

EXTRACT FROM THE ACADEMIC REGULATIONS OF B.A., LL.B.(Hons.)

5. SCHEME OF EVALUATION

5.1 For mandatory courses and elective courses of three and more credits, the following scheme of evaluation shall be ordinarily followed.

- i) Mid-semester examination for 25 marks
- ii) Written Project and its oral presentation for 20 and 5 marks respectively.
- iii) End-semester examination for 50 marks.

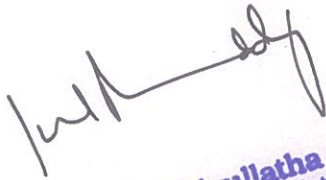
Provided that this scheme may be altered for elective courses after justifying the same in a faculty meeting.

Provided further that any modification to the above stated scheme of evaluation has to be approved as mentioned and communicated to the students prior to any call for subscription of the course.

5.2 For elective courses of two or less credits, the scheme of evaluation shall be at the discretion of the course instructor. Such scheme of evaluation and division of marks must be communicated to the students during the call for subscription of the course. Once notified such scheme of evaluation cannot be altered.

5.3 For seminar courses, students shall be primarily evaluated based on a seminar paper along with presentations. The concerned faculty may, however, also use other methods such as class participation, reaction papers, or oral presentations on the course material as a means of evaluation.

Provided that alteration of ordinary scheme shall be permitted if the course instructor can explain and defend the same in a faculty meeting.


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**EXTRACT FROM EXAMINATION REGULATIONS
ONE YEAR LL.M. DEGREE PROGRAM**

2. SCHEME OF EVALUATION

The following shall be the scheme of evaluation for each course:

Each of the courses shall carry a maximum of 100 marks and the dissertation shall carry a maximum of 200 marks.

The Evaluation for mandatory papers (except Research methods and Legal Writing Course I & II) and elective papers shall be as follows for each course:

End Semester/End of Course Examination : 100 Marks

The Evaluation for the Elective Papers shall be announced by the faculty.


The Evaluation for seminar papers (except the research writing course) shall be as follows for each course:

Research paper	:	70 Marks
Presentation	:	30 Marks

The Distribution of marks for dissertation shall be as follows:

Dissertation	:	150 Marks
Pre-Submission presentation	:	50 Marks




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EXTRACT FROM REGULATIONS FOR 2- YEAR MBA DEGREE PROGRAM

5 EXAMINATION AND EVALUATION

5.1 The Evaluation System

5.1.1 Every faculty, while giving the course outline, will indicate his/her criteria for evaluation at the beginning of the Term.

5.1.2 All courses will be evaluated for 100 marks.

5.1.3 For one and two credit courses, students will be evaluated on one of the following:

- Quiz/ Class test/ Assignment (100 marks)
- Written project report (75 marks) & presentation (25 marks)

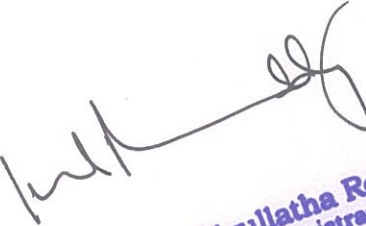
5.1.4 In courses stated at section 5.1.3 above, there will be no end trimester examination.

5.1.5 For three or more credit courses, distribution of the evaluation will be as follows:

- Continuous Evaluation (50 marks)
 - Quizzes ((Best 2 out of 3): 30 Marks (15 marks each)/Mid term exam 30 Marks
 - Assignments (20 marks)/ Term paper (20 marks) /written project report (15 marks) & presentation (5 marks)
- End-Term Examination (50 marks)

5.1.6. The Seminar Course and Dissertation will be evaluated for 100 marks. 75 marks are allocated for written submission and 25 marks for presentation/defence respectively.




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**EXTRACT FROM REGULATIONS FOR
5- YEAR INTEGRATED BBA-MBA DEGREE PROGRAM**

5 EXAMINATION AND EVALUATION

5.1 The Evaluation System

5.1.1 Every faculty, while giving the course outline, will indicate his/her criteria for evaluation at the beginning of the Term.

5.1.2 All courses will be evaluated for 100 marks.

5.1.3 For two credit courses, students will be evaluated on one of the following:

- Quizzes (2)/ Class tests (2)/ Assignments (2); 100 marks (50 Marks each)
- Written project report (75 marks) & presentation (25 marks)

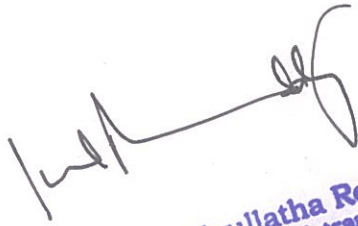
5.1.4 In courses stated at section 5.1.3 above, there will be no end trimester examination.

5.1.5 For three or more credit courses, distribution of the evaluation will be as follows:

- Continuous Evaluation (50 marks)
 - Quizzes (2): 30 Marks (15 marks each)
 - 1 Assignment (20 marks)/ 1 Term paper (20 marks)/ 1 Written project report (15 marks) & presentation (5 marks)
- End-Term Examination (50 marks)

5.1.6. The Seminar Course and Dissertation or industry analysis will be evaluated for 100 marks. 75 marks are allocated for written submission and 25 marks for presentation/defence, respectively.




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(2)

NALSAR University of Law, Hyderabad.
MID-SEMESTER EXAMINATION (August 2018)
B.A., LL.B. (Hons.) 2018-2019
Mid-semester Examination
ENGLISH-I (Law and Language)

Total Marks: 25

Time: 1 hour and 45 minutes

1. Four friends read the notice issued by the Management of The HINDU and comment on it. Identify the fallacious arguments in their comments. (2.5 x 4 = 10 marks)

THE Hindu

Notice

April 10, 2014

There have been complaints from employees that some of the employees are bringing non-vegetarian food into our canteen and eating in the dining hall. All are aware that non-vegetarian food is not permitted in our Canteen premises as it causes discomfort to the majority of the employees who are vegetarian.

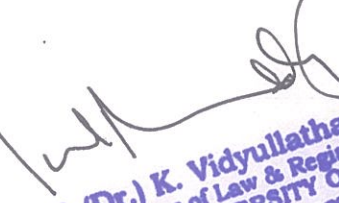
It is once again reiterated that non veg food is strictly prohibited inside our dining hall. Therefore employees are advised to desist from bringing non veg food in to the dining halls.

Manika: This is gross violation of individual freedom of choice. This is a state where the victory of the regional *Dravida Munnetra Kazhagam* in 1967 was heralded as marking the end of Brahmin rule; where Mani Shankar Aiyar had to defend his candidacy in a key electoral contest in Mayiladuthurai by reference to his partiality for, and proficiency in, the consumption of non-veg biriyani; and where even most Gods are non-vegetarian and expect animal sacrifices. That the majority of *Hindu* employees are vegetarian in this context merely serves to underscore assertion that Brahmins dominate the Tamil press.

Garcia: You are a lover of meat. What can I expect from you?

Ajay: There are many places where smoking and consuming alcohol is considered perfectly acceptable, and many places where these are not allowed. Increasingly, particularly in the USA, and very happily for me in India as well, smoking is allowed in fewer and fewer places. If you do not want something to happen, then ban it and the people who want it. The Hindu might as well put up employment notice saying "Only




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Brahmins need 'apply' "But we will continue to fight for the rights of the downtrodden and social justice".

Vakil: Consumption of non-vegetarian food too is considered by many to be wrong, for many reasons, and a private organization, by virtue of management decision, is indeed free to enforce such a ban on their premises. If the organization says 'Majority' then it has to be respected. Why do we take it up discussion at all?

Kasper: Banning is not inclusive. It displays arrogance. If they wanted to find a workaround, they could have created separate time or place for the two sections but they would not. Instead they went ahead and banned it. Brahminical Hypocrisy!

2. Given below is an extract from the 'repairing covenant' in *Ravenseft Properties Ltd v Davstone (Holdings) Ltd* [1979] 1 All ER 929). Read the excerpt in order to

- i. Identify at least 3 aspects in the excerpt that affect comprehensibility of the excerpt. (3 marks)
- ii. Rewrite the covenant in plain English rectifying the aspects you identified in question 1. (2 marks)
- iii. Would attempts to simplify the extract be recommended given the age of consumer awareness, rights and protections? (6 marks)

'[The tenant shall] when where and so often as occasion requires well and sufficiently ... repair renew rebuild uphold support sustain maintain pave purge scour cleanse glaze empty amend and keep the premises and every part thereof... and all floors walls columns roofs canopies lifts and escalators ... stairs stairways fences pavements forecourts drains sewers ducts conduits wires cables gutters soil and other pipes tanks cisterns pumps and other water and sanitary apparatus thereon with all needful and necessary amendments whatsoever ...'.

3. Legal language has had its own trajectory of growth and has intentionally evolved to be ambiguous and vague. Do you agree with this statement? Substantiate your response. (4 marks)



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NALSAR
University of Law, Hyderabad.
B.A., LL.B. (Hons.): I Year – I Semester
(Academic Year: 2018-2019)
END-SEMESTER EXAMINATION (OCTOBER, 2018)
HISTORY - I

Total Marks: 50
Time: 2 Hours 30 Minutes

INSTRUCTIONS:

1. Read the questions carefully and answer.
 2. No clarification shall be sought on the question paper.
 3. Don't write any thing on the question paper. It will be treated as malpractice.
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1. Certain patterns of diffuse nature featuring with the central control of the Mughal Empire always managed to avoid the central version of such a control and quite obliquely referred to the factors of decline of the empire as juxtaposed with the features of its making. "Jagirdari crisis" and other structural variations of decline would make sense only as regional variables finally understood for a centre. Substantiate. (10 Marks)
2. Permanent Settlement refers to a disjuncture that cannot be explained by the administrative transference of the Diwani rights from the indigenous power structure to the East India Company. Several encrustations around the meaning and efficacy of the transference finally meant structural changes in various areas beyond the immediate agrarian relations. The colonial contradiction here was that neither the problems nor their solutions could refer to the vast inclusive nature of the new complexity which was left under the 'care' of the Law only to make the legal discourse a multilayered situation of litigations. Discuss. (10 Marks)
3. 'Peasant impoverishment' in British India was a phenomenon that rose in an inverse proportion to the solutions brought to the problems in the context of various settlements. The general administration could not accommodate a space for the agrarian question because it was not willing to part with its own trajectories of gain. Analyze. (10 Marks)
4. The 'inadequate knowledge of the market conditions' was a new limit added to the Indian indigenous market in the precipitating context of the ruin of the handicrafts. With the Indian experience earlier, market was a final 'link' in the economic transactions. The colonial rule changed it into a cumbersome agent of negative influence. Elaborate. (10 Marks)



P.T.O.

5. The practice of Sati offered a problem and also a discourse. The question involved carried an exact reference to woman as Sati, but it very soon evolved into a question of the 'modern' woman that the Hindu patriarchy needed to pose as a 'knowledge' question. As a result, texts began to speak for those contexts that they never, in their making, tried to narrativize upon. Interpretations were read as evidence and reinterpretations served the aims of new relevance. Substantiate. **(10 Marks)**



NALSAR
University of Law, Hyderabad
B.A., LL.B. (Hons.): I Year – II Semester
(Academic Year: 2018-2019)
END-SEMESTER EXAMINATION (APRIL, 2019)
LAW OF CONTRACTS-I

Total Marks: 50
Time: 2 ½ Hours.

INSTRUCTIONS:

1. Read the questions carefully and answer.
2. No clarification shall be sought on the question paper.
3. Don't write anything on the question paper. It will be treated as malpractice.

PART-A

Marks: 10

[Word Limit: 250 Words]

1. Mr. O, owner of a particular piece of land, entered into an agreement with Mr. C, a construction contractor, for constructing particular structure on the land. The agreement was entered on March 30, 2018. The land, prior to the agreement, was being used by Mr. O for dumping the scrap from his factory. The agreement required Mr. O to clear the scrap lying on the land to make it fit for construction by April 19, 2018. The construction was to begin from April 25, 2018. It was agreed between the parties that the construction time line was not strict because of unanticipated labour and weather issues. On April 5, 2018, Mr. O informed Mr. C, through a letter, that he wouldn't be able to clear the land owing to heavy rains and shortage of labour by the decided date and further sought for an extension of time till April 30, 2018. Mr. C granted the extension. Mr. O wrote a second letter, dated April 20, 2018, to Mr. C indicating that he wouldn't be able to perform his part even by April 30, 2018 for the reasons mentioned in the earlier letter. Mr. C received the letter but didn't respond to it. Further, on April 30, 2018, Mr. C reached the site of construction along with his machinery and labour to find that the land had been notified as a land acquired by the government for road broadening. Mr. C files a case of breach against Mr. O for not being able to clear the land on time which was evident from the two letters which Mr. O had sent to Mr. C. Decide.

Marks: 10

[Word Limit: 250 Words]

2. Mr. L transferred cotton ginning mill to Mr. T at a rent of Rs. 10,000 per month. The rent agreement stated that Mr. T shall share 10 percent of the proceeds of the cotton ginning business with Mr. C ("Agreement 1"). An agreement was entered into between Mr. T and Mr. C which stated that "Mr. T undertakes to grant any benefit to Mr. C which is bestowed upon him under the Agreement No. 1" ("Agreement No. 2"). Subsequently, Mr. L and Mr. T mutually agreed to reduce the benefit to 9 percent of the proceeds of the cotton ginning business. Mr. T granted the agreed sum equivalent to 9 percent of the proceeds of the cotton ginning business to Mr. C, who filed a case against Mr. T seeking the 10 percent proceeds and argued that he was promised ten percent of proceeds of the cotton ginning business under Agreement No. 2 and Mr. T has breached the terms. Decide.

Marks: 5

[Word Limit: 75 Words]

3. A sum is named in the contract as the amount to be paid in case of breach may limit the quantum of damages below the actual loss. Explain with cases.



P.T.O.

PART-B

Marks: 10

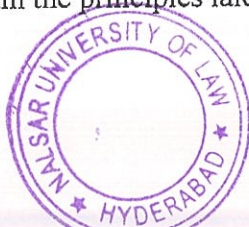
4. Mrs Shyamala (plaintiff) is a pass out from a reputed law university in Madras, in the year 1962. Her daughter Rameshwari Devi is the wife of Yogendra Prasad Singh. Arjun Singh and Janardan Singh (Defendants 3rd and 4th) are the brothers of the Yogendra Prasad Singh. Defendants 3rd and 4th had gained the confidence of the plaintiff and she disclosed in them her desire to make a gift of her entire properties in favour of her daughter Rameshwari Devi. The two defendants readily agreed to make arrangements to execute and register the necessary deed. At the instance of defendants 3rd and 4th, a deed was prepared on 1-1-2019, and the plaintiff was made to put her signature. She had been told, and she honestly believed, that she was executing a gift deed in favour of her daughter, as desired by her, in respect of her properties. The plaintiff did not know that she had executed a Sale Deed in favour of the defendants in respect of her properties until 15th April 2019 when she found defendants' 3rd and 4th interfering with her possession of the property. They told her that she had executed a Sale Deed in their favour. It was only on 20th April 2019 that she came to know of the full facts that the document was not a Gift Deed but a Sale Deed. Based on the aforesaid facts and by applying the relevant provisions of the Indian Contract Act, 1872, answer the following:
- Was the Plaintiff-appellant totally ignorant of the mischief played upon her by the defendants? Support your answer with a valid reason.
 - What type of free consent you can witness as to the character of the document executed by the Plaintiff-appellant?
 - Do the acts of the defendants fall under the category of *fraud* or a mistake deliberately induced by another as to the character of the document stands on a different footing so as to say that the transaction in such a case is void?
 - Finally, state the validity of the document executed in favour of the defendants?

Marks: 10

5. On 9-9-2017, Mr A sold his rice mill to Mr S (plaintiff) for Rs. 12 lakhs. On 29-11-2017 Mr S entered into an agreement by way of a sub-sale with X & Co. (Appellant Company) for the same price of Rs. 12 lakhs. But before sub-sale on 29-11-2017 a new and disturbing fact had come to light i.e. on 7-10-2017 the assessor and collector of municipal taxes, Hyderabad addressed a letter to Mr S, informing him that bills amounting to Rs. 1,24,092-00 were outstanding for the period beginning from 1-4-2013 in respect of municipal taxes and water-charges on the mills, and that, as such taxes were a first charge on the properties and a payment '*at a very early date*' was requested. Mr S informed the same to Mr A. But Mr A made no attempts to pay the sums due. The municipal authorities insisted that the dues be paid as early as 31-1-2019. Finally, the municipality stopped the water supply. The municipality threatened to file an action against the parties if the dues are not paid by 29-04-2019. As the dues were not paid by Mr A nor Mr S, the appellant-company voluntarily paid a sum of Rs. 78,466-00 in full satisfaction of the claim against the mills on 29-04-2019. On 25-03-2019 a deed of conveyance transferring the mills to the sub-purchaser (appellant company) was executed. Mr S and the appellant company, then, instituted the present suit as joint plaintiffs, claiming that the respondent Mr A should be ordered to pay to them a sum of Rs. 77,522 (being so much of the sum of Rs. 78,466 paid for the period up to 9th September 2018), with interest. Based on the aforesaid facts, answer the following under the provisions of the Indian Contract Act, 1872:
- Does Mr S have a right of action against Mr A. Explain?
 - Is Mr A liable to the appellant-company? If yes/no, state with reasons.

Marks: 5

6. Explain the principles laid down in *Mohori Bibee v Dhurmoda Ghose* (1903) 30 IA 114.



NALSAR University of Law, Hyderabad
B.A., LL.B. (Hons.) III Year VI Semester
 (Academic Year: 2018-2019)
END SEMESTER EXAMINATION (APRIL, 2019)
ADMINISTRATIVE LAW

Total Marks: 50
 Time: 2 Hours 30 Minutes

INSTRUCTIONS:

1. Read the questions carefully and answer.
2. No clarification shall be sought on the question paper.
3. Don't write anything on the question paper. It will be treated as Malpractice.

PART - A

Q1. Consider the following two statements

"Administrative law has traditionally approached the review of decisions classified as discretionary separately from those seen as involving the interpretation of rules of law. The rule has been that decisions classified as discretionary may only be reviewed on limited grounds such as the bad faith of the decision makers, the exercise of discretion for an improper purpose and the use of irrelevant considerations ... those doctrines incorporated two central ideas – that discretionary decisions ... must be made within the bounds of the jurisdiction conferred by the statute, but that considerable deference will be [given by the courts] to the [decisions taken] in the exercise of that discretion."

Baker vs Canada [1999]2SCR817

- a) Based on our class discussion, explain if the limited role attributed to these doctrines in above paragraph provides sufficient assurance that courts do not indulge in the merits review of the discretion based administrative decisions? (10 Marks)
- b) As a matter of principle do you agree with the advocacy of 'deference' in the paragraph above? (5 Marks)

Q2. The XYZ Bank was amalgamated with ABC Bank in terms of a scheme drawn under the Banking Regulation Act, 1949 and pursuant to that 50 employees of the Bank were not included in the list of those employees who would be retained by the transferee Bank. Some of these excluded employees filed writ petitions before the High Court. It was contended on behalf of the excluded employees that no opportunity of being heard was afforded to them before their names were dropped from the list, and the authorities concerned had not acted fairly. They also pointed out that none of them were in any way responsible for improper or fraudulent advances of loan to parties thereby bringing the bank to near bankruptcy. They highlighted that other employees against whom there were definite charges had been retained in the service of the transferee Bank, while these excluded employees, without justification, had been called upon to face this unfortunate situation.

The transferee Bank filed an affidavit in opposition. It was contended that the scheme of amalgamation was approved by the Union of India as required under the Act and since finality was attached to such schemes and the actions taken in pursuance of the scheme by the Act itself, the same could not be challenged. It was further contended that the provisions of the Act did not confer any right on the employees of being heard and that in any case the action, not being judicial or quasi-judicial and, at most being administrative or executive was also not open to challenge on the allegation of violations of rules of natural justice.

How do you respond to the points raised by the Bank in the above case?

(10 Marks)



PART B

Q. The Preamble of the Bhadra Central Law University Rules ('BaCLU Rules') reads as: 'We endeavour to provide our students with a world class education and inculcate in them rich Indian values and culture.'

On the night of April 1, 2019, a few female students sneaked into the Boy's Hostel (BH) to celebrate the birthday of one of their friends. Next morning the Proctor reported the incident to the Vice Chancellor who called for the meeting of the Proctorial Board (PB) to investigate into the matter. The two watchmen on duty on the night of April 1st were called to testify about the happenings that night. Together with them, five first year boys, who were playing basketball at the time of this incident, were also summoned.

The watchmen and the students could identify only three girl students from the fourth year based on a random show of female students' Facebook accounts. All of them testified that they had seen the three girls enter the BH, carrying a cake and some gifts while shouting out aloud, "Happy Birthday!" The Board did not record the statements of the boys and the watchmen in the presence of the three accused girls as the members thought that it would be unwise to do so.

Rule 7 of the University Hostel Rules (UHR) states that, 'There shall be separate hostels for boys and girls.' Further, Rule 9 of the UHR states that, 'Any student found engaging in gross misconduct shall be punished in a manner as the Vice Chancellor (VC) thinks fit.'

In light of the UHR and based on the testimony of the students and the watchmen, the VC came up with the following notice-

"A complaint has been lodged against you by some students accusing you of gross misconduct. You are directed to file your reply immediately to the Proctorial Board and appear before it as and when required. Non-compliance will lead to ex-parte decision."

The three accused girls appeared before the PB on April 4, 2019. During the inquiry proceedings, one of the members of the Board commented, *"I know these girls from before. They wear short dresses, smoke and drink. They also have boy-friends, they surely must have entered the BH."* Thereafter the PB unanimously recommended to the VC that the three accused female students of the fourth year be rusticated. Acting on this recommendation, the VC of BaCLU issued the following order to the three girls-

"You have been found guilty of charges of gross misconduct which are of a very serious nature. You are therefore rusticated from the college. You are further directed to vacate the hostel within 24 hours and report compliance to the Proctor."

Aggrieved by the VC's final order of rustication, the accused girls' have approached you. Imagine yourself as a legal counsel specialised in Education Law matters. Identify issues of Administrative Law and relying upon readings, relevant case law and class discussions draft a legal advice for the three girl students against the University authorities- VC, PB and Proctor-arguing the following:

- (a) that the three accused female students were not given a proper and adequate hearing;
- (b) that the PB Inquiry Proceedings were biased against the accused female students;
- (c) that the order of rustication from the University was unreasonable and disproportionate; and
- (d) that the final order of the Vice Chancellor rusticating the three female students at the instance of the PB was unlawful .

(10+5+5+5=25 Marks)





NATIONAL ACADEMY OF LEGAL STUDIES AND RESEARCH
HYDERABAD-500 078
Telangana State

Course Outline

On

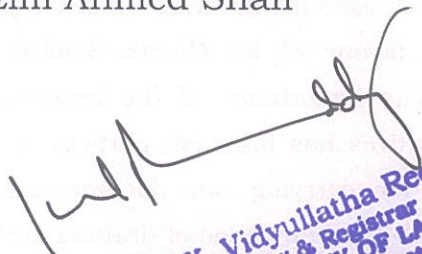
Drafting of Deeds (Clinic)

IV Year & V Year; B.A.LL.B. (Hons.)

Course Designed by:

Dr. Shaik Nazim Ahmed Shafi




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Instructor's Information:

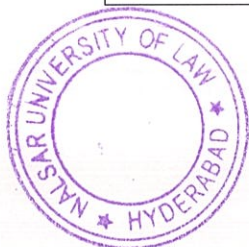
Instructor : Dr. Shaik Nazim Ahmed Shafi
Chamber No. : 27; I Floor; Academic Block
Office Hours : 09:00 AM – 05:00 PM
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Course Basics:

Course Title : Drafting of Deeds
Course Offered To : LL.B. IV & V Years
Course Nature : Clinic
Course Credits : 04
Course Lectures : 64
Classes Per Week : 04
Duration of Class : 02 Hours

Course Description:

Drafting may be defined as the synthesis of law and fact in a language form. This is the essence of the process of Drafting. Legal drafting is the crystallization and expression in definitive form of a legal right, privilege, function, duty or status. Drafting, in legal sense means an act of preparing the legal documents like agreements, contracts, deeds etc. With the knowledge of drafting and conveyancing, better interaction could be had by the corporate executives while seeking legal advice from the legal experts in regard to the matters to be incorporated in the documents, to decide upon the coverage and laying down rights and obligations of the parties therein. After globalization, new types of business started and new type of agreements emerged like the Public Private Partnership; Operation, Maintenance, Development Agreements, Concession Agreements, etc. This has paved way to enter into various types of agreements with different parties and have to execute various types of documents in favour of its clients, banks, financial institutions, employees and other constituents. The importance of the knowledge about drafting and conveyancing for the corporate executives has been felt particularly for the three reasons viz., for obtaining legal consultations; for carrying out documentation departmentally; for interpretation of the documents. With the knowledge of drafting and conveyancing, better interaction could be had by the corporate executives while seeking legal advice from the legal experts in regard to the matters to be incorporated in the documents, to decide upon the coverage and laying down rights and obligations of the parties therein. This course covers a wide range of agreements viz. General Commercial Agreements; Corporate Contracts; Intellectual Property Agreements; Computer Technology Agreements etc.



Course Objective:

At the completion of the course, the students will be able to understand the nature of and applicable laws to conveyancing practice in India. This course is designed for the students to be involved in a transactional practice. The objective of the course is to prepare students to deal effectively with the documents they are likely to encounter in the early years of their transactional practice at Bar or at a Law Firm.

Learning Objectives:

The said course would make the students in preparing the legal documents like agreements, contracts, deeds etc. A proper understanding of drafting cannot be realized unless the nexus between the law, the facts, and the language is fully understood and accepted. In the recent past i.e. after the initiation of globalization, the importance of the knowledge about drafting and conveyancing for the corporate executives has been felt particularly for the three reasons viz., (i) for obtaining legal consultations; (ii) for carrying out documentation departmentally; (iii) for interpretation of the documents. A corporate executive must note down the most important legal requirements which must be fulfilled while drafting complete instrument on the subject. The objective of the study lesson is to make the students understand the meaning and distinction between drafting and conveyancing, general principles of drafting of deeds, legal implications and requirements, engrossment and stamping of a deed etc.

Teaching Methodology

In the context of legal education, it has been noted that teaching is effective if it results in "significant learning", when students "can apply what they have learnt to solve a previously unseen problem." In order to do so, students are given an opportunity to master the skills of analysis, synthesis, critique and evaluation. Students are involved in more than listening. A greater emphasis is made on student's exploration of their own attitudes and values.

Lecture Plan (Module-wise)**Module-1:****Lecture Hours: 13**

Introduction to Drafting: Historical Perspective; Binding Nature of Documents; Importance of Registration; Interpretation of Documents; Advise, Language and Depth of Knowledge; Question on Vital Matters; Meaning of Deed; Requirements of a Deed; Terms usually used in Conveyance/Drafting; Maintenance of Secrecy while Drafting; General Requisites of a Deed;



Familiarity with Particular Law; Document writing as a Profession; Drafting Skills; An Overview of Various Types of Agreements focusing General Commercial Agreements; Corporate Contracts; Intellectual Property Agreements; Computer/Technology Agreements; Stages in Business Contracts; Applicable Law in Drafting of Documents; Compulsory Clauses; Classification of Documents etc.

Module-2:

Lecture Hours: 13

General Commercial Agreements: Manufacturing Agreement; Venue Hire Agreement; Agency Agreement; Marketing Agreement; Franchising Agreement and AMC Agreement.

Module-3:

Lecture Hours: 13

Corporate Contracts: Mergers & Acquisition Due Diligence; Employment Agreement; Service Agreement; Shares Agreement; Joint Venture Agreement; Shareholders Agreement

Module-4:

Lecture Hours: 13

Intellectual Property Agreements: Sponsorship Agreement; Technical Services Agreement; Data Processor Agreement; Research & Development Agreement.
Computer Technology Agreements: Software/Hardware Sale/Purchase Agreement; Licensing Agreement; Escrow Agreement; Outsourcing Agreements etc.

Module-5:

Lecture Hours: 12

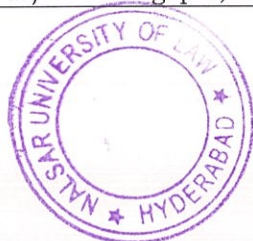
Practical Session on Drafting of Deeds: Sale Agreement; Agreement to Sell; Mortgage Deed; Lease Deed; Gift Deed

Learning Assessment:

Projects (Written):	30 Marks
Presentation (Oral):	20 Marks
End Semester Examination:	50 Marks

Books Recommended:

- i) DeSouza, *Forms and Precedents of Conveyancing* (1999): 13th Ed. Rev. by C.R. Datta and M.N. Das.
- ii) Dr. J.C. Verma, *Commerical Drafting & Conveyancing*, 1988 Ed.; Bharat Law House, New Delhi.
- iii) G.M. Kothari, *Drafting, Conveyancing and Pleadings* (1982); 2nd Ed., N.M. Tripathi (P.) Ltd., Arvind G. Kothari Bombay.
- iv) Hargopal, *The Indian Draftsman; Guide to Legal Drafting* (1995); 10th Ed. Rev. by



Nitin Khanna & A.C. Moitra, the University Book Agency, Allahabad. Vol. I & II.

- v) N.S. Bindra, *Conveyancing Drafting & Interpretation of Deeds* (1985); 7th Silver Jubilee Ed. Rev. by S.K. Verma, etc.; Volumes 1 to 5, Law Publishers, Allahabad.
- vi) P.C. Mogha, *The Law of Pleadings in India* (1987); 14th Ed. Rev. by Justice K.N. Goyal, etc. Eastern Law House, Calcutta.
- vii) P.C. Mogha: *The Indian Conveyancer* (1987); 10th Ed. Rev. by Justice K.N. Goyal, etc. Eastern Law House, Calcutta.
- viii) Rodney D. Ryder, *Drafting Corporate & Commercial Agreements* (2005); 1st Ed., Universal Law Publishing Co., Delhi.





NALSAR University of Law
Justice City :: Shameerpet :: Hyderabad

Examination Section

Working Schedule of Prison Project or Project for Custodial Justice

The following working schedule is proposed after considering the holidays, midterm, final exams and necessary gaps needed for academic work for students and Project Supervisor.

1. The Prison Project can be termed as Project for Custodial Justice.
2. Prison visits will be undertaken on 7 Saturdays from January to March. Those Saturdays would be **19 of January, 2 and 16th of February and 2, 16, 23 and 30 of March.**
3. Each Saturday Students would have to spend time in prison from 10 am to 5 pm.
4. In additions each students has to spend at least 2 hours of homework each of these weeks.
5. One Team Leader would also be selected to coordinate the entire work.
6. ONLY FIRST PREFERENCE GIVEN STUDENTS WILL BE SELECTED. Maximum of 20 students.
7. If First preferences are given by more than 20 students then an Interview will be conducted for selection of 20 students.

Project of Prison Legal Education and Legal Drafting

Introduction

Since Report of Expert Committee on Legal Aid titled "Processual Justice to People (Processual Justice Report) of 1973, many schemes, structures, statutes have come into practice but their impact are yet to be visible concretely. The complex technology of law made the process of justice an exclusive domain and seekers of justice just mute spectators to the outcome. The field of legal practice with too many stakes and too little accountability to the seekers of justice ensured that very little is delivered in the name of legal aid. As long as the seekers fo justice remain mute spectators and dependent on the legal expert in toto, the system delivers very little, notwithstanding constitutional mandate of equal justice.

National Judicare Report of 1977 specifically rejected the case by case and litigation based legal aid and proposed broadest possible legal education to the community and build its capacity to participate int the criminal justice process. While there can be number of communities with specific legal requirements, here I propose to organize prisoners as a community and specific legal skills required to participate in criminal justice process. Given the underprivileged nature of the community and complexity of legal technology involved, at the outset, I recognize it is not easy and hence it requires sustained commitment of energy, time and use of innovative methods to make it a reality. This work cannot be taken up as yet another formal process of providing legal aid. It requires dedicated human resources and time to take it forward.



The Context

What is happening to my case? Is most important but unfortunately the only question that occupies the minds of all the prisoners for years until it is disposed off by the higher courts finally. Unfortunately because, this quest for freedom is not leading to them ask any other questions related to the legal process. This natural longing for freedom has not been tapped and converted into meaningful legal awareness. Designing legal education around their criminal cases is the only way of building legal skills to the prisoners, who otherwise lost all appetite for any learning and life. This can be concrete, relatable, relevant legal education even to the illiterate in prison.

What resources are available?

There has been changing demography of prisoners: though not much, prisoners with computer skills and more educational qualifications are increasing. The number of life sentenced prisoners are increasing, who can be trained as para-legal workers with concrete legal skills of reading FIR, charge-sheets and judgments. The increase is also in the number of long term (more than one year) undertrials. It is taking at least 5 years before appeals are disposed off by the High Courts. Though Jail Petitions are paid special attention by the High Court, yet the grounds of appeal are drafted inadequately or poorly by the Legal Aid Lawyers in the absence of contact with the prisoners. The Prison Department of Telangana is open for teaching computer skills and usage of technology for the benefit of prisoners. Tapping all these resources in right combination is the challenge before us.

What is the thrust of the Project?

The Project proposes to undertake primarily concrete legal education to prisoners based on their legal battles. It wants to build the primary legal skills and confidence among the prisoners around their concrete cases to participate in the process of trial and appeal. The immediate context of their case is only an instrument to build legal education and skills of a para-legal workers that survive their cases and prison life. This is important because in case of many prisoners legal system works like a revolving glass door and brings them back to prison from slums. So this is a long term investment to the persons from underprivileged background.

What needs to be taught to prisoners concretely?

1. How to read FIR, Charge-Sheet and Judgments? How to pick up holes in them?



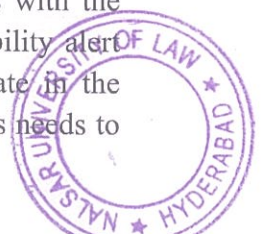
2. What are the essential legal angles one needs to understand in a case?
3. What are the rights of accused and limitations of a judge under 313 of CrPC?
4. What are the rights of witness under 315 of CrPC?
5. How to read sections 25 to 27 of Indian Evidence Act.
6. What are the duties of a lawyers towards a client?
7. How to prepare grounds for Jail Appeal Petitions?

What is proposed to be done as part of the Project?

1. Visiting with students the Chenchalguda or Cherlapally Central Prisons on every alternative Saturdays and spending 8 hours with prisoners.
2. Organize legal education classes to educated long term convicts and Under Trials, whose cases have come up trials.
3. To begin with, explain the individual case status, how to defend oneself, advising what more needs to be done and dispelling the anxieties and preparing the prisoners for long legal battle and come to terms with the reality.
4. The next step is educating prisoners on different types of material papers in a case; importance of each document; how to procure and retaining them.
5. How to participate in the examination in chief, cross examination and reexamination through his advocate.
6. How to defend oneself under 313 statement.
7. How to become a witness under 315 of CrPC.
8. How to use right to be heard before sentencing and what to remind the court on sentencing?
9. Explaining the case statuses of prisoners at the Appeal stage using internet and computers.
10. Train prisoners on how to make different kinds of applications to the courts.
11. Preparing different kinds of legal forms in local language to make applications to the courts.
12. Preparing or procuring in local language, the gist of legal materials on ways of reading FIR, charge-sheet and judgment.
13. Ensuring Criminal Law Books in local languages find place in all prison libraries.
14. Preparing compendium of judgments on Criminal Appeals or procure the in local languages and stock them in library.
15. Initially preparing the grounds of appeal to the Jail Petitions. It can be done then and there or bring all the papers if available and submit it to the prison authorities in the next visit.
16. In the long run extend these activities to other prisons in the state.

The Challenge

The work of drafting concrete petitions to the prisoners can succeed only when all the relevant documents are available with the prisoners or prisons. In most cases, only warrant of conviction reaches prisons from courts but not the judgment copies. The accused or prisoners are considered so mute spectators to the entire process that nobody in the criminal justice- his legal counsel, prosecution, judge or even prison department- thinks that it is important to provide legal documents to them: FIR, charge-sheet, witness statement or judgment. But fortunately law thinks otherwise. The cut throat competition between lawyers also equally ensure that no paper remains with the prisoners. Hence ensuring prisoners' access to his legal papers, increasing their legal ability, alert his inert counsel, communicate directly if necessary with the court and thus participate in the criminal process is important. Of course the language barrier between court and prisoners needs to



be handled in the long run. Yet we need to build the capacity of the prisoners to legally 'read' the FIR, charge-sheet and judgments. The ways of doing that to be innovated.

The Selection Process of Students

The project requires the participation of students who are passionate about custodial justice. Those who are interested in criminal law and its practice are only to apply. They should be willing to go extra-mile to understand the complexities of realities of criminal practice and come up with innovative solutions to the cases. The students should have patience to understand the anxieties of the prisoners and explain the complex things in simple language. They should have passion to teach law to the semi-literates through concrete examples and explain how system works. Those who are interested in experimenting with role playing methods of teaching laws should come forward. The selected are expected to give quality time to go through the legal materials and draft grounds of appeal at least in two cases in a month. After initial shortlisting of the students through formal methods, the students would be interviewed to test their interest in the project. 100% attendance is mandatory except in clear and unavoidable emergencies. Those who are willing to continue with the project for one or two years would be preferred. Maximum 10 students are preferred.

Clearances:

The Director General of Prisons Department, Telangana in principle accepted to permit NALSAR to start the project in two Central Prisons of Hyderabad, but we need to get written permission before starting of next semester. We also need to get concrete written permission from State Legal Services Authority, Telangana to take the Jail Petitions ahead with it. We should also explore any financial resources from SLISA to take forward the project proposal and meet transport and other incident expenses thereto.

Dr. Murali Karnam

Assistant Professor



Forensics Clinic

(4 Credit Course)

This clinic course is aimed at providing exposure in various branches of forensic science, such as ballistics, cyber forensics, questioned documents, Explosives, Toxicology, and DNA profiling. The experts of CFSL examine the exhibits forwarded by the Investigating Agencies and render expert opinion and substantiate their opinions in the Court of Law through court testimony and evidence. CFSL experts are summoned for appearing before the Courts. Their services are also utilized by investigating agencies for the inspection of scene of crime.

The students are expected to visit the Central Forensic Lab located in Ramanthapur and get involved in their ongoing projects. They will be attached to one of the Head of the above quoted departments. They will have to make at least 7-9 visits observe the proceedings and prepare a report. Prior permissions will be obtained by the concerned teacher and students shall visit on the due date without fail. The report prepared under the supervision of the concerned head of the department is to be submitted to the concerned teacher. In the beginning of the semester experts from the same fields will be invited to deliver lectures. Students are expected to attend the classes without fail.

Total: 100 Marks



LABOUR LAW CLINIC

This course provides an opportunity for the students to deepen their understanding of labour Law and procedure. This course will introduce students to several practical issues in the field of labour law litigation. The course comprises of clinical component involving drafting, fact finding, interviewing, undertaking legal services, and filing of petitions.

Scheme of Evaluation:

Interviewing Trade Unions/petitioners/Lawyers:15 marks

Drafting Skills: 30 Marks

Legal Research (Original &Appeal):30 Marks

Practical Skills: 25 Marks.



GST OUTLINE FOR CLINIC COURSE AT NALSAR UNIVERSITY OF LAW

- Constitutional (One Hundred and One) Amendment Act, 2016— the act that amends Constitution in light of introduction of GST in India
- Overview of GST law— Definition of 'Supply', Charging Section, Inter-State and Intra-State Levy, Reverse charge, Tax shift, Exemptions, Deemed Sales under VAT and their transformation in GST
- Place of Supply—the provisions of IGST in order to determine the state of consumption of goods or services to levy IGST and decide the State that is entitled to collect revenue.
- Time of Supply and Valuation of goods and services for the purpose of GST
- Input tax credit
- Registration under GST
- Special provisions relating to job work, TDS etc
- Records, Payment and Return Filing
- Refund under GST
- Other miscellaneous provisions



COURSE TITLE: LABOUR MIGRATION AND TRAFFICKING

COURSE INSTRUTOR: N.VASANTHI

NATURE OF THE COURSE AND CREDITS: CLINIC (4)

COURSE OFFERED TO : LLB STUDENTS

DURATION JULY-OCTOBER 2018

BRIEF DESCRIPTION OF THE COURSE

The clinic on labour migration and trafficking seeks to approach the question of trafficking from a human rights perspective. The definition of trafficking is wide enough to include trafficking for labour which speaks to the forced and illegal movement of people from one country to another. The definition of trafficking for labour and migration for work are similar in the sense that both speak of the movement of people from one country to another. The distinction lies in the circumstances and conditions in which people move to another country. While the migration presupposes that people voluntarily move for work its close nexus with trafficking is that while people seek employment they are also trafficked or at times they voluntarily consent to be moved to another country illegally. The dilemma is that while these migrants seek work if they enter a country illegally they are likely to be considered as illegal entrants and are subject to the penal provisions of that country or if they fall under the trafficking protocol will be considered as victims of trafficking and hence sent back to the country of origin. The protocol on trafficking takes a criminal law perspective towards trafficking and does not recognize the rights of migrants for labour. While individual rights are one way of looking at the question a structural approach allows for an examination of various causative factors. The structural approach of looking at market forces and conditions that necessitate such labour will be the focus of this study. The clinic will also examine the legal regimes in the host and the source country to gain a deeper understanding of the issue.

The International Organisation for Migration (IOM) is proposing a global compact for safe and orderly migration called the GCM. The clinic will examine what are the ways of promoting safe and orderly migration. The clinic will also be a part of a global classroom with students of Tel



Aviv University to look at the questions of migration and trafficking from a cross cultural perspective as well as case studies on labour migration. The clinic will also be preparing the ground for a labour rights clinic as well as a project on labour migration that the University is engaging with.

Possible areas for practical component could include

1. creation of a database of information about the destination countries, work conditions in those countries and the legal regime in these countries.
2. analysis of strengths and weaknesses of a regulatory framework
3. creating a possible national policy on migration and trafficking
4. and advocacy

Criteria for selection:

A writing sample that reflects an understanding of issues surrounding labour rights, human rights or reflects an understanding of theoretical concepts in law.

Students: 10



COURSE TITLE:	Trial and Advocacy Clinic: Practical Aspects of Litigation
COURSE OFFERED TO	Fourth and Fifth years
INSTRUCTOR:	TPS Harsha
NUMBER OF CREDITS:	2 credits
DURATION	
BRIEF DESCRIPTION (MAXIMUM 500 WORDS)	<p>The clinic attempts to give an introduction to students about litigation in real life. The intention of the clinic is to create an approximation of interaction with clients' through various case studies.</p> <p>The clinic would be conducted through seven to eight case studies. After the introductory class, the students would be sent a case study a week before every class.</p> <p>The students are expected to send their preliminary views/initial thoughts on any three case studies in advance [best of three can be opted for as well].</p> <p>The case study would be discussed in detail on the procedural and substantive aspects in a physical class (2-4 hours) to arrive at preferred legal advice (there is no such thing as one preferred legal advice) for the client and draft a petition if required.</p>
SCHEME OF EVALUATION:	<ul style="list-style-type: none"> • 30 marks - The preliminary views/initial thoughts on any three of the case studies <ul style="list-style-type: none"> ○ Indicative word limit of 150-300 words for the preliminary views/initial thoughts. Additional/reduced words are welcome but won't confer any advantage. • 70 marks - Drafting a petition on a final case study <ul style="list-style-type: none"> ○ The format for the petition would be provided.
SELECTION CRITERIA	Draw of Lots (20 students)

