



SYMBIOSIS INTERNATIONAL (DEEMED UNIVERSITY)

(Established under section 3 of the UGC Act, 1956)
Re-accredited by NAAC with 'A++' Grade Awarded Category – I by UGC

Seat No.						
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Institute: (0103)SYMBIOSIS LAW SCHOOL, HYDERABAD

Programme: (010341) MASTER OF LAWS

Batch: 2025-26

Semester: I

Course: Research Methods and Legal Writing

Course Code: 0103410101

Date: 10/11/2025

Maximum Marks: 60

Day: Monday

Time: 10:00 - 12:30

NOTE : DO NOT WRITE ANYTHING ON THE QUESTION PAPER

Instructions:

- All questions are compulsory and carry equal marks
- Each question carries 15 marks.

Q1A. Critically evaluates the significance of the Seminar Method as a teaching strategy in Legal Research. Examination of its significance, promotion of in-depth analysis of the emerging legal issues, enhancing collaborative learning and developing research skills among the scholars. (CO2)

OR

Q1B. Critically analyse the concept of Reflective Thinking in the context of legal research. How does it contribute to the formulation of the research questions and the interpretation of findings? (CO2)

Q2A. Critically analyse the need and Rationale for Clinical Legal Education in India (CLE), evaluating its various modes of implementation, with a particular focus on the role and effectiveness of Legal Aid Clinics in bridging the gap between legal theory and practice. (CO3)

OR

Q2B. Critically evaluates the relevance and significance of Empirical Research in legal studies, assessing its contribution to understanding socio-legal phenomena. (CO2)

Q3A. Critically evaluates the tools and techniques for the collection of data in legal research methodology. Discuss the appropriateness and application of methods such as surveys, interviews, questionnaires, observation, (CO1&2)

OR

Q3B. Evaluates the significance and role of the Hypothesis formulation in legal research and what are its impact on the direction, reliability, and applicability of research findings.

(CO2)

Q4A. Critically analysis the various kinds of Research Designs employed in legal research. Discuss the criteria for selecting an appropriate design in a research study, illustrating your answer with practical examples. (CO2)

OR

Q4B. Critically evaluate the process of Identification and Formulation of a Research Problem in Legal Research Methodology. (CO2)



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135

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Institute: (0103)SYMBIOSIS LAW SCHOOL, HYDERABAD

Programme: (010341) MASTER OF LAWS

Batch: 2025-26

Semester: I

Course: Comparative Crime Justice and Human Rights

Course Code: 0103410112

Date: 17/11/2025

Day: Monday

Maximum Marks: 40

Time: 10:00 - 11:30

NOTE : DO NOT WRITE ANYTHING ON THE QUESTION PAPER

Instructions:

- All questions are compulsory
- Q.No 1 and Q.No 2 carry 15 marks each and Q.No 3 carries 10 marks each.

Q1A. It is said that, 'Delivery of justice in the criminal matters remains one sided affair.' In the light of this statement evaluate the present scenario of criminal justice system in India and USA from the human rights perspective. (CO1)

OR

Q1B. Discuss custodial deaths and fatal shootings as the challenges to the role of police in the criminal justice system in India and USA. (CO2)

Q2A. A just criminal system is one in which the rights of both accused and victim are equitably balanced. Discuss in the light of relevant constitutional and legislative safeguards in India. (CO3)

OR

Q2B. Critically explain the concept of human rights in criminal justice system in the light of international conventions with respect to Rights of Accused and Victims. (CO4)

Q3A. 'People through social media trials often fuel strong emotions to publicly pass judgment on ongoing criminal cases.' In the light of this statement explain the role of social media in the criminal justice system. (CO3)

OR

Q3B. Discuss the new trends in criminal liability in India and USA. (CO1)



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Institute: (0103)SYMBIOSIS LAW SCHOOL, HYDERABAD

Programme: (010341) MASTER OF LAWS

Batch: 2025-26

Semester: I

Course: Comparative Banking and Insurance Law

Course Code: 0103410111

Date: 19/11/2025

Day: Wednesday

Maximum Marks: 40

Time: 10:00 - 11:30

NOTE : DO NOT WRITE ANYTHING ON THE QUESTION PAPER

Instructions:

- All questions are compulsory
- Q.No 1 and Q.No 2 carry 15 marks each and Q.No 3 carries 10 marks each.

Q1A. Discuss the role and functioning of Asset Reconstruction Companies (ARCs) in India under the SARFAESI Act, 2002. How do they contribute to the resolution of Non-Performing Assets (NPAs) in the banking sector? Additionally, compare the ARC mechanism in India with asset recovery models in the United States and the European Union, highlighting key similarities, differences, and lessons that can be applied to improve India's asset reconstruction framework. (CO1)

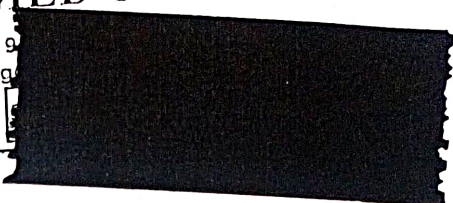
OR

Q1B. Explain the three pillars of the Basel III framework. What are the objectives and key components of each pillar. (CO1)

Q2A. "Explain the role and functioning of Debt Recovery Tribunals (DRTs) in India. How do DRTs contribute to the recovery of non-performing assets (NPAs) and what are the key provisions under the Recovery of Debts Due to Banks and Financial Institutions Act (RDDBFI), 1993 that empower DRTs?" (CO1)

OR

Q2B. "Explain the essential features and key principles of an insurance contract. Also, discuss them in detail. (CO2)



Institute: (0103)SYMBIOSIS LAW SCHOOL, HYDERABAD

Programme: (010341) MASTER OF LAWS

Batch: 2025-26

Semester: I

Course: Comparative Corporate Law

Course Code: 0103410109

Maximum Marks: 40

Date: 17/11/2025

Time: 10:00 - 11:30

Day: Monday

NOTE : DO NOT WRITE ANYTHING ON THE QUESTION PAPER

Instructions:

- All questions are compulsory
- Q.No 1 and Q.No 2 carry 15 marks each and Q.No 3 carries 10 marks each.

Q1A. How do the powers and functions of capital market regulators SEBI, MAS, SEC compare their regulatory scope, enforcement mechanisms and investor protection (CO2)

OR

Q1B. Vertex Ltd reduced capital by purchasing its own shares. Is it valid? Explain the distinction buyback of shares and reduction of share capital under Companies Act, 2013. (CO1)

Q2A. Explain the Global Regulatory Mechanisms in addressing financial frauds (CO2)

OR

Q2B. Minority Shareholders allege that the majority shareholders of Zee Motors Ltd, passed a special resolution and amend the Articles in a way that it only benefits majority shareholders. Explain what are the remedies available to the minority shareholders under Companies Act, 2013, for oppression and mis management (CO3)

Q3A. Analyze whether the Indian court can pierce the corporate veil and under what circumstance (CO1)

OR

Q3B. What are the various modes and process of winding up under Companies Act, 2013 Explain? (CO3)



Institute: (0103)SYMBIOSIS LAW SCHOOL, HYDERABAD

Programme: (010341) MASTER OF LAWS

Batch: 2025-26

Semester: I

Course: International Criminal Law

Course Code: 0103410114

Date: 19/11/2025

Day: Wednesday

Maximum Marks: 40

Time: 10:00 - 11:30

NOTE : DO NOT WRITE ANYTHING ON THE QUESTION PAPER

Instructions:

- All questions are compulsory
- Q.No 1 and Q.No 2 carry 15 marks each and Q.No 3 carries 10 marks each.

Q1A. Discuss the elements and examples of War Crimes, Genocide, and Crimes against Humanity under International Criminal Law. (CO3)

OR

Q1B. Distinguish between the Adversarial and Inquisitorial Criminal Justice Systems. Discuss their relevance in international criminal procedure. (CO1)

Q2A. Examine the principles of State jurisdiction under international law, with special reference to universal jurisdiction and the principle of protection. (CO4)

OR

Q2B. Discuss the Nuremberg and Tokyo Tribunals and their influence on the evolution of modern International Criminal Tribunals. (CO2)

Q3A. Critically analyze the principles governing extradition, including double criminality, specialty, and political offence exception (CO5)

OR

Q3B. Evaluate the role of the ICTY and ICTR in enforcing international criminal justice. (CO2)



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Programme: (010341) MASTER OF LAWS

Batch: 2025-26

Semester: I

Course: Comparative Public Law

Course Code: 0103410102

Date: 12/11/2025

Day: Wednesday

Maximum Marks: 60

Time: 10:00 - 12:30

NOTE : DO NOT WRITE ANYTHING ON THE QUESTION PAPER

Instructions:

- All questions are compulsory and carry equal marks
- Each question carries 15 marks.

Q1A. Critically examine the concept of 'unconstitutional constitutional' amendments' in comparative public law and discuss the evolution of this doctrine through landmark judicial decisions, with special reference to the Basic Structure Doctrine. Do you think this principle strengthens constitutional supremacy or undermines parliamentary sovereignty? Give reasons for your answer. (CO5)

OR

Q1B. Discuss the structural and functional differences between the judiciary in India, the United States, Germany, and South Africa, focusing on their approaches to judicial review and constitutional interpretation. (CO5)

Q2A. Compare the distribution of legislative, administrative, and financial powers between the central and constituent units in the federal systems of India, the United States, Canada, Australia, and Switzerland. Discuss with reference to constitutional provisions and practical functioning. (CO2)

OR

Q2B. Compare and contrast the structure, functions, and accountability of the executive in the parliamentary systems of India and the United Kingdom with the presidential systems of the United States and the semi-presidential system of France. Evaluate the impact of these models on the balance of power and stability within their respective political systems. (CO2)



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Institute: (0103)SYMBIOSIS LAW SCHOOL, HYDERABAD

Programme: (010341) MASTER OF LAWS

Batch: 2025-26

Semester: I

Course: Law and Justice in a Globalizing World

Course Code: 0103410103

Date: 14/11/2025

Day: Friday

Maximum Marks: 60

Time: 10:00 - 12:30

NOTE : DO NOT WRITE ANYTHING ON THE QUESTION PAPER

Instructions:

- All questions are compulsory and carry equal marks
- Each question carries 15 marks.

Q1A. Critically analyse the ethical and moral dimensions, in the light of the question "*What is the right thing to do?*" of the following three situations with reference to the philosophical theories of Jeremy Bentham and Immanuel Kant.

SITUATION-1 In 1884, a British yacht named Mignonette was shipwrecked in the South Atlantic Ocean. The crew -Thomas Dudley (captain), Edwin Stephens (mate), Edmund Brooks (sailor), and Richard Parker (cabin boy, aged 17) - were stranded in a lifeboat with no food or water. After several days without sustenance, Parker, who had drunk seawater, fell unconscious. Believing that they would die otherwise, Dudley and Stephens decided to kill Parker to eat his flesh and drink his blood. Brooks did not participate but also consumed the meat. Four days later, they were rescued by a passing ship. Upon returning to England, Dudley and Stephens were charged with murder.

SITUATION-2 Ursula K. Le Guin's *The Ones Who Walk Away from Omelas* describes a utopian city named Omelas, where the people live in happiness, peace, and prosperity. The city is full of joy - there is no war, poverty, or injustice. Everyone appears to live an ideal life. However, the narrator soon reveals the dark secret behind this perfection. In a small, locked, dark basement of one of the buildings, there is a child -weak, dirty, malnourished, and neglected. This child lives in complete misery. The happiness and success of Omelas depend entirely on the suffering of this one innocent child. If the child were ever rescued or comforted, the prosperity and harmony of the entire city would collapse. Everyone in Omelas knows about the child. Most people, after learning the truth, accept this cruel bargain, convincing themselves that it is necessary for the greater good. But some citizens-a few, quiet and solemn-choose to walk away from Omelas. They leave the city forever, seeking a place where happiness does not require someone else's suffering. No one knows where they go.

SITUATION-3 A man was driving his vehicle at a dangerously high speed-170 kilometres per hour-when he suddenly discovered that the brakes had failed. Panic set in as the road ahead split into two paths. On the straight path, two individuals were walking, unaware of the world around them, lost in their music with large headphones covering their ears. On the left path, five people walked in the same distracted state. He had only seconds to decide. One direction would harm fewer lives, the other more. But the question remained-what is the right thing to do when every option leads to tragedy?

(CO1)

OR

- Q1B. Critically analyse John Rawls's Theory of Justice and Robert Nozick's Entitlement Theory in the light of the concept of Distributive Justice, with special reference to the life and success story of Dhirubhai Ambani. Discuss whether Dhirubhai Ambani's rise from humble beginnings to becoming a leading industrialist reflects Rawls's idea of fairness and equality of opportunity and Nozick's concept of individual entitlement and free-market justice.

Life and success story of Dhirubhai Ambani: Dhirajlal Hirachand Ambani, popularly known as Dhirubhai Ambani, was born on December 28, 1932, in the small village of Chorwad in the Junagadh district of Gujarat, India. He came from a humble background - his father, Hirachand Gordhanbhai Ambani, was a schoolteacher, and his mother, Jamnaben Ambani, and was a homemaker. Despite financial hardship, Dhirubhai displayed remarkable intelligence, curiosity, and ambition from a young age. After completing his schooling, Dhirubhai went to Aden (Yemen) in the late 1940s to work as a clerk at A. Besse & Co., a trading firm dealing in petroleum products. There, he gained valuable experience in international trade, finance, and management. During his stay, he learned how global markets operated and realized the importance of entrepreneurship and risk-taking. However, his dream was not to remain an employee but to become an industrialist. In 1958, he returned to India with modest savings and a grand vision to build his own business empire. In 1966, Dhirubhai Ambani founded Reliance Commercial Corporation, which later became Reliance Industries Limited (RIL). The company began as a small textile manufacturer in Naroda, Ahmedabad, producing fabrics under the brand name "Vimal", named after his nephew.

Through relentless hard work, innovation, and a deep understanding of the Indian market, Dhirubhai transformed Reliance into one of India's most successful and respected business conglomerates. His emphasis on quality, affordability, and scale made Reliance textiles a household name. Under his leadership, Reliance grew into a multinational conglomerate and became one of the largest companies in India. Dhirubhai Ambani received numerous awards and recognitions, including being named among the "Top 50 Businessmen in Asia" by *The Sunday Times* (London) in 1996. He was known for his strategic foresight, bold risk-taking, and unmatched determination. His entrepreneurial journey from a small village boy to the founder of one of the world's largest business empires has become a symbol of the Indian dream.

(CO1)

Q2A. "Law as a command of the Sovereign backed by sanction" is believed to regulate human conduct through fear of punishment. In light of John Austin's theory, critically analyse how this concept of law attempts to curb the following situation:

In Saudi Arabia, there once lived a man who was caught stealing money from people's pockets in the market. When he was brought before the King, the King became furious. To set an example, he declared, "This man shall be hanged in front of everyone at Tahrir Chowk. Let his fate be a warning to all who dare to steal" The news spread quickly, and on the day of the execution, a huge crowd gathered at the square. Men, women, and children came from all around to witness the punishment. The King himself stood on the royal balcony, convinced that this public hanging would strike fear into every thief in the kingdom. The thief was brought forward, the gallows prepared, and the executioner did his duty. The crowd watched in silence as the punishment was carried out. When it was over, people began to disperse-each one talking about how justice had been served and how no one would dare steal again. But soon, a strange murmur rippled through the crowd. One man shouted that his wallet was missing. Another checked his pocket and found his money gone. Then another, and another. Within minutes, dozens of people realized they had been robbed-right there, at the very place where a thief had just been executed for the same crime. Further, define and discuss various definitions of law propounded by different jurists, highlighting how their perspectives differ from or expand upon Austin's Command Theory of Law.

(CO3)

OR

Q2B. Critically examine the concepts of systematization and completeness in a legal system. Discuss how a law can be considered complete and systematically organized, and explain the importance of these characteristics in ensuring predictability, consistency, and fairness in the administration of justice. Illustrate your answer with suitable examples.

(CO1)

Q3A. Law is a normative science and not a natural science. In the light of normative discourse and factual discourse, critically analyse the debate between legal positivists and naturalists concerning the distinction between 'what is' and 'what ought to be'. Discuss the implications of this debate for understanding the nature and purpose of law.

(CO2)

OR

Q3B. Critically analyse Hart's and Fuller's positions on law and morality, highlighting their differences and relevance to contemporary legal systems. Discuss the implications of separating law from morality versus integrating moral principles into legal reasoning, and evaluate which approach provides a more robust framework for understanding the purpose and limits of law today.

(CO2)

Q4A. Postmodernism has lifted the veil on established truths, emphasizing deconstruction and social paradigm shifts. In light of a recent social study observing Generation Z's increasing independence in decisions related to religion, marriage, education, and personal beliefs, critically analyse how postmodernist thought explains the changing dynamics between generations. Discuss how factors such as technology, social media, and global exposure contribute to this shift, and evaluate the implications for traditional social norms and family structures.

In a recent social study, researchers observed a growing trend among Generation Z: many young people are increasingly making life decisions independently, often without consulting or seeking approval from their parents. The report highlighted cases concerning religious beliefs, marriage choices, and other personal decisions, showing a noticeable shift in values and priorities compared to older generations. For instance, in one community, parents reported that their children were choosing life partners based on personal compatibility rather than adhering to traditional family expectations. Some youths decided to follow a different faith or adopt a secular approach, despite coming from deeply religious households. Similarly, educational and career choices were being made with minimal parental guidance, leading to tension within families. The study revealed that technology and social media play a crucial role in this shift. Generation Z has access to diverse viewpoints and global perspectives, enabling them to form beliefs and make decisions independently. While parents often viewed this as a lack of respect or disobedience, researchers emphasized that it reflects a broader quest for autonomy and self-expression. (CO4).

OR

Q4B. The Realist School of Jurisprudence emphasizes that law is not just a set of abstract rules, but a reflection of how judges and courts actually operate in practice. It focuses on the realities of judicial behavior, socio-political influences, and the gap between law "on paper" and law "in action." In this context, consider the tenure of Justice C.S. Karnan, a former judge of the Calcutta High Court, which was marked by numerous controversies. Justice Karnan publicly accused several of his colleagues of corruption and caste-based discrimination. In 2017, he even initiated *suo motu* proceedings against the Chief Justice of India and six other Supreme Court judges, accusing them of corruption and ordering their arrest. The Supreme Court, however, held him guilty of contempt of court, citing that his actions-including passing orders against fellow judges and making public allegations without substantiation-undermined judicial authority. Critically analyse this instance in light of the Realist School of thought. To what extent does the Karnan case reveal the actual realities of courtroom behavior, judicial decision-making, and institutional power dynamics? Discuss how the Realist perspective helps in understanding the gap between legal rules and their practical enforcement, and the socio-political factors that influence judicial conduct.

(CO3)