



**CHRIST**

(DEEMED TO BE UNIVERSITY)

PUNE LAVASA CAMPUS  
The Hub of Analytics

# SCHOOL OF LAW

## STANDARD OPERATING PROCEDURES



### **Mission**

Christ University is a nurturing ground for an individual's holistic development to make effective contribution to the society in a dynamic environment

### **Vision**

Excellence and Service

### **Core Values**

Faith in God | Moral Uprightness  
Love of Fellow Beings | Social  
Responsibility | Pursuit of Excellence

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## **SCHOOL OF LAW, CHRIST (DEEMED TO BE UNIVERSITY) VISION, MISSION AND CORE VALUES**

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### **CHRIST (Deemed to be University)**

**Vision:** Excellence and Service

**Mission:** CHRIST (Deemed to be University) is a nurturing ground for an individual's holistic development to make effective contribution to the society in a dynamic environment.

#### **Core Values**

Faith in God  
Moral Uprightness  
Love of fellow beings  
Social Responsibility  
Pursuit of Excellence

### **School of Law, CHRIST (Deemed to be University)**

**Vision:** To become a globally recognized centre for excellence in legal education in a manner that caters to the needs of all the stake holders

**Mission:** To create and proactively generate in -depth legal knowledge in the student community so that they can transfer their acquired knowledge to the larger benefit of the society, in accordance with professional ethics and values.

## **GRADUATE ATTRIBUTES**

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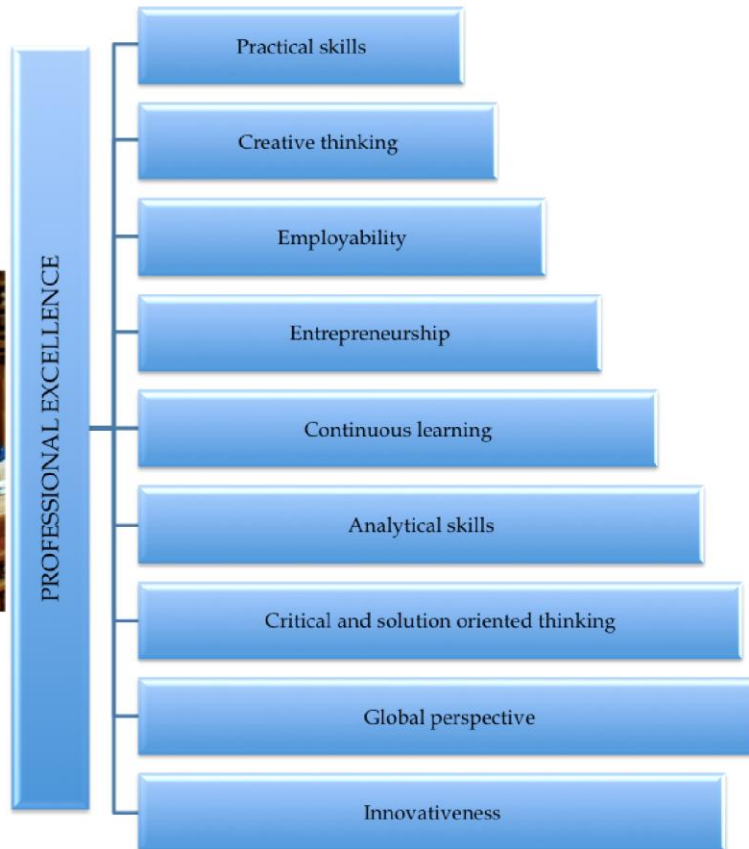
The graduate attributes framework laid down by the University is listed below. It focuses on academic, personal, interpersonal and societal skills. All learning activities, curricular and co-curricular activities are planned towards building these attributes.

- Academic
  - Academic excellence
  - Professional excellence
- Personal
  - Personality
- Interpersonal
  - Leadership
  - Communication
- Societal
  - Social Sensitivity

## Academic Excellence



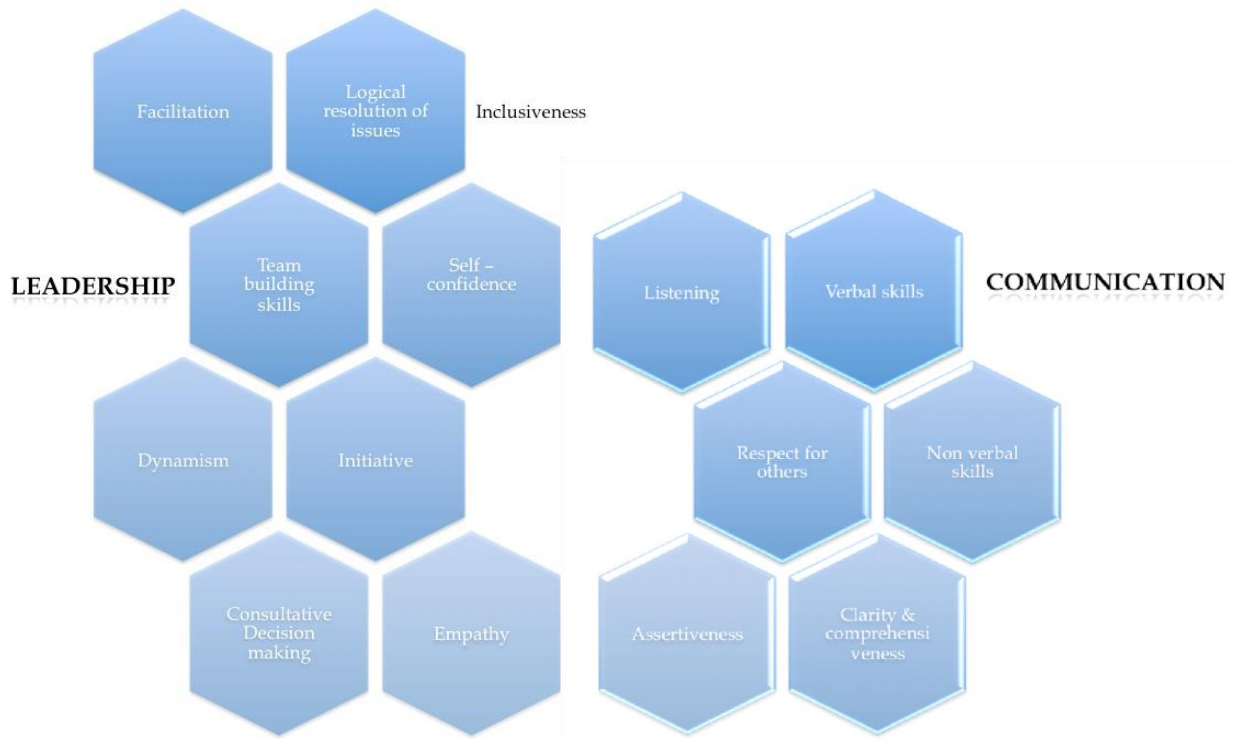
# Professional Excellence



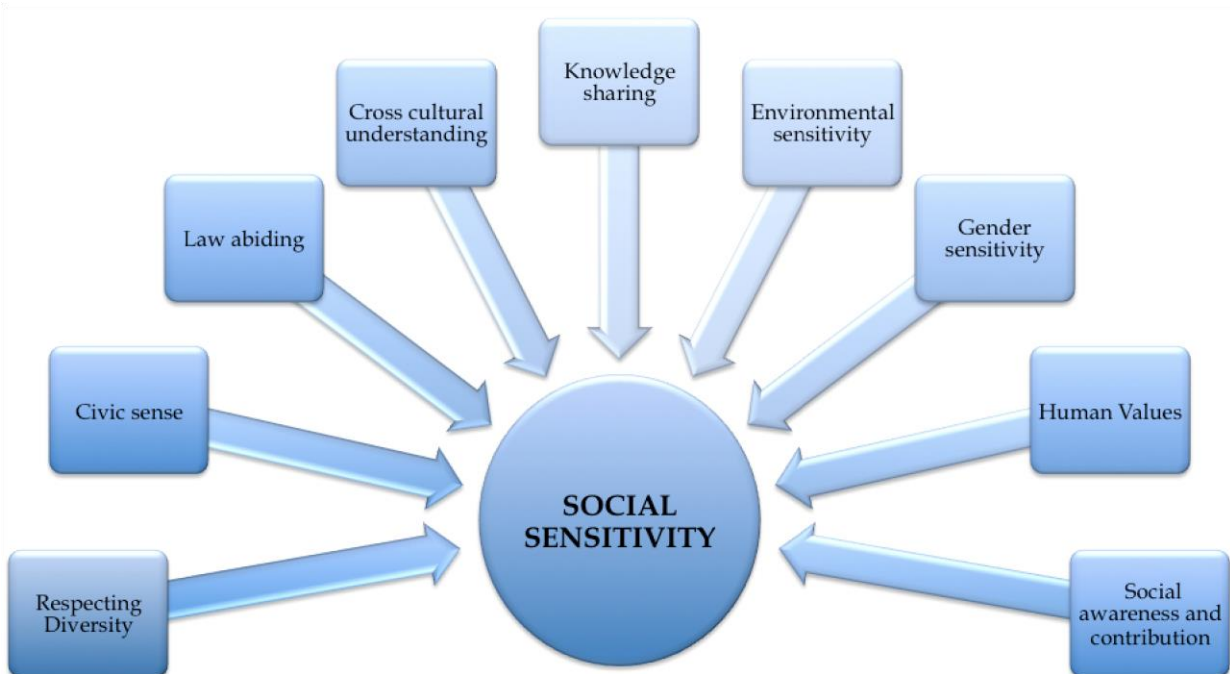
## Personal skills



# Interpersonal Skill - Leadership & Communication



## Societal skills - Social Sensitivity



## PROGRAMME OUTCOMES

# **Bachelor of Laws (BALLB & BBALLB) Honours Programmes**

## **PO1: ACADEMIC EXPERTISE**

1. A developed knowledge and critical understanding of the key concepts
2. Knowledge in core areas of law - legislations
3. Knowledge in non-core areas / interdisciplinary

## **PO2: CRITICAL THINKING, LEGAL REASONING AND RESEARCH SKILLS**

1. The ability to review, present and critically evaluate qualitative and quantitative information to:
  - a) Develop lines of argument;
  - b) Make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;
  - c) Apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline;
  - d) Where appropriate use this knowledge in the creative process

## **PO3: SKILL DEVELOPMENT**

1. Mooting skills
  - a. Articulating skills - the ability to communicate information, arguments, and analyses accurately and convincingly, orally and in writing to the members of the legal community
  - b. Court manners of demeanour and address
  - c. Employ sound logical legal reasoning for advancing arguments and representing the best interests of the client in a professional and ethical manner
  - d. Working amicably in groups
  - e. Problem solving
2. Drafting/ Pleading and Conveyance skills - use of accurate legal language and formats of drafting
3. Dispute Resolution Skills

## **PO4: VALUES**

1. Gender sensitization
2. Environment sustainability
3. Human Values (social and moral)
4. Underlying values of the Constitution of India
5. Service Learning

## **Master of Laws (LLM) Programme**

### **PO1: ACADEMIC EXPERTISE**

1. Evince conceptual clarity in the area of specialisation
2. Identify and explain the concepts, doctrines, maxims and principles of Law
3. Analyse and interpret the law and use it to further clients' interests.
4. Evaluate Indian Laws as against laws in different jurisdictions and appreciate the competing and the conflicting notions.
5. Suggest amendments/ modifications to the existing laws to plug loopholes in the law.

### **PO2: CRITICAL THINKING, LEGAL REASONING AND RESEARCH SKILLS**

1. Identify legal issues in the area of specialisation for academic inquiry
2. Apply legal reasoning and present valid and logical arguments towards solving the legal issues
3. Suggest modifications in the law
4. Contribute effectively to research and academia

### **PO3: TEACHING SKILLS**

1. Articulate thoughts and communicate effectively
2. Train leaders in the field of law and policy-making

### **PO4: ACADEMIC INTEGRITY AND PROFESSIONAL ETHICS**

1. Exhibit academic integrity in all the academic endeavours
2. Practice ethical behavior in all engagements

### **PO5: SERVICE LEARNING**

1. Create legal awareness
2. Help the underprivileged with legal advice and legal aid

## **Doctor of Philosophy (PhD in Law)**

1. Identify socio-legal issues for research and contribute effectively in the domain
2. Contribute in the development of legal knowledge
3. Utilise research tools and techniques in an efficient and relevant manner
4. Utilise their research outcomes for the benefit of the society
5. Guide research scholars

## **PROGRAMME SPECIFIC OUTCOMES**

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**BA LLB - Programme with Political and Constitutional Philosophy Orientation**

1. Analyse problems to suggest policy changes and modifications to the law based on strong understanding of the socio-political structure of India.
2. Demonstrate sound conceptual understanding of political theory and understanding of the constitutional governance in India.

### **BBA LLB – Programme with Management and Corporate Governance Orientation**

1. Analyze problems and suggest concrete measures to corporates in formulation of plans for efficient utilization of resources.
2. Evaluate companies performances based on financial reports using various financial tools.

### **LLM [Constitutional and Administrative Law]**

1. Evince conceptual clarity of the basic concepts and contemporary legal developments in the area of Constitutional and Administrative Law.
1. To contribute to academic research and publication in the field of Constitutional and Administrative Law
2. Will be able to engage in the teaching of Constitutional and Administrative Law specialisations
3. Create legal awareness with respect to Fundamental Rights and constitutional governance
4. Help the underprivileged with legal aid and advice in the area of constitutional rights and remedies

### **LLM [Corporate and Commercial Law]**

1. Evince conceptual clarity of the basic concepts and contemporary legal developments in the area of corporate academic research and publication in the field of corporate and commercial law.
2. To contribute to the academic research and publication in the field of corporate and commercial law.
3. Will be able to engage in the teaching of Corporate and Commercial Law specialisations
4. Create legal awareness amongst the general public with respect to the procedural aspects of incorporating corporate bodies.
5. Provide legal aid and advice in the area of corporate and commercial laws.

### **LLM [Intellectual Property and Trade Law]**

1. Evince conceptual clarity of the basic concepts and contemporary legal developments in the area of Intellectual Property and Trade Law.
2. To contribute to the academic research and publication in the field of Intellectual Property and Trade Law.

3. Will be able to engage in the teaching of Intellectual Property and Trade Law specialisations
4. Create legal awareness amongst the general public with respect to the procedural aspects of obtaining patents, trademarks and copyrights.
5. Provide legal aid and advice in the area of Intellectual Property and Trade Law.

## POLICY ON QUALITY STANDARDS

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Our Policy for quality sustenance & improvement summarises the essential elements of our commitment for service & excellence and includes:

- Fostering holistic development through various academic and extracurricular endeavours.
- Instilling values laid down in the Constitution with respect for fellow beings and the environment.
- Adoption and compliance with best practices prevailing in the Bar, Bench and in Academia.
- Focus on emerging areas of law and synchronous revision of the curriculum.
- Assessment of students' performance with constructive periodic feedback and remedial measures for the same.
- Enabling and encouraging students and faculty participation in national and international events, including conferences, workshops, competitions, research and journal publications.
- Empowerment and involvement of students and faculty in the use of technology and varied legal resources in teaching-learning process for an enhanced and meaningful learning.
- Moulding students for leadership roles and honing skills of faculty.
- Creation of specialized chairs in different fields of law so as to contribute to the existing body of knowledge and to focus on research and development.

## CURRICULUM DEVELOPMENT

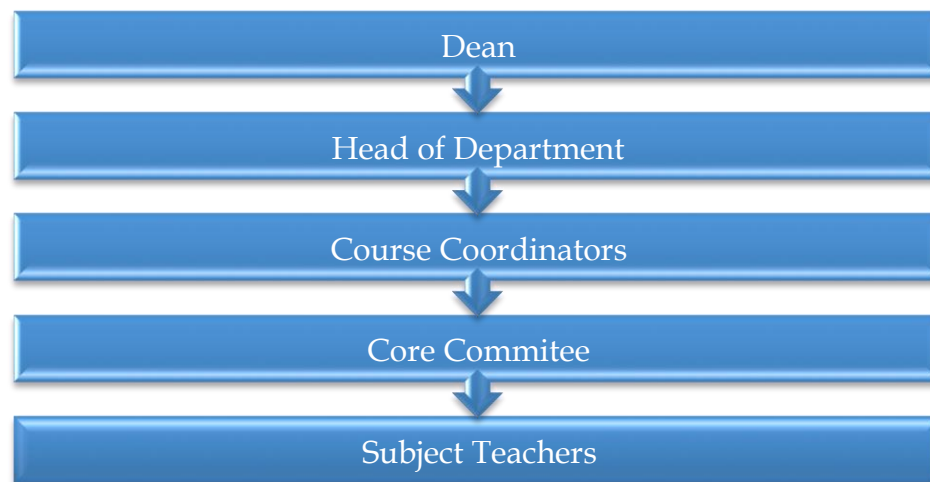
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**Objectives:** The Curriculum Development Cell is constituted with the objective of revising and incorporating contemporary legal developments in the curriculum of School of Law, CHRIST.

Curriculum Development Cells activities are centered around three main objectives:

- a) Planning (Conduct needs assessment and analysis)
  - b) Developing the content according to the requirement and designing the methods
  - c) Deployment of the curriculum **Curriculum Policy**
- Curriculum to be developed in harmony with the institutional goals, vision and mission.
  - It furthers the achievement and the realisation of graduate attributes
  - Curriculum prescribed by the Bar Council of India is followed.
  - Additions to the curriculum is directed towards contemporary subjects, for internationalisation and also towards employability, entrepreneurship and skill development.
  - While designing curriculum the local, regional, national and global needs are added for making the curriculum relevant to the community.
  - Elective subjects are introduced for flexibility in the curriculum and enable the students to pursue their interests and choose from a wide range of subjects.
  - The curriculum aims at imparting knowledge as well as skills with underlying values.

The following structure suggests the input method



#### **CDC- Procedures:**

1. Curriculum Development Committee (CDC) systematically organizes the content of what will be learnt.
2. CDC collects feedback from all stakeholders i.e. Parents, Students, Bar and Bench, Law firms, Teachers and Academicians.
3. CDC team makes decisions about learner characteristics, intended outcomes, content, methods, and evaluation strategies.
4. With input from the curriculum development team and experts from Bar and the Bench, draft curriculum papers are developed, tested, evaluated, and redesigned, if necessary.

5. Discuss curriculum with resource persons/industry practitioners who come for various programmes like Conference, Faculty Development Programme, QIP, Course Plan presentations, Judges during Moot Court Competitions, Trial Advocacy Competitions etc.
6. Analysis of feedback by Core Committee
7. Inviting suggestions from bar, bench and academicians
8. Inclusion of research finding by faculties in their respective subject areas
9. Regards to be had towards making the curriculum helpful for the Holistic Development of the students,
10. While designing curriculum the local/ regional/ national and global needs are taken in account.
11. International student's needs must be addressed by adding courses having international relevance.
12. The curriculum should cater to the research requirements of students
13. The curriculum should cater to the employability of the students.
14. Since litigation is the prime area the curriculum should cater to the development of skill set in the student. These are logical reasoning, analytical skills, research skills, content analysis of case laws, mootng skills including the art of making arguments, articulating thoughts and convincing the judge, as well as learning the etiquettes of addressing the courts.
15. Revision of Curriculum every semester in CDC meeting. Compulsory participation by all teachers in the curriculum review process.
16. Revised Curriculum would be sent to experts in the field, including members of the Bar and the Bench.
17. Pre-Board of Studies meeting is held to incorporate the feedback from experts after consultation with faculty members
18. Placing the revised curriculum for Board of Studies (BoS) approval, during its meeting.
19. Once finalized printing and uploading the same on the University website.

## **LIBRARY ADVISORY COMMITTEE**

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### **The Committee is constituted with the following objectives-**

1. Procuring of learning resources such as books, journals, Law Reports etc.
2. Advising for upgrading the library resources
3. Increasing library usage by students through library based assignments
4. Conduct training programme for faculty as well as students in the usage of online library resources

5. Training faculty and students in usage of reference management tools such as Mendeley and Quiqqa
6. Encourage collection of data for Moot Courts and other Teaching Learning activities through usage of library

## STANDARD OPERATING PROCEDURE IN TEACHING-LEARNING

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The Teaching Learning Committee (TLC) was formed in School of Law, CHRIST (Deemed to be University) (SLCU) in 2018 with the objective of enhancing teaching, learning & assessment in the department within the framework of the mission of the department and the University.

Functions of TLC:

- Develop opportunities for conversation & reflection among faculty on teaching & pedagogical tools in line with
- Facilitate culture of critical reflection on teaching and learning systems, in line with needs of outcome-based curriculum & strategic direction of the University
- Review suitability of learning outcomes, assessment methods & pedagogical tools selected by faculty for the courses
- Facilitate & encourage use of technological tools for effective teaching-learning experience and assessment methods, to faculty
- Conduct seminars, workshops, faculty development programmes on teaching & learning methodologies, assessment strategies
- Review performance of students in academic criteria based on current teaching, learning & assessment system
- Explore & recommend innovation with new pedagogical methodologies through evolving teaching and learning modes & assessment of learning outcomes, to meet changing needs of curriculum & technology
- Develop e-content in academic curriculum in coordination with Centre for Concept & Design of the University

**Ensuring entry of focused students:** School of Law conducts career orientation programmes at Christ P U College to appraise them of the courses and the opportunities ahead. It takes part in India Today Nielson Survey of Ranking of Institutions and other such ranking surveys, to reach out to students beyond Christ University.

**Demand Ratio Analysis:** After admissions the demand ratio is analysed and measures adopted in case of dwindling demand ratio.

**Student Profiling and identification of differential requirements:** The academic background, economic background, physical fitness and domicile of the students are to

be analysed. This will help identifying the differential requirements of the students. Knowledge of their differential requirement helps to design the content of the Orientation programme.

## ORIENTATION PROGRAMME

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Orientation Programme is conducted with the following objectives:

1. To understand the significance and importance of legal profession.
2. To bridge the gap towards the study of law.
3. To apprise the students of the different types of skills required for legal profession.
4. To identify the skills students should build throughout their study of law degree and to learn the importance of participating in extra-curricular activities.
5. To acquaint the students about the course structure and methods for studying law.
6. To learn about the importance of doing internships.

## TEACHING LEARNING PROCESS

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**Course overviews** are drafted giving details of how the course will be administered on a daily basis by the subject faculty. Faculty are advised to incorporate different methodologies in the teaching learning process. These are broadly governed by the graduate attributes, Programme outcomes, programme specific outcomes, course outcomes and the learning outcomes per module in the syllabus. The learning outcomes are defined and the evaluations on those outcomes are planned. Evaluation methodologies depend on the learning outcomes that are specified. **Skill development** is mainly through practical papers and therefore they are assessed differently based on the learning outcomes specified. **Values** are imparted through various group activities. A learning culture is encouraged by grouping senior students with junior students.

**Course Plans** are made before the start of the classes and communicated to the students before the classes begin. **Course Plan presentations** help improve the course plans and later approval must be obtained. Students are given **reading list** in advance so that they can come prepared for the class. Teaching learning process is student centric with a lot of **activities** that involves the students in the learning process. To enhance activity based learning mock trials have been introduced. Every faculty member has to plan on that behalf. **ICT usage** for effective teaching-learning. To make learning **24x7 e-learning** is

adopted. **Learning Management System (LMS)** is used for the purpose. **Blended learning** blends with practical knowledge or the working of the law. Hence resource persons from the Bar and the Bench, Research institutions and from the industry must be invited. **Alumni** be invited to share their practical experiences as well as give suggestion to the curriculum in the light of their experiences. **Workshops/ Conference/ Competitions** must be organized as the experience will help in the **growth of scientific temper**.

**Internships** offer a practical way to learn and it gives a first-hand experience of application of knowledge to real world instances. Internships with policy makers take learning a further step where student learns to strategize and plan for the development of the society. With this in view certain policy makers have been identified with whom students can intern.

**Professional Ethics** exhorts a student practice ethical principles in the conduct of his career. Hence the student is apprised of the ethics as well as accounting practices that he needs to adhere to in his profession.

<b>PROFESSIONAL ETHICS AND PROFESSIONAL ACCOUNTING SYSTEM (C5) BAL/BBL 1076</b>				
Presentation on Supreme Court and BCI Cases /15	CIA 2 /25	Written Records /50	Viva Voce /10	Total /100
<b>Final Viva Voce</b>				
Ability to answer professionally /5	Overall Understanding of the subject /5		Total /10	

**Dissertations** introduce law students to the domain of research and to the process of gathering new knowledge. It is designed to impart skills like analytical skills, critical thinking skills, precise writing etc.

<b>DISSERTATION BAL/BBL 1083</b>
<b>Pre-Synopsis Presentation</b>

Title	Research Problem	Literature Review	Methodology	Remarks *( A / NA/ AWM)	
<b>Synopsis Presentation</b>					
Title /5	Structure of synopsis & Literature Review /5	Research Problem /5	Clarity of concept /5	Articulation /5	Total /25
<b>Report Presentation</b>					
Literature Review /5	Progress on Chapters /5	Clarity of Concept /5	Articulation /5	Total /20	Report Approved (A) / Not Approved (NA) / Approved with Modifications (AWM)
<b>Pre-Viva Presentation</b>					
Draft Thesis /10	Literature Review /5	Methodology /5	Articulation / Defence /5	Total /25	Draft Approved (A) / Not Approved (NA) / Approved with Modifications (AWM)
<b>Final Viva Voce</b>					
Structure /5	Statement of Problem /5	Literature Review /10	Articulation / Defence /10	Total /30	Accept / Reject

**Mentoring** students is done for improving their academic performance, research performance and handling discipline issues and stress related issues.

**Regarding academic performance:** After every CIA, an analysis is made of the performance of students. For any difficulties with respect to the syllabus, tutorial classes are taken where the relevant portion is explained to the student. Assignments are given to check their performance. For **slow learners** this strategy helps in covering the difficult portions. This is also true with respect to students who miss out on classes due to

participation in various activities of the department. For **advanced learners** the strategy is to allot them presentations, encourage them in writing research papers with faculty members, draft moot court problems or arbitration problems that is discussed in class. They feel encouraged. A student- teacher collaborative research committee is constituted to encourage the advanced learners into research.

**Regarding stress related issues:** There is a separate dedicated counsellor for School of Law. The counsellor carries out mentoring of students over stress related issues. Apart from that the class teachers are the first point of contact for students. The class teacher's responsibilities are laid down and communicated to students. There are 2 class teachers for every class comprising of 60 students. Each teacher has not more than 30 students to mentor.

**Regarding attendance mentoring:** The counsellor also mentors students regarding their attendance shortage.

**Regarding Internship mentoring:** Class teachers mentor students on their internships as well. They also guide students in choosing their career paths. After internship viva is conducted to gauge the learning gained during internships.

**Regarding research mentoring:** Students are told to choose their topics for research in the month of June. Thereby regular presentations are held wherein the faculty members advise the students on the research they have done.

## CLASS TEACHERS RESPONSIBILITIES

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1. Class Teachers are the first contact point between their respective students and the department. They are responsible for bringing any academic and administrative issue raised by the students to the knowledge of the Head of Department and the Director through the Coordinator.
2. Class Teachers are required to solve the grievances of their students in the first instance. If they find the same difficult, they may discuss the same with the Coordinator and take up the matter with the Head of Department and the Director if required.
3. They are required to maintain the profile of each student of their class and monitor their progress periodically.
4. They are required to be in touch with the Counsellor for School of Law about the attendance and conduct of their students.
5. As Class Teachers, they have to track and analyze the performance of their students in all the exams and keep the Head of Department updated about the

same. This requires that they undertake a periodical assessment of the students' performance in various exams.

6. They have to sign the yellow slips of the students, in consultation with the different faculty committee coordinators, and take the same personally to the Head of Department for his approval and signature. Under no circumstances are they supposed to give the yellow slips to either students or anyone else to hand them over to Head of Department.
7. They are required to nominate / select atleast two volunteers from their class, for various programmes of the School of Law, by following the prescribed guidelines. They have to see that they will not send the same students to more than one programme.
8. They are also required to inform their students of all the communications made by the University, especially with regard to the HED exam schedule, Faculty Evaluation and such others and accompany them to the venues whenever required. It is also their responsibility to ensure that their students maintain discipline in all the SLCU programmes.
9. They have to carry out any other instructions, apart from the above, given by the University from time to time.

## **RESPONSIBILITIES OF CLINICAL COURSE TEACHERS**

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1. Subject teachers concerned should ensure that day-to-day evaluation, wherever applicable, takes place of the assignments and their signatures appended to.
2. Unless any holiday intervenes, the valued assignments/records should be returned to the students, with corrections if any, for preparation of fair copy.
3. Thus, teachers concerned should certify both the draft as well as final records without fail.
4. All the records should be counter-signed by the respective class teachers as well and submitted to the Head of Department for his perusal at the end before the Viva Voce.
5. Unless the students go through all the stages, prescribed for each clinical papers, successfully to be eligible to appear in the Viva Voce no one shall be allowed to appear in the Viva Voce.
6. It is also to be noted that no student should be allowed to take the next stage unless he/she clears the preceding stage.
7. Course Teachers should clearly inform the students that there is no provision for applying for and getting any chance for a repeat, special supplementary or any

such additional attempts in clinical papers. If they fail to clear these papers, the only remedy available is to seek re-admission in the subsequent year.

8. Marks should be properly entered and tabulated, in all successive stages, without delay and shown to the Head of Department as and when required.
9. CIA 2 (Mid-Semester Exam) is mandatory in all clinical papers. However, owing to different academic activities in Moot Court and Internship (C4) no CIA 2 is prescribed in the said subject.

## EVALUATION PROCESS

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**Continuous evaluation** is the norm. After CIA/ Mid semester class teachers must collect report on the progress of the students from the various subject teachers. Suggestions on how the students' performance can be improved must be followed up. **Rubrics** must be applied to assess the different kinds of evaluation that is done at SLCU. **Model answer scheme** must be made and communicated to the students. The **strategy for slow, average and advanced learners** must be followed. **Remedial classes** need to be taken for the students who need it. If **academic counselling** is required it should be done. For troubled students the **counsellor's** help can be taken. After the final exams, once the results are obtained the Result **Analysis** has to be undertaken to take stock of any major problems and the requisite steps are to be taken to help the student. **Constructive Feedback** to students must be given at every assessment. SLCU takes steps to ensure **Continuing education** for alumni. Evaluation of skills attained is done through presentations, moot courts viva etc.

## SAMPLE RUBRICS

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Written Test - 20 marks

PARAMETERS	Very good (4 - 5)	Good (2 - 3)	Average (1)
<b>Knowledge</b> (identifying relevant principle) 5 marks	Student has mentioned all relevant principles, concepts	Student has mentioned some relevant principles	Student has not mentioned any relevant principle
<b>Analysis</b> (application of principle to problem/question) 5 marks	Student has correctly applied the relevant principle to the question	Student has misapplied the relevant principle to the question	Student has wrongly applied a wrong principle to the question

<b>Reasoning</b> (systematic structured steps to answer) <b>4 marks</b>	Student has written the correct answer in a step-by-step structured manner	Student has written the correct answer in an unstructured manner	Student has failed to write the correct answer
<b>Writing skills</b> (vocabulary, clarity) <b>4 marks</b>	Student has used relevant keywords in clear brief manner	Student has used relevant keywords along with additional unnecessary terms	Student has failed to use any relevant keywords and used vague uncertain words
Original ideas, theories <b>2 marks</b>	Student has written issues with current system and given original suggestion, theory	Student has written issues with current system without any suggestion	Student has written current system without any issues or suggestions

### Class Presentation – 20 marks

<b>PARAMETERS</b>	<b>Very good (4 - 5)</b>	<b>Good (2 - 3)</b>	<b>Average (1)</b>
<b>Knowledge</b> (content of presentation) <b>6 marks</b>	Student has mentioned all relevant principles, concepts	Student has mentioned some relevant principles	Student has not mentioned any relevant principle
<b>Communication</b> (vocabulary, clarity) <b>5 marks</b>	Student has spoken in clear concise manner using relevant keywords	Student has used relevant keywords but not in concise manner	Student has not used any relevant keywords
<b>Presentation</b> (body language, structured explanation) <b>5 marks</b>	Student has presented formally with step-by-step explanation	Student has presented in step-by-step explanation in casual manner	Student has not presented clearly and formally
Use of audio-visual aids <b>2 marks</b>	Student has used powerpoint presentation, other aids in a complementary manner	Student has relied fully on aids, not in a complementary manner	Student has not used any aids in presentation
Original ideas <b>2 marks</b>	Student has mentioned issues with current system and given original suggestion, theory	Student has mentioned issues with current system without any suggestion	Student has mentioned current system without any issues or suggestions

### Research Paper – 20 marks

<b>PARAMETERS</b>	<b>Very good (4 - 5)</b>	<b>Good (2 - 3)</b>	<b>Average (1)</b>
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<b>Knowledge</b> (content) <b>5 marks</b>	Student has mentioned all relevant principles, concepts	Student has mentioned some relevant principles	Student has not mentioned any relevant principle
<b>Analysis</b> (identifying and connecting variables) <b>5 marks</b>	Student has correctly identified the relevant variables and related them	Student has identified the correct variables but not correctly related them	Student has not identified the correct variables
<b>Research skills</b> (use of resources, data collection) <b>4 marks</b>	Student has used authentic resources and collected relevant data from primary and secondary sources	Student has used authentic resources but relied only on data from secondary sources only	Student has not used authentic resources and collected data from unreliable sources
<b>Writing skills</b> (vocabulary, citation, clarity, brevity) <b>4 marks</b>	Student has used relevant keywords in clear concise manner and cited all sources in prescribed format	Student has used keywords but not in clear concise manner and cited some sources in prescribed format	Student has not used any relevant keywords and not cited any sources
Original ideas, theories, principles <b>2 marks</b>	Student has written issues with current system and given original suggestion, theory	Student has written issues with current system without any suggestion	Student has written current system without any issues or suggestions

### RUBRICS FOR MOOT COURT - 20 Marks

<b>PARAMETERS</b>	<b>Very good (4 - 5)</b>	<b>Good (2 - 3)</b>	<b>Average (1)</b>
<b>Analysis -</b> Shows evidence of Knowledge - legal -statutory -facts of case - precedent  <b>5 marks</b>	Student links the facts of the case to relevant legal issues and historical events. Uses relevant precedents or justifications to support his argument.	Student attempts to link the facts of the case to relevant legal issues and historical events. Uses very few or irrelevant precedents or justifications to support his	Student links the facts of the case to relevant legal issues and historical events. But does not attempt to make connection between them. Does not use precedents or
		argument.	justifications to support his argument or misinterprets the precedents

<p><b>Advocacy Skills-</b> Argues convincingly</p> <p><b>5 marks</b></p>	<p>Student inhabits the assigned role and presents relevant and compelling arguments clearly and convincingly.</p>	<p>Student takes on the assigned role but occasionally diverts from it. Presents relevant arguments clearly.</p>	<p>Student can identify some characteristics of the role but has difficulty taking on the role. Arguments are often difficult to understand.</p>
<p><b>Communication skills Court Manners</b></p> <p><b>5 Marks</b></p>	<p>Student communicates in a formal language, uses legal terms in appropriate places. Follows the court manners while presenting the case or answering the questions very naturally</p>	<p>Student communicates in grammatically correct language, however, does not use legal language. Follows few court manners while pleading and answering the questions, but struggles to maintain the manners uniformly</p>	<p>Student communicates in an informal manner, does not follow court manners while pleading or answering the questions.</p>
<p><b>Written Memorials</b> Quality and extent of Research Organisation of arguments Accuracy of language Citation mode</p> <p><b>5 Marks</b></p>	<p>The student is able to reflect the quality and extent of research. There is flow and organisation of thoughts and ideas laid down clearly Has used grammatically and legally accurate language Has acknowledge the sources of information by use of uniform citation mode.</p>	<p>The student is able to reflect research on most of the relevant points. The student has attempted to maintain the flow of and organisation of thoughts, but is not very clear Has used grammatically correct language and attempted to use legal language, but has not used technical terms in appropriate places. Has acknowledged the source of information, but the sources are not quality and reliable sources.</p>	<p>The student is not able to reflect quality research on any points / or only few points. Student is not able to maintain a flow in thoughts or ideas, and is dispersed. Does not use formal and legally accurate language. Has not cited sources or information/ or has used wrong citations and sources of information. Has not used a uniform citation mode.</p>

**RUBRICS FOR CLIENT COUNSELLING - 20 Marks**

<p><b>Parameters</b></p>	<p><b>Very good (4 - 5)</b></p>	<p><b>Good (2 - 3)</b></p>	<p><b>Average (1)</b></p>
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<p>Establishing an efficient professional relationship, Impressive opening and conclusion <b>3 marks</b></p>	<p>The student established the beginning of an effective professional relationship. They covered the issues pertaining to that relationship comprehensively and in a highly courteous, sensitive and professional manner. The student showed excellent skills in ending the interview. The client left with a feeling of reasonable confidence and understanding, appropriate reassurance, and a clear sense of expectations and mutual obligations to follow.</p>	<p>The student established the beginning of an effective professional relationship. They adequately covered the issues pertaining to that relationship and demonstrated the basic elements of courtesy, sensitivity and professionalism.</p> <p>The student showed some skills in ending the interview. The client left with some feeling of confidence and understanding, reassurance, and sense of expectations and obligations to follow.</p>	<p>The student did not establish the beginning of an effective professional relationship. The student showed a lack of skills in ending the interview. Alternatively, the client left with little or no confidence and understanding, sense of reassurance, or sense of expectations and mutual obligations to follow.</p>
<p>Obtaining information <b>3 marks</b></p>	<p>The student elicited all relevant information about the problem from the client. They developed a comprehensive and reliable understanding of the problem and clearly reflected that understanding to the client.</p>	<p>The student elicited the basic information about the problem from the client. They developed a basic understanding of the problem and made some effort to reflect it to the client.</p>	<p>The student failed to elicit the relevant information about the problem from the client. They only developed an incomplete understanding of the problem and/or failed to reflect it to the client.</p>
<p>Learning the clients aims, expectations and needs <b>3 marks</b></p>	<p>The student obtained an excellent understanding of the client's goals and initial expectations. They were able to</p>	<p>The student obtained a general understanding of the client's goals and initial expectations. They</p>	<p>The student failed to learn the client's goals and initial expectations</p>

	modify and develop this understanding fully taking into account any emotional aspects of the problems	were able to make some modifications and developments to this understanding but may not have fully taken into account any emotional aspects of the problems.	
Problems analysis & Legal analysis <b>5 marks</b>	The student analysed the client's problem with a high degree of creativity from both legal and non-legal perspectives. They conveyed a very clear and useful formulation of the problem. The student engaged in excellent legal analysis and gave advice that was highly appropriate to the situation and its context. Any nonlegal advice, if given, given was pertinent and relevant.	The student analysed the client's problem from both legal and non-legal perspectives. They provided some formulation of the problem although it may have lacked clarity or usefulness. The student engaged in legal analysis and gave advice that was reasonably accurate and showed some awareness of the situation. Any nonlegal advice, if given, was pertinent and relevant.	The student failed to achieve a clear understanding of the client's problem or did not attempt to analyse the problem. The student gave no advice or the advice given was seriously inaccurate or inappropriate.
Developing options of solutions & Assisting the client in making informed choice <b>3 marks</b>	The student fully and effectively developed a set of potentially effective and feasible options of a legal and/or nonlegal nature. The student dealt with the client's legal and emotional needs very well. They provided excellent assistance to the client in his or her understanding of problems and solutions, and in	The student considered more than one option and showed some consideration as to the effectiveness or feasibility of the option. The student dealt appropriately with the client's legal and emotional needs. They assisted the client in his or her understanding of problems and solutions, and in	The student failed to develop any effective or feasible options failed to deal with the client's legal or emotional needs. They made little or no attempt to assist the client in his or her understanding of problems and solutions, or in making an informed choice.

	making an informed choice	making an informed choice. However, they were not wholly successful in this task	
Teamwork and tackling ethical and moral issues <b>3 marks</b>	The team members exhibited excellent teamwork showing a very high level of understanding between them and the ability to adapt their approach to the particular client	The student exhibited a satisfactory basic level of teamwork	The student exhibited no evidence of teamwork.

**Rubrics for evaluating the Student Visits/ Study Tours/ Internships / Court visit/ Judges, advocates-Chamber visit/ Prison Visit**

<b>PARAMETERS</b>	<b>Very good (4 - 5)</b>	<b>Good (2 - 3)</b>	<b>Average (1)</b>
<b>Selection of the relevant industry/ office/ firm for visit/ internship</b>  <b>5 marks</b>	The student is able to select the place of visit relevant to the syllabus or course, and is able to know the reasons for selecting the place.	The student is able to select the place of visit, but is not able to relate the visit to the syllabus or course content.	The student is not able to select the place as per the learning needs, the student is also not able to relate the visit to the syllabus or course content.
<b>Skills learnt during the visit and application of these skills</b>  <b>10 marks</b>	The student has learnt practical skills – (drafting, pleading, problem analysis, client interviewing, working of the courts, working of the lawyers). He is able to apply the skills in the class discussions and written assignments.	The student learnt the practical skills. However, he is not able to apply those skills in the class discussions and written assignments.	The student learnt very few skills and is not able to apply any practical skills in the class discussions and written assignments.
<b>Report of the visit</b>  <b>5 marks</b>	The student is able to write a detailed report of the activities conducted and observations made during the visit, he is able to share his experience with others in written as well as oral form.	The student is able to write a report, but has not reported the activities in detail and has not specified any observations clearly.	The student is not able to write a report of activities conducted, or has written a vague and skeletal report

# CODE OF ETHICS

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In furtherance of the Vision, Mission and Quality Policy Standards established in our institution and in the furtherance of the ethical standards that are required of the legal and academic fraternity, School of Law Christ University seeks to maintain ethical research and practice in the institution.

The Code of Ethics is a summary of the principles and procedures that needs to be complied with by every researcher in School of Law, Christ University. It intends to create awareness with respect to ethically sensitive issues in research and scholarly activities. It also intends to provide advice for undergraduate and postgraduate research students and to promote a strong appreciation of ethical considerations in research. The Code provides for enabling procedures and does not restrict the students.

The primary responsibility in the conduct of ethical research lies with the researcher. It is necessary that the faculty members and students engaged in research adopt a persistent personal commitment to act ethically, to encourage ethical behaviour in those with whom they collaborate, and to consult where appropriate concerning ethical issues.

The Research Committee that is functioning in School of Law, Christ University shall evaluate all research material and submissions in order to ensure compliance with ethical standards.

## INDICATORS:

- Researchers shall not use deception in the research methods that they adopt.
- The anonymity as well as privacy of all research participants shall be respected in all instances and personal information relating to participants shall be kept confidential and secure.
- All persons engaged in research shall submit an ethical report along with their research submissions. This will contain declarations that the Code has been complied with.
- The Research Committee must approve all research and consultancy and will examine the ethical reports of each prior to approval.

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## COMMITTEES AT SCHOOL OF LAW

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School of Law aims at conducting a lot of activities, to cater to the diverse learning needs of all students. Faculty members and advanced learners are particularly benefited as they can take up leadership roles and thereby contribute to the learning environment in the University. Committee activities also help in keeping the students community engaged in various co- curricular activities and in the process learn life skills, values and attitudes that will be of help to them when they start their careers. Each committee conduct activities based on the policy and the objectives of the committee. Committees also help in decentralizing power to the various committees who prepare their budget and organize their programmes effectively. The following committees are constituted.

1. Moot Court Society (MCS)
2. Journals & Publications + CAPS
3. Debating and Literary Society & Law Reforms and Parliamentary Debates
4. Legal Aid and Awareness Committee
5. Cultural Committee
6. Sports Committee
7. Human Rights Committee
8. Corporate Law Committee
9. ADR Committee
10. Intellectual Property Rights Committee
11. Placement & Internship Committee
12. MUN & International Relations and Foreign Policy Committee
13. Constitutional Law Studies & Constitutional Orientation Program
14. Advanced Criminal Law Studies Committee
15. Litigation Committee
16. Management Studies Committee
17. Public Policy & Governance Committee
18. Environmental Law Studies & Orientation Program Committee
19. National Conference Committee
20. CSA Committee
21. IQAC SLCU Committee
22. Curriculum Development Cell
23. Teaching Learning Cell
24. Research Projects Committee
25. Student Teacher Collaborative Research
26. Gender Studies Committee
27. Library Advisory Committee
28. International Students Committee
29. Dissertation
30. First Year Orientation Programme

## **Research and Development Policy**

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## POLICY

The committee with the help of senior faculties help to structure the proposal in the proper shape. Thereafter, once the proposal is accepted by the university, the teachers start working and quarterly they are supposed to present what they have advanced in the presence of the other faculty members. During this time, they (the teachers undergoing project work) receive the feedback from the teachers present and accordingly gets scope to develop the same in the proper manner. At the end once the work is over, the final draft is again to be presented and discussion on the same is conducted. After the presentation and modification, if necessary, the teacher is allowed to submit the report for 2 external examiners. On the receipt of the report, from two external examiners, the final viva is conducted and the candidate's work is concluded.

## OBJECTIVES

This committee is assigned with the task of promoting the research culture in the department and involved in the activities like- encouraging the teachers to submit the research projects *in the area of their interest, their PhD areas* if the teacher has registered for PhD in our University or other universities.

To proactively position School of Law in the international context. Hence the **Information Resource Center** would undertake research and development initiatives to build research careers, provide support to strengthen knowledge foundations and study impact/ interactions of law on society.

School of Law, endeavours to contribute to the knowledge economy by identifying, studying and solving the problem areas characterising a modern welfare society.

School of Law, endeavours to provide valuable Applied Research that contributes to the welfare society by developing its UG and PG curriculum that interacts efficiently with education, practice and research.

School of Law, endeavours to employ innovative methods of dissemination of knowledge generated through research; considering the broad variety of communication platforms and media habits that are available.

The Policy is implemented through specific strategies. Two main strategies are –

1. The constitution of a Research Cell – Information Resource Center
  - a. Constitution of the Committee – Senior faculty members
  - b. Responsibilities of the Committee
    - i. Motivate all Faculties to pursue research in their respective areas of expertise.
    - ii. Consultancy activities related to research.
    - iii. The development of infrastructure conducive to promoting the quality and quantity of research and development.

- iv. Promote the undertaking of minor and major research projects in the department.
- v. The establishment of research and development priorities
- vi. Promote emerging areas of research and development.
- vii. To monitor and enhance the quality of research programmes, projects and the research infrastructure within Institute, including the training of research scholars.
- viii. To foster the development of multi-disciplinary research endeavors across Faculties and departments.
- ix. Monitor the research and development performance of students and faculties
- x. To advise researchers on their proposals, methodology and design.
- xi. To encourage excellence and productivity through maintaining a database of research and development activities.
- xii. Oversee the application of the Code of Research Ethics for the responsible practice of research.
- xiii. The quality of postgraduate research to be improved.
- xiv. To promote building build strategic, durable partnerships and develop funding solutions with Industries and research Institutions for steering, funding and cooperation.

c. Meeting Schedule

The Committee will meet a minimum of twice a year and more often when necessary.

- 2. Promote Consultancy
- 3. Code of Ethics

In furtherance of the Vision, Mission and Policy Standards established in our institution and in the furtherance of the ethical standards that are required of the legal and academic fraternity, School of Law, is seeking to maintain ethical research and practice in the institution.

The Code of Ethics is a summary of the principles and procedures that needs to be complied with by every researcher in School of Law. It intends to create awareness with respect to ethically sensitive issues in research and scholarly activities. It also intends to provide advice for undergraduate and postgraduate research students and to promote a strong appreciation of ethical considerations in research. The Code provides for enabling procedures and does not restrict the students.

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The Research Committee that is functioning in School of Law shall evaluate all research material and submissions in order to ensure compliance with ethical standards.

#### INDICATORS:

- Researchers shall not use deception in the research methods that they adopt.
- The anonymity as well as privacy of all research participants shall be respected in all instances and personal information relating to participants shall be kept confidential and secure.
- All persons engaged in research shall submit an ethical report along with their research submissions. This will contain declarations that the Code has been complied with.
- The Research Committee must approve all research and consultancy and will examine the ethical reports of each prior to approval.

Committee Activities at School of Law helps students to choose and develop their interests and build leadership skills. Students have the freehand to plan and work in their own way. It builds team spirit and hones decision making skills.

## **Journals and Publications Committee**

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### **POLICY**

The Journals and Publications Committee endeavours to inculcate research among the legal academia through the publication of Christ University Law Journal, identifying external peer reviewers with expertise who can facilitate the extension of research work. CULJ being a bi-annual publication is brought forth by the Editorial Board comprising faculty members and students of the School of Law. The journal has a very distinguished advisory panel comprising of former judges and academicians of national and international repute. The Centre for Publications, Christ University has so far been instrumental in the publication of seven issues of the law journal.

CULJ publishes short articles, long articles, case comments and book reviews pertaining to diverse fields of law. Over the years the Editorial Board has witnessed a significant rise in responses to the call for papers from students, academicians and practitioners from various parts of the world.

### **OBJECTIVES**

The Journal and Publications Committee has been constituted:

- a) To contribute to legal research through the publication of the Christ University Law Journal (CULJ), a bi-annual law journal, which is a student run initiative (ISSN No.2278-4322).
- b) To enhance the research culture in the campus by conducting primers and orientation sessions on style of citation.

## EVENTS

The first issue of CULJ was released in September 2012 at the occasion of the School of Law National Moot Court Competition, by Justice K.T. Thomas (Former Judge, Supreme Court of India).

## LIST OF PEER REVIEWERS - CULJ

Sl. No.	Name of the External Reviewer	Designation
1.	Dr. Sunil Kumar Aggarwal	Faculty, ISIL, New Delhi
2.	Dr. Raghavendra Rao	Faculty, NALSAR, Hyderabad
3.	Dr. Gangotri Chakraborty	Dean, Department of Law, University of North Bengal
4.	Dr. Joga Rao	Adjunct Faculty, NLSIU
5.	Dr. Jahwari Sudarsanam	Guest Faculty, SLCU
6.	Dr. Narayan Rao	Faculty, Indian Institute of Corporate Affairs
7.	Adv. Benoy Kadavan	Lawyer, High Court of Kerala, Faculty NUALS, Cochin
8.	Adv. S. Sreevatsa	Senior Advocate, High Court of Karnataka
9.	Mr. Jacob Joseph	Faculty, NUALS, Cochin jacob.lawteacher@gmail.com

## Debating and Literary Society & Law Reforms and Parliamentary Debates

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### POLICY

To develop debating skills amongst student community in order to inculcate skills for law making.

### OBJECTIVES

- To Promote the Importance of debating and argumentative Skills amongst students
- To increase the scope of debates in application to major legal policy decisions
- To Improve, elocution, spontaneity and general speaking skills amongst students

- To inculcate a strong debating culture amongst 1<sup>st</sup> years
- To Increase participation of students in external and internal tournaments

## EVENTS

The list of activities includes seminars, internal rounds, practice sessions and tournaments both internal and external. The report contains details of the nature of activities along with the dates on which they were conducted

- 1. Introductory Debate Championship:** Conducted for the Entire first year batch to introduce them to the concept of debating. The tournament has 2 stages. A preliminary stage where individuals will do mandatory rounds, post which the top 60 ranks will be allowed to form teams and debate in the post break rounds.
- 2. Primers:** Aimed at inculcating the basics of parliamentary debating and introducing 1<sup>st</sup> years to the nuances of college level debating.
- 3. Internal Ranking Rounds:** The internal speaker and adjudication rounds are conducted to maintain internal ranking records and to determine slot allocations for future debates
- 4. Debating Premier League:** This is an internal tournament that is conducted biannually for the purpose of promoting debating within SLCU. The format involves a preliminary round i.e. the group stage after which the top 8 teams enter knock-out stage.
- 5. Public Policy Union Debate:** To be conducted In collaboration with public policy committee, the event is based on the oxford union debate styles. Eminent personalities will be invited and will team up with students to debate on motions of public relevance, the result of which will be declared by shift of votes in the audience.
- 6. External Tournaments:** External tournaments are periodically held by other colleges where students are allocated slots based on results of the internal speaker and adjudication rounds.

## Cultural Committee

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### POLICY

The cultural committee of school of law is responsible for implementation and monitoring of the extracurricular activities of the students in the department. It motivates students to show up their talents in the field of art, dance, music, and other activities for their holistic development.

### OBJECTIVES

Cultural Committee aims to:

- Nurture the talents of the students in the field of art, dance, music, and other extracurricular activities,

- Develop creative and management skills, and,
- To imbibe the spirit of teamwork and humility amongst the student community.

## EVENTS

1. DE NOVO: It's an official inauguration of the academic year and all activities of the committee.
2. Blossoms: is an Intra-departmental competition in Arts, Dance, Drama, Music etc.
3. In Bloom: Inter-departmental competitions in Arts, Dance, Drama, Music etc.
4. Juristar: It's an event to felicitate the 'winners' of different competitions held within the department and at the University level.

# Sports Committee

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## POLICY

To foster spirit of leadership and growth and develop the spirit of teamwork and comity

## OBJECTIVES

1. To provide an outlet to the budding sports aspirants.
2. To educate and inform the student body of Law School of Sports Law and to show the student body it is a viable career option.
3. To prove our abilities among various Law School in the field of sports and not just an eminent academic Law School.
4. To attempt to host a fest privately for SLCU and invite all the eminent Law Schools to participate in the same.
5. To ensure maximum participation from Law School.
6. To build healthy relationships various other Law Schools.
7. To ensure overall development and growth of the student body.
8. To promote a more disciplined and healthy lifestyle.

## EVENTS

- 1) SPRITUS: It is the annual sports fest organized by National Law School Of India University, Bangalore. It is the first annual fest in which SLCU shows enthusiastic participation. August 22<sup>nd</sup> to 24<sup>th</sup> is the scheduled dates for SPIRITUS for this academic year.
- 2) Sports seminar: A seminar on sports law has been proposed for the first time this year. The fifth year students have an elective dealing with sports law. The seminar is pertinent as there is substantial lack of knowledge with respect to the same. A panel of two eminent sports lawyers suggested and one eminent sports person.
- 3) INVICTA: It is the annual sports fest organized by West Bengal University of Judicial Sciences in which around a hundred students of SLCU participates. It is a

fest in which SLCU has managed to win the overall in three consecutive years. The dates of the fest are yet to be declared.

- 4) Bi-Lateral: It is the two-team fest between SLCU and NLSIU where the two colleges compete to rise as the superior. Bi-Lateral is generally conducted at the request of NLSIU, where both the college's plays host to a few matches. It is a fest that sees enthusiastic participation from both the colleges. The dates are yet to be declared.
- 5) JURISTAR: it is the Intra-deanery fest conducted annually to foster competitive and friendly spirit between all the students in the law school where the first years also get to play against all the students of the law school. This fest is effective in many manners. It mainly helps to gauge the talent among all the age groups. This is a fest that brings all sports person together. Scheduled to be held in the last week of February.

## Human Rights Committee

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### POLICY

The committee endeavours to promote sensitization and educate students on various aspects and issues relating to human rights.

### OBJECTIVES

The major events to be organised in the academic year 2015-16 are seminars, guest lectures and workshops, wherein active participation from students, the academia and other eminent personalities would be solicited. The purpose of such events is to sensitize the students and enable them to think from the human rights perspective.

The committee focuses on organising various programmes in association with academics and eminent personalities who have diverse & substantial experience in working on areas related to human rights. Along with this we also intend to secure ties with our participants, resource persons & NGOs so as to provide a platform to our students to interact, intern and learn the working of human rights and its related discourse in various quarters.

Furthermore, informing and educating the students who aim at further studies in the field of Public International Law and International Human Rights, with its various branches, is another ambition of the Committee.

### EVENTS

Introductory Talk for First Year Under graduate Batch

Expert Talk; Video Conference  
Essay Competition for First Year Under graduate Batch  
SEPTEMBER 2.09.15 Expert Talk  
Movie Screening  
HR Education Drive  
Oath Taking on Human Rights Day

## Corporate Law Committee

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### POLICY

To endeavour and nurture aspiring professionals in the field of Corporate Law.

### OBJECTIVES

1. The Corporate Law Committee shall provide the student body with a platform to acquire knowledge of the various facets of Corporate Law.
2. The Corporate Law Committee shall act as a body to cultivate interest in Corporate Law among students.
3. The Corporate Law Committee shall conduct various activities to spread awareness among the students regarding Corporate Law.
4. The Corporate Law Committee shall provide a forum for students interested in Corporate Law to explore career options, network with individuals working in the field and discuss burning issues pertaining to the field.
5. The Corporate Law Committee shall seek to provide a bridge between the theoretical and practical knowledge with regards to the subject of Company Law and related aspects.

## ADR Committee

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### POLICY

- To provide guidelines for the efficient functioning of the ADR Board.
- To provide a framework that shall facilitate the Board to carry out its functions:
- For the benefit of student participation in activities relating to ADR mechanisms.
- 2. In organizing primers and workshops so as to encourage students to represent School of Law, at national and international level ADR competitions.

- To act as a facilitator for spreading awareness of ADR by organizing national level competitions and Seminars.
- The policy shall extend to all the students, committees and faculty members of School of Law,. Notwithstanding any rules or regulations laid out herein, the rules and regulations of the University shall supersede.

## OBJECTIVES

To introduce the students to the concept of client counselling, negotiation and mediation. The Internal Client Counselling Selection Rounds will determine the ranking list of teams for participation in external competitions.

The workshop will provide an insight to the students of the 5<sup>th</sup> years to arbitration law, alternate dispute resolution techniques etc.

To create a Memorandum of Understanding with the arbitration centre at Karnataka for building cordial relations and seek their aid in further activities of this committee.

## EVENTS

- Intra Client Counseling Ranking Rounds.
- Primers Guest Lectures, Orientations and Workshops.
- Open Challenger Rounds for ADR Competitions
- National Level Alternate Dispute Resolution Competition.

# Intellectual Property Rights Committee

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## OBJECTIVES

The Intellectual Property Rights Committee seeks to establish and nurture the value, importance and practice of Intellectual Property law at School of Law,.

The Committee further seeks to promulgate a sense of social reciprocity by facilitating and catalysing the legal process in filing and advisory activities with respect to IP.

It publishes an e-magazine – *Intellectualis* to spread knowledge and initiate interest in the subject of various types of Intellectual Property

## EVENTS

Workshop on Intellectual Property Rights and Business, in association with Scriboard Advocates & Legal Consultants and Enhelion Knowledge Ventures Pvt. Ltd.

# Placement and Internship Committee

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## POLICY

The Committee shall facilitate the securing of placements for the graduating batch of SLCU. Placement offers secured by the Committee on behalf of SLCU shall be open to all students, from the graduating batches, who are sitting for placements through the Committee.

## OBJECTIVE

- (i) The Committee shall facilitate the securing of internships for all batches of School of Law, Bangalore (hereinafter "SLCU").
- (ii) Internship Slots secured by the Committee on behalf of SLCU shall be open to all students for application subject to the preferences of the employer.
- (iii) Notwithstanding anything in this policy, the Committee shall assist by any means possible, students who request such assistance from the Committee for the securing of their internships, or for the request of internship slots on behalf of SLCU, as per the procedure laid down in Chapter X of this Policy.
- (iv) Where the Policy is silent over any matter or in the circumstance where any grievance exists, the decision of the Committee shall be binding.

## EVENTS

- The Recruitment Drive for Placements
- Recruitment drive for Internships
- CV drafting training

# International Relations and Foreign Policy Committee

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## POLICY

The IRFPC has been formulated in order to induce interest and develop an understanding in the students of SLCU regarding varied aspects of International Relations and Foreign Policy .

- The policy shall be governing and regulating all the activities conducted by the International Relations and Foreign Policy Committee (hereinafter referred to as IRFPC ) for year 2015-2016 and shall be binding in nature.

- All the rules and regulations mentioned in the policy shall be in compliance with the rules and regulations of School of Law, and where there is a question of precedence; rules of the University shall undisputedly prevail.
- Where the Policy is silent over any matter or where any grievance exists, decision of the IRFPC, the HOD and academic Co-ordinators shall be binding.

## **OBJECTIVE**

- ✓ In order to ensure achievement of the objectives of the committee for the academic year 2015-2016, the policy shall lay down the principles and rules that shall be followed for efficient working of the committee.
- ✓ Give an insight to the students of SLCU into the working and management of the Committee.
- ✓ Establish a benchmark for all kinds of activities, seminars and guest lecturers organized by the committee in the academic year 2015-2016.

## **EVENTS**

- 1) National Level Essay Competition
- 2) Various Seminars and Guest lectures

# **Constitutional Law Studies & Constitutional Orientation Program Committee**

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## **OBJECTIVE**

This is in regard to the selection of core-committee members for the Constitutional Law Studies and Orientation Committee 2015-2016. The Committee has a series of events planned as a part of the agenda of the committee. The Committee aims to assist students to inculcate and imbibe knowledge in the field of Constitutional Law and to also help them to engage in discussions and debates on prevailing issues in the above mentioned field. The Committee plans to organise the following events throughout the academic year:

## **EVENTS**

1. Orientation for the first years
2. National Seminar
3. Bring forth an online journal on Comparative Constitutional Law
4. Monthly viewing of documentaries and discussions post the same
5. National Constitutional Law Fest
6. Constitutional Law Orientation Programme

7. Conduct guest lecturers for students of Constitutional Law

## **MOVIE MARATHON**

MOVIE MARATHON Screening 'SAMVIDHAAN'. Samvidhaan is a ten-part television mini-series based on the making of the Indian Constitution, directed by Shyam Benegal. It recreates the Constituent Assembly of India that sat from December 1946 to November 1949, and aims to animate a process that helped us in framing our Constitution.'

## **Advanced Criminal Law Studies**

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### **POLICY**

The ACLSC has been formulated in order to induce interest and develop an understanding in the students of SLCU regarding varied aspects of Criminal Law.

### **OBJECTIVE**

In order to ensure achievement of the objectives of the committee, the policy shall lay down the principles and rules that shall be followed for efficient working of the committee.

Give an insight to the students of SLCU into the working and management of the Committee.

### **EVENTS**

- Surana And Surana National Trial Advocacy, Challenger Round
- Internal Trial Advocacy
- National Trial Advocacy (Memorials And Registration)
- National Essay Writing Competition
- National Trial Advocacy (Oral Rounds)
- National Essay Writing Competition (Release Of Results)
- Guest Lecture
- Field Trip
- Forensic Lab Visit
- Forensic Lab Visit
- Juvenile Home Visit

# Litigation Committee

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## POLICY

The litigation committee aims at promoting litigation as a career option among the students of School of Law,.

## OBJECTIVE

1. We aim at promoting the importance of legal writing and drafting, which plays a crucial role in the field of law, through various competitions and guest lectures.
2. One of the most important components of the Litigation Committee is the Biannual E-Magazine "*Lex Scripta-Penning the Change*" which aims at enhancing the writing skills of the students. This year we aim to register the magazine with the appropriate authority, to encourage students towards publications.
3. We propose to conduct a Litigation Fest to enhance the research skills, analytical skills, writing skills as well as their knowledge in the field of law.
4. We aim at creating awareness among students regarding emerging trends in the field of litigation as well as paralegal proceedings.

# Management Studies Committee

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## POLICY

To enable BBA-LLB students to explore the corporate world setup so as to enhance their skills in the area of Corporate law and to encourage them to enhance their skills as a well organized lawyer.

To keep them updated to the changing external environment and provide them with valuable inputs like Morale Ethics and Governance.

## OBJECTIVES

1. A management fest - This would enable the students to learn the concepts of Planning, Organizing, Staffing and Co-ordinating.
2. Eminent personalities from the Industry to give a Guest talk This is to enhance the industry interface for the students who can get the latest updation of how the industry works.

3. Industrial visits to be a part of the Committee with due importance like the Legal Aid program. One visit per year. This would expose the students to the Organization setup, Process and procedures.
4. To organize a talk. This would be a part of corporate interface, wherein they can interact with heads of the organization.

## Public Policy and Governance Committee

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### OBJECTIVE

The Committee on Public Policy and Governance was established to involve and facilitate student participation in matters of national governance and administration in India. The Committee, being a student body working with the assistance of faculty members, submits researched and informed suggestions on various issues to the different wings of the government.

The Committee will further engage in discussion with leading policy makers to enable students of School of Law, to understand the nuances of policy making, and its impact on the society.

### EVENTS

1. Research Panels
2. Guest Lectures
3. Union Debate
4. Maintaining a committee webpage

## Environmental Law Orientation Program Committee

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### POLICY

The Environment Law Orientation Program of school of law is responsible for dissemination of relevant information on environmental matters. With the growth and development in the country, the aim is that younger generation be made aware of the implications of human activities on our fragile ecosystem. It motivates students to show up their talents in the field of service learning in environmental area.

## OBJECTIVES

Environment Law Orientation Program aims to:

- Nurture the talents of the students in the field of environment.
- Organize programs to create awareness among students on environmental matters
- To imbibe the spirit of teamwork and humility amongst the student community.
- To undertake scientific and legal study on environment protection.
- To conduct two day workshop on environmental studies for orientation of students on legal and scientific aspects of environment.
- To compile an e-compendium reflecting basic aspects of environment protection.
- To conduct MCQ examination on such course for students to analyze the understanding.

## EVENTS

- Workshop on environmental studies organized by several departments under the supervision of Deanery of Sciences.
- Presentation by Law department Faculty in two day workshop on environment for V semester UG students.

## CSA Committee

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### POLICY

The objective of this policy is to act as a protocol that will guide decision-making and assist in the functioning of the committee to achieve desired outcomes for this academic year.

### OBJECTIVES

1. The objective will act as a guideline that will assist the decision-making process and smooth functioning of the Committee for this academic year.
2. The Committee will be in charge of all events related to social welfare and social awareness, and its members are entrusted with the task of inculcating and

encouraging an interest in such events amongst the students of the SLCU apart from contributing to social development.

3. conclusive and binding and no further appeals regarding the matter will be entertained.

## **EVENTS**

1. Blood Donation Drive
2. Social Responsibility Week
3. Orientation Events

## **Student Teacher Collaborative Research**

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### **POLICY**

Collaborative research provides a way to teachers to do research along with students in their respective teaching subject. The Teacher who is teaching the concerned subject has to publish an article along with one student. This collaboration brings the student to learn the research components to write an article. Student-Teacher collaborative research is increasingly described as an important aspect of professional development.

### **OBJECTIVES**

1. To support the students to equip with the recent developments in their curriculum aspect by their write-up to publish research paper.
2. To incorporate teacher to do extensive research in their curricula in addition to their regular research.
3. Presentation of student-teacher collaborative research paper before publication for feedback and suggestions.

## **Internal Quality Assurance Cell**

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### **OBJECTIVES**

To oversee the quality aspects of the various parameters of the teaching learning, curriculum revision, research and development and other processes in the department.

## EVENTS

1. Plan for Quality Improvement programmes/ Faculty Development Programmes, faculty seminar and Workshops as per requirement.
2. Provide data for various academic audits.
3. Provide data for ranking of law colleges (GHRDC, India Today Ranking)
4. Initiating other quality initiatives in the department.



**Contact us;**

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### **Mission**

Christ University is a nurturing ground for an individual's holistic development to make effective contribution to the society in a dynamic environment

### **Vision**

Excellence and Service

### **Core Values**

Faith in God | Moral Uprightness  
Love of Fellow Beings | Social  
Responsibility | Pursuit of Excellence