

AMITY LAW SCHOOL

crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability Integrated into the under graduate program, graduate program , postgraduate program and in Doctorate Program Curriculum (2023-24)

EVS 142	Environmental Studies –I
EVS 242	Environmental Studies – II
BAL 701	Environmental Law
BAL 706	Women & Criminal Law
BAL 711	International Human Rights
BAL 713	Penology and Victimology
BAL 803	Professional Ethics & Professional Accounting system
BAL 805	International Environmental Law
BAL 812	Humanitarian and Refugee Law
BAL 913	Offences against Women and Children
PRP 102	Research & Publications Ethics


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Established vide Government of Madhya Pradesh Act No. 27 of 2010

ENVIRONMENTAL STUDIES-I

Course Code: EVS 142

Credit Units: 02

Course Objectives:

This paper will discuss the basics of environmental studies and issues pertaining to the same. The students would learn about the basics of environmental laws and regime pertaining and a few major supreme court cases pertaining to environment in India

Pre-requisites: Nil

Course Contents:

Module I: The multidisciplinary nature of environmental studies

Definition, scope and importance

Need for public awareness

Module II: Natural Resources Renewable and non-renewable resources:

Natural resources and associated problems

Forest resources: Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people.

Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.

Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.

Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.

Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources, case studies.

Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification.

Role of an individual in conservation of natural resources. Equitable use of resources for sustainable lifestyles.

Module III: Ecosystems

Concept of an ecosystem, Structure and function of an ecosystem, Producers, consumers and decomposers, Energy flow in the ecosystem, Ecological succession

Food chains, food webs and ecological pyramids

Introduction, types, characteristic features, structure and function of the following ecosystem:

- a. Forest ecosystem
- b. Grassland ecosystem
- c. Desert ecosystem
- d. Aquatic ecosystems (ponds, streams, lakes, rivers, ocean estuaries)

Module IV: Biodiversity and its conservation

Introduction – Definition: genetic, species and ecosystem diversity
Biogeographical classification of India

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Value of biodiversity: consumptive use, productive use, social, ethical aesthetic and option values Biodiversity at global, national and local levels

India as a mega-diversity nation, Hot-spots of biodiversity

Threats to biodiversity: habitat loss, poaching of wildlife, man wildlife conflicts, Endangered and endemic species of India

Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity

Examination Scheme:

Components	CT	HA	S/V/Q	A	ESE
Weightage (%)	15	10	20	5	50

Student Learning Outcomes:

After completion of this paper students will be well versed with:

- The students would be aware of the importance of environment as an area of study.
- The students would get acquainted with the importance and impact of major present environmental issues.
- The student would be apprised with the basics of environmental law and current regime in india.
- The learning from the judgemnts of supreme court cases would expose them to the practical applicability of laws and issues concerning Environment.

Text & References:

Chauhan B. S. 2009: Environmental Studies, University Science Press New Delhi.

Dhameja S.K., 2010; Environmental Studies, Katson Publisher, New Delhi.

Smriti Srivastava, 2011: Energy Environment Ecology and Society, Katson Publisher, New Delhi.

Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.

Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad 380 013, India, Email:mapin@icenet.net (R)

Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480p Clark R.S., Marine Pollution, Clanderson Press Oxford (TB)

Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. 2001, Environmental Encyclopedia, Jaico Publ. House, Mumabai, 1196p

De A.K., Environmental Chemistry, Wiley Eastern Ltd. Down to Earth, Centre for Science and Environment (R)

Gleick, H.P. 1993. Water in Crisis, Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute Oxford Univ. Press. 473p

Hawkins R.E., Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay (R) Heywood, V.H & Waston, R.T. 1995. Global Biodiversity Assessment. Cambridge Univ. Press 1140p.

Jadhav, H & Bhosale, V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284 p. Mckinney, M.L. & School, R.M. 1996. Environmental Science Systems & Solutions, Web enhanced edition. 639p.

Mhaskar A.K., Matter Hazardous, Techno-Science Publication (TB) Miller T.G. Jr. Environmental Science, Wadsworth Publishing Co. (TB)

Odum, E.P. 1971. Fundamentals of Ecology. W.B. Saunders Co. USA, 574p

Rao M N. & Datta, A.K. 1987. Waste Water treatment. Oxford & IBH Publ. Co. Pvt. Ltd. 345p. Sharma B.K., 2001. Environmental Chemistry. Geol Publ. House, Meerut

Survey of the Environment, The Hindu (M)

Townsend C., Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science

Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Standards, Vol I and II, Enviro Media (R)

Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (TB) Wanger K.D., 1998 Environnemental Management. W.B. Saunders Co. Philadelphia, USA 499p

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Established vide Government of Madhya Pradesh Act No. 27 of 2010

ENVIRONMENTAL STUDIES-II

Course Code: EVS 242

Credit Units: 02

Course Contents:

Module I: Environmental Pollution

Definition, causes, effects and control measures of:

- a. Air pollution
- b. Water pollution
- c. Soil pollution
- d. Marine pollution
- e. Noise pollution
- f. Thermal pollution
- g. Nuclear pollution

Solid waste management: Causes, effects and control measures of urban and industrial wastes. Role of an individual in prevention of pollution. Pollution case studies. Disaster management: floods, earthquake, cyclone and landslides.

Module II: Social Issues and the Environment

From unsustainable to sustainable development, Urban problems and related to energy, Water conservation, rain water harvesting, watershed management

Resettlement and rehabilitation of people; its problems and concerns Case studies.

Environmental ethics: Issues and possible solutions

Climate change, Global warming, Acid rain, Ozone layer depletion, Nuclear Accidents and Holocaust case studies.

Fireworks/Crackers – Introduction, ill effects on environment and humans.

Wasteland reclamation, Consumerism and waste products, Environmental Protection Act, Air (Prevention and Control of Pollution) Act, Water (Prevention and control of Pollution) Act, Wildlife Protection Act, Forest Conservation Act

Issues involved in enforcement of environmental legislation Public awareness

Module III: Human Population and the Environment

Population growth, variation among nations

Population explosion – Family Welfare Programmes

Environment and human health

Human Rights

Value Education

HIV / AIDS

Women and Child Welfare

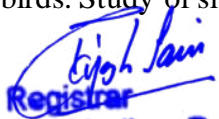
Role of Information Technology in Environment and Human Health

Case Studies

Module IV: Field Work

Visit to a local area to document environmental assets-river / forest/ grassland/ hill/ mountain. Visit to a local polluted site – Urban / Rural / Industrial / Agricultural. Study of common plants, insects, birds. Study of simple ecosystems-pond, river, hill slopes, etc (Field work equal to 5 lecture hours)

Examination Scheme:


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Components	CT	HA	S/V/Q	A	ESE
Weightage (%)	15	10	20	5	50

Student Learning Outcomes:

At the end of this paper students:

- would be aware of the importance of environment as an area of study.
- would get acquainted with the importance and impact of major present environmental issues.
- would be apprised with the basics of environmental law and current regime in India.
- The learning from the judgments of Supreme Court cases would expose them to the practical applicability of laws and issues concerning Environment.

Text & References:

- Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.
- Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad 380 013, India, Email:mapin@icenet.net (R)
- Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480p Clark R.S., Marine Pollution, Clanderson Press Oxford (TB)
- Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. 2001, Environmental Encyclopedia, Jaico Publ. House, Mumabai, 1196p
- De A.K., Environmental Chemistry, Wiley Eastern Ltd. Down to Earth, Centre for Science and Environment (R)
- Gleick, H.P. 1993. Water in Crisis, Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute Oxford Univ. Press. 473p
- Hawkins R.E., Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay (R) Heywood, V.H & Waston, R.T. 1995. Global Biodiversity Assessment. Cambridge Univ. Press 1140p.
- Jadhav, H & Bhosale, V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284 p. Mckinney, M.L. & School, R.M. 1996. Environmental Science Systems & Solutions, Web enhanced edition. 639p.
- Mhaskar A.K., Matter Hazardous, Techno-Science Publication (TB) Miller T.G. Jr. Environmental Science, Wadsworth Publishing Co. (TB)
- Odum, E.P. 1971. Fundamentals of Ecology. W.B. Saunders Co. USA, 574p
- Rao M N. & Datta, A.K. 1987. Waste Water treatment. Oxford & IBH Publ. Co. Pvt. Ltd. 345p. Sharma B.K., 2001. Environmental Chemistry. Geol Publ. House, Meerut
- Survey of the Environment, The Hindu (M)
- Townsend C., Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science
- Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Standards, Vol I and II, Enviro Media (R)
- Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (TB) Wanger K.D., 1998 Environnemental Management. W.B. Saunders Co. Philadelphia, USA 499p

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ENVIRONMENTAL LAW - BAL 701

Course Title: Environmental Law

Credit Units: 04

Course Level: UG Level

Course Code: BAL 701

Course Objectives:

- This paper provides the study of environmental laws covering legislations related to it and protection of forest and wild life.

Course Contents/Syllabus:

	Weightage (%)
Module I Environmental Law: International and National Perspective	25
Descriptors/Topics Introduction: Environment and Environment Pollution: Problem and prospects; constitutional Perspective :Right to Evolution and Application, Co relation between: Directive Principles of State Policies and Fundamental Degrees, Fundamental Rights and Directive Principles of State Policy; International Norms :Sustainable Development :Precautionary Principle, Polluter Pays Principle, Agenda 21, Inter generational equity, Public Trust Doctrine, Principle of no fault liability : Absolute Liability; Environment Protection through Public Interest Litigation, Remedies under various other laws.	
Module II Prevention and Control of Water and Air Pollution	25
Descriptors/Topics The Water (Prevention and Control of Pollution) Act, 1974:Water Pollution : Definition, Central and State Pollution Control Boards: Constitution, Powers and Functions, Water Pollution Control Areas, Sample of effluents : Procedure; Restraint order, Consent requirement : Procedure, Grant/Refusal, Withdrawal, Citizen Suit Provision; Air (Prevention and Control of Pollution) Act, 1981: Air Pollution: Definition, Central and State Pollution Control Boards: Constitution, Powers and functions, Air Pollution Control Areas; Consent Requirement : Procedure, Grant/Refusal, Withdrawal, Sample of effluents – Procedure; Restraint order.	
Module III Protection of Forests and Wild Life	25
Descriptors/Topics Indian Forest Act, 1927: Kinds of forest: Private, Reserved, Protected and Village Forests, The Forest (Conservation) Act, 1980; The Wild Life (Protection) Act, 1972: Authorities to be appointed and constituted under the Act, Hunting of Wild Animals, Protection of Specified Plants, Protected Area, Trade or Commerce in wild animals, animal articles and trophies; Its prohibition.	
Module IV	25
Descriptors/Topics Environmental (Protection) Act, 1986, Public Liability Insurance Act, 1991, The National Environment Tribunal Act, 1995, The National Appellate Environmental Authority Act, 1997.	

Student Learning Outcomes:

At the end of the course students will be able to:

- Arouse student's awareness and curiosity about the environment and encourage active participation in resolving environmental problems.

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- The students will know the public and political awareness of the need to sustain and protect our world which has led to a growth of environmental legislation at local, national and international level.
- They will be able to learn the history and growth of environmental legislation, pollution control, enforcement of protection measures, climate change, development control, biodiversity and conservation, liability, licensing regimes; public participation; and environmental concerns.
- Students may opt Environmental Lawyer as a career option because Lawyers specializing in the environment are in a small profession, but their numbers are growing rapidly

Pedagogy for Course Delivery: The course will use a mix of case studies, workshops and hands-on exercises. Participants are encouraged to engage in active interaction through classroom participation.

Examination Scheme:

Components	Mid term	Attendance	Assignment/Project/ Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Text & References:

- Environmental Law & Policy in India – Shyam Diwan, Armin Rosencranz
- Environmental Law in India – P. Leelakrishnan
- PIL and Environmental Protection-Geetanjali Chandra
- The Water (Prevention and Control of Pollution) Act, 1974
- The Air (Prevention and Control of Pollution) Act, 1981
- The Indian Forest Act, 1927
- The Forest (Conservation) Act, 1980
- The Wild Life Protection Act, 1972
- The Environment (Protection) Act, 1986
- The Public Liability Insurance Act, 1991
- The National Environment Tribunal Act, 1995
- The National Environment Appellate Authority Act, 1997


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WOMEN AND CRIMINAL LAW BAL 706

Course Title: Women and Criminal Law

Credit

Units: 04

**Course Level: UG Level
BAL 706**

Course Code:

Course Objectives:

To study all categories of crimes, which are committed against women; Constitution of India also provided several safeguards to the women those safeguards are needs to understand in a contemporary scenario. The elimination and decreasing number of girl child poses serious questions before the Indian society, this social evil need to curbed with stringent laws. Increase of crime against women is a Changing scenario and challenge before the criminal justice administration system

Pre-requisites: Basic knowledge of concept of law, codified statutes and principles of Constitution.

Course Contents/Syllabus:

	Weightage (%)
Module I Position of Women in India and Crime against Women	
Descriptors/Topics Pre independence period, Post- Independence Period, Constitutional protection to women- Preamble, Fundamental rights , Directive principal is of State policy, National Commission of women Act, 1990, Status of women and crime, Theories of female criminality and Nature and causes of female crimes	25
Module II Sexual wrongs against Women	
Descriptors/Topics Indian Penal Code- Outraging the modesty of women S- 354,509; Rape -Custodial, gang, marital S.375; abuse of Children Sec-376; Un-natural offences S-377; Prostitution – Sec-372,373; Causing of Miscarriage of Injuries to Unborn Children IPC S.-312 to 314; Kidnapping and Abduction- S.-366, 366-A, 366-B of IPC Immoral Traffic Prevention Act-1956. Pre-natal Diagnostic Techniques (Regulation and prevention of misuse) Act, 1994 and Medical Termination of Pregnancy Act, 1971.	30
Module III Offences Related to Marriage.	
Descriptors/Topics Offence against Marriage- S. 493 to 498-A of I.P.C.- Bigamy; Adultery; Cruelty by	30

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Husband and Relatives of Husband, Honor killings, I.P.C.-Abetment of Suicide(Sec 306); Dowry Death (Sec 304B) Dowry Prohibition Act,1961, Protection of women from Domestic Violence Act,2005 Commission of Sati Prevention Act,1987, Rules of 1988.	
Module IV Cyber Crimes against Girls and Women and Miscellaneous	
Descriptors/Topics	
Information Technology Act, 2008 and Indecent Representation of women (Prohibition) Act, 1986.	15

Student Learning Outcomes:

- The students are required to study this aspect in a socio-legal position of women India, which is affected by the male dominated system. Students will be able to understand the problems of woman in the area of implementation of the criminal Justice administrative system. The students will understand the legal provisions enacted to ameliorate these situations with special emphasis on the Indian criminal law and its scope, applicability and shortcomings in the existing legal regime in this regard.

Pedagogy for Course Delivery: The course will use a mix of case studies, workshops and hands-on exercises. Participants are encouraged to engage in active interaction through classroom participation.

Examination Scheme:

Components	Mid-Term	Assignment/ Project / Seminar/ Quiz	Attendance	End Term
Weightage (%)	15%	10%	05%	70%

Text & References:

- Jain M.P., Indian Constitutional law, third ed (2008), Lexis Nexis, Butterworth's Wadhawa, Nagpur.Sharma
- Rashmi, Women Law and Judicial System, [2009], Regal Publication, New Delhi. Purvi Ramakant, Handbook on Criminology, [2006] Dominant Publishers and Distributors, New Delhi.
- Bhosale Sriti A. Female Crime in India (Theoretical perspectives of crime), [2009], Kalpaz Publication, Delhi
- Rao Mamta., Law Relating to Women and Children, [2005], Eastern Book Company, Lucknow Gour K.D. , A Textbook on Indian Penal Code, [2006], Universal law Publishing Co. Pvt. Ltd., Lucknow
- Ratanlal and Dhirajlal, The Code of Criminal Procedure, [2006], Lexis Nexis, Butterworths Wadhawa, Nagpur.
- Paras Dewan- Dowry and Protection to Married Women.


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INTERNATIONAL HUMAN RIGHTS LAW – BAL711

**Course Title: International Human Rights Law
04**

Credit Units:

**Course Level: UG Level
BAL711**

Course Code:

Course Objectives:

- Enable students to understand fundamentals of International Human Rights Law and policy.
- Help students to analyze the history and evolution of International Human Rights Law.
- Enable students to Strengthen about the International Human Rights Law in various aspects.

PRE-REQUISITES:

Public International law, Constitutional Law

Course Contents/Syllabus:

	Weightage (%)
MODULE I HISTORY, CONCEPT AND MEANING OF HUMAN RIGHTS	
Descriptors/Topics Human Rights: Concept and Discourse, Historical Sources of Human Rights: Natural Law School Theory, Magna Carta, 1215; The English Bill of Rights, 1689; American Declaration of Independence 1776; The French Declaration of the Rights of Man and of the Citizen, 1789, Normative Foundation of Human Rights Post World War: Universal Declaration of Human Rights International Covenant on Civil and Political Rights, International Covenant on Economic, Social and Cultural Rights, Generations of Human Rights: First Generation, Second Generation, Third Generation, Notion of Fourth Generation.	35%
MODULE II: RIGHTS OF SPECIAL GROUPS: INTERNATIONAL & NATIONAL PERSPECTIVE	
Descriptors/Topics General Introduction: Meaning and Concept of Vulnerable and Disadvantaged Groups. Customary, Socio-Economic and Cultural Problems of Vulnerable and Disadvantaged Groups, Social status of women and children in International and national perspective: Human Rights and Women's Rights –International and National Standards. Human Rights of Children-International and National Standards, Status of Social and Economically Disadvantaged people:Status of Indigenous People and the Role of the UN. Status of SC/ST and Other Indigenous People in the Indian Scenario. Human Rights of Aged and	35%

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Disabled. The Minorities and Human Rights , Human rights of vulnerable groups: Stateless Persons, Sex Workers, Migrant Workers, HIV/AIDS Victims	
MODULE III: IMPLEMENTATION, ENFORCEMENT AND REMEDIES OF HUMAN RIGHTS	30%
Remedies under National Law; Judicial Enforcement of International Standards. International Enforcement of Human Rights Norms: The UN System National Security, Terrorism and Limitation on Human Rights Human Rights, Good Environment and Climate Change Human Rights and War.	

STUDENT LEARNING OUTCOMES:

As a result of taking this course, the student will be able to:

- Demonstrate knowledge of a substantial range of Human Rights Law concept.
- Distinguish and evaluate key problems in the area of human rights.
- Knowledge of how UNO has contributed to the development and growth of Human Rights Law.

Pedagogy for Course Delivery: The course will use a mix of case studies, workshops and hands-on exercises. Participants are encouraged to engage in active interaction through classroom participation

Examination Scheme:

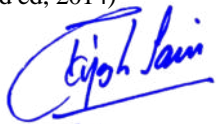
Assessment/ Examination Scheme:

Components	Mid-Term	Assignment/ Project / Seminar/ Quiz	Attendance	End Term
Weightage (%)	15%	10%	05%	70%

Text & References:

There is no set textbook for this course. Among other works, students should expect to refer frequently to:

1. Alston, Philip (ed.), The United Nations and Human Rights: A Critical Appraisal (Clarendon Press, Oxford, 1992).
2. Ando, Nisuke (ed.), Towards Implementing Universal HR (Martinius NijhoffPublishings, London, 2004).
3. Gandhi (ed), Blackstone's Statutes – International Human Rights Documents (latest edition)
4. Moeckli, Shah and Sivakumaran, International Human Rights Law (2nd ed, 2014)


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PENOLOGY AND VICTIMOLOGY – BAL 713

Course Title: Penology and Victimology
Course Level: UG Level

Credit Unit - 4
Course Code: BAL 713

Course Objective:

- The course aims to provide student exposure to fundamentals of penology and victimology.
- The course educates students about the concept of victimology.

Pre-requisites: The students should have basic acquaintance of criminal Laws, specifically procedural law.

Course Contents/Syllabus:

	Weightage (%)
Module I: Penology	25%
Descriptors/Topics Meaning, Definition, Objectives of Penology, Concept and Forms of Punishment-From Ancient to Modern, Theories of Punishment, Capital Punishment and Role of Indian Judiciary	
Module II: Correctional Institutions	25%
Descriptors/Topics Prison Administration and types of Prisons with Special reference to Open Air Jails, Concept and Law relating to Juvenile Delinquency in India, Rights of Prisoners under Indian Legal System, Prison Reforms in India and Judicial Approach	
Module III: Victimology	25%
Descriptors/Topics Victimology: Meaning, Nature and Scope, Theories of Victimization, Victim Typologies and Victim Offender Relationship, International Perspectives of Victim's Rights: United Nations Declaration of Basic Principles of Justice for Victims of Crime and Abuse of Power, 1985	
Module IV: Treatment to Victims	25%
Specific Victimization: Children, Women, Prisoners, SC/ST, Restitution, Compensation and Assistance to Victims in U.S.A, U.K. and India, Victim's Right to Compensation under the Indian Criminal Justice System, Victim Welfare Schemes and Programmes.	

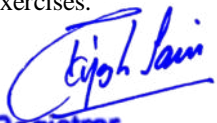
Student Learning Outcomes:

As a result of taking this course, the student will be able to:

- Understand the issues related with the sentencing.
- Well versed with the concerns of the victims of a particular mater.

Pedagogy for Course Delivery: The course will use a mix of case studies, workshops and hands-on exercises.

Participants are encouraged to engage in active interaction through classroom participation.


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Examination Scheme:

Components	Mid term	Attendance	Assignment/Project/ Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Suggested Readings:

Text Books:

1. Sutherland, E.H. - Principles of Criminology
2. Vold George, B. - Theoretical Criminology
3. Mehta, Rohintan - Criminology
4. Siddique, Ahmed - Criminology: Problems and Perspectives
5. Shrivastava, S.C - Criminology and Penology
6. Ahuja, Ram - Criminology
7. Paranjape, N. V. - Criminology and Penology
8. Gibbon, Don C. - Crime, Criminal Carriers and Society

Reference Books:

1. Johnson - Crime, Correction and the Society
2. Wicks Robert J. - Correctional Psychology
3. Schwartz and Travis - Corrections – An issue approach
4. Hallick - Psychology and the dilemma of crime
5. Neustatter - Psychological disorders and crime
6. Nataraj, P. - General Psychology
7. Sharma, R.N. - Criminology and Penology
8. Reckless, W.C - Crime Problem
9. Cavan Ruth, S. - Criminology
10. Kapoor, H.L. - Police Administration
11. Hara O' - Criminal Investigation
12. Rajan, V.N. - Victimology in India
13. Sparks - Surveying Victims
14. Henting, Von - Victimology

Leading Cases:

1. Prem Shankar Shukla v. Delhi Administration, 1980 CrLJ 930 SC
2. Sunil Batra v. Delhi Administration, AIR 1980 SC 1579
3. Khatri v. State of Bihar, AIR 1981 SC 1068
4. Bachan Singh v. State of Punjab, AIR 1980 SC 898

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Course Structure: PROFESSIONAL ETHICS BAL 803

Course Title: PROFESSIONAL ETHICS

Credit Units: 4

Course Level: UG Level

Course Code:

BAL 803

Course Objectives:

- The Course has been designed to acquaint the students of Law about the Professional Ethics and Professional etiquettes that are essentially significant for an advocate to observe while at the Bar.
- Accountability and transparency are imperative to the profession. Besides, the conducive and cordial Bar- Bench relations can send a good message concerning the richness of the Legal profession. With this background cue, the course aims at developing insights of the students about the professional parameters.

Pre-requisites: Basic understanding of bar-bench relations and legal profession as a whole.

Course Contents/ Syllabus:

	Weightage (%)
Module I: Historical Introduction	25 %
Historical introduction to legal profession in India – Barristers, Vakils, High Court Pleaders, Advocates, etc. The All India Bar Committee, 19 and the passing of Indian Advocates Act, 1961. The Advocates Act 1961: Definitions Section 2, Constitution and function of State Bar Councils, Bar Council of India, Terms of Office, various sub-committee including Disciplinary Committee and the qualification for their membership. Power to make rules Sections 3 to 15 – Chapter –II.	
Module II: The Advocate's Act, 1961	35 %
The Advocate Act, 1961. Admission and enrolment of Advocate – Senior and other Advocates, Common role of Advocates, Qualifications and Disqualifications for enrolment and procedure thereof, Chapter – III Section 16 to 28. Rights to Practice: Monopoly of representation, Exclusion of advocates from certain cases, self-representation by litigants. Chapter IV Secs. 29 to 34. Professional and other misconduct, Principles for determining misconduct, Disciplinary Committees of State Bar Council and the Bar Council of India, Punishment of advocates for misconduct, Appeals to the Supreme Court, Chapter – V – Secs. 35 to 44.	
Module III: Legal Profession	20 %
Nature of Legal Profession, Need for an Ethical Code of Rights: privileges and duties of Advocates, Preparation of a case and fees of	

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an Advocate, under – cutting, Bar against soliciting work and advertisement, Bar against touting, refusal of briefs, accountability to the client, confidentiality communication between Advocates to compromise, Study of Code of Ethics prepared by the Bar Council of India.	
Module IV: Contempt of Courts Act, 1971	20 %
Contempt of Courts Act, 1971, What is Contempt? Civil and criminal contempt, punishment for contempt. Procedures in contempt cases. High Court Rules and the Supreme Court Rules to regulate contempt proceedings.	

Student Learning Outcomes: As a result of taking this course the students will be able to:

- Develop insights about the professional parameters.
- Identify the professional ethics to employ during the practice of the profession.
- Appraise accountability and transparency which are imperative to the profession.

Pedagogy for Course Delivery:

- Workshop
- Extempore
- Presentations
- Lectures

Lab/ Practical Details, if applicable: N/A

Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/Project/Seminar/ Quiz	End Term
Weightage (%)	15	5	10	70

Text Readings:

- Sanjeev Rao, Indian Advocates Act, 1971.
- M.P. Jain, Indian Legal History (Chap. On Legal Profession).
- The Contempt of Courts Act, 1971.

References:

- Journal of Bar Council of India.
- Krishna Murthy Iyer's Book on Advocacy.


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MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

INTERNATIONAL ENVIRONMENTAL LAW – BAL 805

Course Title: International Environment Law

Credit Units: 04

Course Level: UG Level

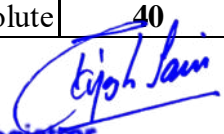
Course Code: BAL 805

Course Objectives:

- This course aims to provide a broad introduction to International Environmental Law’s (IEL) main topics by introducing its sources and fundamental principles, law- making processes and highlighting the importance of principles governing International Environmental Law.

Course Contents/Syllabus:

	Weightage (%)
Module I Nature ,Evolution and Development of Environmental Law	10
Descriptors/Topics Important instruments ,UNGA Resolution 1803 (XVII) ‘Permanent Sovereignty over Natural Resources’ (1962), UNGA Resolution 2849 (XXVI) ‘Development and Environment’ (1971).	
Module II Protection of Environment: International Perspective	40
Descriptors/Topics Stockholm Declaration on the Human Environment (1972), ‘World Charter for Nature’ (1982), Report of the World Commission on Environment and Development (Brundtland Report) ‘Our Common Future’ (1987), Montreal Protocol for the protection of Ozone layer, 1987, United Nations Conference on Environment and Development, THE EARTH SUMMIT (1992),Agenda 21,Rio Declaration on Environment and Development United Nations Framework Convention on Climate Change (1992), United Nations Convention on Biological Diversity,1992, Kyoto Protocol(1997), ‘United Nations Millennium Declaration’ (2000), Johannesburg Declaration on Sustainable Development (2002).	
Module III Principles Governing International Environmental Law	10
Descriptors/Topics Sustainable Development – Meaning and Scope, Precautionary Principle, Polluter Pays Principle, Public Trust Doctrine	
Module IV Legal Protection of Environment in India	40
Descriptors/Topics Constitutional Guidelines, Right to Wholesome Environment – Evolution and Application, Relevant Provisions –19 (1) (g), 21, 48-A, 51-A(g), Environment Protection through Public Interest Litigation, Principle of ‘No fault’ and ‘Absolute	


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Liability', Statutory Framework for the Protection of Environment in India, The Water (Prevention and Control of Pollution) Act,1974, The Air (Prevention and Control of Pollution) Act, 1981, The Environment Protection Act, 1986, The Biological Diversity Act, 2002, Wildlife (Protection) Act, 1972, Landmark Judgments.

Examination Scheme:

Components	Mid term	Attendance	Assignment/Project/Seminar/ Quiz	End Term
Weightage (%)	15	5	10	70

Student Learning Outcomes:

At the end of the course, participants will be able to:

- Define the role and importance of international law in the protection of the environment and identify the main actors involved in the development of IEL.
- Describe the historical evolution of IEL and identify the key legal instruments in its evolution.
- Identify the mechanisms and techniques established to ensure compliance with environmental obligations.
- Differentiate between the different sources of international environmental law.
- Analyze the major principles and emerging concepts of IEL and apply them to concrete situations.

Pedagogy for Course Delivery: The class will be taught using Legal theories & Principles and case based method. In addition to assigning the case studies, the course instructor will spend considerable time in understanding the concept of comparative laws. The instructor will cover the ways to think innovatively liberally using thinking techniques.

Text & References:

- Donald K. Anton, Jonathan I. Charney, Philippe Sands, Thomas Schoenbaum and Michael J. Young,
- International Environmental Law: Cases, Materials, Problems (LexisNexis 2007).
- Elli Louka, International environmental law: fairness, effectiveness, and world order, Cambridge University Press, 2006
- Pilippe Sands, Principles of international environmental law, Cambridge University Press, 2003
- S Bhatt, International Environmental Law, APH Publishing, 2007 - Edith Brown Weiss, Daniel Barstow Magraw,
- Paul C. Szasz, International environmental law: basic instruments and references, 1992-1999, Volume 2, Transnational Publishers, 1999.
- Documents in International Environmental Law, Philippe Sands, Eds, Cambridge University Press, 2004.
- Alexandre Charles Kiss, Dinah Shelton, International environmental law, Transnational Publishers, 2004.
- P.K. Rao, International environmental law and economics, ley-Blackwell, 2002.
- Michael I. Jeffery, Biodiversity Conservation, Law and Livelihoods: Bridging the North-South Divide, Cambridge University Press, 2008.

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- Neil Craik, The International Law of Environmental Impact Assessment Process, Substance and Integration, Cambridge University Press, 2008.
- Environmental Law, the Economy and Sustainable Development, Eds by Richard L. Revesz , Philippe Sands , Richard B. Stewart, Cambridge University Press, 2008.


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Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course Structure: HUMANITARIAN AND REFUGEE LAW – BAL812

Course Title: Humanitarian And Refugee Law

Credit Units: 04

Course Level: UG Level

Course Code: BAL812

Course Objectives:

- Enable students to understand fundamentals of Humanitarian and Refugee Law and policy.
- Help students to analyze the history and evolution of Humanitarian and Refugee Law.
- Enable students to Strengthen about the Humanitarian and Refugee Law in various aspects.

Pre-requisites:

Knowledge of Public International Law and International Human Rights is required before starting this course.

Course Contents/Syllabus:

	Weightage (%)
Module I: Introduction to International Humanitarian Law (IHL)	35%
Descriptors/Topics 1. Nature and Origins of IHL, Prohibition on Use of Force and Exceptions, Applicability of IHL, Relationship between ius ad bellum and ius in bello, Concept of War — International and Non-International Conflicts. Relationship between International humanitarian law (IHL) and International Human Rights Law (IHRL), Emerging concepts of Humanitarian Intervention and Responsibility to Protect. 2. Origin and Development of International Refugee Law: Migrants, Immigrants, Internally Displaced Persons (IDPs) and UN 1998 Guidelines on IDPs, Kampala Convention on IDPs, The 1951 UN Convention on the Status of Refugees and its 1967 Protocol, Definition of Refugee including the Exclusion and Cessation of Refugee Status, Statute and Role of the UNHCR, Principles and Concepts of Refugee Protection, Asylum, Non-refoulement, Non-discrimination, Safe Haven Concepts, Principles of Family Unity, International Human Rights Law protection for vulnerable groups of refugees.	
Module II: Geneva Conventions and Customary Law	30%

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Descriptors/Topics Legal framework under the 1949 Geneva Conventions, Protected Persons under Geneva Conventions and their status, Common Article 3, 1977 Additional Protocols and their evaluation, Evolution of principles of IHL under customary International law, Emerging issues relating to rules regarding combatant status and direct participation in hostilities	
Module III: Module V: Refugee Protection in India	35%
Descriptors/Topics Relevant Provisions of the Constitution of India, Foreigner Act, Relevant provisions of the IPC, Protection of Rights of refugees through Judiciary, NHRC, SAARC LAW and Other Institutions/Groups/NGO's, Security Concerns Relating to the Refugees in South Asia, Burden Sharing, UNHCR Intervention with Internally Displaced Persons, Problems of Statelessness, Concept of Temporary Refugee, Irregular Movement of Refugees.	

Student Learning Outcome:

The student shall be able to show with regard to:

Knowledge and Understanding

- Knowledge and in-depth understanding of rules of International Humanitarian law and International Refugee Law.
- An understanding of the emerging issues in IHL and the challenges to its implementation.
- Knowledge of the problems faced by refugees and the protections available to them, specifically in the context of India.

These learning outcomes will be achieved through a pedagogy which includes lectures, presentations, class discussion and project assignments.

Skills and Abilities

- An ability to critically and systematically integrate knowledge and to analyze, judge and manage complex issues.
- An ability to critically, independently and creatively identify and formulate legal issues in international Humanitarian Law and Refugee Law.

Furthermore the student will

- be able to show the ability to plan and carry out qualified tasks through adequate methods in set timeframes and by doing so contribute to the development of knowledge
- be able to show the ability to evaluate the outcomes of his or her work
- be able to show in oral as well as in written form, the ability to describe and discuss the findings and conclusions in their work and the knowledge and the arguments upon which the conclusions are founded
- be able to show this ability both in a national and in an international context.

Values and Attitudes

- An ability to show an attitude objectively, critically and ethically in judging the legal developments related to International Humanitarian Law and evaluate the impact it has on a national level as well as on the global arena
- An ability show a consciousness of ethical application of IHL in conduct of hostilities and appreciate the challenges posed by asymmetrical warfare to the protections envisaged in International Humanitarian Law.
- An ability to appreciate the protections and rights that should be available to refugees and to understand the challenges to these protections.

The student will learn to understand the law governing warfare and refugees and their impacts on other areas with legal implications and to identify its own needs of knowledge and to take responsibility for its further development of knowledge.


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Pedagogy for Course Delivery: The course will use a mix of case studies, workshops and hands-on exercises. Participants are encouraged to engage in active interaction through classroom participation

Examination Scheme:

Components	Mid term	Attendance	Assignment/Project/Seminar/Quiz	End Term
Weightage (%)	15	5	10	70

Text & References:

Humanitarian Law

1. Dieter Fleck, The Handbook of International Humanitarian Law (Oxford University Press, 2013)
2. Jean-Marie Henckaerts and Louise Beck-Doswald, Customary International Humanitarian Law (Cambridge University Press, 2005).
3. Manoj Kumar Sinha, Humanitarian Intervention by the United Nations (Manak Publishers, 2002).
4. V.S. Mani (ed.), Handbook of International Humanitarian Law in South Asia (Oxford University Press, 2007). Refugee Law
5. B.S. Chimni, International Refugee Law: A Reader (Sage Publications, New Delhi, 2000).
6. Guy S. Goodwin-Gill, Jane McAdam, The Refugee in International Law, (Oxford University Press, 2007)
7. Handbook on Criteria and Procedures Determining the Status of Refugees, UNHCR, Geneva, 1979
8. James C. Hathaway, The Rights of Refugees under International Law, Cambridge University Press, Cambridge, 2005
9. Nagendra Singh, The Role and Record of the UN High Commissioner for Refugees (Macmillan, 1994).
10. Ragani Trakroo and others, Refugee and the Law (Human Rights Law Network and Socio Legal Information Centre, New Delhi, 2005).


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Established vide Government of Madhya Pradesh Act No. 27 of 2010

OFFENCES AGAINST WOMEN AND CHILDREN – BAL 913

Course Title: Offences against Women and Children

Course Level: UG Level

Credit Unit - 4

Course Code: BAL 913

Course Objective:

- Enable students to understand the fundamentals of offences against women and children.
- The course educates students about the root cause and protection under different laws.
- The substantive provisions and difficulties in implementation of law..

Course Contents/Syllabus:

	Weightage (%)
Module I: Introduction	20%
Descriptors/Topics Root causes of violence against women – Religion, patriarchy, marriage institution and changing cultural values; Perpetuation of violence: Social evils – Prostitution, Sati, child marriages, female feticide and infanticide, witchcraft, incest.	
Module II: Protection under IPC, Cr.P.C. & Evidence	20%
Descriptors/Topics Protective provisions under IPC: Definition of rape (Sec.375); Criminal Law Amendment Act, 1983 – Incorporation of new sections 376(A-D); Landmark cases: Mathura rape case; Bandit Queen case; Marital offences: Cohabitation by a man with a woman other than his wife (Sec.493); Bigamy (Secs.494 & 495), Mock marriages (Sec.496); Adultery (Sec.497); Enticing a married woman (Sec.498); Offences against minor girls (Secs. 366, 366A, 366B,372,373), Indian Evidence Act, Secs. 113A, 113B, 114A and Relevant provisions of Criminal Procedure Code.	
Module III: Protection under special laws & Domestic violence	20%
Descriptors/Topics Child Marriage Restraint Act, 1929; Immoral Traffic (Prevention) Act, 1956 (1986 Amendment) Medical Termination of Pregnancy Act, 1971; Commission of Sati (Prevention) Act, 1987; The Indecent Representation of women (prohibition) Act (1987) ;Pre-natal Diagnostic Techniques (Regulation and Prevention of Misuse) Act, 1994 (PNDT Act) widening its scope through an amendment in 2003. Different forms of domestic violence; Amendments made to IPC (304B, 406 and 498A) and Dowry Prohibition Act, 1961(1983 and 1986 Amendments) dealing with domestic violence. Legal protection: Protection of women from Domestic Violence Act, 2005 - Civil remedy; Definition of domestic violence; Role of Police officers,	

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Protection officers and Service providers.	
Module IV: Sexual Harassment	20%
Descriptors/Topics Defintion and types of Sexual harassment; IPC provisions dealing with Sexual harassment (Sec.294, 354,509); Land mark cases: VisakhaVs. State of Rajasthan; Apparel Export Promotion Council Vs. A.K. Chopra; Guidelines formulated by the SC: Formation of Complaints Committees; Preventive and Remedial measures; Legislative attempts made and reasons for failure to bring a comprehensive legislation; Sexual Harassment of women at work place (Prevention) Bill, 2003 (National Commission for Women); The Protection against sexual harassment of women at the workplace and other establishments Bill, 2005; Reforms in law.	
Module V: Role of Statutory bodies	20%
Descriptors/Topics National Commission for Women and State Commissions for Women; constitution, powers and functions; National Commission for Women Act, 1990, Free legal aid to women, POCSO	

Student Learning Outcome:

The student shall be able to show with regard to:

Knowledge and Understanding

- Knowledge and in-depth understanding on how the offences against women affect the society.
- A deep insight into the latest research.
- The student will also be able to show in-depth knowledge of research methodologies and the application of these methodologies in a feminine context.

These learning outcomes will be achieved through a pedagogy which includes lectures, Class discussion and Project assignments.

Skills and Abilities

- An ability to critically and systematically integrate knowledge and to analyze, judge and manage complex issues and situations even with limited information on the subject issue
- An ability to critically, independently and creatively identify and formulate legal issues in an offence women context.
- Furthermore the student will
 - be able to show the ability to plan and carry out qualified tasks through adequate methods in set timeframes and by doing so contribute to the development of knowledge
 - be able to show the ability to evaluate the outcomes of his or her work
 - be able to show in oral as well as in written form, the ability to describe and discuss the findings and conclusions in their work and the knowledge and the arguments upon which the conclusions are founded
 - be able to show this ability both in a national and in an international context

Values and Attitudes

- An ability to show an attitude objectively, critically and ethically in judging the legal developments related to offences against women and the impact it has on a national level as well as on the global arena
- An ability to show a consciousness of ethical aspects and intends to raise perspectives on the protection of contradictory interests in a sustainable national, regional and international legal framework.


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- The student will learn to understand the wide perspective of maritime law and also understand the impacts on other areas with legal implications and to identify its own needs of knowledge and to take responsibility for its further development of knowledge.

Pedagogy for Course Delivery: The course will use a mix of case studies, workshops and hands-on exercises. Participants are encouraged to engage in active interaction through classroom participation.

Examination Scheme:

Components	Mid term	Attendance	Assignment/Project/ Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Text Books:

1. Indian Penal Code- Ralanlal Dhirajlal-Wadhwa
2. SITA (Suppression of Immoral Trafficking in Women)
3. Domestic Violence Act, 2005 – Dr. Preeti Mishra
4. Vishaka's Case, Chandrima Das Case.

References:

1. Indira Jaising – Hand book on law of Domestic Violence.
2. Lawyers collective – Law relating to sexual harassment at work place Universal Delhi.
3. Krishna Pal Malik – Women & Law – Allahabad Law Agency
4. Manjula Batra – Women and Law - Allahabad Law Agency.


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Amity University Madhya Pradesh, Gwalior
Research & Publication Ethics
PRP 102

Course structure

- The course comprises of six modules listed in table below. Each module has 4-5 units.

Modules	Unit title	Teaching hours
Theory		
RPE 01	Philosophy and Ethics	4
RPE 02	Scientific Conduct	4
RPE 03	Publication Ethics	7
Practice		
RPE 04	Open Access Publishing	4
RPE 05	Publication Misconduct	4
RPE 06	Databases and Research Metrics	7
	Total	30

Syllabus in detail

THEORY

- RPE 01: PHILOSOPHY AND ETHICS (3 hrs.)**
 - Introduction to philosophy: definition, nature and scope, concept, branches
 - Ethics: definition, moral philosophy, nature of moral judgements and reactions
- RPE 02: SCIENTIFIC CONDUCT (5hrs.)**
 - Ethics with respect to science and research
 - Intellectual honesty and research integrity
 - Scientific misconducts: Falsification, Fabrication, and Plagiarism (FFP)
 - Redundant publications: duplicate and overlapping publications, salami slicing
 - Selective reporting and misrepresentation of data
- RPE 03: PUBLICATION ETHICS (7 hrs.)**
 - Publication ethics: definition, introduction and importance
 - Best practices / standards setting initiatives and guidelines: COPE, WAME, etc.
 - Conflicts of interest
 - Publication misconduct: definition, concept, problems that lead to unethical behavior and vice versa, types
 - Violation of publication ethics, authorship and contributorship
 - Identification of publication misconduct, complaints and appeals
 - Predatory publishers and journals

PRACTICE

- RPE 04: OPEN ACCESS PUBLISHING(4 hrs.)**


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1. Open access publications and initiatives
2. SHERPA/RoMEO online resource to check publisher copyright & self-archiving policies
3. Software tool to identify predatory publications developed by SPPU
4. Journal finder / journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggester, etc.

● **RPE 05: PUBLICATION MISCONDUCT (4hrs.)**

A. Group Discussions (2 hrs.)

1. Subject specific ethical issues, FFP, authorship
2. Conflicts of interest
3. Complaints and appeals: examples and fraud from India and abroad

B. Software tools (2 hrs.)

Use of plagiarism software like Turnitin, Urkund and other open source software tools

● **RPE 06: DATABASES AND RESEARCH METRICS (7hrs.)**

A. Databases (4 hrs.)

1. Indexing databases
2. Citation databases: Web of Science, Scopus, etc.

B. Research Metrics (3 hrs.)

1. Impact Factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score
2. Metrics: h-index, g index, i10 index, altmetrics

References

Bird, A. (2006). *Philosophy of Science*. Routledge.

MacIntyre, Alasdair (1967) *A Short History of Ethics*. London.

P. Chaddah, (2018) *Ethics in Competitive Research: Do not get scooped; do not get plagiarized*, ISBN:978-9387480865

National Academy of Sciences, National Academy of Engineering and Institute of Medicine. (2009). *On Being a Scientist: A Guide to Responsible Conduct in Research: Third Edition*. National Academies Press.

Resnik, D. B. (2011). What is ethics in research & why is it important. *National Institute of Environmental Health Sciences*, 1–10. Retrieved from <https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm>

Beall, J. (2012). Predatory publishers are corrupting open access. *Nature*, 489(7415), 179–179. <https://doi.org/10.1038/489179a>

Indian National Science Academy (INSA), *Ethics in Science Education, Research and Governance*(2019), ISBN:978-81-939482-1-7. http://www.insaindia.res.in/pdf/Ethics_Book.pdf


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UG: Semester VI

Course Title: Feminist Theory and Practice

Credit Units: 4

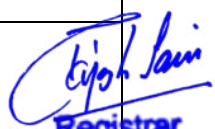
Course Code: BPS 681

L	T	P/S	SW/F W	TOTAL CREDIT UNITS
4	0	0	0	4

Course Objective:

The aim of the course is to explain contemporary debates on feminism and the history of feminist struggles.

Prerequisites: NIL

Course Contents / Syllabus:			
1	Module I Approaches to understanding Patriarchy	25% Weightage	
	<ul style="list-style-type: none"> Feminist theorizing of the sex/gender distinction; Biologism versus Social Constructivism Understanding Patriarchy and Feminism Liberal, Socialist, Marxist, Radical feminism, New Feminist Schools/Traditions 		
2	Module II History of Feminism	25 %Weightage	
	<ul style="list-style-type: none"> Origins of Feminism in the West: France, Britain and United States of America Feminism in the Socialist Countries: China, Cuba and USSR Feminist issues and women's participation in anti-colonial and national liberation movements with special focus on India 		
3	Module III The Indian Experience: Feminist Perspective	25% Weightage	
	<ul style="list-style-type: none"> Traditional Historiography and Feminist critiques, Social Reforms, Movement and position of women in India, History of Women's struggle in India Family in contemporary India – Patrilineal and Matrilineal practices, Gender relations in the family, Patterns of Consumption: Intra Household Divisions, entitlements and bargaining, Property Rights 		 Registrar Amity University Madhya Pradesh Gwalior


4	<p>Module IV Understanding Woman's Work and Labour Division</p> <ul style="list-style-type: none"> Understanding Woman's Work and Labour-Sexual Division of Labour, Productive and Reproductive labour, Visible-invisible work – Unpaid (reproductive and child care), Underpaid and Paid work, Methods of computing women's work, Female headed households 	25% Weightage																	
5	<p>Student Learning Outcomes</p> <p>The students would be able to acquire a basic understanding of Feminism and various perspectives related to the issue.</p>																		
6	<p>Pedagogy for Course Delivery</p> <ul style="list-style-type: none"> Presentation Group Discussion Lectures 																		
7	<p>Assessment/ Examination Scheme:</p> <table border="1"> <thead> <tr> <th>Theory L/T (%)</th> <th>Lab/Practical/Studio (%)</th> <th>End Term Examination</th> </tr> </thead> <tbody> <tr> <td>100%</td> <td>NA</td> <td>70%</td> </tr> </tbody> </table> <p>Theory Assessment (L&T):</p> <table border="1"> <thead> <tr> <th>Components (Drop down)</th> <th>CIE</th> <th>Mid Sem</th> <th>Attendance</th> <th>End Term Examination</th> </tr> </thead> <tbody> <tr> <td>Weightage (%)</td> <td>10%</td> <td>15%</td> <td>5%</td> <td>70%</td> </tr> </tbody> </table>	Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination	100%	NA	70%	Components (Drop down)	CIE	Mid Sem	Attendance	End Term Examination	Weightage (%)	10%	15%	5%	70%		
Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination																	
100%	NA	70%																	
Components (Drop down)	CIE	Mid Sem	Attendance	End Term Examination															
Weightage (%)	10%	15%	5%	70%															

Essential reading

1. Approaches to understanding Patriarchy

Geetha, V. (2007) *Patriarchy*. Calcutta: Stree.

Jagger, Alison. (1983) *Feminist Politics and Human Nature*. U.K.: Harvester Press, pp. 25- 350.


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Supplementary Readings:

Ray, Suranjita. *Understanding Patriarchy*. Available at:

Lerner, Gerda. (1986) *The Creation of Patriarchy*. New York: Oxford University Press.

II. History of Feminism

Rowbotham, Sheila. (1993) *Women in Movements*. New York and London: Routledge, Section I, pp. 27-74 and 178-218.

Jayawardene, Kumari. (1986) *Feminism and Nationalism in the Third World*. London: Zed Books, pp. 1-24, 71-108, and Conclusion.

Forbes, Geraldine (1998) *Women in Modern India*. Cambridge: Cambridge University Press, pp. 1-150.

Supplementary Readings:

Eisentein, Zillah. (1979) *Capitalist Patriarchy and the Case for Socialist Feminism*. New York: Monthly Review Press, pp. 271-353. Funk, Nanette & Mueller, Magda. (1993) *Gender, Politics and Post-Communism*. New York and London: Routledge, Introduction and Chapter 28.

Chaudhuri, Maiyatee. (2003) 'Gender in the Making of the Indian Nation State', in Rege, Sharmila. (ed.) *The Sociology of Gender: The Challenge of Feminist Sociological Knowledge*. New Delhi: Sage.

Banarjee, Sikata. (2007) 'Gender and Nationalism: The Masculinisation of Hinduism and Female Political Participation', in Ghadially, Rehana. (ed.) *Urban Women in Contemporary India: A Reader*. New Delhi: Sage.

III. The Indian Experience: Feminist Perspective.

Roy, Kumkum. (1995) 'Where Women are Worshipped, There Gods Rejoice: The Mirage of the Ancestress of the Hindu Women', in Sarkar, Tanika & Butalia, Urvashi. (eds.) *Women and the Hindu Right*. Delhi: Kali for Women, pp. 10-28

Chakravarti, Uma. (1988) 'Beyond the Altekarian Paradigm: Towards a New Understanding of Gender Relations in Early Indian History', *Social Scientist*, Volume 16, No. 8.


Banerjee, Nirmala. (1999) 'Analysing Women's work under Patriarchy' in Sangari, Kumkum & Chakravarty, Uma. (eds.) *From Myths to Markets: Essays on Gender*. Delhi: Manohar.

Additional Readings

Gandhi, Nandita & Shah, Nandita. (1991) *The Issues at Stake – Theory and Practice in Contemporary Women's Movement in India*. Delhi: Zubaan, pp. 7-72.

Shinde, Tarabai (1993) 'Stri-Purush Tulna', in Tharu, Susie & Lalita, K. (eds.) *Women Writing in India, 600 BC to the Present. Vol. I*. New York: Feminist Press.


Desai, Neera & Thakkar, Usha. (2001) *Women in Indian Society*. New Delhi: National Book


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1.3.1 *Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum*

List of courses which address Gender , Environment , Human Values and Professional Ethics in Curriculum in B. Pharm

S. No.	Course Code	Name of Course
1	FLU144	Francais- I
2	FLU 244	Francais- II
3	BP206T	Environmental Sciences



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French syllabus - Programme d'études pour le français
All U.G. Programmes – Foreign Language

Français - II

Course Code: FLU244

Credit units: 02

Course Objective:

To furnish the linguistic tools

- to talk about daily activities and sports, to express necessities
- to talk about activities in recent future,
- to have conversations and perform day to day life tasks like enquiring about time, take an appointment
- to enquire about products and place orders in a shop/ restaurant

Course Contents:

Dossiers 3,4 – pg 25-44

Dossier 3 : Quelle journée !

Actes de Communication :

Parler de ses activités quotidiennes, se situer dans le temps, demander l'heure et la date, parler des sports et des loisirs, exprimer la fréquence

Dossier 4 : Vous désirez ?

Actes de Communication :

Exprimer la quantité, demander et donner le prix, exprimer la nécessité, la volonté et la capacité, comparer et exprimer ses préférences, s'exprimer au futur proche, prendre rendez-vous, s'exprimer au restaurant/dans les magasins

Grammaire :

1. l'expression du temps
2. les articles contractés, les quantités indéterminées et déterminées
3. les adverbes de fréquences
4. verbes- faire, prendre, venir, pouvoir, vouloir, les verbes pronominaux
5. la comparaison de l'adjectif
6. la négation (suite)
7. le future proche

Examination Scheme:

Components	INTERNAL				EXTERNAL	GRAND TOTAL
	MID-SEM	VIVA-VOCE	ATTENDANCE	TOTAL	END SEMESTER	
Weightage (%)	15	10	5	30	70	100

Text & References:

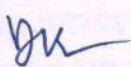
Text:

Le livre à suivre:

- Andant, Christine et al. A propos A1 Livre de l'élève. Grenoble: Presses universitaires de Grenoble, 2010.
- Andant, Christine et al. A propos A1 Cahier d'exercices. Grenoble: Presses universitaires de Grenoble, 2010.

Références :

- Girardeau, Bruno et Nelly Mous. Réussir le DELF A1. Paris: Didier, 2010.


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Scope: Environmental Sciences is the scientific study of the environmental system and the status of its inherent or induced changes on organisms. It includes not only the study of physical and biological characters of the environment but also the social and cultural factors and the impact of man on environment.

Objectives: Upon completion of the course the student shall be able to:

Create the awareness about environmental problems among learners.

Impart basic knowledge about the environment and its allied problems.

Develop an attitude of concern for the environment.

Motivate learner to participate in environment protection and environment improvement.

Acquire skills to help the concerned individuals in identifying and solving environmental problems.

Strive to attain harmony with Nature.

Course content:

Unit-I

10hours

The Multidisciplinary nature of environmental studies

Natural Resources

Renewable and non-renewable resources:

Natural resources and associated problems

Forest resources; b) Water resources; c) Mineral resources; d) Food resources; e) Energy resources; f) Land resources: Role of an individual in conservation of natural resources.

Unit-II

10 Hours

Ecosystems

Concept of an ecosystem.

Structure and function of an ecosystem.

Introduction, types, characteristic features, structure and function of the ecosystems: Forest ecosystem; Grassland ecosystem; Desert ecosystem; Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

Unit- III

10hours

Environmental Pollution: Air pollution; Water pollution; Soil pollution


Recommended Books (Latest edition):

1. Y.K. Sing, Environmental Science, New Age International Pvt, Publishers, Bangalore
2. Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.
3. Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad – 380 013, India,
4. Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480p
5. Clark R.S., Marine Pollution, Clanderson Press Oxford
6. Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. 2001, Environmental Encyclopedia, Jaico Publ. House, Mumbai, 1196p
7. De A.K., Environmental Chemistry, Wiley Eastern Ltd.
8. Down of Earth, Centre for Science and Environment



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AMITY UNIVERSITY
MADHYA PRADESH

Course Title: Gender Psychology
Course Code: PSY-502
Credit Units: 4
Course Level: Undergraduate

Course Objectives:

This course is designed to introduce students to psychological theories and research regarding the differences and similarities between men and women and the effects of gender in social situations. Students will learn to understand the complexity and diversity of gendered experiences in the social settings of their own and other cultures.

Course Content:	Weightage
Module I Introduction to Gender Psychology Defining Sex and Gender within Psychology Perspectives in Gender: Social, Economical, Political & Biological Gender Identity: Biological basis of Gender	20%
Module II Gender and Life Course Physical, Social and Moral Development Module III Gender Roles & Stereotypes Masculinity and Femininity in Religious Context Global/Cultural Context Effects of stereotypes and roles Media and Depiction of gender	20%
Module IV Gender Difference Emergence of Gender Differences: Cognitive abilities Determinants of gender differences: Social and affective behavior	20%
Module V Gender and Mental Health Health & Fitness Stress & Coping Treatment for Mental Disorders.	20%

Student Learning Outcomes:

- Review biological, social, psychological aspect of gender identity with the help of theories and research
- Interpret the complexity and diversity of gender experiences in social setting

Pedagogy for Course Delivery:

- Power Point Presentations
- Lectures
- Case Studies

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Components (Drop down)	Continuous Assessment/Internal Assessment			End Term Examination
	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text Reading:

- Text:**
- Brannon, L. (2001), Gender: Psychological Perspectives (3rd edition); Needam Heights, MA: Allyn and Bacon.
 - Kimmel, M. S. and Aronson, A. (2000), The Gendered Society Reader, New York: Oxford University Press.

References:

- Mustin R.T. & Marecek J., (1990), Making a Difference: Psychology and the Construction of Gender, New Haven, CT: Yale UP
- Golombok S. & Fivush R., (1994), Gender Development ;Cambridge, UK: Cambridge UP



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Evaluation:

Theory – involving long and short essays

Syllabus:

Part – A (Psychosocial Foundations of Behavior)

Unit - I: Introduction: Scope of clinical psychology; overview of the profession and practice; history and growth; professional role and functions; current issues and trends; areas of specialization; ethical and legal issues; code of conduct.

Unit - II: Mental health and illness: Mental health care – past and present; stigma and attitude towards mental illness; concept of mental health and illness; perspectives – psychodynamic, behavioral, cognitive, humanistic, existential and biological models of mental health/illness;

Unit - III: Epidemiology: Epidemiological studies in Indian context; socio-cultural correlates of mental illness, mental health, psychological well-being and quality of life.

Unit - IV: Self and relationships: Self-concept, self-image, self-perception and self-regulations in mental health and illness; learned helplessness and attribution theories; social skill model; interpersonal and communication models of mental illness; stress diathesis model, resilience, coping and social support.

Unit - V: Family influences: Early deprivation and trauma; neglect and abuse; attachment; separation; inadequate parenting styles; marital discord and divorce; maladaptive peer relationships; communication style; family burden; emotional adaptation; expressed emotions and relapse.

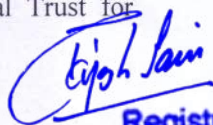
Unit - VI: Societal influences: Discrimination in race, gender and ethnicity; social class and structure, poverty and unemployment; prejudice, social change and uncertainty; crime and delinquency; social tension & violence; urban stressors; torture & terrorism; culture shock; migration; religion & gender related issues with reference to India.

Unit - VII: Disability: Definition and classification of disability; psychosocial models of disability; impact, needs and problems; issues related to assessment/certification of disability – areas and measures.

Unit - VIII: Rehabilitation: Approaches to rehabilitation; interventions in the rehabilitation processes; models of adaptation to disability; family and caregivers issues; rights of mentally ill; empowerment issues; support to recovery.

Unit - IX: Policies and Acts: Rehabilitation Policies and Acts (Mental Health Act of 1987, National Mental Health Program 1982, the Persons With Disabilities (equal opportunities, protection of rights and full participation) Act 1995; Rehabilitation Council of India (RCI) Act of 1992, National Trust for




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