the demise of Professor Vasudeva Murthy (Mathematics) due to COVID, and expressed their condolences. It was decided to explore the
5. possibility of instituting an annual scholarship in his name for the best student in the Computation & Mathematics program.
6. Members were also apprised that faculty/non-faculty staff pay scales have remained un-revised since their implementation in 2014. They were informed that the University has undertaken a revision exercise, and the recommendations will be presented to the Governing Body in the next meeting.

**MINUTES OF THE COMBINED MEETING OF THE GOVERNING BODY & BOARD
OF MANAGEMENT OF MAHINDRA UNIVERSITY, HYDERABAD, HELD ON
NOVEMBER 29, 2021
(in virtual mode)**

GOVERNING BODY

Mr Anand Mahindra	Chairman
Mr Sandeep Kumar Sultania, IAS	Member
Ms Shobana Kamineni	Member
Mr Aditya Puri	Member
Ms Dhanashree Bhat	Member
Mr BK Mishra	Member
Mr Vineet Nayyar	Special Invitee
Mr CP Gurnani	Special Invitee
Mr Shivanand Raja	Special Invitee
Dr Yajulu Medury	Member
Col Rajive Chauhan (Retd.)	Non-Member Secretary

BOARD OF MANAGEMENT

Mr Vineet Nayyar	Chairman Emeritus
Mr CP Gurnani	Member
Dr Yajulu Medury	Member
Mr Ulhas Yargop	Member
Ms Anuja P Mahindra Sharma	Member
Dr Mukti V Khaire	Member
Mr Zhooben Bhiwandiwala	Member
Mr Shivanand Raja	Special Invitee
Mr Milind Kulkarni	Special Invitee
Prof Bishnu Pal	Member
Prof Arya Bhattacharya	Member
Prof Rama Velamuri	Member
Prof Sridhar Acharyulu	Member
Col Rajive Chauhan (Retd.)	Non-Member Secretary

ITEM-1: WELCOME AND OPENING REMARKS BY THE CHAIRMAN

The Chancellor, being the Chairman of the meeting, accorded a very warm welcome to all the members for having made it convenient to attend, and conveyed his best wishes to all members and their families specially during this pandemic time.

ITEM-2: GRANT OF LEAVE TO MEMBERS NOT ABLE TO ATTEND THE MEETING

Leave of absence was granted to the following members:

- | | |
|-------------------------------|-------------|
| - Mr Sandeep Kumar (FAC), IAS | Member, GB |
| - Mr Aditya Puri | Member, GB |
| - Prof S Acharyulu | Member, BOM |

ITEM-3: TO RECEIVE AND CONFIRM THE MINUTES OF THE 3rd MEETING OF THE GOVERNING BODY / BOARD OF MANAGEMENT HELD ON 10 MAY 2021 & 29 APRIL 2021 RESPECTIVELY AND ACTION TAKEN REPORT

Members confirmed the minutes of the last meeting, and also noted the Action Taken Report.

ITEM-4: TO RECEIVE THE REPORT ON THE VARIOUS ACTIVITIES IN THE UNIVERSITY SINCE THE LAST MEETING

Vice Chancellor made a detailed presentation on current activities in the University – covering aspects related to faculty research and externally funded projects, student activities and other achievements.

The same was noted by the Members.

ITEM-5: TO RECEIVE THE MINUTES OF THE SECOND MEETING OF THE ACADEMIC COUNCIL HELD ON 29 OCTOBER 2021

Members were apprised of deliberations at the recently held Second Meeting of the Academic Council of the University, wherein discussions centered around the new UG/PG courses being offered during Academic Year 2021-2022 – B.Tech. in Mechatronics and Nanotechnology; BA in Economics & Finance, BBA in Computational Business Analytics and Digital Technologies; 5-years Integrated BA.LLB (Hons) and BBA. LLB (Hons); and the PhD program in Education.

The same was approved by the Members.

ITEM-6: TO NOTE ADMISSION RELATED MATTERS FOR ACADEMIC SESSION 2021-22 AND PROJECTIONS FOR 2022-23

Members noted program offerings for academic session 2021-22, as well as new programs to be offered in 2022-23.

It was suggested that MU could go in for an externally conducted study to examine our fee structure vis-à-vis fees being charged by major players in the higher education segment - specifically to get a study conducted to detail out how our fees compare to various institutions in the segments given above. As far as possible, we would like as much as of the Indian higher education universe to be broadly covered. Need output in tabular as well as in quadrant chart to show where we are compared to other institutions (which makes it easy for senior management to quickly understand). As part of this study, we will need inputs on applying a differential fee structure to engineering courses which are not very much in high demand (such as Civil, EEE, and Mechanical Engineering). Members requested that the study report be presented in the next meeting for discussion.

Members duly noted the agenda item and approved the same.

ITEM-7: FACULTY RELATED INFORMATION

Members were apprised about the current and projected strength of faculty at the University. Members took note of the same.

ITEM-8: CENTRE FOR EXECUTIVE EDUCATION – ACTIVITY PLAN

Activity Plan for the Centre for Executive Education was presented to members, focusing on the aspects of Program Development & Marketing Plan, and Program Portfolio and Pricing Strategy.

Members discussed ways the CEE could differentiate itself from existing centres at the IIMs/ISB/other schools and also faculty expertise in providing executive courses in disciplines ranging from engineering / technology to management and law – all of which are greatly impinging on businesses today. It was opined that incorporating such additional insights into the plan would greatly assist in the development of the CEE over the coming years.

ITEM-9: STUDENT – COVID RELATED ISSUE

Members were apprised that due to the pandemic 2 students had lost their fathers, who were the major bread-winners. Accordingly, basis their request it was proposed to grant tuition and hostel fee waiver to the 2 students, namely, Stuti Agarwal (Batch 2019) and Manish Kumar (Batch 2020).

Chancellor suggested that Mahindra University may approach Mahindra Foundation for provision of said assistance. Accordingly members approved the item.

ITEM-10: ANY OTHER ITEM, DECIDED BY THE CHAIRMAN AND FIXING OF DATE FOR THE NEXT MEETING OF THE GOVERNING BODY

Members were informed about the funds required for development of University infrastructure over the next 2-3 years. The need for securing a loan for Rs 30 crores was presented for approval.

Chancellor requested that the Financial Plan be presented at the next meeting – detailing the exact requirement of funds to be raised and a comparative analysis be provided with the initial business plan of the University.

Members also requested for a detailed update on the Master Plan of the University, with a presentation by the Architect to be scheduled soon.

It was also suggested that specific Committees related to development of the University be constituted, covering areas such as Master Plan Design, Finance, and other governance related mechanisms so that interested members may provide their valuable inputs accordingly. It was agreed to include this in the agenda for the next meeting.

Chancellor also took the opportunity to express his delight at the excellent progress made by the University in a very short span of time.

Since there were no other points, the meeting ended with the vote of thanks to the Chair.



13/12/2021

Col Rajive Chauhan (Retd)
Acting Registrar



Confirmed

Mr Anand Mahindra
Chancellor and Chairman
The Governing Body
Mahindra University
Hyderabad

**MINUTES OF THE COMBINED MEETING OF THE GOVERNING BODY &
BOARD OF MANAGEMENT OF MAHINDRA UNIVERSITY HELD ON 23rd JULY
2022 AT 1430 HRS AT MU CAMPUS, HYDERABAD**

Present:

Name

Mr Anand Mahindra	Chairman – Governing Body	GB
Ms Shobha Kamineni	Member (online)	GB
Mr Vineet Nayyar	Member	GB/BoM
Mr CP Gurnani	Member	GB/BoM
Dr Mukti Khaire	Member	BoM
Mr B K Mishra	Member	GB
Mr Ulhas Yargop	Member (online)	BoM
Mr Milind Kulkarni	Member (online)	BoM
Dr Yajulu Medury	Member	GB/BoM
Dr Bishnu Pal	Member	BoM
Dr Arya Bhattacharya	Member	BoM
Col Rajive Chauhan (Retd.)	Non-Member Secretary	GB/BoM

ITEM-1: WELCOME AND OPENING REMARKS BY THE CHAIRMAN

The Chancellor, being the Chairman of the meeting, accorded a very warm welcome to all the members for having made it convenient to attend. He expressed his appreciation for Convocation 2022 held at the University campus for graduating batches 2016/2017/2018.

ITEM-2: GRANT OF LEAVE TO MEMBERS NOT ABLE TO ATTEND THE MEETING

Leave of absence was granted to following members of the Governing Body/Board of Management:

V Karuna	Member	GB
Dhanashree Bhat	Member	GB

Anuja P Mahindra Sharma	Member	BoM
Zhooben Bhiwandiwala	Member	BoM
Rama Velamuri	Member	BoM
Sridhar Acharyulu	Member	BoM

ITEM-3: MU REVIEW – PRESENTATION AND DISCUSSION

The Vice Chancellor through a detailed presentation, briefed all members on the diverse nature of activities and achievements of faculty and students at the University; existing/proposed new Schools/programs of study; existing/projected intake of students/faculty; admissions 2022; placement details for Batch 2018-22; and the recently released NIRF 2022 Ranking.

Members were informed of proposal to start academic activities at the School of Hospitality Management from AY 2023 in collaboration with Nolan Cornell SC Johnson College of Business (presently ranked No 1 world-wide). It was suggested to include Mahindra Holidays in further discussions.

With regard to programs of study at the Indira Mahindra School of Education, members advised to look at opportunities for incorporating a full year of teaching internship. Members were informed of the new Dean (to join by 1 September) and of starting the MA (Education) from AY 2023.

It was further opined that going forward, the School of Media & Liberal Arts should be split into two distinct specializations – School of Media and the School of Liberal Arts. Members were also informed regarding the potential to offer 4-year BA/BBA programs vis-à-vis the existing 3-years duration on account of the NEP 2020.

ITEM-4: TO RECEIVE AND APPROVE THE ANNUAL ACCOUNTS OF THE UNIVERSITY FOR THE FY ENDED 31st MARCH 2022

Members approved the Annual Accounts of the University for the FY ended 31st March 2022, which had been circulated to all.

**ITEM-5: ANY OTHER ITEM, DECIDED BY THE CHAIRMAN AND FIXING OF
DATE FOR THE NEXT MEETING OF THE COUNCIL**

The date of the next meeting shall be decided and communicated shortly. Since there were no other points, the meeting ended with a vote of thanks to the Chair.


29/8/2022

**Col Rajive Chauhan (Retd.)
Acting Registrar**



Confirmed

**Shri Anand Mahindra
Chancellor & Chairman
The Governing Body
Mahindra University, Hyderabad**

**MINUTES OF THE SECOND MEETING OF THE BOARD OF MANAGEMENT OF
 MAHINDRA UNIVERSITY, HYDERABAD, HELD ON 29th OCTOBER 2020
 (in virtual mode)**

Mr Vineet Nayyar Chairman, MEI	Member & Emeritus Chairman
Dr Yajulu Medury Vice Chancellor, Mahindra University	Chairman
Mr C P Gurnani MD & CEO Tech Mahindra	Member
Ms Anuja P Mahindra Sharma	Member
Dr Mukti V Khaire Professor Cornell Tech, USA	Member
Mr Ulhas Yargop Chairman Bristlecone	Member
Mr Zhooben Bhiwandiwala President - Mahindra Partners & Group Legal	Member
Dr Bishnu Pal Dean Mahindra University	Member
Dr Arya Bhattacharya Dean Mahindra University	Member
Mr Milind Kulkarni Tech Mahindra	Special Invitee
Mr Shivanand Raja Tech Mahindra	Special Invitee
Col (Retd) Rajive Chauhan Acting Registrar, Mahindra University	Member Secretary (without voting rights)

ITEM-1: WELCOME AND OPENING REMARKS BY THE CHAIRMAN

The Vice Chancellor, being the Chairman of the meeting, accorded a very warm welcome to all the members for having made it convenient to join the deliberations of the second meeting of the Board of Management of the University.

He explained that over a period of next 5 Years, the University shall progressively increase the student strength to 4000 plus; studying diversified programs in various Schools. The aim of the management is to provide an academic ambience which coupled with quality faculty, infrastructure, and learning environment enables students to flourish and become competent to fulfill their dreams. He envisioned the University as a Centre of Excellence in research and development and to be benchmarked amongst the top Global Educational Institutions, to attract the best and brightest aspirants. Mr Nayar sought views, ideas, suggestions and participation of all present towards fulfillment of the vision and mission set forth for the University, and requested the Vice Chancellor to present the agenda items for kind perusal of all members.

During the course of presentation of the agenda and discussion, members shared their experiences, expectations and suggestions towards enhancement of standards and development of the University.

ITEM-2: GRANT OF LEAVE TO MEMBERS NOT ABLE TO ATTEND THE MEETING

All members were present.

ITEM-3: TO RECEIVE AND CONFIRM THE MINUTES OF THE 1st MEETING OF THE BOARD OF MANAGEMENT HELD ON 20th JULY 2020 AND ACTION TAKEN REPORT

Members of the Board of Management confirmed the minutes of the last meeting held on 20th July 2020, and also noted the Action Taken Report.

ITEM-4: TO RECEIVE THE REPORT ON CURRENT ACTIVITIES IN THE UNIVERSITY

The report on current activities in the University covered aspects related to vision and progress made including various milestones, academic aims and goals, faculty enhancement, research and development activities and additions made/being made in the infrastructure.

Information on engagement of faculty in various Conferences was provided to all members, (i) VAIBHAV (Vaishwik Bhartiya Vaigyanik Summit) – which is organized by the Government of India, with participation of 2 senior faculty from Mahindra University (a first from private university system), (ii) MURS (Mahindra University Research Symposium 2020), (iii) ICMLDS 2021 (International Conference on Machine Learning & Data Science, and (iv) The International Conference on Emerging Techniques in Computational Intelligence (ETCI-2021).

The members during the course of discussion shared their experiences, expectations and suggestions towards enhancement of standards and development of the University.

ITEM-5: TO RECEIVE THE MINUTES OF THE 1st ACADEMIC COUNCIL MEETING HELD ON 6th OCTOBER 2020

Members were apprised that the Academic Council (AC) of the University, which comprises external academicians and industry professionals, held its first meeting on 6th October 2020.

Academic rules for the B. Tech and PhD programs, as recommended by the Academic Council were approved by the Board of Management for implementation.

Basis the Minutes of Meeting of the Academic Council, curricula for all programs of study, modified grading system, and other relevant matters were considered and approved by the Board.

The Board took note of the minutes of the First Academic Council, and approved the same for implementation.

ITEM-6: TO NOTE THE ADMISSION STATUS FOR ACADEMIC SESSION 2020-21 AND CONSIDER ADMISSION POLICY FOR ACADEMIC SESSION 2021-22

The Board noted the details of admissions made for academic session 2020-21.

Programs and admission proposal for Academic Session 2021-22 was considered and approved as proposed in the Agenda.

ITEM-7: TO RATIFY APPOINTMENTS OF FACULTY AND STAFF SINCE LAST MEETING OF THE BOARD OF MANAGEMENT

Members were informed that the University has maintained highest standards in selection of faculty and non-teaching staff, in that only those with PhD as basic qualification from either the IITs or noted overseas institutes or equivalent institutions have been enrolled.

All efforts are made to retain the faculty by ensuring satisfactory service conditions.

The selection of faculty and staff as per Item of the Agenda was ratified by the Board.

ITEM-7.1: ADMISSION AND FEE CONCESSION FOR WARDS OF MAHINDRA UNIVERSITY FACULTY/NON-TEACHING STAFF

Members were apprised of the need for provision of admission in appropriate schools/disciplines as well as fee concession to wards of Mahindra University Faculty/NT staff.

The Board took note of the same and recommended to be taken up for approval by the Governing Body.

ITEM-8: ANY OTHER ITEM, DECIDED BY THE CHAIRMAN AND FIXING OF DATE FOR THE NEXT MEETING OF THE BOARD OF MANAGEMENT

Since there were no other points, the meeting ended with the vote of thanks to the Chair.


12/11/2020
Col Rajive Chauhan (Retd)
Acting Registrar

Confirmed


12 Nov 2020
Dr Yajulu Medury
Vice Chancellor and Chairman
The Board of Management
Mahindra University
Hyderabad

**MINUTES OF THE COMBINED MEETING OF THE GOVERNING BODY & BOARD
OF MANAGEMENT OF MAHINDRA UNIVERSITY HELD ON 10th FEBRUARY
2023 AT 1530 HRS IN HYBRID MODE**

Present:

Name

Mr Anand Mahindra	Chairman – Governing Body
Mr Ranjan Pant	Member
Mr BK Mishra	Member
Mr Vineet Nayyar	Member
Mr CP Gurnani	Member
Ms Anuja P Mahindra Sharma	Member
Dr Yajulu Medury	Member
Dr Bishnu Pal	Member
Dr Arya Kumar Bhattacharya	Member
Dr Ramakrishna Velamuri	Member
Dr Srinivasa Rao Srungarapu	Member
Dr Rajinder Singh Chauhan	Member
Mr Shivanand Raja	Special Invitee
Col (Retd.) Rajive Chauhan	Non-Member Secretary

In virtual mode

Ms Shobana Kamineni	Member
Mr Zhooben Bhiwandiwalla	Member
Mr MM Murugappan	Member
Mr Milind Kulkarni	Special Invitee

[Also present – Mr Rahul Kumar and Mr Anirban Ghosh]

ITEM-1: WELCOME AND OPENING REMARKS BY THE CHAIRMAN

The Chancellor, being the Chairman of the meeting, accorded a very warm welcome to all the members collectively for having made it convenient to attend.

ITEM-2: GRANT OF LEAVE TO MEMBERS NOT ABLE TO ATTEND THE MEETING

Leave of absence was granted to following members of the Governing Body/Board of Management:

Mrs V Karuna / Mr Ulhas Yargop / Ms Dhanashree Bhat / Dr Mukti Khaire / Dr Sridhar Acharyulu

ITEM-3: TO RECEIVE AND CONFIRM THE MINUTES OF THE 6TH MEETING OF THE GOVERNING BODY/BOARD OF MANAGEMENT HELD ON 27TH OCTOBER 2022 AND ACTION TAKEN REPORT

Members received and confirmed the minutes of the Combined Meeting of the Governing Body and Board of Management held on 27th October 2022.

ITEM-4: TO RECEIVE THE REPORT ON VARIOUS ACTIVITIES IN THE UNIVERSITY SINCE THE LAST MEETING

The Vice Chancellor through a detailed presentation split into 3 segments – (i) Where we stand; (ii) What are we doing; and (iii) Rise of the Future Engineer/Manager - briefed all members on the diverse nature of activities and achievements of faculty and students at the University; existing/proposed new Schools/programs of study; existing/projected intake of students/faculty; scholarships for AY 2022-23; projected admissions 2023; placement details for Batch 2019-23.

The presentation covered areas related to progress made on the research activities, and upcoming major conferences/events. Members strongly pushed for an academic collaboration with Nolan School of Hospitality Management, Cornell for the upcoming School of Hospitality Management at the University.

Members were apprised on steps being taken to incorporate aspects of Sustainability into the curricula of courses being offered by the various Schools at the University, and also riding on the strength of the Mahindra Group in this area. Suggestions were made to look into the details on **SLUSH** event that takes place in Finland every year and if the same can be organized in collaboration at Mahindra University. With regards to MU Financials, Chairman opined that going forward Academic Year projections be used as the base (with Financial Year projections meant for audit purposes).

Members requested for a detailed presentation of ongoing and projected/proposed activities of the Center for Executive Education at the next meeting.

ITEM-5: NT STAFF - RE-DESIGNATION – FOR APPROVAL

Members were briefed on the need for re-designation of NT Staff to take into account designations being used by the university eco-system, without involving any financial implication. Following discussions, the said Item was approved by the Board.

ITEM-6: REVISED BUDGET – FOR APPROVAL

Item covered under Item 4.

ITEM-7: ECOLE CENTRALE SCHOOL OF ENGINEERING – DEPARTMENT NAME CHANGE

Members took note of increased activity/student interest in the areas of aerospace and computer engineering related, and accordingly endorsed the name change of the Department of Mechanical Engineering to Mechanical and Aerospace Engineering, and the Department of Electrical & Electronics Engineering to Electronics and Computer Engineering.

ITEM-8: CENTRE FOR SUSTAINABILITY - REPORT

Item covered under Item 4.

ITEM-9: ANY OTHER ITEM, DECIDED BY THE CHANCELLOR AND FIXING OF DATE FOR THE NEXT MEETING

The Board took into consideration exit of Mr BK Mishra from the Governing Body, and placed on record his active and enthusiastic contribution in the development of the University to date.

Since there were no other points, the meeting ended with a vote of thanks to the Chair.

- Signed -

Col Rajive Chauhan (Retd)
Registrar



Confirmed

Approved vide email dated Saturday 18th February 2023

Shri Anand Mahindra
Chancellor & Chairman
The Governing Body
Mahindra University, Hyderabad

Report on Status of Implementation of BoS in AI and CSE, conducted on 24th March, 2021

Report prepared on 5th Oct., 2021.

The suggestions made by BoS external experts on the new curriculum for B.Tech in AI may be broadly classified into two types: (a) recommendations on approach, and (b) specific suggestions related to courses.

Suggestions made by the external experts on the existing curriculum for B.Tech in CSE relate only to recommendations on specific courses.

The status of implementation of the suggestions by the experts in the BoS are provided in the paragraphs below. The MoM of the BoS is attached with this document as Appendix I. The consequent curricula at a higher level, post-BoS, for both AI and CSE, are provided in Appendix II.

Suggestions on B.Tech in AI and implementation status:

With reference to suggestions of type (a), i.e. recommendations on approach, the following important proposals were made:

1. There should be more stress on the basic foundational subjects related to AI and Machine Learning in the earlier semesters, from semesters two to four
2. The concept of theme areas are good but, the theme area of *Cybersecurity* is extraneous to the thrust of this course and should be removed, and a new theme area of *Machine Learning in Communications* be introduced.

Mapping of the above suggestions to curriculum:

1. With reference to strengthening the foundational subjects, a new course (3 Credits) *Optimization techniques in AI* is introduced in Semester 3. Further, the original course *Artificial Intelligence* in Semester 4 is now modified to *Artificial and Computational Intelligence* and is now made into a 4 Credit course. Also, the course *Machine Learning and Python* in Semester 3 is shifted to semester 4 and enhanced with content on different types and architectures of Neural Networks with the number of Credits correspondingly increased to 4
2. Regarding the theme areas, *Cybersecurity* is now removed as a theme area. However, the suggested theme area related to *Machine Learning in Communications* could not be introduced right now as more interdisciplinary discussions are needed on the foundational course for this area (please note each theme has two courses, a basic and an advanced, placed sequentially). However, in principle it is agreed to introduce this theme area in the next few years.

There were a few suggestions of the type (b), i.e. specific suggestions related to courses. These suggestions may be found in the MoM, Appendix 1. The suggestions were made individually as found appropriate without concurrently observing the implications in terms of net credits, distribution of load and credits across semesters, and also the need to accommodate quite a few additional credits related to Humanities, Management and Entrepreneurship, etc. made common across all B.Tech programs in the University. So while some of the suggestions have been implemented, some could not be implemented in toto.

Listed Suggestions that are implemented:

- Suggestion 2.k, i.e. Optimization in AI / ML.
- Suggestion 2.l, Neural Networks. This is introduced in the Machine Learning course in Sem 4, and again is taken up in Sem 6 in *Neural Networks and Deep Learning*. It may be noted that Neural Networks also appear in advanced and state-of-art implementations in the courses on *Computational Sequence Modelling* and *Reinforcement Learning* that appear in Semester 7.
- Suggestion 2.u on *Computational Social Networks* exist as an elective course.
- Suggestion 2.x on AR & VR as an Elective; this is being offered by Dept. of EEE and can be taken by AI students.

Listed suggestions that could not be implemented with reasons:

- Suggestion 2.t, Game Theory and related topics as a semester course. Could not be implemented due to credit constraints. However, Game Theory appears as a topic in *Artificial and Computational Intelligence*, Semester 4.
- Suggestion 2.q: *Signals and Systems* remains as a subject in Sem 3, and cannot be pushed elsewhere. Part of the reason is that this subject is taken by EEE faculty who are under constraint at different semesters. Also, the desired replacement by a full course on Statistical AI cannot be implemented per se as it is also not desirable to *overstress* on the fundamentals to the neglect of various other courses (recalling that total credits remain a constraint). It is felt that an adequate grounding on the foundations has already been introduced for Semesters 3 and 4 as described above.
- Suggestion 2.m: *Quantum Mechanics* could not be introduced as a course. Partly because it is introduced as a subject in the Physics course in Sem 3, and also there is an Elective on this at the later semesters.
- Suggestion 2.v: Explainable AI as an Elective course is a good idea, but there is no faculty right now who can teach this state-of-art subject.

Suggestions on B.Tech in CSE and implementation status:

Most of the suggestion in MoM (Appendix I) are implemented. These include suggestions (3a), (3c) and (3e). PPL as an elective (3b) will be considered seriously. Also there are elective courses on simulations (3f).

Appendix 1: Board of Studies CSE & AI Curriculum

24th March,2021

Members Present in the Board:

1. External Experts:
 - Prof Shantanu Chaudhury (Prof. SC), IIT Jodhpur
 - Prof Kamal Karlapalem (Prof. KK), IIIT Hyderabad
2. Vice-Chancellor, Mahindra University, Prof. Yajulu Medury
3. Dean of Academics, Prof. Bishnu Pal
4. All Faculty of Dept. of Computer Science & Engg.

Minutes of Meeting:

1. Information on Course Codes – old (CSE & AI) (Prof. Pal)
2. BoS – AI
 - a. Focus on Outcome based curriculum – Graduation / Learning (Prof. SC)
 - b. Credit Budget – Core courses / % of CS courses / % of Humanities (Prof. KK)
 - c. Computer Vision – Statistical Pattern Recognition - Missing (Prof. KK)
 - d. Themes – to be frozen (Prof. Pujari)
 - e. Too Broad – Themes – Remove: Cyber Security (Prof. SC & Prof. KK)
 - f. Add theme area - Machine Learning in Communications (Prof. SC)
 - g. Math courses should focus on Machine Learning supportive maths i.e Knowledge Representation / Mathematical Logic / Statistics – (Prof. SC)
 - h. Re-iteration on Dependency chart slides.
 - i. B Tech in AI- Targets to: consumers or developers??? (Prof. KK)
 - j. Introduction of basic AI course 1 & 2
 - k. AI/ ML Optimization – Missing. (Sem-5)
 - l. NN in Sem-4 and forward to Deep Learning.
 - m. Quantum Mechanics (Application Orientation) – Add in 2-2 (Prof. SC)
 - n. Intro to AI & ML with Python – 3 credits are less (Prof. KK)
 - o. Sem-3 – Statistical Pattern Recognition (Prof. Pujari)
 - p. ToC – push as elective course – Replace it with Optimization course
 - q. Signal and Systems – push to next sem and replace it with Statistical AI
 - r. Mathematics-3 can consists of Stochastic Process or as a separate course
 - s. Advanced NN – replace it with Deep Learning (make all sem-6 courses as 4 credit courses)
 - t. Game Theory – AI Mechanics – Multiple AI Systems. (Semester Course)
 - u. Traditional Data mining & Data warehousing (Hann’s Book) – As a course (Prof. KK) – Focus on data perspective.
 - v. Explainable AI – as an Elective (Prof. SC)
 - w. Social Network – Elective course??
 - x. AR & VR related course – Elective – Strong Recommendation

3. BoS – CSE

- a. ToC – Push to next Sem
- b. PPL as Elective
- c. Big Data – Sem-6 – Replace Web Technologies.
- d. Data-warehousing & Data Mining – as an elective course. (Prof. SC)
- e. Few courses from AI can be floated as electives in CSE (Computational biology / genomics) – (Prof. SC)
- f. Add courses on Simulations / Cyber physical Systems – (Prof. SC).

Prepared by Ms. Prafulla with inputs from Dr. Sunny Rai. Approved by HoD Prof. Arya K. Bhattacharya.

Appendix II below appears in Landscape Orientation.

Appendix II : High Level Curriculum of B.Techs in AI and CSE

B.Tech in AI:

AI – R21

Sem I	Sem II	Sem III	Sem IV	Sem V	Sem VI	Sem VII	Sem VIII
Calculus & ODE 4-1-0 = 5	Linear Algebra, Complex Analysis 3-1-0 = 4	Prob & Stat. 3-1-0 = 4	Numerical Methods 3-0-2 = 4	DAA (4)	3 rd year Project 2	Final Year Project 3	Final Year Project 10
Chemistry I +Lab 2-1-2 = 4	Physics I (w/lab) 2-1-2 = 4	Physics II (w/lab) 3-1-2 = 5	DLD & CA (4)	T1*:Foundations of NLP (3)	Big Data Analytics (3)	T1**:Computational Sequence Modelling (3)	
Intro to Electrical Engg. + Lab 2-1-2 = 2	Bio (3-0-0) = 3	Data Structures 2 -2 -2 = 5	Artificial and Computational Intelligence (4)	OS (4)	T2**: NN & Deep Learning (3)	T3**/T4**/T5** (First) (3)	
Electronics + Lab 2-1-2 = 2	Intro to Computing 2-1-2 = 4	Optimization Techniques for AI 3-0-0 = 3	TC (3)	DBMS (4)	HPC (3)	T3**/T4**/T5** (Second) (3)	Open Elective IV 3-0-0 = 3
Engg. Drawing 0-0-3 = 1.5	Workshop Practice 0-0-2 = 1	Signals and Systems 3-1-0 = 4	Machine Learning + P (4)	CN-Lite (2)	T3*/T4*/T5* (First) (3)	T3**/T4**/T5** (Second) (3)	Open Elective V 3-0-0 = 3
Mechanics 2-1 -0 = 3	Earth & Env Sci 2-0-0 = 2	Prog WS (0.5)	Prog WS (0.5)	T2*: Digital Image Processing (3)	T3*/T4*/T5* (Second) (3)	Open Elective II 3	
Media Project 0-0-3 = 1.5	Discrete Math Structures (2)	Lean Start-up 0-0-3 = 1	Design Thinking 1-0-2 = 2	Intro. to Prof. Develop & Employability Skills 2-0-0 = 2	Open Elective I 3	Open Elective III 3	
English 3-0-0 = 3	AI & Humanity (1)	Economics 3-0-0=1.5 (7 wk)	Financial accounting 3-0-0=1.5 (7 wk)	HSS/Mgmt Elective I 2-0-0 = 2	HSS/Mgmt Elective II 2-0-0 = 2	HSS/Mgmt Elective III 2-0-0 = 2	
Intro. to Entrepreneurship 0-0-3 = 1	Entrepreneurship practice 0-0-2 = 1	French 0-2-0=0.5	French 0-2-0=0.5	French (optional) 0-2-0=0.5	French (optional) 0-2-0=0.5	French (optional) 0-2-0=0.5	French (optional) 0-2-0=0.5
French 0-2-0=0.5	French 0-2-0=0.5	French 0-2-0=0.5	French 0-2-0=0.5	French (optional) 0-2-0=0.5	French (optional) 0-2-0=0.5	French (optional) 0-2-0=0.5	French (optional) 0-2-0=0.5
23.5	23.5	24.5	23.5	23	24	20	16
Theme Areas: T1: NLP T2: Computer Vision T3: Robotics and Autonomous systems T4: Bio-Informatics T5: Smart Industry		T3*: Intro. to Robotics T3**: Reinforcement Learning T4*: Computational Biology T4**: Computational Genomics		T5*: Control Theory T5**: AI-Integrated IoT		Total credits: 178. T* : Basic Level T** : Advance Level	

B.Tech in CSE:

CSE–R21

Sem I	Sem II	Sem III	Sem IV	Sem V	Sem VI	Sem VII	Sem VIII
Calculus & ODE 4-1-0 = 5	Linear Algebra, Complex Analysis 3-1-0 = 4	Prob & Stat. 3-1-0 = 4	Numerical Methods 3-0-2 = 4	DAA (4)	3 rd year Project 2	Final Year Project 3	Final Year Project 0-5-8 = 10
Chemistry I +Lab 2-1-2 = 4	Physics I (w/lab) 2-1-2 = 4	Physics II (w/lab) 3-1-2 = 5	DLD & CA (4)	OOP (3)	Big Data (3)	Compiler Design (3)	
Intro to Electrical Engg. + Lab 2-1-2 = 2	Bio (3-0-0) = 3	Data Structures 2 -2 -2 = 5	Artificial and Computational Intelligence (4)	OS (4)	Computer Networks (4)	Distributed Systems (4)	
Electronics + Lab 2-1-2 = 2	Intro to Computing 2-1-2 = 4	Optimization Techniques for AI 3-0-0 = 3	TC (3)	DBMS (4)	HPC (3)	Cryptography and Network Security (4)	
Engg. Drawing 0-0-3 = 1.5	Workshop Practice 0-0-2 = 1	Signals and Systems 3-1-0 = 4	Machine Learning + P (4)	Microprocessors and Interfacing (3)	Software Engineering (3)		
Mechanics 2 -1 -0 = 3	Earth & Env Sci 2-0-0 = 2	Prog WS (0.5)	Prog WS (0.5)	Prog WS (1.0)	One of 3 AI Alternatives (3)	Open Elective I 3	Open Elective IV 3
Media Project 0-0-3 = 1.5	Discrete Math Structures (2)	Lean Start-up 0-0-3 = 1	Design Thinking 1-0-2 = 2	HSS/Mgmt Elective I 2-0-0 = 2	Open Elective I 3	Open Elective II 3	Open Elective IV 3
English 3-0-0 = 3	Entrepreneurship practice 0-0-2 = 1	Economics 3-0-0=1.5 (7 wk)	Financial accounting 3-0-0=1.5 (7 wk)	French (optional) 0-2-0=0.5	Intro. to Prof. Develop & Employability Skills 2-0-0 = 2	Open Elective III 3	Open Elective V 3
Intro. to Entrepreneurship 0-0-3 = 1	Professional Ethics 0-1-0 = 1	French 0-2-0=0.5	French 0-2-0=0.5		HSS/Mgmt Elective II 2-0-0 = 2	HSS/Mgmt Elective III 2-0-0 = 2	
French 0-2-0=0.5	French 0-2-0=0.5				French (optional) 0-2-0=0.5	French (optional) 0-2-0=0.5	French (optional) 0-2-0=0.5
23.5	22.5	24.5	23.5	21	25	22	16
Total Credits: (178)							

Board of Studies CSE & AI Curriculum

24th March,2021

Members Present in the Board:

1. External Experts:
 - Prof Shantanu Chaudhury (Prof. SC), IIT Jodhpur
 - Prof Kamal Karlapalem (Prof. KK), IIIT Hyderabad
2. Vice-Chancellor, Mahindra University, Prof. Yajulu Medury
3. Dean of Academics, Prof. Bishnu Pal
4. All Faculty of Dept. of Computer Science & Engg.

Minutes of Meeting:

1. Information on Course Codes – old (CSE & AI) (Prof. Pal)
2. BoS – AI
 - a. Focus on Outcome based curriculum – Graduation / Learning (Prof. SC)
 - b. Credit Budget – Core courses / % of CS courses / % of Humanities (Prof. KK)
 - c. Computer Vision – Statistical Pattern Recognition - Missing (Prof. KK)
 - d. Themes – to be frozen (Prof. Pujari)
 - e. Too Broad – Themes – Remove: Cyber Security (Prof. SC & Prof. KK)
 - f. Add theme area - Machine Learning in Communications (Prof. SC)
 - g. Math courses should focus on Machine Learning supportive maths i.e Knowledge Representation / Mathematical Logic / Statistics – (Prof. SC)
 - h. Re-iteration on Dependency chart slides.
 - i. B Tech in AI- Targets to: consumers or developers??? (Prof. KK)
 - j. Introduction of basic AI course 1 & 2
 - k. AI/ ML Optimization – Missing. (Sem-5)
 - l. NN in Sem-4 and forward to Deep Learning.
 - m. Quantum Mechanics (Application Orientation) – Add in 2-2 (Prof. SC)
 - n. Intro to AI & ML with Python – 3 credits are less (Prof. KK)
 - o. Sem-3 – Statistical Pattern Recognition (Prof. Pujari)
 - p. ToC – push as elective course – Replace it with Optimization course
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 - r. Mathematics-3 can consists of Stochastic Process or as a separate course
 - s. Advanced NN – replace it with Deep Learning (make all sem-6 courses as 4 credit courses)
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 - u. Traditional Data mining & Data warehousing (Hann’s Book) – As a course (Prof. KK) – Focus on data perspective.
 - v. Explainable AI – as an Elective (Prof. SC)

- w. Social Network – Elective course??
- x. AR & VR related course – Elective – Strong Recommendation

3. BoS – CSE

- a. ToC – Push to next Sem
- b. PPL as Elective
- c. Big Data – Sem-6 – Replace Web Technologies.
- d. Data-warehousing & Data Mining – as an elective course. (Prof. SC)
- e. Few courses from AI can be floated as electives in CSE (Computational biology / genomics) – (Prof. SC)
- f. Add courses on Simulations / Cyber physical Systems – (Prof. SC).

Prepared by Ms. Prafulla with inputs from Dr. Sunny Rai. Approved by HoD Prof. Arya K. Bhattacharya.



Mahindra University École Centrale School of Engineering Hyderabad

Program: M. Tech in Autonomous Electric Vehicles (AEVs)

A meeting of Board of Studies of the M. Tech in AEVs was held on 17-05-2021 at 03:00 PM in hybrid mode.

The following members were present

Academics (External):

1. Prof. Sukumar Mishra (Professor, IIT Delhi, New Delhi)
2. Prof. Malabika Basu (Professor, Technological University Dublin, Ireland)
3. Prof. Ujjwal K Kalla (Assoc. Prof, MANIT Bhopal)

Industry (External):

1. Dr. Shankar Venugopal (Vice President, Mahindra Technical Academy)
2. Dr. Uma Shankar (Chief Technical Officer, India Nippon Electricals ltd)
3. Mr. Srujan Atluri (Senior Engineer, The Volvo group)
4. Mr. Srinivas (RRT Chennai)
5. Mr. Soumyadeep Ray (KPIT, Pune)

Academics (Internal):

1. Prof. Yaj Medury (VC, Mahindra University)
2. Prof. Bishnu Pal (Dean Academics, Mahindra University)
3. Prof. Arya Bhattacharys(Dean R&D, Mahindra University)
4. Prof. J L Bhattacharya (HOD, EEE Department)
5. Prof. Sunil Bhoosan (EEE Department)
6. Prof. Bhaskar Tamma (EEE Department)
7. Prof. Bhuvaneshwari G (EEE Department)
8. Dr. Bhargavarajaram (EEE Department)
9. Dr. Manish Agarwal (MECH Department)
10. Dr. Sreedhar Madichetty(EEE Department)
11. Dr. G R Gopinath (EEE Department)

Agenda: **To approve the program outcomes and curriculum**

Dr. Sreedhar Madichetty has presented the program outcomes and curriculum to the committee. The committee has approved the following program outcomes and curriculum

Program Outcomes:

- 1) to be able to comprehend and understand the various components of an Electric Vehicle, individually and as a whole
- 2) to be able to conceptualize, design and implement an electric drive system for automobiles, along with associated electronic circuitry
- 3) to be able to characterize, and design Battery Management Systems (BMS) for Electric Vehicles
- 4) to be able to comprehend and understand the nature of intelligence in automobiles
- 5) to be able to synthesize intelligent mechanisms for improving vehicle operation
- 6) to be able to design and implement an Intelligent Transport System (ITS), with vehicular and infrastructure-based communication,
- 7) To be able to conceptualize and analyse a fully autonomous vehicle.

M. Tech in AEV Curriculum

Semester 1						
	Code	Course	L	T	P	Credits
1	6101	Power Electronics and EV Drives	3	0	0	3
2	6103	Power train architecture and Control Systems	3	0	0	3
3	6105	Embedded Systems for Automobiles	3	0	0	3
4	6107	Intelligence for Automobiles	2	0	2	3
5	6109	Power Electronics and Control Architecture Lab	0	0	4	2
6	6111	Embedded Systems for Automobiles Lab	0	0	2	1
7	6113	Design Project – 1	0	0	4	2
Total Credits						17

Semester 2

	Code	Course	L	T	P	Credits
1	6202	Battery Management Systems	3	0	0	3
2	6204	Digital Image Processing and Computer Vision for Self-Driving Cars	3	0	0	3
3	6206	Vehicular Communication Networks	3	0	0	3
4	6XXX	Elective I	3	0	0	3
5	6208	BMS and Controls Lab	0	0	4	2
6	6210	Vehicular Communication Networks Lab	0	0	2	1
7	6212	Design Project - 2	0	0	4	2
Total Credits						17

Semester 3

	Code	Course	L	T	P	Credits
1	6115	Safety and Standards in Autonomous Electric Vehicles	2	0	0	2
2	6XXX	Elective II	3	0	0	3
3	6XXX	Elective III	3	0	0	3
	6117	Master's Thesis	0	0	6	3
4	6119	Capstone Project (EV/AV Applications)	0	0	10	5
Total Credits						16

Semester 4

Code	Course	L	T	P	Credits
6214	Masters' Thesis	0	0	24	12
	Total Credits				12

MoM of HSS BOS

Held on 24th June 2021 in the Board Room, ECSOE Block, MU.

Members Present:

Vice Chancellor- Dr. Yajulu Medury

Dean Academics- Prof. Bishnu Pal

Dean Research- Prof. Arya Kumar Bhattacharya

HSS Head- Prof. Salome Benhur

HSS Department faculty

Experts Present:

Dr. Nilanjan Banik

Dr. Aparna Palle

Dr. H K Mittal (online)

- Dr. H K Mittal highlighted the importance of adopting appropriate pedagogical methods in developing entrepreneurs and start-ups.
- He suggested to create a strong entrepreneurial eco-system within the University in addition to introducing various courses.
- He recommended to create various opportunities for the students to practice entrepreneurship and venture out.
- Prof. Rama Velamuri suggested to offer 'Lean Start-up' and 'Design thinking' courses in the very first year itself instead of 2nd year.
- Dr. Nilanjan suggested that given the nature of the Economics course, to change the course title from "Economics" to "Principles of Economics".
- Concerns were raised about not having tutorials and the range of topics listed in the syllabus.
- Dr. Mittal emphasized the course to be tailor made to meet the needs of the Engineering students.
- Dr Mittal suggested to collaborate with the French embassy/Alliance Française to conduct cultural events such as contests, quizzes, poster making competitions etc. during French festivals/Francophonie day in order to engage the students effectively with the course.
- Dr Mittal also suggested to initiate "Student exchange programs" with French universities.
- In addition to 0.5 credit each already assigned to the French courses in the first 4 semesters, it was decided that 0.5 credit be given to the optional courses from 5th- 8th semesters.
- Dr Mittal's suggestions regarding the French cultural events and "Student exchange programs" with French universities were duly noted and will be implemented to motivate

the students in learning French and to explore the potential avenues in higher studies and jobs

- He also suggested to organize a French week every year with the help of French Embassy wherein various competitions could held and where French culture is showcased.
- Given the current shift to the online mode of communication, Dr. Aparna recommended that a module on the 'Use of digital technology' be introduced in the 'Business Communication' course.
- She further suggested activities/tasks to teach 'Cross-cultural communication' in the 'Interpersonal Communication' course. Both the ideas were duly noted and will be implemented.

The meeting ended with the HOD noting down the recommendations suggested by the expert committee, to be submitted.

MoM Prepared by

Salome

HSS BOS Recommendations

After a detailed discussion, following are the comments of external experts and the final recommendations of the BOS:

Entrepreneurship Development:

- Importance of adopting appropriate pedagogical methods in developing entrepreneurs and start-ups
- Create a strong entrepreneurial eco-system within the University in addition to introducing various courses
- Create various opportunities for the students to practice entrepreneurship and venture out
- To consider offering of 'Lean Start-up' and 'Design thinking' courses in the very first year itself instead of 2nd year

Economics:

- Change the course title from "Economics" to "Principles of Economics"
- Concerns were raised about lack of tutorials and the range of topics listed in the syllabus
- Course to be tailored to meet the needs of the Engineering students

French:

- Explore collaboration with the French embassy/Alliance Française to conduct cultural events such as contests, quizzes, poster making competitions etc. during French festivals/Francophonie day in order to engage the students effectively with the course
- Initiate "Student exchange programs" with French universities, so as to increase student interest in French as a language
- In addition to 0.5 credit each already assigned to the French courses in the first 4 semesters, it was decided that 0.5 credit be given to the optional courses from 5th- 8th semesters
- Organize a French week every year with the help of French Embassy wherein various competitions could held and where French culture is showcased

Communication:

- Given the current shift to the online mode of communication, it was recommended that a module on the 'Use of digital technology' be introduced in the 'Business Communication' course
- Activities/tasks to teach 'Cross-cultural Communication' in the 'Interpersonal Communication' course be included



Recommendations of the Board of Studies – M.Tech. (Computer Aided Structural Engineering)

A meeting of the Board of Studies for the M.Tech. (Computer Aided Structural Engineering) was held on Thursday, 12th August 2021 in the Senate room of Mahindra University, Ecole Centrale School of Engineering.

The following members were present:

Prof. Yajulu Medury, Vice-Chancellor	Chairman
Prof. Bishnu Pal, Dean (Academics)	Member
Prof. Arya Bhattacharya, Dean (R&D)	Member
Prof. Mahesh Tandon, Guest Professor, IIT Gandhinagar – External Expert	Member
Dr. Rupen Goswami, Associate Professor, IIT Madras – External Expert	Member
Er. Sanjay Agarwal, Head (Structures), RGEC – External Expert	Member
Er. V. N. Heggade, CEO, STUP Consultants – External Expert	Member
Dr. Prabhakar Singh, HoD (Civil Engineering)	Member Secretary

The Head of Department (Civil Engineering), started the meeting by welcoming all the members and sought the permission of members to record the meeting. Next, the HoD presented an overview of the M.Tech. (Computer Aided Structural Engineering) program for the 2 year program w.e.f. 2021.

After the detailed discussions on the curriculum, the following were the recommendations of the committee:

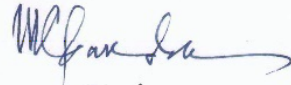
1. Topics covering the stability of structures related to wind, earthquakes, and non-linear analysis should be covered prominently. A new course titled Analysis of Framed Structures, to be offered in the first semester could cover these topics
2. The course on Advanced Cementitious Materials may be moved to the second semester to accommodate the new course.
3. Design Courses:
 - The courses Computer Aided Structural Design-I and Computer Aided Structural Design-II be renamed Computer Aided RC Design and Computer Aided Steel Design.
 - All the relevant codes apart from Indian standards should be added, topics such as *fatigue*, *S&M curves*, *stability*, and *buckling* should be mentioned explicitly in the course on Steel Design. Various design philosophies, i.e. Limit State Design (or Load and Resistance Factor Design) and Working Stress Design (or Allowable Stress Design) be covered in both the design courses.
 - Real drawings from actual sites must be included in both courses to highlight the importance of *detailing*.

- Modules on Earthquake Resistant Design should be a part of both the courses of Concrete and Steel Design. The full course on Earthquake Resistant Design may be offered as an elective. The elective course on Earthquake Resistant Design must distinguish between bridge design (with emphasis on sub-structure design) and building design (superstructure design). IRC Code on Earthquake Resistant Design of Bridges must be included.
4. A course on Foundation Engineering with emphasis on *Soil-Structure Interaction (SSI)*, must be a part of the curriculum.
 5. The course on Building Visualization must include 3D and 4D models of buildings and extraction of real 2D shop drawings from the 3D/4D models. The word *architectural modelling* may be replaced with *structural modelling*. Real drawings from actual sites should be used in the course.
 6. The elective on Repair and Rehabilitation of Structures should emphasize Fiber Reinforced Polymer, Epoxy, etc. as a material for repair with their applications
 7. Two Departmental electives should be offered, and one open elective should be offered (instead of the present one Departmental elective and two open electives)

The meeting ended with the Head of the Department, Dr. Prabhakar Singh thanking all the members for their presence and for providing their valuable suggestions to improve the curriculum. The updated curriculum is attached as an appendix.



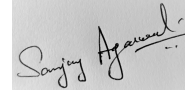
Dr. Rupen Goswami,
Associate Professor, IIT Madras
External Expert



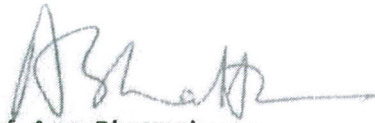
Prof. Mahesh Tandon,
Guest Professor, IIT Gandhinagar
External Expert



Er. V. N. Heggade
CEO, STUP Consultants
External Expert



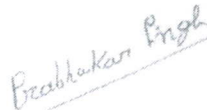
Er. Sanjay Agarwal
Head (Structures), RGEN
External Expert



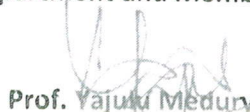
Prof. Arya Bhattacharya
Dean (R&D)



Prof. Bishnu Pal
Dean (Academics)



Dr. Prabhakar Singh
Head of Department and Member Secretary



Prof. Yajuki Medury
Vice-Chancellor and Chairman



Recommendations of the Board of Studies – B.Tech. (Civil Engineering)

A meeting of the Board of Studies for the B.Tech. (Civil Engineering) was held on Monday, 11th October 2021 in the Senate room of Mahindra University, Ecole Centrale School of Engineering.

The following members were present:

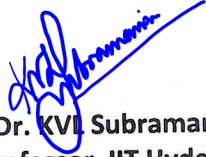
Prof. Yajulu Medury, Vice-Chancellor	Chairman
Prof. Bishnu Pal, Dean (Academics)	Member
Prof. Arya Bhattacharya, Dean (R&D)	Member
Prof. KVL Subramaniam, Professor, IIT Hyderabad – External Expert	Member
Prof. K N Jha, Professor, IIT Madras – External Expert	Member
S Suryaprakash, Satyavani Consultants – External Expert	Member
Dr. Prabhakar Singh, HoD (Civil Engineering)	Member Secretary

The Head of Department (Civil Engineering) started the meeting by welcoming all the members and sought the permission of members to record the meeting. Next, the HoD presented an overview of the B.Tech. (Civil Engineering) program w.e.f. 2021.

After the detailed discussions on the curriculum, the following were the suggestions of the committee:

1. The overall credit requirements were checked with AICTE norms and the distribution of credits was found to be fine. Further, AICTE suggests 150-160 credits for obtaining the B.Tech degree with a further 20 credits being allowed for obtaining honor's or additional minors.
2. For students opting for internship in the final semester, the grading and monitoring should be structured well. The two courses in the 8th semester may be offered online or in self-study mode to enable industry internship by students.
3. The softwares, *MS-Project* and *Primevera* should be added to the curriculum. Accordingly, the software has been added to the *Construction Planning and Management* course.
4. Software from geotechnical, transportation and water resources engineering should be added to the curriculum. Accordingly, several software from the Bentley suite and specialized software such as *Plaxis-2D*, *VISSIM* etc. have been added to the *Computing Lab* course.
5. More humanities electives should be offered, preferably in a basket format, so as to allow students to specialize in a specific liberal arts and creative arts domain.

The meeting ended with the Head of the Department, Dr. Prabhakar Singh thanking all the members for their presence and for providing their valuable suggestions to improve the curriculum. The updated curriculum is attached for reference.



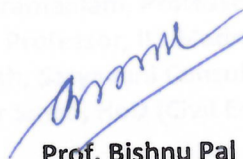
Dr. KVL Subramaniam
Professor, IIT Hyderabad
External Expert



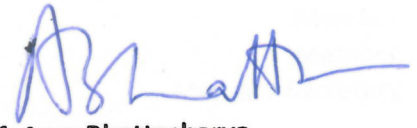
Dr. KN Jha
Professor, IIT Delhi
External Expert



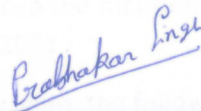
Er. S Suryaprakash
MD, Satyavani Consultants
External Expert



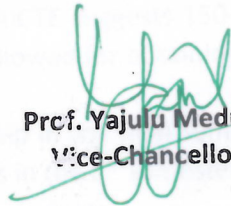
Prof. Bishnu Pal
Dean (Academics)



Prof. Arya Bhattacharya
Dean (R&D)



Dr. Prabhakar Singh
Head of Department



Prof. Yajulu Medury
Vice-Chancellor

Department of Mechanical Engineering Board of Studies (BoS) of UG in Mechanical Engineering May 25'21 Minutes of Meeting

The board of studies for Under-graduate program in Mechanical Engineering was conducted in Online mode on May 25'2021 at Mahindra University, Ecole Centrale School of Engineering, Hyderabad. The Head of Mechanical Department welcome the External (Academic & Industry) and internal academic members and presented the UG Mechanical Engineering Program curriculum to the members for discussion. The comments/suggestions from the members have been documented below.

Participating Members

1. Prof N Venkat Reddy (IIT Hyderabad): External Academic
2. Prof BSV Patnaik (IITM Chennai): External Academic
3. Mr Salil Kumar (Consultant, Worked at FEV, GE, Eicher): External Industry
4. Dr Srinivas G (MTA, MRV): External Industry
5. Dr Srinath Narayana Murthy (Technical Leader, GE LM Wind): External Industry
6. Prof Medury Yajulu (MU ECSE Vice Chancellor)
7. Prof Bishnu Pal (MU ECSE Dean Academics)
8. Faculty Members: Department of Mechanical Engineering (MU ECSE)

Comments/Suggestions from the committee

➤ Introduce

- Computer aided geometric modeling
- Digital manufacturing **in lieu** of Metrology & Computer Integrated Manufacturing
- Computers: Algorithms & problem solving (part of Numerical methods)
- Transportation stream: Autonomous vehicles **in lieu** of Rocket propulsion
- Engineering materials: material selection+ processing+
- AI & ML
- Vibration level 2
- NVH
- Optimization techniques (part of Numerical Methods)
- System engineering
- Revisit chemistry I & II contents

➤ Rename

- Physics/Chemistry I & II to reflect content
- Stream instead of "Stream Elective" & convey it as a coherent group of courses for a particular area

➤ Already considered

- System level understanding: Transducers/sensor /controls+ project

- Use of Commercial software like Ansys structures/Fluent practical
- Separate FEM & CFD
- Communication skills
- **Course positions**
 - Move Thermodynamics & Thermal engineering closer
- **Additional**
 - Move Physics 1 to Sem I: Too heavy, hence in Sem II
 - NPTEL lectures → Considering Coursera
 - Internships with credits

The Vice-chancellor and Dean Academics thanked the members for their inputs.



Prof N Venkat Reddy (IIT Hyderabad)



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Prof BSV Patnaik (IITM Chennai)

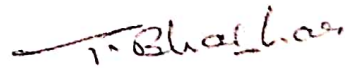


Mr Salil Kumar (Industry Consultant)

Dr Srinivas G (MTA, MRV)

Dr Srinath Narayana Murthy (GE LM Wind)

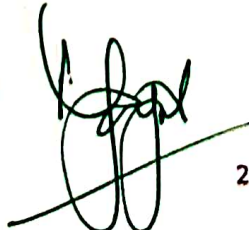
Professor Bhaskar Tamma
Head, Department of Mechanical Engineering



Prof Bishnu Pal
MU ECSOE Dean Academics



Prof Medury Yajulu
MU ECSOE Vice Chancellor



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The Vice-chancellor and Dean Academics thanked the members for their inputs.



Prof N Venkat Reddy (IIT Hyderabad)

Prof BSV Patnaik (IITM Chennai)



Mr Salil Kumar (Industry Consultant)

Dr Srinivas G (MTA, MRV)

Dr Srinath Narayana Murthy (GE LM Wind)

Professor Bhaskar Tamma
Head, Department of Mechanical Engineering

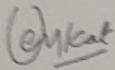


Prof Bishnu Pal
MU ECSoE Dean Academics

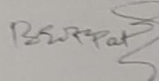
Prof Medury Yajulu
MU ECSoE Vice Chancellor

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 - Internships with credits

The Vice-chancellor and Dean Academics thanked the members for their inputs.



Prof N Venkat Reddy (IIT Hyderabad)

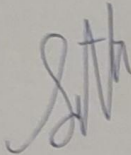


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c=IN
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Prof BSV Patnaik (IITM Chennai)

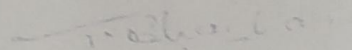
Mr Salil Kumar (Industry Consultant)

Dr Srinivas G (MTA, MRV)



Dr Srinath Narayana Murthy (GE LM Wind)

Professor Bhaskar Tamma
Head, Department of Mechanical Engineering



Prof Bishnu Pal
MU ECSoE Dean Academics

Prof Medury Yajulu
MU ECSoE Vice Chancellor

Department of Mechanical Engineering Board of Studies (BoS) for UG in Mechatronics Engineering June 20'21 Minutes of Meeting

The board of studies for Under-graduate program in Mechanical Engineering was conducted in Online mode on June 20'2021 at Mahindra University, Ecole Centrale School of Engineering, Hyderabad. The Head of Mechanical Department welcome the External (Academic & Industry) and internal academic members and presented the UG Mechatronics Engineering Program curriculum to the members for discussion. The comments/suggestions from the members have been documented below.

Participating Members

1. Prof SK Saha, Professor IIT Delhi: External Academic
2. Prof Pushparaj N Pathak, Professor, IIT Roorkee: External Academic
3. Mr Subrata Karmakar (ABB India R&A President): External Industry
4. Mr Chayan Mitra (Manager R&D, Sensors, Forbes Marshall): External Industry
5. Mr Puneet Mehta (Principal Engineer-Electronics, Mahindra MRV): External Industry
6. Mr Viinod Atpadkar (CEO, SVR Infotech): External Industry
7. Prof Medury Yajulu (MU ECSE Vice Chancellor)
8. Prof Bishnu Pal (MU ECSE Dean Academics)
9. Faculty Members: Department of Mechanical and Electrical Engineering (MU ECSE)

Comments/Inputs from BoS Committee

Consider including the following items in the curriculum

- Sensors: Motion sensor, Thermal, Imaging (camera), lasers, Understanding of sensors, camera, FOV, dimensions, visualization
- Signal and Noise estimation, filtering methods (Kalman filters)
- Actuators (pneumatic, mechanical, hydraulic, electrical actuators) Covered in different subjects, Fluid Mechanics, Intro to mechatronics, Transducer sensor and Instrumentation
- PLC programming: Will be covered in "Embedded Systems" course
- Network theory
- Fault diagnosis mechanism and identification/correction
- Arduino board/Raspberry Pi:
- Programming: Matlab, C, C++, Python, Linux (for open source) along with RTOS (real time operating system).
- Data analysis (can be included in statics and probability) : in excel & Python
- Specific course on AI
- Embedded systems, micro-controllers etc.
- Modelling of system such as (pneumatic, mechanical, hydraulic, electrical system): software tools- based exercise

- Control system (conventional control eg. frequency domain, modern control systems), Motor control
- Combine Robotics I & II to have both stationary.
- Apply Design thinking to all Projects including Capstone
- Capstone project: have one for Mechanical & One for Electrical system
- Uses of instruments etc Oscilloscope, spectrum meter
- More practical as much as 50% (software based practical)

The Vice-chancellor and Dean Academics thanked the members for their inputs.



Prof SK Saha, (IIT Delhi)

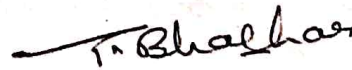
Prof Pushparaj N Pathak (IIT Roorkee)

Mr Subrata Karmakar (ABB India)

Mr Chayan Mitra (Forbes Marshall):

Mr Viinod Atpadkar (CEO, SVR Infotech)

Professor Bhaskar Tamma
Head, Department of Mechanical Engineering



Prof Bishnu Pal
MU ECSOe Dean Academics



Prof Medury Yajulu
MU ECSOe Vice Chancellor



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- More practical as much as 50% (software based practical)

The Vice-chancellor and Dean Academics thanked the members for their inputs.



Prof SK Saha, (IIT Delhi)

Prof Pushparaj M Pathak (IIT Roorkee)

Mr Subrata Karmakar (ABB India)

Mr Chayan Mitra (Forbes Marshall):

Mr Viinod Atpadkar (CEO, SVR Infotech)

Professor Bhaskar Tamma
Head, Department of Mechanical Engineering



Prof Bishnu Pal
MU ECSOe Dean Academics

Prof Medury Yajulu
MU ECSOe Vice Chancellor

Board of Studies MTech CSE & AI Curriculum

Members in the Panel:

24th March, 2022

Dr. Simon See (Global Head, AI, Nvidia) – SS

Dr. Srinivas Rajgopal (Chief Scientist, TCS) - SR

Prof. P.P. Chakraborty (former Director, IIT KGP) - PC

Prof Shantanu Chaudary (Director IIT Jodhpur) – SC (could not be present).

Minutes of Meeting:

BoS on Computer Science and Engineering

- **Prof Simon See:**
 1. In the stream “Advances in Computing” – the corresponding courses need to be listed.

- **Prof Rajgopal:**
 1. The distribution of electives by maintaining the ratio of the total number of students and the available number of elective subjects.
 2. Quantum Computing / Algorithm (Theory) – may be offered as an elective for both CSE & AI.
 3. MTech – Part-time / Full-time – Industry immersion.
 4. There should be a seminar based on a research paper. Students should learn to read literature as well as to present.

- **Prof Chakraverty:**
 1. On the method of Intake. Discussed GATE and Interview process. Candidates should be tested for pre-requisites. For students of non-CSE background, familiarity with Computer Architecture / Programming / Basic OS / DS are needed
 2. Mathematics of CS – Statistics related topics should be included in the course.
 3. MTech CSE – What is Unique Value Proposition (UVP)? (Mini Project)? UVP suggestion – Design lab/project mentored by Industry Connect – can potentially connect with Mahindra Group?
 4. Requirement of focusing on theoretical CS.
 5. Seminar / presentation should be embeded within the curriculum with minimum credits.
 6. Include more labs in credits – modify credit scores accordingly.

BoS on Artificial Intelligence and Data Science

- **Prof Simon See:**
 1. Mathematics for AI & DS: could go in two directions – Bayesian Techniques, or Algebra plus statistics
 2. May include an Elective: Advanced numerical methods / Advanced statistical methods.

3. Fundamentals of AI is needed to be incorporated, include deduction logic, neuro-symbolic methods.
- **Prof Rajgopal:**
 1. The program should clarify to potential joinees whether it is a ML-practitioner-producing course, or an ML-researcher dominated course.
 2. NLP – emphasis on industry needs for curriculum.
 3. More Hands-on experience and programming courses are required.
 4. A bridge course to push reluctant candidates from non-CSE branches.
 5. Sustainable AI methods and Challenges – may be explored through seminars.

 - **Prof. Chakraverty:**
 1. Mathematics for AI & DS: Statistics is missing. What is the aim of the course? Filter out concepts/topics to make it more coherent. Prioritise practical implementation.
 2. Revise the contents of Mathematics in AI & DS for non-cs / non- MU students.
 3. 75 % of Russel and Norvig book contents seem to be missing and should be incorporated– Search, First Order Logic and calculus, Planning, Deduction, and related topics.
 4. Robust, responsible, ethical AI should be incorporated, including explainable AI, interpretable AI, this is a strong recommendation. Also Security in AI, Social good in AI, Trustworthy, dependable AI – everything can be together incorporated in one course in any semester – Strong Recommendation.
 5. Theme areas to be little broad and revised with labels – restate the baskets more logically.
 6. See students work in teams (Design lab / projects) – include such components with minimum credits. Continuity of teams across year-wise batches.
 7. Look for an Unique Value Proposition of this Course.
 8. Think of changing the paradigm of learning not just by teaching but by providing the activities / projects / seminars / outreach programs.

Meeting objective: Board of Studies for B. Tech Nanotechnology program.

Meeting held on 18th April 2022, from 6.00 PM -7.15 PM (IST), in board room, Mahindra University.

The following persons were present.

From Mahindra University:

Prof. Yajulu Medury, Vice Chancellor

Prof. Bishnu Pal, Dean Academics, Ecole Centrale School of Engineering

Prof. Dibakar Roy Chowdhury, HoD, Physics

Prof. N Venkataraman, HoD Chemistry

and

Physics and Chemistry department faculty.

BoS committee:

From Virginia Tech, USA:

Prof. Roop Mahajan, Mechanical Engineering, Virginia Tech, U. S. A

Prof. William Reynolds, Materials Science and Engineering, Virginia Tech, U. S. A

External experts:

Prof. Ram Gopal Rao. Department of Electrical Engineering, IIT-Bombay, Past Director of IIT Delhi

Prof. Ashok Ganguli, Department of Chemistry, IIT-Delhi

6.00-6.10 pm:

Prof. Bishnu Pal, Dean Academics, started the meeting with formal welcome and brief introduction to Mahindra University, followed by BoS committee members introduction.

Prof. Bishnu Pal initiated the agenda of meeting with call for presentation on B.Tech Nanotechnology program structure and curriculum.

6.10- 6.25 pm: Prof. Dibakar Roy presentation on B.Tech Nanotech program structure and curriculum design, University academic and research strengths.

6.25 to 7.00 pm: Brainstorming on Program structure and outcome by BoS committee.

Comments and Suggestions from BoS

Prof. Ashok Ganguli

1. Suggested to identify where the B.Tech students are potentially heading after graduation.
2. Verify the opportunity for higher education into M.Tech/PhD program with B Tech background in nanotechnology.
3. Suggested to have the courses on topics such as Surfaces/Interfaces, hydrophobic surfaces, and Micro- Nano- fluidics.
4. Commented to clarify whether the students are specialized in any specific domain of their choice.
5. Stressed upon the need for experimental facilities for Nanotechnology program
6. Stressed upon to build strong fundamentals for students in the basic courses to be successful in their life.

Prof. Ram Gopal Rao

1. Suggested to verify the opportunities for higher education into M. Tech branches through GATE,
2. Suggested to verify the correct stream in GATE examinations that they can fit into.
3. Asked to map the potential industry jobs for the students.
4. Suggested to include more electronics, and alter the name of the course to B Tech in Electronics and Nano Engineering.
5. Suggested to focus on developing basics/fundamentals for the students.

Prof. Roop Mahajan

1. Suggested to focus on Societal and Ethical aspects in the course along with the core subject courses.
2. Focus must also be given to unintended consequences.
3. Focus on Leadership and communication aspects, suggested as spiral curriculum.

Prof. William Reynolds

1. Suggested to identify what students are prepared for end of the program.
2. Suggested to plug to Industry based education to identified domains (Microelectronics/electronics or the other...

7.00 pm: Meeting was concluded by Prof. Bishnu Pal with vote of thanks.

Action items suggested by VC and Dean Academics to make the program attractive and successful

1. Focus on internships for students, particularly from industry. Organize lab/site visits to Industry/Laboratories.
2. Attach B. Tech Nanotechnology batch-2021 students, each to a faculty mentor for continuous engagement and improvement
3. Focus on fundamentals in program core courses
4. Prepare a course leaflet for branding
5. Organize webinar for 2022 in-take (Coordinating with Rakesh)
6. Attach one faculty for industry engagement
7. Attach one faculty for social media outreach and branding (Coordinate with Priyanka Sarangi)



Recommendations of the Board of Studies – M.Tech. (Computer Aided Structural Engineering)

The second Board of Studies meeting for the M.Tech. (Computer Aided Structural Engineering) was held on Thursday, 17th August 2023 in the Senate room of Mahindra University, Ecole Centrale School of Engineering.

The following members were present:

Prof. Yajulu Medury, Vice-Chancellor	Chairman
Prof. Bishnu Pal, Dean (Academics)	Member
Prof. Arya Bhattacharya, Dean (R&D)	Member
Prof. Mahesh Tandon, Guest Professor, Civil Engineering Department, IIT Gandhinagar	Member
Managing Director, Tandon Consultants Pvt. Ltd., New Delhi – External Expert	
Prof. Rupen Goswami, Professor, IIT Madras – External Expert	Member
Er. V. N. Heggade, Former ED- Gammon, Former CEO-STUP, Founder-DECon Complete Solutions – External Expert	Member
Er. Sanjay Agarwal, Director Buildings - Ramboll Global Engineering Center – External Expert	Member
Dr. Prabhakar Singh, HoD (Civil Engineering)	Member Secretary

The Head of Department (Civil Engineering) started the meeting by welcoming all the members. Next, the HoD presented an overview of the achievements of the first batch of M.Tech in Computer Aided Structural Engineering (CASE) program and the minor modifications of the existing curriculum based on the graduated students' and stakeholder's feedback. HoD thanked the external experts for their valuable suggestions in successful implementation of the curriculum for the first graduated batch of the M. Tech (CASE) program.

After the detailed discussions on the curriculum, the following were the recommendations of the committee and responses from the department:

1. The committee approved the proposal to introduce Programming and Algorithms in Structural Engineering in the place of Python programming along with the minor modifications to the contents of Computational Structural Dynamics, Analysis of Framed Structures, Advanced Cementitious Composites, and Computer Aided Reinforced Concrete Design
2. The committee recommended changing the course name from Building Visualization to Building Information Modeling and suggested increasing the credits.

Response: As per the recommendation, the course name has been modified to Building Information Modeling and the number of credits has increased to 3. The additional credit was added from the existing 2 credits of Industry Internship from 3rd semester.

3. The committee suggested adding an additional topic on design of voided slab and Pros and cons of construction with flat slab.






Response: As per the recommendation, pros, and cons in the construction with flat slab, design of voided slabs was added to Module II of Computer Aided Reinforced Concrete Design.

4. The committee recommended changing the course name from Prestressed Concrete Design to Computer Aided Prestressed Concrete Design.

Response: As per the recommendation, the course name has been modified as Computer Aided Prestressed Concrete Design.

The committee recommendations are acknowledged and reflected in the curriculum.

The meeting ended with the Head of the Department, Dr. Prabhakar Singh, thanking all the members for their presence and for providing their valuable suggestions to improve the curriculum.

<p>Prof. Mahesh Tandon, Guest Professor, Civil Engineering Department, IIT Gandhinagar</p> <p>Managing Director, Tandon Consultants Pvt. Ltd., New Delhi</p> <p>External Expert</p>	
<p>Prof. Rupen Goswami, Professor, IIT Madras</p> <p>External Expert</p>	
<p>Er. V. N. Heggade, Former ED- Gammon, Former CEO-STUP, Founder-DECon Complete Solutions</p> <p>External Expert</p>	
<p>Er. Sanjay Agarwal, Director Buildings - Ramboll Global Engineering Center</p> <p>External Expert</p>	<p>Sanjay Agarwal</p>
<p>Prof. Bishnu Pal</p> <p>Dean (Academics)</p>	
<p>Prof. Arya Kumar Bhattacharya</p> <p>Dean (R & D)</p>	
<p>Dr. Prabhakar Singh</p> <p>HoD & Member Secretary</p>	
<p>Prof. Yajulu Medury</p> <p>Vice Chancellor & Chairman</p>	

Recommendations of Board of Studies – Computer Science Engineering

A meeting of Board of Studies for Computer Science Engineering Branch was held on Thursday, 12.4.2018 at 1pm. in the Board Room of Mahindra Ecole Centrale.

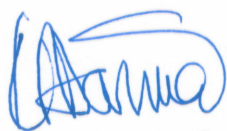
The following members were present:

1. Prof Yajulu Medury- Director	Chairman
2. Prof. K.R Sarma-	Member
3. Prof. Bishnu Pal- External Expert-	Member
4. Prof. M.Chandra Mohan- Expert-JNTUH-	Member
5. Prof. C.Krishna Expert-IIT Hyderabad-	Member
6. Dr.B.Sriram –Industry Expert- T-hub	Member
7. Prof. Vijayshekhar- Dean Academics-	Member
8. Prof Arya Bhattacharya- Academic Coordinator	Member Secretary

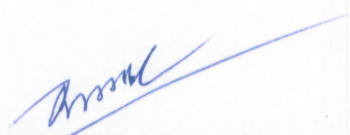
After the opening remarks by the Chairman and over view on the academics by the Dean Academics, the Academic Coordinator for Computer Science Engineering placed the detailed curriculum, programme structure for Computer Science and Engineering Branch for 4 year B.Tech Programme w.e.f 2018. After the detailed discussion the following are the recommendations of the committee:

1. CH-101 Chemistry – Semester-I & CH-102 Chemistry – Semester-II to be in same Semester
2. “Introduction to” word looks monotonous across all course names in Semester 2.
3. 1 or 2 credit courses which focuses more on creativity can be introduced Ex: Film making.
4. Add Professional Ethics course
5. Material Sciences Course: keep it in Semester I or II
6. Title of CS-310 “Web Programming” change to more catching title.
7. Compiler Design is early in Sem-6, but can be Elective.
8. High Performance Computing take out as core course and keep it as Elective, Replace this with Compiler Design.
9. Instead of AI, call it as Machine Learning to be a Compulsory Course for CSE & open for other Dept. Sem-6 is suggested.
10. Instead of Elective as ML, we can call it as Deep Learning
11. Take out Transportation Phenomena and make use of this slot for any CS Course. Make space for Distributed Systems.

12. Take up Network Management Systems as Elective.
13. Security Aspects (Cyber Security/ Cryptography) given as Elective, can try to keep it as Core Course. (Strong Recommendation)
14. Instead of Math – 1,2,3,4,5, can try to name it.
15. Optimization module to be added in Math Courses.
16. Software Engineering: Scrum & Agile methodologies – Update the Terminology.
17. Bayesian Statistics to be covered in ML/Maths Courses.



Prof. K.R Sarma-
Member



Prof. Bishnu Pal- External Expert-
Member



Prof. M.Chandra Mohan- Expert-JNTUH- HYD
Member



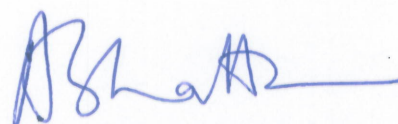
Prof. Krishna Mohan IIT-Hyd-Expert
Member



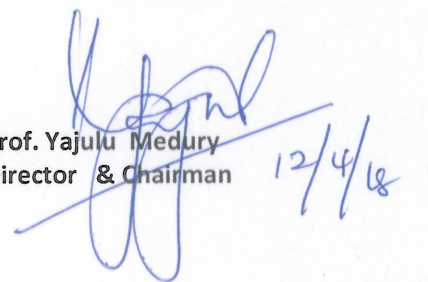
Dr B.Sriram- Industry Expert-T-Hub
Member



Prof. Vijayshekhar- Dean Academics-
Member



Prof. Arya Bhattacharya- Academic Coordinator
Member Secretary



Prof. Yajulu Medury
Director & Chairman

Recommendations of Board of Studies – Mechanical Engineering

A meeting of Board of Studies for Mechanical Engineering Branch was held on Thursday, 12.4.2018 at 5p.m in the Board Room of Mahindra Ecole Centrale.

The following members were present:

- | | |
|---|------------------|
| 1. Prof Yajulu Medury- Director | Chairman |
| 2. Prof. K.R Sarma- | Member |
| 3. Prof. Bishnu Pal- External Expert- | Member |
| 4. Prof. Sitaram Raju- Expert-JNTUH- | Member |
| 5. Prof. N.Venkata Reddy - Expert-IIT Hyderabad | Member |
| 6. Mr V.Raghu –Industry Expert- Simpson & Co. | Member |
| 7. Prof. Vijayshekhar- Dean Academics- | Member |
| 8. Prof. Ranjith Kunnath- Academic Coordinator | Member Secretary |

After the opening remarks by the Chairman and over view on the academics by the Dean Academics, the Academic Coordinator for Mechanical Engineering placed the detailed curriculum, programme structure for Civil Engineering Branch for 4 year B.Tech Programme w.e.f 2018. After the detailed discussion the following are the recommendations of the committee;

1. Introduce an Elective application oriented course covering Scaling Laws for Micro-Scale Processes.
2. References to be updated for ME 201, and Manufacturing Courses (ME 202, ME 223)
3. Introduce a Basket/Options of courses, possibly leading to a Minor/Focus Area.
4. Introduce Electives on topics related to Systems Engineering, Product Design etc.
5. Include modules on Additive Manufacturing and Micro Manufacturing in the Manufacturing Processes courses.
6. Introduce Electives on Product Lifecycle Management, Industry 4.0, and Management of Technology.
7. Engineering Alloys in Design – expand to include Plastics and Polymers in addition to Metals.
8. Expand the scope of Workshop Practice course based on available infrastructure.



Prof. K.R Sarma-
Member

Prof. Bishnu Pal- External Expert-
Member

Prof. A.V.Sitarama Raju- Expert-JNTUH- HYD
Member

Prof. Venkata Reddy -Expert
Member

Mr V. Raghu –Industry Expert- Simpson & Co.
Member

Prof. Vijayshankar- Dean Academics-
Member

Prof. Ranjith Kunnath- Academic Coordinator
Member Secretary

Prof. Yajulu Medury
Director & Chairman

12/4/18 .

Recommendations of Board of Studies – Civil Engineering

A meeting of Board of Studies for Civil Engineering Branch was held on Thursday, 12.4.2018 at 10a.m. in the Board Room of Mahindra Ecole Centrale.

The following members were present:

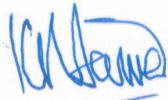
1. Prof Yajulu Medury- Director	Chairman
2. Prof. K.R Sarma-	Member
3. Prof. Bishnu Pal- External Expert-	Member
4. Prof P Srinivasa Rao- Expert-JNTUH-	Member
5. Prof.KVL Subramaniam- Expert-IIT Hyderabad-	Member
6. Mr P.Surya Prakash –Industry Expert- SVPCPL-	Member
7. Prof. Vijayshekhar- Dean Academics-	Member
8. Dr Prabhakar Singh- Academic Coordinator	Member Secretary

After the opening remarks by the Chairman and over view on the academics by the Dean Academics, the Academic Coordinator for Civil Engineering placed the detailed curriculum, programme structure for Civil Engineering Branch for 4 year B.Tech Programme w.e.f 2018. After the detailed discussion the following are the recommendations of the committee;

1. RCC design: removed the term pre-stressed from title.
2. Construction technology and CPM should be two separate courses.
3. Prestressed Concrete design should be added as elective course
4. ES 102: In CAD, scaling should be taught in better detail. Line size and size of fonts for labelling should be explained properly.
5. Design Thinking course was appreciated by BoS Panel/external experts.
6. CE 204: list experiments should be added in syllabus
7. CE 201: in Building Drawing module, mention of Autocad should be added.
8. CE 201: certain terminology should be added and name may be changed to “Building Construction and Drawing”
9. Transport Phenomena course may be removed from CE curriculum.
10. Building Construction course may be added in third semester
11. Discussion about physics course and basic sciences took place.
12. Discussion about GATE curriculum.
13. Regarding Engineering mechanics course: do students learn enough about EM and SOM.
14. Engg. Mech. Course may be added.
15. Engg. Mech. as a fundamental course and it will be very helpful in understanding Structure’s course as well as Geotechnical course.
16. Detailed discussion on Design thinking course.
17. Discussion about Data Structure course: benefits of teaching of Python and C++ language.
18. Suggestion regarding making Data structure as electives.
19. Mandatory course of *Professional Ethics* should be added in the curriculum.



20. Optimization module should be added in one of the Math course in fourth of fifth semester.
21. Math-III: some modification may be required in details of each module.
22. CE – 311: Title of each module should be changed. Modify the syllabus of this course.
23. RCC: DS Prakash Rao book may be considered
24. Reference books should be updated
25. In all design course: BIS codes should be mentioned in syllabus.
26. NPTEL reference should be added.
27. CE416: DSS course – plate girder should be added in one of the modules. Roof trusses.
28. Suggestions from MR. Surya Prakash: faculty-industry exchange program; adjunct faculty facility, internship credits, Parent-student induction, Industry expert interaction.



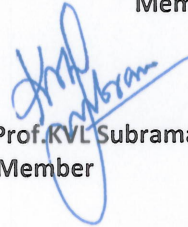
Prof. K.R Sarma-
Member



Prof. Bishnu Pal- External Expert-
Member



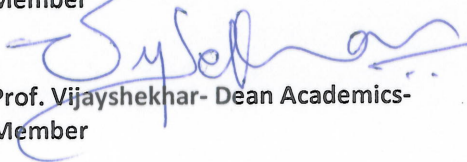
Prof P Srinivasa Rao- Expert-JNTUH- HYD
Member



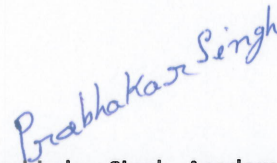
Prof.KVL Subramaniam-Expert
Member



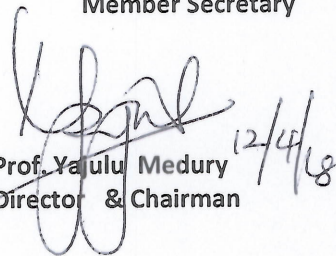
Mr P.Surya Prakash –Industry Expert- SVPCPL-
Member



Prof. Vijayshekhar- Dean Academics-
Member



Dr Prabhakar Singh- Academic Coordinator
Member Secretary



Prof. Yajulu Medury
Director & Chairman

12/4/18

Recommendations of Board of Studies – Electrical & Electronics Engineering


A meeting of Board of Studies for Electrical & Electronics Engineering Branch was held on Thursday, 12.4.2018 at 3p.m in the Board Room of Mahindra Ecole Centrale.

The following members were present:

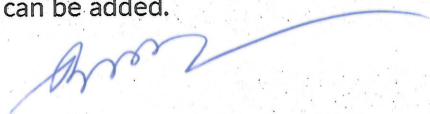
1. Prof Yajulu Medury- Director	Chairman
2. Prof. K.R Sarma-	Member
3. Prof. Bishnu Pal- External Expert-	Member
4. Prof. N.Yadiah- Expert-JNTUH-	Member
5. Prof. R.N.Biswas (Rtd)- Expert-IIT Kanpur	Member
6. Mr KG Phanikumar -Industry Expert- Qualcomm	Member
7. Prof. Vijayshekhar- Dean Academics-	Member
8. Prof. Sunil Bhooshan	Member
9. Prof. J.L.Bhattacharya- Academic Coordinator	Member Secretary

After the opening remarks by the Chairman and over view on the academics by the Dean Academics, the Academic Coordinator for Electrical & Electronics Engineering placed the detailed curriculum, programme structure for Civil Engineering Branch for 4 year B.Tech Programme w.e.f 2018. After the detailed discussion the following are the recommendations of the committee;

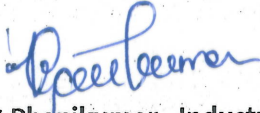
1. Optical Communication can be offered as an elective course.
2. Microcontrollers should be covered as a separate course.
3. 8085/86 is outdated. ARM architectures can be taught instead for the microprocessors course. Computer organization can also be offered.
4. Arduino can be taught as a mandatory course in the 1st year.
5. Digital Image Processing as a core course. Intro to Image Processing can be added to DSP.
6. Separate Labs can be had for Analog and Digital Electronics.
7. Behaviour level design should be emphasized in the Digital Electronics Lab / VLSI.
8. Natural Science electives can be offered in the 5th and 6th semesters instead of compulsory courses in the 1st and 2nd year.
9. A "Machine Learning and Data Analytics" elective can be added.


Prof. K.R Sarma-
Member

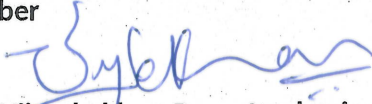



Prof. Bishnu Pal- External Expert-
Member


Prof. N Yadhav- Expert-JNTUH- HYD
Member

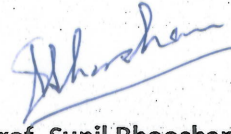


Mr. KG Phanikumar -Industry Expert- Qualcomm
Member

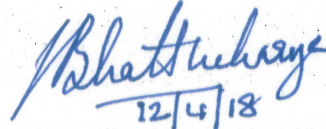


Prof. Vijayshekhar- Dean Academics-
Member

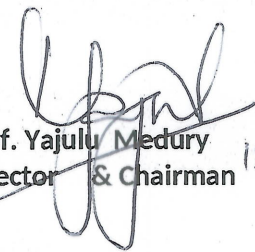

Prof. R.N. Biswas -Expert
Member



Prof. Sunil Bhooshan
Member


12/4/18

Prof. J.L. Bhattacharya- Academic Coordinator
Member Secretary


12/4/18
Prof. Yajulu Medury
Director & Chairman

Recommendations of Board of Studies – Humanities and Management

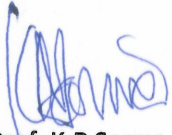
A meeting of Board of Studies for Humanities and Management was held on Friday, 13.4.2018 at 1p.m in the Board Room of Mahindra Ecole Centrale.

The following members were present:

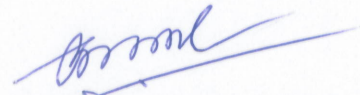
1. Prof Yajulu Medury- Director	Chairman
2. Prof. K.R Sarma-	Member
3. Prof. Bishnu Pal- External Expert-	Member
4. Prof. Nilanjan Banik - Expert-Bennett University	Member
5. Prof. Lakshmi Chandra,(retd) EFLU	Member
6. Prof. Vijayshekhar- Dean Academics-	Member
7. Dr Salome Benhur- Academic Coordinator	Member Secretary

After the opening remarks by the Chairman and over view on the academics by the Dean Academics, the Academic Coordinator for Humanities & Management placed the detailed curriculum, programme structure for 4 year B.Tech Programme w.e.f 2018. After the detailed discussion the following are the recommendations of the committee:

1. Choice could be given to students – 16 credits from all the available courses. Discussed the possibility of assigning credits to the courses on French.
2. Introduce electives in Psychology and Indian Writing in English.
3. Focus more on language with respect to the choice of texts.
4. Courses on Organizational Behaviour, Finance should be included in the list of electives.
5. Consider creating baskets in order to allow the opportunity for students to specialize in a certain area. Decision to be taken on the possibility of moving from one basket/area to the other.
6. Discuss the possibility of SE 304 (5th semester) as an HSS elective.
7. Suggested the idea of using plays/drama/dialogues as speaking activities.
8. Syntax and socio-linguistics to be added to the syllabus for Phonetics.
- 9.
- 10.



Prof. K.R Sarma-
Member



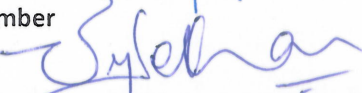
Prof. Bishnu Pal- External Expert-
Member



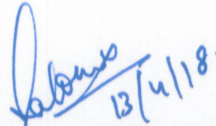
Prof. Nilanjan Banik
Member



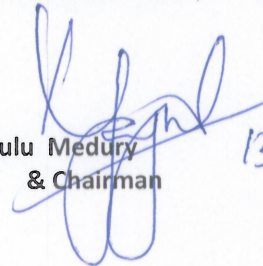
Prof. Lakshmi Chandra
Member



Prof. Vijayshekhar- Dean Academics-
Member



Dr Salome Benhur- Academic Coordinator
Member Secretary



Prof. Yajulu Medury
Director & Chairman

13 April 2018



Mahindra
University

SCHOOL OF LAW

Board of Studies

Date: 5th April 2022

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1. ABOUT MAHINDRA UNIVERSITY

‘TO EDUCATE FUTURE CITIZENS FOR AND OF A BETTER WORLD’

Imparting research-oriented quality education is the primary aim at Mahindra University. The objective is to ensure that the University gives the students, as they start their professional careers, a proper foundation and a clear pathway for their career growth through the encouragement of our esteemed faculty mentors and peers and to become an institution playing a significant role in research, development and higher learning in science, technology, and liberal arts. It is a University with a significant role in the global dynamics of R & D and higher learning, where students are motivated to attain their true potential, faculty and staff aim to achieve excellence in pedagogy and contemporary frontiers of research and in providing services respectively and alumni strive to achieve global leadership. Mahindra University promotes Research at an International Level of Excellence to extend the edge of Scientific Knowledge and Contribute to the Rise of a New India". Research has been adopted as the primary activity which helps to enhance the teaching-learning process, and also to develop a unique identity as a university that has committed itself to address societal issues through its research and innovations.

The Research and Innovation division aims to continuously liaise with various funding agencies, R&D institutions, industries, and faculty members of the university to take the onus for undertaking innovative research in cutting-edge areas. It facilitates faculty members for interaction with scientists and experts in various fields and keeps abreast of the developments in respective areas and exchanges ideas for development and innovation. MU is an educational institute with the best-in-class infrastructure that provides a creative learning space to its students. The university has world-class collaborations with Cornell Universities SC Johnson College of Business, Virginia Tech, Centrale Supelec, Frankfurt School of Finance and Management, BABSON and the University of Florida, which serves inter-disciplinary learning through live industry projects and in-built flexibility of course choices, making the education very practical and catering the needs of the students. Mahindra University with a global outlook and matching with the international standards of education, comes up regularly with innovative ideas to keep up the learning spirit of the students. The University has created a well-designed interactive curriculum for each programme has paved a way for a bright future of the students and has created an impact of being a well honoured educational institute among the various organizations. The rankings and awards bagged in different categories add a feather to its cap.

The university’s vision is to educate future citizens for and of a better world and mission is to train multi-skilled leaders capable of reflection as well as innovation, committed to inclusive and sustainable progress; aim for interdisciplinary academic excellence integrating the study of science and technology with humanities, ethics and philosophy, and design; balance education with experience through entrepreneurial projects to solve complex challenges facing society.

2. ABOUT SCHOOL OF LAW

‘LEGAL EDUCATION FOR A JUST SOCIETY’

KkukFksZ izosss’ke~&lsokFksZ izLFkkue~ “*Jnaanaarthe Pravesham Sevaarthe Prasthanam*” is an Upanishad sermon that means enter an institution with the sole purpose of securing knowledge and exit only to serve the society. The School of Law at Mahindra University that commenced in September 2021 is a new temple of law learning. Mahindra University’s School of Law is founded on the philosophy of justice, equality and service to all sections of society. With the ever-changing needs of the society, Law has become an important discipline requiring focus and thought for society’s healthy growth. The school of law provides the pupil and people a platform where they will be able to understand the law and participate in the enhancement and evolution of a just and civilized society. The rule of law, if understood and practiced, each citizen will become pillar of peace and prosperity to build a strong nation.

School of Law is a pioneer in its innovative educational systems, transforming teaching and learning to develop trained law professionals, who can change the world through positive engagement. It is dedicated to make a difference to the legal profession and practice by providing diverse and flexible curriculum and pedagogy touching on all aspects of domestic and international law incorporating the latest trends in academia and practice. The process of learning is supported by a well-equipped library equipped having an excellent collection of titles, online and offline resources. The curriculum provides intellectual foundation by covering theory, concepts and skills of legal practices. Mahindra University, School of Law takes practical and research-based approach in teaching to impart the unmatched experiential and inter-disciplinary learning to the students. Our law students learn analytical legal reasoning, critical thinking and analysis, drafting and court craft as part of skill development. Students participate in mandatory moot court course and exercises, legal aid clinics, legal research and writing courses. Our experiential pedagogy allows students to apply classroom theoretical knowledge to real-life legal challenges with the help of clinical courses, research projects, workshops and internships. Our law school conducts conferences, special lectures, and discussions by inviting legal luminaries, judges, lawyers, and international legal experts to impart continuous and contemporary legal knowledge and global regulatory regimes.

To offer the legal education with a cutting edge the undergraduate five-year integrated law program (Honours) is designed having an enriched curriculum and pedagogy with electives and specialized courses; value add courses and other credit courses in addition to curriculum prescribed by the BCI and other regulatory authorities. The School of Law is proposing to offer the three-year law degree program and the Ph.D. program in the ensuing academic year.

Vision:

To promote thought leaders in public policy and law having national and international dimensions for upholding human dignity; ensuring social welfare and equality; for an inclusive and sustainable society and justice for all.

Mission:

- Achieve eminence in legal education and prominence in research
- Excellent teaching methodologies, research and advocacy
- Develop contemporary pedagogy having integrated and a multidisciplinary approach
- Empower the students to emancipate.
- Educate future-ready skilled lawyers adept in addressing all kinds of legal challenges.
- Impart the world class legal education

3. Board of Studies: The Constitution Body

I. External Experts:

1. Honourable Sri Justice G. Raghu Ram
2. Prof. (Dr) Vijay Kumar-Vice-Chancellor, NLIU Raipur
3. Prof. (Dr) V. C. Vivekanandan-Vice-Chancellor, HNLU Raipur
4. Prof. (Dr) V. Rama Krishna-Professor of History, NALSAR (Former), JNU (Former)
5. Mr. P. Niroop Reddy-Senior Advocate, Supreme Court;
6. Mr Vineet Vij: Senior Advocate

II. Internal Experts:

Special Invitees:

1. Prof. (Dr) Yajulu Medury-Vice-Chancellor, Mahindra University
2. Prof. (Dr) Arun Pujari-Advisor and Professor Emeritus
3. Prof. (Dr) Bishnu Pal- Dean School of Engineering and Dean Academics
4. Prof. (Dr) Ramakrishna Velamuri- Dean, SOM, Mahindra University

School of Law Members:

1. Prof. (Dr) Madabhushi Sridhar Acharyulu-Dean, SOL, Mahindra University (Chairman-BOS)
2. Dr Manjula Rani Mallepalli-Professor, SOL, Mahindra University (Member)
3. Dr Vegitha Reddy-Professor, SOL, Mahindra University (Member)
4. Dr Shivdasini Singh Amin-Associate Professor, SOL, Mahindra University (Member)
5. Dr Nisha Mary Mathew-Associate Professor, SOL, Mahindra University (Member)
6. Dr Vivek Sehrawat-Associate Professor, SOL, Mahindra University (Member)

4. Board of Studies: Profiles of the Members

4.1 External Members:

The Hon'ble Sri Justice G. Raghuram



Former Judge of undivided AP High Court, Former Director, National Judicial Academy, Former Chairman, CUSTOMS, EXCISE & SERVICE TAX APPELLATE TRIBUNAL, Delhi

Hon'ble Sri Justice G. Raghuram was born in 1951, graduated in Science from Andhra University and in Law from the Osmania University. Enrolled as an Advocate in the year 1979. Joined the Chambers of Sri V. Venkataramanaiah, former Advocate General of Andhra Pradesh. Justice G. Raghuram soon acquired considerable practice in various fields and specialized in Constitutional Law and service matters. In recognition of his eminence designated as a senior Advocate by the High Court of Andhra Pradesh in 1995.

During his professional career appeared as senior Counsel for various institutions including the Government of India. The State of Andhra Pradesh, the Central University, Hyderabad, the Osmania and Kakatiya Universities and various banks including the State Bank of India. Recognized expert in constitutional Law. Represented the State of Andhra Pradesh in the Interstate water disputes case relating to the Krishna Waters, in the Supreme Court of India. Appointed as Additional Judge, High Court of Andhra Pradesh on 17.5.1999 and Judge, High Court of Andhra Pradesh w.e.f. 20.4.2000. Retired on attaining the age of superannuation on the afternoon of 03.03.2013. Then he led the CUSTOMS, EXCISE & SERVICE TAX APPELLATE TRIBUNAL as Chairman. After demitting office as chairman CESTAT, he became Director of National Judicial Academy, at Bhopal.

Prof. (Dr.) V. Vijayakumar,

Vice Chancellor, National Law Institute University, Bhopal



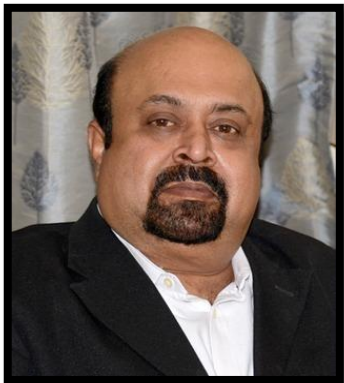
(Dr.) V. Vijayakumar has graduated in Political Science in the year 1972, M.A. (Political Science, 1975), B.L. (1978), M.Phil. (Political Science, 1984), all from University of Madras; M.A. (Public Administration, 1984, Sri Venkateshwara University, Tirupathi), M.L. (International Law and Constitutional Law, 1986) and Ph.D. (International Law and Constitutional Law, 1996) from University of Madras. He was appointed as Assistant Professor of Law in 1988, as Associate Professor in 1992 and Professor of Law in 1997. Prior to joining NLSIU he was teaching at the Presidency College, Madras. He was the Registrar of NLSIU between 2005 and 2008. He administered the UNHCR Chair on Refugee Law between April 1997 and April 2018.

He was awarded Ryoichi Sasakawa Young Leaders Fellowship at the Salzburg Seminar in 1993. He was a Visiting Scholar with York University, Toronto, Canada at its Centre for Refugee Studies during 2000-2003 and was Exchange Visitor at National University of Singapore during 2004 to 2005 under the Asian Law Institute programme. He visited U.S.A in 1988 under International Visitor's Programme of the USIS on 'The Living Constitution'. Representing the Law School, he was a Member and Vice Chairperson of the Board of Governors of the Asian Law Institute located in Singapore National University till 2009. He was the Vice-Chancellor of the Tamil Nadu Dr. Ambedkar Law University, Chennai between 2010 and 2013. He was conferred the 'Amity Academic Excellence Award' during 2011 and the Best Vice-Chancellor's Award by the Indian Redcross Society during 2012. He has published more than 47 articles in national and international journals and has contributed to a couple of books as well. He was Chairman, Under-Graduate Council between 1997 and 1999 and of the Post-Graduate Council between 2003 and 2005 at National Law School of India University (NLSIU), Bangalore. He was also a Member of Karnataka State Higher Education Council between 2012 and

2016. His areas of specialization include Constitutional Law, Administrative Law, Human Rights Law, Law of Elections, Refugee and Humanitarian Law. He was the Senior Professor of Law at National Law School of India University (NLSIU), Bangalore before joining NLIU Bhopal as its Director.

Prof. (Dr.) V.C. Vivekanandan

Vice Chancellor, Hidayatullah National Law University, Raipur



Prof. (Dr.) V.C. Vivekanandan has three decades of teaching and research experience in legal education and served NLS-Bangalore and NALSAR-Hyderabad between 1990 to 2017. He also was the Dean at Rajiv Gandhi School of IP Law at IIT Kharagpur between 2009-2010 and was the founding Dean of the School of Law at Bennett University at Greater Noida during 2017-2019. He holds a Bachelor's Degree, Master's Degree and Ph.D. degree in law apart from a Master's and M.Phil. degree in Public Administration. Prof. Vivekanandan was appointed as the MHRD Chair Professor in 2008 - 2009 and again from 2010 to 2017. During this tenure, he was also representing Government of India negotiations in SCCR meets at Geneva as an official delegate from 2013-2015. He was an elected member of the At Large Community (ALAC) representing Asia Pacific region participating in the deliberations of the Internet Corporation of Assigned Names and Numbers (ICANN) between 2008-2010 and later became a member of the Nomination Committee (NOMCOM) of ICANN between 2010-2012. He was the founder Director of the Legal Information Institute of India (LII of India) during 2010-12 as part of the Free Access to Law Movement (FALM). He also served as the NWO-ICCR fellow at Maastricht University School of law and as Invited Scholar at the Institute of Intellectual Property at Tokyo in 2010 and 2015. He is also an adjunct visiting professor for SUNY Buffalo Business School since 2007 for their programmes.

Prof. Vivekanandan specializes in teaching, research and advocacy of the fields of Intellectual Property Law and Internet Law. He also established the NALSAR Proximate Education at NALSAR University and headed the division between 2001-2009 and 2010-2017, which offered PG Diploma programmes of Patents, Cyber Law, Media Law and International Humanitarian Law. The division also ran a Master's programme in Tax and Business Law for the probationers of the National Academy of Direct Taxes (NADT) Nagpur during 2008 to 2016. He serves as Jury with CII on the selection of IP awards since 2015 and also served as a Jury with Pharmexil for IP awards in 2013-15. He has key publications in National and International journals and has contributed to book chapters in International publications. He is also an invited speaker in reputed institutes in India and Abroad.

Prof. (Dr.) Vakulabharanam Rama Krishna

Professor of History, JNU (Formerly) NALSAR (Formerly),



Prof. Vakulabharanam Ramakrishna is a historian of modern period. He was Professor of History at the University of Hyderabad and Visiting Professor of History at the NALSAR Law University, Hyderabad. Earlier he served as the Principal of Jawahar Bharati College, Kavali. He obtained his Ph.D. from Jawaharlal Nehru University where he worked on *Social Reform in Andhra (1848-1919)* under Prof. Sarvepalli Gopal. This seminal work was published by Vikas in 1983. His continued interest in the area of social movements led to a co-authored work with Sundar Kompalli H.S.S., *Legacy and Continuity: Social Reforms in Andhra Pradesh, 1850-2000* (2007). He has authored the biography of Veeresalingam and, with V. Lalitha he co-authored biographies of Durgabai Deshmukh, Raghupathi Venkataratnam Naidu and Nataraja Ramakrishna. He was the founder member of Andhra Pradesh History Congress (1976) and served as its General Secretary and General President. He was also the Secretary of the Indian History Congress for three years (1989-1992). He initiated a mega project in 2000, *The Comprehensive History and Culture of Andhra Pradesh* with support from Indian Council of Historical research (ICHR), Telugu and Dravidian Universities. Under his general editorship, nine volumes in English along with their Telugu versions have been published covering the period from prehistory of the region to contemporary times. This project was successfully completed in 2018. His zeal for presenting secular and scientific history for the benefit of posterity is kept alive and is reflected by his continuous academic engagements. He is now engaged in the work of reprinting old classics on Telugu history and culture and, publishing important doctoral dissertations on history that did not see light till date.

Mr. P. Niroop Reddy

Senior Advocate, Supreme Court; Former Member of Parliament



Mr. P. Niroop Reddy is an acclaimed lawyer practicing at the Supreme Court of India for the past thirty years and holds innumerable landmark judgements to his credit on the sensitive subjects of national importance, in the areas of private international law, environmental law, infrastructural law, land and agricultural laws and constitutional laws. On December 8, the Supreme Court of India designated P Niroop as a Senior Advocate. He becomes the first lawyer from the State of Telangana to be selected to the position by the Apex Court.

He holds the distinction of serving as the Senior Standing Counsel for the State of Goa for over two years, from May 2013 to 2015. Mr. Reddy has also served as the Additional Advocate General for the State of Meghalaya for two years. He has been an active part of public life by playing a pivotal role in the statehood movement for Telangana through a non-party political front.

He was associated with the Justice J S Verma Commission, which investigated the former Prime Minister, Rajiv Gandhi's assassination in May 1991. Justice Verma has become the Chief Justice of India during 1997-1998. Mr. Reddy hails from the chambers of V.R. Reddy, (former advocate-general, Andhra Pradesh and later the additional solicitor-general of India), and Gopal Subramaniam, (former solicitor-general of India).

Mr. Reddy is the son of late P. Ramachandra Reddy, an eminent lawyer, former Speaker and minister in Andhra Pradesh (combined). He belongs to Medak district. After enrolling in the bar council in 1985, he practised in the mofussil court of Sangareddy and then proceeded to the Supreme Court.

Mr. Vineet Vij

General Counsel



Mr. Vineet has rich professional experience of 25 years in Legal, Secretarial, Regulatory, Risk & Compliance and Corporate & Public Affairs, in leading Information Technology, IT-enabled services, Engineering, Banking & Non-banking Financial companies. Most recently, he served as Senior Vice President - Legal, Commercial, Regulatory, Compliance & Public Affairs at HCL Technologies Ltd. for over 11 years. Earlier, he has worked in Legal, Regulatory & Secretarial roles with TATA Group-TATA Unisys/Infotech Ltd. and TATA Consultancy Services Ltd. for 10 years, besides handling Legal, Secretarial & Compliance functions in Punj Lloyd Ltd. and American Express India. He has also been a litigator & practicing advocate before Hon'ble High Courts of Delhi & Mumbai and district courts & tribunals across the country and has been a witness to the landmark judgments passed by courts in India and across the globe. His expertise spans across a variety of practice areas including Commercial & Contract laws, IT, Data Protection, Privacy, Cyber, IPR laws, M&A, Telecom, Litigation & Arbitration, International Laws, Global Compliances, Employment laws, FCPA, UKBA,

Real Estate, Indirect Taxation, SEZ/STPI/EOU regulations. He has a graduation degree in B. Com (Hons) from Shri Ram College of Commerce and L.L.B. from Delhi University and has additional qualifications in Company Law, Labour Laws, Industrial Relations & Personnel Management, IT & Cyber Laws and is Associate Member of India Management Association. Mr. Vineet is well respected in the industry for his efforts in policy advocacy and multilayer government engagements for effecting changes in Telecom, IPR, Labour, IT/ITES and Industrial policies for both State and Centre Govt. and has worked closely with TRAI, DOT, MOC, Patent & Trade Mark offices and Central & State Labour agencies. He is a regular invitee and is also part of key committees of NASSCOM, FICCI, CII, ASSOCHAM, INTA, and INBA and is an active speaker at legal seminars & conferences. He has featured in the GC Powerlist of Indian Corporate Counsel Association in 2016 comprising of ‘100 Most Powerful GCs’ and as ‘Top 30 GCs’ in 2016 by Legal Era Magazine, a widely respected legal media publication. He is the recipient of the ‘2018 Compliance Champion’ award by Legasis Services and led his team to win the ‘Top In-house Legal Team of the Year’ in 2015. Mr. Vineet has been honored as the ‘General Counsel’ of the year in 2017 by Legal Era Magazine.

4.2 Internal Experts:

Dr. Yaj Medury



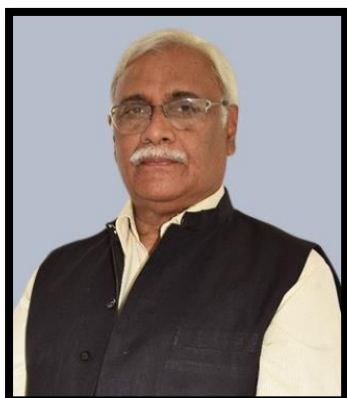
Vice Chancellor, Mahindra University Dr. Medury is an acclaimed academician and a seasoned professional with more than three decades of opulent academic and administrative experience. He feels that ‘Education’ sector has been his calling and admits to have been privileged to be involved with it all his life. For Dr. Medury ‘Education’ is a sunrise industry and says, “we can only reap the benefits of our demographic dividend if we educate our youngsters and skill them adequately to survive and flourish in the very competitive global arena”. He opines that, today, more than ever before, there is a need for quality education and to ensure that the students can help bring greater honors to our country.

It was the privilege of Mahindra University and VIT University, Vellore to have Dr. Medury as their founding Vice Chancellor. He also has taken up the reins as the Vice Chancellor of Jaypee University of IT, Himachal Pradesh and successfully established 3 Universities (2 State and 1 Deemed) between 2001 and 2003. He has proficiently held many senior positions in various companies, besides being Member of several Academic Committees/Governing Council.

Dr. Medury’s style of administration is unique. As a hands-on leader he believes in an open-door policy to encourage students, faculty and staff to approach him anytime with their issues. The secret of his

leadership is his faith in his potential as a leader which also is a popular takeaway for students and colleagues: “just believe in yourself and your potential”.

Dr. Arun K Pujari



Professor Emeritus and Advisor, Department of Computer Science & Engineering

Prof. Pujari joined as Advisor & Professor Emeritus, Department of CSE, Mahindra University in November 2020. He was with University of Hyderabad since 1985. He received his PhD from IIT-Kanpur. He advised several Ph.D. and Masters students for their dissertations. He has served on advisory capacity in several decision-making committees of DST, UGC, AICTE, DOS etc. and he currently Chairman, Executive Committee, Conservation of Indian Heritage and Related Matters. DST; and member of the Programme Advisory & Monitoring Committee (PAMC) on the Technology Fusion and Application Research (TFAR) Programme of the DST, GoI. He is also participated in the Development of TechDome for Central Vista Project, chaired by Principal Scientific Adviser (PSA) to the Government of India. He is a member of core group for Republic Day Tableau by NM-ICPS. He has served as member of Governing Bodies of several Government Institutions and Corporates. He has served as Vice-Chancellor, Dean, HoD and other responsible posts at University of Hyderabad. He has 100+ publications and has supervised 20+ Doctoral students.

Dr. Bishnu Pal

Professor of Physics, Dean-School of Engineering and Dean-Academics



Dr. Bishnu Pal is a Professor of Physics, Dean-School of Engineering and Dean-Academics at Mahindra University. He had served the then Mahindra École Centrale (MEC) right from its beginning in July 2014 till June 2017 as Professor of Physics in the School of Natural Sciences, and then for one year he was a Consulting Professor in Physics during 2017-18 at the Times Group’s Bennett University in Greater Noida. He rejoined MEC in July 2018 as Dean Academics. Prior to these he was a Professor

of Physics for over 24 years since 1990 at the Indian Institute of Technology Delhi, during which he served as the Chairperson of the Physics Department (September 2008-December 2011) and Head of the Computer Services Centre (September 2003-August 2006). Bishnu Pal has been deeply involved in Guided Wave Optics and Photonics education since its nascent days in mid-1975s. He had played a key role in establishing and running the highly successful interdisciplinary MTech and research program on Optoelectronics & Optical Communication and a teaching cum research Laboratory in fiber Optics @ IIT Delhi in early 1980s. A spin-off from this has resulted in commercialization of a Fiber Optics Educational Kit besides several national and internationally sponsored mega research projects. Its alumni hold leadership positions in academia and industries around the world like Facebook, Cisco, IBM, JDSU, OFS, NASA, Tejas Networks, Infinera, Cienna, Delhi Metrorail, mega fiber manufacturer Sterlite Technologies (Aurangabad), AlcaLuc-Nokia (Formerly Bell Labs), etc. Optica (formerly OSA The Optical Society, USA), IEEE Photonics Society (IPS, USA) , and more recently SPIE The International Society for Optics and Photonics (USA), respectively honored him with the global awards namely, Esther Hoffman Beller medal given for ‘outstanding contributions to education in optical science and engineering’ during the centennial year of OSA in 2016, Distinguished Lectureship (DL) for 2005-07 given for 'delivering lectures at various IEEE Photonics Society (IPS) chapters around the world and is designed to honor excellent speakers who have made technical contributions of high quality and to enhance the technical programs of the IPS chapters', and SPIE Maria J. Yzuel Educator Award for ‘outstanding contributions to optics education by an SPIE instructor or an educator in the field’. EHB medal citation read 'You are being recognized for over thirty-five years of guided wave photonics education, including the development of graduate students and continuing education teaching programs and laboratories in optoelectronics and optical communications at IIT-Delhi, inspiring a generation of academic and industrial scientists'. SPIE Educator award citation read ‘four decades of sustained contributions in education, outreach, research, technical program committees of global flagship conferences, and editing of four popular publications in guided wave optics and photonics’. Grand old Royal Norwegian Academy of Sciences and Arts (DKNVS, Norway founded in 1760) recognized Professor Pal with Honorary Foreign membership under its Technology Division within the class of Natural Sciences for significant contributions to optical fiber communications. At the invitation of the International Commission of Optics (ICO) he delivered a course of lectures on silicon photonics at the Winter College on Optics in 1998 at the International Centre for Theoretical Physics (ICTP), Trieste (Italy).

Prof Pal has edited several books published by Elsevier/Academic Press, John Wiley, Intech, New Age, and Viva publishers. Select chapters from his books (including ones authored by him) and one of his published research papers in Electronics Letters (IEE) have been reprinted in standard reference books on optical communication. His e-book *Frontiers in Guided Wave Optics and Optoelectronics* (2010) published by IntechOpen has seen heavy downloads according to the publisher (over 148,100 to date and his own authored chapter over 9800). He has also contributed over 15 chapters - all by invitation in several books and monographs. He has extensively contributed to sponsored research and industrial consultancy, especially several international collaborative research projects that involved France, UK, USA, and Russia.

His research areas have been Guided Wave Photonics and Optical Communication that broadly encompasses application-specific specialty optical fibers e.g. for dispersion management, large mode area fibers and fibers for DWDM transmission; All-fiber components and devices as branching components for optical communication networks; designs of new generation micro structured optical

fibers for supercontinuum light, metro optical networks, and mid-infrared photonics; optical fiber sensors; guided wave components based on silicon photonics; all-fiber THz generation and transmission, and Anderson type localization of light in disordered optical waveguide lattices. Professor Pal has worked as a guest scientist (1975-77) at ELAB at the Norwegian University of Science and Technology (NTNU) at Trondheim in Norway as Royal Norwegian CSIR (NTNF) Fellow and later as NTNF Visiting Professor in summer of 1988, CNRS laboratory LPMC at University of Nice in France as Senior Foreign Scientist of CNRS (France) for various periods (2007, 2010), National Institute of Standards and Technology (NIST) Boulder Colorado in USA as a Fulbright Scholar (1991), Heriot Watt University Edinburgh in UK as an Erasmus Mundus Scholar in Photonics (2007), City U Hong Kong (2002, 2003) and University of Malay (2012) at Kuala Lumpur in Malaysia as Visiting Professor, and at the Fraunhofer Institute fur Physikalische Messtechnik (IPM) at Freiburg in Germany as an Alexander von Humboldt Fellow (1982-83). He has been a founding member of Int. J. Optoelectronics (Taylor & Francis) and is currently a Member of the Editorial Advisory Boards of the journals: J. Opt. Comm. (Germany), J. Elect. Engg. & Tech. (Korea), Optoelectron. Letts. (Springer), J. Korean Opt. Soc. (Korea), Photonic Sensors (Springer), J of Electromagnetic Waves and Applications (Taylor & Francis), and Kiran of the Indian Laser Society. He has published and reported over 200 research papers and research reviews in peer reviewed international journals and conferences, delivered over 50 plenary/invited talks at international conferences in India and abroad, and has co-authored one each Indian and US patent. Prof. Pal is a Fellow of OSA The Optical Society (USA), SPIE The International Society for Optics and Photonics (USA), IETE (India), Distinguished Fellow of Optical Society of India (OSI), and Senior Member of IEEE (USA). He has been a recipient of the Prof A. Selvarajan award (2017) @ IISc Bangalore for *outstanding contributions to Photonics education and research* by IEEE Photonics Society Bangalore India chapter on the 1st International Day of Light, Homi Bhabha Award of UGC (India) for *excellence in Applied Sciences* for 2006, OSI (India) Life Time Achievement award (2010), Prof Y. T Thathachari *Prestigious Research Award in Physical Science* by Bhramara Trust Mysore for 2010, CEOT 2010 award of IETE (India) for *contributions to Optoelectronic Devices in the broadest sense*, Om Prakash Bhasin National award for *distinguished contributions in Electronics and Information Technology* 2013, Khosla National Research award of IIT Roorkee for *Lifetime achievements*, and was a co-recipient of the First Fiber Optic Person of the Year award in 1997 instituted by Lucent Technology and Voice & Data Magazine in India for *significant contributions in all-fiber branching components required in optical fiber networks*.

Prof. Pal was a Member of the Board of Directors (2009-2011) of OSA The Optical Society (USA), its International Council (2007-2009), and Long-Term Planning Group for publications (2011-2014). He was President of the Optical Society of India (2012–2015), Associate Vice President of IEEE Photonics Society's Membership Council (2011-2015), and member of the International Jury for the Galileo Galilei Prize of the International Commission of Optics (2010-2014) and Sang Soo Lee Award jointly awarded by Optical Society of Korea (OSK) and Optica (USA) (2020-22). He has been on the Organizing/Technical Program Committees of over 50 reputed international conferences/workshops, and has guest edited over 10 special topical issues of several international journals.

Dr. S. Ramakrishna Velamuri
Professor of Entrepreneurship and Dean, School of Management



Professor Velamuri's primary expertise is Entrepreneurship. His research focuses on entrepreneurial opportunity recognition and evaluation, entrepreneurial resource mobilization, business model innovation, firm growth, entrepreneurial teams, business ethics including stakeholder theory and ethical decision making. He has published extensively in peer-reviewed academic journals and his research is highly cited. Professor Velamuri has written several award-winning business cases in addition to making business presentations in academic and industrial settings.

School of Law Members:

Dr. Madabhushi Sridhar Acharyulu
Professor & Dean, School of Law



With an undeterred motto for creating a Just Society, he has been an acclaimed academician and a seasoned professional, with opulent multi-disciplinary and Inter-disciplinary experience in law and media. Earlier to joining Mahindra University, he has served as a Professor, in school of law, at Bennett University, Greater Noida. Prior to that, he was the Central Information Commissioner (Rank equivalent to Election Commissioner/Supreme Court Judge) from 2013 to 2018; during which he delivered, several landmark judgements and orders, on transparency and privacy, under the Right to Information Act. He also served as Registrar of NALSAR University, Hyderabad. He has earned his Ph.D. in Law from Osmania University Hyderabad. He acquired his LL.D. (Legum Doctoris) from DS National Law University. He is a truth-seeking columnist on socio-political happenings and policies of the state. He has written and published 50 books on Law and Journalism in both Telugu and English, 100 plus research articles and thousands of news-paper articles. As a part of his professional distinction, he has been a columnist in Sakshi (Popular Telugu Daily) and Hans India (English Daily Hyderabad). He has also prepared a status report on Child Rights in Andhra Pradesh 2000-01. As a

part of his rights awareness, he has Anchored “Bhoomi Kosam” (For land) in Telugu live phone-in program on a Telugu TV channel HMTV in 2012 spanning 61 weekly episodes on Sunday during prime time.

Dr. Manjula Mallepalli
Professor (Law)



Dr. Manjula Mallepalli holds Ph.D. from Nalsar University of Law and the thesis is focused on international trade, law and dispute settlement. Her area of specialization includes interdisciplinary subjects having an approach of law, business management and technology. She is an Associate member of Company Secretaries of India. Her work experience is spanned across business and marketing having managed a team of workforce in the field support, training and development; been associated with senior advocates and had practiced law in Trial and Appellate Courts, Consumer Forum, Labour Tribunal, Tax Tribunal etc., and she was handling the Legal and Corporate compliances in a reputed organization as Assistant Company Secretary; as a Manager-Litigation in tax advisory services at Pricewaterhouse Coopers where she has been instrumental in research and devising the litigation strategies. She was associated with the institutions like Bennett University, Nalsar University of Law and other universities. She has conducted sessions at NADT for the IRS officers. She has published in various journals. Adept in handling interdisciplinary subjects like cyberlaws, international trade laws, corporate laws and business laws. She was designated as the subject expert for few courses in earlier institution; and was Area Coordinator for Corporate Governance at Nalsar. She had been part of various committees and in administrative roles throughout her teaching tenure.

Dr. Vegitha Reddy
Professor (Management)



Dr. Vegitha Reddy holds a Ph.D. in Philosophy from the Indian Institute of Technology, Bombay, 2015 with her Dissertation Titled ‘Philosophical Arguments: A Meta-Analysis’. Her area of

specialization includes Philosophy of Science, Logic, and Philosophical Logic. Dr. Vegitha directed & produced a feature film - Spandan (2012). Thematically it raised ethical, social, and economic concerns of our times through narrating a story of young parents and their daughter afflicted with Cerebral Palsy. She was nominated for the Gollapudi Srinivas National Award for the Best debutant Director in 2012. She has published many research papers, to name a few, Reddy, V., and Bhat, P.R., “Anum?na: Neither Deductive Nor Inductive” (Accepted for Asian Philosophical Conference, 2016), Reddy, V., Tripathi, A., and Bhat., P.R., “The Spirit of Swaraj in Frugal Technologies” (Accepted for GANDHIRAMA, 2016), Tripathi, A., Reddy, V., and Bhat., P.R., “Swaraj: The Just Society” (Accepted for GANDHIRAMA 2014) and many more. She has also been nominated for the Best debutant Director for the Gollapudi Srinivas National Award. Dr. Vegitha has also bylined many conference papers and presentations on her name. Some of the conference papers and presentations are - “A Note on Non-monotonic Logic”, Department of Philosophy, University of Charles-de-Gaulle, Lille, France, 2004, “A Note on Autoepistemic Logic”, Indian Philosophical Congress, Siliguri, India, 2005 and “Tirtha-yatra: Living, Aging and Dying”, National Conference on Aging and Dying: Relevance of Indic Perspective to End-of-Life-Care, Indian Institute of Technology, Kharagpur, 2005.

Dr. Shivdasini Singh Amin
Associate Professor (Management)



Dr. Shivdasini Singh Amin is passionate about sharing her knowledge with the students in the field of Economics, Business Communication, Consumer Behaviour, and many such vast areas. Previous to this, she was working with Lal Bahadur Shastri Institute of Management, Delhi as an Assistant Professor. She completed her Ph.D. from Jodhpur National University, Jodhpur in 2013. The title of her thesis was “Quality Management in Higher education with specific reference to Management Education in Delhi-NCR”. She has attended many Faculty Development Program, to name a few are - FDP on "SPSS and Research Methodology using SPSS", Organized by Apeejay School of Management in May 2008.and "Case Method Teaching" seminar on 20-21, October 2013 at GENPACT Center, Gurgaon organized by Case Research Society of India and Harvard Business School Publishing Seminars. She has a knack of research in many topics, few of them are Leadership and Behavioral Training, Quality Management, Higher Education, Total Productive Maintenance, Lean Machines & Low-Cost Automation, Learning and Development, Competency Mapping, Coaching, Employer Branding, Change Management & Creativity, Executive development. She has published papers on different issues in various reputed national and international journals.

Dr. Nisha Mathew
Associate Professor (Sociology)



Dr. Nisha Mathew is a historian and social scientist whose research focuses on the illicit economies of gold smuggling, money laundering and counterfeiting in the post-imperial Indian Ocean region. She received her PhD in History from the University of Witwatersrand, Johannesburg in 2014, following which she worked as a Research Fellow with the Asia Research Institute and Middle East Institute, National University of Singapore. Dr. Nisha Mathew is a historian and social scientist whose research focuses on the illicit economies of gold smuggling, money laundering and counterfeiting in the post-imperial Indian Ocean region. She received her PhD in History from the University of Witwatersrand, Johannesburg in 2014, following which she worked as a Research Fellow with the Asia Research Institute and Middle East Institute, National University of Singapore. Besides academic publications in top tier international journals, she has also authored newspaper articles and opinion pieces in The Straits Times, South China Morning Post and The Wire. She is currently co-editing a volume on Cities in the Third World and is also working on an article exploring the impact of transnational crime on sovereign governments and critical infrastructures.

Dr. Vivek Sehrawat
Associate Professor



Dr. Sehrawat has extensive research and publication experience in legal issues relating to national security, international humanitarian law, international law and tort law. Before coming to Mahindra University, he was a founding faculty at BML Munjal University. Vivek was a Research Scholar at the University of California, Davis. At Davis, he worked on the projects of UN Human Rights in the field of cultural rights with Special Rapporteur Karima Bennouna. Prof. Vivek has received SJD from University of Kansas with distinction. He conducted extensive research on drones during his SJD. He worked as a research assistant and teaching assistant during his SJD. He was a board member of the King Hall International Law Association at University of California, Davis. He served as a judge for the Pritikin Award at University of California, Davis Journal of International Law and Policy and on the editorial board of the UC Davis Business Law Journal during his LLM.

5. School of Law: Profiles of the Faculty Members

S.No	Name of the Faculty	Qualification	Faculty Area of Specialization
1	Dr. M. Sridhar Acharyulu	Ph.D. (Osmania University), LL.D., (DSNLU) LL.M., LL.B., M.C.J. B.Sc.	Constitutional Laws, Media Laws, Privacy Laws, Election Laws, Public Health Laws and RTI
2	Dr. Manjula Rani Mallepalli	Ph.D. (Nalsar), ACS., LL.M., PGDADR., PGDMBA.,	International Trade Laws, Corporate Laws, IPRs, Alternative Dispute Resolution, Banking Laws, Marketing Laws, Human Resource Laws, Cyber Laws, Transfer Pricing and International Taxation
3	Dr. Vegitha Reddy	Ph.D. (IIT-B)	Philosophy of Science, Logic and Philosophical Logic
4	Dr. Shivdasini Singh Amin	Ph.D. (Jodhpur National University) MBA	Economics, Business Communication, Consumer Behavior
5	Dr. Shreeja Ghanta	Ph.D., (English) VIT University., M.A., English Literature, B.A., English Literature	Indian Indigenous Ecocriticism, esthetics and Environmental Art, Digital Humanities, Creative Writing, Critical Thinking, Environmental Humanities.
6	Dr. Nisha Mary Mathew	Ph.D. (History) University of Witwatersrand	History, Anthropology and Indian Ocean Studies, Diaspora, Illegal Economies
7	Dr. Vinay Sharma	Ph.D. (Telangana university), LL.M. M. Com.	Direct & Indirect Taxation, Cyber Laws, Drone Laws, Corporate & Securities Laws, Management and Finance
8	Dr. Mandeep Kaur	Ph.D., (Institute of Law, Jiwaji University)	Human Rights, Socio-Economic Offenses
9	Dr. Anindita Chakrabarty	Ph.D. (Social Sciences) Tata Institute of Social Sciences, Mumbai	Borderlands, Citizenship, Governance
10	Dr. Paromita Das Gupta	Ph.D. (History) Swiss Federal Institute of Technology (ETH) Zurich	South Asian Studies, History of Science, Technology and Medicine, Intellectual History and Micro-History
11	Dr. Samyukta Bhupatiraju	Ph D., (Economics) United Nations University – MERIT	Economics (Development Economics)

S.No	Name of the Faculty	Qualification	Faculty Area of Specialization
		& Maastricht University	
12	Dr. Sehar Khwaja	Ph.D. (History) University of Delhi	Gender History, Medieval Indian History
13	Dr. Vivek Sehrawat	Doctorate (SJD) University of Kansas, B. Com, B.A. LL.B., LLM	International Laws, International Humanitarian Law, Law of Torts, National Security
14	Mr. Rishi Raj Bhardwaj	PhD. (Pursuing from Bennett University), UGC-NET, LLM, M.Com., CA-PEE-II, PGDBA, DCS	Financial Management, Direct & Indirect Taxation, Corporate Laws, IT Laws and AI-Governance Policies
15	Mr. Ankesh Shreyansh	Ph.D. (Pursuing from NLU Delhi), LLB(Hons.), LLM,	Public Laws and Legal History
16	Ms. Tatheer Fatima	Ph.D. (Pursuing from NLU Delhi), LL.M.	Laws of Contract, Cyber Laws, Corporate Laws, Intellectual Property Rights, Blockchain and Crypto-Asset Regulation, Law and Technology
17	Ms. Aparna Singh	PhD (Pursuing NLU O), B.A. LL.B.(H), LL.M., P.G.D(Media Law)	Constitutional Law
18	Ms. Mona Pattanaik	B.A.LL.B. (Hons) HNLU Raipur, LL.M.(OPJGU)	Corporate and Financial Laws
19	Ms. Shruti Kakkar	Ph.D. (pursuing from NALSAR), LL.M.	Taxation Laws, Environmental Laws, Migration Laws,
20	Mr. Vivek N.D.	Ph.D. (pursuing from UoH), MA. M.Phil.	International Relations, Global Health Governance, Political Economy
21	Ms. Darshna Gupta	LL.M (Nalsar)., B.B.A., LL.B.	Environmental Laws and Intellectual Property Rights
22	Mr. Alok Verma	Ph.D. (Pursuing from Tel Aviv, University), LLM, ACS,	Corporate Laws, Taxation. M&A and Insolvency Law
23	Ms. Neha Khurana	LLM (NLIU Bhopal), NET	Human Rights, Humanitarian Law and Fashion Law

Dr. Shreeja Ghanta
Assistant Professor (English)



Dr. Shreeja Ghanta holds a Ph.D. in English from VIT University. Dr. Shreeja's interests include Indian Writing in English, Environmental Humanities, Indian Indigenous Ecocriticism, Aesthetics and Environmental Art, among others. She got her Ph.D., in English from VIT University, Vellore, M.A. English from Auxilium College, Vellore, and B.A. English from Auxilium College, Vellore.

Dr. Mandeep Kaur
Assistant Professor (Law)



Dr. Mandeep Kaur is an Assistant Professor of Law with over 3 years of teaching experience. She earned her PhD from Institute of Law, Jiwaji University, Gwalior focused on An Empirical study on "Role of Police Investigation and Low Conviction Rate in Corruption Cases: A Study with Special Reference to the State of Madhya Pradesh". For her LL.B. degree, she was placed third on the University Merit List. She has now been designated as a Ph.D. guide. She is also appointed as an Observer by the National Testing Agency (NTA). She has to her credit sixteen research papers. She recently authored a book chapter on Constitutional Law. Her Interest area for research is Criminal Law, Rights of Indigenous People, Public Policy, Human Rights that intended 36 to examine the use of legal provisions and to enhance the understanding on current legal issues

Dr. Samyukta Bhupatiraju
Assistant Professor (Economics)



Dr. Samyukta Bhupatiraju was conferred with the Ph.D. in (Economics) from United Nations University – MERIT & Maastricht University (The Netherlands); MA in Economics from University of Hyderabad. She was also an ICSSR Postdoctoral Fellow at the School of Economics, University of Hyderabad. She has Advanced Certificate from the Kiel Institute for the World Economy (Germany)

to her credit. Her research concentrates on issues of development and finance. Prior to joining the School of Law, she has worked as an Assistant Professor at Tata Institute of Social Sciences (Mumbai and Hyderabad).

Dr. Vinay Sharma
Assistant Professor (Management & Law)



Dr. Vinay Sharma has completed Ph.D. in Indirect Tax Laws with special reference to the Distribution of Financial Powers from Telangana University. He has a multi-varied academic and administrative career. He holds Commerce and Law Post-Graduations from Osmania University, Hyderabad. He has trained Bank Officers at the JAIIB and CAIIB levels. His area of interest along with his expertise is in Accounting, Management, Banking, Insurance, Direct and Indirect Taxes, Cyber Laws and emerging technology laws like cryptocurrency, drones etc.

Dr. Paromita Das Gupta
Assistant Professor (History)



Dr. Paromita Das Gupta has a PhD in History from Swiss Federal Institute of Technology (ETH) Zurich. Her doctoral dissertation titled “Politics of Exclusion: Everyday Experiences of the Baboos in Colonial Bengal, c. 1876–1912” has been appreciated and accepted by a globally acclaimed academic publisher. Das Gupta, specializes in South Asian studies, history of science, technology & medicine, intellectual history and microhistory. Dr. Das Gupta has travelled extensively across Europe and North America for archival research and also presented papers in academic conferences and seminars as a doctoral student.

Dr. Anindita Chakrabarty
Assistant Professor (Sociology)



Dr. Anindita Chakrabarty has a Ph.D. in Social Sciences from Tata Institute of Social Sciences (TISS), Mumbai. Her doctoral thesis is titled, 'Migration Question in Assam: Exploring Belonging in Native–Migrant Discourse'. It examines the present Indian state of Assam which has been witness to ongoing contestations around binary identities of native/indigenous, outsider/migrant identities, or the legal/illegal. She has published research articles and book reviews in international peer-reviewed journals, and has also contributed chapters in edited volumes. Her research interests include state, citizenship, governance, and migration studies.

Dr. Sehar Khwaja
Assistant Professor (History)



Dr. Sehar Khwaja has completed her PhD in History from the University of Delhi, India. Her thesis was on 'Imperial Women and Mughal Court Culture: Exploring Women's Agency in Northern India C.1690-1840.' Her MPhil was from the Department of History, the University of Delhi, India (2008-11) and her thesis was on 'Role and Representation of Imperial Women in Mughal Court Culture c. 1605-1707.'

Prof. Shruti Kakkar
Assistant Professor (Law)



Prof. Shruti Kakkar has nine years of teaching experience. She has worked as Assistant Professor of Law with the various institutions of repute in the country. She has taught courses on Taxation Law, Climate Change & Environmental Law, Refugee and Migration Laws. Presently, she is pursuing her PhD from the National Academy of Legal Studies and Research (NALSAR), Hyderabad. Her area of interest includes Taxation Law, Space Law, Environment Law and Migration Laws.

Prof. Rishi Raj Bhardwaj
Assistant Professor (Management)



Prof. Rishi Raj Bhardwaj has a versatile work experience in various senior positions of academic, managerial and administrative capacities at several Delhi-NCR based universities like Sharda, AKTU, CCSU, Bennett etc. Along with his association with ICAI, IGNOU, IICA and ISM-India; he has worked with some reputed CA firms, based in Delhi and Rajkot. His major assignments had been in financial and statutory compliance audits of PSUs like AAI, BHEL, DMRC, GAIL, SAIL, ISRO, MTNL SBI, LIC etc. He has also served as a policy advisor to MSMEs and Startup Units in Delhi-NCR. His research interests are in Finance, Corporate Governance, Taxation & Emerging Technology Laws.

Prof. Neha Khurana
Assistant Professor (Law)



Prof. Neha Khurana has completed B.A. LL.B. (Hons.) from Bhartiya Vidyapeeth Deemed University, Pune and master's degree (LL.M.) in Human Rights Law from the National Law Institute University, Bhopal. She holds a Diploma in Fashion Law from Milano Fashion Institute, Milan. She offers courses on Human Rights Law, International Humanitarian Law and Environmental Law in the under-graduate and post-graduate programs. Her interest areas are Humanitarian Law, Child Rights, Women Rights, Environmental Law. She has presented papers in various international and national seminars and conferences. After completing the master's degree, she started her career in research with one of the premiere National Law Universities in India.

Prof. Alok Verma
Assistant Professor (Law)



Prof. Alok Verma is currently pursuing his Ph.D. from Tel Aviv University, Israel exploring issues in harmonization of cross border insolvency law. He has a background of corporate advisory practice, training, and practical exposure at corporate firms, Mr. Alok Verma started his academic journey at NALSAR University of Law as Assistant Professor. He holds a Master in Law (LLM) from NALSAR University of Law and professional degree from the Institute of Company Secretaries of India (ICSI). Previously he worked as judicial clerk with the Hon'ble Chief Justice and Hon'ble Senior judge of Uttar Pradesh High Court, which gave him a chance to expand his subjective knowledge, where the basic understanding of judgements and thorough research work led to explore different magnitude of the various subjects which were interconnected with legal practice and therefore he decided to get into NALSAR for pursuing his higher studies.

Prof. Vivek N.D

Assistant Professor (Political Science)



Prof. Vivek N.D. is pursuing his PhD from the Department of Political Science at the University of Hyderabad. His PhD study explores the politics of global health governance and policy making by comparing India and South Africa. His research interest currently is in the area of politics of health policy and governance in the Global South. He also focuses on theories and practice in International Relations and policy analysis by exploring the global and local dynamics seen in the Global South which shape the substantive elements of public and welfare policies. He has taught Politics and Public Policy in the School of Liberal Arts and Human Sciences, AURO University, Surat. He was also a research consultant with the Government of Andhra Pradesh focusing on education and health policy.

Prof. Mona Pattanaik

Assistant Professor (Law)



Prof. Mona Pattanaik has graduated from Hidayatullah National Law University, Raipur and completed her LLM from O.P. Jindal Global University, Sonapat in Corporate and Financial Laws. She completed a Semester Exchange Programme during her LLM from Peking University, Shenzhen, China. She has qualified UGC-NET and Gujarat SET. She has worked as Academic Associate at Indian Institute of Management- Ahmedabad (IIM-A) and Indian School of Business (ISB), Hyderabad.

Prof. Aparna Singh
Assistant Professor (Law)



Prof. Aparna Singh is pursuing her PhD at National Law University Odisha, Cuttack. Ms. Singh had worked as Assistant Professor of Law at United world School of Law, Karnavati University, Gandhinagar. Ms. Singh is a passionate reader and had been an avid mooter during her law college. She has presented and authored numerous research papers in several national and international conferences held in the premium institutes on the subject area of Freedom of Speech & Expression, Uniform Civil Code, Forward Reservation, Fourth Generation Human Rights, Constitutional Morality, etc. She has also published several research papers. She continues to research on the issues of constitutional philosophies and constitutional promises of access to justice to the people in India.

Prof. Tatheer Fatima
Assistant Professor (Law)



Prof. Tatheer Fatima is pursuing Ph.D. in National Law University, Delhi. She has graduated from the Faculty of Law, Jamia Millia Islamia, New Delhi. She holds a Master of Laws (LLM) degree from NLSIU. Her areas of interest include Cyber Laws, Business Laws, FinTech and Blockchain. She has presented and published research papers in various journals of repute.

Prof. Ankesh Shreyansh
Assistant Professor (Law)



Prof. Ankesh Shreyansh is pursuing Ph.D. from National Law University, Delhi. He was a guest lecturer at Campus Law Centre, Faculty of Law, Delhi University and a member of the Bihar Bar

Council. His areas of interest are Jurisprudence, Criminal Laws, Criminology, Family Laws, Legal Research Methodology and other areas in public laws.

Prof. Darshna Gupta
Academic Associate (Law)



Prof. Darshna Gupta has varied experience within the corporate and research domain in the areas of sustainability, climate change and corporate due diligence. A lawyer by training, she completed her Masters in Law from NALSAR University of Law, Hyderabad. Her focus areas were Intellectual Property Rights and Environment Law. She has varied experience within the corporate and research domain in the areas of sustainability, climate change and corporate due diligence. She also contributes as an editor and writer for varied journals of repute. Further, she has also worked as a human right teaching fellow for the ‘The Humans Project’. Her core research and interest areas are climate change, sustainability, human rights and women rights.

6. BA/BBA LLB (Hons.) 5-year Integrated Programme (Course Structure)

BA., LLB			BBA., LLB
Semester 1	Credits		Semester 1
Legal Methods	5	1	Legal methods
Law of Tort including MV Accident and Consumer Protection Laws.	5	2	Law of Tort including MV Accident and Consumer Protection Laws.
English I	5	3	English I
Sociology – I	5	4	Theory and Practice of Management
Political Science – I	5	5	Economics I
History- I	5	6	Business Accounting
Internship			Internship
Semester 2			Semester 2
Law of Contracts I	5	1	Law of Contracts I
English II	5	2	English II
Sociology – II	5	3	Financial Management
Political Science – II	5	4	Economics II
Legal and Constitutional History	5	5	Legal and Constitutional History
Clinic I – Moot Court	5	6	Clinic 1 – Moot Court
Internship			Internship
Semester 3			Semester 3
Law of Contracts II	5	1	Law of Contracts II
Law of Crimes I	5	2	Law of Crimes I
Constitutional Law I	5	3	Constitutional Law I
Geopolitics and Five Estates (CSO)	5	4	AI and Business
Economics - I	5	5	Strategic Management
Sociology -III	5	6	Marketing Management
Internship			Internship
Semester 4			Semester 4
Constitutional Law II	5	1	Constitutional Law II
Family Law I	5	2	Family Law I
Jurisprudence	5	3	Jurisprudence
Law, Poverty and Development	5	4	Law, Poverty and Development
Economics - II	5	5	Human Resource Management
Political Science – III	5	6	International Business Management
Internship			Internship
Semester 5			Semester 5
Family Law II	5	1	Family Law II
Property Law	5	2	Property Law
Company Law -I	5	3	Company Law

BA., LLB			BBA., LLB
Civil Procedure Code & Law of Limitation	5	4	Civil Procedure Code & Law of Limitation
Criminal Procedure Code	5	5	Criminal Procedure Code
Interpretation of Statutes	5	6	Interpretation of Statutes
Internship			Internship
Semester 6			Semester 6
Law of Evidence	5	1	Law of Evidence
Administrative Law	5	2	Administrative Law
Company Law -II	5	3	Company Law -II
Clinic II–ADR	5	4	Clinic II–ADR
Optional I	5	5	Optional I
Optional II	5	6	Optional II
Internship			Internship
Semester 7			Semester 7
Labour & Industrial Law I	5	1	Labour & Industrial Law I
Public International Law	5	2	Public International Law
Intellectual Property Law	5	3	Intellectual Property Law
Competition Law	5	4	Competition Law
Optional III	5	5	Optional III
Optional IV	5	6	Optional IV
Internship			Internship
Semester 8			Semester 8
Labour & Industrial Law II	5	1	Labour & Industrial Law II
Principles of Taxation	5	2	Principles of Taxation
Clinic III – Drafting, Pleading and Conveyance	5	3	Clinic III – Drafting, Pleading and Conveyance
Cyber laws	5	4	Cyber laws
Optional V	5	5	Optional V
Optional VI	5	6	Optional VI
Internship			Internship
Semester 9			Semester 9
Environmental Law	5	1	Environmental Law
Clinic IV - Professional Ethics	5	2	Clinic IV - Professional Ethics
Honours Paper I	5	3	Honours Paper I
Honours Paper II	5	4	Honours Paper II
Honours Paper III	5	5	Honours Paper III
Internship			Internship
Semester 10			Semester 10

BA., LLB			BBA., LLB
Honours Paper IV	5	1	Honours Paper IV
Honours Paper V	5	2	Honours Paper V
Honours Paper VI	5	3	Honours Paper VI
Honours Paper VII	5	4	Honours Paper VII
Honours Paper VIII	5	5	Honours Paper VIII
Internship			Internship
Total Papers Offered	58		

BCI Specified (Total)	52	58	MU SOL
1st Degree	14	14	1st Degree
Core law	20	26	Core Law
Optional	6	6	Optional
Clinical Papers	4	4	Clinical paper
Honours	8	8	Honours
Audit/Value Adding Courses			Additional

- First Degree Papers: 14 (B.B.A. subjects)
- Core Law Papers: 26
- Clinical Papers: 4
- Optional Papers: 6
- Honours Papers: 8
- Internships: 10 (internship is at the end of every semester; evaluation would be at the end of every academic year; non-taught 2 credits)

BCI Specified (Total)	52	58	MU SOL
1st Degree	14	14	1st Degree
Core law	20	26	Core Law
Optional	6	6	Optional
Clinical Papers	4	4	Clinical paper
Honours	8	8	Honours

List of Optional and Honours Papers (subject to change/contemporary papers will be offered). Papers will be announced during that particular semester in which it is being offered depending on the subscription by the students

Optional Papers (4 papers will be offered under each optional and students have to select One paper)

Optional I: Constitutional law Group
Optional II: Business Law Group
Optional III: International Law Group
Optional IV: International Trade Law Group
Optional V: Crimes and Criminology Law Group
Optional VI: Intellectual property Law Group
Optional VII Law & Agriculture Group

Honours Papers (8 papers from the following list of subjects; subjects are tentative may vary)

Constitutional Law Group	Business Law Group
Legal Philosophy including theory of Justice	Law and Economics
Indian Federalism	Banking Law
Affirmative Action and Discriminative Justice	Investment Law
Comparative Constitution	Financial Market Regulation
Human Right Law and Practice	Foreign Trade
Gender Justice and Feminist Jurisprudence	Law of Carriage
Fiscal Responsibility & Management	Transportation Law
Local Self Government including Panchayat Administration	Insurance Law
Right to Information	Bankruptcy & Insolvency
Civil Society & Public grievance	Corporate Governance
Government Accounts & Audit	Merger & Acquisition
Law on Education	Competition Law
Media & Law	Information Technology Law
Health Law	Direct Taxation
Citizenship & Emigration Law	Indirect Taxation
Interpretation of Statutes and Principle of Legislation	Equity and Trust
Legislative drafting	Law on Project Finance
	Law on Corporate Finance
	Law on Infrastructure Development
	Special Contract
International Trade Law Group	Crime & Criminology Group
International Trade Economics	Criminal Psychology
General Agreement on Tariff & Trade	Forensic Science
Double Taxation	International Criminal Law
Dumping and Countervailing Duty	Prison Administration
Trade in Services & Emigration Law	Penology & Victimology
Cross Border Investment	Offences Against Child & Juvenile Offence
Agriculture	Women & Criminal Law
Dispute Resolution	IT Offences
International Monetary Fund	Probation and Parole
Trade in Intellectual Property	Criminal Sociology
International Banking & Finance	Comparative Criminal Procedure
	Financial and Systemic Fraud
	White Color Crime
International Law Group	Law & Agriculture Group
International Organization	Land Laws including Tenure & Tenancy system

International Human Rights	Law on Agriculture Infrastructure: seed, water, fertilizer, pesticide etc.
Private International Law	Law on Agricultural Finance
International Environmental Law	Law on Agricultural Labour
IMF & World Bank	Agricultural Marketing
Regional Agreement & Regionalization	Farming & Cultivation
Uncitral Model Codes	Farmer and Breeders' Right
International Labour Organization & Labour Laws	Cooperative and Corporatization of Agriculture
International Dispute Resolution Bodies	Dispute Resolution and Legal aid.
Maritime Law	Agricultural Insurance
Law of the Sea and International River	Law on SMEs on agricultural processing and rural industry
Humanitarian and Refugee Law	
International Criminal Law and International Criminal Court	
Intellectual Property Law	
Patent Right creation and Registration	IPR in Pharma Industry
Patent Drafting and Specification Writing	IPR in SMEs
IPR Management	IPR Transactions
Copyright	Life Patent
Trade Mark and Design	Farmers and Breeders right
Trade Secret and Technology transfer	Bio Diversity protection
Other Forms of IPR creation and registration	Information Technology
IPR Monetization	IPR Litigation

Subject & Syllabus

7.1 BA-1101 Legal Methods

Presentation For LEGAL METHODS

Faculty Name : Ms. Aparna Singh, Ms. Tatheer Fatima, Mr. Ankesh Shreyansh & Ms. Mona Pattanaik

Course Type : Core

Semester and Year : First and First

L-T-P : 4+1+1

Credits : 5

Department : Law

Course Level : UG

Subject Name: Legal Methods

COURSE CONTEXT

SCHOOL	School of Law	VERSION NO. OF CURRICULUM THAT THIS COURSE IS	I
DEPARTMENT	Law	DATE THIS COURSE WILL BE EFFECTIVE FROM	September 2021
DEGREE	BA/BBA-LLB (Hons)	VERSION NUMBER OF THIS COURSE	I

COURSE BRIEF

COURSE TITLE	Legal Methods	PRE-REQUISITES	A basic idea of why the student is actually interested in
COURSE CODE	BA/BB1101	TOTAL CREDITS	5
COURSE TYPE	Core	L-T-A FORMAT	4-1-1

COURSE SUMMARY

The study of the law is an exciting and challenging process, it requires one to constantly think, debate and argue. Since the inception of the five-year program for law was introduced by NLSIU, Bangalore in 1980s, law

students have been given an opportunity to invest five years to study, evaluate and explore the field of law. This requires them to have an in-depth knowledge of the idea of law as well as the ability to read and write legal academic and professional documents. Although the subject of Jurisprudence provides them with the understanding of the core concepts of what law actually is and the same is done for the professional writing by the subject of Clinic, introducing these subjects to students who have just started to learn about law and are fresh out of their high school can simply overwhelm them. Thus, Legal Methods is needed. It introduces the students to the basic concepts of law and acts as a bridge to aid them in making a relatively easier transition into the core concepts of different laws once they are introduced to them. It also teaches them how to conduct basic academic research work which is one of the most important skills required for them to possess.

COURSE OBJECTIVES: (CO)

The objective of this course is to introduce the students to the philosophy of law, which will serve as a foundation for much of their coursework at school of law. It will equip them with the conceptual tools needed for engaging in legal reasoning, providing holistic analysis of official legal sources (such as legislation, judgments and administrative rules) and producing meaningful academic legal writing. More significantly, we hope that they will become comfortable with the notion of arriving at multiple answers to a given problem and evaluating them from different points of view.

COURSE FLOW:

An outline of the scheme of the modules is as follows.

Module – I: Introduction to the Concept of Law & Legal Methods [12 hours]

- a. The Idea of Law: What it does and what it means to you?
- b. Essence of law & Legal rules and Society.
- c. Classification of Law.
- d. Essential functions of law: General principles of law.
- e. Meaning & Approaches to Legal Method.

Module- 2: Sources of Law [14 hours]

- a. Custom as a Source of Law.
- b. Legislation as a Sources of Law.
- c. Precedent as a Source of Law.
- d. Other Sources of Law.

Module- 3: The Legislative and Judicial Process [14 hours]

- a. Legal Families.
- b. Judicial Systems.
- c. Statutory Process.
- d. Statutory Interpretation.

- e. Judicial Process and Reasoning.

Module- 4: Legal Reasoning and Critical legal thinking:

[8 hours]

- a. The Language of Law.
- b. Legal Reasoning
- c. Modes to Determine Legal Reasoning in Judicial Pronouncements.
- d. Critical Legal Thinking.

Module- 5: Legal Writing

[8 hours]

- a. Legal writing.
- b. Referencing and Citation.
- c. Academic Ethics and Plagiarism.
- d. Introduction to Law & Library.

Essential Reading: [Text Books]

- i. Glanville Williams: Learning the Law, 16th Edition by A.T.H. Smith, Sweet & Maxwell, South Asian Edition.
- ii. Saha Tushar Kanti: Textbook on Legal Methods, Legal System & Research, 2nd Edition (Universal Law Publishing).
- iii. Dr. G.P. Tripathi: Legal Method (Central Law Publications).
- iv. Dr. Mona Purohit: Legal Education & Research Methodology (Central Law Publications).
- v. Bryan Garner, Legal Writing in Plain English: A Text with Exercises (University of Chicago Press, 2001). Selected exercises available at <<http://press-pubs.uchicago.edu/garner/>>
- vi. Frederick Schauer, Thinking Like a Lawyer – A New Introduction to Legal Reasoning (Harvard University Press, 2009)

Suggested readings: [Reference Books]

- 1. Glanville Williams: Learning the Law, 16th Edition by A.T.H. Smith, Sweet & Maxwell, South Asian Edition.
- 2. Saha Tushar Kanti: Textbook on Legal Methods, Legal System & Research, 2nd Edition (Universal Law Publishing).
- 3. Dr. G.P. Tripathi: Legal Method (Central Law Publications).
- 4. Dr. Mona Purohit: Legal Education & Research Methodology (Central Law Publications).
- 5. Bryan Garner, Legal Writing in Plain English: A Text with Exercises (University of Chicago Press, 2001).
- 6. Selected exercises available at <<http://press-pubs.uchicago.edu/garner/>>
- 7. Frederick Schauer, Thinking Like a Lawyer – A New Introduction to Legal Reasoning (Harvard University Press, 2009)

Suggestive Research Articles:

1. Edward Hirsch Levi, "An Introduction to Legal Reasoning," 15 University of Chicago Law Review 501 (1948).
2. John Willis, Statute Interpretation in a Nutshell, 16, Canadian Bar Review 1 (1938).
3. Corinne Cooper, *Letter to a Young Law Student*, 35 Tulsa Law Journal 275 (2013).
4. David R. Samuelson, Introducing Legal Reasoning, Journal of Legal Education Vol. 47, No. 4 571 (1997).
5. Pamela Samuelson, Good Legal Writing: of Orwell and Window Panes, 46 University of Pittsburgh Law Review 149 (1984).

EVALUATION COMPONENTS:

Components of Course Evaluation	Percentage
Internal Examination – I	15%
Internal Examination – II	15%
Internal Examination – III	15%
Mid-Term Examination	20%
End-Term Examination	35%
Total	100%

Maximum Marks: 100 Marks

Lecture-wise Plan

Session	Topics Covered
1	Introductory Session
2	Legal Methods: what are they?
3	What is Law?
4	General Principles of Law
5	What is the essence of Law?
6	Functions of Law
7	Classification of Law
8	Classification of Law
9	Classification of Law
10	Law and society
11	Law and society
12	Law and society

13	Law and morality
14	Law and morality
15	Law and morality
16	Different approaches to Legal methods
17	Different approaches to Legal methods
18	Different approaches to Legal methods
19	Introduction- Sources of law
20	Custom as a Source of law
21	Custom as a Source of law
22	Legislation as a Source of law
23	Legislation as a Source of law
24	Legislation as a Source of law
25	Precedent as a Source of law
26	Precedent as a Source of law
27	Tests for determining the Ratio Decidendi
28	Tests for determining the Ratio Decidendi
29	Legal Systems- Common Law system
30	Legal Systems- Civil Law System & Hybrid System
31	Judicial Systems
32	Judicial Systems
33	Judicial Systems
34	Statutory Process
35	Statutory Process
36	Statutory Interpretation
37	Statutory Interpretation
38	Judicial Reasoning
39	Conclusion and Review of Module 1
40	Conclusion and Review of Module 2
41	Conclusion and Review of Module 3
42	Introduction to Module 4: The Language of Law
43	Legal Reasoning
44	Legal Reasoning
45	Legal Reasoning
46	Critical legal Thinking
47	Legal writing
48	Legal writing
49	Legal writing

50	Referencing and Citations
51	introduction to popular modes of citations
52	Introduction to the Law Library
53	Navigating Legal Databases
54	Conclusion and Review of Syllabus
55	Conclusion and Review of Syllabus
56	Conclusion and Review of Syllabus

Special efforts and measures taken to improve the class's learning

- I. Use of popular stories and lectures by J.K. Rowling, R.K. Narayana, Harper Lee, Michael Sandal.
- II. Use of hypothetical situation to develop proper understanding of the subject matter.
- III. Remedial Classes.

Major Efforts and Measures:

- a. **Expert Talk:** "Writing a Legal Article: Foundations & Guidelines on Legal Citations" by Rohit Pothukuchi.

b. Subject Support System: Remedial Classes.

c. Activities and Tutorials List:

- Class presentation on key takeaways from Corinne Cooper's Letter to a Law Student, Tulsa Law Review
- Activity Session: All of you like in Lord of Flies have been Stranded upon an isolated island whose inhabitants now see you as their leaders. In groups of 4-5, create 5 laws and 5 rules for them to rebuild the society- Class presentations
- Drafting hypothetical case laws involving at least one legal question. Followed by Class Discussion.
- Class Activity- Pretend you were a judge in the *Speluncean explorer's* case- what would be your opinion?
- Class discussion on: Trail of the Green Blazer by R.K. Narayan
- Class Activity- Law & Morality through Harry Potter- Analyse Voldemort's takeover of Ministry of Magic through the Lens of Hart & Fuller.
- Read the Chapter "Centaur and the Sneak" from Harry Potter and the Order of the Phoenix- Analyse Dumbledore's defence of Harry Potter from a Law & Morality Standpoint.
- IRAC Practice through the case - *Nikhil Soni v. Union of India*
- Case study- Law & Morality through **Regina v Dudley and Stephens (1884) 14 QBD 273 DC**
- Class discussion on the article- *UP: Principal Hangs Class 2 Student Upside Down from School Building for 'Being Naughty While Eating'* (*news18.com*). Followed by writing arguments for defence and Prosecution.
- Class discussions on Custom as a source of law through the illustration of *Jalikattu Practice*

- *Class Activity- Case Analysis & Argument building skills: One morning Detective A was called upon a murder site. It was a horrible sight. The parents' bodies were found by the three kids. The neighbours had called the police when they heard the kids crying. The parents had been cut down with an axe, which was kept against the wall in the bedroom. The bodies were lying in the bed as if they had been sleeping. The entire house had been scrubbed clean even the axe. The only thing out of place was a half-drunk glass of water on the kitchen table.*

Time passed but the case was never solved. The detective kept in touch with the kids but eventually their relationship fell apart. Although despite growing up the kids continued to receive gifts (which were nothing special, small toys and stuff like that) on their parents' death anniversary. Years later the detective (who now is a high-ranking investigator) tried connecting with the children since this case kept haunting him throughout his career, the children made it clear that they want nothing to do with him and for him to stop sending them the gifts which keeps reminding them of their parents' death. The detective clearly stated that he stopped sending them gifts a long time back when their grandparents asked him to do so and thus the one sending the children the gifts can only be the killer.

The detective brought in his new team to investigate the case once again. They find out that most of the gifts received by the children over the year which were not sent by the detective were things which someone will find in carnivals. The eldest daughter remembered that the day of the murder the family had gone to a carnival which was there in town and a clown was following her around who had to be asked to back off by her father. After further investigation it was found that a roaming carnival which has been visiting the city for several years annually around the same time, the same one which the children and their parents had gone to all those years back. The police reached at the location where the carnival always established itself while in town. While the subordinates of the detective spread out to look for a clown the detective himself approached the manager and started asking questions regarding the double homicide that had happened twenty years ago. The organizer started fumbling and it was revealed that the clown from all those years ago was the manager's mentally disabled son who physically is very strong.

Twenty years back the day of the incident the boy took a liking to the girl and wanted to be friends with her. The parents got scared and asked him to back off and left, While the manager was busy taking care of other things the slipped out of the carnival and followed the family to their home. When he broke into the family's house the father came after him with the family axe and hit him. In retaliation the boy over powered the father and ended up cutting him down. The mother saw the whole thing and started to attack him and he hit her with the axe killing her as well. By the time the manager realized that his was missing and followed and ended up finding him the deed was done. The boy had picked up the parents and had put them back in bed out of remorse and was sobbing silently next to their bed. The manager to protect his son wiped off all the evidence of his presence from the house. He is the one who makes his son to give the kids the gifts for all those years in order to make his son remember what he did and so that he never forgets.

Both, father and son are apprehended; to which they complied without any resistance. The case has now come to the court.

- *Issue identification Exercise: A little problem has arisen between my neighbour and me. My neighbour likes nothing more than to sit out on his patio on a summer's evening quaffing beers and listening to music, music that is usually quite loud. On such nights I like to read serious books while sitting out on my own patio. On occasion I will ask my neighbour to lower the volume of his music. He invariably will comply, usually with an apology. One night I am sitting on my patio reading a particularly dense treatise on legal philosophy while my neighbour is drinking beer and listening to his music. I find the music just too much to bear. I command my neighbour to turn down his blankety-blank boombox- or else. My neighbour, well-fortified by his beer, angrily demands: "Or else what?" He then opens the*

gate of the fence that divides our property, picks up a rake lying against my side of the fence, brandishes the rake in my direction, and repeats his demand. At this point I think it best to slip inside my house. My neighbour returns to his yard, taking the rake with him.

I ask my students to consider the foregoing scenario from the perspective of a friend or adviser. I tell them I assume they have little or no legal experience.

COURSE-SPECIFIC LEARNING OUTCOMES: (CSO)

By the end of this program, students should have the following knowledge, skills, and values:

CSO1. To develop an elementary understanding of the debates around the nature of law.

CSO2. Students will be able to think on emerging socio legal issues in numerous disciplines.

CSO3. To acquire the ability to identify legal issues and principles underlying any given factual situation and to undertake and present research on such issues.

CSO4. To know the various sources of law and be in position to synthesise such sources and use them to formulate arguments in their research;

Faculty Name : Ms. Vipasha Ghangoria & Ms. Darshna Gupta

Course Type : Core

Semester and Year : First

L-T-P : 4+1+1

Credits : 5

Department : Law

Course Level : UG

Subject Name- Law of Torts

1. COURSE CONTEXT

SCHOOL	School of Law, Mahindra University	VERSION NO. OF CURRICULUM THAT THIS COURSE IS A PART OF	1
DEPARTMENT	Law	DATE THIS COURSE WILL BE EFFECTIVE FROM	6th September, 2021
DEGREE	BA-LLB/BBA- LLB (Hons)	VERSION NUMBER OF THIS COURSE	1

2. COURSE BRIEF

COURSE TITLE	Law of Torts including MV Accident and Consumer Protection Laws	PRE- REQUISITES	Basic knowledge of Legal Terms
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COURSE CODE	BB1102 / BA1102	TOTAL CREDITS	5
COURSE TYPE	Core	L-T-P FORMAT	4-1-1

3. COURSE SUMMARY:

This course provides a general introduction to the law of torts with a particular focus on negligence, encompassing duty of care; breach and standard of care; causation and remoteness; damages; defences; and vicarious liability. A representative range of other torts are also considered and includes trespass to the person, nuisance, trespass to land, trespass to goods and defamation. Remedies and defences to these torts are also explored. Motor Vehicles Accident Act and Consumer Protection Act to be explored.

4. COURSE OBJECTIVES /AIMS:

The objectives of this course are:

1. To introduce the law of torts and how it interacts with other aspects of the legal system including criminal law, contract law, Law of trust and regulations. The focus is on providing interdisciplinary approach to law of torts.
2. In addition to intentional and negligence-related torts, which are covered in depth, this course also introduces Nervous Shock, Defamation, Specific Torts (e.g., Negligence, Nuisance, Trespass), traditional theories of strict liability, with attention to available defences to tort actions.
3. To acquaint with the basic procedural aspects of tort lawsuits.
4. To develop skills at analysing tort problems, breaking them down into workable elements, and writing effective responses.

5. COURSE FLOW

An outline of the scheme of the modules is as follows.

Module I (11 hours)

- Chapter 1- Nature, Definition and Elements of Tort
- Chapter 2- Development of Law of Torts in England and India
- Chapter 3- Wrongful Act and Legal Damage - Damnum Sine Injuria and Injuria Sine Damnum
- Chapter 4- Tort distinguished from Crime, Quasi Contract, Breach of Contract and Breach of Contract, Fault, Wrongful intent, Malice, Liability without Fault.

Module 2: Title (11 hours)

- Chapter 1- General Defences to an action in Torts

- Chapter 2- Vicarious Liability and Liability of the State for Torts
- Chapter 3- Defence of Sovereign Immunity
- Chapter 4- Rule of Strict Liability, Rule of Absolute Liability and Joint Liability

Module 3: (12 hours)

- Chapter 1- Specific Torts- Torts affecting the person, Assault, Battery, Defamation, Trespass
- Chapter 2- False Imprisonment, Malicious Prosecution, Nervous Shock, Negligence and Nuisance

Module 4: Title (10 hours)

- Chapter 1 - Remedies - Judicial and Extra-judicial –
- Chapter 2- Injurious Falsehood, Passing off and Conspiracy
- Chapter 3- Damages, Kinds of Damages, Assessment of Damages, Remoteness of Damage
- Chapter 4- Injunctions, Death in Relation to Tort, Action personalize “moritur cum persona”

Module 5: Title (12 hours)

- Chapter 1 - **Consumer Protection Act, 1986** - Definition of Consumer, Salient features of the Act, Consumerism, Rights of Consumers, Duty to Take Care and Liability for Negligence, Product Liability, Unfair Trade Practices, Redressal Machinery, Liability of the Service Providers, Manufacturers and Traders under the Act, and remedies.
- Chapter 2- **Motor Vehicles Act 1988**- Claim and Compensation, Liability and Assessment of Compensation- “hit and run” motor accidents, Offences, Penalty and Defences, Claims Tribunal and Award of Compensation.

Essential Reading: [Text Books]

1. Ratanlal & Dhirajlal, The Law of Torts, Lexis Nexis
2. B.M. Gandhi, Law of Torts with Law of Statutory Compensation and Consumer Protection, Eastern Book Company
3. R.K. Bangia, Law of Torts including Compensation under the Motor Vehicles Act and Consumer Protection Laws, Allahabad Law Agency
4. Ramaswamy Iyer’s , The Law of Torts, Lexis Nexis
5. Avtar Singh – The Law of Consumer Protection

Suggested readings: [Reference Books]

1. Principles and Practice Saraf Dal – Law of Consumer Protection in India
2. J.N. Barowalia – Commentary on CP Act, 1986.
3. Salmond and Heuston on the Law of Torts
4. P.S. Achuthan Pillai – The Law of Torts
5. Winfield on Torts (London: Sweet & Maxwell)

Suggested Research Articles:

1. Introduction to Law of Torts, Cecil A Wright, Cambridge Law Journal

<https://www.cambridge.org/core/journals/cambridge-law-journal/article/abs/introduction-to-the-law-of-torts/0D3269C0542BEB09DBEE09987954B28E>

2. Specific Problems of Law of Torts in India, S.K. Bhatia, Journal of Indian Law Institute
<https://www.studocu.com/in/document/university-of-mumbai/law-of-torts/specific-problem-of-tort-law-in-india/12456269>
3. A Comment on “The Law of Torts”, Luke K. Cooper rider, Michigan Law Review Association
<https://repository.law.umich.edu/mlr/vol56/iss8/3/>
4. Impact Analysis and Tort Law: A Comment, Robert L. Rabin, Law and Society Review
<https://www.jstor.org/stable/3053153>
5. Negligence: The Comparative Legal History of Law of Torts, Edited by Eltjo J. H. Schrage, published by Duncker & Humblot
chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/viewer.html?pdfurl=https%3A%2F%2Fwww.duncker-humblot.de%2F_files_media%2Fleseproben%2F9783428505166.pdf&clen=10876330&chunk=true
6. Assault on the Law of Torts, Edward Veitch and David Miers, The Modern Law Review
<https://www.jstor.org/stable/1094774?seq=1>
7. Economic Interpretation and the Law of Torts, Roscoe Pound, Harvard Law Review
<https://www.jstor.org/stable/1333474?seq=1>

EVALUATION COMPONENTS:

Components of Course Evaluation	Percentage
Internal Examination – I	15%
Internal Examination – II	15%
Internal Examination – III	15%
Mid-Term Examination	20%
End-Term Examination	35%
Total	100%

Maximum Marks: 100 Marks

Lecture-wise Plan

Session	Topics Covered
1	Nature of Law of Torts and Definitions of Torts
2	Nature of Law of Torts and Definitions of Torts

3	Essentials of Law of torts
4	Is it Law of tort or Law of Torts?
5	Development of Law of Torts in England and India
6	Development of Law of Torts in England and India
7	Tort distinguished from Crime, Breach of Trust, Quasi Contract & Contract
8	Privity of Contract and tortious Liability
9	Injuria Sine Damnum
10	Damnum Sine Injuria
11	Liability without Fault, Strict liability
12	Malice in Law and Malice in fact
13	Concept of General Defenses
14	Volenti Non Fit Injuria
15	Plaintiff, the wrongdoer, Inevitable Accident
16	Act of God, Private Defense
17	Mistake Necessity
18	Statutory Authority under Torts
19	Concept of Vicarious Liability
20	Principal & Agent, Partners, Master & Servant Relationship
21	Discussion on 2 Tests- Hire & Fire Test and Direction & Control Test, Qui facit per alium facit per se, Respondent Superior
22	Liability of Vehicle Owners
23	Servant and Independent Contractor distinguished
24	- Servants not under the control of master - Lending a servant to another person
25	The Course of Employment Fraud of Servant
26	State, Liability of the State for Torts
27	Defense of Sovereign Immunity
28	Joint Liability
29	Rule of Strict Liability, Rule of Absolute Liability, Concept of Torts affecting the person
30	Assault & Battery
31	Trespass False Imprisonment
32	Malicious Prosecution Nervous Shock
33	Concept of Nuisance - Public Nuisance Private Nuisance
34	Who can sue for Nuisance? Who is liable for Nuisance?
35	Concept of Injury to Property, Physical Discomfort & Distinction between Injury to Property & Physical Discomfort
36	Remedies - Burden of Proof
37	Torts to Personality or Movable Property, Trespass to Goods, Conversion

38	Types of Conversion- Distinction between Conversion and Trespass
39	Action for Conversion - Who can Sue? - Defenses- Damages
40	Torts to Immoveable Property- Trespass to Land
41	Continuing Trespass, Trespass by Joint owners
42	Specific Torts- Torts affecting the person, Defamation
43	Defamation – Essentials Forms Defenses Difference in Indian & English Law
44	Remedies - Judicial and Extra-judicial
45	Remedies - Judicial and Extra-judicial
46	Remedies - Judicial and Extra-judicial
47	Damages - Kinds of Damages, Assessment of Damages, Remoteness of Damage
48	Damages - Kinds of Damages, Assessment of Damages, Remoteness of Damage
49	Damages - Kinds of Damages, Assessment of Damages, Remoteness of Damage
50	Consumer Protection Act, 1986
51	Consumer Protection Act, 1986
52	Consumer Protection Act, 1986
53	Consumer Protection Act, 1986
54	Motor Vehicles Act 1988
55	Motor Vehicles Act 1988
56	Motor Vehicles Act 1988

Special efforts and measures taken to improve the learning outcomes

Our pedagogy is student centric. The pedagogy of the current course comprises of the following techniques/methods:

1. Using Latin Maxims, Videos and Concepts before beginning a lecture to trigger discussions.
2. Medium of teaching is planned lectures, bare act readings and power-power presentations.
3. Using activities, and role-plays to bridge the gap between theory and practice.
4. Employing task-based approach to keep the pedagogy student-centered.
5. To integrate technology in pedagogy, use of the virtual tools/games.

Major Efforts and Measures:

A. Subject Support System: The focus will be creating a support system as and the need arises for the same. Eg., Conducting tutorial and activity sessions for clarification of doubts

B. Activities and Tutorials List:

1. Exercise to create a new planet and prepare Law of Torts for that planet. The idea behind this exercise was to make students think creatively and out of the box.
2. Discussion on Law of Tort and Law of Torts idea of wrongful act and legal Rights.
3. Explaining concept of Volenti non-fit injuria through real life scenarios and examples

4. Explaining the relation between legal duty and morality.
5. The Chairman, Railway Board & Ors vs Mrs. Chandrima Das & Ors on 28 January, 2000 | Concept of Vicarious liability of the state.
6. Discussed various examples of Assault Battery and Trespass.
7. Review the video clip from “The Simpsons”. After reviewing the clip, identify the material facts that will be useful in trying to establish whether or not the tort(s) occurred. Write the important facts on the sheet.2. Discuss who are the likely plaintiff(s) in this case. students who are the likely defendant. There will be two groups to complete this activity. First group will analyze the restaurant’s liability and Second group will analyze the doctor’s liability. Write down all the elements of the negligence action.

(Every activity was conducted for minimum two sessions)

COURSE-SPECIFIC LEARNING OUTCOMES: (CSO)

By the end of this program, students should have the following knowledge, skills, and values:

- CSO1.** Understanding the sources of Law of Torts.
- CSO2.** Development of perspective by spotting Tort issues in daily life situations using appropriate legal problem-solving techniques.
- CSO3.** Introduce learners to the defences and remedies available under tort actions.
- CSO4.** Identify the limitations in key principles in the Law of Torts and how they can be overcome to develop their own reasoning behind it.

Links for Online Lectures

1. https://mahindraecolecentrale-my.sharepoint.com/:v:/g/personal/darshna_gupta_mahindrauniversity_edu_in/EVO0x7fX9gFPkPUa-J3gtzYBiq9uQwN-AvpR0-2FLHEFLg
2. https://mahindraecolecentrale-my.sharepoint.com/:v:/g/personal/darshna_gupta_mahindrauniversity_edu_in/EXePiWPAeZBMjp85UiYTLKYBkpOA-y2dynxUOsVuicUILA
3. https://mahindraecolecentrale-my.sharepoint.com/:v:/g/personal/darshna_gupta_mahindrauniversity_edu_in/EUDtQe9NdXZFpzarvxE7OV0BeaNYWY06bY2nm_BX-Ak0zw



Mahindra
University

SCHOOL OF LAW

BOARD OF STUDIES

Presentation For

ENGLISH-1

Faculty Name : Dr. SHREEJA GHANTA

Course Type : Core

Semester and Year : First and First

L-T-P : 4+1+1

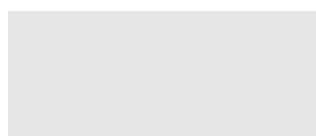
Credits : 5

Department : Law

Course Level : UG

Subject Name

COURSE CONTEXT



SCHOOL	School of Law	VERSION NO. OF CURRICULUM THAT THIS	I
DEPARTMENT	Humanities and Social Sciences	DATE THIS COURSE WILL BE EFFECTIVE FROM	August 2021
DEGREE	BA/BA-LLB (Hons)	VERSION NUMBER OF THIS	

COURSE BRIEF

COURSE TITLE	ENGLISH-1	PRE-REQUISITES	Nil
COURSE CODE	BB1103/BA1103	TOTAL CREDITS	5
COURSE TYPE	Core	L-T-A FORMAT	4-1-1

COURSE SUMMARY

The course is designed to inculcate language of ideas, thoughts and expression through creative, critical and analytical inception.

COURSE OBJECTIVES: (CO)

The course integrates language skills that stimulate learners to develop their abilities in listening to learn, intertextual reading, coherent writing and in articulation of speech. The course aims for comprehensive analysis of LSRW skills.

COURSE FLOW:

An outline of the scheme of the modules is as follows.

Module_1: Listening (10)

- Comprehending
- Retaining
- Responding
- Barriers to Listening
- Overcoming Barriers to Listening

Module_2: Reading (12)

- **Reading Types:**
 - a) Intensive and
 - b) Extensive reading
- **Reading Techniques:**
 - a. Skimming
 - b. Scanning

- **Reading Language and Literature**

Suggested Readings:

- *Gift of the Magi* by O' Henry
- *The Dark Room* by R. K. Narayan
- *Telephone Conversation* by Wole Soyinka
- *General, Your Tank is a Powerful Vehicle* by Bertolt Brecht
- *More Than 100 Million Women are Missing* by Amartya Sen
- *The Holy Panchayat* by Prem Chand
- *Silence, The Court is in Session* by Vijay Tendulkar
- *The Merchant of Venice* by William Shakespeare
- *Think India: A Rainbow of Contradictions* by Vinay Rai
- *Sleepwalkers* by Joginder Paul
- *Proprietor* by Nabaneeta Dev Sen

Module_3: Writing (12)

- Rearranging sentences into a proper sequence
- Summary and Paraphrasing
- Precis Writing
- Note-taking and Note-making

Module_4: Creative Writing and Critical Thinking (10)

Creative Writing:

- Essay
- Periodical
- Article (Newspaper, Article and Blog)

Critical Thinking:

- Analysis
- Evaluation
- Synthesis

Suggested Readings:

- *Climatic Change and Human Strategy* by E.K. Federov.
- Gerald Graff and Cathy Birkenstein. *They Say/I Say: The Moves That Matter in Academic Writing*. Norton, 2009.
- *Raw Wound* by Gogu Shyamala
- Marcella Frank. *Writing as Thinking: A Guided Process Approach*. Prentice Hall, 1990.
- *Towards Creating a Poverty-Free World* by Muhammad Yunus

Module_5: Speaking (10)

- Speaking to describe and explain

- Speaking to agree and disagree
- Role Plays
- Group Discussions

EVALUATION COMPONENTS:

Components of Course Evaluation	Percentage
Internal Examination – I	15%
Internal Examination – II	15%
Internal Examination – III	15%
Mid-Term Examination	20%
End-Term Examination	35%
Total	100%

Maximum Marks: 100 Marks

Lecture-wise Plan

Session	Topics Covered
1	Introduction to the Course Handout and Briefing on Evaluation Plan
2	Introduction to LSRW Skills and its significance (Activity infused)
3	Active Listening and Passive Listening
4	Listening for gist and Activity
5	Listening for Detailed Information and Activity
6	Inferential Listening
7	Barriers to Listening
8	Overcoming Barriers to Listening
9	Listening Exercises-1
10	Introduction to Reading
11	Skimming and Exercises
12	Scanning and Exercises
13	Intensive Reading and Exercises
14	Extensive Reading and Exercises
15	Intertextual Approach and Exercises
16	Interdiscursive Approach and Exercises
17	Literature and Law Introduction
18	Reading to understand theme

19	Inferential reading
20	Reading to comprehend author's intent
21	Critical Thinking and Critical Listening
22	Society, Culture and Law
23	Exercises on Reading-1
24	Exercises on Reading-2
25	Introduction to Writing
26	Note-taking and types
27	Note-making and types
28	Summarizing and Exercises
29	Paraphrasing and Exercises
30	Rearranging sentences into a proper sequence
31	Introduction to Precis Writing
32	How to write a Precis
33	Do's and Dont's of a Precis
34	Introduction to Creative Writing
35	Types of Creative Writing
36	Essays and Types
37	Types of Articles
38	How to write a newspaper article?
39	How to write a Blog?
40	Activities on Critical Thinking
41	Introduction to Speaking
42	Introduction to JAM
43	How to synthesize information in speaking
44	Speaking to describe
45	Speaking to explain
46	Speaking to agree
47	Speaking to disagree
48	Role Plays Activity-1
49	Role Plays Activity-2
50	Group Discussions-1
51	Group Discussions-2
52	Presentations
53	Presentations
54	Presentations
55	Presentations
56	Presentations

Special efforts and measures taken to improve the class's learning

- a. Flipped Classroom Teaching (focused readings)
- b. Peer discussions
- c. Audio-visual aids

Major Efforts and Measures:

a. Subject Support System: The proficiency levels of the learners are identified at the initial stage of the course. This allows to identify the intermediate and advanced level of students. Two sets of materials are prepared in order to meet two different category of students, however in activities groups are divided in mixed ratio, so that through peer discussions thoughts are expressed.

b. Activities and Tutorials List:

- i. Who am I? (Listening Activity)
- ii. Role Plays
- iii. Presentations
- iv. Writing Newspaper articles
- v. Just a minute Sessions
- vi. Essay Writing
- vii. Picture Perceptions
- viii. Story Writing -Word Cloud

COURSE-SPECIFIC LEARNING OUTCOMES: (CSO)

CSO1 - Actively process, assess, retain and respond on the context

CSO2 - Read and understand various texts

CSO3 - Write sentences and essays with coherence and cohesion

CSO4 - Write creatively

CSO5 - Express on the content critically



Mahindra University

SCHOOL OF LAW

BOARD OF STUDIES

Presentation

For

Sociology – I (BA1104)

Faculty Name : Dr. Nisha Mary Mathew and Dr. Anindita Chakrabarty

Course Type : Core

Semester and Year : First and First

L-T-P : 4+1+1

Credits : 4

Department : Law

Course Level : UG

COURSE CONTEXT

SCHOOL	School of Law	VERSION NO. OF CURRICULUM THAT THIS COURSE IS A PART OF	I
DEPARTMENT	Law	DATE THIS COURSE WILL BE EFFECTIVE FROM	August 2021
DEGREE	BA., LL. B (Hons)	VERSION NUMBER OF THIS COURSE	

COURSE BRIEF

COURSE TITLE	Sociology-I	PRE-REQUISITES	None
COURSE CODE	BA1104	TOTAL CREDITS	4
COURSE TYPE	Core	L-T-A FORMAT	4-1-1

COURSE SUMMARY

The course aims to introduce students to fundamental concepts and theories in Sociology key to understanding the social contexts of law making and enforcement.

COURSE OBJECTIVES: (CO)

- CO1. An overview of how society is constituted, and social order sustained
- CO2. A sociological perspective on crime and deviance
- CO3. A deeper insight into the social bases of power, authority and legitimacy

COURSE FLOW:

An outline of the scheme of the modules is as follows.

Module – I: *Sociology: A Brief Overview*

[14 Hours]

- a. Defining the field, aims and scope of Sociology as a discipline
- b. Introducing founding fathers—Karl Marx, Max Weber, Emile Durkheim and others
- c. Sociology's relationship with other social sciences (Anthropology, History and Political Science)
- d. Sociological theories—structuralism, functionalism, conflict theory, symbolic interactionism
- e. The sociological imagination
- f. Introducing the concept of Rule of Law from a social science perspective

Module – II: *Culture, Society and Social institutions*

[10 Hours]

- a. Types of societies—Hunter-gatherer; pastoral and nomadic; feudal; industrial; post-industrial and digital societies; diasporic societies and global societies
- b. Individual versus social groups, communities and associations
- c. Culture as social glue
- d. Social institutions—marriage, family, kinship, state and state institutions, secret societies and schools
- e. Modes of socialization and social control—culture, myth, religion, education, media, advertising, political ideology and law

Module – III: *Social stratification*

[16 Hours]

- a. Social stratification and systems of social stratification—Closed and open societies; Cold and Hot societies
- b. Social categories and concepts—class, estate, caste, race and gender
- c. Status and role
- d. Patriarchy, Power and authority
- e. Social inequality and marginalisation
- f. Gender, sexuality and disability
- g. Social mobility and Affirmative action

Module – IV: *Deviance and crime*

[12 Hours]

- a. Conformity and deviance
- b. Psychological perspectives versus Sociological theories on deviance and crime
- c. Poverty and crime
- d. Subcultures and crime
- e. Social control, law and crime

Module – V: *Ethnic Conflict in Societies*

[4 Hours]

- a. Defining ethnicity
- b. Sociological perspectives on ethnic conflict
- c. States and ethnic groups
- d. Ethnic conflict and nationalism
- e. Ethnicity and violence

Essential Reading: [Text Books]

1. Ahuja, R. (1992). Social problems in India. Rawat publications.
2. Bryman, A. (2012). Social research methods (4th ed.). Oxford: Oxford university press.
3. Giddens, A. (2009). Sociology. Cambridge: Polity Press.
4. Gisbert, P. (1965). Fundamentals of sociology. Orient Longmans.
5. Haralambos, M. (1997). Sociology: Themes and perspectives. New York: Oxford University Press.
6. Press.

Suggested readings: [Reference Books]

1. Bottomore, T.B. (1962) *Sociology: A Guide to Problems and Literature*. London: George Allen & Unwin.
2. Cuff, E. C., Dennis, A. J., Francis, D. W., & Sharrock, W. W. (2006). *Perspectives in sociology*. Routledge.
3. Ritzer, G. (2011). *Sociological Theory* (8th ed.). New York: McGraw-Hill.
4. Scott, J., & Marshall, G. (Eds.). (2009). *A dictionary of sociology*. Oxford University Press, USA.
5. Turner, J. H. (2012). *Contemporary sociological theory*.
6. Wallace, R. A., & Wolf, A. (2006). *Contemporary sociological theory: Expanding the classical tradition*. Prentice Hall.

Suggestive Research Articles

6. Journals

Journal of Law and Society

7. Website links

<https://plato.stanford.edu/>

<https://www.britannica.com/>

<https://www.youtube.com/c/theschooloflifetv>

<https://egyankosh.ac.in/handle/123456789/57538>

EVALUATION COMPONENTS:

Components of Course Evaluation	Percentage
Internal Examination – I	15%
Internal Examination – II	15%
Internal Examination – III	15%
Mid-Term Examination	20%
End-Term Examination	35%
Total	100%

Maximum Marks: 100 Marks

Lecture-wise Plan

Lecture-wise Plan

Session	Topics Covered
1	Module 1: Introductory lecture on Sociology with Worksheet/ take a survey
2	Defining the field, aims and scope of Sociology as a discipline

3	Introducing founding fathers—Karl Marx, Max Weber, Emile Durkheim and others
4	
5	Introducing founding fathers—Karl Marx, Max Weber, Emile Durkheim and others
6	Introducing founding fathers—Karl Marx, Max Weber, Emile Durkheim and others
7	Introducing founding fathers—Karl Marx, Max Weber, Emile Durkheim and others
8	Introducing founding fathers—Karl Marx, Max Weber, Emile Durkheim and others
9	Introducing founding fathers—Karl Marx, Max Weber, Emile Durkheim and others
10	Sociological theories—structuralism, functionalism, conflict theory, symbolic interactionism
11	Sociological theories—structuralism, functionalism, conflict theory, symbolic interactionism
12	Sociological theories—structuralism, functionalism, conflict theory, symbolic interactionism
13	Sociological Imagination
14	Sociology's relationship with other social sciences (Anthropology, History and Political Science); Law & Society
15	Module 2: Types of societies—Hunter-gatherer; pastoral and nomadic; feudal; industrial; post-industrial and digital societies; diasporic societies and global societies
16	Types of societies—Hunter-gatherer; pastoral and nomadic; feudal; industrial; post-industrial and digital societies; diasporic societies and global societies
17	Individual v/s social groups, communities and associations
18	Individual v/s social groups, communities and associations
19	Culture versus civilization
20	Acculturation, Assimilation, diffusion, ethnocentrism, cultural relativism
21	Social institutions—marriage, family, kinship, state and state institutions, secret societies and schools
22	Social institutions—marriage, family, kinship, state and state institutions, secret societies and schools
23	Modes of socialization and social control
24	Modes of socialization and social control
25	Module 3: Social stratification and systems of social stratification

26	Social stratification and systems of social stratification—Closed and open societies; Cold and Hot societies
27	Meritocracy and its problems
28	Social categories and concepts—class, estate, caste, race and gender
29	Social categories and concepts—class, estate, caste, race and gender
30	Social categories and concepts—class, estate, caste, race and gender
31	Social categories and concepts—class, estate, caste, race and gender
32	Status and role
33	Patriarchy, Power and authority
34	Patriarchy, Power and authority
35	Social inequality and marginalisation
36	Social inequality and marginalisation
37	Gender, sexuality and disability
38	Gender, sexuality and disability
39	Social mobility and Affirmative action
40	Social mobility and Affirmative action
41	Module 4: Conformity and deviance
42	Biological theories of crime
43	Psychological theories on deviance and crime
44	Psychological theories on deviance and crime
45	Sociological theories on deviance and crime
46	Structuralist theories on deviance and crime
47	Functionalist theories on Crime
48	Symbolic interactionist theories on Crime
49	Subcultures and crime
50	Subcultures and crime
51	Social control, law and crime
52	Social control, law and crime
53	Module 5: Defining ethnicity; ethnonationalism
54	Sociological perspectives on ethnic conflict
55	Ethnicity and Violence
56	Ethnic cleansing and Genocides

TEACHING-LEARNING PEDAGOGY

- IV. Parallel reference of alternate modes of learning, such as, watching videos, group discussions based on the topics taught, and revision sessions
- V. Writing sessions and class presentations by students to assess and ensure their clarity of concepts

VI. Remedial Classes were taken for students requiring additional assistance

Special efforts and measures taken to improve the class's learning

Major Efforts and Measures:

Remedial classes were held online for students

b. Subject Support System: A peer-support system overseen by the faculty.

c. Activities and Tutorials List:

1. Watching the movie 'Modern Times', and discussion on Karl Marx's concept of Alienation
2. Watching the movie 'Rashomon', and discussion
3. Watching and discussion on the movie 'Aguntuk' and discussion
4. TED talk by Yuav Noah Hariri
5. Reading and discussion on a review article (available at: <https://www.theguardian.com/books/2017/nov/25/against-the-grain-by-james-c-scott-review>)
6. Watching the movie 'The Discreet Charm of the Savarnas' and discussion
7. Watching the movie 'Seasons of Life' and discussion
8. Reading a review article on Modes of Socialization
9. Discussion on Assignment 2 on Modes of Socialization
10. Watching the movie Jai Bhim and discussion
11. Discussion on Assignment 3 on Social Stratification
12. Watching a video, titled, 'Former FBI Agent Explains Criminal Profiling | Tradecraft | WIRED'
13. Watching a video titled, 'The Martial Races of India: Recruitment by Ethnicity in the British Indian Army'
14. Watching a documentary on Rwandan Genocide

COURSE-SPECIFIC LEARNING OUTCOMES: (CSO)

By the end of this program, students should have acquired the following knowledge, skills, and values:

CO1: An overview of how society is constituted, and social order sustained

CO2: A sociological perspective on crime and deviance

CO3: A deeper insight into the social bases of power, authority and legitimacy

ALIGNMENT OF THE COURSE OBJECTIVES WITH THE COURSE SPECIFIC LEARNING OUTCOMES

By the end of the course, the students will have:

1. Developed social awareness of legal issues
2. Students will be able to engage with the economic political and cultural aspects of law

3. Students will have a better understanding of the importance of rule of law in society
4. Students will develop critical and analytical thinking towards better interpretation of laws
5. Students will have a better grasp of governance mechanisms that prevail in society



Mahindra University

SCHOOL OF LAW

BOARD OF STUDIES

Presentation For

Political Science I (BA1105)

Faculty Name : Vivek N.D.

Course Type : Core

Semester and Year : First and First

L-T-P : 4+1+1

Credits : 5

Department : Law

Course Level : UG

Subject Name: Political Science I

COURSE CONTEXT:

SCHOOL	School of Law	VERSION NO. OF CURRICULUM THAT THIS COURSE IS A	I
DEPARTMENT	Law	DATE THIS COURSE WILL BE EFFECTIVE FROM	August 2021
DEGREE	BA., LL. B (Hons)	VERSION NUMBER OF THIS COURSE	

COURSE BRIEF:

COURSE TITLE	Political Science I	PRE-REQUISITES	NA
COURSE CODE	BA1105	TOTAL CREDITS	5
COURSE TYPE	Core	L-T-A FORMAT	4-1-1

COURSE SUMMARY:

This course aims to develop the student's thinking about the scientific study of politics. As an introductory course, Fundamentals of Political Science will focus on the basic principles of political science. It will introduce key concepts, issues and theoretical approaches to the study of political phenomena. This course will enable students to gain a broad understanding of the nature of politics and government, historical development of ideas in politics, role and processes of political institutions and how policy making is affected by governance. The course will also deepen the student's understanding of contemporary issues of politics by linking approaches to the study of politics with ground realities in a diverse society like India.

COURSE OBJECTIVES (CO):

CO1. The main objective of the course is to introduce students to the scientific study of politics at the conceptual level.

CO2. This course will familiarise students with key concepts and theories of politics and governance.

CO3. Students will engage with various political approaches to interpret and explain the political system and processes, while focusing on the Indian context.

COURSE FLOW:

An outline of the scheme of the modules is as follows.

Module – I: Fundamentals of Political Science [10 Hours]

a. Defining and studying politics

- b. Approaches to study politics- Philosophical, empirical, behavioural, critical theories
- c. Foundational concepts- Power, state, authority, rule of law

Module – II: Political Ideas and Ideologies [20 Hours]

- a. History of ideas- Aristotle to Fanon
- b. Classical ideologies- Liberalism, Conservatism, Socialism
- c. Contemporary ideologies- Neoliberalism/neoconservatism, Post-structuralism, Post-colonialism, Feminism, Environmentalism

Module – III: Politics and the Nation-State [20 Hours]

- a. Defining the state- Weber, Liberal, Marxian, Feminist, Postcolonial; Developmental, Corporate, Authoritarian, Theocracy
- b. Debates around the idea of the state- Western approaches and debates in the framing of the Indian Constitution
- c. Debates on nation and nationalism- Ethnic, Cultural, Civic

Module – IV: Organs of Government [15 Hours]

- a. Classification and typology of regimes
- b. Role and structure of assemblies
- c. Executive and political leadership
- d. Constitutions and the judiciary

Module – V: Democracy and political legitimacy [20 Hours]

- a. Liberty and equality
- b. Legitimacy and political stability
- c. Processes and governance under democracy
- d. Policy and bureaucracy

Essential Reading: [Text Books]

1. Andrew Heywood. (2019) *Politics*. 5th edition, Palgrave Macmillan.
2. Bidyut Chakrabarty and Rajendra Kumar Pandey. (2008) *Indian Government and Politics*, Sage Publication.
3. Niraja Gopal Jayal and Pratap Bhanu Mehta. (2011) *The Oxford Companion to Politics in India*, Oxford University Press.

Suggested readings: [Reference Books]

7. Andrew Heywood. (2019) *Political Ideologies: An Introduction*. 7th Edition, Red Globe Press.
8. Rajeev Bhargava and Ashok Acharya. (2008) *Political Theory: An Introduction*, Pearson.
9. Jeffrey Bercuson. (2020) *A History of Political Thought: Property, Labor, and Commerce from Plato to Piketty*, University of Toronto Press.

Suggested Research Articles:

6. Articles from “Political science -- Britannica Online Encyclopaedia”
7. Articles from Oxford Handbook of Political Science

8. Short Introduction Series from Oxford University Publishers on various political science concepts

EVALUATION COMPONENTS:

Components of Course Evaluation	Percentage
Internal Examination – I (Politico-Legal Journal)	15%
Internal Examination – II (Review)	15%
Internal Examination – III (Policy analysis note)	15%
Mid-Term Examination	20%
End-Term Examination	35%
Total	100%

Maximum Marks: 100 Marks

Lecture-wise Plan

Session	Topics Covered
1	Defining and studying politics- defining politics as - art of government, public affairs, compromise and consensus, power. Andrew Heywood, Politics (Chapter 1)
2	Discussion on economic impact of political/policy decisions.
3	Foundational Concepts- Concepts, models and theories Andrew Heywood, Politics (Chapter 1)
4	Discussion on centralisation within political parties
5	Approaches to study politics- Philosophical, Empirical, Rational Choice Theory, Institutionalism, Critical perspectives. Andrew Heywood, Politics (Chapter 1)
6	Discussion on institutions in Politics: “The Crown”
7	History of ideas- Aristotle, Socrates, Plato, St. Augustine, Rousseau, Locke, Hobbes, Machiavelli, Kautilya, Gandhi, Nehru, Ambedkar, Nkrumah, Fanon, Mary Wollstonecraft, Andrew Heywood, Politics (Chapter 2)
8	Book discussion on “Decolonising Politics” by Robbie Shillam
9	Classical ideologies: Liberalism Andrew Heywood, Politics (Chapter 2)
10	Classical ideologies: Conservatism Andrew Heywood, Politics (Chapter 2)
11	Classical ideologies: Socialism Andrew Heywood, Politics (Chapter 2)
12	Movie discussion on “The Trap: What Happened to Our Dream of Freedom”
13	Contemporary ideologies: Neoliberalism Andrew Heywood, Politics (Chapter 2)
14	Contemporary ideologies: Neoconservatism Andrew Heywood, Politics (Chapter 2)

15	Contemporary ideologies: Marxist and Socialist Ideas in Current Politics Andrew Heywood, Politics (Chapter 2)
16	Other ideologies: Fascism, Anarchism Andrew Heywood, Politics (Chapter 2)
17	Discussion on politics in popular culture
18	Other ideologies: Feminism, Environmentalism / Green Politics, Cosmopolitanism and Non-Western Ideologies Andrew Heywood, Politics (Chapter 2)
19	Library assignment
20	Defining the state- Rival theories of the state, role of the state Andrew Heywood, Politics (Chapter 3)
21	Decline of the state Andrew Heywood, Politics (Chapter 3)
22	Book discussion on “Globalisation and the Idea of the Withering State” by Baldev Raj Nayyar
23	Defining nation and nationalism- Political, ethnic, cultural communities Andrew Heywood, Politics (Chapter 5)
24	Varieties of nationalism- liberal nationalism, conservative nationalism, expansionist nationalism, anticolonial and postcolonial nationalism Andrew Heywood, Politics (Chapter 5)
25	Classification and typology of regimes Andrew Heywood, Politics (Chapter 12)
26	Library assignment
27	Role and structure of assemblies Andrew Heywood, Politics (Chapter 14)
28	Executive and political leadership Andrew Heywood, Politics (Chapter 13)
29	Constitutions and the judiciary Andrew Heywood, Politics (Chapter 15)
30	Liberty and equality Andrew Heywood, Politics (Chapter 4)
31	Legitimacy and political stability Andrew Heywood, Politics (Chapter 4)
32	Processes and governance under democracy Andrew Heywood, Politics (Chapter 7)
33	Policy and bureaucracy Andrew Heywood, Politics (Chapter 16)

Special efforts and measures taken to improve the class’s learning

- VII. Tutorial conducted every week with emphasis on relating conceptual understanding to real world situations and clarification of concerns from classes of that particular week.
- VIII. Activities included discussion of short films, documentaries, music and literature to better grapple with concepts from political science.
- IX. Educational videos on key theories and concepts shared with students for further clarification.

Major Efforts and Measures:

a. Expert Talk: Guest lecture on social welfare systems in the Global South by Dr. Marianne Ulriksen, University of Southern Denmark on October 20, 2021.

b. Subject Support System: Extra classes conducted for students who were having difficulties in understanding concepts and theories.

c. Activities and Tutorials List:

The pedagogy of the current course comprises of the following techniques/methods:

1. Primary method of instruction will involve formal lectures, structured group work, and in-class discussion of assigned reading as well as audio-visual material.
2. Socratic questions may be used to initiate discussions pertaining to political life and actions.
3. Interactive activities and role-play may be used for deeper understanding of theoretical concepts and tools in the context of real-world issues.
4. Mandatory maintenance of self-reflective political journal, detailing students' reading and other observations of society linking aspects of law with the socio-political realms. This will form part of the ongoing evaluation. Other ongoing evaluation will include short writing assignments and presentations in class. Details will be discussed in class and also be posted on the Euclid learning management system.
5. Technology based tools like instant polls and opinion surveys, analysis of political speeches and manifestoes may be used in class.
6. Method of instruction will also draw on literature, films and documentaries, music and other media to appreciate issues in contemporary politics. Conducted debates, discussions and related academic activities on political conflicts, conflict resolution, public policy measures in relation to COVID-19, political violence, etc.

COURSE-SPECIFIC LEARNING OUTCOMES: (CSO)

By the end of this course, participating students will have the ability to:

- CO1:** Describe the fundamentals of political science including subfields, general scope and methods of the discipline at the introductory level.
- CO2:** Distinguish a range of key conceptual and theoretical issues in political science including government, power, influence, coercion, state, authority, civil society and democracy.
- CO3:** Detail the basic features of classical and contemporary political ideologies.
- CO4:** Understand and describe the institutions of government (executive, legislative, and judicial branches) and the processes (elections and interest articulation, aggregation, and communication) through which public policy is formulated and implemented

The course enables students adopt tools and specific terminology relating to the socio-political sciences to understand and interpret law, apply legal knowledge in research on issues pertaining to political science and to develop critical and analytical thinking with respect to law and political science.



SCHOOL OF LAW

BOARD OF STUDIES

Presentation For

Subject Name
History of India

Faculty Name : Prof. Sehar Khwaja and Prof. Paromita Das Gupta

Course Type : Core

Semester and Year : First and First

L-T-P : 4+1+1

Credits : 5

Department : Law

Course Level : UG

Subject Name : History of India

COURSE CONTEXT

SCHOOL	School of Law	VERSION NO. OF CURRICULUM THAT THIS	I
DEPARTMENT	Law	DATE THIS COURSE WILL BE EFFECTIVE FROM	August 2021
DEGREE	BA-LLB (Hons)	VERSION NUMBER OF THIS COURSE	

COURSE BRIEF

COURSE TITLE	History of India	PRE-REQUISITES	
COURSE CODE	BB1106	TOTAL CREDITS	5
COURSE TYPE	Core	L-T-A FORMAT	4-1-1

COURSE SUMMARY

The course is aimed to familiarize the students with significant development and stages in Indian History from ancient/early India to Independent modern India. While the primary focus remains on political and administrative History, the students also study the critical social and economic developments of the past. Underlining the pan-Indian historical changes, it also focuses on regional diversities about south India. A systematic study of the historical evolution of state and administrative apparatus from ancient to medieval India aims to buttress a better understanding of how and why modern-day legal institutions and systems evolved and emerged. An inquisition into historiography and historical methodology encourages critical thinking among students and seeks to expose them to various problems and conflicts inherent in reconstructing the past. The paper will closely study select themes, focusing specifically on the intersections between History and Law.

COURSE OBJECTIVE: (CO)

CO1: Module 1 draws out the co-relation between history and law, through an understanding of possible barriers while constructing historical or legal narratives

CO2: Module 2 explore the earliest ideas of state, polity and governance as well as beginnings of caste and class systems in India.

CO3: Module 3 introduces students to the main aspects of the medieval Indian period, delineating major transitions, changes and developments encompassing political, administrative, and economic aspects.

CO4: Module 4 looks into the sources of law and judicial systems in ancient and medieval India outlining the basics of Hindu and Muslim law which acts a foundation to Common law in the twentieth century.

CO5: Module 5 encourages students to critically situate long term links between colonialism and the economy of India. It also traces major ideological formations in anti-colonial nationalist and popular movements in colonial and immediate post-colonial India.

COURSE FLOW

Module_1: History and Law; 8 hours.

1. Relevance of History: Interdisciplinary approach.
2. Rethinking History and Historian's craft.
3. Indian Historiography: Orientalist, Utilitarians, Nationalists, Marxist, Religious Nationalist, Subalterns and Regional Histories

Module_2: Ancient India: Polity, State and Administration; 12 hours.

1. State, Polity, and Governance: Nature of State, Notions of Kingship (Brahminic, Buddhist, Kautalyan), and administrative apparatus in Vedic Age, Age of the Mauryas and Gupta.
2. Kinship, Caste and Class: Social Differentiation, Family, Patriline, Rules of Marriage, Gotra, Jatis and Varnas, Access to Property and Gender.
3. Heterodox philosophies and Polity: Buddhism and Jainism

Module_3: Medieval India: Kings and their Courts; 12 hours.

1. Cholas: Local Self-Government.
2. Delhi Sultanate: Theory of Kingship (Balban), Administrative Apparatus.
3. Vijayanagara State, Bahmani Kingdom, and Deccan Sultanates.
4. Mughals: Theory of Sovereignty (Akbar), Administrative Structure.
5. Peasant, Zamindars and the State: Market Reforms of Alauddin Khilji, Agrarian Reforms of Akbar.

Module_4: Legal System and Institutions in Ancient and Medieval India; 12 hours.

1. Sources of Law in Ancient India: Vedic Texts, Brahamanas, Sutras (Kalpa and dharma). Dharma Shastra, Artha shatra, custom.
2. Legal Thinkers: Manu, Brihaspati. Yajnavalkya, Narada, Katyayana.
3. Judicial Systems: a) Types of courts: Pratishita, Apratishta, Mudrita, Sasita, Guilds, Panchayats, Kantakasodhana, Dharasthiya
b) Judicial Procedures: Appointment of judges, Trial, Witness, Pleaders, Secret agent, Verdict and punishment, role of judges and investigation.
4. Sources of Islamic Law: Sharia and Hadith, Salient features of Islamic Criminal Law.
5. Judicial organization: King, Chief Qazi, Judicial Officers, Investigative process and punishments Law about non-Muslim.
6. Evolution of Judicial setup- changes introduced by Akbar, Jehangir's idea of justice.

Module_5: Modern and Contemporary India; 12 hours.

1. Colonialism and Imperialism: Stages of colonialism, Impact on Economy (Industry, Agriculture and Trade), Permanent Settlement and Emergence of the Idea of Land as a commodity.
2. Nationalist Gandhian Political Movements: Non-Cooperation, Civil Disobedience and Quit India.
3. Partition: Politics and Communalism.
4. Changing Perspective of Law-making: Justice and Gender

Essential Readings [Text Books]:

1. E.H. Carr, What is History, Penguin, 2008 Edn
2. Sabyasachi Bhattacharya (ed.), Approaches to History: Essays in Indian Historiography, Primus Books, 2013
3. Upinder Singh, A History of Ancient and Early Medieval India from the Stone Age to the 12th Century, Pearson, 2009
4. Satish Chandra, History of Medieval India, Orient Blackswan, 2009
5. Sekhar Bandhopadhyay, From Plassey to Partition and After: A History of Modern India. Orient Black Swan, 2004

Suggested Readings [Reference Books]:

1. H.V. Sreenivasan Murthy – History of India, Eastern Book Company, 2011
2. Romila Thapar, Time as a Metaphor of History, OUP, 1996

3. Romila Thapar, Early India: From the Origins to AD 1300, University of California Press, 2004
4. D.N. Jha, Ancient India In Historical Outline, Manohar 2010
5. Satish Chandra, Medieval India, Vol. I, Har-Anand, 2000, (2nd Edn)
6. Satish Chandra, Medieval India, Vol. II, Har-Anand, 2004, (3rd Edn)
7. Bipan Chandra, India's Struggle for Independence, 1857-1947, Penguin, 1989
8. Sumit Sarkar, Modern India: 1885-1947, Pearson 2014
9. N. Mani Tripathi, Jurisprudence the Legal Theory, 2013
10. T. Rama Jois, Legal and Constitutional History of India: Ancient Legal, Judicial and Constitutional System, Universal Law Publishing Co., 2004 (Reprint)
11. A.L. Basham, The Wonder that was India, Part-I, Rupa & Co., 1993 (20th Edn.)
12. S.A.A. Rizvi, The Wonder that was India, Part –II
13. J. Duncan M. Derrett, Religion, Law and State in India, Oxford, 1999
14. Robert Lingat, The Classical Law of India, California, 1973, Reprint Oxford, 1998
15. Marc Galanter, Law and Society in Modern India, Oxford University Press, 1989
16. Joya Chatterjee, The Spoils of Partition, Cambridge University Press, 2008

EVALUATION COMPONENTS:

Components of Course Evaluation	Percentage
Internal Examination – I	15%
Internal Examination – II	15%
Internal Examination – III	15%
Mid-Term Examination	20%
End-Term Examination	35%
Total	100%

Maximum Marks: 100 Marks

Lecture-wise Plan

Session	Topics Covered
1	What is History?
2	Relevance of History: An inter-disciplinary approach
3	Relevance of History: An inter-disciplinary approach
4	Indian Historiography: Colonial Historiography
5	Indian Historiography: Colonial Historiography

6	Indian Historiography: Nationalist Historiography
7	Indian Historiography: Nationalist Historiography
8	Indian Historiography: Historical Trends in Independent India
9	Vedic Age: Early Vedic Age
10	Vedic Age: Early Vedic Age
11	Heterodox Philosophies and Polity: Buddhism
12	Heterodox Philosophies and Polity: Jainism
13	Kinship, Caste and Class
14	Mauryas: Pre-Mauryan rulers and Mahajanapadas
15	Mauryas: History & Rise of Magadha
16	Mauryas: Administration of Mauryas
17	Ashoka's Dhamma
18	Origin and Rise of the Gupta Dynasty
19	Gupta Administration
20	Disintegration & Gupta Golden Age
21	The Chola State
22	The Chola State
23	The Kingdom of Vijaynagar
24	The Bahamani Kingdom and Deccani Sultanate
25	The Delhi Sultanate: Political History
26	The Delhi Sultanate: Balban's Theory of Kingship
27	The Delhi Sultanate: Administrative Apparatus
28	The Delhi Sultanate: Market Reforms of Alaudin Khilji
29	The Mughal Empire: Political History
30	The Mughal Empire: Akbar's theory of Sovereignty
31	The Mughal Empire: Administrative Structure
32	The Mughal Empire: Akbar's Agrarian Reforms
33	Dharmashastra - Overview
34	Dharmashastra vs Arthashastra
35	Dharmashastra: Discussion on Ancient Legal Thinkers
36	Dharmashastra - Manusmriti
37	Dharmashastra - Classification of Laws & Analysis of Smritis
38	Dharmashastra: Administration of Justice
39	Sources of Islamic Law
40	Salient Features of Islamic Criminal Law
41	Judicial organisation in Medieval India
42	Judicial Administration and Punishment in Medieval India
43	Evolution of Judicial set up: Jehangir Idea of Justice
44	Evolution of Judicial set up: Changes Introduced by Akbar

45	Stages of Colonialism: Definitions of Colonialism/Imperialism/Empire
46	Stages of Colonialism: Characteristics of Imperialism
47	Stages of Colonialism: Land Revenue Settlements
48	Stages of Colonialism: Permanent Settlement (1793)
49	Growth of Indian Nationalism: Phases of Nationalism
50	Gandhian Politics: Non-Cooperation Movement
51	Gandhian Politics: Civil Disobedience Movement
52	Gandhian Politics: Quit India Movement
53	Road to Freedom: Overview
54	Road to Freedom: Politics of Indian National Congress
55	Road to Freedom: Politics of Muslim League
56	Road to Freedom: Partition of India

Special efforts and measures taken to improve the class's learning

1. Use stimulating questions before and during lecture to encourage discussions.
2. Deliver lectures through power-point representations that explain complicated topics through easy bullet point method.
3. Create creative polls and quizzes online/offline to engage students and gauge knowledge base.
4. Develop project-based evaluation techniques to develop communicative and writing skills among students.
5. Integrate wherever necessary, audio and visual aids into traditional learning experience to improve understanding of topics for visual and auditory learners.

Major Efforts and Measures:

- a. **Expert Talk:** Guest Lecture by Prof. Timothy Lubin (Washington-Lee University, U.S.A.) on 'Three Factors of Formation of Dharamashastra' on 10th Dec 2021
- b. **Subject Support System:** Remedial Classes and mentorship
- c. **Activities and Tutorials List:**
 - Activity on subjectivity of art and history
 - Discussion on multiple representation of Princess Jahanara via Persian and European sources
 - film screening: *Rashomon*, followed by discussion on multiplicity of interpretations in history and law
 - Film review: discussion on symbolism and interpretations in *Rashomon* and the 'Rashomon effect'
 - Discussion on ideas of Kingship in Hinduism and Buddhism

- Discussion on the position of the priest and their relation to other classes in Indian society through the ages.
- Discussion on novelty of Mauryan administration
- Documentary of State and Administration of the Guptas: <https://www.youtube.com/watch?v=PUpfnfei4CE&t=13s>
- Book Discussion: K. A. Nilkantha Sastri, *A History of South India*
- Virtual tour of monuments of Delhi Sultanate followed by a discussion on the foundations of Delhi Sultante
- Discussion on contemporary versus historical portrayal of Alauddin Khilji
- A virtual Tour of Red Fort followed by a discussion on the foundation of Mughal Empire.
- BBC documentary film on crime and punishment streamed - <https://www.youtube.com/watch?v=0hWcX9vZiKc>
- Discussion on Legal thinkers
- Discussion on interconnections between *Qazi, Shariah* and the local society of the Mughal Empire
- Documentary film on the British Raj streamed on Discovery Channel
- Discussion - What is Colonial About Colonial State
- Film Screening: Gandhi <https://www.youtube.com/watch?v=DLReeQIB-IQ>
- Discussion - Gandhian politics vs Other political activities

COURSE-SPECIFIC LEARNING OUTCOMES (C.O.)

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

CO1: Understand the interconnectedness between past and present and how learning about the past provides the skills to understand the present better.

CO2: Sensitize students of the multiplicity of perspectives through which knowledge about the past is constructed.

CO3: Identify the significant political developments in their historical context during the period covered in the syllabus.

CO4: Outline the various changes and continuities among indigenous schools and philosophies of Law from ancient to medieval India.

CO5: Develop sensitivity to gender and social inequities in the context of historical trajectories of these issues in India.



Mahindra University

SCHOOL OF LAW

BOARD OF STUDIES

Presentation For

LEGAL METHODS

Faculty Name : Ms. Aparna Singh, Ms. Tatheer Fatima, Mr. Ankesh Shreyansh & Ms. Mona Pattanaik

Course Type : Core

Semester and Year : First and First

L-T-P : 4+1+1

Credits : 5

Department : Law

Course Level : UG

COURSE CONTEXT

SCHOOL	School of Law	VERSION NO. OF CURRICULUM THAT THIS DATE THIS COURSE WILL BE EFFECTIVE FROM	I
DEPARTMENT	Law	VERSION NUMBER OF THIS COURSE	September 2021
DEGREE	BA/BBA-LLB (Hons)		I

COURSE BRIEF

COURSE TITLE	Legal Methods	PRE-REQUISITES	A basic idea of why the student is actually interested in
COURSE CODE	BA/BB1101	TOTAL CREDITS	5
COURSE TYPE	Core	L-T-A FORMAT	4-1-1

COURSE SUMMARY

The study of the law is an exciting and challenging process, it requires one to constantly think, debate and argue. Since the inception of the five-year program for law was introduced by NLSIU, Bangalore in 1980s, law students have been given an opportunity to invest five years to study, evaluate and explore the field of law. This requires them to have an in-depth knowledge of the idea of law as well as the ability to read and write legal academic and professional documents. Although the subject of Jurisprudence provides them with the understanding of the core concepts of what law actually is and the same is done for the professional writing by the subject of Clinic, introducing these subjects to students who have just started to learn about law and are fresh out of their high school can simply overwhelm them. Thus, Legal Methods is needed. It introduces the students to the basic concepts of law and acts as a bridge to aid them in making a relatively easier transition into the core concepts of different laws once they are introduced to them. It also teaches them how to conduct basic academic research work which is one of the most important skills required for them to possess.

COURSE OBJECTIVES: (CO)

The objective of this course is to introduce the students to the philosophy of law, which will serve as a foundation for much of their coursework at school of law. It will equip them with the conceptual tools needed for engaging in legal reasoning, providing holistic analysis of official legal sources (such as legislation, judgments and administrative rules) and producing meaningful academic legal writing. More significantly, we

hope that they will become comfortable with the notion of arriving at multiple answers to a given problem and evaluating them from different points of view.

COURSE FLOW:

An outline of the scheme of the modules is as follows.

Module – I: Introduction to the Concept of Law & Legal Methods [12 Hours]

- a. The Idea of Law: What it does and what it means to you?
- b. Essence of law & Legal rules and Society.
- c. Classification of Law.
- d. Essential functions of law: General principles of law.
- e. Meaning & Approaches to Legal Method.

Module- 2: Sources of Law [14 hours]

- a. Custom as a Source of Law.
- b. Legislation as a Sources of Law.
- c. Precedent as a Source of Law.
- d. Other Sources of Law.

Module- 3: The Legislative and Judicial Process [14 hours]

- a. Legal Families.
- b. Judicial Systems.
- c. Statutory Process.
- d. Statutory Interpretation.
- e. Judicial Process and Reasoning.

Module- 4: Legal Reasoning and Critical legal thinking: [8 hours]

- a. The Language of Law.
- b. Legal Reasoning
- c. Modes to Determine Legal Reasoning in Judicial Pronouncements.
- d. Critical Legal Thinking.

Module- 5: Legal Writing [8 hours]

- a. Legal writing.
- b. Referencing and Citation.
- c. Academic Ethics and Plagiarism.
- d. Introduction to Law & Library.

Essential Reading: [Text Books]

1. Glanville Williams: Learning the Law, 16th Edition by A.T.H. Smith, Sweet & Maxwell, South Asian Edition.
2. Saha Tushar Kanti: Textbook on Legal Methods, Legal System & Research, 2nd Edition (Universal Law Publishing).
3. Dr. G.P. Tripathi: Legal Method (Central Law Publications).
4. Dr. Mona Purohit: Legal Education & Research Methodology (Central Law Publications).
5. Bryan Garner, Legal Writing in Plain English: A Text with Exercises (University of Chicago Press, 2001). Selected exercises available at <<http://press-pubs.uchicago.edu/garner/>>
6. Frederick Schauer, Thinking Like a Lawyer – A New Introduction to Legal Reasoning (Harvard University Press, 2009)

Suggested readings: [Reference Books]

1. Glanville Williams: Learning the Law, 16th Edition by A.T.H. Smith, Sweet & Maxwell, South Asian Edition.
2. Saha Tushar Kanti: Textbook on Legal Methods, Legal System & Research, 2nd Edition (Universal Law Publishing).
3. Dr. G.P. Tripathi: Legal Method (Central Law Publications).
4. Dr. Mona Purohit: Legal Education & Research Methodology (Central Law Publications).
5. Bryan Garner, Legal Writing in Plain English: A Text with Exercises (University of Chicago Press, 2001).
6. Selected exercises available at <<http://press-pubs.uchicago.edu/garner/>>
7. Frederick Schauer, Thinking Like a Lawyer – A New Introduction to Legal Reasoning (Harvard University Press, 2009)

Suggestive Research Articles:

9. Edward Hirsch Levi, "An Introduction to Legal Reasoning," 15 University of Chicago Law Review 501 (1948).
10. John Willis, Statute Interpretation in a Nutshell, 16, Canadian Bar Review 1 (1938).
11. Corinne Cooper, *Letter to a Young Law Student*, 35 Tulsa Law Journal 275 (2013).
12. David R. Samuelson, Introducing Legal Reasoning, Journal of Legal Education Vol. 47, No. 4 571 (1997).
13. Pamela Samuelson, Good Legal Writing: of Orwell and Window Panes, 46 University of Pittsburgh Law Review 149 (1984).

EVALUATION COMPONENTS:

Components of Course Evaluation	Percentage
Internal Examination – I	15%
Internal Examination – II	15%
Internal Examination – III	15%
Mid-Term Examination	20%
End-Term Examination	35%

Total	100%
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Maximum Marks: 100 Marks

Lecture-wise Plan

Session	Topics Covered
1	Introductory Session
2	Legal Methods: what are they?
3	What is Law?
4	General Principles of Law
5	What is the essence of Law?
6	Functions of Law
7	Classification of Law
8	Classification of Law
9	Classification of Law
10	Law and society
11	Law and society
12	Law and society
13	Law and morality
14	Law and morality
15	Law and morality
16	Different approaches to Legal methods
17	Different approaches to Legal methods
18	Different approaches to Legal methods
19	Introduction- Sources of law
20	Custom as a Source of law
21	Custom as a Source of law
22	Legislation as a Source of law
23	Legislation as a Source of law
24	Legislation as a Source of law
25	Precedent as a Source of law
26	Precedent as a Source of law
27	Tests for determining the Ratio Decidendi
28	Tests for determining the Ratio Decidendi
29	Legal Systems- Common Law system
30	Legal Systems- Civil Law System & Hybrid System
31	Judicial Systems

32	Judicial Systems
33	Judicial Systems
34	Statutory Process
35	Statutory Process
36	Statutory Interpretation
37	Statutory Interpretation
38	Judicial Reasoning
39	Conclusion and Review of Module 1
40	Conclusion and Review of Module 2
41	Conclusion and Review of Module 3
42	Introduction to Module 4: The Language of Law
43	Legal Reasoning
44	Legal Reasoning
45	Legal Reasoning
46	Critical legal Thinking
47	Legal writing
48	Legal writing
49	Legal writing
50	Referencing and Citations
51	introduction to popular modes of citations
52	Introduction to the Law Library
53	Navigating Legal Databases
54	Conclusion and Review of Syllabus
55	Conclusion and Review of Syllabus
56	Conclusion and Review of Syllabus

Special efforts and measures taken to improve the class's learning

- I. Use of popular stories and lectures by J.K. Rowling, R.K. Narayana, Harper Lee, Michael Sandal.
- II. Use of hypothetical situation to develop proper understanding of the subject matter.
- III. Remedial Classes.

Major Efforts and Measures:

- a. **Expert Talk:** "Writing a Legal Article: Foundations & Guidelines on Legal Citations" by Rohit Pothukuchi.
- b. **Subject Support System:** Remedial Classes.
- c. **Activities and Tutorials List:**
 - Class presentation on key takeaways from Corinne Cooper's Letter to a Law Student, Tulsa Law Review

- Activity Session: All of you like in Lord of Flies have been Stranded upon an isolated island whose inhabitants now see you as their leaders. In groups of 4-5, create 5 laws and 5 rules for them to rebuild the society- Class presentations
- Drafting hypothetical case laws involving at least one legal question. Followed by Class Discussion.
- Class Activity- Pretend you were a judge in the *Speluncean explorer's* case- what would be your opinion?
- Class discussion on: Trail of the Green Blazer by R.K. Narayan
- Class Activity- Law & Morality through Harry Potter- Analyse Voldemort's takeover of Ministry of Magic through the Lens of Hart & Fuller.
- Read the Chapter "Centaur and the Sneak" from Harry Potter and the Order of the Phoenix- Analyse Dumbledore's defence of Harry Potter from a Law & Morality Standpoint.
- IRAC Practice through the case - *Nikhil Soni v. Union of India*
- Case study- Law & Morality through **Regina v Dudley and Stephens (1884) 14 QBD 273 DC**
- Class discussion on the article- *UP: Principal Hangs Class 2 Student Upside Down from School Building for 'Being Naughty While Eating'* (*news18.com*). Followed by writing arguments for defence and Prosecution.
- Class discussions on Custom as a source of law through the illustration of *Jalikattu Practice*
- Class Activity- Case Analysis & Argument building skills: *One morning Detective A was called upon a murder site. It was a horrible sight. The parents' bodies were found by the three kids. The neighbours had called the police when they heard the kids crying. The parents had been cut down with an axe, which was kept against the wall in the bedroom. The bodies were lying in the bed as if they had been sleeping. The entire house had been scrubbed clean even the axe. The only thing out of place was a half-drunk glass of water on the kitchen table.*

Time passed but the case was never solved. The detective kept in touch with the kids but eventually their relationship fell apart. Although despite growing up the kids continued to receive gifts (which were nothing special, small toys and stuff like that) on their parents' death anniversary. Years later the detective (who now is a high-ranking investigator) tried connecting with the children since this case kept haunting him throughout his career, the children made it clear that they want nothing to do with him and for him to stop sending them the gifts which keeps reminding them of their parents' death. The detective clearly stated that he stopped sending them gifts a long time back when their grandparents asked him to do so and thus the one sending the children the gifts can only be the killer.

The detective brought in his new team to investigate the case once again. They find out that most of the gifts received by the children over the year which were not sent by the detective were things which someone will find in carnivals. The eldest daughter remembered that the day of the murder the family had gone to a carnival which was there in town and a clown was following her around who had to be asked to back off by her father. After further investigation it was found that a roaming carnival which has been visiting the city for several years annually around the same time, the same one which the children and their parents had gone to all those years back. The police reached at the location where the carnival always established itself while in town. While the subordinates of the detective spread out to look for a clown the detective himself approached the manager and started asking questions regarding the double homicide that had happened twenty years ago. The organizer started fumbling and it was revealed that the clown from all those years ago was the manager's mentally disabled son who physically is very strong.

Twenty years back the day of the incident the boy took a liking to the girl and wanted to be friends with her. The parents got scared and asked him to back off and left, While the manager was busy taking care of other

things the slipped out of the carnival and followed the family to their home. When he broke into the family's house the father came after him with the family axe and hit him. In retaliation the boy over powered the father and ended up cutting him down. The mother saw the whole thing and started to attack him and he hit her with the axe killing her as well. By the time the manager realized that his was missing and followed and ended up finding him the deed was done. The boy had picked up the parents and had put them back in bed out of remorse and was sobbing silently next to their bed. The manager to protect his son wiped off all the evidence of his presence from the house. He is the one who makes his son to give the kids the gifts for all those years in order to make his son remember what he did and so that he never forgets.

Both, father and son are apprehended; to which they complied without any resistance. The case has now come to the court.

- *Issue identification Exercise: A little problem has arisen between my neighbour and me. My neighbour likes nothing more than to sit out on his patio on a summer's evening quaffing beers and listening to music, music that is usually quite loud. On such nights I like to read serious books while sitting out on my own patio. On occasion I will ask my neighbour to lower the volume of his music. He invariably will comply, usually with an apology. One night I am sitting on my patio reading a particularly dense treatise on legal philosophy while my neighbour is drinking beer and listening to his music. I find the music just too much to bear. I command my neighbour to turn down his blankety-blank boombox- or else. My neighbour, well-fortified by his beer, angrily demands: "Or else what?" He then opens the gate of the fence that divides our property, picks up a rake lying against my side of the fence, brandishes the rake in my direction, and repeats his demand. At this point I think it best to slip inside my house. My neighbour returns to his yard, taking the rake with him.*

I ask my students to consider the foregoing scenario from the perspective of a friend or adviser. I tell them I assume they have little or no legal experience.

COURSE-SPECIFIC LEARNING OUTCOMES: (CSO)

By the end of this program, students should have the following knowledge, skills, and values:

- CSO1.** To develop an elementary understanding of the debates around the nature of law.
- CSO2.** Students will be able to think on emerging socio legal issues in numerous disciplines.
- CSO3.** To acquire the ability to identify legal issues and principles underlying any given factual situation and to undertake and present research on such issues.
- CSO4.** To know the various sources of law and be in position to synthesise such sources and use them to formulate arguments in their research;



Mahindra University

SCHOOL OF LAW

BOARD OF STUDIES

Presentation For

Law of Torts

Faculty Name : Dr Shruti Kakkar, Dr. Vivek Sehrawat & Dr Mandeep Kaur

Course Type : Core

Semester and Year : First

L-T-P : 4+1+1

Credits : 5

Department : Law

Course Level : UG

Subject Name- Law of Torts**COURSE CONTEXT**

SCHOOL	School of Law	VERSION NO. OF CURRICULUM THAT THIS COURSE IS A PART OF	BBA.LLB/ BA.LLB
DEPARTMENT	School of Law, Mahindra University	DATE THIS COURSE WILL BE EFFECTIVE FROM	6 th September, 2021
DEGREE	BA-LLB/BBA-LLB (Hons)	VERSION NUMBER OF THIS COURSE	Law of Torts

COURSE BRIEF

COURSE TITLE	Law of Torts including MV Accident and Consumer Protection Laws	PRE-REQUISITES	Basic knowledge of Legal Terms
COURSE CODE	BB1102 / BA1102	TOTAL CREDITS	4
COURSE TYPE	Core	L-T-P FORMAT	4-1-1

COURSE SUMMARY:

This course provides a general introduction to the law of torts with a particular focus on negligence, encompassing duty of care; breach and standard of care; causation and remoteness; damages; defences; and vicarious liability. A representative range of other torts are also considered and includes trespass to the person, nuisance, trespass to land, trespass to goods and defamation. Remedies and defences to these torts are also explored. Motor Vehicles Accident Act and Consumer Protection Act to be explored.

COURSE OBJECTIVES /AIMS:

The objectives of this course are:

1. To introduce the law of torts and how it interacts with other aspects of the legal system including criminal law, contract law, Law of trust and regulations.
2. In addition to intentional and negligence-related torts, which are covered in detail, this course also introduces Nervous Shock, Defamation, Specific Torts (e.g., Negligence, Nuisance, Trespass), traditional theories of strict liability, with attention to available defences to tort actions.
3. To acquaint with the basic procedural aspects of tort lawsuits.
4. To develop skills at analysing tort problems, breaking them down into workable elements, and writing effective responses.

COURSE FLOW

An outline of the scheme of the modules is as follows.

Module I (11 hours)

Chapter 1- Nature, Definition and Elements of Tort

Chapter 2- Development of Law of Torts in England and India

Chapter 3- Wrongful Act and Legal Damage - Damnum Sine Injuria and Injuria Sine Damnum

Chapter 4- Tort distinguished from Crime, Quasi Contract, Breach of Contract and Breach of Contract, Fault, Wrongful intent, Malice, Liability without Fault.

Module 2: Title (11 hours)

Chapter 1- General Defences to an action in Torts

Chapter 2- Vicarious Liability and Liability of the State for Torts

Chapter 3- Defence of Sovereign Immunity

Chapter 4- Rule of Strict Liability, Rule of Absolute Liability and Joint Liability

Module 3: (12 hours)

Chapter 1- Specific Torts- Torts affecting the person, Assault, Battery, Defamation, Trespass

Chapter 2- False Imprisonment, Malicious Prosecution, Nervous Shock, Negligence and Nuisance

Module 4: Title (10 hours)

Remedies Chapter 1 - Remedies - Judicial and Extra-judicial –

Chapter 2- Injurious Falsehood, Passing off and Conspiracy

Chapter 3- Damages, Kinds of Damages, Assessment of Damages, Remoteness of Damage

Chapter 4- Injunctions, Death in Relation to Tort, Action personalize “moritur cum persona”

Module 5: Title (12 hours)

Chapter 1 - **Consumer Protection Act, 1986** - Definition of Consumer, Salient features of the Act, Consumerism, Rights of Consumers, Duty to Take Care and Liability for Negligence, Product Liability, Unfair Trade Practices, Redressal Machinery, Liability of the Service Providers, Manufacturers and Traders under the Act, Remedies.

Chapter 2- **Motor Vehicles Act 1988**- Claim and Compensation, Liability and Assessment of Compensation- “hit and run” motor accidents, Offences, Penalty and Defences, Claims Tribunal and Award of Compensation.

Essential Reading: [Text Books]

1. Ratanlal & Dhirajlal, The Law of Torts, Lexis Nexis
2. B.M. Gandhi, Law of Torts with Law of Statutory Compensation and Consumer Protection, Eastern Book Company
3. R.K. Bangia, Law of Torts including Compensation under the Motor Vehicles Act and Consumer Protection Laws, Allahabad Law Agency
4. Ramaswamy Iyer's , The Law of Torts, Lexis Nexis
5. Avtar Singh – The Law of Consumer Protection

Suggested readings: [Reference Books]

1. Principles and Practice Saraf Dal – Law of Consumer Protection in India
2. J.N. Barowalia – Commentary on CP Act, 1986.
3. Salmond and Heuston on the Law of Torts
4. P.S. Achuthan Pillai – The Law of Torts
5. Winfield, On torts (London: Sweet & Maxwell)

Suggestive Research Articles:

1. Introduction to Law of Torts, Cecil A Wright, Cambridge Law Journal
2. Specific Problems of Law of Torts in India, S.K. Bhatia, Journal of Indian Law Institute
3. A Comment on “The Law of Torts”, Luke K. Cooper rider, Michigan Law Review Association
4. Impact Analysis and Tort Law: A Comment, Robert L. Rabin, Law and Society Review
5. Negligence: The Comparative Legal History of Law of Torts, Edited by Eltjo J. H. Schrage, published by Duncker & Humblot GmbH
6. Assault on the Law of Torts, Edward Veitch and David Miers, The Modern Law Review
7. Economic Interpretation and the Law of Torts, Roscoe Pound, Harvard Law Review

EVALUATION COMPONENTS:

Components of Course Evaluation	Percentage
Internal Examination – I	15%
Internal Examination – II	15%
Internal Examination – III	15%
Mid-Term Examination	20%
End-Term Examination	35%
Total	100%

Maximum Marks: 100 Marks

Lecture-wise Plan

Session	Topics Covered
1	Nature of Law of Torts and Definitions of Torts
2	Nature of Law of Torts and Definitions of Torts
3	Essentials of Law of torts

4	Is it Law of tort or Law of Torts?
5	Development of Law of Torts in England and India
6	Development of Law of Torts in England and India
7	Tort distinguished from Crime, Breach of Trust, Quasi Contract & Contract
8	Privity of Contract and tortious Liability
9	Injuria Sine Damnum
10	Damnum Sine Injuria
11	Liability without Fault, Strict liability
12	Malice in Law and Malice in fact
13	Concept of General Defenses
14	Volenti Non Fit Injuria
15	Plaintiff, the wrongdoer, Inevitable Accident
16	Act of God, Private Defense
17	Mistake, Necessity
18	Statutory Authority
19	Concept of Vicarious Liability
20	Principal & Agent, Partners, Master & Servant Relationship
21	Discussion on 2 Tests- Hire & Fire Test and Direction & Control Test, Qui facit per alium facit per se, Respondent Superior
22	Liability of Vehicle Owners
23	Servant and Independent Contractor distinguished
24	Servants not under the control of master Lending a servant to another person
25	The Course of Employment, Fraud of Servant
26	State, Liability of the State for Torts
27	Defense of Sovereign Immunity
28	Joint Liability
29	Rule of Strict Liability, Rule of Absolute Liability, Concept of Torts affecting the person
30	Assault, Battery
31	Trespass, False Imprisonment
32	Malicious Prosecution, Nervous Shock
33	Concept of Nuisance, Public Nuisance, Private Nuisance
34	Who can sue for Nuisance? Who is liable for Nuisance?
35	Concept of Injury to Property, Physical Discomfort & Distinction between Injury to Property & Physical Discomfort
36	Remedies- Burden of Proof
37	Torts to Personality or Movable Property, Trespass to Goods, Conversion
38	Types of Conversion- Distinction between Conversion and Trespass
39	Action for Conversion - Who can Sue? - Defenses- Damages

40	Torts to Immoveable Property- Trespass to Land
41	Continuing Trespass, Trespass by Joint owners
42	Specific Torts- Torts affecting the person, Defamation
43	Defamation
44	Remedies - Judicial and Extra-judicial –
45	Remedies - Judicial and Extra-judicial –
46	Remedies - Judicial and Extra-judicial –
47	Damages, Kinds of Damages, Assessment of Damages, Remoteness of Damage
48	Damages, Kinds of Damages, Assessment of Damages, Remoteness of Damage
49	Damages, Kinds of Damages, Assessment of Damages, Remoteness of Damage
50	Consumer Protection Act, 1986
51	Consumer Protection Act, 1986
52	Consumer Protection Act, 1986
53	Consumer Protection Act, 1986
54	Motor Vehicles Act 1988
55	Motor Vehicles Act 1988
56	Motor Vehicles Act 1988

Special efforts and measures taken to improve the class’s learning

Our pedagogy is student centered. The pedagogy of the current course comprises of the following techniques/methods:

1. Using Latin Maxims and Concepts before beginning a lecture to trigger discussions.
2. Medium of teaching is planned lectures, Bare Act readings and power-power presentations.
3. Using fun-based activities, and role-plays to bridge the gap between theory and practice.
4. Using task-based approach to keep the pedagogy student-centered.
5. To integrate technology in pedagogy, using the trendy virtual tools/games.

Major Efforts and Measures:

A. Subject Support System: We will focus on problem specific subject needs of students in terms of learning and assessment throughout the semester.

B. Activities and Tutorials List:

1. Exercise to create a new planet and prepare Law of Torts for that planet. Idea behind that was to make them think creatively and think out of the box.
2. Law of Tort and Law of Torts idea of wrongful act and legal Rights.
3. Explaining concept of Volenti non-fit injuria
4. Explaining legal duty and morality.
5. Chandirima Das case to read and understand the concept of Vicarious liability of the state.
6. Discussed various examples of Assault Battery and Trespass.
7. Review the video clip from “The Simpsons”. After reviewing the clip, identify the material facts that will be useful in trying to establish whether or not the tort(s) occurred. Write the important facts on the sheet.2. Discuss who are the likely plaintiff(s) in this case. students who are the likely defendant. There will be two groups to complete this activity. First group will analyze the restaurant’s liability and Second group will analyze the doctor’s liability. Write down all the elements of the negligence action.

(Every activity was conducted for minimum two sessions)

COURSE-SPECIFIC LEARNING OUTCOMES: (CSO)

A By the end of this program, students should have the following knowledge, skills, and values:

- CSO1.** Understanding of sources of Law of Torts.
- CSO2.** Development of Perspective by spotting Tort issues in daily life situations using appropriate legal problem-solving techniques.
- CSO3.** Introduce learners to the defences and remedies available to tort actions.
- CSO4.** Engagement in the field of Law of Torts to appreciate the limitations in key principles in the Law of Torts and to develop their own reasoning behind it.

Links for online lecture-

1. [Recordings - OneDrive \(sharepoint.com\)](#)
2. [Recordings - OneDrive \(sharepoint.com\)](#)
3. [Recordings - OneDrive \(sharepoint.com\)](#)
4. [Recordings - OneDrive \(sharepoint.com\)](#)
5. [Recordings - OneDrive \(sharepoint.com\)](#)
6. [Recordings - OneDrive \(sharepoint.com\)](#)
7. [Recordings - OneDrive \(sharepoint.com\)](#)



Mahindra University

SCHOOL OF LAW

BOARD OF STUDIES

Presentation For

ENGLISH-1

Faculty Name : Dr. SHREEJA GHANTA

Course Type : Core

Semester and Year : First and First

L-T-P : 4+1+1

Credits : 5

Department : Law

Course Level : UG

Subject Name: ENGLISH-1

COURSE CONTEXT

SCHOOL	School of Law	VERSION NO. OF CURRICULUM THAT THIS	I
DEPARTMENT	Humanities and Social Sciences	DATE THIS COURSE WILL BE EFFECTIVE FROM	August 2021
DEGREE	BA/BA-LLB (Hons)	VERSION NUMBER OF THIS	

COURSE BRIEF

COURSE TITLE	ENGLISH-1	PRE-REQUISITES	Nil
COURSE CODE	BB1103/BA1103	TOTAL CREDITS	5
COURSE TYPE	Core	L-T-A FORMAT	4-1-1

COURSE SUMMARY

The course is designed to inculcate language of ideas, thoughts and expression through creative, critical and analytical inception.

COURSE OBJECTIVES: (CO)

The course integrates language skills that stimulate learners to develop their abilities in listening to learn, intertextual reading, coherent writing and in articulation of speech. The course aims for comprehensive analysis of LSRW skills.

COURSE FLOW:

An outline of the scheme of the modules is as follows.

Module_1: Listening (10)

- Comprehending
- Retaining
- Responding
- Barriers to Listening
- Overcoming Barriers to Listening

Module_2: Reading (12)

- **Reading Types:**
 - a. Intensive and

- b. Extensive reading
- **Reading Techniques:**
 - c. Skimming
 - d. Scanning
- **Reading Language and Literature**

Suggested Readings:

- *Gift of the Magi* by O' Henry
- *The Dark Room* by R. K. Narayan
- *Telephone Conversation* by Wole Soyinka
- *General, Your Tank is a Powerful Vehicle* by Bertolt Brecht
- *More Than 100 Million Women are Missing* by Amartya Sen
- *The Holy Panchayat* by Prem Chand
- *Silence, The Court is in Session* by Vijay Tendulkar
- *The Merchant of Venice* by William Shakespeare
- *Think India: A Rainbow of Contradictions* by Vinay Rai
- *Sleepwalkers* by Joginder Paul
- *Proprietor* by Nabaneeta Dev Sen

Module_3: Writing (12)

- Rearranging sentences into a proper sequence
- Summary and Paraphrasing
- Precis Writing
- Note-taking and Note-making

Module_4: Creative Writing and Critical Thinking (10)

Creative Writing:

- Essay
- Periodical
- Article (Newspaper, Article and Blog)

Critical Thinking:

- Analysis
- Evaluation
- Synthesis

Suggested Readings:

- *Climatic Change and Human Strategy* by E.K. Federov.
- Gerald Graff and Cathy Birkenstein. *They Say/I Say: The Moves That Matter in Academic Writing*. Norton, 2009.
- *Raw Wound* by Gogu Shyamala
- Marcella Frank. *Writing as Thinking: A Guided Process Approach*. Prentice Hall, 1990.

- *Towards Creating a Poverty-Free World* by Muhammad Yunus

Module_5: Speaking (10)

- Speaking to describe and explain
- Speaking to agree and disagree
- Role Plays
- Group Discussions

EVALUATION COMPONENTS:

Components of Course Evaluation	Percentage
Internal Examination – I	15%
Internal Examination – II	15%
Internal Examination – III	15%
Mid-Term Examination	20%
End-Term Examination	35%
Total	100%

Maximum Marks: 100 Marks

Lecture-wise Plan

Session	Topics Covered
1	Introduction to the Course Handout and Briefing on Evaluation Plan
2	Introduction to LSRW Skills and its significance (Activity infused)
3	Active Listening and Passive Listening
4	Listening for gist and Activity
5	Listening for Detailed Information and Activity
6	Inferential Listening
7	Barriers to Listening
8	Overcoming Barriers to Listening
9	Listening Exercises-1
10	Introduction to Reading
11	Skimming and Exercises
12	Scanning and Exercises
13	Intensive Reading and Exercises
14	Extensive Reading and Exercises
15	Intertextual Approach and Exercises
16	Interdiscursive Approach and Exercises
17	Literature and Law Introduction
18	Reading to understand theme

19	Inferential reading
20	Reading to comprehend author's intent
21	Critical Thinking and Critical Listening
22	Society, Culture and Law
23	Exercises on Reading-1
24	Exercises on Reading-2
25	Introduction to Writing
26	Note-taking and types
27	Note-making and types
28	Summarizing and Exercises
29	Paraphrasing and Exercises
30	Rearranging sentences into a proper sequence
31	Introduction to Precis Writing
32	How to write a Precis
33	Do's and Dont's of a Precis
34	Introduction to Creative Writing
35	Types of Creative Writing
36	Essays and Types
37	Types of Articles
38	How to write a newspaper article?
39	How to write a Blog?
40	Activities on Critical Thinking
41	Introduction to Speaking
42	Introduction to JAM
43	How to synthesize information in speaking
44	Speaking to describe
45	Speaking to explain
46	Speaking to agree
47	Speaking to disagree
48	Role Plays Activity-1
49	Role Plays Activity-2
50	Group Discussions-1
51	Group Discussions-2
52	Presentations
53	Presentations
54	Presentations
55	Presentations
56	Presentations

Special efforts and measures taken to improve the class's learning

- a. Flipped Classroom Teaching (focused readings)
- b. Peer discussions
- c. Audio-visual aids

Major Efforts and Measures:

a. Subject Support System: The proficiency levels of the learners are identified at the initial stage of the course. This allows to identify the intermediate and advanced level of students. Two sets of materials are prepared in order to meet two different category of students, however in activities groups are divided in mixed ratio, so that through peer discussions thoughts are expressed.

Activities and Tutorials List:

- ix. Who am I? (Listening Activity)
- x. Role Plays
- xi. Presentations
- xii. Writing Newspaper articles
- xiii. Just a minute Sessions
- xiv. Essay Writing
- xv. Picture Perceptions
- xvi. Story Writing -Word Cloud

COURSE-SPECIFIC LEARNING OUTCOMES: (CSO)

CSO1 - Actively process, assess, retain and respond on the context

CSO2 - Read and understand various texts

CSO3 - Write sentences and essays with coherence and cohesion

CSO4 - Write creatively

CSO5 - Express on the content critically

7.10 BB-1104 Theory and Practice of Management



SCHOOL OF LAW

BOARD OF STUDIES

Presentation

For

Theory and Practice of Management (BB-1104)

Faculty Name : Dr. Vinay Sharma

Course Type : Core

Semester and Year : First and First

L-T-P : 4+1+1

Credits : 5

Department : Law

Course Level : UG

Theory and Practice of Management (TPOM)

COURSE CONTEXT

SCHOOL	School of Law	VERSION NO. OF CURRICULUM THAT THIS COURSE IS	I
DEPARTMENT	Law (Management)	DATE THIS COURSE WILL BE EFFECTIVE FROM	August 2021
DEGREE	B.B.A.,LL.B (Hons)	VERSION NUMBER OF THIS COURSE	APP 1.0

COURSE BRIEF

COURSE TITLE	Theory and Practice of Management (TPOM)	PRE-REQUISITES	Basics of Management
COURSE CODE	BB1104	TOTAL CREDITS	5
COURSE TYPE	Core	L-T-A FORMAT	4-1-1

COURSE SUMMARY

The greatest management principle in the world is

“the things that get appreciated and rewarded get done”- Michael LeBoeuf

This course intends to acquaint the students with basic essentials of management concepts and functions, as an interdisciplinary approach, emphasizing the importance of management vis-a-vis law. It introduces them to the operations and responsibilities, which the management is entrusted with, in various types of organizations.

Besides, revisiting the management thought progression, it shall also emphasize on global innovative and leadership perspectives of management. It is also intended to develop skills for business analytics for more informed decision-making. This course covers the explanations about the fundamentals of management discipline in organizational context. It details the different functions of management such as planning, organizing, staffing, directing, and controlling. The course also emphasizes on identification of critical issues and framing of strategies and scenarios required to execute management functions.

COURSE OBJECTIVES: (CO)

- CO1.** Familiarize and adequately grasp the basic of management concepts and learn about managerial functions like planning, organizing, leading and controlling.
- CO2.** Develop analytical capability to practice these managerial functions in different business scenarios and situations.
- CO3.** Observe and develop logical as well as innovative approaches to resolve business organizational problems, using traditional as well as modern management approaches.
- CO4.** Develop a strong team-spirit and leadership.

COURSE FLOW:

An outline of the scheme of the modules is as follows.

Module – I: Management

[12 Hours]

[Introduction]

- a.** Management: definition, nature and purpose;
- b.** Managing: an art or a science;
- c.** Evolution of Management thought: historical developments to modern management theories & approaches;
- d.** Functions of management; Kinds of levels of management and the respective roles of managers;
- e.** Environment of an organization: (general vs. specific) technological, social, ecological etc.;
- f.** Corporate ethics and responsibility;
- g.** New trends in management perspectives: international innovation and leadership

Module – II: Planning

[10 Hours]

[The seed of decision-making cycle]

- d.** Planning: as a primary decision-making function at all levels of management; meaning, nature, objectives,
- e.** Steps and types of planning;
- f.** Strategic planning process; kinds of strategies and policies; hierarchy of company strategy;
- g.** Importance and limitation of rational decision-making;
- h.** Development of alternatives and their evaluation with limiting factors;
- i.** Selection of an appropriate alternative;
- j.** Creativity and innovation in managerial decisions.

Module – III: Organizing

[10 Hours]

[Structuring the organization framework]

- d.** Organizing: meaning, purpose, kinds and levels;
- e.** Structure and process of organizing;

- f. Basic questions for effective organizing;
- g. Departmentalization: types, delegation and decentralization;
- h. Team: creating team-spirit and developing team effectiveness; avoiding conflict by clarification;
- i. Promoting an appropriate organization culture;
- j. Designing processes: selection, induction, training and retention of talented employees.

Module – IV: Leading

[12 Hours]

[The lighthouse in the midst of uncertainties]

- a. Human Factors in Managing;
- b. Motivation: meaning, nature, importance and theories (need, expectancy, equity and goal-setting);
- c. Leadership: definition, ingredients, approaches and styles (trait, charismatic, situation/contingency, transactional & transformational);
- d. Committees, teams and group-decision-making;
- e. Communication: purpose, process, barriers and effectiveness;
- f. Electronic media in communication.

Module – V: Controlling

[12 Hours]

[As a feedback-feed forward system for prevention, correction and innovation]

- a. Control: meaning, need and process;
- b. Control as a feedback-feed forward system: significance of information and business analytics for effective control strategy;
- c. Techniques of control: (budgeting, time-event network, opportunities and challenges created by information technology); analyzing spread-sheets for decision-making;
- d. Productivity and operations management: (quality measurement in information age, supply chain and value chain management)

Essential Reading: [Text Books]

1. L.M Prasad (2019), “Principles and Practice of Management” Sultan Chand and Sons, New Delhi, ISBN-13 978-935-16105-02
2. Peter F. Drucker (1986), “Management: Tasks, Responsibilities and Practices” Truman Talley Books, ISBN 0-525-24463-8.

Suggested readings: [Reference Books]

1. Koontz H. & Weihrich H. (2006), “Essentials of Management”, Tata McGraw Hill. ISBN:978-0070620308
2. Karminder Ghuman and K.Aswathappa (2017), Management – Concept, Practice and Cases, Tata McGraw Hill Education Private Limited, ISBN – 13-978-0-07-068218-4.
3. Stephen P.Robbins and Mary Coulter, (2008), Management, Prentice Hall of India Private Limited, New Delhi, ISBN – 978-81-203-3497-7.

4. Michael. A. Hitt, T. Stewart Black and Lyman W Porter (2006), Management, Dorling Kindersley (India) Private Limited under Pearson Education India, ISBN – 81-7758-974-1.

EVALUATION COMPONENTS:

Components of Course Evaluation	Percentage
Internal Examination – I	15%
Internal Examination – II	15%
Internal Examination – III	15%
Mid-Term Examination	20%
End-Term Examination	35%
Total	100%

Maximum Marks: 100 Marks

Internal Examination shall comprise of practice and practical problems of the business with case studies on the relevant situations in management. It may be associated with the are specifically the sessions for the discussion of case studies and management related issues, through presentation, role play, video clips etc. for developing practical applicability of analytical managerial skills. Students are encouraged to observe and analyze the financial issues and decision-making using accounting principles and practices.

Lecture-wise Teaching Plan

Session	Topics Covered
1	Introduction to Management
2	Definitions- Nature and purpose of Management
3	Management Thought- history of Management thought-
4	Fayol, Scientific theory and its applicability
5	Modern Management theories – Their applicability and approaches
6	Case study on the applicability of Management thought
7	Management – An art or a science
8	Role of managers and levels of management- environment in an organisation
9	Corporate Social Responsibility (CSR) – An introduction through the Companies Bill, 2013
10	Recent trends in CSR- A look at profits or a sense of responsibility towards society
11	Ethics and responsibility in CSR- New Management perspectives
12	Innovation and leadership in modern management
13	Trends in management – a look at innovative management practices (Module 1 ended)
14	Planning – An introduction
15	Primacy of Planning- Meaning and nature
16	Steps in the planning process – Types of plans
17	Strategy as a part of the planning process- Kinds of strategies

18	Policies in planning – Hierarchy and the planning process
19	Importance of rational decision making in the planning process
20	Development of alternatives and evaluation
21	Limiting factors in the planning process
22	Appropriate alternatives and their selection
23	Planning as a tool of management
24	Budgetary provisions in the planning process – Innovation in planning decisions (Module II ended)
25	Organizing- The major function in the management process
26	Levels of organizing – Purpose and meaning of the Organizational function
27	Process of the organization function
28	Structure of the organization – Levels of hierarchy- need and importance
29	Effective organization- Right people at the right place or the right structure at the right place
30	Creating a Team – Team spirit and its effectiveness
31	Conflict and its resolution- effectiveness of Team building- Team morale
32	Developing an appropriate organizational structure
33	Selection, induction of employees and the design process
34	Training and retention of talented employees – The biggest Challenge and test for management (Module III ended)
35	The importance of the human factor in management
36	Motivation- Need, Nature and importance
37	Need, expectancy, equity and goal-setting theories of motivation
38	Leadership – Definition, styles of leadership
39	Trait, charismatic approaches to leadership
40	Situation/contingency, transactional & transformational approaches to leadership
41	Group decision making – Team building process
42	Importance of the communication process
43	Grapevine communication – Process of communication
44	Barriers to communication- Effectiveness of communication
45	The role of media in communication (Module IV ended)
46	Control as a feedback-feed forward system
47	Significance of information and business analytics for effective control strategy
48	Techniques of control
49	Use of Budgets as control devices
50	Different forms of budgets and their significance in decision- making
51	Use of PERT and CPM as devices of control management
52	Production and operations management
53	Supply chain management
54	Value chain measurement- its establishment-its durability
55	Transportation model and its effectiveness

*[N] Numerical

TEACHING – LEARNING – PEDAGOGY:

1. This course comprises of 5 modules spread across 42 lectures and 14 tutorials. Each of which shall have a duration of 1 Hour.
2. There will also be a 1 Hour/Day session for debates and discussions on current affairs on management, to develop a habit.
3. Lectures shall be used as an interactive tool as a crucial part of an instructor driven pedagogy. Concepts and practical applications of managerial principles will be interactively discussed through case study, audio-video aids and other presentation tools.
4. Tutorial are specifically the sessions for the discussion of case studies and management related issues, through presentation, role play, video clips etc. for developing practical applicability of analytical managerial skills. Besides, tutorials are also the session for clarification of doubts.
5. For developing the business analytical sense, the students will also be made familiar applications of financial statements and comparative financial analysis through tools like spreadsheets, graphs, pie-charts etc.

A few of the Video Links of the online lectures delivered in the first semester:

https://mahindraecolecentrale-my.sharepoint.com/:v/g/personal/vinay_sharma_mahindrauniversity_edu_in/ETL8BOTt17BIugc9BsKDmu0BdEQeyg77ePLu6UvE2FABJQ

[Recordings - OneDrive \(sharepoint.com\)](#)

[Recordings - OneDrive \(sharepoint.com\)](#)

[Recordings - OneDrive \(sharepoint.com\)](#)

[Recordings - OneDrive \(sharepoint.com\)](#)

[Recordings - OneDrive \(sharepoint.com\)](#)

Special efforts and measures taken to improve the class's learning

Management as a subject has always been an integral part of any management program and students have to be able to integrate it in their day-today activities. The student's perspective is to be taught the concepts of the subject and its practical application along with the principles of management. The aspects mentioned were taken care of, so that all the students would understand management principles along with case studies on the same in particular relationship to business scenarios.

Major Efforts and Measures:

a. Expert Talk:

Under expert talk, a subject expert from industry, on various topics like strategic management, startup management practices, leadership models, communication practices in organizations are planned in such a way that students could learn the implementation of management principles on a real time basis and their relevance in the market scenario as business organizations face the onslaught of the pandemic.

b. Subject Support System:

In addition to above, Extra Lectures were also given to accommodate those students, who have joined the session a bit late and especially those who were from Non-Commerce background. Besides, a few students, who scored low in class participation and test were also engaged on an alternative weekend subject support class, to improve their understanding of the subject.

c. Activities and Tutorials List:

Under the sessions for activities the students were given practical insights into the management processes of companies. There was also a comparison of management process of various organizations on the functioning, planning, motivational strategies, budgetary constraints et c. As the subject of management is practical oriented the sessions were reciprocal with case studies, roleplay, simulations for them to apply logic, rationale and study implications on the management case scenarios given.

Activities:

- The role of internal communication and the need for communication flow both verbal and non-verbal were done through the role play, in which the class was divided on the basis of levels of management. They were given a role to play which involved the barriers of communication with reference to macro and micro barriers which would hamper the working of the organization.
- On the need for society and sustainability through CSR, the case study of Solar based business community was taken through Tata Solar and the need to reduce energy costs. The students were given respective roles to play in reference to management decision making and some were given their role as members of the society.
- The students were given a role play on the Welspun case in which they were divided into three groups
 1. The core group of decision makers
 2. The group of ground situation handlers
 3. The group of employees of rebels who did not want the shut down
 4. The group on the fence.

All the students had to brainstorm through the various groups to arrive at the right decision for the management.

- To back creativity and innovation ideas in the student they were asked to come up with business ideas on a startup and the resilience of their business idea in the modern markets.
- A role play of team development program was done in which one student was given the role of a motivator and the class was divided into 4 groups in which the following situations were placed before them and one of them had to play the role.
 1. The sales targets were not achieved and the head had to motivate them for the same
 2. 12 employees were on the anvil of shifting their job due to various reasons and the HR manager was given the task to retain them

3. Machines in the production department had become outdated and the employees were to strike work. The company would want to replace the machines but they do not have the money for capital expenditure then how would you motivate the employees to work.

Tutorials:

- On the importance of managing decisions in a company and the importance of the decision-making process the case of Welspun India and the management quagmire of closing shops was taken in detail.
- On the fundamentals of organizing the concept of Flipkart “Rush anything anywhere” and the role of Mr. Binny Bansal and his leadership team in the organizational hierarchy was discussed along with the e commerce push in the management process.
- The role of leadership was discussed as a case study with reference to Mr. Vishal Sikka taking over as the boss of Infosys and whether his style of leadership should have been boss- centered or subordinate-centered for the transformational growth of the company.
- Short books on management to understand techniques of management were taken
 1. The one-minute manager
 2. The new one- minute manager
 3. Who moved my cheese?
To understand three techniques of one-minute goals, one-minute praising and one-minute reprimand and the lasting benefit of the same in managerial decision making.
- The case of innovation in management decision making was discussed through the use of new technologies vis-a vis the formal and informal form of organization matrix.

COURSE-SPECIFIC LEARNING OUTCOMES: (CSO)

Post-completion of the course, the students should be able to have the following outcomes:

- CSO1.** Have a fundamental understanding of the principles of management.
- CSO2.** Have an analytical ability to observe, identify and analyze the roots of a management problems.
- CSO3.** Have a capacity to develop and suggest alternative course of action with innovative solutions.
- CSO4.** Have a team-spirit to resolve managerial issues among different levels of management.

Alignment of the Course Objectives with the Course–Specific Learning Outcomes:

In order to attain the aforesaid course specific objectives, all the five modules of the course are designed to provide, not only a basic understanding of the fundamental functions of the management; but also, to develop an analytical ability in the students, for opting the most appropriate course of actions, besides developing a team-spirit for resolving the managerial issues, in varied business situations and scenarios.

7.11 BB-1105 Introduction to Economics



SCHOOL OF LAW

BOARD OF STUDIES

Presentation For

Introduction to Economics

Faculty Name : Dr. Samyukta Bhupatiraju

Course Type : Core

Semester and Year : First and First

L-T-P : 4+1+1

Credits : 5

Department : Law

Course Level : UG

Subject Name: **Introduction to Economics**

COURSE CONTEXT

SCHOOL	School of Law	VERSION NO. OF CURRICULUM THAT THIS COURSE IS	I
DEPARTMENT	Law	DATE THIS COURSE WILL BE EFFECTIVE FROM	August 2021
DEGREE	BA/BA-LLB (Hons)	VERSION NUMBER OF THIS COURSE	IE-1

COURSE BRIEF

COURSE TITLE	Introduction to Economics	PRE-REQUISITES	None
COURSE CODE	BB1105	TOTAL CREDITS	5
COURSE TYPE	Core	L-T-A FORMAT	4-1-1

COURSE SUMMARY

The course introduces students to basic concepts from micro and macroeconomics. It enables students to understand and critically evaluate economic policies. It lays the basic foundations for understanding the intersections between law and economics.

COURSE OBJECTIVES: (CO)

- CO1. To introduce students to basic categories of economic theory.**
- CO2. To enable students to understand the socially embedded nature of economic processes**
- CO3. To enable students to apply economic concepts to governance and policy making.**

COURSE FLOW:

An outline of the scheme of the modules is as follows.

Module – I: Introduction **[6 Hours]**

This module introduced students to the subject matter of economics and outlines its broad contours.

Number of chapters:

- a. Chapter 1 What is Economics?

b. Chapter 2 Schools of economic thought

Reference material

- Chapters 1 from Thomas, A. (2021). *Macroeconomics: An Introduction*. Cambridge: Cambridge University Press.
- Lecture Notes

Module – II:

[12 Hours]

This module introduces students to standard principles of microeconomics. The focus is on providing an in depth analysis of markets.

- Chapter 1 Scarcity, Choice and Production Possibilities
- Chapter 2 Supply and Demand Analysis
- Chapter 3 Elasticity
- Chapter 4 Efficiency and Equity

Reference material:

- Chapters 2 – 5 from Parkin, M. (2018). *Microeconomics* Michael Parkin.

Module – III: Microeconomics II

[10 Hours]

This module introduces students to the limits of standard micro theory by discussing theories of market failures. It focusses on the importance of institutions, organizations and legal architecture in economic theory. It also introduces students to the economic analysis of gender and caste discrimination.

- Chapter 1 Organizing Production
- Chapter 2 Output and Costs
- Chapter 3 Market Structures
- Chapter 4 Economic Inequality

Reference material

- Chapter 10, 11, 12 and 19 from “Parkin, M. (2018). *Microeconomics* Michael Parkin.” 13th Edition. Pearson.

Module – IV: Macroeconomics I

[15 Hours]

- Chapter 1 Conceptualising the Macroeconomy
- Chapter 2 Money and Interest Rates
- Chapter 3 Output and employment levels

d. Chapter 4 Money and banking

Reference material

- Chapters 2 -4 from Thomas, A. (2021). *Macroeconomics: An Introduction*. Cambridge: Cambridge University Press.

Module – V: Macroeconomics II

[15 Hours]

- a. Chapter 1 Theories of international trade
- b. Chapter 2 Exchange rates
- c. Chapter 3 Balance of Payments

Reference material

- Chapters 1 and 2 from Chang, H. J. (2002). *Kicking away the ladder: development strategy in historical perspective*. Anthem Press.
- Lecture notes

Essential Reading: [Text Books]

1. Parkin, M., (2019). *Economics*, 13th Edition, Boston: Pearson Education.
2. Thomas, A. (2021). *Macroeconomics: An Introduction*. Cambridge: Cambridge University Press.
3. Chang, H. J. (2002). *Kicking away the ladder: development strategy in historical perspective*. Anthem Press.

Suggested readings: [Reference Books]

1. Feenstra, R.C & A.M. Taylor, *International Economics*, 5th edition, Worth Publishers, 2021

Suggestive Research Articles:

1. Basu, K. (1999). Child labor: cause, consequence, and cure, with remarks on international labor standards. *Journal of Economic literature*, 37(3), 1083-1119.
2. Chapter 1, Smith, J. (2016). *Imperialism in the twenty-first century: Globalization, super-exploitation, and capitalism's final crisis*. NYU press.

EVALUATION COMPONENTS:

Components of Course Evaluation	Percentage
Internal Examination – I	15%
Internal Examination – II	15%
Internal Examination – III	15%
Mid-Term Examination	20%

End-Term Examination	35%
Total	100%

Maximum Marks: 100 Marks

Lecture-wise Plan

Session	Topics Covered
1	Introductory lecture
2	What is Economics?
3	What is Economics?
4	Schools of Thought -I
5	Schools of Thought -II
6	Schools of Thought -III
7	Scarcity, Choice and Production Possibilities
8	Scarcity, Choice and Production Possibilities
9	Scarcity, Choice and Production Possibilities
10	Supply and Demand Analysis
11	Supply and Demand Analysis
12	Supply and Demand Analysis
13	Supply and Demand Analysis
14	Elasticity
15	Elasticity
16	Elasticity
17	Efficiency and Equity
18	Efficiency and Equity
19	Efficiency and Equity
20	Organizing Production
21	Organizing Production
22	Output and Costs
23	Output and Costs
24	Output and Costs
25	Output and Costs
26	Market Structures
27	Market Structures
28	Market Structures
30	Economic Inequality
31	Revision for Mid-term
32	Revision for Mid-term
33	Economic Inequality
34	Economic Inequality
35	Economic Inequality
36	Conceptualising the Macroeconomy
37	Conceptualising the Macroeconomy

38	Conceptualising the Macroeconomy
39	Money and Interest Rates
40	Money and Interest Rates
41	Money and Interest Rates
42	Output and employment levels
43	Output and employment levels
44	Output and employment levels
45	Money and banking
46	Money and banking
47	Money and banking
48	Exchange rates
49	Balance of Payments
50	Balance of Payments
51	Kicking Way the Ladder
52	Kicking Way the Ladder
53	Kicking Way the Ladder
54	Kicking Way the Ladder
55	Conclusion of Module 5
56	Conclusion of Course

Special efforts and measures taken to improve the class's learning

- I. Lectures are delivered through power-power presentations.
- II. Using fun-based activities, and games to illustrate and help understand theories.
- III. Use of problem based learning strategies to increase class participation

Major Efforts and Measures:

a. Expert Talk:

b. Subject Support System: Remedials

c. Activities and Tutorials List:

- Tutorials were used for revision as well as discussion on current events related to topics discussed in class.
- Activity sessions were used for showing documentaries, discussing articles as well as some for classroom games to understand topics discussed in class. In addition, I used a few sessions to show students how to read graphs, as it is an essential skill for understanding many topics in economics.
- Some of the documentaries/videos shown include: Made in Bangladesh (BBC documentary); Haa Joon Chang's talks on Economics, Industrial Policy, Why are some countries rich and others poor (iNET talks found on YouTube); Jayathi Ghosh's lectures (Women in (recognized) work and Women in Workforce). Finally, a documentary on Child Labour.

- Some of the activity sessions were used for completing their assignments

COURSE-SPECIFIC LEARNING OUTCOMES: (CSO)

CSO1. Master basic terminology used in economics and understand the contexts in which it is used.

CSO2. Understand how economic processes work.

CSO3. Recognize and understand major indicators of economic activity as well as evaluate macroeconomic policies.

h

7.12 BB-1106 Business Accounting



Mahindra
University

SCHOOL OF LAW

BOARD OF STUDIES

Presentation For

Business Accounting (Accounting Principles and Practices) BB-1106

Faculty Name : RISHI RAJ BHARDWAJ

Course Type : Core

Semester and Year : First and First

L-T-P : 4+1+1

Credits : 5

Department : Law

Course Level : UG

Business Accounting (Accounting Principles and Practices)

COURSE CONTEXT

SCHOOL	School of Law	VERSION NO. OF CURRICULUM THAT THIS	I
DEPARTMENT	Law (Finance)	DATE THIS COURSE WILL BE EFFECTIVE FROM	August 2021
DEGREE	B.B.A., LL. B (Hons)	VERSION NUMBER OF THIS COURSE	APP 1.0

COURSE BRIEF

COURSE TITLE	Business Accounting (Accounting	PRE-REQUISITES	Basic Arithmetic
COURSE CODE	BB1106	TOTAL CREDITS	5
COURSE TYPE	Core	L-T-A FORMAT	4-1-1

COURSE SUMMARY

“Accounting is the language of the business...” (Warren Buffet). The decision-making sagacity of all the commercial and financial operations, in every kind of business, is founded upon a reliable record-keeping of its transactions and events; and thereon careful interpretations of its financial records and statements. As an interdisciplinary subject, the primary purpose of this course is to develop a sense of financial understanding in its students, about the significance of fundamental accounting principles, process and its practices. So that, irrespective the students are from commerce stream or not; they can observe, identify and apply the same, in the preparations, analysis and interpretation of financial records and statements, for a varied sets of business entities. Besides, they are intended to develop an investigative skill to interpret the short as well as long term financial implications about an entity’s affairs, from focused understanding of its financial statements and related records; so that they can apply the resulting information and knowledge in their legal profession too.

COURSE OBJECTIVES: (CO)

- CO1.** Introduce the students to the need and applications of accounting concepts and principles, through transactions and events to familiarize them with various aspects of accounting cycle
- CO2.** Inculcate among students a sense to observe, identify, classify and finally summarize the recording of financial transactions and events, as per most practiced and formats prescribed by the accounting bodies; through applications of relevant accounting principles and standards

CO3. Develop a strong sense of interpretations through evaluation of financial records and statements to understand the financial status of a business entity

CO4. Finally evolve a strong financial accounting base, to record and analyze, for developing a sound financial decision-making skill; using the financial information, in line with other branches of accounting such as cost accounting and financial management

COURSE FLOW:

An outline of the scheme of the modules is as follows.

Module – I: Accounting

[10 Hours]

[Introduction]

- a. Meaning, scope, definition and characteristics;
- b. Accounting: an art or a science; and as an information service function;
- c. Objectives, need, evolution and major functions and advantages of accounting;
- d. Classification of Accounting; Financial, Cost and Financial Management;
- e. Hierarchy of Finance Function;
- f. Accounting concepts, conventions, principles and standards as prescribed by accounting bodies like ICAI in lines with IFRS;
- g. Numerical on applications of accounting concepts and principles on identification and recording of transactions and events, along with vouchers and supporting documents;
- h. Inter-relationship between Accounting and other disciplines;
- i. Users of Accounting;
- j. Limitations and merits of Accounting

Module – II: Accounting Cycle, Methods and Terms

[12 Hours]

[Traditional vs Modern]

- a. Accounting Cycle: Process and Application of Accounting Principles;
- b. Accounting Methods: Single Entry vs Double Entry; Cash vs Accrual; Traditional vs Accounting Equation; (with Numerical)
- c. Classification of Organizations: Profit making, Non-profit making, Manufacturing, Trading, Service, Private, Public, Joint, Partnership Firm, Company etc.
- d. Accounting and Book-Keeping;
- e. Books of Accounting: Formats and Functions: Primary and Subsidiary: Day Book, Journals, Journal Proper and Ledgers; Cash Book; Bank Reconciliation Statement; Inventories: FIFO, LIFO, Simple Average;
- f. Transaction: Capital, Revenue, Deferred Revenue (Expenditure/Receipt)
- g. Major Accounting terms, meaning, journal entries and impact: Expenditure, Income, Receipts, Payments, Depreciation, Bad Debts, Equity, Debentures, Debtors, Creditors, Provisions, Profit, Loss, Capital, Drawing, Loan, Liabilities, Asset, Cash (In Hand, At Bank), Goods, Inventories, Investment, etc.

Module – III: Book-keeping Process

[14 Hours]

[Journalizing, Posting, Balancing, Trial Balance and Rectification]

- a. Golden Rules of Accounting in Double Entry System;
- b. Journalizing: Journal, Journal Proper, Usage of Debit-Credit Rules, Narration;
- c. Posting: Formats of Accounts; Posting from Journal: Direct Entry like in Cash Book;

- d. Balancing: Totaling of Accounts; Rules of Debit and Credit Balance;
- e. Preparation of Trial Balance: Ledgers, Balancing, Suspense Account (if any);
- f. Significance of Additional Items given along with Trial Balance: Closing Stock, Depreciation Rates, Provision for Bad Debt etc.
- g. Errors: Types and Rectification Process; Significance of Suspense Account;

Module – IV: Final Accounts – I

[8 Hours]

[Manufacturing A/c, Trading A/c; Profit & Loss A/c]

- a. Format and significance of various items Manufacturing Account, Trading Account, Profit & Loss Account; and Profit & Loss Appropriation A/c; Statement of Income;
- b. Trading and Profit and Loss A/c: Posting, Recording Additional Items and Balancing;
- c. Gross Profit, Operational Profit, Profit Before Income Tax, Net Profit

Module – V: Final Account – II and Financial Analysis

[12 Hours]

[Balance Sheet, Schedules, Comparative Financial Analysis]

- a. Items of Balance Sheet: Format and significance; single and double effect items; Evaluating Balance Sheet as a Statement, while Profit and Loss is an Account;
- b. Introduction to Fund Flow Statements and Cash Flow Statement;
- c. Financial Analysis: need and significance;
- d. Evaluation and Interpretation of Financial Statements: Purpose and Importance;
- e. Components & Importance of Working Capital and Long-term Capital avenues;
- f. Comparative Analysis: Trading A/c, Profit & Loss A/c and Balance Sheet;
- g. Major Financial Ratios: Debt-Equity, Current, Quick Ratios

Essential Reading: [Text Books]

1. Dr. S.N. Maheshwari, (2017), “Advanced Accountancy Volume I – II” XI Edition, Vikas Publishing House Private Ltd., ISBN 978-93-259-8067-9
2. M.C. Shukla, T.S. Grewal, S.C. Gupta, (2016), “Advanced Account Volume I” XIX Edition, S. Chand and Company Ltd., ISBN 978-93-525-3302-2

Suggested readings: [Reference Books]

1. M. Mukherjee & A. Hanif, “Modern Accountancy Volume I & II”, Tata McGraw Hill Latest Edition
2. Tulsian, P.C. (2009), “Financial Accountancy”, 2nd Edition, Pearson Education
3. R.L. Gupta, V.K. Gupta, “Financial Accounting”, Sultan Chand and Sons
4. S.P. Jain, K.L. Narang, “Advanced Accounting”, Kalyani Publishers
5. Bhattacharyya, Ashish K., (2010), “Essentials of Financial Accounting”. Prentice Hall of India

EVALUATION COMPONENTS:

Components of Course Evaluation	Percentage
Internal Examination – I	15%
Internal Examination – II	15%
Internal Examination – III	15%
Mid-Term Examination	20%

End-Term Examination	35%
Total	100%

Maximum Marks: 100 Marks

Internal Examination shall comprise of practice and practical problems of the business with numerical solutions. It may be a policy-based questions too in alignment of taxations and company law. PPT, Case Studies, MCQs, Comparative Analysis of financial statements, products, case-study etc. shall form the part of the evaluation. Students are encouraged to observe and analyze the financial issues and decision-making using accounting principles and practices.

Lecture-wise Teaching Plan

Session	Topics Covered
1	Accounting: Meaning, Scope, and Objectives; Definition; Accounting: An Art or Science
2	Need, Evolution and Functions of Accounting; Inter-relationship with other Disciplines; and Users of Accounting
3	Classification of Accounting: Financial, Cost and Management; and respective differences
4	Evolution History of Counting to Accounting; and As A Decision-Making Discipline
5	Accounting Concepts, Conventions and Principles
6	Understand Role and some differences of ICAI and IFRS as Accounting Bodies:
7	Practical Applications of Accounting Principles and Convention (True & Correct) vs (True & Fair)
8	Introduction to Accounting Standards Prescribed by Accounting Bodies like ICAI in lines with IFRS
9	Application of Accounting Concepts & Principles on Identification on Transaction and Events [N]
10	Limitations & Merits of Accounting (End of Module I)
11	Accounting Cycle: Process and Application of Accounting Principles (Perpetuity, Periodicity, Consistency etc.)
12	Accounting Methods: Single Entry vs Double Entry; Cash vs Accrual; Traditional vs Accounting Equation [N]
13	Understand Working of Accounting Equation through Basic Arithmetic; Rise of Accounting Equation Method In Accounting Software [N];
14	Classification of Organization: Profit vs Non-Profit Making, Manufacturing, Trading, Service, Private, Public, Joint, Partnership Firm, Company etc. And Introduction to Books of Accounting: Day Books, Journals, Journal Proper and Ledgers;
15	Introduction to Books of Accounting: Cash Book (1C-2C-3C), Analytical Petty Cash Book; Basics of Bank Reconciliation Statement; Need and Significance; [N]
16	Introduction to Books of Accounting: Inventories: FIFO, LIFO and Simple Average Methods [N]

17	Transactions: Capital, Revenue, Deferred Revenue (Expenditure/Receipts)
18	Transactions: Implications and Differences; [N]
19	General Accounting Terms [End of Module II]
20	Issues of General Accounting Terms; [Revision & Doubts]
21	Classification of Accounts; Golden Rules of Accounting in Double Entry System; [N]
22	Book-Keeping Process: Journalizing: Journal; Application of Golden Rules; Narration; [N] I
23	Journalizing: Journal; Application of Golden Rules; Narration; [N] II
24	Posting and Balancing: Rules of Posting and Balancing for Preparation of Ledger [N]
25	Issues of Debit and Credit Balancing; Journalizing, Posting and Balancing [N]
26	Journalizing, Posting and Balancing, Preparation of Trial Balance [N]
27	Preparation of Trial Balance; [N]
28	Balancing and Suspense Account; [N]
29	Significance of Additional Items: Closing Stock, Depreciation, Bad Debts, Prepaid, o/s etc.
30	Errors: Types, Concept of Rectification
31	Rectification of Errors and Issues of Additional Items [N] Significance of Journal Proper; Suspense A/c [N]
32	Journalizing to Trial Balance [N]
33	Rectification of Error Before and After Preparation of Trial Balance [N] [End of Module III]
34	Full Numerical For Preparation of Trial Balance; Revision & Doubts
35	Final Accounts-I: Formats; Manufacturing, Trading A/c; Cost of Goods Sold; Gross Profit / Loss; [N] Schedule VI
36	Format: Profit & Loss A/c, Profit and Loss Appropriation A/c, Receipt and Expenditure A/c; Net Profit/Loss; Excess of Income over Expenses; Statement of Income [N] Schedule VI
37	Preparation of Trading and Profit & Loss A/c [N]
38	Treatment of Additional Items [N]
39	Issues related to Additional Items Depreciation, Bad Debts, Pre-Paid, Outstanding, Provisions [N]
40	Impacts of Accounting Standard on Final Accounts
41	Treatment of Additional Items [N]
42	Preparation of Trading and Profit & Loss A/c [N]
43	Preparation of Profit & Loss Appropriation A/c [N] [End of Module IV]
44	Final Accounts-II: Balance Sheet: Formats and significance of single and double impact Items
45	Preparation of Balance Sheet [N];
46	Annual Report-Case Study
47	Working Notes to specific items Balance Sheet; Contingent Liability, Reserves, Prior Period Items, Goodwill etc.

48	Financial Statement: Evaluation and Interpretation for Decision Making: Importance and Usage
49	Components of Working Capital and Long-Term sources;
50	Comparative Analysis: Trading, Profit & Loss A/c; And Balance Sheet; Inter & Intra
51	Financial Ratios: Significance, Merits and Demerits
52	Annual Report-Case Study
53	Numerical on Comparative Analysis
54	Current Ratio, Quick Ratio, Debt-Equity Ratio [N]
55	Debtors & Creditor Turnover Ratio [N]
56	Comparative Analysis Decision-Making [End of Module V]

*[N] Numerical

TEACHING – LEARNING – PEDAGOGY:

- I. This course comprises of 5 modules spread across 56 lectures and 14 tutorials. Each of which had have a tentative duration of 1 Hour. There were two additional sessions of 1 Hour/week (one activity and one tutorial)); for conducting debates and discussions on practical application of accounting policies and its impact on financial statements and company, (including some case studies), to develop their financial analytical skill, rather studying it as just a subject.
- II. Lectures were used as an interactive tool as a crucial part of an instructor driven pedagogy. Concepts and practical applications of managerial principles were interactively discussed through case studies, audio-video aids and other presentation tools.
- III. Tutorials and Activities, formed a crucial session for the discussion of case studies and management related issues, through numerical, spread-sheet presentations, role play, board-room games, movie and movie clips etc. for developing practical applicability of financial analysis and interpretative skills necessary for decision-making.
- IV. Besides, Tutorials are also the session for clarification of doubts and recaps.
- V. For developing and nurturing an analytical sense for interpretation of financial statements including FFS & CFS, the students will also be made familiar applications of actual financial statements of various business entities and make comparative financial analysis through tools like spreadsheets.
- VI. Recent affairs like Crypto-Assets and Financial Scams were discussed as a brain-storming session to understand how accounting principles are apply in such rising fields.

A few of the Video Links of the online lectures delivered in the first semester:

https://mahindraecolecentrale-my.sharepoint.com/personal/rishiraj_bhardwaj_mahindrauniversity_edu_in/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Frishiraj%5Fbhardwaj%5Fmahindrauniversity%5Fedu%5Fin%2FDocuments%2FRecordings%2FL10%20Business%20Accounting%2023%20SEP%2021%20Thur%20%200830%20AM%20Pre%2Dponed%2D20210923%5F083238%2DMeeting%20Recording%2Emp4&parent=%2Fpersonal%2Frishiraj%5Fbhardwaj%5Fmahindrauniversity%5Fedu%5Fin%2FDocuments%2FRecordings&originalPath=aHR0cHM6Ly9tYWVhbmRyYXVjY2x1Y2VudHJhbGUtbXkuc2hhcmVwb2ludC5jb20vOnY6L2cvcGVyc29uYWwvcmlzaGlyYWVpfYmhhcmlR3YWpfbWFOaW5kcmF1bml2ZXJzaXR5X2VkdV9pbi9FU3UyMzZ2UGFPUkJqaWVhbmR1R2bHFmY0JfeEJnd2kxODB1VXNkQkZa1NuZkpRP3J0aW11PUhZUXQxM3VSMIVn

https://mahindraecolecentrale-my.sharepoint.com/personal/rishiraj_bhardwaj_mahindrauniversity_edu_in/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Frishiraj%2Fbhardwaj%2Fmahindrauniversity%2Fedu%2Ffin%2FDocuments%2FRecordings%2FL19%20Business%20Accounting%208thOCT21%20Fri%200830%20AM%2D20211008%2F083115%2DMeeting%20Recording%2Emp4&parent=%2Fpersonal%2Frishiraj%2Fbhardwaj%2Fmahindrauniversity%2Fedu%2Ffin%2FDocuments%2FRecordings&originalPath=aHR0cHM6Ly9tYWwvcmlzaGlyYWpYmhhcmR3YWpfbWVoaW5kcmF1bml2ZXJzaXR5X2VkdV9pbj9FVmZBdWE0cDZtNURvRC1OemJiVWxDb0JOT3V5NV9IMThpb0hKVEIwSEROQmJ3P3J0aW11PXk4d3FwSHISMIVn

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https://mahindraecolecentrale-my.sharepoint.com/personal/rishiraj_bhardwaj_mahindrauniversity_edu_in/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Frishiraj%2Fbhardwaj%2Fmahindrauniversity%2Fedu%2Ffin%2FDocuments%2FRecordings%2FL36%20Business%20Accounting%2024thNOV21%20Wed%200135%20PM%2D20211124%2F133547%2DMeeting%20Recording%2Emp4&parent=%2Fpersonal%2Frishiraj%2Fbhardwaj%2Fmahindrauniversity%2Fedu%2Ffin%2FDocuments%2FRecordings

https://mahindraecolecentrale-my.sharepoint.com/personal/rishiraj_bhardwaj_mahindrauniversity_edu_in/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Frishiraj%2Fbhardwaj%2Fmahindrauniversity%2Fedu%2Ffin%2FDocuments%2FRecordings%2FL49%20Business%20Accounting%2015thDEC21%20Wed%200135%20PM%2D20211215%2F133559%2DMeeting%20Recording%2Emp4&parent=%2Fpersonal%2Frishiraj%2Fbhardwaj%2Fmahindrauniversity%2Fedu%2Ffin%2FDocuments%2FRecordings

https://mahindraecolecentrale-my.sharepoint.com/personal/rishiraj_bhardwaj_mahindrauniversity_edu_in/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Frishiraj%2Fbhardwaj%2Fmahindrauniversity%2Fedu%2Ffin%2FDocuments%2FRecordings%2FL57%20Business%20Accounting%2030thDEC21%20Thur%201140%20AM%2D20211230%2F114531%2DMeeting%20Recording%2Emp4&parent=%2Fpersonal%2Frishiraj%2Fbhardwaj%2Fmahindrauniversity%2Fedu%2Ffin%2FDocuments%2FRecordings

Special efforts and measures taken to improve the class's learning

Accounting is a significant subject as well as a skill for both, the commerce as well as the non-commerce students. Each student's individual perspective of understanding was taken care of, so that all of them remain on the same page while understanding the fundamental concepts and principles of accounting. The following

efforts were taken to inculcate a fundamental understanding of financial accounting among the students under various business models and scenarios.

Major Efforts and Measures:

a. Expert Talk:

Under expert talk, a subject expert from industry, on various topics like accounting, finance and taxation are planned. So that students can get first hand update on accounting principles getting implemented in practice.

b. Subject Support System:

In addition to above, Extra Lectures were also given to accommodate those students, who have joined the session a bit late and especially those who were from Non-Commerce background. Besides, a few students, who scored low in class participation and test were also engaged on an alternative weekend subject support class, to improve their understanding of the subject.

c. Activities and Tutorials List:

Activities:

Under Activities Sessions mostly, the students are given a case for studying companies, their operations, and the implications of their accounting decisions. Students are asked to study the financial models and financial statements of these companies and are asked to elaborate that how accounting principles are applied on various financial transactions and statements of these companies. In few of the activities, students are assigned to interpret the rationale and implications of the financial event reported in a news. Thus, students may develop a flair and understanding of business transactions. In few activities' sessions role play games are also organized in which the students are designated in various capacities of accounts department and make accounting decisions on the given circumstances of a hypothetical case, to learn the practical implications of accounting principles and practices.

A few of the activities undertaken are as follows:

1. A role play on understanding Hierarchy of accounting function from book-keeper to vice-president, was organized, putting students in various capacities and running a mock drill for a set of financial transactions and understanding the operating of whole accounting cycle using the accounting principles of perpetuity, periodicity and consistency.
2. A set of transactions were taken with two different methods of accounting viz. cash basis and accrual basis. Each group of students was assigned to choose one method to find out the difference between the working of the two methods and comment on the outcome with final figures of the transactions.
3. An activity involving decision-making on the basis of classification of various transactions, on the basis of capital expenditure/receipt and revenue expenditure/receipt was given, so that students can identify how profit figures and final accounts can be manipulated, along with its implications on taxation.
4. A simulation exercise was conducted for the understanding of the students, involving a comparison between the personal vs professional transactions, using the accounting principles of separate entity & propriety, besides the implications of accounting conventions of materiality and full disclosure (true & fair view) on the final accounts of the business entity.
5. An activity involving analysis and decision-making of a given set of financial data a business entity was given to a few groups of students; so that they can learn to make a well-informed decision on the dividend policy, retained earnings, expansion policy and put their comments on the overall sustainability of a business entity.

Tutorials:

Under Tutorials sessions, students are given the numerical based upon the Accounting Principles and Conventions. Many hypothetical case studies and short questions discussions involving numerical calculation and consequences of diverse accounting principles are discussed, so that students can comprehend, make analysis and decide on the practical applications and validity of the accounting principles.

A few of the tutorials undertaken are as follows:

1. With basic numerical, on the identification of events and transactions (using monetary principle), and their implications in the particular set of books of accounts was explained. Besides, the various steps of documenting the happening of whole transactions were explained in reference to the accounting cycle of a business entity.
2. A case of rise and fall of Satyam Computers was discussed, in reference to the implications of accounting conventions of materiality and full disclosure.
3. A case of Tata Nano was discussed to explain the difference between the branches of accounting in to financial, cost and management accounting and to discuss the reasons behind hits and misses of Tata Nano.
4. Realizing the impact of financial news a case study involving Facebook purchasing a stake in JIO, during covid situations, incentives of subsidies to MSMEs by the Government of India, was discussed, with reference to the role of accounting standards set by Institute of Chartered Accountants of India.
5. The origin, evolution, merits and demerits of cryptocurrency as an alternative decentralized currency in Indian reference was discussed. The impact of Cryptocurrency and Regulation of Official Digital Currency Bill, 2021 etc. was also discussed in Indian references and how it is going to impact the accounting system and policies.

COURSE-SPECIFIC LEARNING OUTCOMES: (CSO)

- CSO1.** Have a clear understanding of the applications of the financial accounting Functions; and principles prescribed by the accounting bodies like ICAI
- CSO2.** Have a book-keeping capability to observe, identify, classify and prepare the financial books and records; and present the summarize financial information through financial statements like Profit and Loss Account; and Balance Sheet in the prescribed format
- CSO3.** Have an analytical skill to interpret the useful financial information through careful evaluation of financial statements and records
- CSO4.** Have a skill for a developing an effective solution, using the financial information in alignment with other branches of accounting and relevant legal implications

Alignment of the Course Objectives with the Course-Specific Learning Outcomes:

Being an inevitable component of every organization, profit making or not; this inter-disciplinary foundation course sets the plinth for all the prospective financial decision-making courses, especially financial management, corporate finance and taxation laws. Because law and accounting reinforce each other, this course targets not only to introduce the students to the primary principles and practices of recording, classifying and summarizing the financial transactions; but it also instils in them an interpretation skill, for analyzing the financial statements, for a well-informed financial decision-making; in different kinds of organizations and settings.



Mahindra University

SCHOOL OF LAW

BOARD OF STUDIES

Presentation For

LAW OF CONTRACT-I

**Faculty Name : Ms. Tatheer Fatima, Ms. Darshna Gupta,
Ms. Mona Pattanaik and Ms. Aparna Singh.**

Course Type : Core

Semester and Year : Second and First

L-T-P : 4+1+1

Credits : 5

Department : Law

Course Level : UG

COURSE CONTEXT

SCHOOL	School of Law, Mahindra	VERSION NO. OF CURRICULUM THAT THIS COURSE IS	I
DEPARTMENT	Law	DATE THIS COURSE WILL BE EFFECTIVE FROM	January 2022
DEGREE	BA/BA-LLB (Hons)	VERSION NUMBER OF THIS COURSE	I

COURSE BRIEF

COURSE TITLE	Law of Contract-I	PRE-REQUISITES	NA
COURSE CODE	BA/BB1201	TOTAL CREDITS	5
COURSE TYPE	Core	L-T-A FORMAT	4-1-1

COURSE SUMMARY

“The Contract Act 1872” provides the legal framework for the formulation of those economic and social transactions known as a contract. The legal principles as enshrined in the Contract Act, 1872 and the decision of the courts made through the application and interpretation of those legal principles to the ever-changing fact situation constitute the body of law of contract. To witness the development of law of contract and to find out the trends of development, everyone has to consult the decisions pronounced by the courts. The basis of the Contract Act is English common law comprising of judicial precedents but the Act is not exhaustive in the sense that it does not deal with all branches of law of contract. There are separate Acts which deal with contracts relating to negotiable instruments, transfer of property, sale of goods, partnership etc. The essence of Contract Act, 1872 lies in its dealings with the general principles of Law of Contract which are applicable to every contract irrespective of their nature.

But the Act, also requires the study of other branches of law which has a direct connection with it like the law relating to specific performance and under that law, this course will take care of the provisions relating to the remedial measures available for non-performance of a concluded contract i.e., the provisions relating to specific performance of contract.

COURSE OBJECTIVES: (CO)

CO1. This course is designed to acquaint a student with the conceptual and operational parameters of these various general principles of contractual relations

CO2. This course will help students in developing a lucid understanding for the specific enforcement of contract which holds a paramount importance in comprehending the law of contract.

CO3. It will enable students to understand the pragmatic technicalities and intricacies and to apply those legal principles in real life situations.

COURSE FLOW:

An outline of the scheme of the modules is as follows.

Module – I: Introduction to the Law of Contract & Formation of Contract [12 Hours]

- a. Introduction to Indian contract Act, Form of Creation of Contractual Obligation: Contract Intention to Create Contract
Standard form of Contract
Promissory Estoppel
- b. Meanings & Definitions: - Offer, Acceptance, Promisor, Promisee, Consideration, Agreement, Reciprocal Promises, Void Agreement, Voidable Agreement, Contract.
- c. Essentials & Functions of Contract: -
Offer: - Communication of offer, Types of Offer, Revocation of Offer.
Acceptance: - Communication of Acceptance, Modes of Communication of Acceptance, Revocation of Acceptance.
Consideration: - Kinds of Consideration, Privity of Consideration, Privity of Contract, Adequacy & Exceptions to the Consideration.
- d. Capacity of Contract, Free Consent (Coercion, Mistake, Undue Influence, Fraud, Mistake, Misrepresentation).

Module – II: Legality of Object & Consideration [12 Hours]

- a. Lawful Object & Lawful Consideration: Meaning, Essential Components.
- b. Void Agreements: - Agreements in Restraint of Marriage, Agreements in Restraint of Trade, Agreements in Restraint of Legal Proceedings, Uncertain & Ambiguous Contracts, Wagering Contract.
- c. Contingent Contracts.

Module – III: Discharge & Performance of Contract [12 Hours]

- a. Performance of Contract
- b. Performance of Reciprocal Promises.
- c. Appropriation of Payments.
- d. Discharge by Breach & Impossibility of Contracts: - Doctrine of Frustration: - Indian & English Position.
- e. Discharge by Novation, Alteration or Rescission.

Module – IV: Quasi Contracts & Remedies for Breach of Contract [12 Hours]

- a. Quasi contract: - Meaning & Scope of Quasi Contracts, The Principle of Unjust Enrichment, Essentials of Quasi Contracts.
- b. Damages: - Meaning, Remoteness of Damages, General & Special Damages, Liquidated Damages or Penalty.
- c. Compensation for Breach of Contract.

Module – V: Specific Relief Act, 1963 [08 Hours]

- a. Specific Performance of Contract, Rescission, Declaratory Decree, Recovery of Property
- b. Injunctions: - Temporary, Perpetual & Mandatory.

Essential Reading: [Text Books]

1. Avtar Singh, Contract and Specific Relief, Eastern Book Co. 12th Edn. 2017.
2. Sir Dinshaw Fardunji Mulla, The Indian Contract Act, Lexis Nexis, 16th Edn, 2021.
3. Anson's Law of Contract, Oxford, 31st Edn. 2010.

Suggested Reading: [Reference Books]

1. Ewan Mckendrick, Contract Law, Palgrave Macmillan, 8th Edn. 2009.
2. Paul Richards, Law of Contract, Pearson, 2019.
3. Pollock & Mulla, The Indian Contract & Specific Relief Act, 16th Edn. 2021.
4. Moitra, Law of Contract & Specific Relief (2 Volumes), 7th Edn. 2016.

Suggestive Research Articles:

1. https://www.jstor.org/stable/pdf/23018568.pdf?refreqid=excelsior%3A46a7761e9abc8f50b1139d2e021df975&ab_segments=&origin=
2. https://www.jstor.org/stable/pdf/4508250.pdf?refreqid=excelsior%3Ab9237bdde2edbd7d69f453d48cb71a80&ab_segments=&origin=
3. <https://www.tandfonline.com/doi/abs/10.1080/24730580.2019.1709774?journalCode=rilw20>
4. https://www.jstor.org/stable/pdf/23018568.pdf?refreqid=excelsior%3A46a7761e9abc8f50b1139d2e021df975&ab_segments=&origin=

EVALUATION COMPONENTS:

Components of Course Evaluation	Percentage
Internal Examination – I	15%
Internal Examination – II	15%
Internal Examination – III	15%
Mid-Term Examination	20%
End-Term Examination	35%
Total	100%

Maximum Marks: 100 Marks

Lecture-wise Plan

Session	Topics
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1	Introductory Session: How to Read A Bare Act?
2	Agreements & Contracts
3	General Principles of Contracts
4	Definition Clause
5	Form of Creation of Contractual Obligation
6	Intention to create Legal Relationship
7	Balfour v. Balfour(1919), Mc Gregor v. McGregor (1888), Jones v. Padvatton (1969), Simpkins v. Pays (1955)
8	Standard Form of Contracts
9	Promissory Estoppel Central London property Trust Ltd v. High Trees House Ltd.(1947) , Durga Das v. Baldeo (1881), Abdul Aziz v. Masum Ali (1914), Doraswamy Iyer v. Arunachala Ayyar (1935), Kedarnath Bhattacharji v. Gorie Mohammad(1886)
10	Meanings & Definitions of Interpretation Clause
11	Kinds of Contract
12	Offer: Definition and Meaning, Communication to offer
13	Invitation to Offer
14	Types of Offer
15	Revocation of Offers Lalman Shukla v. Gauri Datt (1913), R v. Clarke, Williams v. Carwardine, Gibson v. Manchester City Council; Harvey v. Facey, Carlil v. Carbolic Smoke ball Co(1893).; Tinn v. Hoffman (1873)
16	Acceptance: Meaning & Definition
17	Condition of Acceptance
18	Communication of Acceptance: Mode of Acceptance, Postal Communication
19	Revocation of Acceptance
20	Hyde v. Wrench, Powell v. Lee, Felthouse v. Bindley
21	Consideration: Meaning & Definition
22	Essentials of Consideration
23	Privity of Consideration & Privity of Contract
24	Chinnaya v. Ramayya (1882), Tweddle v. Atkinson (1861), Dunolp Pneumatic Tyre Co. v. Selfridge & Co. Ltd. (1915)
25	Jamna Das v. Pandit Ram Avtar Pande(1916), Tulk v. Moxhay (1848), Devaraja v. Krishnaiah (1952)
26	Exceptions of Privity of Contract &Types of Consideration
27	Adequacy & Exceptions to Contract
28	Capacity to Contract

29	Mohori Bibee v. Dhurmodas Ghose, Khan Gul v. Lakha Singh, Mir Sarwarjan v. Fakhruddin Mahomed Chowdhuri, Srikakulam Subramanyam v. Kurra Subba Rao, Gadigeppa Bhimappa Meti v. Balangowda Bhimangowda
30	Free Consent
31	Coercion & Undue Influence
32	Fraud, Mistake & Misrepresentation
33	Lawful Object & Lawful Consideration: Meaning
34	Lawful Object & Lawful Consideration: Essentials & Components
35	Void Agreements: - Agreements in Restraint of Marriage, Agreements in Restraint of Trade and Agreements in Restraint of Legal Proceedings
36	Nordenfelt v. Maxim Nordenfelt Guns & Ammunition Co. Ltd. (1894)
37	Uncertain, ambiguous & wagering Contracts
38	Contingent Contracts
39	Performance of Contract: Contracts which must be performed
40	By whom Contracts must be performed
41	Time & Place for Performance
42	Performance of Reciprocal Promises
43	Appropriation of Payments, Discharge of Contract
44	Discharge by Breach & Impossibility
45	Doctrine of Frustration
46	Taylor v. Cardewell (1863), Satyabrata Ghose v. Mugneeram(1954)
47	Discharge by Novation, Rescission, Alteration
48	Quasi Contract: Meaning, Scope & Essentials
49	Principle of Unjust Enrichment
50	Damages: Meaning, Types, Remoteness of damages
51	Case Discussion: Hadley v. Baxendale, Dunlop Pneumatic Tyre Co. Ltd. v. New Garage & Motor Co. Ltd. (1914)
52	Liquidated Damages or Penalty & Compensation for Breach of Contract
53	Introduction to Specific Relief Act, Specific Performance of Contract
54	Rescission of Contract & Declaratory Decrees
55	Recovery of Property
56	Injunctions, Temporary, Perpetual & Mandatory Injunctions

Special efforts and measures taken to improve the class's learning

1. Engaging the class with the aid of videos and problem statements.
2. Organization of sessions specifically for clarifying doubts of the students.
3. Inviting guest speakers who can discuss the practical nuances of contract law with students.
4. Discussion on moot court problems based on contract law.
5. Allocation of assignments for developing critical thinking and drafting.

Major Efforts and Measures:

a. Expert Talk: To be invited.

b. Subject Support System: Tutorial Classes and Activity Classes.

c. Activities and Tutorials List:

1. Critical Analysis of Legal Intention with the aid of an article. Balfour v. Balfour and the Separation of Contract and Promise by Prince Saprai.
2. Exercise on ‘How to draft an agreement?’ | Explanation on the basic clauses under every agreement. Students were later asked to draft an agreement based on a hypothetical scenario.
3. Showcasing of ‘Shrek Forever After’ movie. Based on the Faustian contract situation depicted in the movie, students were asked to submit a 250 words assignment analyzing and explaining how the contracts could have been dealt.
4. Students were asked to evaluate the difference between agreements and contracts and assess whether they are contracts or agreements based on the following scenarios:
 - Ann promises to buy a chocolate for herself if she gets A grade in her math exam.
 - Bob promises to buy Charlie a car if Charlie uses Black magic to hurt his (Bob’s) ex-girlfriend.

COURSE-SPECIFIC LEARNING OUTCOMES: (CSO)

CSO1. Students will embrace adequate knowledge and skills to handle the day to day commercial obligations as well as obligations arising from personal relations and their enforcement.

CSO2. Students will be in a position to think on emerging socio legal issues in numerous disciplines.

CSO3. Students will be able to think beyond the traditional boundaries of contractual obligations and can apply their acquired knowledge in the desired field



SCHOOL OF LAW

BOARD OF STUDIES

Presentation For

ENGLISH-2

Faculty Name : Dr. SHREEJA GHANTA

Course Type : Core

Semester and Year : First and First

L-T-P : 4+1+1

Credits : 5

Department : Law

Course Level : UG

COURSE CONTEXT

SCHOOL	School of Law	VERSION NO. OF CURRICULUM THAT THIS	I
DEPARTMENT	Humanities and Social Sciences	DATE THIS COURSE WILL BE EFFECTIVE FROM	August 2021
DEGREE	BA/BA-LLB (Hons)	VERSION NUMBER OF THIS	

COURSE BRIEF

COURSE TITLE	ENGLISH-2	PRE-REQUISITES	ENGLISH-1
COURSE CODE	BB1202	TOTAL CREDITS	5
COURSE TYPE	Core	L-T-A FORMAT	4-1-1

COURSE SUMMARY

The course is designed to foster advanced proficiency in Speaking and Writing skills.

COURSE OBJECTIVES: (CO)

The course intends to focus on formal and legal writing and integrate facts in order to speak persuasively and to defend arguments.

COURSE FLOW:

An outline of the scheme of the modules is as follows.

Module_1: Writing (12)

- Reports
- Letter Writing
- E-mails
- Paragraph Writing- types of paragraphs: Persuasive, Analytical and Critical
- Writing Multiple Paragraph Essay

Suggested Reading:

- *Writing as Thinking: A Guided Process Approach*. Marcella Frank. Prentice Hall, 1990.

Module_2: Writing (Legal English) (10)

- Structure of Legal Essay
- Structure of Judgements

- Writing Cases
- Structure of Statutes
- Significance of Translation in Law

Module_3 Speaking (12)

- Verbal and Non-verbal Symbols
- Common Communication Roadblocks
- Debates
- Presentations

Suggested Reading:

- Dhanavel, S. P. English and Soft Skills. Hyderabad: Orient Black Swan, 2013. Print.

Module_4: Speaking (Legal English) (10)

- Legal Maxims
- Mooting Skills:
 - To develop arguments persuasively and coherently
 - To integrate facts and legal arguments
 - To analyze the best authorities
 - To distinguish contrary authority
 - To articulate speech and to defend arguments

Module_5: Speaking (10)

- Mock Trails and Mooting

EVALUATION COMPONENTS:

Components of Course Evaluation	Percentage
Internal Examination – I	15%
Internal Examination – II	15%
Internal Examination – III	15%
Mid-Term Examination	20%
End-Term Examination	35%
Total	100%

Maximum Marks: 100 Marks

Lecture-wise Plan

Session	Topics Covered
1	Introduction to the Course Handout and Briefing on Evaluation Plan
2	Format of Letter Writing
3	Memorandum, Do's and Dont's of Letter Writing, Introduction to Drafting Legal Letters

4	Letters to Courts, Letters to Lawyers and Letters to unrepresented parties
5	E-mail Etiquettes
6	Introduction to Intertextuality and Interdiscursivity
7	Format of Minutes of Meeting
8	Types of Minutes of Meeting
9	Format of a Research Paper
10	Assignment-1 Discussion
11	How to write a Research Paper
12	Transitional Phrases and Activity
13	Introduction to Non-verbal Communication
14	Report Writing
15	Surprize Quiz-1
16	Introduction to Coherence and Cohesion
17	Activity on Coherence and Cohesion
18	Parallel Structures and Activity
19	Introduction to Critical Writing and Critical Thinking
20	Activity on Critical Writing
21	Introduction to Analytical Writing
22	Activity on Analytical Writing
23	Guest Lecture on Writing Skills for Lawyers
24	Introduction to Presentation Types
25	Presentations
26	Presentations
27	Presentations
28	Presentations
29	Presentations
30	Presentations
31	Introduction to Debates and Types of Debates
32	Debates
33	Debates
34	Debates
35	Debates
36	Debates
37	Guest Lecture on Language of the Law
38	Statement of Purpose Activity
39	Difference between Resume, CV and Bio-data
40	Types of Reports

Special efforts and measures taken to improve the class's learning

- a. Flipped Classroom Teaching (focused readings)
- b. Peer discussions
- c. Audio-visual aids

Major Efforts and Measures:

a. Expert Talk: Guest Lecture on Critical and Analytical Writing for Law Students by Prof. Joseph Dorairaj (Upcoming)

Guest Lecture on Language of the Law by Dr. Sandhya Gopakumaran (upcoming)

b. Subject Support System: The continuous assessments have revealed that students have had writing blocks and had to work on their academic writing (essays have to be analytical and critical rather than descriptive). These blocks had to be revisited, unlearned and relearned.

c. Activities and Tutorials List:

1. Presentations on the works produced in Indian Writing in English. The social milieu presented in the work of art will have to be fused with Fundamental rights.
2. Debates
3. Writing essays on Legal lapses on Movies (Vernacular, National and International)

COURSE-SPECIFIC LEARNING OUTCOMES: (CSO)

CSO1 - Write formal reports, letters, e-mails, paragraphs and essay in articulate manner

CSO2 - Write cogent legal essays and documents

CSO3 - Understand verbal and non-verbal symbols and identify the roadblocks of communication

CSO4 - Analyze the context, argue critically and provide rational solutions

CSO5 - Argue and debate effectively



Mahindra University

SCHOOL OF LAW

BOARD OF STUDIES

Presentation

For

Sociology – II (BA-1203)

Faculty Name : Dr. Nisha Mary Mathew and Dr. Anindita Chakrabarty

Course Type : Core

Semester and Year : Second and First

L-T-P : 4+1+1

Credits : 4

Department : Law

Course Level : UG

Sociology

COURSE CONTEXT

SCHOOL	School of Law	VERSION NO. OF CURRICULUM THAT THIS COURSE IS A PART OF	I
DEPARTMENT	Law	DATE THIS COURSE WILL BE EFFECTIVE FROM	January 2022
DEGREE	BA/BA-LLB (Hons)	VERSION NUMBER OF THIS COURSE	

COURSE BRIEF

COURSE TITLE	Sociology-II	PRE-REQUISITES	None
COURSE CODE	BALLB1203	TOTAL CREDITS	4
COURSE TYPE	Core	L-T-A FORMAT	4-1-1

COURSE SUMMARY:

The course offers students an overview of structures and systems, characteristic of modern societies. In the course we will look at the birth of modern economies, the impact of market forces as well as religion on social structures and institutions, and the changing nature of the state with globalization and cross-border mobility. It will introduce students to elements of criminal behavior brought on by changes in the economy, industrialization, rapid urbanization and social inequality, thus enabling them to identify patterns of criminal behavior in different social, economic, political and organizational settings.

COURSE OBJECTIVES: (CO):

1. To understand the nature and constitution of modern societies, institutions and organizations, and the role of law in them
2. To make sense of the impact of state, market and religion on everyday lives
3. To understand the advantages and disadvantages of different economic and social systems
4. To probe the social changes brought about by globalization and technology, including rising economic and social inequality
5. To gain insights into criminal behaviour triggered by these changes

COURSE FLOW:

An outline of the scheme of the modules is as follows.

Module – I: *Society, Economy and Market* (8 Hours)

1. Economic systems, forces of production
2. Relations between the state, economy, markets and society-- surplus value, private property, exploitation
3. 19th century liberalism and the gospel of the free market
4. Capitalism and socialism
5. Base and superstructure
6. Bourgeoisie and proletariat
7. Ideology and False Consciousness

Module – II: *Organization, Bureaucracy and Governance in Modern Societies* (12 Hours)

1. Social action, rationalization and bureaucracy
2. Bureaucracy—structure, degrees of bureaucratization
3. Bureaucracy—dysfunctions
4. Organizations—functionalist and interactionist perspectives
5. Ideology and organizations

Module – III: *Religion and Society* (10 Hours)

1. Evolution of religion
2. Religion—functionalist perspective, Marxist perspective
3. Religion and Social Change
4. Institutional religion versus cults and millenarian movements
5. Secularization

Module – IV: *Urbanization and Crime* (12 Hours)

1. Sociological definitions of the city
2. Theories of urbanism
3. Urbanism as a form of social organization, and its problems
4. Urbanization and rising rates of crime
5. Dealing with crime, policing problems in urban spaces

Module – V: *Globalization, social mobility and crime*

(14 Hours)

1. Theoretical approaches to globalization: Anthony Giddens, Emmanuel Wallerstein, Benedict Anderson
2. From welfare states to neoliberal economies
3. Social networks
4. Technology, marketization, inequality and crime

Essential Reading: [Text Books]

1. Giddens, A. (2009). *Sociology*. Cambridge: Polity Press.
2. Gisbert, P. (1965). *Fundamentals of sociology*. Orient Longmans.
3. Haralambos, M. (1997). *Sociology: Themes and perspectives*. New York: Oxford University Press.
4. Haralambos, M; Holborn, Martin; Chapman, Steve and Stephen Moore. (2014) *Sociology: Themes and Perspectives*, 8th edition. London: Collins.

Suggested readings: [Reference Books]

- a. Weber, Max. *Economy and Society: A New Translation*. Edited and translated by Keith
- b. Tribe. Harvard University Press, 2019.
- c. Polanyi, Karl. *The Great Transformation*. Farrar and Rhinehart, 1944.
- d. Giddens, Anthony. *Emile Durkheim: Selected writings*. Cambridge University Press,
 - i. 1972.
- e. Durkheim, Emile. 1965. "On the Normality of Crime." Pp. 872-875 in *Theories of*
- f. *Society: Foundations of Modern Sociological Theory*, Talcott Parsons et al. (eds.). New York: Free Press of Glencoe.
- g. Durkheim, Emile. *The Division of Labour in Society*. New York: Free Press, 1933.
- h. Tilly, Charles. *Durable Inequality*. University of California Press, 1999.
- i. Tilly, Charles. *Democracy*. Columbia University Press, 1974.
- j. Harvey, David. *Spaces of Global Capitalism: A Theory of Uneven Geographical*
- k. *Development*. Verso: 2019.
- l. Rowland Atkinson and Gareth Millington. (2018). *Urban Criminology: The City, Disorder, harm and Social Control*. Routledge.
- m. rank J. Lechner and John Boli. (2014). *The Globalization Reader*. Wiley Blackwell.
- n. Immanuel Wallerstein. (2004). *World Systems Analysis: An Introduction*. Duke University Press.
- o. Immanuel Wallerstein. (1979). *The Capitalist World Economy (Studies in Modern Capitalism)* Cambridge University Press.

Suggested Research Articles

1. Journals

Journal of Law and Society

2. Website links

<https://plato.stanford.edu/>

<https://www.britannica.com/>

<https://www.youtube.com/c/theschooloflifetv>

<https://egyankosh.ac.in/handle/123456789/57538>

<https://web.mit.edu/esd.83/www/notebook/WorldSystem.pdf>

<https://www.binghamton.edu/fbc.backup/>

EVALUATION COMPONENTS:

Components of Course Evaluation	Percentage
Internal Examination – I	15%
Internal Examination – II	15%
Internal Examination – III	15%
Mid-Term Examination	20%
End-Term Examination	35%
Total	100%

Maximum Marks: 100 Marks

Lecture-wise Teaching Plan

Session	Topics Covered
1	Introductory Session
2	Forces and means of production
3	Modes of production, base and superstructure
4	surplus value, private property, exploitation
5	Capitalism/ Bourgeoisie and Proletariat
6	Socialism/Bourgeoisie and Proletariat
7	Ideology and false consciousness
8	Ideology and false consciousness
9	Social action, rationalization and bureaucracy

10	Social action, rationalization and bureaucracy
11	Bureaucracy and its Structures
12	Bureaucracy (Structures)-Advantages and Disadvantages
13	Degrees of Bureaucratization
14	Dysfunctions of Bureaucracy
15	Dysfunctions of Bureaucracy
16	Organizations--Functionalist and interactionist perspectives
17	Organizations--Functionalist and interactionist perspectives
18	Organizations--Functionalist and interactionist perspectives
19	Ideology and organizations
20	Ideology and organizations
21	Evolution of religion
22	Evolution of religion --animism, naturism and totemism
23	Religion--functionalist perspective
24	Religion--functionalist perspective
25	Religion--Marxist perspective
26	Religion--Marxist perspective
27	<u>Religion and Social Change</u>
28	Institutional religion versus cults and millenarian movements
29	Institutional religion versus cults and millenarian movements
30	Secularization
31	Urbanization and crime--introduction
32	Sociological definitions of the city
33	Theories of urbanism
34	Theories of urbanism
35	Urbanism as a form of social organization, and its problems
36	Urbanism as a form of social organization, and its problems

37	Urbanization and rising rates of crime
38	Urbanization and rising rates of crime
39	Dealing with crime, policing problems in urban spaces
40	Dealing with crime, policing problems in urban spaces
41	Dealing with crime, policing problems in urban spaces
42	Dealing with crime, policing problems in urban spaces
43	Dealing with crime, policing problems in urban spaces
44	Globalization, Social Mobility and Crime
45	Theoretical approaches to globalization: Anthony Giddens, Emmanuel Wallerstein, Benedict Anderson
46	Theoretical approaches to globalization: Anthony Giddens, Emmanuel Wallerstein, Benedict Anderson
47	Theoretical approaches to globalization: Anthony Giddens, Emmanuel Wallerstein, Benedict Anderson
48	Theoretical approaches to globalization: Anthony Giddens, Emmanuel Wallerstein, Benedict Anderson
49	From welfare states to neoliberal economies
50	From welfare states to neoliberal economies
51	Social networks
52	Social networks
53	Technology, marketization, inequality and crime
54	Technology, marketization, inequality and crime
55	Technology, marketization, inequality and crime
56	Technology, marketization, inequality and crime

TEACHING-LEARNING-PEDAGOGY

- I. Parallel reference of alternate modes of learning, such as, watching videos, group discussions based on the topics taught, and revision sessions
- II. Writing sessions and class presentations by students to assess and ensure their clarity of concepts
- III. Remedial Classes for students requiring additional assistance

Special efforts and measures taken to improve the class's learning

Major Efforts and Measures:

- a. **Expert Talk: Talk by Dr. Anthony M. Jimenez**
- b. **Subject Support System:** A peer-support system overseen by the faculty.

Activities and Tutorials List:

1. Watching a documentary on tribes and totems--<https://www.youtube.com/watch?v=y69olq5plk4>
2. Reading a story on bureaucracy and its evils in class--
<https://www.femina.in/hindi/sahitya/kahani/krishna-chandars-story-jamun-ka-ped-3736.html>.

COURSE-SPECIFIC LEARNING OUTCOMES: (CSO):

By the end of the course students will be familiar with:

1. The nature and functioning of the state, bureaucracy and market
2. Class structures and rising social and economic inequality
3. The evolution and challenges brought on by urbanization, technology and digital societies

ALIGNMENT OF THE COURSE OBJECTIVES WITH THE COURSE SPECIFIC LEARNING OUTCOMES

By the end of the course, the students will have:

- i. Developed better interpretative and analytical skills to address social issues and in the application of laws and regulations.
- ii. Developed better reasoning skills, and an inquisitorial aptitude
- iii. Developed a more critical approach to interpretation of law
- iv. Greater social awareness and understanding of the economic, political and cultural aspects of law
- v. Acquired a global perspective towards issues of crime and fraudulence

7.16 BA-1204 Political Science-II



Mahindra
University

SCHOOL OF LAW

BOARD OF STUDIES

Presentation

For

Political Science II (BA1204)

Faculty Name : Vivek N.D.

Course Type : Core

Semester and Year : Second and First

L-T-P : 4+1+1

Credits : 5

Department : Non-Law

Course Level : UG

Subject Name: Political Science II

COURSE CONTEXT:

SCHOOL	School of Law	VERSION NO. OF CURRICULUM THAT THIS COURSE IS A	I
DEPARTMENT	Non-Law	DATE THIS COURSE WILL BE EFFECTIVE FROM	January 2022
DEGREE	BA/BA-LLB (Hons)	VERSION NUMBER OF THIS COURSE	

COURSE BRIEF:

COURSE TITLE	Political Science II	PRE-REQUISITES	NA
COURSE CODE	BA1204	TOTAL CREDITS	5
COURSE TYPE	Core	L-T-A FORMAT	4-1-1

COURSE SUMMARY:

This course envisages to introduce students to theories and concepts in International Relations as well as inculcate a critical and analytical approach to international law and world politics. As a supplementary course to Fundamentals of Political Science, International Relations and World Politics will focus on the basic theories and concepts in International Relations (IR). It will focus specifically on the origins of International Relations as a sub-discipline of Political Science, its historical evolution, key concepts, major theoretical frameworks, prominent actors and institutions, India's engagement with the world, the global architecture of power, and its dynamic nature in the ongoing process of globalisation. The course combines the study of concepts and theories with a range of enduring questions, including: What is the nature of the global system of states? What are the influential factors in shaping foreign policy of states? Why are war and peace key elements in international relations? What is the role of non-state actors in a globalised world? How do politics shape the global economy? What are some of the main threats the world faces in current times? What are the processes and functions of international law in IR?

COURSE OBJECTIVES (CO):

CO1. The main objective of the course is to understand the historical evolution of IR, key concepts and theories of international relations.

CO2. This course will help students identify and discuss about critical actors and processes in international relations

CO3. Students will develop a critical approach to the fundamental dimensions of international relations and international law.

COURSE FLOW:

An outline of the scheme of the modules is as follows.

Module – I: Introduction and Key Developments [15 Hours]

- a. Evolution of the discipline; World Wars, Cold War, Post-Cold War
- b. State and Non-state actors
- c. Dimensions of International Law
- d. International Studies in India

Module – II: Theories and Concepts [30 Hours]

- a. Three lenses: realism, liberalism and constructivism
- b. Counter lenses: critical approaches
- c. International organisations and treaties
- d. Law and power in an evolving world order

Module – III: Diplomacy [20 Hours]

- a. Evolution of Diplomacy
- b. Types and Techniques of Diplomacy
- c. Diplomacy in Modern Times
- d. Emerging Issues and Trends; New areas of Diplomacy

Module – IV: Traditional and Non-Human Security Issues [25 Hours]

- a. War and disarmament; Concerns of Nuclear Age
- b. Non-traditional security issues
- c. Role of media, law and mediation
- d. Conflict Resolution; Confidence Building Measures; Track-II diplomacy

Essential Reading: [Text Books]

1. Andrew Heywood. (2011) *Global Politics*. Palgrave Macmillan.
2. Aneek Chatterjee (2010). *International Relations Today: Concepts and Applications*. Pearson Press.
3. Karen Mingst (2019). *Essentials of International Relations*. Norton Press.

Suggested readings: [Reference Books]

1. Arlene B. Tickner and Karen Smith (Eds.) (2020). *International Relations from the Global South: Worlds of Difference*. Routledge.
2. Joshua Goldstein. (2007) *International Relations*. Pearson Press.
3. Hans J. Morgenthau. (2005) *Politics Among Nations: The Struggle for Power and Peace*. 7th Edition. McGraw-Hill Education.
4. Thomas J. Biersteker, Peter J. Spiro, Chandra Lekha Sriram and Veronica Raffo (eds.) (2007) *International Law and International Relations: Bridging theory and practice*. Routledge.
5. John Baylis, Patricia Owens & Steve Smith. (2014) *The Globalization of World Politics*. Oxford University Press.
6. Kanti Bajpai and Siddharth Mallavarapu. (2009) *International Relations in India: Bringing Theory Back Home*. Orient Blackswan.

Suggested Research Articles:

1. Articles from “E-International Relations”
2. Articles from Oxford and Routledge Handbook of International Relations
3. Short Introduction Series from Oxford University Publishers on various concepts in International Relations

EVALUATION COMPONENTS:

Components of Course Evaluation	Percentage
Internal Examination – I (Assignment)	10%
Internal Examination – II (Review)	10%
Internal Examination – III (Conduct survey and prepare report on media’s portrayal of India’s engagement with the world)	25%
Mid-Term Examination	20%
End-Term Examination	35%
Total	100%

Maximum Marks: 100 Marks**Lecture-wise Plan**

Session	Topics Covered
1	Introduction and Key Developments: From international politics to global politics; Globalisation and its implications; Key concepts Power, Security, Justice Andrew Heywood, Global Politics (Chapter 1)
2	Introduction and Key Developments: Historical Context (Treaty of Westphalia and Onwards), World Wars, Cold War, Post-Cold War, current economic globalisation Andrew Heywood, Global Politics (Chapter 2)
3	Introduction and Key Developments: Dimensions of International Law- Hugo Grotius to current developments Andrew Heywood, Global Politics (Chapter 14)
4	Introduction and Key Developments: International Studies in India (ICWA, A Appadorai, Srinivas Sastri, R K Sapru, etc) Martin Bayly article on Lineages of Indian International Relations
5	Theories and Concepts: Realism, Liberalism Constructivism, Marxism, Neomarxism, Critical Theories, Poststructuralism, Feminism, Green Politics, Postcolonialism, Cosmopolitanism Andrew Heywood, Global Politics (Chapter 3)
6	Theories and Concepts: International organisations and treaties- Rise of international organisation, From the League to the UN, Global Governance and the Bretton Woods System Andrew Heywood, Global Politics (Chapter 18 and 19)
7	Theories and Concepts: Law and power in an evolving world order- International law to world law, Developments in the laws of war, International tribunals and the International Criminal Court Andrew Heywood, Global Politics (Chapter 14)

8	Diplomacy: Evolution of Diplomacy, Types, Processes and Techniques of Diplomacy, Diplomacy in Modern Times, Emerging Issues and Trends; New areas of Diplomacy Oxford Handbook of International Relations (Chapter 33)
9	Traditional and Non-Human Security Issues: War and disarmament; Concerns of Nuclear Age Andrew Heywood, Global Politics (Chapters 9,10,11)
10	Non-traditional and Human Security issues, Role of media, law and mediation Andrew Heywood, Global Politics (Chapters 12,13,15)
11	Conflict Resolution; Confidence Building Measures; Track-II diplomacy Andrew Heywood, Global Politics (Chapter 16)
12	Contending visions for the Global Future Andrew Heywood, Global Politics (Chapter 21)

Special efforts and measures taken to improve the class's learning

- VII.** Tutorial conducted every week with emphasis on relating conceptual understanding to real world situations, current world political developments and clarification of concerns from classes of that particular week.
- VIII.** Activities included discussion of films, documentaries, music and literature to better comprehend concepts and theories in international relations and global politics.
- IX.** Educational videos on key theories and concepts shared with students for further clarification.

Major Efforts and Measures:

a. Expert Talk:

- i. Guest lecture on "Introduction to Arbitration" by Tariq Khan, Registrar, International Arbitration and Mediation Centre, Hyderabad on February 24, 2022.
- ii. Panel discussion on "Russian Invasion of Ukraine: International Law and Foreign Policy in a Changing World Order" with guest speakers Anudeep Gujjeti and Akhil Kumar from Department of Political Science, University of Hyderabad and faculty of School of Law, Mahindra University on March 3, 2022.
- iii. Book talk on "Macroeconomics: A Critical Introduction" by Dr. Alex M Thomas, Azim Premji University on March 11, 2022.

b. Subject Support System: Extra classes with activities being conducted for students who were having difficulties in understanding concepts and theories.

c. Activities and Tutorials List:

The pedagogy of the current course comprises of the following techniques/methods:

1. Primary method of instruction will involve formal lectures, structured group work, and in-class discussion of assigned reading as well as audio-visual material.
2. Socratic questions may be used to initiate discussions pertaining to political life and actions.
3. Interactive activities and role-play may be used for deeper understanding of theoretical concepts and tools in the context of real-world issues.
4. Mandatory maintenance of self-reflective political journal, detailing students' reading and other observations of society linking aspects of law with the socio-political realms. This will form part of the ongoing evaluation. Other ongoing evaluation will include short writing assignments and presentations in class. Details will be discussed in class and also be posted on the Euclid learning management system.
5. Technology based tools like instant polls and opinion surveys, analysis of political speeches and manifestoes may be used in class.
6. Method of instruction will also draw on literature, films and documentaries, music and other media to appreciate issues in contemporary politics. Conducted debates, discussions and related academic activities on recent political conflicts, conflict resolution, role of international organisations like the United Nations and its various bodies, etc.
7. Activity for 25 marks will be conducted:

Activity title- Survey and Analysis of Indian Media's Portrayal of Russian Invasion of Ukraine

Students will be yourselves into groups of 5. Each group can focus on two parts (one from activities related to the survey and one from activities related to writing/presenting of final report).

The survey and final report can be divided into 5 sections as listed below-

1. Media presentation of issues (topics discussed on primetime debates, reporting of breaking news, listing aspects pertaining to international relations, international law, Indian foreign policy, role of US/UN/NATO) This must include TV media/reports from English and 2 regional languages, social media, print and online, radio(?)
2. Identification of key media houses/people and their stances
3. Analysis of rhetoric adopted by various media houses
4. What is the influence of such reports on the Indian polity
5. Do they have an effect on assembly/Parliament election results and promises? Why or why not and how do these processes come about?

COURSE-SPECIFIC LEARNING OUTCOMES: (CSO)

By the end of this course, participating students will have the ability to:

CO1: Critically engage with historical ideas and contemporary international political and legal issues.

CO2: Conduct independent research on topics and issues in international relations using a variety of sources.

CO3: Understand and describe the relations between international law, domestic policies and world politics.

CO4: Learn, read, write and reflect as individuals and with others in exploring and creating knowledge on relevant global political and international issues.

The course enables students comprehend the complexities of the global political context to understand and interpret law, apply legal knowledge to issues pertaining to international relations and world politics and develop critical and analytical thinking with respect to international law and international relations.

7.17 BA-1205 Legal and Constitutional History



Mahindra
University

SCHOOL OF LAW

BOARD OF STUDIES

Presentation

For

Subject Name

Legal & Constitutional History

Faculty Name: Prof. Paromita Das Gupta, Prof. Sehar Khwaja,
Prof. Ankesh Shreyansh & Prof. Vivek Sehrawat

Course Type : Core

Semester and Year : Second and First

L-T-P : 4+1+1

Credits : 5

Department : Law

Course Level : UG

Subject Name: Legal & Constitutional History

COURSE CONTEXT

SCHOOL	School of Law	VERSION NO. OF CURRICULUM THAT THIS COURSE IS	I
DEPARTMENT	Law	DATE THIS COURSE WILL BE EFFECTIVE FROM	January 2022
DEGREE	BA/BBA-LLB (Hons)	VERSION NUMBER OF THIS COURSE	

COURSE BRIEF

COURSE TITLE	Legal & Constitutional History	PRE-REQUISITES	
COURSE CODE	BB110X	TOTAL CREDITS	5
COURSE TYPE	Core	L-T-A FORMAT	4-1-1

COURSE SUMMARY

The course is designed to study Indian colonial History to delineate the trajectory of the emergence of the present judicial system. It explores the various stages and processes in the transition of Britishers as essentially traders to landed lawmakers in the Indian Sub-continent. It allows students to examine various charters passed by the Britishers, who ruled India for around 300 years, to understand the genesis of various acts, legislation, rules, and procedures today. In terms of continuity and change, an exploration of reforms and changes introduced by colonial rulers in British India enabled the students to understand how the newly emerging colonial judicial system impacted the local indigenous legal and social systems.

COURSE OBJECTIVE (C.O.)

After the successful completion of the course, the students will be able to:

CO1: Module 1 delineates the early developments of the East India Company and early phases of lawmaking in India

CO2: Module 2 – Introduce the students to the evolution of law and legal institutions in colonial India.

CO3: Module 3 – Traces the origins of the legal profession and education in India under British rule.

CO4: Module 4 – Explores the constitutional developments of legislative authorities in India.

CO5: Module 5 – Discusses the debates and developments crucial to the framing of the Constitution of India.

COURSE FLOW

Module_1: Early Developments (1600-1836); 14 hours.

1. Charters of the East India Company: 1600, 1661, 1726, 1753
2. Settlements: Surat, Madras, Bombay, and Calcutta
3. Courts: Mayor's Court of 1726 and Supreme Court of 1774
4. Statutes: Regulating Act, 1773, The Act of Settlement, 1781, Pitts India Act, 1784
5. Conflict: Raja Nand Kumar, Kamaluddin, Patna Case, and Cossijurah
6. Adalat System: Warren Hastings's Judicial Plans of 1772, 1774, and 1780; Lord Cornwallis's Judicial Plans of 1787, 1790, and 1793; Lord William Bentinck's Judicial Reforms.

Module_2: Evolution of Law and Legal Institutions; 14 hours.

1. Development of Personal Laws
2. Development of Criminal Laws
3. Development of Civil Law in Presidency Towns, Mufassil: Special emphasis on justice, equity and good conscience
4. Codification of laws: Charter of 1833, the First Law Commission, the Charter of 1853, The Second Law Commission
5. Establishment of High Courts under The Indian High Courts Act, 1861
6. Privy Council and Federal Court: Appeals and working of Privy Council, Appraisal of Privy Council, Features of Federal Court

Module_3: Legal Profession and Education; 12 hours

1. Early Development through Mayor's Court, Supreme Court, Company's Adalat, High Court, Legal Practitioners Act of 1879, The Chamier Committee and Indian Bar Committee of 1951
2. The Advocates Act of 1961: Provisions and Disciplinary powers
3. Law Reporting: Theory of Precedent, Features of Law Reporting from 1773 to 1950
4. Legal Education: History and Basic Aims of Legal Education

Module_4: Constitutional Developments and Framing of Indian Constitution; 12 hours

1. The Indian Council's Act 1861
2. The Indian Councils Act 1892
3. The Indian Council's Act 1909
4. The Government of India Act 1919

5. The Government of India Act 1935

Module_5: The Independence of India, 1947; 12 hours

1. The Independence Act 1947, effects of the Indian Independence Act
2. Constitutional Position of Indian States after the Independence Act, 1947
3. The Constituent Assembly of India: The Shaping of the Constitution
4. Importance of Constituent Assembly Debates.

Essential Readings [Text Books]

1. M.P. Singh, Outlines of Indian Legal History, Universal Law Publishing Co., 2010
2. M.P. Jain, Outlines of Indian Legal History, Wadhwa & Co, Nagpur,2003(6th Edn)

Suggested readings: [Reference Books]

1. V.D. Kulshrehta and V.M. Gandhi, Landmarks of Indian Legal and Constitutional History, Eastern Book Company, Kurukshetra, 2005
2. Granville Austin, The Making of Indian Constitution, OUP, 1999
3. Bipan Chandra, Mridula & Aditya Mukherjee, India Since Independence, Penguin, 2008

EVALUATION COMPONENTS:

Components of Course Evaluation	Percentage
Internal Examination – I	15%
Internal Examination – II	15%
Internal Examination – III	15%
Mid-Term Examination	20%
End-Term Examination	35%
Total	100%

Maximum Marks: 100 Marks

Lecture-wise Plan

Session	Topics Covered
1	Introductory Session
2	Early Charters of the East India Company
3	Early Settlements of the East India Company

4	Early Settlements of the East India Company
5	Early Settlements of the East India Company
6	Early Courts: Mayor's Court
7	Early Courts: Supreme Court
8	Early Statutes: Regulatting Act, 1773, The Settlement Act, 1781, Pitts India Act, 1784
9	Conflict: Case of Raja Nandkumar and Case of Kamaluddin
10	Conflict: Patna Case and Cossijurah Case
11	Beginning of Adalat System: Warren Hastings Judicial Plan
12	Judicial Plans of Lord Cornwallis
13	Judicial Plans of Lord Bentinck
14	Revision
15	Revision
16	Development of Personal & Criminal Laws
17	Development of Personal & Criminal Laws
18	Development of Civil Laws at Mofussil & Presidency Towns
19	Codification of Laws: Chater of 1833 & 1853
20	Establishment of High Courts: Indian High Courts Act, 1861
21	Working of Privy Council
22	Revision
23	Revision
24	Early Developments of Legal Profession through Mayor's Court, Supreme Court, Company's Adalat, High Court,
25	Early Developments of Legal Profession through Mayor's Court, Supreme Court, Company's Adalat, High Court,
26	Early Developments of Legal Profession through Mayor's Court, Supreme Court, Company's Adalat, High Court
27	Legal Practitioners Act of 1879
28	The Chamier Committee
29	Indian Bar Committee of 1951
30	The Advocates Act of 1961
31	The Advocates Act of 1961
32	Features of Law Reporting from 1773 to 1950

33	Features of Law Reporting from 1773 to 1950
34	Theory of Precedent
35	History and Basic Aims of Legal Education
36	History and Basic Aims of Legal Education
37	Revision
38	Revision
39	The Indian Council's Act, 1861
40	The Indian Council's Act, 1861
41	The Indian Councils Act 1892
42	The Indian Councils Act 1892
43	The Indian Council's Act 1909
44	The Indian Council's Act 1909
45	The Government of India Act 1919
46	The Government of India Act 1919
47	The Government of India Act 1935
48	The Government of India Act 1935
49	The Independence Act 1947
50	The Independence Act 1947
51	Constitutional Position of Indian States after the Independence Act
52	Constitutional Position of Indian States after the Independence Act
53	Constitutional Position of Indian States after the Independence Act
54	The Constituent Assembly of India: The Shaping of the Constitution
55	The Constituent Assembly of India: The Shaping of the Constitution
56	The Constituent Assembly of India: The Shaping of the Constitution

Special efforts and measures taken to improve the class's learning

1. Use stimulating questions before and during a lecture to encourage discussions.
2. Deliver lectures through power-power presentations that explain complicated topics through the easy bullet point method.
3. Create creative polls and quizzes online/offline to engage students and gauge their knowledge base.
4. Develop project-based evaluation techniques to develop communicative and writing skills among students.
5. Integrate, wherever necessary, audio and visual aids into a traditional learning experience to improve understanding of topics for visual and auditory learners.

Major Efforts and Measures:

a. Expert Talk:

- i) Guest lecture by Professor Utsa Ray, Faculty of History, Jadavpur University, Kolkata, on 22 March 2022 – "A Saga of Indian Cuisine: Politics of Food"

ii) Guest lecture by Chandrachur Ghose, independent researcher and expert on Netaji Subhas Chandra Bose on 24 March 2022, Mahindra University, Hyderabad – "Untold Stories and Mysteries of Subhas Chandra Bose: A Commemorative Lecture for 125th Birth Anniversary."

b. Subject Support System: Remedial classes & mentorship

c. Activities and Tutorials List:

- BBC Documentary on Partition of India - <https://www.youtube.com/watch?v=0ZS40U5yFpc>
- Review/ Opinion Paper on the documentary
- The Raj – A Discovery Channel Documentary - <https://www.discoveryplus.in/videos/india-emerges-a-visual-history/the-raj?type=EPISODE>
- Review/ Opinion Paper on the documentary
- Charter Act of 1726 - Assignment
- Panel Discussion on 'The Dishonorable Company: How the East India Company Took Over India' –
https://www.youtube.com/watch?v=i_XRImVkW2w
- Review/ Opinion Paper on the documentary
- Talk by William Darlymple on ' The East India Company: The Original Corporate Raiders'
<https://www.youtube.com/watch?v=KJHXX6bdsAI>
- Review/ Opinion Paper on the documentary
- Bharat Ek Khoj, Episode 39 - 'Company Bahadur' -
<https://www.youtube.com/watch?v=qYz6qtJwoY4>
- Review/ Opinion Paper on the documentary
- **Samvidhan episode 1** -
https://www.youtube.com/results?search_query=samvidhaan+episode+1+
- Samvidhan episode 2
- Samvidhan episode 3
- Samvidhan episode 4
- Samvidhan episode 5
- Samvidhan episode 6
- Samvidhan episode 7
- Samvidhan episode 8
- Samvidhan episode 9
- Samvidhan episode 10

COURSE-SPECIFIC LEARNING OUTCOMES: (CSO)

After the successful completion of the course, the students will be able to:

CO1: Demonstrate capacity to locate and use primary sources of legal History efficiently and effectively.

CO2: Demonstrate capacity to engage in legal research and craft arguments in writing based on legal History.

CO3: Understand the beginning and development of the Court system in India.

CO4: Critically reflect on the process of law reform in the nineteenth century in India, including the role of law reform committees and social movements.



Mahindra University

SCHOOL OF LAW

BOARD OF STUDIES

Presentation

For

MOOT COURT-CLINICAL I

**Faculty Name : Dr. Vivek Sehrawat, Ms. Shruti Kakkar,
Ms. Tatheer Fatima, Ms. Aparna Singh,
Ms. Darshna Gupta, Mr. Alok Verma,
Ms. Neha Khurana**

Course Type : Core

Semester and Year : Second and First

L-T-P : 4+1+1

Credits : 5

Department : Law

Course Level : UG

Subject Name: Moot Court- Clinical I

COURSE CONTEXT

SCHOOL	School of Law	VERSION NO. OF CURRICULUM THAT THIS COURSE IS A PART OF	I
DEPARTMENT	Law	DATE THIS COURSE WILL BE EFFECTIVE FROM	January 2022
DEGREE	BA.,LLB (Hons)	VERSION NUMBER OF THIS COURSE	I

COURSE BRIEF

COURSE TITLE	Moot Court	PRE-REQUISITES	Inclination for Public Speaking
COURSE CODE	BA1206	TOTAL CREDITS	5
COURSE TYPE	Core	L-T-A FORMAT	4-1-1

COURSE SUMMARY

This course is designed to affiliate students with the basic skills required to participate and excel in the Moot Courts competitions. The course will enable students in preparing written submissions and in oral advocacy for advance level at internal and external Moot Court competitions. Students will draft, prepare and deliver their arguments in class, thereby enabling them to learn experientially in addition to theoretical knowledge. Students will gain insight into court-based decision making, role of lawyers and judges by understanding the courtroom procedure and etiquette.

COURSE OBJECTIVES: (CO)

- CO1.** To develop critical thinking, written and oral advocacy skills.
- CO2.** To develop the ability to locate, analyze, evaluate, and synthesize materials to conduct advanced legal research.
- CO3.** Develop the ability to critically analyze legislation and case law.
- CO4.** To develop an understanding of courtroom procedure and decorum.
- CO5.** Develop an understanding of the ethical issues and responsibilities that arise in the practice of law.

COURSE FLOW:

An outline of the scheme of the modules is as follows.

- Module – I: Introduction to Moot Courts** [10 Hours]
- a. Introduction to Moot Courts
 - b. Importance of Moot Courts
 - c. Structure of Moot Courts
 - d. Formation of a Moot Team
- Module – II: Research Tools & Data Collection** [16 Hours]
- a. Introduction to research methodology
 - b. Developing a Research Plan
 - c. Types of Legal Research
 - d. Navigating Legal Databases and Sources of Law: Primary and Secondary
- Module – III: Citation & Referencing** [18 Hours]
- a. Academic integrity, plagiarism, and Importance of citations
 - b. Referencing methods
 - c. Introduction to major citation styles
 - d. Citation Tools
- Module – IV: Memorial Drafting Techniques** [24 Hours]
- h. Structure of a Memorial
 - i. Analysis of Legal Problem
 - j. Drafting Rules
 - k. Arguments, Issues and Prayer: Identification, Construction and Drafting
- Module – V: Courtroom Mannerisms & Oral Proficiency** [17 Hours]
- a. Introduction to Courtroom Procedure
 - b. Addressing a Court
 - c. Structuring Oral Arguments
 - d. Courtroom Mannerism and Professional Ethics

Essential Reading: [Text Books]

1. Nomita Agarwal & Mukesh Anand, *A Beginner's Path to Moot Court*, Universal Law Publishing, 2008.
2. Paul Weizer *How to Please the Court*, Peter Lang Inc., International Academic Publishers 2017
3. Susie Salmon et. al., *The Moot Court Advisor's Handbook*, Carolina Academic Press, 2015.
4. Steven Lubet, *Modern Trial Advocacy: Analysis and Practice*, LexisNexis 2009.

Suggested readings: [Reference Books]

1. Kunz, et al, *The Process of Legal Research*, Aspen Publishers (2004).
2. John Snape, Gary Watt, *The Cavendish Guide to Mooting*, Cavendish Publishers 2000.

Suggestive Research Articles:

1. Pamela Samuelson, *Good Legal Writing: of Orwell and Window Panes*, 46 *University of Pittsburgh Law Review* 149 (1984).
2. Alan L. Dworsky, *User's Guide to The Bluebook* (2021)
3. Alexa Z. Chew, *Citation Literacy* *Arkansas Law Review*, (2018).
4. Prof. Ved Kumari, *Researching a Legal Problem* by, available at: <https://dullbonline.wordpress.com/2017/09/18/researching-for-a-legal-problem/>

EVALUATION COMPONENTS:

Components of Course Evaluation	Percentage
Internal Examination – I	15%
Internal Examination – II	15%
Internal Examination – III	15%
Mid-Term Examination	20%
End-Term Examination	35%
Total	100%

Maximum Marks: 100 Marks

Lecture-wise Plan

Session	Topics Covered
1	Introduction to Mooting.
2	Introduction to moot court, challenges, importance of moot court, watched video.
3	Structure of moot court, team formation, watched video on how to introduce in a moot court to the judge and practiced.
4	General discussion, watched video of introduction in moot court room and students were made to practiced the introduction in moot court room.
5	Introduction to Research.
6	Approaching a moot problem. How to begin?
7	Reading a moot problem- Identification of issues and determining Jurisdiction.
8	Introduction to research methodology.
9	Types of Research. How is Researching for a moot different?
10	Primary and secondary sources. How to begin Research?
11	Developing a Research Plan.

12	Relevance of various sources. How to navigate through Primary and Secondary Sources?
13	Introduction to databases.
14	Introduction to databases (continued).
15	Research Practice based on Hypothetical Legal Problem.
16	Basic Discussion – What have the students learnt so far?
17	Explanation on various kinds of moots and their memorials.
18	Showcasing of kinds of memorials Samples.
19	Discussion on object and essence of a memorial Purpose of a memorial.
20	Brief on all the contents of a memorial.
21	Explanation on the Format of a Memorial.
22	Discussion on presentation of facts Determining which facts are relevant?
23	Identification of Issues and legal principles from facts.
24	Oxford University's video Pointers for Memorial Drafting.
25	Utilization of Case laws for supporting the legal contentions.
26	Framing of legal issues and contentions.
27	In-depth writing of contentions/arguments.
28	Usage of research authorities Basic overview and revision
29	Guest Speaker Memorial Drafting.
30	Drafting of a Prayer Pointers to be kept in mind.
31	Procedural Rules Usage and Reference.
32	Footnoting/citation in a Memorial Overview and Revision.
33	Usage of the memorial while oral argumentation Clarification of Doubts/queries.
34	Introduction to Academic Integrity - Expectation from a researcher.
35	Explanation on Plagiarism.
36	Kinds of Plagiarism.
37	Writing Exercise.
38	Introduction to referencing Methods-Footnotes/Endnotes/Bibliography.
39	Fundamentals of Citation.
40	Introduction to ILI style of Citation.
41	Class Exercise on ILI Citation.
42	Introduction to Bluebook 20 th Ed.
43	Citation techniques.
44	Class Exercise on Bluebook Citation.
45	Class Exercise on Bluebook Citation.

46	Class Exercise on Referencing.
47	Introduction to Moot Court Mannerism & Oral Proficiency.
48	Fundamental Etiquettes for Oral Rounds.
49	Introduction to the terminologies used in Moot Court, Audio Visual Display of National Moot Court Competition.
50	Keys to succeed in a Moot.
50	Opening Submissions and Communication with the Bench/ Judges.
51	Presentation of Issues, Audio Visual Display of International Moot Court Competition.
52	Presentation Style and Presentation Points.
53	Closing Submissions.
54	Submission of Rebuttal and Response to Rebuttal (Surrebuttal).
55	Oral Argumentation on a hypothetical situation/ moot proposition.
56	Oral Argumentation on a hypothetical situation/ moot proposition.

Special efforts and measures taken to improve the class's learning

- I. To bring theory into practice, during the class students are encouraged to think, reason, and write originally through assignments such as oral presentations and writing exercises.
- II. Facts based problems were given to students for practice.
- III. Video analysis of Moot Court competitions was done for experiential learning.

Major Efforts and Measures:

1. **Expert Talk:** To be invited.
2. **Subject Support System:** Tutorial Classes and Activity Classes.
3. **Activities and Tutorials List:**

Activity Details: In order to cultivate an interest and help in the understanding of some basic aspects of mooting, a step-by-step progressive approach has been adopted in the activity sessions. An overview of how the Moot activity session progressed is given as follows –

Activity session 1:

- Overview of how the program will proceed, and what will be covered in the upcoming lessons. Explaining various roles in a moot team (speaker, researcher)

- Outlining various stages of participating in a moot (deciphering the moot proposition, reading about relevant area of law, developing arguments, drafting memorials, and lastly, presenting submissions)
- (Short Homework after the class – an existing moot proposition was given to all students and they were asked to highlight what they feel is important).

Activity session 2:

- How to read a moot proposition (explaining the best methods for identifying issues, key facts, developing chronology of events). Explaining jurisdiction and bench composition

Activity session 3:

- Dissecting issues into preliminary and main issues of a given moot problem on constitutional law.

Activity session 4:

- Flagging the issues and ideas in the moot problem. Thinking parallelly from both sides of the parties to frame and counter arguments.

Activity session 5:

- An award-winning memorial of petitioner and respondent was provided (B.R. Sawney Constitutional Law Moot) to students and then used to explain various aspects of drafting (structurization, formatting, generating automatic table and index in MS Word, etc.).

Activity session 6:

- A writing exercise was conducted to demonstrate structuring of arguments to the students and the students were asked to score the best speaker among themselves.

Tutorial details:

I Tutorial:

- An elaborate discussion on how moot court competition is conducted, what is the importance of participation and what skills the students are required to develop to participate in the competitions.
- An overview of various National and International Moot Court Competitions was given.
- A detailed discussion on the available resources, their relevance and how and when to access those resources.

II Tutorial:

- How to select Moot Court Competition and how to form a team.
- How to read the moot problem.
- A brief discussion on how to read a judgment. And how to write a case analysis. (a brief explanation regarding the stages involved)

III Tutorial:

- Identifying the material facts for the purpose of memorial.
- A moot proposition was given to the students, and they were asked to identify the material facts.

IV Tutorial:

- How to identify the issues in the moot problem.
- Difference between question of fact and question of law.

- How to articulate the issues in the memorial.

V Tutorial:

- A moot proposition was given to them wherein they had to identify and articulate the issues. [For exercises like these, the students were asked to form teams (comprising of 3 students) one day prior to the class]

VI Tutorial:

- The format of the memorial was discussed in the class. Various heads in the memorial and their importance were explained in detail.
- The importance of compendium and how it should be drafted was also explained.

VII Tutorial:

- i. Preparation for the oral rounds
- ii. Step by Step explanation about how the competition is conducted. Discussion included the following things-
- iii. How to divide issues and time allotted amongst the speakers.
- iv. How to structure the speech (making a road map, introducing oneself, whom are you representing etc.)
- v. How to enter the court room and what to do when judges enter the court room.
- vi. Body language in the court room generally and while arguing (eye contact, body posture etc.)
- vii. How to address the bench. (Different terminologies in different matters for e.g., arbitration, tribunal etc.)
- viii. When and how to take permission? What to do while presenting the prayer.
- ix. Specific Don'ts in the court room.

Proposed activities/tutorials for the forthcoming session

Activity/Tutorial session 7:

- There will be a discussion on the legal issues identified by the students in the proposition, followed by a discussion on possible lines of argumentation. One of these lines can be picked up and a brief argument can be framed in the session by the mentor demonstratively, while taking input from the students.
- Based on the proposition from Class VI's assignment + the discussion in Class VII, the same groups will now be asked to prepare at least 2 novel arguments each, on the proposition that they read together previously. A few days will be given for completion of this task.

Activity/Tutorial session 8:

- Brief 5–7-minute presentations from each group followed by discussion of arguments prepared by each group in the previous sessions (session 6&7), detailed feedback on how they can improve in their development of arguments.

Activity/Tutorial session 9:

- There will be a couple of videos of award-winning speeches from prestigious screen-shared for the students, along with constant pointers on minute things that the speaker does in the video that be adopted for making great and impactful speeches and presentations.

Activity/Tutorial session 10:

- A new moot proposition by the instructor will be introduced in this class. After a discussion of the key issues of the proposition in the class itself, there will be another group activity (this time separate groups will be made for inculcating better teamwork) wherein a half the groups will be given respondent sides, and the other half must be petitioners. As their homework, the groups must come up with arguments for their respective sides and present speeches in the upcoming classes.

Activity/Tutorial session 11&12:

- Over the course of these two sessions, all groups will be required to put up 15-minute presentations of their arguments. With detailed feedback after every presentation, all students will be required to speak at least once and present their cases.

Activity/Tutorial session 13:

- Court Room Manners Exercise- Teams (previously formed) will be given tasks to be performed in the class demonstrating the court room manners that they have learnt in the tutorial classes.

Activity/Tutorial session 14:

- Citation Game- the teams will be shown questions through PPTs comprising of a citation which can be of a book/article/newspaper etc. And they will have to answer the questions given in the same PPT. The questions will be multiple choice.

Activity/Tutorial session 15:

- A brief introductory session of client counselling, arbitration and negotiation proceedings and the rules regarding them.

Activity/Tutorial session 16:

- In this concluding class, there will be a brief summary of the key takeaways from the previous 12 sessions. Followed by this, the mentor will give some overarching suggestions and guiding tips (apart from ones already discussed) for better performance in the upcoming introductory moot as well as future moot court competitions representing the institution.

COURSE-SPECIFIC LEARNING OUTCOMES: (CSO)

CSO1. Developing critical thinking, analytical, and research skills.

CSO2. Developing persuasive, argumentative skills in writing and oral communication.

CSO3. Equip the students with the skill sets required to enable them to participate in Moot Courts.



Mahindra University

SCHOOL OF LAW

BOARD OF STUDIES

Presentation

For

LAW OF CONTRACT-I

Faculty Name : Ms. Tatheer Fatima, Ms. Darshna Gupta,
Ms. Mona Pattanaik and Ms. Aparna Singh.

Course Type : Core

Semester and Year : Second and First

L-T-P : 4+1+1

Credits : 5

Department : Law

Course Level : UG

Subject Name: Law of Contract - I**COURSE CONTEXT**

SCHOOL	School of Law, Mahindra	VERSION NO. OF CURRICULUM THAT THIS COURSE IS	I
DEPARTMENT	Law	DATE THIS COURSE WILL BE EFFECTIVE FROM	January 2022
DEGREE	BA/BA-LLB (Hons)	VERSION NUMBER OF THIS COURSE	I

COURSE BRIEF

COURSE TITLE	Law of Contract-I	PRE-REQUISITES	NA
COURSE CODE	BA/BB1201	TOTAL CREDITS	5
COURSE TYPE	Core	L-T-A FORMAT	4-1-1

COURSE SUMMARY

“The Contract Act 1872” provides the legal framework for the formulation of those economic and social transactions known as a contract. The legal principles as enshrined in the Contract Act, 1872 and the decision of the courts made through the application and interpretation of those legal principles to the ever-changing fact situation constitute the body of law of contract. To witness the development of law of contract and to find out the trends of development, everyone has to consult the decisions pronounced by the courts. The basis of the Contract Act is English common law comprising of judicial precedents but the Act is not exhaustive in the sense that it does not deal with all branches of law of contract. There are separate Acts which deal with contracts relating to negotiable instruments, transfer of property, sale of goods, partnership etc. The essence of Contract Act, 1872 lies in its dealings with the general principles of Law of Contract which are applicable to every contract irrespective of their nature.

But the Act, also requires the study of other branches of law which has a direct connection with it like the law relating to specific performance and under that law, this course will take care of the provisions relating to the remedial measures available for non-performance of a concluded contract i.e., the provisions relating to specific performance of contract.

COURSE OBJECTIVES: (CO)

CO1. This course is designed to acquaint a student with the conceptual and operational parameters of these various general principles of contractual relations

CO2. This course will help students in developing a lucid understanding for the specific enforcement of contract which holds a paramount importance in comprehending the law of contract.

CO3. It will enable students to understand the pragmatic technicalities and intricacies and to apply those legal principles in real life situations.

COURSE FLOW:

An outline of the scheme of the modules is as follows.

Module – I: Introduction to the Law of Contract & Formation of Contract [12 Hours]

- a. Introduction to Indian contract Act, Form of Creation of Contractual Obligation: -
Contract
Intention to Create Contract
Standard form of Contract
Promissory Estoppel
- b. Meanings & Definitions: - Offer, Acceptance, Promisor, Promisee, Consideration, Agreement, Reciprocal Promises, Void Agreement, Voidable Agreement, Contract.
- c. Essentials & Functions of Contract: -
- d. Offer: - Communication of offer, Types of Offer, Revocation of Offer.
- e. Acceptance: - Communication of Acceptance, Modes of Communication of Acceptance,
- f. Revocation of Acceptance.
- g. Consideration: - Kinds of Consideration, Privity of Consideration, Privity of Contract, Adequacy & Exceptions to the Consideration.
- h. Capacity of Contract, Free Consent (Coercion, Mistake, Undue Influence, Fraud, Mistake, Misrepresentation).

Module – II: Legality of Object & Consideration [12 Hours]

- a. Lawful Object & Lawful Consideration: Meaning, Essential Components.
- b. Void Agreements: - Agreements in Restraint of Marriage, Agreements in Restraint of Trade, Agreements in Restraint of Legal Proceedings, Uncertain & Ambiguous Contracts, Wagering Contract.
- c. Contingent Contracts.

Module – III: Discharge & Performance of Contract [12 Hours]

- a. Performance of Contract
- b. Performance of Reciprocal Promises.
- c. Appropriation of Payments.
- d. Discharge by Breach & Impossibility of Contracts: - Doctrine of Frustration: - Indian & English Position.
- e. Discharge by Novation, Alteration or Rescission.

Module – IV: Quasi Contracts & Remedies for Breach of Contract [12 Hours]

- a. Quasi contract: - Meaning & Scope of Quasi Contracts, The Principle of Unjust Enrichment, Essentials of Quasi Contracts.

- b. Damages: - Meaning, Remoteness of Damages, General & Special Damages, Liquidated Damages or Penalty.
- c. Compensation for Breach of Contract.

Module – V: Specific Relief Act, 1963

[08 Hours]

- a. Specific Performance of Contract, Rescission, Declaratory Decree, Recovery of Property
- b. Injunctions: - Temporary, Perpetual & Mandatory.

Essential Reading: [Text Books]

- 1. Avtar Singh, Contract and Specific Relief, Eastern Book Co. 12th Edn. 2017.
- 2. Sir Dinshaw Fardunji Mulla, The Indian Contract Act, Lexis Nexis, 16th Edn, 2021.
- 3. Anson’s Law of Contract, Oxford, 31st Edn. 2010.

Suggested Reading: [Reference Books]

- 1. Ewan Mckendrick, Contract Law, Palgrave Macmillan,8th Edn. 2009.
- 2. Paul Richards, Law of Contract, Pearson, 2019.
- 3. Pollock & Mulla, The Indian Contract & Specific Relief Act, 16th Edn. 2021.
- 4. Moitra, Law of Contract & Specific Relief (2 Volumes), 7th Edn. 2016.

Suggestive Research Articles:

- 1. https://www.jstor.org/stable/pdf/23018568.pdf?refreqid=excelsior%3A46a7761e9abc8f50b1139d2e021df975&ab_segments=&origin=
- 2. https://www.jstor.org/stable/pdf/4508250.pdf?refreqid=excelsior%3Ab9237bdde2edbd7d69f453d48cb71a80&ab_segments=&origin=
- 3. <https://www.tandfonline.com/doi/abs/10.1080/24730580.2019.1709774?journalCode=rilw20>
- 4. https://www.jstor.org/stable/pdf/23018568.pdf?refreqid=excelsior%3A46a7761e9abc8f50b1139d2e021df975&ab_segments=&origin=

EVALUATION COMPONENTS:

Components of Course Evaluation	Percentage
Internal Examination – I	15%
Internal Examination – II	15%
Internal Examination – III	15%
Mid-Term Examination	20%
End-Term Examination	35%
Total	100%

Maximum Marks: 100 Marks**Lecture-wise Plan**

Session	Topics
1	Introductory Session: How to Read A Bare Act?
2	Agreements & Contracts
3	General Principles of Contracts
4	Definition Clause
5	Form of Creation of Contractual Obligation
6	Intention to create Legal Relationship
7	Balfour v. Balfour(1919), Mc Gregor v. McGregor (1888), Jones v. Padvatton (1969), Simpkins v. Pays (1955)
8	Standard Form of Contracts
9	Promissory Estoppel Central London property Trust Ltd v. High Trees House Ltd.(1947) , Durga Das v. Baldeo (1881), Abdul Aziz v. Masum Ali (1914), Doraswamy Iyer v. Arunachala Ayyar (1935), Kedarnath Bhattacharji v. Gorie Mohammad(1886)
10	Meanings & Definitions of Interpretation Clause
11	Kinds of Contract
12	Offer: Definition and Meaning, Communication to offer
13	Invitation to Offer
14	Types of Offer
15	Revocation of Offers Lalman Shukla v. Gauri Datt (1913), R v. Clarke, Williams v. Carwardine, Gibson v. Manchester City Council; Harvey v. Facey, Carlil v. Carbolic Smoke ball Co(1893).; Tinn v. Hoffman (1873)
16	Acceptance: Meaning & Definition
17	Condition of Acceptance
18	Communication of Acceptance: Mode of Acceptance, Postal Communication
19	Revocation of Acceptance
20	Hyde v. Wrench, Powell v. Lee, Felthouse v. Bindley

21	Consideration: Meaning & Definition
22	Essentials of Consideration
23	Privity of Consideration & Privity of Contract
24	Chinnaya v. Ramayya (1882), Tweddle v. Atkinson (1861), Dunlop Pneumatic Tyre Co. v. Selfridge & Co. Ltd. (1915)
25	Jamna Das v. Pandit Ram Avtar Pande(1916), Tulk v. Moxhay (1848), Devaraja v. Krishnaiah (1952)
26	Exceptions of Privity of Contract &Types of Consideration
27	Adequacy & Exceptions to Contract
28	Capacity to Contract
29	Mohori Bibee v. Dhurmodas Ghose, Khan Gul v. Lakha Singh, Mir Sarwarjan v. Fakhruddin Mahomed Chowdhuri, Srikakulam Subramanyam v. Kurra Subba Rao, Gadigeppa Bhimappa Meti v. Balangowda Bhimangowda
30	Free Consent
31	Coercion & Undue Influence
32	Fraud, Mistake & Misrepresentation
33	Lawful Object & Lawful Consideration: Meaning
34	Lawful Object & Lawful Consideration: Essentials & Components
35	Void Agreements: - Agreements in Restraint of Marriage, Agreements in Restraint of Trade and Agreements in Restraint of Legal Proceedings
36	Nordenfelt v. Maxim Nordenfelt Guns & Ammunition Co. Ltd. (1894)
37	Uncertain, ambiguous & wagering Contracts
38	Contingent Contracts
39	Performance of Contract: Contracts which must be performed
40	By whom Contracts must be performed
41	Time & Place for Performance
42	Performance of Reciprocal Promises
43	Appropriation of Payments, Discharge of Contract
44	Discharge by Breach & Impossibility
45	Doctrine of Frustration
46	Taylor v. Cardewell (1863), Satyabrata Ghose v. Mugneeram(1954)
47	Discharge by Novation, Rescission, Alteration
48	Quasi Contract: Meaning, Scope & Essentials
49	Principle of Unjust Enrichment
50	Damages: Meaning, Types, Remoteness of damages
51	Case Discussion: Hadley v. Baxendale, Dunlop Pneumatic Tyre Co. Ltd. v. New Garage & Motor Co. Ltd. (1914)
52	Liquidated Damages or Penalty & Compensation for Breach of Contract
53	Introduction to Specific Relief Act, Specific Performance of Contract
54	Recession of Contract & Declaratory Decrees

55	Recovery of Property
56	Injunctions, Temporary, Perpetual & Mandatory Injunctions

Special efforts and measures taken to improve the class's learning

1. Engaging the class with the aid of videos and problem statements.
2. Organization of sessions specifically for clarifying doubts of the students.
3. Inviting guest speakers who can discuss the practical nuances of contract law with students.
4. Discussion on moot court problems based on contract law.
5. Allocation of assignments for developing critical thinking and drafting.

Major Efforts and Measures:

a. Expert Talk: To be invited.

b. Subject Support System: Tutorial Classes and Activity Classes.

c. Activities and Tutorials List:

1. Critical Analysis of Legal Intention with the aid of an article. Balfour v. Balfour and the Separation of Contract and Promise by Prince Saprai.
2. Exercise on 'How to draft an agreement?' | Explanation on the basic clauses under every agreement. Students were later asked to draft an agreement based on a hypothetical scenario.
3. Showcasing of 'Shrek Forever After' movie. Based on the Faustian contract situation depicted in the movie, students were asked to submit a 250 words assignment analyzing and explaining how the contracts could have been dealt.
4. Students were asked to evaluate the difference between agreements and contracts and assess whether they are contracts or agreements based on the following scenarios:
 - Ann promises to buy a chocolate for herself if she gets A grade in her math exam.
 - Bob promises to buy Charlie a car if Charlie uses Black magic to hurt his (Bob's) ex-girlfriend.

COURSE-SPECIFIC LEARNING OUTCOMES: (CSO)

CSO1. Students will embrace adequate knowledge and skills to handle the day to day commercial obligations as well as obligations arising from personal relations and their enforcement.

CSO2. Students will be in a position to think on emerging socio legal issues in numerous disciplines.

CSO3. Students will be able to think beyond the traditional boundaries of contractual obligations and can apply their acquired knowledge in the desired field



Mahindra University

SCHOOL OF LAW

BOARD OF STUDIES

Presentation

For

ENGLISH-2

Faculty Name : Dr. SHREEJA GHANTA

Course Type : Core

Semester and Year : First and First

L-T-P : 4+1+1

Credits : 5

Department : Law

Course Level : UG

Subject Name: ENGLISH-2

COURSE CONTEXT

SCHOOL	School of Law	VERSION NO. OF CURRICULUM THAT THIS	I
DEPARTMENT	Humanities and Social Sciences	DATE THIS COURSE WILL BE EFFECTIVE FROM	August 2021
DEGREE	BA/BA-LLB (Hons)	VERSION NUMBER OF THIS	

COURSE BRIEF

COURSE TITLE	ENGLISH-2	PRE-REQUISITES	ENGLISH-1
COURSE CODE	BB1202	TOTAL CREDITS	5
COURSE TYPE	Core	L-T-A FORMAT	4-1-1

COURSE SUMMARY

The course is designed to foster advanced proficiency in Speaking and Writing skills.

COURSE OBJECTIVES: (CO)

The course intends to focus on formal and legal writing and integrate facts in order to speak persuasively and to defend arguments.

COURSE FLOW:

An outline of the scheme of the modules is as follows.

Module_1: Writing (12)

- Reports
- Letter Writing
- E-mails
- Paragraph Writing- types of paragraphs: Persuasive, Analytical and Critical
- Writing Multiple Paragraph Essay

Suggested Reading:

- *Writing as Thinking: A Guided Process Approach.* Marcella Frank. Prentice Hall, 1990.

Module_2: Writing (Legal English) (10)

- Structure of Legal Essay
- Structure of Judgements
- Writing Cases
- Structure of Statutes
- Significance of Translation in Law

Module_3 Speaking (12)

- Verbal and Non-verbal Symbols
- Common Communication Roadblocks
- Debates
- Presentations

Suggested Reading:

- Dhanavel, S. P. English and Soft Skills. Hyderabad: Orient Black Swan, 2013. Print.

Module_4: Speaking (Legal English) (10)

- Legal Maxims
- Mooting Skills:
 - To develop arguments persuasively and coherently
 - To integrate facts and legal arguments
 - To analyze the best authorities
 - To distinguish contrary authority
 - To articulate speech and to defend arguments

Module_5: Speaking (10)

- Mock Trails and Mooting

EVALUATION COMPONENTS:

Components of Course Evaluation	Percentage
Internal Examination – I	15%
Internal Examination – II	15%
Internal Examination – III	15%
Mid-Term Examination	20%
End-Term Examination	35%
Total	100%

Maximum Marks: 100 Marks

Lecture-wise Plan

Session	Topics Covered
1	Introduction to the Course Handout and Briefing on Evaluation Plan
2	Format of Letter Writing

3	Memorandum, Do's and Dont's of Letter Writing, Introduction to Drafting Legal Letters
4	Letters to Courts, Letters to Lawyers and Letters to unrepresented parties
5	E-mail Etiquettes
6	Introduction to Intertextuality and Interdiscursivity
7	Format of Minutes of Meeting
8	Types of Minutes of Meeting
9	Format of a Research Paper
10	Assignment-1 Discussion
11	How to write a Research Paper
12	Transitional Phrases and Activity
13	Introduction to Non-verbal Communication
14	Report Writing
15	Surprize Quiz-1
16	Introduction to Coherence and Cohesion
17	Activity on Coherence and Cohesion
18	Parallel Structures and Activity
19	Introduction to Critical Writing and Critical Thinking
20	Activity on Critical Writing
21	Introduction to Analytical Writing
22	Activity on Analytical Writing
23	Guest Lecture on Writing Skills for Lawyers
24	Introduction to Presentation Types
25	Presentations
26	Presentations
27	Presentations
28	Presentations
29	Presentations
30	Presentations
31	Introduction to Debates and Types of Debates
32	Debates
33	Debates
34	Debates
35	Debates
36	Debates
37	Guest Lecture on Language of the Law
38	Statement of Purpose Activity

39	Difference between Resume, CV and Bio-data
40	Types of Reports

Special efforts and measures taken to improve the class's learning

- a. Flipped Classroom Teaching (focused readings)
- b. Peer discussions
- c. Audio-visual aids

Major Efforts and Measures:

- a. **Expert Talk:** Guest Lecture on Critical and Analytical Writing for Law Students by Prof. Joseph Dorairaj (Upcoming)
Guest Lecture on Language of the Law by Dr. Sandhya Gopakumaran (upcoming)

b. Subject Support System: The continuous assessments have revealed that students have had writing blocks and had to work on their academic writing (essays have to be analytical and critical rather than descriptive). These blocks had to be revisited, unlearned and relearned.

c. Activities and Tutorials List:

1. Presentations on the works produced in Indian Writing in English. The social milieu presented in the work of art will have to be fused with Fundamental rights.
2. Debates
3. Writing essays on Legal lapses on Movies (Vernacular, National and International)

COURSE-SPECIFIC LEARNING OUTCOMES: (CSO)

CSO1 - Write formal reports, letters, e-mails, paragraphs and essay in articulate manner

CSO2 - Write cogent legal essays and documents

CSO3 - Understand verbal and non-verbal symbols and identify the roadblocks of communication

CSO4 - Analyze the context, argue critically and provide rational solutions

CSO5 - Argue and debate effectively



Mahindra University

SCHOOL OF LAW

BOARD OF STUDIES

Presentation

For

Financial Management (BB-1203)

Faculty Name : Dr. Vinay Sharma and Rishi Raj Bhardwaj

Course Type : Core

Semester and Year : First and First

L-T-P : 4+1+1

Credits : 5

Department : Law

Course Level : UG

Financial Management

COURSE CONTEXT

SCHOOL	School of Law	VERSION NO. OF CURRICULUM THAT THIS COURSE IS PART OF	I
DEPARTMENT	Law (Finance)	DATE THIS COURSE WILL BE EFFECTIVE FROM	January 2022
DEGREE	BBA-LLB (Hons)	VERSION NUMBER OF THIS COURSE	FM 1.0

COURSE BRIEF

COURSE TITLE	Financial Management	PRE-REQUISITES	Basic Arithmetic
COURSE CODE	BB-1203	TOTAL CREDITS	4
COURSE TYPE	Core	L-T-P FORMAT	4-1-1

COURSE SUMMARY

“Beware of the little expenses. A small leak will sink a great ship.” (Benjamin Franklin). The operational as well as strategic decisions of each organization are dependent upon the diligent analysis & evaluation of the financial information; prevailing under a constantly varying set of constraints and ever-volatile contingencies of the market. In contemporary times, financial management is more than merely the traditional procurement of financial resources and their efficient usage. It is also making a careful balance between Profit Maximization and Wealth Maximization. Notwithstanding with the type of markets; the financial management stands as an inter-disciplinary as well as multidisciplinary subject cutting across all the industries. The radical motive of this subject is to train its students to first understand the significance of relationships and implications of the finance function, in major and minor financial decision-making process of any business entity. This subject empowers its students for seeking, the availability of financial resources at the minimum available cost of capital and then employment of such financial resources in such a strategic set of decisions, so that they can cumulatively yield optimum rate of return, in line with the rules & regulations set up by governing bodies responsible for the financial structure of that market.

COURSE OBJECTIVES: (CO)

- CO1.** Introduce the students to the significance of financial management and investment over speculation; and familiarize them with various kinds of financial markets and environments
- CO2.** Develop a financial skill among students to identify and evaluate the short as well as long term financial requirements of a business entity, using financial tools and techniques
- CO3.** Familiarize the students with various financial variables responsible for employing effective investment approaches and efficient financial decisions

CO4. Finally evolve a reasonably sound financial sense to calculate and anticipate various financial alternatives under given key constraints; and be able to suggest the best among them

COURSE FLOW:

An outline of the scheme of the modules is as follows.

Module – I: Financial Management

[10 Hours]

[Introduction]

- a. Financial Management: meaning, evolution, objectives and significance;
- b. General structure and functions of finance department;
- c. Categorize business into major classes; and identify the role of finance as a vital function of managerial decision-making in each of them;
- d. Differentiating between the objectives of profit-maximization and wealth-maximization; vis-à-vis to social and ethical responsibility of the business entity;
- e. Differentiating between the financial planning and financial forecasting; budgeting; and investment, financing & dividend distribution as critical components of financial management;
- f. Major principles of financial management;
- g. International Financial Management: overview and objectives

Module – II: Financial System and Structure

[8 Hours]

[Financial Markets and the Governing Bodies]

- a. Financial Markets: overview, types and functions;
- b. Components of the Indian Financial System; and the role of financial markets as an avenue for financial resources;
- c. Primary and Secondary Markets: Overview
- d. Securities Exchange Board of India: functions and significance for regulating the financial markets; RBI as a regulator of the financial system
- e. Role of SEBI in Investor Protection and Education; and Should trading be regulated?

Module – III: Investment Appraisal

[12 Hours]

[Approaches and Decision Making]

- a. Investments: alternatives and attributes;
- b. Analysis of Risk and Uncertainty; Investments vs Speculation;
- c. Three approaches to Investment decision-making;
- d. Time Value of Money: Concept and Computation;
- e. Discounted Cash Flow (DCF) and Non-DCF calculation for Investment appraisal;
- f. Valuing Investment proposals for the purpose of Investment decision-making through Capital Rationing and Return on Investments (ROI)

Module – IV: Financing Decision

[14 Hours]

[Sources of Finance, Capital Structure and Cost of Capital]

- a. Sources of Finance: long-term, medium-term and short-term; owned, borrowed, internal & external;
- b. Capital Structure: overview, objectives, ideal capital structure, factors affecting it;
- c. Financial and operating leverage analysis;
- d. Cost of Capital: concept, cost of different sources of finance, Weighted Average Cost of Capital (WAC); capital budgeting;
- e. Working Capital Management: concepts, objectives, need and determinants; vis-à-vis to Operating

- Cycle;
- f. Components of current assets and liabilities; Estimation of working capital

Module – V: Tools of Financial Comparison

[12 Hours]

[Interpretation of Financial Statements for Financial Management Decisions]

- a. Parameters of financial health of a business organization: ratio analysis to measure and compare the profitability, liquidity, solvency and efficiency;
- b. Comparative analysis: comparative Balance Sheet and comparative Income Statement;
- c. Common size statements and trend analysis; cost-benefit analysis;
- d. Cash flow analysis: cash inflows, cash outflows, net cash flow;
- e. Non-financial parameters of comparing organizations: environment, social and governance (ESG)

LEARNING RESOURCES:

Essential Reading: [Text Books]

1. M.N. Arora, “Cost and Management Accounting: Theory, Problems and Solutions”, Himalaya Publishing House
2. Chandra, P. Fundamentals of Financial Management, Tata McGraw Hill, New Delhi, 2017

Suggested readings: [Reference Books]

1. R.P. Rustagi, “Fundamentals of Financial Management with Excel Applications”, Taxmann’s Publications
2. R. Narayanwamy, “Financial Accounting: A Managerial Perspective” PHI Learning Private Ltd.
3. Bhattacharya, S.K. and Dearden, J., (2003), “Accounting for Managers – Text and Cases” 3rd Edition, Vikas Publishing House
4. Pandey, I.M. Financial Management, Pearson Publications
5. S.N. Maheshwari, “Financial Management: Principles and Practices”, Sultan Chand and Sons
6. M. Hanif, “Modern Cost and Management Accounting”. Tata McGraw Hill

EVALUATION COMPONENTS:

Components of Course Evaluation	Percentage
Internal Examination – I	15%
Internal Examination – II	15%
Internal Examination – III	15%
Mid-Term Examination	20%
End-Term Examination	35%
Total	100%

Maximum Marks: 100 Marks

Internal Examination shall comprise of practice and practical problems of the business with numerical solutions. It may be a policy-based questions too in alignment of taxations and company law. PPT, MCQs, Comparative Analysis of financial statements, products, case-study etc. shall form the part of the evaluation. Students are encouraged to observe and analyze the financial issues and decision-making using accounting principles and practices.

Lecture-wise Teaching Plan

Session	Topics Covered
1	Financial Management: introduction to the subject, meaning, evolution
2	Financial Management: objectives and significance
3	General structure and functions of finance department
4	Interfacing Financial Management from Financial Accounting and Cost Accounting
5	Categorize business into major classes; and identify the role of finance as a vital function of managerial decision-making in each of them
6	Differentiating between the objectives of profit-maximization and wealth-maximization; vis-à-vis to social and ethical responsibility of the business entity
7	Implications of profit-maximization and wealth-maximization
8	Differentiating between the financial planning and financial forecasting
9	Budgeting
10	Investment, financing and dividend distribution as critical components of financial management
11	Major principles of financial management
12	International financial management: overview and objectives
13	International financial management: factors affecting the IFM
14	Financial Markets: overview and types
15	Financial Markets: components and functions
16	Role of financial markets as an avenue for financial resources
17	Indian Financial Systems: components and authorities
18	Primary markets vs secondary markets: overview, need and role
19	Derivatives markets, future options
20	Commodity Markets
21	Need of regulation for markets: should the markets be regulated?
22	Market regulatory authority
23	Securities Exchange Board of India: overview, significance and functions
24	Role of SEBI in investor protection and education
25	Reserve Bank of India as a regulator of Indian financial system
26	Investment: As one of core function of financial management
27	Investment Appraisal: overview, alternatives and attributes

28	Risk vs Returns: Analysis of Risk and degree of uncertainty
29	Investment vs Speculation
30	Approaches to investment decision-making
31	Time value of money: concept and computation [N]
32	Compounding vs discounting [N]
33	Discounted Cash Flow: concept, need and application, as an investment appraisal technique [N]
34	Non-Discounted Cash Flow: concept and application [N]
35	Return on Investment [N]
36	Capital rationing [N]
37	Valuation analysis of various investment appraisal for decision-making [N]
38	Minimization of Risk through diversified investment portfolio [N]
39	Financing: As one of core function of financial management
40	Sources of finance: types long-term and medium-term
41	Sources of finance: short-term, owned vs borrowed, internal vs external
42	Capital structure: overview and objectives
43	Capital structure: factors affecting it, types and approaches: Ideal capital structure [N]
44	Leverage: concept and types, financial leverage and operating leverage [N]
45	Cost of Capital: concept, concept of different sources of finance [N]
46	Cost of Capital: kinds weighted average cost of capital [N]
47	Capital budgeting: concept and methods
48	Working capital management: concepts, objectives, need determinants vis-à-vis to operating cycle [N]
49	Parameters of financial health of a business organization ratio analysis
50	Ratio analysis: measuring and comparison [N]
51	Profitability ratios, liquidity ratios, solvency and efficiency ratios [N]
52	Comparative analysis: concept and significance: comparative Balance Sheet and comparative Income statement [N]
53	Common size statement and trend analysis: cost-benefit analysis [N]
54	Cash Flow Statement: concept, significance, types, Cash Inflows, Outflows, Net Cash Flow [N]
55	Fund Flow Statement: concept, significance [N]
56	Non-financial parameters of comparing organizations: environmental, social and governance (ESG Matrix)

*[N] Numerical

TEACHING – LEARNING – PEDAGOGY:

- X. This course comprises of 5 modules spread across 56 lectures and 14 tutorials sessions and 14 activity sessions. Each of which shall have a duration of 1 Hour.
- XI. There will also be an additional session of 1 Hour/week; for conducting debates and discussions on practical application of accounting policies and its impact on financial statements and company, (including some case studies) to develop it financial analysis more as a skill rather just a subject

knowledge.

- XII.** Lectures shall be used as an interactive tool as a crucial part of an instructor driven pedagogy. Concepts and practical applications of managerial principles will be interactively discussed through case study, audio-video aids and other presentation tools.
- XIII.** Tutorial are specifically the sessions for the discussion of case studies and management related issues, through numerical, spread-sheet presentations, role play, video clips etc. for developing practical applicability of financial analysis and interpretative skills. Besides, tutorials are also the session for clarification of doubts and recaps.
- XIV.** For developing and nurturing an analytical sense for interpretation of financial statements, the students will also be made familiar applications of actual financial statements of various business entities and make comparative financial analysis through tools like spreadsheets and even be introduced to accounting software like Tally.

A few of the Video Links of the online lectures delivered in the second semester:

https://mahindraecolecentrale-my.sharepoint.com/personal/vinay_sharma_mahindrauniversity_edu_in/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fvinay%5Fsharma%5Fmahindrauniversity%5Fedu%5Ffin%2FDocuments%2FRecordings%2FT1%2D%20BB2103%20%2D%20FM%20%2D%2025th%20Jan%202022%2014%2E30%20PM%2D20220125%5F143327%2DMeeting%20Recording%2Emp4&parent=%2Fpersonal%2Fvinay%5Fsharma%5Fmahindrauniversity%5Fedu%5Ffin%2FDocuments%2FRecordings

https://mahindraecolecentrale-my.sharepoint.com/personal/vinay_sharma_mahindrauniversity_edu_in/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fvinay%5Fsharma%5Fmahindrauniversity%5Fedu%5Ffin%2FDocuments%2FRecordings%2FL3%20%2D%20BB%202103%20%2D%20FM%20%2D%2028th%20Jan%2C%202022%2D20220128%5F093120%2DMeeting%20Recording%2Emp4&parent=%2Fpersonal%2Fvinay%5Fsharma%5Fmahindrauniversity%5Fedu%5Ffin%2FDocuments%2FRecordings

https://mahindraecolecentrale-my.sharepoint.com/personal/rishiraj_bhardwaj_mahindrauniversity_edu_in/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Frishiraj%5Fbhardwaj%5Fmahindrauniversity%5Fedu%5Ffin%2FDocuments%2FRecordings%2FL10%20BB1203%2021FEB%202022%201140%20AM%2D20220221%5F115738%2DMeeting%20Recording%2Emp4&parent=%2Fpersonal%2Frishiraj%5Fbhardwaj%5Fmahindrauniversity%5Fedu%5Ffin%2FDocuments%2FRecordings&ga=1

[Recordings - OneDrive \(sharepoint.com\)](#)

Special efforts and measures taken to improve the class's learning

a. Major Efforts and Measures:

Under expert talk, a subject expert from industry, on various topics like accounting, finance and taxation are planned. So that students can get first hand update on accounting principles getting implemented in practice.

b. Subject Support System:

In addition to above, Extra Lectures were also given to accommodate those students, who have joined the session a bit late and especially those who were from Non-Commerce background. Besides, a few students, who scored low in class participation and test were also engaged on an alternative weekend subject support class, to improve their understanding of the subject.

c. Activities and Tutorials List:

Activities:

1. In the present scenario of finance a look at the capital markets are the most important facet of investment. As inflation increases there has been a tendency of investors to search for alternative sources of money making. In this we have introduced our students to the game of simulation called MONEYBHAI on the capital markets as students can get a hand on the buying and selling of shares, bonds, fixed deposits and mutual funds.
2. The understanding of expansion and diversification are important for a business and spending the right amount for capital expenditure is the mojo of every finance manager. The students would be formed into groups and they would be given a finance amount of Rs 100 Crores to be used as capital expenditure and suggest the best financial alternative with discounted and non-discounted cash flow techniques.
3. Students have been divided into groups to form a mock stock exchange and they are divided as follows:
 - Stock brokers
 - NSE – the stock exchange
 - CDSL- the clearing house
 - SEBI – the regulator
 - 7 companies – Listed on NSE
 - Banker- transfer of funds
 - Investors – DEMAT account

The students will be functioning as these agents and we conduct a mock stock exchange for 4 sessions.

4. The students will be given a cash flow statement along with a funds flow statement which has to be analyzed in reference to the financial position of the business. They would be divided into managers, finance analysts, Chartered accountants and management accountants to submit their views on the investing, financial and operating activities of the business.

Tutorials:

1. Open Book Financial Management: A Case Study of Manco Inc.
2. Infosys: Business process re-engineering for the commissions process
3. Demonetization impact on liquidity
4. Harshad Mehta Case
5. Ketan Parekh Case: Insider's Trading

COURSE-SPECIFIC LEARNING OUTCOMES: (CSO)

- CSO1.** Have a familiarity with the finance as a crucial management function and financial market infrastructure and the other environments, in which a business entity operates.
- CSO2.** Have a financial analytical ability to use the financial tools and techniques,

for assessing the cost of capital and capital structure required for the short as well as long term financial requirement of a business entity

CSO3. Have a financial aptitude to identify the variable(s) and catalyst(s); which are responsible for making profitable investment decisions of business entities

CSO4. Have a business acumen for developing a set of pragmatic alternatives financial solutions, on the basis of careful assessment using the financial statements, documents and the other relevant regulatory laws

Alignment of the Course Objectives with the Course-Specific Learning Outcomes:

Continuing further the financial edification from Accounting Principles and Practices, this subject reinforces financial aptitude and a business acumen, for developing a well-informed and well-calculated financial decision-making; at various levels of management and under varied settings. For a law pursuing student, financial management forms a primary as well as secondary chunk of major corporate finance and taxation decisions, especially vis-à-vis to globally outreaching enterprises and corporations. Even the smallest lapse in the financial decision may snowball in to a cascading collapse of biggest establishments. Thus, this course enriches the students not only with the basic knowledge of the financial markets, but it also enables them to become a productive and a worthy asset for their corporate clients for providing prudent financial advice, and helping them choose the best course of action in financial decision vis-à-vis to profit maximization to wealth maximization.



Mahindra University

SCHOOL OF LAW

BOARD OF STUDIES

Presentation

For

Law and Economics

Faculty Name : Dr. Samyukta Bhupatiraju

Course Type : Core

Semester and Year : Second and First

L-T-P : 4+1+1

Credits : 5

Department : Law

Course Level : UG

COURSE CONTEXT

SCHOOL	School of Law	VERSION NO. OF CURRICULUM THAT THIS COURSE IS PART OF	I
DEPARTMENT	Law	DATE THIS COURSE WILL BE EFFECTIVE FROM	August 2021
DEGREE	BA/BA-LLB (Hons)	VERSION NUMBER OF THIS COURSE	LE-1

COURSE BRIEF

COURSE TITLE	Law and Economics	PRE-REQUISITES	None
COURSE CODE	BB1204	TOTAL CREDITS	5
COURSE TYPE	Core	L-T-A FORMAT	4-1-1

COURSE SUMMARY

The course introduces students to intermediate microeconomic concepts. It introduces economic analysis of the law, and the application of economic concepts to property, contracts and torts. Further, the course looks at the link between law and economic development. Topics discussed include: intellectual property rights, legal origins, measuring governance, and the impact of globalization on legal institutions.

COURSE OBJECTIVES: (CO)

- CO1. To enable students to understand the elements of law in economics
- CO2. To enable students understand the economic consequences of laws and regulations

COURSE FLOW:

An outline of the scheme of the modules is as follows.

Module – I: Introduction [8 Hours]

This module introduced students to the subject matter of law and economics and outlines its broad contours. It further introduces the different market structures that exist. Chapter 1 What is Economics?

- a. Chapter 1 What Does Economics Have to Do with Law?
- b. Chapter 2 Market Structures

Reference material

- Chapter 1, Friedman, D (2000) Law's Order: What Economics Has to Do with Law and Why It Matters, Princeton University Press

- Chapters 13-15 from Parkin, M. (2018). *Microeconomics* Michael Parkin.

Module – II:

[15 Hours]

This module introduces students to the limits of standard micro theory by discussing theories of market failures. It focusses on the role of government and the workings of the market in the presence of externalities as well as uncertainty.

- Chapter 1 Market Failures
- Chapter 2 Public Choices and Public Goods
- Chapter 3 Externalities and Environment
- Chapter 4 Uncertainty and Information

Reference material:

Chapters 13, 15-17, and 20 from Parkin, M. (2018). *Microeconomics* Michael Parkin.

.Module – III: Microeconomics II

[15 Hours]

This module introduces students to the limits of standard micro theory by discussing theories of market failures. It focusses on the importance of institutions, organizations and legal architecture in economic theory.

- Chapter 1 Transaction costs Coase Theorem
- Chapter 2 Property Rights
- Chapter 3 Economics of Contracts

Reference material

- Coase, Ronald H. "The problem of social cost." In *Classic papers in natural resource economics*, pp. 87-137. Palgrave Macmillan, London, 1960.
- Chapter 4, Friedman, D (2000) *Law's Order: What Economics Has to Do with Law and Why It Matters*, Princeton University Press
- Chapter 10, Friedman, D (2000) *Law's Order: What Economics Has to Do with Law and Why It Matters*, Princeton University Press
- Chapter 12, Friedman, D (2000) *Law's Order: What Economics Has to Do with Law and Why It Matters*, Princeton University Press

Module – IV: Macroeconomics I

[10 Hours]

- a. Chapter 1 Legal Institutions
- b. Chapter 2 Intellectual Property Rights
- c. Chapter 3 Torts – Vaccine Pricing

Reference material

- Chapter 11, Friedman, D (2000) Law's Order: What Economics Has to Do with Law and Why It Matters, Princeton University Press
- Tim Wu, American Lawbreaker, "Tolerated Use, the Copyright Problem," Slate, October 16, 2007, http://www.slate.com/articles/news_and_politics/jurisprudence/features/2007/american_lawbreaking/tolerated_use_the_copyright_problem.html
- Chapter 14, Friedman, D (2000) Law's Order: What Economics Has to Do with Law and Why It Matters, Princeton University Press

Module – V: Macroeconomics – Other Topics

[8 Hours]

- a. Chapter 1 Legal Origins and economic development
- b. Chapter 2 Governance – Corruption and other measures
- c. Chapter 3 Globalization and Comparable legal systems

Reference material

- Rafael La Porta et al., The Economic Consequences of Legal Origins, Journal of Economic Literature 285-322 (2008), pp. 285-302, 323-327.
- Benjamin A. Olken & Rohini Pande, Corruption in Developing Countries, Annual Rev. Econ. (2012), pp. 480-81, 491-507.
- Daniel Kaufmann, et al., The World Bank Development Research Group, Governance Matters VIII: Aggregate and Individual Governance Indicators 1996-2008, pp. 1-10, 12-17
- World Bank Group, Doing Business 2015: Going Beyond Efficiency (12th ed.), pp. v-x, 17-23

Essential Reading: [Text Books]

1. Friedman, D (2000) Law's Order: What Economics Has to Do with Law and Why It Matters, Princeton University Press
2. Parkin, M. (2018). Microeconomics Michael Parkin

Suggested readings: [Reference Books]

1. Posner, R (2014) Economic Analysis of Law, Aspen Casebook Series

Suggestive Research Articles:

1. Coase, Ronald H. "The problem of social cost." In Classic papers in natural resource economics, pp. 87-137. Palgrave Macmillan, London, 1960.
2. Rafael La Porta et al., The Economic Consequences of Legal Origins, Journal of Economic Literature 285-322 (2008), pp. 285-302, 323-327.
3. Benjamin A. Olken & Rohini Pande, Corruption in Developing Countries, Annual Rev. Econ. (2012), pp. 480-81, 491-507.
4. Daniel Kaufmann, et al., The World Bank Development Research Group, Governance Matters VIII: Aggregate and Individual Governance Indicators 1996-2008, pp. 1-10, 12-17
5. World Bank Group, Doing Business 2015: Going Beyond Efficiency (12th ed.), pp. v-x, 17-23.
6. Suggested Podcasts Talking Law and Economics at ETH Zurich and The Marketplace of Ideas podcast run by Law & Economics Center at Scalia Law, George Mason University are a place you can find topics on economic policy intersecting with law.

EVALUATION COMPONENTS:

Components of Course Evaluation	Percentage
Internal Examination – I	15%
Internal Examination – II	15%
Internal Examination – III	15%
Mid-Term Examination	20%
End-Term Examination	35%
Total	100%

Maximum Marks: 100 Marks

Lecture-wise Plan

Session	Topics Covered
1	Introductory lecture
2	What Does Economics Have to Do with Law?
3	What Does Law Have to Do with Economics?
4	Market structures -Monopoly I
5	Market structures – Monopoly II
6	Market structures -Monopolistic Competition - I
7	Market structures -Oligopoly - I
8	Market structures - Oligopoly - II
9	Market Failures -I
10	Market Failures -II
11	Public Choices and Public Goods _I
12	Public Choices and Public Goods - II

13	Public Choices and Public Goods - III
14	Public Choices and Public Goods -IV
15	Externalities and Environment - I
16	Externalities and Environment - II
17	Externalities and Environment- III
18	Externalities and Environment - IV
19	Uncertainty and Information - I
20	Uncertainty and Information - II
21	Uncertainty and Information – III
22	Uncertainty and Information - IV
23	Conclusion of Module 2
24	Transaction costs Coase Theorem – I
25	Transaction costs Coase Theorem – II
26	Transaction costs Coase Theorem – III
27	Transaction costs Coase Theorem – IV
28	Property Rights – I
30	Property Rights – II
31	Property Rights – III
32	Property Rights – IV
33	Economics of Contracts – I
34	Economics of Contracts – II
35	Economics of Contracts – III
36	Economics of Contracts – IV
37	Defining and Enforcing Rights: Property, Liability – The Law - I
38	Mine, Thine, and Ours: The Economics of Property Law- I
39	The Economics of Contract and the Law - I
40	Legal Institutions – I
41	Legal Institutions – II
42	Legal Institutions – III
43	Intellectual Property Rights – I
44	Intellectual Property Rights -II
45	Intellectual Property Rights – III
46	Torts – Vaccine Pricing – I
47	Torts law and Economics– I
48	Tort Law and Economics – II
49	Conclusion of Module 4
50	Legal Origins and economic development – I
51	Legal Origins and economic development – II
52	Governance – Corruption and other measures – I
53	Governance – Corruption and other measures – II
54	Globalization and Comparable legal systems – I
55	Globalization and Comparable legal systems – II
56	Conclusion of the course

Special efforts and measures taken to improve the class's learning

- I.** Lectures are delivered through power-power presentations.
- II.** Using fun-based activities, and games to illustrate and help understand theories.
- III.** Use of problem-based learning strategies to increase class participation

Major Efforts and Measures:

a. Expert Talk: Book talk by Alex Thomas “Macroeconomics – An Introduction” & Budget talk on this year’s budget (2022-23) given along with Dr. Vinay Sharma, Ms. Shruthi Kakkar and Mr. Rishi Bhardwaj

b. Subject Support System: Remedials

c. Activities and Tutorials List:

- Tutorials were used for revision of topics and discussions on topics covered in class.
- Activity sessions were used for showing documentaries, listening to podcasts discussing articles as well as some for classroom games to understand topics discussed in class.
- Some of the documentaries/videos shown include: Sicko (documentary by Michael Moore on the healthcare systems around the world); Lectures by Michael Sandal on Justice at Harvard University. Podcasts from Talking Law and Economics, hosted by ETH Zurich and Mises U, hosted by Mises Institute, Auburn, Alabama.
- Some of the activity sessions were used for completing their assignments

COURSE-SPECIFIC LEARNING OUTCOMES: (CSO)

By the end of this program, students should have the following knowledge, skills, and values:

CSO1: to analyze how households and firms are affected by market failures.

CSO2: to understand public choice and externalities

CSO3: to understand the basic theories of law and economics concerning ownership, contracts and torts.

CSO4: To understand the link between economic development and legal institutions.



Mahindra University

SCHOOL OF LAW

BOARD OF STUDIES

Presentation

For

Subject Name

Legal & Constitutional History

Faculty Name: Prof. Paromita Das Gupta, Prof. Sehar Khwaja,
Prof. Ankesh Shreyansh & Prof. Vivek Sehrawat

Course Type : Core

Semester and Year : Second and First

L-T-P : 4+1+1

Credits : 5

Department : Law

Course Level : UG

Subject Name: Legal & Constitutional History

COURSE CONTEXT

SCHOOL	School of Law	VERSION NO. OF CURRICULUM THAT THIS COURSE IS BASED ON	I
DEPARTMENT	Law	DATE THIS COURSE WILL BE EFFECTIVE FROM	January 2022
DEGREE	BA/BBA-LLB (Hons)	VERSION NUMBER OF THIS COURSE	

COURSE BRIEF

COURSE TITLE	Legal & Constitutional History	PRE-REQUISITES	
COURSE CODE	BB110X	TOTAL CREDITS	5
COURSE TYPE	Core	L-T-A FORMAT	4-1-1

COURSE SUMMARY

The course is designed to study Indian colonial History to delineate the trajectory of the emergence of the present judicial system. It explores the various stages and processes in the transition of Britishers as essentially traders to landed lawmakers in the Indian Sub-continent. It allows students to examine various charters passed by the Britishers, who ruled India for around 300 years, to understand the genesis of various acts, legislation, rules, and procedures today. In terms of continuity and change, an exploration of reforms and changes introduced by colonial rulers in British India enabled the students to understand how the newly emerging colonial judicial system impacted the local indigenous legal and social systems.

COURSE OBJECTIVE (C.O.)

After the successful completion of the course, the students will be able to:

CO1: Module 1 delineates the early developments of the East India Company and early phases of lawmaking in India

CO2: Module 2 – Introduce the students to the evolution of law and legal institutions in colonial India.

CO3: Module 3 – Traces the origins of the legal profession and education in India under British rule.

CO4: Module 4 – Explores the constitutional developments of legislative authorities in India.

CO5: Module 5 – Discusses the debates and developments crucial to the framing of the Constitution of India.

COURSE FLOW

Module_1: Early Developments (1600-1836); 14 hours.

1. Charters of the East India Company: 1600, 1661, 1726, 1753
2. Settlements: Surat, Madras, Bombay, and Calcutta
3. Courts: Mayor's Court of 1726 and Supreme Court of 1774
4. Statutes: Regulating Act, 1773, The Act of Settlement, 1781, Pitts India Act, 1784
5. Conflict: Raja Nand Kumar, Kamaluddin, Patna Case, and Cossijurah
6. Adalat System: Warren Hastings's Judicial Plans of 1772, 1774, and 1780; Lord Cornwallis's Judicial Plans of 1787, 1790, and 1793; Lord William Bentinck's Judicial Reforms.

Module_2: Evolution of Law and Legal Institutions; 14 hours.

1. Development of Personal Laws
2. Development of Criminal Laws
3. Development of Civil Law in Presidency Towns, Mufassil: Special emphasis on justice, equity and good conscience
4. Codification of laws: Charter of 1833, the First Law Commission, the Charter of 1853, The Second Law Commission
5. Establishment of High Courts under The Indian High Courts Act, 1861
6. Privy Council and Federal Court: Appeals and working of Privy Council, Appraisal of Privy Council, Features of Federal Court

Module_3: Legal Profession and Education; 12 hours

1. Early Development through Mayor's Court, Supreme Court, Company's Adalat, High Court, Legal Practitioners Act of 1879, The Chamier Committee and Indian Bar Committee of 1951
2. The Advocates Act of 1961: Provisions and Disciplinary powers
3. Law Reporting: Theory of Precedent, Features of Law Reporting from 1773 to 1950
4. Legal Education: History and Basic Aims of Legal Education

Module_4: Constitutional Developments and Framing of Indian Constitution; 12 hours

1. The Indian Council's Act 1861
2. The Indian Councils Act 1892
3. The Indian Council's Act 1909
4. The Government of India Act 1919
5. The Government of India Act 1935

Module_5: The Independence of India, 1947; 12 hours.

1. The Independence Act 1947, effects of the Indian Independence Act
2. Constitutional Position of Indian States after the Independence Act, 1947
3. The Constituent Assembly of India: The Shaping of the Constitution
4. Importance of Constituent Assembly Debates.

Essential Readings [Text Books]

1. M.P. Singh, Outlines of Indian Legal History, Universal Law Publishing Co., 2010
2. M.P. Jain, Outlines of Indian Legal History, Wadhwa & Co, Nagpur, 2003 (6th Edn)

Suggested readings: [Reference Books]

1. V.D. Kulshretha and V.M. Gandhi, Landmarks of Indian Legal and Constitutional History, Eastern Book Company, Kurukshetra, 2005
2. Granville Austin, The Making of Indian Constitution, OUP, 1999
3. Bipan Chandra, Mridula & Aditya Mukherjee, India Since Independence, Penguin, 2008

EVALUATION COMPONENTS:

Components of Course Evaluation	Percentage
Internal Examination – I	15%
Internal Examination – II	15%
Internal Examination – III	15%
Mid-Term Examination	20%
End-Term Examination	35%
Total	100%

Maximum Marks: 100 Marks

Lecture-wise Plan

Session	Topics Covered
1	Introductory Session
2	Early Charters of the East India Company
3	Early Settlements of the East India Company
4	Early Settlements of the East India Company
5	Early Settlements of the East India Company
6	Early Courts: Mayor's Court

7	Early Courts: Supreme Court
8	Early Statutes: Regulatting Act, 1773, The Settlement Act, 1781, Pitts India Act, 1784
9	Conflict: Case of Raja Nandkumar and Case of Kamaluddin
10	Conflict: Patna Case and Cossijurah Case
11	Beginning of Adalat System: Warren Hastings Judicial Plan
12	Judicial Plans of Lord Cornwallis
13	Judicial Plans of Lord Bentinck
14	Revision
15	Revision
16	Development of Personal & Criminal Laws
17	Development of Personal & Criminal Laws
18	Development of Civil Laws at Mofussil & Presidency Towns
19	Codification of Laws: Chater of 1833 & 1853
20	Establishment of High Courts: Indian High Courts Act, 1861
21	Working of Privy Council
22	Revision
23	Revision
24	Early Developments of Legal Profession through Mayor's Court, Supreme Court, Company's Adalat, High Court,
25	Early Developments of Legal Profession through Mayor's Court, Supreme Court, Company's Adalat, High Court,
26	Early Developments of Legal Profession through Mayor's Court, Supreme Court, Company's Adalat, High Court
27	Legal Practitioners Act of 1879
28	The Chamier Committee
29	Indian Bar Committee of 1951
30	The Advocates Act of 1961
31	The Advocates Act of 1961
32	Features of Law Reporting from 1773 to 1950
33	Features of Law Reporting from 1773 to 1950
34	Theory of Precedent
35	History and Basic Aims of Legal Education
36	History and Basic Aims of Legal Education

37	Revision
38	Revision
39	The Indian Council's Act, 1861
40	The Indian Council's Act, 1861
41	The Indian Councils Act 1892
42	The Indian Councils Act 1892
43	The Indian Council's Act 1909
44	The Indian Council's Act 1909
45	The Government of India Act 1919
46	The Government of India Act 1919
47	The Government of India Act 1935
48	The Government of India Act 1935
49	The Independence Act 1947
50	The Independence Act 1947
51	Constitutional Position of Indian States after the Independence Act
52	Constitutional Position of Indian States after the Independence Act
53	Constitutional Position of Indian States after the Independence Act
54	The Constituent Assembly of India: The Shaping of the Constitution
55	The Constituent Assembly of India: The Shaping of the Constitution
56	The Constituent Assembly of India: The Shaping of the Constitution

Special efforts and measures taken to improve the class's learning

1. Use stimulating questions before and during a lecture to encourage discussions.
2. Deliver lectures through power-power presentations that explain complicated topics through the easy bullet point method.
3. Create creative polls and quizzes online/offline to engage students and gauge their knowledge base.
4. Develop project-based evaluation techniques to develop communicative and writing skills among students.
5. Integrate, wherever necessary, audio and visual aids into a traditional learning experience to improve understanding of topics for visual and auditory learners.

Major Efforts and Measures:

a. Expert Talk:

- i) Guest lecture by Professor Utsa Ray, Faculty of History, Jadavpur University, Kolkata, on 22 March 2022 – "A Saga of Indian Cuisine: Politics of Food"
- ii) Guest lecture by Chandrachur Ghose, independent researcher and expert on Netaji Subhas Chandra Bose on 24 March 2022, Mahindra University, Hyderabad – "Untold Stories and Mysteries of Subhas Chandra Bose: A Commemorative Lecture for 125th Birth Anniversary."

b. Subject Support System: Remedial classes & mentorship

c. Activities and Tutorials List:

- BBC Documentary on Partition of India - <https://www.youtube.com/watch?v=0ZS40U5yFpc>
- Review/ Opinion Paper on the documentary
- The Raj – A Discovery Channel Documentary - <https://www.discoveryplus.in/videos/india-emerges-a-visual-history/the-raj?type=EPISODE>
- Review/ Opinion Paper on the documentary
- Charter Act of 1726 - Assignment
- Panel Discussion on 'The Dishonorable Company: How the East India Company Took Over India' –
https://www.youtube.com/watch?v=i_XRImVkW2w
- Review/ Opinion Paper on the documentary
- Talk by William Darlymple on ' The East India Company: The Original Corporate Raiders'
<https://www.youtube.com/watch?v=KJHXX6bdsAI>
- Review/ Opinion Paper on the documentary
- Bharat Ek Khoj, Episode 39 - 'Company Bahadur' -
<https://www.youtube.com/watch?v=qYz6qtJwoY4>
- Review/ Opinion Paper on the documentary
- **Samvidhan episode 1** -
https://www.youtube.com/results?search_query=samvidhaan+episode+1+
- Samvidhan episode 2
- Samvidhan episode 3
- Samvidhan episode 4
- Samvidhan episode 5
- Samvidhan episode 6
- Samvidhan episode 7
- Samvidhan episode 8
- Samvidhan episode 9
- Samvidhan episode 10

COURSE-SPECIFIC LEARNING OUTCOMES: (CSO)

After the successful completion of the course, the students will be able to:

CO1: Demonstrate capacity to locate and use primary sources of legal History efficiently and effectively.

CO2: Demonstrate capacity to engage in legal research and craft arguments in writing based on legal History.

CO3: Understand the beginning and development of the Court system in India.

CO4: Critically reflect on the process of law reform in the nineteenth century in India, including the role of law reform committees and social movements.



Mahindra University

SCHOOL OF LAW

BOARD OF STUDIES

Presentation For

MOOT COURT-CLINICAL I

**Faculty Name : Dr. Vivek Sehrawat, Ms. Shruti Kakkar,
Ms. Tatheer Fatima, Ms. Aparna Singh,
Ms. Darshna Gupta, Mr. Alok Verma,
Ms. Neha Khurana**

Course Type : Core

Semester and Year : Second and First

L-T-P : 4+1+1

Credits : 5

Department : Law

Course Level : UG

Subject Name: Moot Court- Clinical I

COURSE CONTEXT

SCHOOL	School of Law	VERSION NO. OF CURRICULUM THAT THIS COURSE IS	I
DEPARTMENT	Law	DATE THIS COURSE WILL BE EFFECTIVE FROM	January 2022
DEGREE	BA/BA-LLB (Hons)	VERSION NUMBER OF THIS COURSE	I

COURSE BRIEF

COURSE TITLE	Moot Court	PRE-REQUISITES	Inclination for Public Speaking
COURSE CODE	BA/BB1206	TOTAL CREDITS	5
COURSE TYPE	Core	L-T-A FORMAT	4-1-1

COURSE SUMMARY

This course is designed to affiliate students with the basic skills required to participate and excel in the Moot Courts competitions. The course will enable students in preparing written submissions and in oral advocacy for advance level at internal and external Moot Court competitions. Students will draft, prepare and deliver their arguments in class, thereby enabling them to learn experientially in addition to theoretical knowledge. Students will gain insight into court-based decision making, role of lawyers and judges by understanding the courtroom procedure and etiquette.

COURSE OBJECTIVES: (CO)

- CO1.** To develop critical thinking, written and oral advocacy skills.
- CO2.** To develop the ability to locate, analyze, evaluate, and synthesize materials to conduct advanced legal research.
- CO3.** Develop the ability to critically analyze legislation and case law.
- CO4.** To develop an understanding of courtroom procedure and decorum.
- CO5.** Develop an understanding of the ethical issues and responsibilities that arise in the practice of law.

COURSE FLOW:

An outline of the scheme of the modules is as follows.

Module – I: Introduction to Moot Courts [10 Hours]

- a. Introduction to Moot Courts
- b. Importance of Moot Courts
- c. Structure of Moot Courts
- d. Formation of a Moot Team

Module – II: Research Tools & Data Collection [16 Hours]

- a. Introduction to research methodology
- b. Developing a Research Plan
- c. Types of Legal Research
- d. Navigating Legal Databases and Sources of Law: Primary and Secondary

Module – III: Citation & Referencing [18 Hours]

- a. Academic integrity, plagiarism, and Importance of citations
- b. Referencing methods
- c. Introduction to major citation styles
- d. Citation Tools

Module – IV: Memorial Drafting Techniques [24 Hours]

- a. Structure of a Memorial
- b. Analysis of Legal Problem
- c. Drafting Rules
- d. Arguments, Issues and Prayer: Identification, Construction and Drafting

Module – V: Courtroom Mannerisms & Oral Proficiency [17 Hours]

- a. Introduction to Courtroom Procedure
- b. Addressing a Court
- c. Structuring Oral Arguments
- d. Courtroom Mannerism and Professional Ethics

Essential Reading: [Text Books]

1. Nomita Agarwal & Mukesh Anand, *A Beginner's Path to Moot Court*, Universal Law Publishing, 2008.
2. Paul Weizer *How to Please the Court*, Peter Lang Inc., International Academic Publishers 2017
3. Susie Salmon et. al., *The Moot Court Advisor's Handbook*, Carolina Academic Press, 2015.
4. Steven Lubet, *Modern Trial Advocacy: Analysis and Practice*, LexisNexis 2009.

Suggested readings: [Reference Books]

1. Kunz, et al, *The Process of Legal Research*, Aspen Publishers (2004).
2. John Snape, Gary Watt, *The Cavendish Guide to Mooting*, Cavendish Publishers 2000.

Suggestive Research Articles:

1. Pamela Samuelson, *Good Legal Writing: of Orwell and Window Panes*, 46 *University of Pittsburgh Law Review* 149 (1984).
2. Alan L. Dworsky, *User's Guide to The Bluebook* (2021)
3. Alexa Z. Chew, *Citation Literacy* *Arkansas Law Review*, (2018).
4. Prof. Ved Kumari, *Researching a Legal Problem by*, available at: <https://dullbonline.wordpress.com/2017/09/18/researching-for-a-legal-problem/>

EVALUATION COMPONENTS:

Components of Course Evaluation	Percentage
Internal Examination – I	15%
Internal Examination – II	15%
Internal Examination – III	15%
Mid-Term Examination	20%
End-Term Examination	35%
Total	100%

Maximum Marks: 100 Marks

Lecture-wise Plan

Session	Topics Covered
1	Introduction to Mooting.
2	Introduction to moot court, challenges, importance of moot court, watched video.
3	Structure of moot court, team formation, watched video on how to introduce in a moot court to the judge and practiced.
4	General discussion, watched video of introduction in moot court room and students were made to practiced the introduction in moot court room.
5	Introduction to Research.
6	Approaching a moot problem. How to begin?
7	Reading a moot problem- Identification of issues and determining Jurisdiction.
8	Introduction to research methodology.
9	Types of Research. How is Researching for a moot different?

10	Primary and secondary sources. How to begin Research?
11	Developing a Research Plan.
12	Relevance of various sources. How to navigate through Primary and Secondary Sources?
13	Introduction to databases.
14	Introduction to databases (continued).
15	Research Practice based on Hypothetical Legal Problem.
16	Basic Discussion – What have the students learnt so far?
17	Explanation on various kinds of moots and their memorials.
18	Showcasing of kinds of memorials Samples.
19	Discussion on object and essence of a memorial Purpose of a memorial.
20	Brief on all the contents of a memorial.
21	Explanation on the Format of a Memorial.
22	Discussion on presentation of facts Determining which facts are relevant?
23	Identification of Issues and legal principles from facts.
24	Oxford University's video Pointers for Memorial Drafting.
25	Utilization of Case laws for supporting the legal contentions.
26	Framing of legal issues and contentions.
27	In-depth writing of contentions/arguments.
28	Usage of research authorities Basic overview and revision
29	Guest Speaker Memorial Drafting.
30	Drafting of a Prayer Pointers to be kept in mind.
31	Procedural Rules Usage and Reference.
32	Footnoting/citation in a Memorial Overview and Revision.
33	Usage of the memorial while oral argumentation Clarification of Doubts/queries.
34	Introduction to Academic Integrity - Expectation from a researcher.
35	Explanation on Plagiarism.
36	Kinds of Plagiarism.
37	Writing Exercise.
38	Introduction to referencing Methods-Footnotes/Endnotes/Bibliography.
39	Fundamentals of Citation.
40	Introduction to ILI style of Citation.
41	Class Exercise on ILI Citation.
42	Introduction to Bluebook 20 th Ed.
43	Citation techniques.

44	Class Exercise on Bluebook Citation.
45	Class Exercise on Bluebook Citation.
46	Class Exercise on Referencing.
47	Introduction to Moot Court Mannerism & Oral Proficiency.
48	Fundamental Etiquettes for Oral Rounds.
49	Introduction to the terminologies used in Moot Court, Audio Visual Display of National Moot Court Competition.
50	Keys to succeed in a Moot.
50	Opening Submissions and Communication with the Bench/ Judges.
51	Presentation of Issues, Audio Visual Display of International Moot Court Competition.
52	Presentation Style and Presentation Points.
53	Closing Submissions.
54	Submission of Rebuttal and Response to Rebuttal (Surrebuttal).
55	Oral Argumentation on a hypothetical situation/ moot proposition.
56	Oral Argumentation on a hypothetical situation/ moot proposition.

Special efforts and measures taken to improve the class's learning

- XV.** To bring theory into practice, during the class students are encouraged to think, reason, and write originally through assignments such as oral presentations and writing exercises.
- XVI.** Facts based problems were given to students for practice.
- XVII.** Video analysis of Moot Court competitions was done for experiential learning.

Major Efforts and Measures:

- 4. Expert Talk:** To be invited.
- 5. Subject Support System:** Tutorial Classes and Activity Classes.
- 6. Activities and Tutorials List:**

Activity Details: In order to cultivate an interest and help in the understanding of some basic aspects of mooting, a step-by-step progressive approach has been adopted in the activity sessions. An overview of how the Moot activity session progressed is given as follows –

Activity session 1:

- Overview of how the program will proceed, and what will be covered in the upcoming lessons. Explaining various roles in a moot team (speaker, researcher)
- Outlining various stages of participating in a moot (deciphering the moot proposition, reading about relevant area of law, developing arguments, drafting memorials, and lastly, presenting submissions)
- (Short Homework after the class – an existing moot proposition was given to all students and they were asked to highlight what they feel is important).

Activity session 2:

- How to read a moot proposition (explaining the best methods for identifying issues, key facts, developing chronology of events). Explaining jurisdiction and bench composition

Activity session 3:

- Dissecting issues into preliminary and main issues of a given moot problem on constitutional law.

Activity session 4:

- Flagger the issues and ideas in the moot problem. Thinking parallelly from both sides of the parties to frame and counter arguments.

Activity session 5:

- An award-winning memorial of petitioner and respondent was provided (B.R. Sawney Constitutional Law Moot) to students and then used to explain various aspects of drafting (structurization, formatting, generating automatic table and index in MS Word, etc.).

Activity session 6:

- A writing exercise was conducted to demonstrate structuring of arguments to the students and the students were asked to score the best speaker among themselves.

Tutorial details:

I Tutorial:

- An elaborate discussion on how moot court competition is conducted, what is the importance of participation and what skills the students are required to develop to participate in the competitions.
- An overview of various National and International Moot Court Competitions was given.
- A detailed discussion on the available resources, their relevance and how and when to access those resources.

II Tutorial:

- How to select Moot Court Competition and how to form a team.
- How to read the moot problem.

- A brief discussion on how to read a judgment. And how to write a case analysis. (a brief explanation regarding the stages involved)

III Tutorial:

- Identifying the material facts for the purpose of memorial.
- A moot proposition was given to the students, and they were asked to identify the material facts.

IV Tutorial:

- How to identify the issues in the moot problem.
- Difference between question of fact and question of law.
- How to articulate the issues in the memorial.

V Tutorial:

- A moot proposition was given to them wherein they had to identify and articulate the issues. [For exercises like these, the students were asked to form teams (comprising of 3 students) one day prior to the class]

VI Tutorial:

- The format of the memorial was discussed in the class. Various heads in the memorial and their importance were explained in detail.
- The importance of compendium and how it should be drafted was also explained.

VII Tutorial:

- Preparation for the oral rounds
- Step by Step explanation about how the competition is conducted. Discussion included the following things-
 - i. How to divide issues and time allotted amongst the speakers.
 - ii. How to structure the speech (making a road map, introducing oneself, whom are you representing etc.)
 - iii. How to enter the court room and what to do when judges enter the court room.
 - iv. Body language in the court room generally and while arguing (eye contact, body posture etc.)
 - v. How to address the bench. (Different terminologies in different matters for e.g., arbitration, tribunal etc.)
 - vi. When and how to take permission? What to do while presenting the prayer.
 - vii. Specific Don'ts in the court room.

Proposed activities/tutorials for the forthcoming session

Activity/Tutorial session 7:

- There will be a discussion on the legal issues identified by the students in the proposition, followed by a discussion on possible lines of argumentation. One of these lines can be picked up and a brief argument can be framed in the session by the mentor demonstratively, while taking input from the students.

- Based on the proposition from Class VI's assignment + the discussion in Class VII, the same groups will now be asked to prepare at least 2 novel arguments each, on the proposition that they read together previously. A few days will be given for completion of this task.

Activity/Tutorial session 8:

- Brief 5–7-minute presentations from each group followed by discussion of arguments prepared by each group in the previous sessions (session 6&7), detailed feedback on how they can improve in their development of arguments.

Activity/Tutorial session 9:

- There will be a couple of videos of award-winning speeches from prestigious screen-shared for the students, along with constant pointers on minute things that the speaker does in the video that be adopted for making great and impactful speeches and presentations.

Activity/Tutorial session 10:

- A new moot proposition by the instructor will be introduced in this class. After a discussion of the key issues of the proposition in the class itself, there will be another group activity (this time separate groups will be made for inculcating better teamwork) wherein a half the groups will be given respondent sides, and the other half must be petitioners. As their homework, the groups must come up with arguments for their respective sides and present speeches in the upcoming classes.

Activity/Tutorial session 11&12:

- Over the course of these two sessions, all groups will be required to put up 15-minute presentations of their arguments. With detailed feedback after every presentation, all students will be required to speak at least once and present their cases.

Activity/Tutorial session 13:

- Court Room Manners Exercise- Teams (previously formed) will be given tasks to be performed in the class demonstrating the court room manners that they have learnt in the tutorial classes.

Activity/Tutorial session 14:

- Citation Game- the teams will be shown questions through PPTs comprising of a citation which can be of a book/article/newspaper etc. And they will have to answer the questions given in the same PPT. The questions will be multiple choice.

Activity/Tutorial session 15:

- A brief introductory session of client counselling, arbitration and negotiation proceedings and the rules regarding them.

Activity/Tutorial session 16:

- In this concluding class, there will be a brief summary of the key takeaways from the previous 12 sessions. Followed by this, the mentor will give some overarching suggestions and guiding tips (apart from ones already discussed) for better performance in the upcoming introductory moot as well as future moot court competitions representing the institution.

COURSE-SPECIFIC LEARNING OUTCOMES: (CSO)

CSO1. Developing critical thinking, analytical, and research skills.

CSO2. Developing persuasive, argumentative skills in writing and oral communication.

CSO3. Equip the students with the skill sets required to enable them to participate in Moot Courts.

INDIRA MAHINDRA SCHOOL OF EDUCATION **MAHINDRA UNIVERSITY**

**MINUTES OF THE 1ST MEETING OF THE BOARD OF STUDIES OF THE SCHOOL
HELD ON 11TH AUGUST 2023 (9.30 AM TO 5.30 PM) AND 12TH AUGUST 2023 (9.30 AM TO
01.00PM)**

THE SENATE ROOM, MAIN BUILDING

The following were present-

Prof Yajulu Medury	Vice Chancellor, MU (Presided the BoS)
Prof. S. Srinivasa Rao	Dean, IMSE (Chaired and coordinated the BoS)

External Members

Prof. J.B.G. Tilak	Former Vice Chancellor, NIEPA, New Delhi
Prof. Anita Rampal	Former Dean, Faculty of Education, CIE, University of Delhi
Prof. Disha Nawani	Former Dean and currently Professor, School of Education, TISS, Mumbai
Mr. Ramachandra Rao Begur	Education Specialist, UNICEF, New Delhi
Mr. Ashok Pandey	Director and former Principal, Ahlcon Public School, New Delhi

Internal Members from MU

Prof. Nilanjan Banik	School of Management, Mahindra University
Prof. Salome Benhur	Department of Humanities & Social Sciences, Mahindra University
Dr. Nisha Mary Mathew	School of Law, Mahindra University

Faculty Members, IMSE, MU

Prof. Shivali Tukdeo	IMSE
Dr. N. Mythili	IMSE
Dr. Y. Jyothi Basu	IMSE
Dr. Omprasad	IMSE
Dr. Shikha Takker	IMSE
Dr. Mizaj K.V.	IMSE
Dr. Binay K Pathak	IMSE

At the outset, the Dean welcomed the members of the BoS and introduced the school and its academic activities.

Prof. Yajulu Medury, Vice-Chancellor, Mahindra University joined the inaugural session and introduced the university. He mentioned the vision and mission of the university. He stressed on the significance of IMSE in the overall vision of the university.

The Board discussed the MA programme, its structure and the course contents of the first two semesters in detail and resolved to consider the course contents of the Semester II and IV in the next BoS meeting.

Part A: MA in Education

1. Considered the overall structure and proposed courses for the newly initiated master's programme on the first day of the meeting (11/08/2023). The purpose, goals, and structure of the programme was presented including the core components of the programme, and a list of courses for four semesters.
2. The core elements, programme structure, credit stipulations, etc. were presented and was accepted by the BoS with some suggestions in the positioning of courses across semesters.

Core Elements

- Courses (core and electives)
 - Foundational
 - Discipline-based
 - Sector Based
 - Theme based
 - A mix of sector-based and thematic
- Field Association
 - Intensive field experience
 - Fieldwork report
- Skill/practice-based modules
 - Specific, hands-on module courses
- Dissertation
 - Developing a research problem
 - Discussion with review, findings, and analysis
 - Presentation

Course Structure

The overall course structure for MA includes Core/ mandatory courses (11), elective courses (5), and skill/practice-based modules that involve 2 mandatory courses and a variety of choice-based courses.

In the first semester, the students will take 5 core courses (CC) and 2 practice/skill-based modules (SB) that will all be mandatory, thus providing a much-needed foundation. In the second semester, the students will take 4 core courses (CC), one elective (EC) and two skill-based modules (SB).

The third semester will have 2 core courses (CC), 2 electives (EC) and two or three skill-based modules to choose from. In the fourth semester, students will take two elective courses (EC) and complete her/his dissertation

Course Structure: An Overview

Academic Year	Semester	Core Courses	Electives	Practice/Skill-based modules	Dissertation	No. Of credits
First Year	Sem 1	CC-1(4 credits) CC-2 (3credits) CC-3(3 credits) CC-4(3credits) CC 5 (3 credits)	-----	SB 1 (mandatory) 2 credits SB2(mandatory) 2 credits	--	20
	Sem 2	CC-5 (4credits) CC-6 (3 credits) CC 7 (3 credits) CC 8 (3 credits)	EC-1 (4 credits)	Basket of Electives (Maximum credits to be taken: 3) SB3 (1 credit) SB4(1 credit) SB5 (1 credit)	--	20
Second Year	Sem 3	CC-8 (4 credits) CC-9 (4 credits)	EC-2 (4 credits) EC-3 (4 credits)	Basket of Electives (Maximum credits to be taken: 4) SB 7 (2 credits) SB8 (2 credits) SB9 (1 credit)		20
	Sem 4	----	EC-4 (4 credits) EC-5 (4 credits)		DISS (12 credits)	20
Total credits						80

Course Details:

	Core/Compulsory (4 credits)	Electives (4 credits)	Modules: Skill/Practice based
Sem I (5 Core, 2 Modules) 20 credits	<ol style="list-style-type: none"> 1. Education in India: Themes & Perspectives 2. Texts, Institutions and Transformation: A History of Indian Education 3. Society, Culture and Education 4. Learner, Learning and Development 5. Understanding Economy & Education 	None	2 credits (compulsory) <ol style="list-style-type: none"> 1. Introduction to Academic Writing 2. Understanding and Using Educational Data
Sem II (4 core, 1 Elective, Choice based Modules) 20 credits	<ol style="list-style-type: none"> 1. Foundations of Social and Educational Research 2. Educational Ideas and Thought 3. Children and Childhoods 4. Education Policy in India 	Sector Based (Select any one) <ol style="list-style-type: none"> 1. School Education 2. Higher Education 3. Vocational Education in India 	Choose any set of courses, but the total number of credits shall be 3 credits from this basket 2 credits <ul style="list-style-type: none"> • Video – art and Method • Preparing Educational Plans • Methods for Developmental Research 1 credit <ul style="list-style-type: none"> • Designing Policy Briefs in Education • Scenario planning • Developing Vision
Sem III (2 Core, 2 Electives, 2 or 1 choice-based modules) 20 credits	<ol style="list-style-type: none"> 1. Research design and Methods – 2 2. Curriculum and Pedagogy 	Select any two courses, preferably one each from the Thematic and Discipline based basket: Theme Based: <ol style="list-style-type: none"> 1. Urban and Education 2. Values and Education 3. Educational Leadership 4. Teacher Education 5. Diversity, Marginality and Education 	Choose any set of courses, but the total number of credits shall be 4 credits from this basket 2 credits <ul style="list-style-type: none"> • Excel and Stata • Qualitative Software • Exploring archives

		Discipline based: <ol style="list-style-type: none"> 1. History of Science and Technology Education and Research in India (1850-1980) 2. Advanced Sociology of Education: Thinkers, theories and Themes 3. Advanced Economics of Education 4. Advanced Psychology of Education 	1 credit <ul style="list-style-type: none"> • Reading Children's Literature • Reading Science • Education budget analysis • Team building for school improvement • Educational innovations
Sem IV (2 Electives, dissertation) 20 credits	None	Mixture of Discipline as well as thematic orientations (Select any two): <ol style="list-style-type: none"> 1. Political Economy of Higher Education 2. Evolution of the Modern University 3. Feminist Pedagogy 4. Educational Assessment and Evaluation 5. Schooling in a Changing Society/ Perspectives on Sociology of School in India 	Master's Dissertation (Compulsory): 12 credits
Total: 80 credits			

3. The BoS **resolved** to maintain the focus on research in the overall structure of the programme
4. The BoS **resolved** to change the nomenclature of courses where appropriate to reflect the centrality of education and practice.

5. The **BoS resolved** to confirm the existing proposal to offer courses for the 2023-24 batch and the changes to be presented before the next BoS.

Semester I (total credits 20)				
	Core/Compulsory (Credits in parenthesis)	Electives	Modules: Skill/Practice based (compulsory)	Remarks
	1. Education in India: Themes & Perspectives (4) 2. Texts, Institutions and Transformation: A History of Indian Education (3) 3. Society, Culture and Education (3) 4. Learner, Learning and Development (3) 5. Understanding Economy & Education (3)	None	3. Introduction to Academic Writing 4. Understanding and Using Educational Data	Confirmed
Semester II (total credits 20)				
(4 core, 1 Elective, Choice based Modules) 20 credits	1. Foundations of Social and Educational Research (3) 2. Educational Ideas and Thought (3) 3. Children and Childhoods (3) 4. Education Policy in India (3)	Sector Based (4) 1. School Education 2. Higher Education 3. Vocational Education in India	Baskets to choose from <ul style="list-style-type: none"> • Designing Policy Briefs in Education • Scenario planning • Developing Vision Video – art and Method • Preparing Educational Plans • Methods for Developmental Research • 	Confirmed

4. Considered the structure of the programme and outlines of the courses for the first and second semesters.

Resolved to confirm the structure with suggestion to keep focus on education and criticality in courses, adding descriptions to units and sub-units, and classifying readings into basic and advanced, and reducing the number of readings.

Resolved to suggest an imaginative integration of diverse contents.

Resolved that the course foregrounding education in India be made mandatory in the first semester, offering an overall introduction to various sectors, major milestones and important questions.

Resolved that the module courses be termed 'practice/skill based'

Resolved that the course Education Policy be offered in second semester

5. Considered the outline of the course History of Education: Themes & Perspectives

Resolved to confirm the outline with minor changes related to the change of nomenclature and greater focus on texts and institutions.

6. Considered the outline of the course Psychological Foundations of Education

Resolved to confirm the outline with minor changes related to the change of nomenclature and a focus on learning and learners with some scope for critical attention.

7. Considered the outline of the course Society, Culture & Education: An Introduction to Sociology of Education course

Resolved to confirm the outline with a change in the nomenclature

8. Considered the outline of the course Introduction to Economics of Education

Resolved to confirm the outline with a change in nomenclature

9. Considered the outline of the course Introduction to Academic Writing

Resolved to confirm the outline with a suggestion to include fiction and resources from non-English languages.

10. Considered the outline of the course Introduction to Understanding and Using Educational Data

Resolved to confirm the outline.

11. Considered the outline of the course Foundations of Social and Educational Research

Resolved to confirm the outline with minor modifications in terms of merging the units

12. Considered the outline of the course Educational Ideas and Thought: An Introduction to Philosophy of Education

Resolved to confirm the outline with minor modifications in terms of including themes and reducing the content.

13. Considered the outline of the course Children and Childhood

Resolved to confirm the outline with minor modifications in terms of merging the units

14. Considered the outline of the course School Education

Resolved to confirm the outline with minor modifications in terms of reducing units and introducing critical components.

15. Considered the outline of the course Higher Education

Resolved to confirm the outline with minor modifications in terms of introducing systemic details.

Part B. Ph D in Educational Studies

1. Considered the restructuring of the PhD programme on the second day of the meeting. The proposed restructuring of PhD programme was presented in terms of distribution of courses (Annexure, pp: 7) over two semesters, core components (Annexure, pp:6) and courses to be offered. (Annexure, pp: 8).

The BoS **resolved** to suggest the offering a course called “Educational Studies: A Multidisciplinary Perspective” from the next academic year.

The BoS **resolved** to move the discipline-based courses to the electives to the existing elective courses.

The BoS **resolved** to confirm the existing proposal to offer courses for the 2023-24 batch and the changes to be presented before the next BoS.

Semester-I		
Core/Compulsory Courses	Research Methods- I (2 Credits)	Confirmed
	Education in India (2 Credits)	Confirmed
Disciplined based Core Courses	Education as a Discipline	Educational Studies: A Multidisciplinary perspective (4 credits)
	Psychology of Education	
	Sociology of Education	
	History of Education	
	Economics of Education	
Modules: skill/practice based	Academic Writing (2 credits) Understanding and Using Educational Data	Confirmed
Semester-II		
Core Courses	Research Methods- II (2 Credits)	Confirmed
	Research and Publication Ethics (2 Credits)	Confirmed
Elective Courses (any two baskets out of three)	Thematic Course (2 Credits)	Confirmed
	Basket of Advanced Research Methods (2 Credits)	Confirmed
	Basket of Seminar Courses (2 Credits)	To be offered in lieu of discipline based courses in the first semester

2. Considered the structure of the programme and outlines of the courses for the first and second semesters.

Resolved to confirm the structure with suggestion to keep focus on education and criticality in courses, adding descriptions to units and sub-units, and classifying readings into basic and advanced.

3. Considered the outlines of the Research Methods-I (Annexure, pp:17-20) and Research Methods-II (Annexure, pp:56-60).

Resolved to confirm the outlines with minor changes related to bring out themes such as Sampling, Interpretation, Analysis and Reporting as independent sub-units; and linkages between the unit.

4. Considered the course-outline of “Education in India: Themes and Perspectives” (Annexure, pp: 21-24).

- Resolved** to confirm the course-outline with minor changes with respect to elaboration of modules.
5. Considered the course-outline of “Introduction to Academic Writing” (Annexure, pp: 25-26).
- Resolved** to confirm the course-outline.
6. Considered the course-outline of “Education as a discipline” (Annexure, pp: 27-33).
- Resolved** to confirm the course-outline with changes with respect to shorten the outline.
7. Considered the course-outline of “Sociology of Education” (Annexure, pp: 34-39).
- Resolved** to confirm the course-outline.
8. Considered the course-outline of “Historical Perspectives on Education, Knowledge and Society in Modern India” (Annexure, pp: 40-43).
- Resolved** to confirm the course-outline with inclusion of a sub-unit on Texts in the course on History of Education as contained in the same course for M.A. in Education.
9. Considered the course-outline of “Economics of Education” (Annexure, pp: 44-47).
- Resolved** to confirm the course-outline with reshuffling of units to facilitate the understanding of critical concepts.
10. Considered the course-outline of “Psychological Foundations of Education” (Annexure, pp: 48-51).
- Resolved** to confirm the course-outline with minor changes related to theories of learning.
11. Considered the course-outline of “Research and Publication Ethics (RPE)” (Annexure, pp: 53-55).
- Resolved** to confirm the course-outline.
12. Considered the course-outline of “School Education” (Annexure, pp: 61-64).
- Resolved** to confirm the course-outline with minor changes related to shortening the outline.
13. Considered the course-outline of “Mathematics Education Research” (Annexure, pp: 65-67).
- Resolved** to confirm the course-outline with minor changes related to comparative presentation of models of mathematics learning.
14. Considered the course-outline of “Education Policy: Economic Perspectives” (Annexure, pp: 68-70).

Resolved to confirm the course-outline with minor changes related to shortening the unit on theories from economics.

15. Considered the outlines of the course on “Educational Leadership and Governance”

Resolved to confirm the course-outline

16. Considered the course-outline of “Education and Diversity in Multicultural Societies”

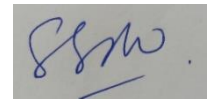
Resolved to confirm the course-outline

17. Considered the course-outline of “Themes in the History of Knowledge: Disciplines, Institutions and Concepts”

Resolved to confirm the course-outline

Meeting ended with a vote of thanks to all external members who could make it to attend the first meeting of the BoS of IMSE.

Confirmation sought via email from the external members



Dean, IMSE

School of Management Board of Studies Meeting

Held on: October 16, 2023 (2 to 5 pm)

Members Present:

Mr. Saugata Bhattacharya (Senior Vice President and Chief Economist of Axis Bank)
Mr. Srinivas Atreya (Chief Data Scientist, Cigniti Technologies)
Prof K Kumar (Retired Professor, IIMB; advisor NS Raghavan Centre for Entrepreneurial Learning, IIMB)
Prof. G Balasubramanian (Senior Professor and advisor, KREA University)
Prof. Yajulu Medury (Vice-chancellor, MU)
Prof. Ramakrishna Velamuri (Dean, School of Management, MU)
Prof. Nilanjan Banik
Prof. Pradeep Racherla
Prof. Vishwanatha Saragur Ramanna
Prof. Debopam Chakrabarti
Prof. Muneer Sheik
Prof. Manish Gupta
Prof. Sanjay Mansabdar
Prof. Sanjay Singh

INTRODUCTORY REPORT

Prof. Ramakrishna Velamuri, Dean of the SOM started the report by highlighting the evolution and growth of Mahindra Ecole Centrale (MEC) and the School of Management (SOM) at MU. Established in the year 2014 as a tri-partite collaboration of Mahindra Group, École Centrale Paris (now CentraleSupélec -- a 200-year old prestigious French Institution) and Jawaharlal Nehru Technological University (Hyderabad), MEC started with undergraduate 4-year degree programs in Computer Science Engineering, Civil Engineering, Electrical & Electronics Engineering, and Mechanical Engineering. In May 2020, Mahindra University (MU) was carved out of MEC and set up as a state private university with the motto 'To educate future citizens for and of a better world.'

Prof. Velamuri pointed to the strong faculty team at MU where most faculty members have PhDs from premier national and international institutions. National premier institutes such as Indian Institutes of Technology (Kanpur, Delhi, Kharagpur, Bombay, Madras, among others), Indian Institute of Science, University of Hyderabad, Indian Institutes of Management (A, B, C), ISB, Institute for Financial Management and Research, ICFAI Foundation for Higher Education, and National Law Universities, while International institutions include Harvard, Purdue, Illinois, Florida, Washington State, Iowa State, Temple, Utah State, Cincinnati, Auburn, Virginia, Darmstadt, Conservatoire National des Arts et Metiers (Paris), Centrale Supélec (Paris).

Students can avail internship opportunities from a minimum of 8 weeks up to 16 weeks in duration with highly respected institutions across the country and abroad. For the third batch 2016-20 more than 55 recruiters conducted campus, off campus and internship processes and selected almost 100 % of the interested and eligible students. They include: Schlumberger, Telstra, Dell, Intel, MuSigma, Capgemini, TechnipFMC, ADP, L&T ECC, Line Inc., Sony Japan, Code Nation, SOU Japan, Cisco, Cognizant, Oisix Systems, Tecnos, Kasura, Phenom People, Cyient, Tech Mahindra, and many more. The average annual compensation package has been INR 750,000 and the highest being INR 4,500,000.

Mahindra University is home to two Centers of Excellence: Artificial Intelligence, and 3-D experience --- that facilitates Augmented Reality – Virtual Reality based immersive experience. It has massive computing power enabled by NVIDIA DGX-1 computer, multiple powerful servers, and a set of 40 workstations, all connected through a fast data communications network. The School of Management has partnered with Tech Mahindra to set up a Digital Lab with Metaverse application.

The School of Management (SOM) was established in the year 2021 with the launch of three undergraduate BBA programs and admitting its first UG (BBA) intake in the year 2021. Subsequently, in 2022, it launched the PhD program in Management, and the Executive MBA (EMBA) program for Working Executives. The full-time MBA program was launched in the year 2023. The SOM programs are tailored to effectively enhance students' career goals. SOMs unique and dynamic undergraduate programs are offered in academic partnership with Cornell University's SC Johnson College of Business and Frankfurt School of Finance and Management.

The SOM (MU) aspires to become a leading business school in India and the world by developing ethical, innovative, entrepreneurial, technologically astute, culturally aware and socially conscious managers, leaders and scholars. The school strives to instill in the students a strong moral and ethical compass, entrepreneurship, inclusivity, team-orientation and learnability. The focus is to achieve excellence using the five pillars of excellence: a rigorous, interdisciplinary and innovative curriculum, creating studios, ethical and socially responsible students, excellent faculty with a bend for quality and productive research, high quality academic and non-academic support staff, and corporate partners who can support the school.

The school possesses a high-quality faculty pool: the faculty members have PhDs from reputed universities such as Virginia, Temple, Utah State, Hawaii, NUS (MBA), IIMA, IIMB, IIMC, ISB (FPM and EFPM), XLRI, IIT Delhi, IFMR, NLU Jodhpur, IFHE, Mysore. The SOM's total faculty strength is 20 members consisting of 8 Senior Professors and 12 Assistant Professors. To date, SOM faculty have 43 publications in high quality international peer-reviewed journals with 3 publications in FT50, 18 in the ABDC A list, 22 in the ABDC B list, 26 media articles, and 5 cases (2 accepted at HBS Publishing; 1 at Chinacases.org). It also has multiple publications in A-list media outlets such as Times of India, Economic Times, The Hindu, Founding Fuel, Hindu BusinessLine, Forbes, etc. Faculty also participate in TV programs on economic issues such the 2023 budget, and in high impact national initiatives, such as in the setting up of the Telemedicine Registry; advising

Jharkhand government on economic policies, etc. With a strong research focus and based on a strong internally benchmarked pedagogy, the faculty work closely with students to provide them quantitative and qualitative knowledge to analyze and address business situations.

The strong industry-ready curricula are designed to promote experiential learning, to instill a mindset of innovative business solutions, and equip students with the skills and techniques of data-driven decision making. In addition to having a dedicated advisory academic team from Cornell University's SC Johnson College of Business, SOM is also supported by an Industry Advisory Board that shares ideas and recommendations. The members of the Industry Advisory Board include Mary Rupa Tete (Usha Silai School program in Usha International Ltd.), Raj Katari (Senior Director for large enterprise sales at C2FO), Rukmini Kumar (Vantage Research), Sandhya Kuruganti (Chief General Manager of Data Sciences Lab at the Reserve Bank of India), Srikanth Meenakshi (a co-founder of PrimeInvestor) and Yegneswaran Kumar (Senior Vice President & Chief Financial Officer, Finance, Legal and Technology for GS1 US).

Prof. Velamuri highlighted several other unique features of the SOM such as: an International immersion course with a trip to Cornell University campus at Ithaca (NY state) for students at the end of year 1; Internship opportunities for six to eight weeks at the end of year 2; two to three industry certifications; Artificial Intelligence and 3-D experience that facilitates Augmented Reality – Virtual Reality based immersive experience; interdisciplinary exposure as BBA in Computational Business Analytics are taught by professors from the School of Management and the School of Engineering (courses in AI, Machine Learning, Big Data).

Regarding the courses offered at SOM, the Dean stated SOM currently offers the BBA undergraduate program that is offered in three specializations: BBA – Digital Technologies (comprising 60% of UG students), BBA – Computational Business Analytics (comprising 30% of UG students), and B.A. – Economics & Finance (comprising 10% of UG students). In the year 2023, the number of students in BBA first year is 385, while BBA second year strength stands at 250, and 104 students in the third year BBA class. The SOM also offers 'Executive MBA (EMBA)' for working professionals; for the year 2022 the EMBA program admitted 15 students while recruitment for the 2023 batch is currently ongoing. A full-time MBA program was launched in the year 2023 with 37 students in this first batch. The PhD in Business Administration program was launched in the year 2022 with 7 students who are all working executives. The number of admits for the year 2023 in the PhD program for the year 2023 is 15 students, of whom, four are full time students, while 11 are pursuing the degree part time.

Unique features: The SOM UG Program is the only program in India with IVY LEAGUE collaboration – Cornell faculty not only help design the program, but teach in the program as well. The focus is on creating industry-ready graduates (application of finance and economics theories in the real world). Students are trained to master the ability to think critically and will develop problem solving capability which is a must to work in the consultancy domain. They will also have an advantage to apply and get selected in premier institutes for postgraduate studies, such as Delhi University, JNU, and IIMs and international academic institutions owing to our immersion programs.

THE UG PROGRAM REPORT

Prof. Pradeep Racherla, Head of UG Programs at the SOM, provided an overview of the UG programs at SOM. Though the undergraduate program started during the Covid-19 pandemic, the numbers were good not only in the year of inception but the numbers have steadily increased over the years. Further, in the initial years while most students hailed from in and around Hyderabad and the southern states of India, now, the student pool is more geographically diverse with students from North India as well. Students can choose from a suite of 3 majors to specialize in: BA Economics and Finance; BBA Computational Business Analytics and BBA Digital Technologies. Year 1 of the BBA program includes the business core with a summer immersion at Cornell while year 2 includes course-specific foundations with summer internship and NUS Immersion and year 3 includes specializations including portfolio and placements in the summer of year 3. Prof. Racherla touched on the learning objectives of the undergrad program, namely, communication (written, oral and electronic), critical thinking and problem solving, assessing business environment (ethical decision-making, diversity and economies), functional business knowledge and application, and technology deployment and data-driven analysis (technology landscape, data analytics and digital applications).

The BBA curriculum, in general, involves a basic understanding of the technology aspect in the first year, while being exposed to their specialization in year 2. In the year 2022, second year students chose between an internship and the NUS Immersion program in artificial intelligence. 65 students of the 2021 batch worked on internships while 40 students did the NUS immersion program. Year 3 of the program includes portfolio where students create a digital portfolio of all the things they did in the three years of the BBA program. This portfolio can be shared with recruiters who can get a bird's-eye view of the program curriculum. Students can opt for the 4th year in the BBA program which involves research, dissertation writing and a semester abroad in a global university. Prof. Racherla highlighted the avenues of student engagement at SOM including research labs, industry-sponsored projects, student clubs and student life involving the various clubs.

BBA DIGITAL TECHNOLOGY REPORT

Prof. Pradeep Racherla, Program coordinator of the BBA DT course said it is one of the very few BBA programs of its kind in India that provides a solid grounding in business disciplines as well as in digital technologies. The primary aim of this course is to create industry-ready graduates who can work in data rich industries such as retail, fast moving consumer goods, banking, financial services and insurance, consulting, travel and hospitality, etc. This specialization is aimed at instilling an understanding of technology use for business. Students shall apply critical thinking and analytical problem-solving skills to develop solutions to unstructured business problems. Students are trained in research skills and data analysis, effective written and oral communication, principles of ethics, sustainability and governance. Prof. Racherla explained that,

generally, students aspiring technology-related careers take this course that involves building a basic business core foundation (first year courses) while the specialization courses for BBA DT (second and third year) include digital marketing, social media, consulting methods, e-commerce, data sciences with python, business intelligence (power BI, simulations, data warehousing, UI/UX designs, etc. In the third year, students learn marketing analytics, connected technologies, marketing media, advertising and design thinking. The career opportunities for BBA DT students include: Business analyst in IT firms (TCS, Infosys, Wipro, Cognizant, HCL Technologies, Tech Mahindra), Ecommerce analysts and category managers (in ecommerce such as Amazon and Flipkart and fmcg firms such as Hindustan Unilever, P&G), Digital marketing strategy and operations (across several industries, both B2B and B2C) Consultants (McKinsey, BCG etc.).

BBA COMPUTATIONAL BUSINESS ANALYTICS REPORT

Prof. Debopam Chakrabarti, the Head of the CBA program presented the BBA CBA report. The highlights of the program include: Comprehensive business foundations (in finance, accounting, operations, marketing, OBHR, strategy), specialization in business analytics with skills and tools required to be able to work with data scientists as well senior decision makers; an interdisciplinary program jointly offered by Mahindra University School of Management and the Ecole Centrale School of Engineering, imparting a strong analytical skills and tools learning to provide solid foundation for Masters studies, in India or abroad. Prof. Chakrabarti explained that the program mostly takes students with PCM majors having a strong foundation in mathematics and statistics in high school. The career options including Masters and PhD degrees in Business Analytics or related fields using Python, R, Visual Business Analytics and also employment opportunities in large (TCS, Infosys, Cognizant, Wipro, HCL Technologies, Tech Mahindra), medium (MuSigma, Fractal Analytics, Latentview) and early stage analytics companies, as well in wide range of data rich industries. The prerequisites for this course are Math in plus two with strong academic performance in plus two exams and SAT desirable.

BA ECONOMICS AND FINANCE REPORT

Prof. Nilanjan Banik, the program coordinator of the BA Economics and Finance program presented the report. He highlighted the aim of the program is to provide comprehensive business foundations in all functional areas while providing a solid foundation in the areas of economics, finance, and predictive modeling techniques. Prof. Banik explained this program is few of its kind in India as it offers a blend of technology, mathematics, statistics, programming language (R and Python), and SQL dashboard (Snowflake) to create industry-ready graduates and graduates willing to take up higher studies in Institutes of repute in India and abroad. The students specialize in Economics and Finance (Indian Economy, econometrics, game theory, corporate finance, financial accounting, banking, stock markets, digital marketing, ecommerce, data analytics and data visualization) while acquiring strong analytical skills and tools that will provide solid foundation for Masters studies in India or abroad. The program curriculum enables students to collect and manage data and describe datasets, extract knowledge from the dataset and build predictive models, analyze the financial metrics and markets, analyze policy variables

associated with the Government and Central Bank, students will graduate with technology toolkit for greater employability. Students with BA Economics and finance can explore employment opportunities at BFSI (ICICI, Axis Bank, Kotak Mahindra Bank, Edelweiss), consulting (McKinsey, BCG, Accenture, PwC), research institutes and think tanks (IGC), media and entertainment (CNN-IBN, Star India). The prerequisite for this program includes Math in plus two and a strong academic performance in +2 exams, and SAT is desirable.

EXECUTIVE MBA PROGRAM REPORT

Prof. Sanjay Singh provided the Executive MBA (EMBA) program report. The EMBA program is designed for working executives with experience ranging from 5-20 years, i.e., working executives who have functional experience and are on the way to senior management roles needing a complete business perspective to grow. Thus, the main goal of the program is to enhance cross-functional integrative strategic decision making and facilitating executives' movement from functional roles to general management roles and a move from middle management to senior management by helping them develop leadership skills, ethical and social responsibility, critical thinking, effective communication, and global awareness. The program will benefit executives from different types of industries and executives as they do not need to take a break from work or commit to extensive travel. While discussing the structure, curriculum and the faculty of the program, some of the salient features discussed by Prof. Singh included: EMBA students take 6 online courses from Harvard, an immersion program, about 1/3 of the courses are taught by senior MU faculty, 1/3 by senior Indian visiting faculty and 1/3 by senior foreign visiting faculty. The format is very conducive for working executives as it involves 10 residencies of one week each (one residency every two months where all residency facilities are provided in the MU campus itself); two-week international residency with one week at Cornell University, one week at Frankfurt School of Finance & Management, industry visits and guest lectures.

MASTER OF BUSINESS ADMINISTRATION (MBA) REPORT

Prof. Vishwanatha Saragur Ramanna, Head of MBA program at SOM discussed that the MBA program that was started in the year 2023 is specially designed keeping in mind the current and future needs of the industry as it prepares young, energetic and curious minds to handle the complexities in the 'technology led' future. The objectives of the MBA program include developing core knowledge and skills for the mastery of functional understanding of business; developing innovative and technologically astute managers with a focus on ethics, social consciousness and integrity; creating leaders who can launch and manage entrepreneurial ventures in a global and international context. Prof. Vishwanatha explained the program's core courses and the specialization available to students in the areas of finance, digital business and business analytics.

PHD IN BUSINESS ADMINISTRATION REPORT

Professor Nilanjan Banik, Course Coordinator of the PhD program discussed the goals of the SOM PhD program: To educate future citizens for and of a better world; to transform students who

have wide knowledge in their respective specialized areas with strong research skills into scholars; to create independent researchers/professionals who can take an interdisciplinary approach to management issues; to train multi-skilled leaders capable of reflection as well as innovation, committed to inclusive and sustainable progress. The SOM PhD program offers the PhD program in Economics, Finance, Decision sciences, Marketing, Management and Information science and technology. While highlighting the admission requirements and the course curriculum, Prof. Banik said the first stage of the PhD program includes introductory foundation courses such as communication skills, introductory mathematics & statistics, accounting and finance, while the second stage encompasses the study of economics, finance and business courses that emphasize a broad-based knowledge in the core and related areas of specialization. While the primary focus is to teach and train PhD students to be researchers, they are also exposed to sound theoretical knowledge that can enable students to address complex issues in the real-world scenarios, collect and manage data and describe datasets, extract knowledge from datasets and build predictive models, know-how to balance education with experience through entrepreneurial projects to solve complex challenges facing society.

Comments and Suggestions:

1. The members discussed how and if students benefited differently from internships and student Immersion programs. The discussion drifted to the understanding that internships helped students connect theory they learn in class to the real business environment. It helped the process of self-discovery whereby students saw the business world first-hand and decided on what they like or do not like. Accordingly, it aided in choosing the career path they can pursue based on their experience and observations during the internship. Immersions helped students learn things beyond their curriculum in addition to getting the experience of a world-class university in terms of class room learning and interaction. Also, the immersion programs provide experiential learning that gives a student the chance to learn about a new culture through the process of working, volunteering and living with a new community. Students who opt for the optional 4th year get to spend the last semester in the university abroad and they can get a conditional admit if they have a required GPA threshold.
2. The Board members discussed the importance of encouraging students' social life and the need for their active participation in the clubs.
3. The members highlighted the need to focus more on involving students in Corporate Social Responsibility (CSR) programs and to have an exclusive course on CSR. The Dean, SOM pointed out that we already have a 3-credit course on Ethics, CSR and Sustainable Business. The suggestion was to focus more on including social responsibility and

community engagement in the curriculum, while encouraging students to involve more in CSR and sustainability clubs.

4. The members suggested that BBA DT course could include an increased focus on digital communication, i.e., to add digital communication to the business communication course offered at the SOM. It was suggested that it would be helpful to add a course only on digital communication for BBA DT students with a focus on strategic communication in the digital era while exposing students to emerging areas of digital communication.
5. With the increased practicality of risk management in the real business world, the members discussed ways to broaden the portfolio in key areas of risk management. The members agreed to further broaden the concept of risk management, time series and forecasting for the BBA CBA group.
6. The members suggested that the use of 'catchy terms' for courses will make it more attractive for students and recruiters as it signals that courses are in line with the requirements of the real business world.
7. The team discussed the difference between a DBA and a PhD program. The Dean, SOM explained that we have features of both in the SOM PhD program. It was suggested that the focus be more on involving practitioners as much as academics to enroll in the PhD program and to create professors of practice.
8. The possibility of having MBA Executive program with weekend modules was suggested to attract full-time working professionals. Further, if any of the PhD students dropped out of the program after the course work, the possibility of granting them an M Phil degree was advised.
9. The members discussed the need and importance of providing in depth research training to executives enrolled in the PhD program to ensure they can publish quality research papers.
10. In light of the various schools at MU, the members suggested the creation of a portfolio of programs with interdependence between various schools such as the SOM and the school of law, school of education etc.

The Board of Studies meeting ended with a group photograph.



Signatories to the meeting:

