



॥ सा विद्या या विमुक्तये ॥

स्वामी रामानंद तीर्थ मराठवाडा विद्यापीठ, नांदेड

'ज्ञानतीर्थ', विष्णुपुरी, नांदेड - ४३१ ६०६ (महाराष्ट्र राज्य) भारत

SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY, NANDED

'Dnyanteerth', Vishnupuri, Nanded - 431 606 (Maharashtra State) INDIA

स्वामी रामानंद तीर्थ  
मराठवाडा विद्यापीठ, नांदेड

Established on 17th September, 1994, Recognized By the UGC U/s 2(f) and 12(B), NAAC Re-accredited with 'B++' grade

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प्रस्तुत विद्यापीठातील मानवविज्ञान  
विद्याशाखेतील पदवीस्तरावरील B. A. LLB.  
II year आणि LLB. II year चे  
अभ्यासक्रम शैक्षणिक वर्ष २०२३-२४  
पासून लागू करण्याबाबत.

## परिपत्रक

या परिपत्रकान्वये सर्व संबंधितांना कळविण्यात येते की, मानवविज्ञान विद्याशाखेने दिनांक ५ जून २०२३ रोजीच्या बैठकीतील केलेल्या शिफारशीप्रमाणे व दिनांक १६ जून २०२३ रोजी संपन्न झालेल्या ५६ व्या मा. विद्या परिषद बैठकीतील ऐनवेळचा विषय क्र. ०५/५६-२०२३ अन्वये मान्यता दिल्यानुसार पदवीस्तरावरील खालील अभ्यासक्रम शैक्षणिक वर्ष २०२३-२४ पासून लागू करण्यात येत आहे.

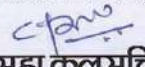
1. B. A. LLB. II year .

2. LLB. II year.

सदरील परिपत्रक व अभ्यासक्रम प्रस्तुत विद्यापीठाच्या [www.srtmun.ac.in](http://www.srtmun.ac.in) या संकेतस्थळावर उपलब्ध आहेत. तरी सदरील बाब ही सर्व संबंधितांच्या निदर्शनास आणून द्यावी, ही विनंती.

'ज्ञानतीर्थ' परिसर,  
विष्णुपुरी, नांदेड - ४३१ ६०६.  
जा.क्र.:शैक्षणिक-१/परिपत्रक/विधीअभ्यासक्रम/  
२०२३-२४/  
दिनांक : ०७.०८.२०२३.



आपली विश्वासू  
  
सहा.कुलसचिव  
शैक्षणिक (१-अभ्यासमंडळ) विभाग

प्रत माहितीस्तव व पुढील कार्यवाहीस्तव :

- १) मा. अधिष्ठाता, मानवविज्ञान विद्याशाखा, प्रस्तुत विद्यापीठ.
- २) मा. संचालक, परीक्षा व मूल्यमापन मंडळ यांचे कार्यालय, प्रस्तुत विद्यापीठ.
- ३) मा. प्राचार्य, सर्व संबधित महाविद्यालये, प्रस्तुत विद्यापीठ.
- ७) सिस्टम एक्सपर्ट, शैक्षणिक विभाग, प्रस्तुत विद्यापीठ. यानां देवून कळविण्यात येते की, सदरील परिपत्रक विद्यापीठाच्या संकेतस्थळावर प्रसिध्द करण्यात यावे.

**Swami Ramanand Teerth Marathwada University, Nanded-431606**

**(Structure and Syllabus of BALL.B. II YEAR)**



**UNDER THE FACULTY OF HUMANITIES**

**Effective from Academic Year - 2023-2024**

## **From the Desk of Chairpersons, Board of Studies in Law**

Legal profession is one of the most prestigious, brilliant and attractive of all professions, maintaining the Rule of Law, inculcating a sense of responsibility towards the society, respecting human Rights and administering the justice. Legal education plays a pivotal role in producing lawyers, Judges, academicians and law abiding citizens with a social conscience. So legal education requires to be competitive globally and qualitative thoroughly to deliver justice to every individual. The importance of legal education cannot be denied. Legal education can be regarded as a primary instrument to bring about social revolution and is a powerful weapon which can be used to change the entire world. So, providing updated syllabus with required trainings and skills such as analytical ability, legal writing, argumentative skills and skills for decision making to the students is the responsibility of University. It is the basic requirement to provide experiential learning through project work, field visit and internships to law students. As the field of legal education becomes the dynamic, competitive and technology dominated due to the advent of Artificial Intelligence and related technological integrations, the Board of studies determined to face and meet these professional challenges fulfilling the needs of law students. The latest learner-centric and professional skills-oriented instructional techniques to develop not only the legal competency of our law students but also to equip them with relevant professional skills to meet their employability needs in today's dynamic legal job market, syllabus has been revised.

The university's proper framing and development of syllabi will result in the upbringing and nourishment of holistic development of students. Emphasis is on outcome-based learning. Every course has well-defined objectives and outcomes. The assessment guidelines also provide clarity and precision to the vision behind prescribing the particular course content. We appreciate the efforts of all the teachers in revising the curriculum and members of BOS for taking initiative in providing the restructured and revised curriculum for LL.B and BA LL.B Courses

Dr. Veena Patil, Chairman  
Substantive Law Board

Dr. Poonam Nathani, Chairman  
Procedural Law and Practical Training Board



# Swami Ramanand Teerth Marathwada University, Nanded

## Faculty of Humanities

Members of the Board of Studies in the subject of

1. Procedural Law

2. Substantive Law

### FACULTY OF HUMANITIES

List of Members of Ad- hoc Board of Studies in Procedural Law with their address	Position	List of Members of Ad- hoc Board of Studies in Substantive Law with their address	Position
Dr. Poonam Nathani, Dayanand College of Law, Latur	Chairman	Dr. Vina Patil, Narayanrao Chavan Law College, Nanded	Chairman
Dr. Amol B. Karwa, Narayanrao Chavan Law College, Nanded	Member	Dr. Pramod G. Shinde, Dayanand College Of Law, Latur	Member
Dr. W. I. Khan, Shri Shivaji Law College, Parbhani	Member	Dr. Namdev D. Jadhav, Dayanand College of Law, Latur	Member
Dr. N. D. Jadhav, Dayanand College of Law, Latur	Member	Dr. Mrs. Pratibha Ganesh Chavan, Shri Shivaji Law College, Parbhani	Member
Dr. Ragini Khubalkar, Maharashtra National Law University, Nagpur.	Member	Dr. Mahesh Laxmanrao Dharmapurikar Shri Shivaji Law College, Kandhar	Member



Swami Ramanand Teerth Marathwada University, Nanded  
Faculty of Humanities

**BALLB II Year Semester-III**

**Teaching Scheme**

Course Name	Credits Assigned			Teaching Scheme (Hrs./week)		Marking Scheme		
	ESE	CA	Total	Theory	Practical	ESE	CA	Total
General English-III	02	01	<b>03</b>	04	----	50	25	75
Political Science-III	02	01	<b>03</b>	04	----	50	25	75
Political Science-IV	02	01	<b>03</b>	04	----	50	25	75
Local Self Govt.-I	02	01	<b>03</b>	04	----	50	25	75
History of Courts in India-I	02	01	<b>03</b>	04	----	50	25	75



Swami Ramanand Teerth Marathwada University, Nanded  
Faculty of Humanities

**BALLB II Year Semester-IV**

**Teaching Scheme**

Course Name	Credits Assigned			Teaching Scheme (Hrs./week)		Marking Scheme		
	ESE	CA	Total	Theory	Practical	ESE	CA	Total
General English-IV	02	01	<b>03</b>	04	----	50	25	75
Political Science-V	02	01	<b>03</b>	04	----	50	25	75
Political Science-VI	02	01	<b>03</b>	04	----	50	25	75
Local Self Govt.-II	02	01	<b>03</b>	04	----	50	25	75
History of Courts in India-II	02	01	<b>03</b>	04	----	50	25	75



**Swami Ramanand Teerth Marathwada University, Nanded**  
**Faculty of Humanities**

**BALL.B. II Year Syllabus**

**Semester III**

**Paper Title: General English - III**

[CBCS 50:25 Pattern]

**Course Objectives**

After leaning this module in English, students will be able to

LO1 : Use legal vocabulary and Latin legal terms in their speaking and writing skills accurately and appropriately

LO2 : Read, comprehend and analyze legal texts such as judgments and orders of various courts

LO3 : Write formal letters

LO4 : Engage in conversations with clients and people associated with law fields

**Course Outcome:**

This module in English specifically aims to –

**CO1** : Build legal vocabulary and knowledge of common Latin legal terms used in the legal discourses

**CO2** : Develop critical and analytical reading skills

**CO3**: Develop legal writing skills of the students

**CO4** : Develop listening, speaking and presentation skills

Sr. No.	Topic	Unit
1	<b>Unit A : Legal Vocabulary and Latin Legal Terms</b> 1. Building legal vocabulary using collocation, wordmapping and other vocabulary building techniques 2. Using the legal vocabulary in meaningful sentences 3. Knowing the meaning of Latin legal terms 4. Using Latin legal terms in meaningful sentences	12 02 04 02 04
2	<b>Unit B : Reading Comprehension Skills</b> 1. Reading and reporting legal news and updates to the class 2. Reading Landmark cases in order to find out the facts and issues involved in the cases ( <i>K.M. Nanavati v. the State of Maharashtra</i> ) (S. C. Mehta v. Union of India ) (State v. Jasbir Singh @ Billa & Kuljeet Singh @ Ranga / <i>Ranga-Billa Case</i> )	14 04 08
3	<b>Unit C : Writing Skills</b> 1. Formal letter writing: Writing letter of complaint 2. Writing letter to clients 3. Writing letter to legal event organizers for participation in the event	14 04 04 04
4	<b>Unit D: Speaking &amp; Presentation Skills</b> 1. Client interviewing 2. Client counseling 3. Participating in meetings 4. Making formal telephone calls 5. Engaging in negotiations and discussions	14 04 04 02 02 02

**Classroom Teaching : 50 Units + Continuous Assessment: 25 Units = 75 Units**

**Books for Reference:**

Andrew Frost. English for Legal Professionals. Oxford University Press.

William R. McKay & Helen E. Charlton. Legal English. Pearson Longman.

Emily Finch & Stefan Fafinski. Employability Skills for Law Students. Oxford University Press.

Black's Law Dictionary. Thomson Reuters.

Sumit Malik. Concise Law Dictionary. Eastern Book Company.

**For Legal News & Court Cases**

Live Law: <https://www.livelaw.in/>

Bar and Bench: <https://www.barandbench.com/>

Supreme Court Cases: <https://www.scconline.com/blog>



**Swami Ramanand Teerth Marathwada University, Nanded**  
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**BALL.B. II Year Syllabus**  
**Semester III**

**Paper Title: Political Science – III (Modern Indian Political Thought)**  
**[CBCS 50:25 Pattern]**

**Course Objectives-**

- CO1 : The main object of this paper is to know and learn political tradition of India, modern political thinkers and their and their ideas contributed in the formation of Indian Constitution.
- CO2 : This is an introductory paper which deals with concepts, ideas and theories that have been developed in contemporary India.
- CO3 : It focuses on key thinkers from modern times to understand their decisive contribution to the evolution of political theorizing in India.
- CO4 : It critically assesses their contribution in political theorizing and relative autonomy of Indian political thoughts.
- CO5 : It also compares and analysis of Modern Indian Political thoughts vis-à-vis other tradition.

**Course Outcomes-**

- CO1 : To demonstrate knowledge of key thinkers and political concepts.
- CO2 : To understand significant value of modern Indian political thought.
- CO3 : To be indebted the ideas of them in context of classification of government and law.
- CO4: TO obtain knowledge about modern Indian political thinkers and their views on state craft.
- CO5 : TO appreciate the various social and political ideas of modern Indian political thinkers.
- CO6 : TO inculcate the spirit of nationalism, ahimsa, satyagraha, Critical evaluation of Caste and gender system, ideas of democratic socialism and secularism through these various thinkers.

Sr.	Topic/subject	No. of Unit
1	<b>Mahatma Jyotiba Phule (1827-1890)</b> 1.1 Radical Liberalism. 1.2 Critique of Brahmanism and Money Lenders. 1.3 Views on Emancipation of Shudra-Atishudra and Women. 1.4 Doctrine of SarvajnikSatyadharm. 1.5 Evaluation.	10
2	<b>Justice Mahadev Govind Ranade (1842-1901)</b> 2.1 Liberalism. 2.2 Personal Liberty and Jurisdiction of State. 2.3 Understanding of British Rule in India. 2.4 Views on State, Economy & Social Reform. 2.5 Evaluation.	08



<b>3</b>	<b>Lokmanya Bal Gangadhar Tilak (1856-1920)</b> 3.1 Thoughts About Swaraj, Swadeshi and Boycott. 3.2 Thoughts About National Education. 3.3 Views on Nationalism. 3.4 Critique of Social Reformism. 3.5 Doctrine of ‘Loksangraha’. 3.6 Evaluation.	<b>08</b>
<b>4</b>	<b>Mahatma Gandhi (1869-1948)</b> 4.1 Gandhian Concept Non-violence and Satyagraha. 4.2 Thoughts About Religion and Politics. 4.3 Gandhi’s thought on Anarchism. 4.4 Concept of Ramrajya. 4.5 Evaluation.	<b>10</b>
<b>5</b>	<b>Dr.Bhimrao Ramji Ambedkar (1891-1956)</b> 5.1 Intellectual and Socio-Political Background of Ambedkar’s Thought. 5.2 Interpretation and Critique of Caste System. 5.3 Views on Liberal Democracy and Role of State. 5.4 Contribution in drafting of Indian Constitution. 5.5 Thoughts about Nationalism & Socialism. 5.6 Evaluation.	<b>10</b>
<b>6</b>	<b>Pandit Jawaharlal Nehru (1889-1964)</b> 6.1 Nehru’s thought on democratic socialism. 6.2 Nehru’s thought on Secularism. 6.3 Thoughts on Nationalism & Internationalism. 6.4 6.6 Nehru’s role in formation of NAM & foreign policy of India. 6.5 Evaluation.	<b>10</b>
<b>07</b>	<b>Jayprakash Narayan (1902-1979)</b> 7.1 Sarvodaya. 7.2 Views of Democracy. 7.3 Concept of Total Revolution. 7.4 Evaluation.	<b>07</b>

**Note:**

Theory	-	50
Internal Assessment	-	13
Total Unit	-	63

**Selected Bibliography:**

- 1) Thomas Pantham and KenneinL.Deutsch, **Political Thought in Modern India**, New Delhi, Sage Publication.
- 2) Thomas Pantham, 1984, **Modern Indian Political Thought**, Delhi, Allied.
- 3) Padhy K.S, 2011, **Indian Political Thought**, New Delhi, Eastern Publication – PHI Learning Private Limited.
- 4) Verma V.P, 1996, **Modern Indian Political Thought**, Agra, Lakshmi Narain Agarwal Educational Publishers.



**Swami Ramanand Teerth Marathwada University, Nanded**  
**Faculty of Humanities**

**BALL.B. II Year Syllabus**

**Semester III**

**Paper Title: Political Science – IV (Political Organisation)**

**[CBCS 50:25 Pattern]**

**Course Objectives-**

1. The main object of this paper is to know and learn organs of government.
2. To learn major Constitutions (particularly USA, UK and India) of the world by adopting comparative approach.
3. TO critically analyzed and explained the Constitutional and legal provisions and institutional arrangement and their political background.
4. The comparative perspective enables the student to understand the differences and similarities between various constitutional arrangements.
5. To study political institutions in light of political process to gain an understanding of dynamics of actual politics and policy making.

**Course Outcomes-**

1. To understand structure and functions of organs of government.
2. To evaluate the relationship between three organs of government.
3. TO understand various forms of governments.
4. To compare the unitary, federal and parliamentary and presidential government.
5. To identify the basis of representation.
6. To critical evaluate the concept of judicial review.

<b>Sr.</b>	<b>Topic/subject</b>	<b>No. of Unit</b>
1	<b>Legislature.</b> 1.1.Meaning. 1.2.Unicameral & Bicameral-advantages & disadvantages. 1.3.Power & Functions. 1.4. Decline of Legislature in contemporary World.	<b>10</b>
2	<b>Executive.</b> 2.1. Meaning. 2.2.Types/ Kinds. 2.3.Power & Functions.	<b>06</b>
3	<b>The Judiciary.</b> 3.1. Meaning. 3.2. Independence of Judiciary. 3.3. Judicial Activism. 3.4. Power & functions of Judiciary.	<b>08</b>
4	<b>Judicial Review.</b> 4.1. The origin of Judicial Review. 4.2. Meaning & Definition 4.3. Characteristics	<b>05</b>
5	<b>Relationship between the three organs of Government.</b> 5.1. Concept of separation of power.	<b>08</b>

	5.2. Meaning, definition & features. 5.3. Montesquieu's theory of separation of power – merits and demerits. 5.4. Theory of check and balance.	
6	<b>Unitary &amp; Federal form of Government</b> 6.1. Meaning. 6.2. Characteristics. 6.3. Merits and demerits. 6.4. Difference between federal and unitary form of Government	10
07	<b>Parliamentary &amp; Presidential form of Government.</b> 7.1. Meaning. 7.2. Characteristics. 7.3. Merits and demerits. 7.4. Difference between parliamentary and Presidential government.	10
08	<b>Conception of Representation.</b> 8.1. Territorial – Merits and demerits. 8.2. Proportional – Merits and demerits. 8.3. Functional – Merits and demerits.	06

Theory	-	50
Internal Assessment	-	13
Total Unit	-	63

#### Selected Bibliography:

- 1) Johari.J.C, 2007, **Principles of Modern Political Science**, New Delhi, Sterling Publishers Private Limited.
- 2) Arora Prem & Chander Prakash, 2009, **Comparative Politics Asn International Relation**, Cosmos Bookhive.
- 3) Ray Samirendra N,2009, **Modern Comparative Politics**, New Delhi, PHI Learning Private Limited.
- 4) Johari J.C, 2010, **New Comparative Government**, New Delhi, Lotus Press.
- 5) A.C. Kapoor, 1997, **Principles of Political Science**, Delhi, S.Chand Publishing.
- 6) Bhole B,2004, **Government & Politics: Comparative Study**, Nagpur Pimp[alapure Pub. (Marathi Book).
- 7) PalshikarSuhas& Yashwant Sumant, 1988, **Government of USA**, Nirali, Pune (Marathi Book)



**Swami Ramanand Teerth Marathwada University, Nanded**  
**Faculty of Humanities**

**BALL.B. II Year Syllabus**

**Semester III**

**Paper Title: Local Self Government –I**

**[CBCS 50:25 Pattern]**

**Course Objectives :**

After studying to course students will have a capacity to understand:

1. Community development concentration,
2. Understand how to help cities and countries improve their overall well-being.
3. Understand conventional development and planning theories at rural level.
4. Apply village developmental resources property.
5. Demonstrate the implementation of schemes, programmes at local to national level.
6. Familiar with the rural local governance.

**Course Outcomes:**

1. Develop a local leadership.
2. Exhibit the efforts for rural development
3. Apply the management and theory at local level.
4. Awareness of the basic governing system as well as development measures.
5. Conceptualization of the development process at the top to bottom and also in between.

<b>Sr. No.</b>	<b>Topic/Unit</b>	<b>Number of Units</b>
1.	<b>A] What is Local Self Government:</b> 1) Meaning, Purpose & Jurisdiction of Local Self Government 2) Definition of Local Self Government 3) Nature & scope of Local Government 4) Characteristics of Local Self Government 5) Importance of Local Self Government 6) Distinction between Local Government and Local Self Government 7) Advantages of Local Self Government 8) Disadvantages of Local Self Government	<b>08</b>
2.	<b>B] Evolution of Local Self Government in India</b> 1) Community Development Programme 2) National Extension Service 3) The Balwantrai Mehta Committee report's recommendations 4) The Vasant Rao Naik Committee report 5) Three tier Panchayat Raj Scheme <b>Unit-18</b>	<b>18</b>

3.	<b>C] Bomobay Village Panchyat Act 1958 [As amended by the Maharashtra Village Panchyat Act,2021)</b> 1) Gram Sabhas, establishment and constitution of Panchyatas 2) Establishment of Panchyats 3) Meeting of Gram Sabha 4) Powers & duties of Gram Sabha 5) Incorporation of Panchyats 6) Constitution of Panchyats. 7) State Election Commission 8) List of Voters 9) Qualification & Disqualification 10) Election of Sarpanch & Upasarpanch 11) Term of Office of Sarpanch & Upasarpanch 12) Procedure of Election of Sarpanch & Upasarpanch 13) Motion ofNo confidence 14) Modification of cancellation & resolutions 15) Executive power of Panchyat 16) Functions of Sarpanch & Upsarpanch 17) Administrative powers & duties of Village Panchyat 18) Financial Assistance to Panchyats 19) Taxation of Recovery of claims 20) Cattle Pounds.	24
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**Classroom Teaching : 50 Units + Continuous Assessment: 25 Units = 75 Units**

**Reference Book:**

- 1] Dr. S.R. Myneni - Local Self Government
- 2] Dr. ShriramMaheshwari - Local Self Government in India
- 3] 31 Bombay Village Panchyat Act, 1958 [Amended by Maharashtra Village Panchyat Act,2021



**Swami Ramanand Teerth Marathwada University, Nanded**  
**Faculty of Humanities**

**BALL.B. II Year Syllabus**

**Semester III**

**Paper Title: History of Courts, Legislature and Legal Profession in India-I**

[CBCS 50:25 Pattern]

**Course Objectives**

1. The main object of this paper is to know history of courts, legislature, executive & legal profession in India.
2. To understand the concept of Mayor's court through which Uniform Judicial System was formulated for the first time in presidency towns.
3. To define original and appellate jurisdiction of courts in civil, criminal and revenue matters.
4. To understand formulation of laws, ordinances, etc which must not be contrary to the law of England.
5. To identify bar Committee and Bar council before and after Independence.

**Course Outcomes**

Students will able to:-

1. Understand history of establishment of East India Company in three presidency towns.
2. Identify original and appellate jurisdiction of court in civil, criminal & revenue matters.
3. Define establishment of Mayor's court as to form uniform judicial system in presidency towns and jurisdiction, power, functions of Supreme Court at Calcutta.
4. Understand development of legal profession in India from ancient period to enactment of Advocate's Act of 1961.
5. Analyze Raja Nandkumar case, Patna case, Cossijurah case where conflict between Judiciary and Executive were defined.

A brief of History of judicial system in pre-Independence Era since the advent of East India Company and development of courts and judicial Institutions under the East India Company with reference to Warren Hastings plan of 1772.

Sr. No.	Topic/subject	No. of Hours/Period
1	<b><u>Part - I: History of Courts</u></b> <b>I: A- A brief of History of Judicial system in pre-Independence Era since the advent of East India Company</b> 1. Charter 1600 2. Aims and objects of the company 3. Charter of 1661 4. Early administration of justice in Bombay 5. Administration of justice in Calcutta 6. Charter of 1726, charter of 1753	06
	<b>II: B: - The development of courts and judicial institutions under the East India Company with reference to Warren Hastings Plan of</b>	06

	<p><b>1772.</b></p> <ol style="list-style-type: none"> <li>1. Grant of Diwani</li> <li>2. Warren Hastings Plan 1772</li> <li>3. Judicial plan of 1774</li> <li>4. Judicial plan of 1780</li> </ol> <p><b>III: Regulating Act 1773, the Supreme Court at Calcutta</b></p> <p>A) Regulating Act 1773 2</p> <ol style="list-style-type: none"> <li>1. The main object of the regulating Act 1773</li> <li>2. The provisions of the Regulating Act</li> <li>3. Defect of the Act</li> </ol> <p>B) The Supreme Court at Calcutta 2</p> <ol style="list-style-type: none"> <li>1. Charter 1774</li> <li>2. The Constitution and functions</li> <li>3. The powers of the Supreme Court</li> <li>4. Trial of Raja Nandkumar(1775)</li> <li>5. The Patna case (1778)</li> <li>6. The Cossijurah case (1779)</li> </ol> <p>Judicial Reforms of Lord Cornwallis</p> <ol style="list-style-type: none"> <li>1. Judicial Reforms of 1787</li> <li>2. 2. Judicial Reforms of 1790</li> <li>3. 3. Judicial Reforms of 1793</li> </ol>	12
2	<p><b><u>Part - II: Legislature</u></b></p> <p>IV: Legislative Authority of the East India Company under the Charter of 1600</p> <ol style="list-style-type: none"> <li>2. Establishment of East India Company</li> <li>3. Organization and management</li> <li>4. Legislative power</li> <li>5. Object of the company</li> <li>6. Royal grants of 1615 and 162</li> </ol> <p><b>Unit-12</b></p> <p>V: Changes under Regulating Act-1773, Act of settlement 1781, recognition of the powers of the Governor and Council to make regulations by the British parliament</p> <ol style="list-style-type: none"> <li>1. Act of settlement 1781</li> <li>2. Object of the Act</li> <li>3. Provisions of the Act of settlement</li> <li>4. Good features of Act of settlement</li> <li>5. Defect of the Act</li> </ol>	12
3	<p><b><u>Part -III : Legal profession</u></b></p> <p>VI: Legal profession of pre-British India</p> <ol style="list-style-type: none"> <li>1. Charter Act of 1774</li> <li>2. The Legal Practitioners Act 1879</li> <li>3. Indian Bar Committee 1923</li> </ol>	07

**Classroom Teaching: 50 Units + Continuous Assessment: 25 Units = 75 Units**

### **Select Bibliography**

- Jain M.P. :- Outline of India Legal History  
Pylee M.V. :- Constitutional History of India  
N.Dutt and Majumdar, Conduct of Advocates and Legal Profession  
Sir Curtanary Illbert, The Government of India  
A.B. Keith – A Constitutional History of India  
A.G. Botpary – Seven Lamps of Advocacy  
J.K. Mittal, Indian Legal History

## **Guidelines for Course Assessment : General English-III**

**A. Continuous Assessment – CA      25 Marks**

**B. End Semester Examination – ESE   50 Marks**

**Question Paper Patten for ESE :**

**Attempt any 5 Questions**

**Time : 2 Hours**

**Max Marks : 50**

Q.1	Using Legal Phrases / Expressions in Meaningful Sentences	10 Marks
Q.2	One word substitute	10 Marks
Q.3	Identifying differences between words / homophones	10 Marks
Q.4	Reading Comprehension Passages and answer the Questions	10 Marks
Q.5	Report/Letter/Applications/Preparing CV/Covering Letters	10 Marks
Q.6	Descriptive Question / Interview / Client Counseling	10 Marks
Q.7	Descriptive Question	10 Marks
Q.8	Write Short Notes on any Two (Two out of Three)	10 Marks