



School of LAW

Active Learning Activities Conducted AY 2022-23 - Odd Semester

Year: 2021-22
B COM LLB

Semester: V

Section: BA LLB, BBA LLB,

Course Title: Family Law II

Course Code: LAW 108

Instructor In-Charge: Kartik Agre

Course Instructors: Kartik Agre

Name of the Topic: A case study on Application of Reliability Analysis on Maintenance Optimization

Type of Assessment: Presentation on the selected case study

Report

Date: 7th December 2022

Introduction: On the 7th of December 2022, a thought-provoking case study and presentation on the topic "Application of Reliability Analysis on Maintenance Optimization" were conducted as part of the course on Family Law II (LAW 108). The primary objective of this exercise was to explore the practical implementation of reliability analysis techniques in the context of maintenance optimization, specifically concerning familial and matrimonial matters. The session aimed to deepen students' understanding of how reliability analysis can be utilized to optimize legal processes related to family maintenance and welfare.

Case Study: Reliability Analysis in Family Maintenance Optimization: The case study centered on the application of reliability analysis in the realm of family law, focusing on maintenance optimization in familial and matrimonial disputes. Students were tasked with examining real-life scenarios where reliability analysis techniques were employed to improve the efficiency and effectiveness of maintenance processes, reduce delays, and enhance overall family well-being. The case study provided students with an opportunity to analyze the potential benefits of incorporating reliability analysis in family law practices.





Preparation and Group Formation: Prior to the presentation, students were provided with relevant literature on reliability analysis, family law, and maintenance optimization. They were encouraged to conduct additional research to gain a comprehensive understanding of the topic. The students were divided into groups, allowing them to collaboratively investigate different aspects of reliability analysis in family maintenance, thus fostering diverse viewpoints and interactive discussions during the presentation.

Presentations and Discussion: The discussions were moderated by the course instructor, ensuring that all pertinent aspects of reliability analysis in family maintenance optimization were thoroughly addressed. The students demonstrated their understanding of reliability-centered approaches in family law practices, the potential benefits they offer to families, and the challenges and ethical considerations in implementing such techniques.

Highlights of the Presentation and Discussion: The presentations and ensuing discussions were insightful and thought-provoking, with students engaging actively and offering valuable perspectives. Some notable highlights included:

1. **Integration of Legal and Technical Expertise:** Students demonstrated the integration of legal knowledge and technical expertise in implementing reliability analysis techniques to optimize family maintenance processes.
2. **Efficiency and Timeliness:** The presentations showcased how reliability analysis could streamline maintenance procedures, reduce delays, and ensure timely resolution of familial disputes.
3. **Implications on Family Well-Being:** The discussions emphasized the potential positive impact of maintenance optimization on family well-being, particularly in financial and emotional aspects.
4. **Ethical Considerations:** The students critically analyzed the ethical considerations associated with incorporating reliability analysis in sensitive family matters, such as privacy concerns and the well-being of vulnerable family members.

Conclusion: The case study and presentation on the "Application of Reliability Analysis on Maintenance Optimization" offered an enlightening and thought-provoking experience for the





students of Family Law II (LAW 108). It allowed them to explore innovative ways to optimize family maintenance practices, which are critical in ensuring the welfare and stability of families facing legal disputes.

We commend the students for their active participation, diligent research, and articulate presentations. The exercise exemplified the significance of interdisciplinary approaches in the legal field, showcasing how reliability analysis techniques can be effectively utilized to optimize family law practices.

We extend our gratitude to the course instructor for guiding the discussion and fostering an engaging learning environment. The session exemplified the importance of practical applications in legal education, preparing students to become proficient legal professionals capable of addressing real-life legal challenges in family law and maintenance optimization.



Signature of Instructor In-Charge:

Dean-SoL:





School of Law

Active Learning Activity Conducted in AY 2022-23 – Odd Semester

Course Name: Regional Agreements and Regionalization

Course Code: Law 318

Section: 1, 2, 3.

Name of the Instructor In-Charge: Dr. Mumtaz Ahmad Shah

Course Instructors: Dr. Mumtaz Ahmad Shah

Report: Writing and Presentation on the Selected Case Study - Regional Agreements And Regionalization Law 318 Exercise - 5th December 2022

Introduction:

On the 29th November 2022 and 5th of December 2022, an enriching exercise on "Regional Agreements and Regionalization Law 318" was conducted. The exercise aimed to enhance students' understanding of regional agreements, their legal implications, and the broader concept of regionalization. The focus was on the study of a selected case that exemplified the complexities and challenges related to regional agreements and regionalization.

Objective:

The primary objective of this exercise was to provide students with an in-depth analysis of regional agreements and regionalization through the examination of a real-world case study. By delving into the intricacies of the case, students were encouraged to explore the legal, economic, and political implications of regional agreements and understand how they contribute to regional integration and cooperation.

Preparation:

In the weeks leading up to the exercise, students were divided into groups, and each group was assigned a specific case study related to regional agreements and regionalization. The case studies





were carefully chosen to cover diverse aspects of regional integration, such as trade agreements, economic partnerships, and political alliances.

Students were required to conduct extensive research on their assigned case, exploring relevant legal texts, academic articles, and media reports to gain a comprehensive understanding of the context, background, and outcomes of the case. The research phase was crucial in helping students grasp the complexities of regional agreements and analyze the legal framework governing such agreements.

Writing and Presentation:

Each group was tasked with preparing a well-structured written report on their case study, highlighting key legal issues, challenges faced, and the impact of the regional agreement on the participating countries. The reports were expected to demonstrate critical thinking, analysis, and a cohesive presentation of information.

Furthermore, the students were required to present their findings before the class and a panel of faculty members. The presentations were expected to be clear, concise, and engaging, with an emphasis on effective communication and persuasive arguments.

The presentations were scheduled on the exercise day, providing an opportunity for students to showcase their research and analytical skills. Each group delivered a compelling presentation, followed by a question-and-answer session, during which the panel and fellow students could seek clarifications and offer constructive feedback.

Learning Outcomes:

The exercise on "Regional Agreements and Regionalization Law 318" yielded several positive learning outcomes for the participating students:

- Comprehensive knowledge of regional agreements: Through in-depth research and analysis, students acquired a strong understanding of the legal and economic aspects of regional agreements and their implications on participating countries.



- Enhanced critical thinking: Students developed the ability to critically assess complex legal issues and formulate well-reasoned arguments based on evidence.
- Effective communication skills: The exercise improved students' ability to articulate their findings coherently and persuasively, both in writing and oral presentations.
- Collaborative teamwork: Working in groups allowed students to collaborate, share responsibilities, and collectively achieve their objectives.
- Real-world application: Analyzing real-world case studies enabled students to apply theoretical knowledge to practical scenarios, enhancing their problem-solving skills.

Conclusion:

The "Writing and Presentation on the Selected Case Study" exercise on "Regional Agreements and Regionalization Law 318" was a commendable success. It not only deepened students' understanding of regional agreements and their legal complexities but also fostered crucial skills, such as critical thinking, effective communication, and teamwork. The exercise played a significant role in preparing our students for the complexities of the legal and international arenas and provided them with valuable insights into the practical application of regionalization principles.


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Dibbur, Karnataka, India
5G9M+5FH, Dibbur, Karnataka 560089, India
Lat 13.168114°
Long 77.533809°
05/12/22 03:10 PM GMT +05:30



29.11.2022 13:24
13.16811, 77.53382
5G9M+5FH, Dibbur, Karnataka 560089



SEEING ASEAN AS A PLATFORM FOR SPREADING LIBERALISM

Sophia Hatneinem Haokip
20181BAL0055
B.A.,LL.B.(Hons.)

INTRODUCTION

What is ASEAN?

- The Association of Southeast Asian Nations is a regional organization that brings together disparate neighbors to address economic and security issues, but the group's impact remains limited.
- It is an intergovernmental organization of ten Southeast Asian countries: Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar, the Philippines, Singapore, Thailand, and Vietnam.
- The bloc's biggest success in recent years has been promoting economic integration among members. It also helped negotiate the RCEP, the world's largest free trade agreement.

- First, ASEAN's methods for engaging external partners have allowed the promoting countries to earn recognition as reliable and competent partners committed to ASEAN concerns by institutionalizing the organizational bases for sustainable interactions with ASEAN stakeholders.
- Second, elites' constant pledges of ambitious plans for regional integration have had positive effects in terms of lowering political costs of the promotion activities by the external partners because



NORTH ATLANTIC TREATY ORGANISATION

By: Kartikey Mishra



ASEAN AND THE SOUTH CHINA SEA DISPUTE

SAUMYA RAJ (20181BAL0048)



Signature of Course IC



Signature of Dean





School of Law

Active Learning Class Conducted during AY 2022-23 – Odd Semester

Course Title: Evidence Law

Course Code: Law115

Instructor In-Charge: Ms. Ancy P Anto

Course Instructors: Ms. Ancy P Anto, Ms. Hiteshi

REPORT: CASE ANALYSIS AND PRESENTATION - EVIDENCE LAW (LAW115)

Date of Exercise: 16th December 2022

Introduction:

On the 16th of December 2022, a significant case analysis and presentation exercise were conducted at SOL for the students of EVIDENCE LAW (LAW115). The exercise aimed to enhance the students' understanding of the principles of evidence law, their ability to analyze complex legal cases, and develop effective presentation skills.

Objective:

The primary objective of the case analysis and presentation exercise was to provide students with a practical platform to engage with real-life legal scenarios related to evidence law. Through this exercise, students were encouraged to apply theoretical knowledge to analyze cases, identify relevant legal principles, and present their findings coherently and persuasively.

Case Selection and Preparation:

Prior to the exercise date, the faculty selected a range of cases that covered diverse aspects of evidence law. These cases were specifically chosen to challenge the students and prompt critical thinking and legal analysis. Each student was assigned an individual case to study and analyze in detail.

The students were provided with ample time to research their assigned case, conduct independent legal research, and explore relevant statutes, case precedents, and academic


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commentaries. They were also guided to access various legal databases and library resources to ensure a comprehensive understanding of the case.

The Exercise:

On the day of the exercise, the classroom was transformed into a simulated courtroom setting, with a podium for the students to make their presentations. Each student was given a specific time slot to present their case analysis. The presentations were to be followed by a question-and-answer session, wherein their peers and the faculty could seek further clarification and evaluate the depth of their understanding.

During the presentations, students were assessed based on their ability to:

- Provide an accurate and concise summary of the case and its legal context.
- Identify and analyze the key issues and principles of evidence law involved in the case.
- Present well-reasoned arguments supported by relevant legal authorities.
- Demonstrate an understanding of the implications of the case's outcome on future legal scenarios.
- Effectively respond to questions and counterarguments from their peers and the faculty.

Learning Outcomes:

The case analysis and presentation exercise yielded several positive learning outcomes for the students:

- **Improved Legal Analysis:** Students demonstrated a more profound grasp of evidence law principles by applying them to real cases, thereby refining their legal analysis skills.
- **Enhanced Presentation Skills:** The exercise encouraged students to develop their public speaking abilities, fostering confidence and clarity in presenting complex legal concepts.
- **Critical Thinking:** Analyzing and discussing various evidence law cases prompted students to think critically and evaluate the strength of legal arguments.



- **Team Collaboration:** Although the exercise involved individual presentations, students engaged in constructive discussions and supported each other during the preparation process.
- **Application of Research Skills:** The exercise challenged students to conduct in-depth research, utilize legal databases effectively, and cite relevant legal authorities.

Conclusion:

The case analysis and presentation exercise on Evidence Law (LAW115), held on 16th December 2022, proved to be a valuable and enriching experience for the students. It allowed them to bridge the gap between theory and practice, fostering a deeper appreciation for the intricacies of evidence law and its real-world application.

The exercise not only helped the students refine their legal analysis and presentation skills but also encouraged them to think critically and communicate persuasively—an essential aspect of legal practice. The active engagement of the students and their enthusiasm throughout the exercise reflected their commitment to their legal education.



Dean-SoL:





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School of Law

Details of Active learning conducted during AY 2022-2023 Even Semester

Name of the Faculty: Prof. Ms. Ancy P Anto

Subject: Evidence Law

Sl.No.	Class	Date	Time
1	Semester V 5 BALLB 1, 5BALLB2, 5 BBA.LLB3, 5BBA.LLB4, 5BCom.LLB 5 Law115	16/12/2022	12:35-03:25pm

REPORT: FLIPPED CLASSROOM EXERCISE - 16th December 2022

Introduction:

On the 16th of December 2022, an innovative flipped classroom exercise was conducted in **Semester V Law 115**. The flipped classroom approach was implemented to enhance student engagement, encourage active learning, and promote a deeper understanding of the subject matter.

Objective:

The primary objective of the flipped classroom exercise was to shift the traditional teaching model by flipping the roles of in-class lectures and homework. Students were provided with pre-recorded lectures and learning materials to review at home before attending the class session. During the class, they actively participated in discussions, collaborative activities, and problem-solving exercises to reinforce their understanding and clarify doubts with the guidance of the teacher.

Preparation:

In the weeks leading up to the flipped class exercise, the teachers collaborated to develop comprehensive video lectures and supplementary learning resources. These resources were made available to the students through the school's learning management system, enabling easy access and fostering a self-paced learning approach. The teachers also ensured that students


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were familiarized with the flipped classroom concept and provided clear instructions on how to engage with the pre-recorded materials.

The Flipped Class Exercise:

On the day of the flipped class exercise, students arrived at the classroom having already reviewed the pre-recorded lectures and materials related to the day's topic. The class began with a brief recapitulation to assess the students' understanding and address any initial questions they might have had.

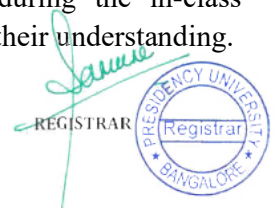
The majority of the class time was dedicated to interactive activities and discussions. Students were divided into small groups, where they engaged in problem-solving tasks, case studies, and debates related to the subject matter. The teacher actively participated in these group activities, guiding students, and encouraging critical thinking and collaboration.

During the session, students had the opportunity to ask questions, seek clarifications, and engage in open discussions with their peers and the teacher. This dynamic interaction allowed for a deeper exploration of the topic, and students benefited from the diverse perspectives and insights shared by their classmates.

Learning Outcomes:

The flipped classroom exercise proved to be a highly effective learning method, yielding several significant learning outcomes:

- **Enhanced Student Engagement:** Students displayed increased interest and enthusiasm in the subject matter as they had the freedom to explore the materials at their own pace before the class.
- **Active Learning:** In-class activities promoted active participation, critical thinking, and problem-solving skills, facilitating a more profound comprehension of the concepts.
- **Personalized Learning:** The flipped classroom approach catered to different learning styles, allowing students to review the content as many times as needed to grasp the material fully.
- **Collaborative Learning:** Group activities encouraged teamwork, communication, and peer learning, fostering a supportive and interactive learning environment.
- **Immediate Feedback:** The teacher provided instant feedback during the in-class activities, allowing students to rectify misconceptions and solidify their understanding.





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Conclusion:

The flipped classroom exercise conducted on 16th December 2022 was a resounding success. It effectively transformed the traditional classroom dynamic into an engaging and student-centered learning experience. By incorporating technology, active learning, and collaborative activities, students demonstrated enhanced motivation, critical thinking, and a deeper understanding of the subject matter.

Photo:



Dean – SOL:





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Details of Active learning conducted during AY 2022-2023 Even Semester

Name of the Faculty: Prof. **Ms. Sakshi Pandey**

Subject: **Public International Law- 1**

Sl.No.	Class	Date	Time
1	Semester V LAW 120	30-11-2022	12:35-03:25pm

REPORT: GROUP DISCUSSION EXERCISE - 30th November 2022

Introduction:

On the 30th of November 2022, a stimulating group discussion exercise was conducted for the students of **Semester V LAW 120**. The group discussion exercise aimed to foster effective communication, critical thinking, and teamwork among the participating students. It provided an ideal platform for students to express their opinions, exchange ideas, and learn from one another in a structured and respectful environment.

Objective:

The primary objective of the group discussion exercise was to encourage students to engage in open discussions on a variety of topics relevant to their academic and personal lives. Through this exercise, students were expected to develop their listening and speaking skills, build the capacity to articulate their thoughts concisely, and respectfully consider diverse perspectives.

Preparation:

In the weeks preceding the group discussion exercise, students were informed about the upcoming activity, and the guidelines for participation were shared with them. Topics for discussion were carefully selected to cover a wide range of themes, including current affairs, social issues, ethical dilemmas, and academic subjects. Students were encouraged to research the topics, gather relevant information, and form opinions based on evidence and logical reasoning.

The students were divided into groups of six, ensuring a mix of personalities and diverse viewpoints within each group. Each group was assigned a different topic for discussion, and they were given ample time to prepare and organize their thoughts before the actual exercise.

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The Group Discussion Exercise:

On the day of the exercise, the classroom was arranged in a circular setting to facilitate face-to-face interactions among the students. A faculty member acted as a moderator to ensure the smooth conduct of the discussions and to provide guidance when necessary. The groups were given equal time to present their views, and each participant was encouraged to actively contribute to the conversation.

The discussions were structured to follow a specific timeline, allowing for an introduction of the topic, individual opinions sharing, open-floor discussion, and finally, a conclusion. The emphasis was on active listening, mutual respect, and the constructive exchange of ideas rather than reaching a consensus on any particular topic.

Learning Outcomes:

The group discussion exercise yielded several positive learning outcomes for the participating students. They were able to:

- Improve communication skills: Students learned how to express their thoughts clearly and confidently, enhancing their verbal communication abilities.
- Enhance critical thinking: Engaging in discussions on diverse topics encouraged students to think critically, analyze information, and support their arguments with evidence.
- Develop active listening: Students practiced attentive listening to understand the viewpoints of their peers, fostering empathy and openness to different perspectives.
- Strengthen teamwork: Working together in groups, students learned the value of collaboration, cooperation, and appreciating the contributions of each team member.
- Gain self-confidence: The exercise provided a safe space for students to express themselves, leading to increased self-assurance in their ideas and opinions.

Conclusion:

The group discussion exercise conducted on 30th November 2022 was a highly successful and enriching experience for the participating students. It facilitated their personal and intellectual growth, nurturing essential skills that are crucial for success in both academic and professional domains. The exercise not only encouraged students to embrace diversity in thought but also fostered a culture of respectful and meaningful dialogue within the academic community.


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Photo:



Advance Learners, 5 Sem, Sec 2
Presidency University, School Of LAW
30.11.2022 14:00
13.16804, 77.53393
5G9M+5FH, Dibbur, Karnataka 560089

Dean - SOL





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School of Law

Details of Active Learning conducted during AY 2021-2022 Even Semester

Name of the Faculty: Sanidhya Sadanand Nayak

Subject: LAW 3007 Company Law-1

Sl.No.	Class	Date	Time
1	BBL Semester 4 LAW 3007 Section 4	17/06/2023	2:00 to 4:00 PM

Report on the exercise on peer-to-peer learning conducted on 17-06-2023

Introduction:

On 17th June 2023, a class was conducted for the students of BBL Semester 4 Section 4 for LAW 3007 Company Law-1. The purpose of the exercise was for the students to learn from their peers. The exercise aimed to ensure that slow learners understand the strategies used by average and advanced learner and adapt the ones which facilitate their progress.

Objective:

The primary objectives of the exercise on structuring answers were as follows:

- To enable students develop their skills in understanding and improving the strategies for studying for the examination.
- To enable students to apply their knowledge in framing answers in the examination
- To enhance students' ability to manage time in answering the questions
- To develop an attitude toward organized and clear answers.

Participants:

- The exercise involved BBL Semester 4 Section 4 for LAW 3007. The session was held as a discussion between students.

Exercise Details:

The exercise was conducted as an interactive session between the advance and slow learners in learning from the strategies of the advance learners.





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Feedback: Students were suggested to adapt the techniques and strategies as per their convenience and skill set.

Conclusion:

The exercise held on 17th June 2023 was beneficial. It provided students with an opportunity to learn from their peers and adapt the techniques for their own

Furthermore, the exercise allowed students to work collaboratively as a team, promoting teamwork and cooperation among them. The feedback provided assisted the students in upgrading their approach and improving on the skill of time management.

It is to be noted that such exercises are essential in advancing the slow learners to the category of average learners.

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School of Law

Details of Active learning conducted during AY 2022-2023 Even Semester

Name of the Faculty: Prof. (Dr.) Neha Gupta

Subject: UN & OTHER INTERNATIONAL ORGANISATIONS

Sl.No.	Class	Date	Time
1	BA.LL.B VIII Sem	30/03/23	02:35-03:25pm

Report on “ United Nations Organisation And Its Intervention On Maintaining Peace And Security In The Korean War” PPT Presentation Exercise Conducted on 30-03-2023

Introduction:

On 30th March 2023, Group Presentation exercise was conducted for the students of BA.LL.B Semester 8. The purpose of this exercise was to provide students with a practical understanding of United Nations Organisation And Its Intervention On Maintaining Peace And Security In The Korean War, a method of presentation to prepare students for presentation skills and research skill and to help them for understanding the importance of UNO and ongoing issues relating to Korean War and Significance of UNO and how UNO can help to resolve these issues. The exercise aimed to enhance students' analytical and communication skills while simulating real-world scenarios that they might encounter in their professional careers.

Objective:

The primary objectives of the arbitration exercise were as follows:

- To familiarize students with the fundamental principles and procedures and functions of UNO and its relation with the Korean War.
- To enable students to apply their legal knowledge to practical disputes relating to UNO.
- To enhance students' ability to construct persuasive arguments and present their cases convincingly.
- To develop critical thinking and problem-solving skills in resolving disputes relating to UNO, War Crimes and Human Rights.

Participants:

- The exercise involved BA.LL.B Semester 8 . They were divided into Teams.





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Exercise Details:

Preparatory Phase: Before the exercise, students were introduced to the concept of UNO in class. They were provided with relevant study materials and case studies to analyze. Additionally, they were guided on the legal framework governing UNO and War Crimes and the role of UNO.

Case Selection: Participants were assigned a specific case study of the Korean War that involved a dispute between two Countries.

Preparation and Research: Each participant was given sufficient time to thoroughly research and prepare their respective PPTs. Students were encouraged to research legal precedents, statutes, and international conventions related to the assigned topic.

Presentation: On the day of the exercise, the participants presented their cases before the class, which consisted of faculties and students.

Award and Feedback: Following the presentations, the faculties provided feedback to each participant, evaluating their performance based on their legal arguments, presentation skills, and ability to effectively address counterarguments.

Conclusion:

The Presentation exercise held on 30th March 2023 was a resounding success. It provided students with an immersive learning experience, helping them bridge the gap between theoretical knowledge and practical application. By engaging in PPT Presentation, the students gained valuable insights into the complexities of the Korean War and the role of UNO honed their leadership and presentation skills.

Furthermore, the exercise allowed students to work collaboratively as a team, promoting teamwork and cooperation among them. The feedback provided by the panel of faculties proved invaluable, as it highlighted areas for improvement and offered constructive criticism.

We believe that such practical exercises are essential in shaping well-rounded and competent professionals. The PPT Presentation exercise served its purpose in equipping our students with the necessary skills to navigate legal disputes efficiently and professionally.


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Sample Attached :



UNITED NATIONS ORGANISATION
AND ITS INTERVENTION ON
MAINTAINING PEACE AND SECURITY
IN THE KOREAN WAR

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World War II, Soviet forces accepted the surrender of Japanese forces north of that line, as U.S. forces accepted Japanese surrender south of it. Negotiations failed to reunify the two halves, the northern half being a Soviet client state and the southern half being backed by the U.S. In 1950 North Korea invaded South Korea, and U.S. Pres. **Harry Truman** ordered troops to assist South Korea. The UN Security Council, minus the absent Soviet delegate, passed a resolution calling for the assistance of all UN members in halting the North Koreans. At first North Korean troops drove the South Korean and U.S. forces down to the southern tip of the Korean peninsula, but a brilliant amphibious landing at Incheon, conceived by **Gen. Douglas MacArthur**, turned the tide in favour of the UN troops, who advanced near the border of North Korea and China. The Chinese then entered the war and drove the UN forces back south; the front line stabilized at the **38th parallel**. MacArthur insisted on voicing his objections to U.S. war aims in a public manner and was relieved of his command by Truman. U.S. Pres. **Dwight D. Eisenhower** participated in the conclusion of an armistice that accepted the front line as the de facto boundary between the two Koreas. The war resulted in the deaths of approximately 2,000,000 Koreans, 600,000 Chinese, 37,000 Americans, and 3,000 Turks, Britons, and other nationals in the UN forces.

UN SECURITY COUNCIL

The actual invasion of the South by the North took place on June 25th 1950. The Security Council of the United Nations met the same day. The Russian delegation to the Security Council did not attend the meeting as they were boycotting the United Nations for recognizing Chiang Kai-shek's government in Taiwan as the official government for China whilst ignoring Mao's communist regime in Beijing. Therefore, the obvious use of the veto (which it assumed the USSR would have used in this case) did not occur.

At the meeting, America claimed that North Korea had broken world peace by attacking South Korea. America called on North Korea to withdraw to the 38th Parallel. Nine out of the eleven countries in the Security Council supported this view. Russia was absent and one abstained.

On June 27th 1950, America called on the United Nations to use force to get the North Koreans out as they had ignored the Security Council's resolution of June 25th. This was also voted for and once again the Russians could not use their veto as they were still boycotting the United Nations.



Security Council
United Nations



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United Nations Command (UNC or UN Command) is the multinational military force established to support the Republic of Korea (South Korea) during and after the Korean War. It was the first international unified command in history, and the first attempt at collective security pursuant to the Charter of the United Nations.

United Nations Command operates under the mandates of United Nations Security Council (UNSC) Resolutions 82, 83, 84, and 85. These passed while the Soviet Union was boycotting the UN for awarding China's seat in the Security Council to the Republic of China. While the UN had some military authority through Chapter VII of the United Nations Charter, early Cold War tensions meant that the forces envisaged in those articles had yet to become reality. Thus the UN had little practical ability to raise a military force in response to the North Korean invasion of the South. Consequently, the UNSC designated the United States as the executive agent for leading a "unified command" under the UN flag. As it was a designated body, the UN exercised little control over the combat forces. This represented the first attempt at collective security under the UN system.



Team Structure :

TEAM MEMBERS

RAJESH.G – 20191BAL0061

SHYAM LINGU.M – 20191BAL0074

DANUSH MOHAN K C – 20191BAL0021

ANOOJ KUMAR.G – 20191BAL0015

Dean - SOL





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School of Law

Details of Active learning conducted

AY 2022-2023(Even Semester)

Name of the Faculty: Prof. Dr. Mohd Saleem

Subject: Professional Ethics , Accountancy for Lawyers (Law 202)

Sl.No.	Class	Date	Time
1	BAL Semester 10 Law 202Section 3	10/04/23	11:30-12:20pm

REPORT: Professional Ethics Exercise A case Analysis of Contempt Proceeding

Introduction:

On the 10th April, 2023, an invigorating moot court exercise was conducted at BAL Semester 10 Law 202 Section 3. The moot court exercise was an integral part of our curriculum, aiming to provide practical insights into the legal system, enhance critical thinking, oral advocacy, and research skills among the participating students.

Objective:

Legal profession is a noble profession The main objective of the professional Ethics is make aware to the students about the accountancy, role and duties of the Advocate and maintain the high standard of the legal profession. The objective is develop the etiquettes among the lawyers and be ready for the future endeavours. The exercise aimed to foster their understanding of legal procedures, increase confidence in public speaking, and develop persuasive communication skills.

Preparation:

In the learning exercise, students were divided into teams of three, with each team assigned the role of either the prosecution or the defense. The case problem, designed by the faculty, was centered around a relevant legal issue, allowing the students to delve into real-world legal complexities. the student must know the legal provision of Advocate Act and the Rules of the BCI. Each team was provided with a detailed case brief, containing relevant statutes, precedents, and supporting materials to prepare their arguments thoroughly.

Students were encouraged to engage in independent research, consult legal databases, and seek guidance from their teachers to bolster their understanding of the case and develop strong legal





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arguments. The preparation phase also involved mock trials, where students received constructive feedback from faculty members, refining their presentation skills and argumentation.

The Professional Ethics and Exercise:

On the day of the **Ethics** exercise based on the contempt of the court proceeding and was designed to discussed the change brought by the judiciary under the ambit of power and control the activities of the lawyers inside the court and outside, Distinguished members of the faculty were invited to serve as judges, providing the students with a sense of seriousness and professionalism during the proceedings.

Each team was given an opportunity to discussed the fact and laws relating to the facts provided in present their case, with two members acting as oral advocates while the third member remained on standby as a researcher to provide instant legal references if required during the arguments. The participant presented the oral submission and documentary during their discourse and observation.

The judges evaluated the performance of each team based on various criteria, such as legal knowledge, articulation, courtroom demeanor, and responsiveness to questions. After the completion of all rounds, the judges provided constructive feedback to the students, highlighting their strengths and areas for improvement.

Learning Outcomes:

The Contempt of Court proceeding exercise proved to be an immensely enriching experience for the participating students. They demonstrated remarkable dedication, enthusiasm, and an eagerness to learn throughout the process. The exercise helped students to:

- Enhance their legal research skills: Students learned to navigate legal databases, distinguish relevant precedents, and apply legal principles effectively.
- Develop persuasive communication: The exercise honed students' ability to present complex legal arguments in a clear, concise, and convincing manner.
- Improve critical thinking: By analyzing legal issues from various angles, students developed critical thinking and problem-solving abilities.
- Gain confidence in public speaking: Presenting arguments in a simulated courtroom setting boosted students' confidence and eloquence in public speaking.
- Experience teamwork: Working in teams, students learned to collaborate, delegate tasks, and support one another throughout the preparation process.

Conclusion:

The Professional Ethics exercise conducted on 20th March 2023 was a resounding success. It provided students with an invaluable opportunity to bridge the gap between theoretical knowledge and practical application, offering a glimpse into the demanding yet rewarding world of legal





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advocacy. The exercise not only instilled a passion for the legal profession but also equipped students with transferable skills that will prove beneficial in various facets of their academic and professional lives.

Photo:





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School of Law

Details of Active learning conducted during AY 2022-2023 Even Semester

Name of the Faculty: Prof. Dr. Zaheer Ahmed

Subject: International Institutions and Foreign Policy

Sl.No.	Class	Date	Time
1	BAL Semester 6 Section 2	13 May	02:35-03:25pm

REPORT: - INTERNATIONAL INSTITUTIONS AND FOREIGN POLICY 13th May, 2023 (Participative Learning)

In the month of May 13 2023, an enlightening group presentation exercise was conducted at BAL Semester 6 for the subject of International Relations. The students were given the task of preparing power point presentations and delivering talks on various topics related to International Institutions and Foreign Policy. These topics encompassed international organizations, alliances, treaties, and the impact of foreign policy on global affairs. The assignment aimed to enhance students' understanding of the dynamics of international relations and foster their research and presentation skills.

Objective:

The primary objective of the assignment was to provide students with an opportunity to improve their research and oratory skills while exploring the intricate realm of International Institutions and Foreign Policy. The exercise sought to foster their comprehension of the roles and functions of international organizations, enhance their ability to analyze foreign policy decisions, and develop persuasive communication skills.

Demonstrate Understanding: Presentations offered students a platform to showcase their comprehension of International Institutions and Foreign Policy. It allowed them to communicate their knowledge and insights gained from in-depth research on various global issues and the impact of foreign policy decisions.

Improve Public Speaking Skills: An essential aspect of the classroom presentations was to enhance students' public speaking abilities. By presenting in front of their peers and teachers, students had the opportunity to build confidence, work on their delivery, and become more proficient in articulating complex international relations concepts.





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Enhance Communication Skills: Effective communication is crucial in the field of international relations. The presentations helped students practice clear and concise communication, organizing their thoughts, and conveying intricate ideas in a coherent and accessible manner.

Encourage Critical Thinking: Preparing for the presentations involved analyzing international events, policies, and the role of institutions, encouraging critical thinking and enabling students to develop their analytical and problem-solving skills.

Engage the Audience: Engaging the audience is pivotal for any successful presentation. Students learned how to capture the attention of their peers, maintain interest throughout their talk, and address questions effectively, fostering an interactive learning environment.

Promote Collaboration: If presentations were done in groups, students learned how to collaborate with their peers, delegate tasks, and coordinate efforts to create cohesive and well-structured presentations on International Institutions and Foreign Policy.

Showcase Creativity: Presentations allowed room for creativity in terms of design, visuals, and delivery. Students could use various presentation tools and techniques to make their talks engaging and memorable for the audience.

Receive Feedback: Presentations offered an opportunity for students to receive constructive feedback from their peers and teachers. This feedback helped students understand their strengths and areas for improvement, facilitating their overall growth.

Develop Time Management Skills: Preparing for a presentation involved effective time management to research, create slides, and practice the delivery, a skill that is transferable to other areas of academics and professional life.

Build Confidence in Sharing Ideas: Presenting in a classroom setting boosted students' confidence in sharing their interpretations of international events and foreign policy decisions with others. This newfound confidence extended beyond the classroom, benefiting them in future academic and professional endeavors.

Connect Theory to Practice: Presentations often required students to relate theoretical concepts of International Institutions and Foreign Policy to real-world examples or applications, reinforcing the relevance of what they had learned.

Foster Active Learning: Both the presenters and the audience benefited from the active learning experience during the presentations. The audience engaged in discussions and asked questions, while presenters deepened their understanding through the process of teaching others.

Preparation:

In the weeks leading up to the presentation, students were divided into teams of four, with each team assigned a specific topic related to International Institutions and Foreign Policy.

Students were encouraged to engage in independent research, consult scholarly sources, and seek guidance from their teachers to bolster their understanding of global affairs and foreign policy decisions.





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The Presentations:

On the day of the presentation, the students were given time to prepare with their teams. They stood in front of the class and used their slides for the presentations. The students followed the following guidelines to enhance their presentation skills:

- Understand the Requirements
 - Conduct In-depth Research on the Assigned Topic
 - Organize the Content Logically
 - Utilize Visual Aids for Enhanced Understanding
 - Practice the Delivery and Timing
 - Summarize Key Points for Clarity
 - Prepare for Q&A to Address Audience Inquiries
- Learning Outcomes:

The assignment proved to be an immensely enriching experience for the participating students, as they delved into the complexities of International Institutions and Foreign Policy. Through the presentations, they achieved the following learning outcomes:

- **Enhanced Research Skills:** Students learned to navigate scholarly databases, distinguish reliable sources, and analyze the impact of foreign policy decisions on global affairs.
- **Developed Persuasive Communication:** The exercise honed students' ability to present complex international relations concepts in a clear, concise, and convincing manner.
- **Improved Critical Thinking:** By analyzing foreign policy decisions and the roles of international institutions, students developed critical thinking and evaluative skills, interpreting global events to form logical arguments.
- **Boosted Confidence in Public Speaking:** Presenting intricate international relations topics in front of their peers instilled confidence and eloquence in public speaking.
- **Experienced Teamwork:** Working collaboratively in teams, students learned to delegate responsibilities, coordinate efforts, and support one another throughout the preparation process.

Conclusion:

The presentations conducted in the month of May 2023 were met with enthusiasm and success. The assignment not only enriched students' understanding of International Institutions and Foreign Policy but also equipped them with valuable research and communication skills. As they engaged with the


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complexities of global affairs and foreign policy decisions, students were able to draw connections between theoretical concepts and real-world implications, fostering an appreciation for the significance

of international relations in shaping the world today. The exercise left a lasting impact on their academic and professional lives, encouraging them to continue exploring the intricacies of international relations and the pivotal role of foreign policy in addressing global challenges.

RESEARCH PAPER:
A report on sustainable development
By
PRANAV BHASKAR
Roll No:- 20201BAL0081
BALLB SECTION 2, SEM 6TH
SUBMITTED TO
Prof. ZAHEER AHMED


**SCHOOL OF LAW, PRESIDENCY
UNIVERSITY**
BANGALORE
KARNATAKA, INDIA
13th MAY 2023


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SUSTAINABLE DEVELOPMENT GOALS (SDG's) TOWARDS GLOBAL
DEVELOPMENT;

Making the world a better place by 2030

SUBMITTED BY:

SUDEEPTI GUPTA (6th Semester)

sudeepti.20201ba0115@presidencyuniversity.in

20201BAL0115 – Section 2; BA., LL.B (Hons.)

SUBMITTED TO:

Prof. Zheer Ahmad – Asst. Prof. SOL (School of Law)

zheer.ahmad@presidencyuniversity.in



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SCHOOL OF LAW, PRESIDENCY UNIVERSITY

BANGLORE

KARNATAKA, INDIA

May, 2023

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**RESEARCH PAPER ON CLIMATE CHANGE
AND ITS EFFECT ON WORLD HUNGER**

SUBMITTED TO:

DR. ZHEER

FACULTY OF LAW



SUBMITTED BY:

VARSHITHA SOMULA

20201BAL0121

SECTION-2

PRESIDENCY UNIVERSITY, BANGALORE.

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FORCED MIGRATION (PROTECTION OF FORCED MIGRANTS)

BY

RIYA YADAV

2020IBAL0095

BA.LLB & SECTION-2

SUBMITTED TO

Prof. Zaheer Ahmed



SCHOOL OF LAW, PRESIDENCY UNIVERSITY

BANGALORE

KARNATAKA, INDIA.

10th May, 2023

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School of Law

Details of Active learning conducted during AY 2021-2022 Even Semester

Name of the Faculty: Prof. Hamza Khan

Subject: Intellectual Property Law

Sl.No.	Class	Date	Time
1	BAL Semester 8 Law 408 Section 4	29/03/23	02:35-03:25pm

Report on Moot Court Conducted on 29-03-2023

Introduction:

On 29th March 2023, a moot court competition was conducted for the students of BAL Semester 8 Law 408 Section 4. The purpose of conducting moot court was to provide students with a practical understanding of Protection of Plant Varieties and Farmer's Rights Act, 2011 as an important legislation in Intellectual Property Laws. The moot court exercise aimed to enhance students' analytical and communication skills while simulating real-world scenarios that they might encounter in their professional careers.

Objective:

The primary objectives of the IP moot court were as follows:

- To provide students with an opportunity to develop skills, including persuasive speaking, effective communication, and the ability to present complex legal arguments clearly and concisely.
- To provide students with an opportunity to present complex IP arguments clearly and concisely.
- To engage students with challenging IP problem to gain a deeper understanding of complexities and nuances of Intellectual Property Rights.
- To enable students to apply their IP knowledge to practical scenarios.

Participants:

- The exercise involved BAL Semester 8 Law 408 Section 4. The students were divided into teams and each team consisted of 3 members.





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Exercise Details:

Preparatory Phase: Before the moot court exercise, the students were introduced to the concept of Plant and farmer's rights in class. They were provided with sample moot memorials materials and case studies to analyze. Additionally, they were guided on the legal framework governing farmers and breeders rights.

Case Selection: Each group was assigned a specific case study that involved a dispute between two parties. The moot problem was based on Protection of Plant Varieties and Farmer's Rights Act, 2011. The complexity of the moot problem varied to challenge the students' problem-solving abilities.

Preparation and Research: Each group was given sufficient time to thoroughly investigate and prepare their respective cases. Students were encouraged to research legal precedents, statutes, and international conventions related to their assigned cases.

Preliminary round: On the day of the exercise, the groups presented their cases before a panel of members, which consisted of teachers and legal professionals. The students were required to follow the formal procedures observed in real IP hearings.

Semi-Final Round: After presenting their arguments, the teams were selected for the final rounds on the basis of presentation skills, knowledge, concept clarity.

Award and Feedback: Following the semi-final round, the final round provided feedback to each group, evaluating their performance based on their legal arguments, presentation skills, and ability to effectively address counterarguments.

Conclusion:

The moot court held on 29th March 2023 was a resounding success. It provided students with an understanding for the establishment of an effective system for the protection of plant varieties, the rights of farmers and plant breeders and to encourage the development of new varieties of plants. It helped the students to recognize and to protect the rights of the farmers in respect of their contributions made at any time in conserving, improving and making available plant genetic resources for the development of new plant varieties.

Furthermore, the exercise allowed students to touch on the essential areas of compliance with domestic and global Biodiversity Governance Regulations, regulatory and approval mechanisms operating in this area, and the procedure and practice nuances which can help in crafting a career in compliance practice.





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We believe that such practical exercises are essential in shaping well-rounded IP professionals. The moot court served its purpose in equipping our students with the necessary skills to navigate IP disputes efficiently and professionally.

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Moot Problem 1:

Company X is a biotechnology company that has developed a new drug on 27th May, 2022 for treating a rare disease. The drug has been highly effective in clinical trials and is expected to bring in substantial profits for Company X. Company Y is a competitor in the biotechnology industry that has been developing a similar drug. Company Y recently filed a patent application for their drug, which covers a broad range of genetic sequences that may be used to treat the same rare disease and was awarded patent on 27th May, 2023 . Company X has received a notice from Company Y on 24th June, 2023, claiming that their patent covers the technology used in Company X's drug and that the drug meets all the elements of the patent claims. Company X argues that their drug does not infringe on Company Y's patent, that the patent is unenforceable.

Issues

1. Whether Company X's drug infringes on Company Y's patent.
2. Whether a broad patent that covers many possible sequences is valid and enforceable.



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(The counsel can add additional issues if required)

Moot Problem 2:

ABC Ltd. is a well-known manufacturer of furniture and home decor items in India. In 2015, the company obtained registration for a unique and distinctive design of a chair under the Designs Act, 2000. The design had received a lot of positive feedback from customers and had won several awards for its unique design. ABC Ltd. had also invested a significant amount of money in marketing the chair as a premium product in the Indian market.

In 2018, XYZ Inc., a furniture manufacturer based in the USA, started selling a chair that was similar in design to ABC Ltd.'s registered chair. ABC Ltd. filed a suit for copyright infringement under the Designs Act, 2000, claiming that XYZ Inc. had copied its registered design.

During the trial, ABC Ltd. presented evidence that their registered design had sufficient artistic value and was not solely functional in nature. They also presented evidence that their design had received a lot of positive feedback from customers and had won several awards for its unique design. ABC Ltd. had also invested a significant amount of money in marketing the chair as a premium product in the Indian market.

On the other hand, XYZ Inc. presented evidence that their design was created independently and that they were not aware of ABC Ltd.'s registered design at the time of creation. They argued that the design of the chair was primarily functional in nature and that any aesthetic value was incidental.

The trial court found that the design of the chair registered by ABC Ltd. had sufficient artistic value and was not solely functional in nature. The court also found that XYZ Inc.'s chair was substantially similar to ABC Ltd.'s registered design, and that XYZ Inc. had not been able to establish that their design was created independently. As a result, the trial court held in favor of ABC Ltd. and granted an injunction against XYZ Inc. restraining them from selling the infringing chair.

However, XYZ Inc. appealed to the High Court, arguing that the trial court had erred in granting copyright protection to a design that was primarily functional in nature. They also argued that the trial court had erred in finding that their design was substantially similar to ABC Ltd.'s registered design.

The High Court has to decide whether the design of the chair registered by ABC Ltd. is eligible for copyright protection under the Designs Act, 2000, and whether the chair manufactured by XYZ Inc. is





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an infringement of ABC Ltd.'s registered design. The High Court also has to determine whether the trial court's decision was correct or not.

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School of Law

Details of Active learning conducted AY 2022-2023(Even Semester)

Name of the Faculty: Prof. Dr. Mohd Saleem

Subject: Professional Ethics , Accountancy for Lawyers (Law 202)

Sl.No.	Class	Date	Time
1	BAL Semester 10 Law 202Section 3	24/03/23	11:30-12:20pm

REPORT: Professional Ethics Exercise A case Analysis of Contempt Proceeding

Introduction:

On the 24.04, 2023, an invigorating moot court exercise was conducted at BAL Semester 10 Law 202 Section 3. The moot court exercise was an integral part of our curriculum, aiming to provide practical insights into the legal system, enhance critical thinking, oral advocacy, and research skills among the participating students.

Objective:

Legal profession is a noble profession The main objective of the professional Ethics is make aware to the students about the accountancy, role and duties of the Advocate and maintain the high standard of the legal profession. The objective is develop the etiquettes among the lawyers and be ready for the future endeavours. The exercise aimed to foster their understanding of legal procedures, increase confidence in public speaking, and develop persuasive communication skills.

Preparation:

In the learning exercise, students were divided into teams of three, with each team assigned the role of either the prosecution or the defense. The case problem, designed by the faculty, was centered around a relevant legal issue, allowing the students to delve into real-world legal complexities. the student must know the legal provision of Advocate Act and the Rules of the BCI. Each team was provided with a detailed case brief, containing relevant statutes, precedents, and supporting materials to prepare their arguments thoroughly.

Students were encouraged to engage in independent research, consult legal databases, and seek guidance from their teachers to bolster their understanding of the case and develop strong legal





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arguments. The preparation phase also involved mock trials, where students received constructive feedback from faculty members, refining their presentation skills and argumentation.

The Professional Ethics and Exercise:

On the day of the **Ethics** exercise based on the contempt of the court proceeding and was designed to discussed the change brought by the judiciary under the ambit of power and control the activities of the lawyers inside the court and outside, Distinguished members of the faculty were invited to serve as judges, providing the students with a sense of seriousness and professionalism during the proceedings.

Each team was given an opportunity to discussed the fact and laws relating to the facts provided in present their case, with two members acting as oral advocates while the third member remained on standby as a researcher to provide instant legal references if required during the arguments. The participant presented the oral submission and documentary during their discourse and observation.

The judges evaluated the performance of each team based on various criteria, such as legal knowledge, articulation, courtroom demeanor, and responsiveness to questions. After the completion of all rounds, the judges provided constructive feedback to the students, highlighting their strengths and areas for improvement.

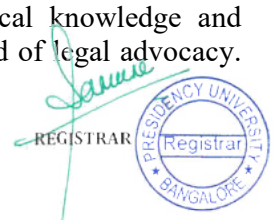
Learning Outcomes:

The Contempt of Court proceeding exercise proved to be an immensely enriching experience for the participating students. They demonstrated remarkable dedication, enthusiasm, and an eagerness to learn throughout the process. The exercise helped students to:

- Enhance their legal research skills: Students learned to navigate legal databases, distinguish relevant precedents, and apply legal principles effectively.
- Develop persuasive communication: The exercise honed students' ability to present complex legal arguments in a clear, concise, and convincing manner.
- Improve critical thinking: By analyzing legal issues from various angles, students developed critical thinking and problem-solving abilities.
- Gain confidence in public speaking: Presenting arguments in a simulated courtroom setting boosted students' confidence and eloquence in public speaking.
- Experience teamwork: Working in teams, students learned to collaborate, delegate tasks, and support one another throughout the preparation process.

Conclusion:

The Professional Ethics exercise conducted on 24.04. 2023 was a resounding success. It provided students with an invaluable opportunity to bridge the gap between theoretical knowledge and practical application, offering a glimpse into the demanding yet rewarding world of legal advocacy.





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The exercise not only instilled a passion for the legal profession but also equipped students with transferable skills that will prove beneficial in various facets of their academic and professional lives.

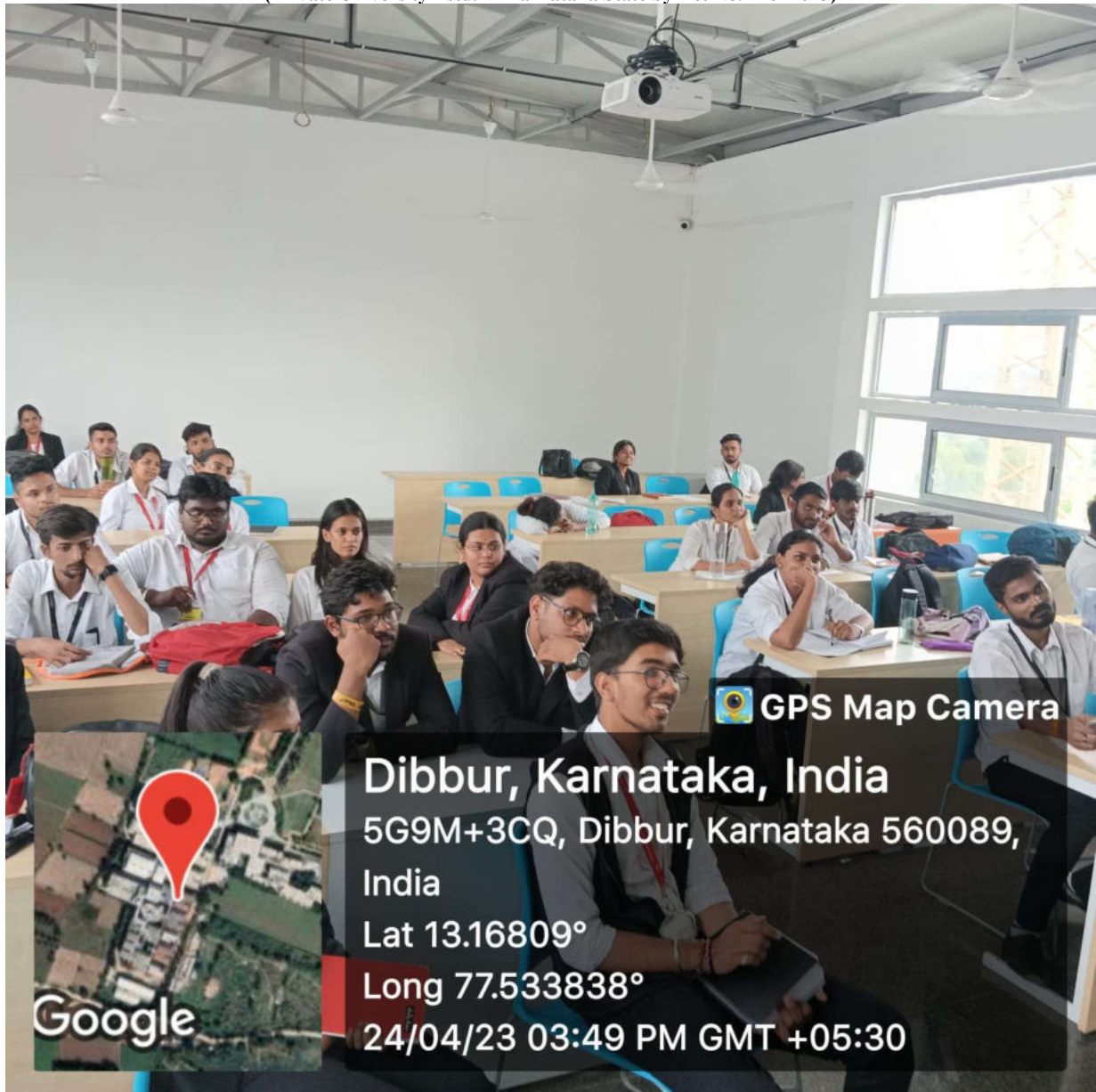
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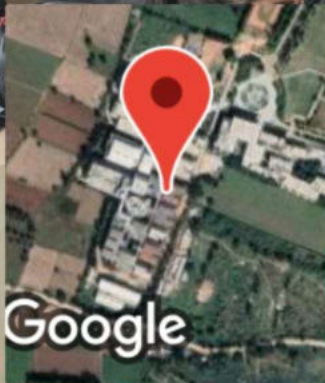
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School of Law

Details of Active learning conducted during AY 2022-2023 Even Semester

Name of the Faculty: Prof. Dr. Neha Gupta

Subject: Labour Law

Sl.No.	Class	Date	Time
1	BBL Semester 8 Section 1&2	May	02:35-03:25pm

REPORT: Labour Law – Moot Court Exercise- 26th May, 2023 (Participative Learning)

Introduction:

On the 26th of May 2023, an invigorating moot court exercise was conducted at BBL Semester 8 Section 1 and 2. The moot court exercise was an integral part of our curriculum, aiming to provide practical insights into the legal system, enhance critical thinking, oral advocacy, and research skills among the participating students.

Objective:

The primary objective of the moot court exercise was to offer students a simulated courtroom experience, wherein they could analyze legal issues, formulate arguments, present their case before a panel of judges, and engage in a constructive legal debate. The exercise aimed to foster their understanding of legal procedures, increase confidence in public speaking, and develop persuasive communication skills.

Preparation:

In the weeks leading up to the moot court exercise, students were divided into teams of three, with each team assigned the role of either the petitioner or the respondent. The case problem, designed by the faculty, was centered around a relevant legal issue dealing with labour and industrial law, allowing the students to delve into real-world legal complexities. Each team was provided with a detailed case brief, containing relevant statutes, precedents, and supporting materials to prepare their arguments thoroughly.

Students were encouraged to engage in independent research, consult legal databases, and seek guidance from their teachers to bolster their understanding of the case and develop strong legal





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arguments. The preparation phase also involved mock trials, where students received constructive feedback from faculty members, refining their presentation skills and argumentation.

The Moot Court Exercise:

On the day of the moot court exercise, the courtroom was set up to emulate an authentic legal setting, complete with a judge's bench, witness stand, and seating for the audience. The faculty served as the judge, providing the students with a sense of seriousness and professionalism during the proceedings.

Each team was given an opportunity to present their case, with two members acting as oral advocates while the third member remained on standby as a researcher to provide instant legal references if required during the arguments. Following the presentations, the opposing team had a chance to rebut the arguments, leading to an intellectually stimulating exchange.

The judge evaluated the performance of each team based on various criteria, such as legal knowledge, articulation, courtroom demeanour, and responsiveness to questions. After the completion of all rounds, the judges provided constructive feedback to the students, highlighting their strengths and areas for improvement.

Learning Outcomes:

The moot court exercise proved to be an immensely enriching experience for the participating students. They demonstrated remarkable dedication, enthusiasm, and an eagerness to learn throughout the process. The exercise helped students to:

- Enhance their legal research skills: Students learned to navigate legal databases, distinguish relevant precedents, and apply legal principles effectively.
- Develop persuasive communication: The exercise honed students' ability to present complex legal arguments in a clear, concise, and convincing manner.
- Improve critical thinking: By analyzing legal issues from various angles, students developed critical thinking and problem-solving abilities.
- Gain confidence in public speaking: Presenting arguments in a simulated courtroom setting boosted students' confidence and eloquence in public speaking.
- Experience teamwork: Working in teams, students learned to collaborate, delegate tasks, and support one another throughout the preparation process.

Conclusion:



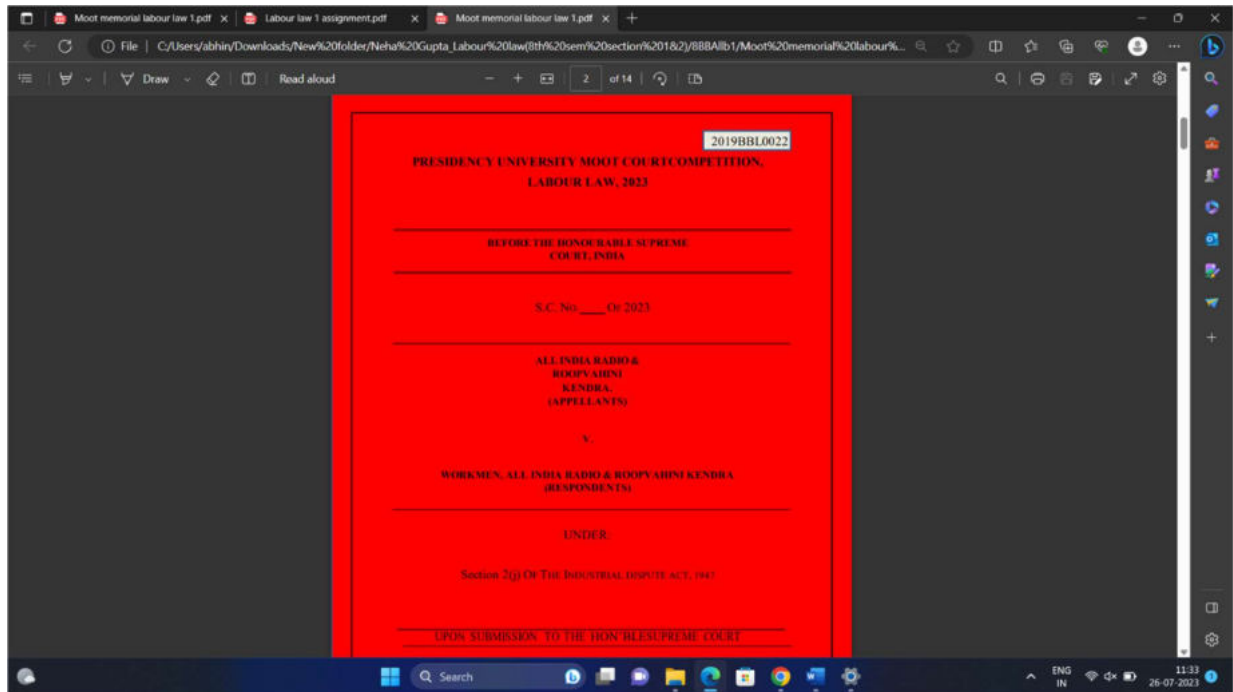


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The moot court exercise conducted on 26th May, 2023 was a resounding success. It provided students with an invaluable opportunity to bridge the gap between theoretical knowledge and practical application, offering a glimpse into the demanding yet rewarding world of legal advocacy. The exercise not only instilled a passion for the legal profession but also equipped students with transferable skills that will prove beneficial in various facets of their academic and professional lives.

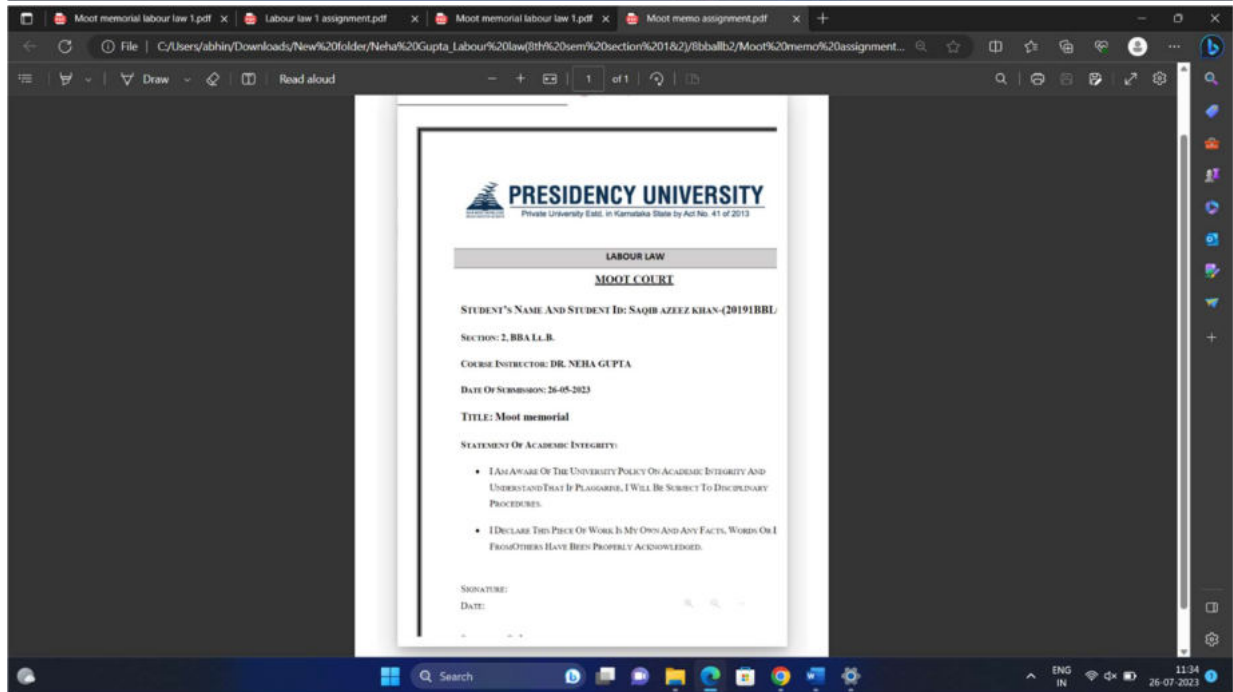
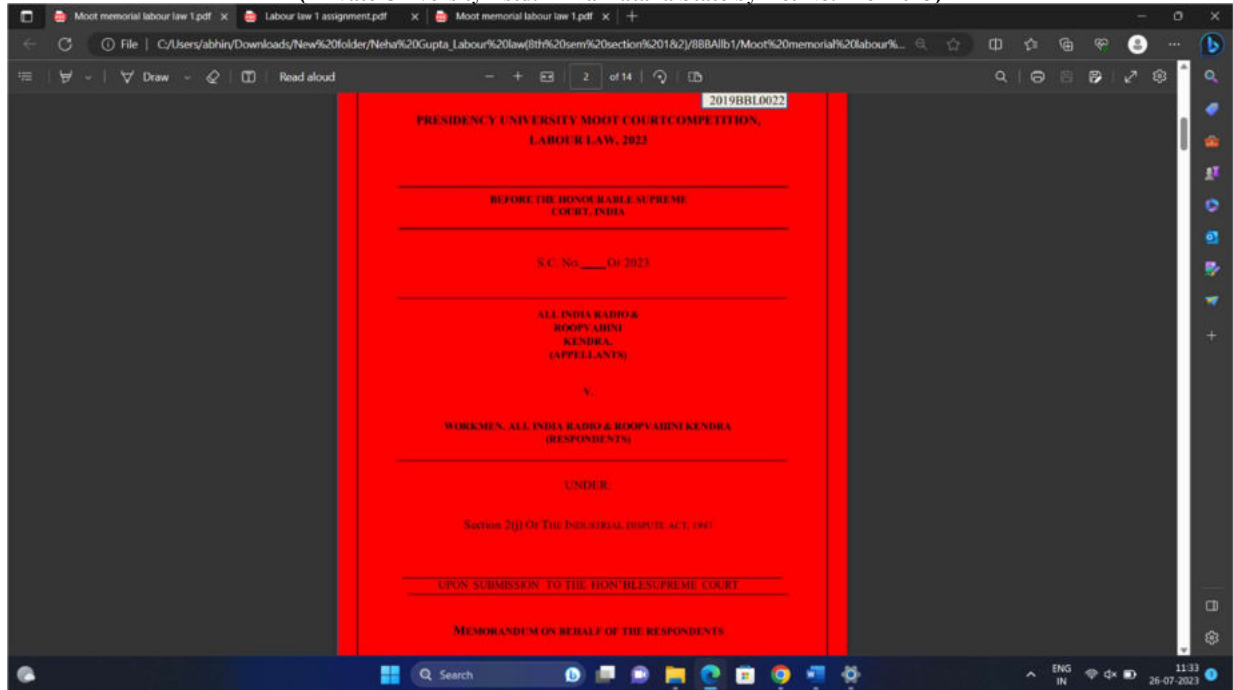
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REPORT: GROUP ASSIGNMENT/ PRESENTATION (Participative Learning)

Introduction:

In the month of May 2023, an invigorating group presentation exercise was conducted at BBL Semester 8 Section 1 and 2 for the subject of labour law. The students were instructed to prepare power point presentations and make a presentation regarding various topics ranging from Trade Unions, Factories Act, Lay-Offs and Strikes, Industrial Disputes etc. The students had the liberty to prepare either slides, or a paper, aiming to provide insights into the legal system, enhance critical thinking, oral advocacy, and research skills among the participating students.

Objective:

The primary objective of the assignment was to offer students an experience to improve their research and oratory skills. The exercise aimed to foster their understanding of legal provisions, increase confidence in public speaking, and develop persuasive communication skills.

Demonstrate Understanding: Presentations allow students to showcase their understanding of a particular topic or subject. It's an opportunity to communicate their knowledge and insights gained from research and study.

Improve Public Speaking Skills: One of the primary goals of a classroom presentation is to enhance students' public speaking abilities. By presenting in front of their peers and teachers, students can build confidence, work on their delivery, and become more comfortable speaking in public.

Enhance Communication Skills: Effective communication is crucial in all aspects of life. Presentations help students practice clear and concise communication, organizing their thoughts, and conveying complex ideas in a coherent manner.

Encourage Critical Thinking: Preparing for a presentation involves analyzing information, identifying key points, and determining how to present them effectively. This process stimulates critical thinking and helps students develop their analytical skills.

Engage the Audience: Engaging the audience is a vital aspect of any presentation. Students can learn how to capture the attention of their peers, maintain interest throughout the talk, and address questions effectively.

Promote Collaboration: If presentations are done in groups, students learn how to collaborate with their peers, delegate tasks, and coordinate efforts to create a cohesive and well-structured presentation.

Showcase Creativity: Presentations often allow room for creativity in terms of design, visuals, and delivery. Students can use various presentation tools and techniques to make their talks engaging and memorable.

Receive Feedback: Presentations offer an opportunity for students to receive feedback from their peers and teachers. Constructive criticism helps students understand their strengths and areas for improvement.


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Develop Time Management Skills: Preparing for a presentation involves managing time effectively to research, create slides, and practice the delivery. This skill is transferable to other areas of academics and life.

Build Confidence in Sharing Ideas: Presenting in a classroom setting can boost students' confidence in sharing their ideas and opinions with others. This confidence extends beyond the classroom and can benefit them in future academic and professional endeavors.

Connect Theory to Practice: Presentations often require students to relate theoretical concepts to real-world examples or applications, reinforcing the relevance of what they've learned.

Foster Active Learning: Both the presenters and the audience can benefit from the active learning experience during a presentation. The audience may ask questions and engage in discussions, while presenters deepen their understanding through the process of teaching others.

Preparation:

In the weeks leading up to the presentation, students were divided into teams of four, with each team assigned a specific topic from their curriculum.

Students were encouraged to engage in independent research, consult legal databases, and seek guidance from their teachers to bolster their understanding of the topic at hand and develop strong arguments.

The Presentations:

On the day of the presentation, the students were made to sit with their team and were given a preparatory time. The students then stood in front of the class and used their slides for the presentations. The students used the following guidelines to help improve their presentation skills.

- Understand the Requirements
- Research on the topic provided
- Organise the content
- Prepare visual aids
- Practice
- Summarise
- Prepare for Q&A

Learning Outcomes:

The assignment proved to be an immensely enriching experience for the participating students. They demonstrated remarkable dedication, enthusiasm, and an eagerness to learn throughout the process. The exercise helped students to:

- Enhance their legal research skills: Students learned to navigate legal databases, distinguish relevant precedents, and apply legal principles effectively.





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- Develop persuasive communication: The exercise honed students' ability to present complex legal arguments in a clear, concise, and convincing manner.
- Improve critical thinking: By analyzing legal issues from various angles, students developed critical thinking and problem-solving abilities.
- Gain confidence in public speaking: Presenting arguments in a simulated courtroom setting boosted students' confidence and eloquence in public speaking.
- Experience teamwork: Working in teams, students learned to collaborate, delegate tasks, and support one another throughout the preparation process.

Conclusion:

The presentations conducted in the month of May, 2023 was a resounding success. It provided students with an invaluable opportunity to improve their communication skills as well as research skills. The assignment not only instilled a passion for the legal profession by engaging them with issues of contemporary relevance, but also equipped students with transferable skills that will prove beneficial in various facets of their academic and professional lives.

Photos


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Group Assignment: x ChatGPT x Labour law assign: x Unfair labour pra: x Labour law 1 assi: x IMPACT OF CLOS: x Ensuring Safe an: x COLLECTIVE BARGAI: x

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Read aloud

UNFAIR LABOUR PRACTICES UNDER INDUSTRIAL DISPUTES ACT, 1982

Presented by:
Rajesh M (20191BBL0074)
Ajay Krishna (20191BCL0001)
Siva Krishna (20191BBL0102)
Sudha Krishna (20191BBL0107)

UNFAIR LABOUR PRACTICES - MEANING

- Unfair labour practices are deceitful practices by either employers or labourers to obtain profits that are prohibited by the statutes.
- Section 2 (fa) of the Industrial Dispute Act, 1982 defines Unfair Labour Practices as "any of the practices specified under Schedule V of the act". It is mainly divided into [two parts](#):

1. Part I: Unfair Labour Practices on part of employer and trade unions of employers.
2. Part II: Unfair Labour Practices on part of workmen or trade unions of workmen.


UNFAIR LABOUR PRACTICES ON PART OF EMPLOYER AND TRADE UNIONS OF EMPLOYERS

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Read aloud

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INTERNAL ASSESSMENT

TOPIC - Social security measures for construction workers in India

Student's Name and Student ID: N SHASHANK (20191BCL0011)
LIESHAJ (20191BCL0009)
ASHWIN NITHISH J.M (20191BCL0002)
SOUMYADEEP SARDAR (20191BBL0087)

Course: Labour And Industrial Law - 1 (LAW 123)

Course Instructor: Prof.Neha Gupta

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Labour law 1 assignment.pdf x IMPACT OF CLOSURE AND LAYOFF x Ensuring Safe and Healthy Work x COLLECTIVE BARGAINING AND ... x +

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Read aloud 1 of 10

LABOUR LAW -I
GROUP PRESENTATION-BRIEF

TEAM MEMBERS:
MASOOM BAKSHI(20191BBL0056)
ANUSHKA MISHRA(20191BBL0015)
BIDISHA DAS (20191BBL0029)
HYDER IQBAL DAR (20191BBL0045)

SUBJECT: LABOUR LAW I
SUBMITTED TO: PROF. NEHA GUPTA
DATE: 15th May ,2023.

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IMPACT OF CLOSURE AND LAYOFF x Ensuring Safe and Healthy Work x COLLECTIVE BARGAINING AND ... x +

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Read aloud 1 of 12

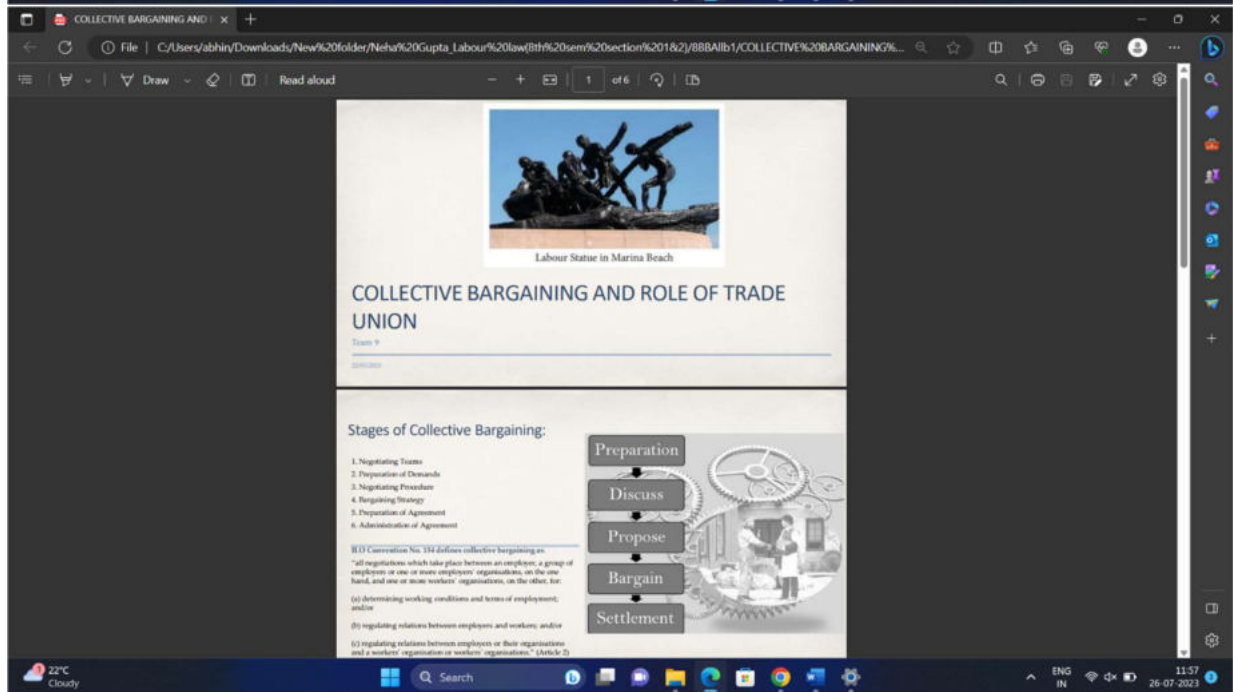
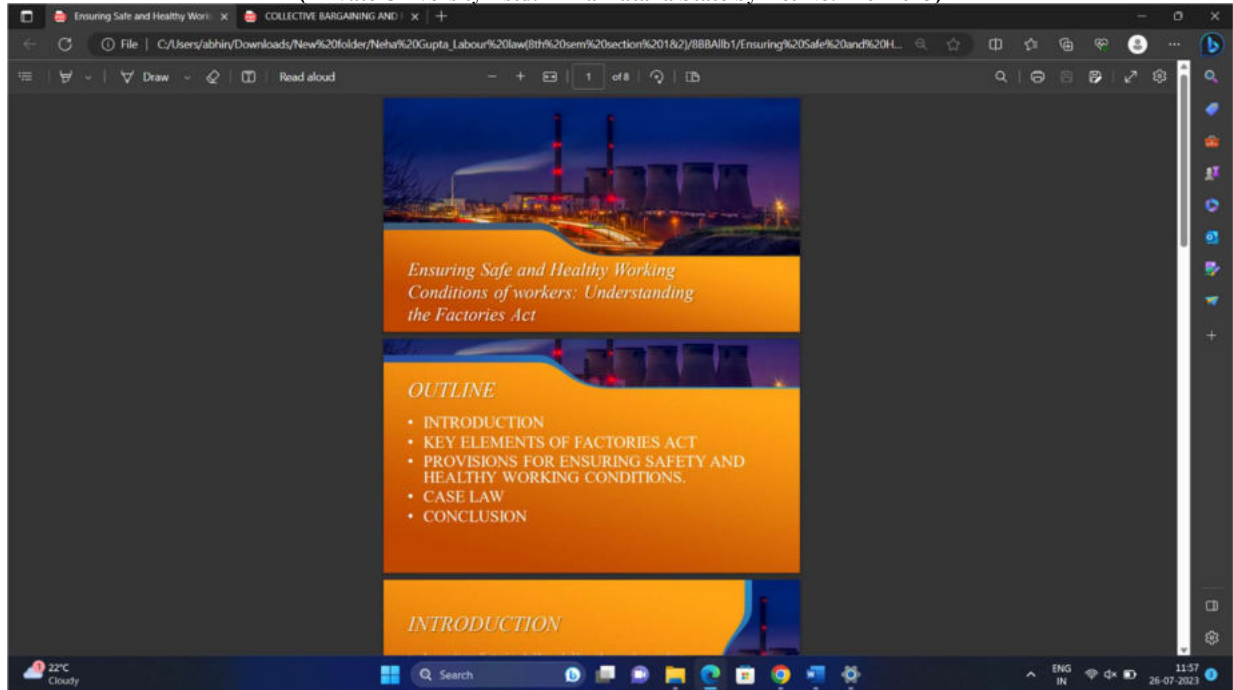
IMPACT OF CLOSURE AND LAYOFF ON WORKMEN
ARSHA PREM, BALAJI ABISHAK, DEVIKA ANIL, MOHD. ISMAIL & MOHD. ROHIN

INTRODUCTION

- Closure – means the permanent or partial closing of the place of employment. The procedure has to be complied with as given in the Act and a workman is entitled to compensation if he has been working one year prior continuously in such establishment.
- Layoff: In simple terms, sec 2 (kkk) of the Act states that layoff is the inability of the employer to give work to the employee, even if the employee's name is in the master roll, due to the shortage of resources and who has not been retrenched.
- The impact of closure and layoff on workmen is a critical issue that needs to be studied.
- The purpose of this presentation is to explore the different aspects of the impact of closure and layoff on workmen.

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