



**Gyanmanjari**  
Innovative University

Course Syllabus  
Gyanmanjari Institute of LAW  
Semester-4 (LL.B)

**Subject:** Jurisprudence- LAWLL14517

**Type of course:** Major (Core)

**Prerequisite:**

Students must possess foundational knowledge of legal system and constitutional framework, basic reasoning and writing skills, and an ability to think critically about the nature, purpose, and sources of law.

**Rationale:**

Jurisprudence serves as the theoretical backbone of legal education, enabling critical understanding of the origin, nature, purpose, and structure of law; it develops analytical reasoning, connects law with morality and society, and guides the coherent interpretation, application, and reform of legal principles.

**Teaching and Examination Scheme:**

Teaching Scheme			Credits	Examination Marks			Total Marks
CI	T	P	C	Theory Marks		CA	150
				SEE	MSE	ALA	
05	01	00	06	100	30	20	

*Legends: CI-Classroom Instructions; T – Tutorial; P - Practical; C – Credit; SEE - Semester End Evaluation; MSE- Mid Semester Examination; V – Viva; CCE-Continuous and Comprehensive Evaluation; ALA- Active Learning Activities.*



**Course Content:**

Sr. No.	Course Content	Hrs.	% Weightage
1	<b>Introduction and sources of Law:</b> <ul style="list-style-type: none"> <li>• Meaning of the term 'jurisprudence', Nature, Importance</li> <li>• Nature and definition of law, Relation between : Law and Morality, Law and Justice</li> <li>• Sources of law : Legislation, custom, Precedents: concept of stare decisis, Juristic writings</li> </ul>	15	20
2	<b>Schools of Jurisprudence:</b> <ul style="list-style-type: none"> <li>• Analytical positivism : Bentham and Austin's view Criticism of Austin's theory of positivism</li> <li>• Natural law School, Historical school, Sociological School</li> <li>• Kelson's Pure Theory of Law, H.L.A. Hart's Theory</li> <li>• Legal Realism Theory</li> </ul>	15	20
3	<b>Legal Rights, duties, Liabilities etc:</b> <ul style="list-style-type: none"> <li>• Rights, Duties and Wrongs : Definitions relationship</li> <li>• Rights : kinds, Legal Rights as defined by Hohfeld</li> <li>• Right-Duty Correlations</li> <li>• Liabilities : conditions for imposing liabilities, Mens rea, Intention, negligence, Vicarious liability, Strict Liability</li> </ul>	15	20
4	<b>Ownership, Possession and Property:</b> <ul style="list-style-type: none"> <li>• Possession : Definition, concept and importance</li> <li>• Kinds of possession, Essentials of possession : Corpus Possessions and Animus Possidendi</li> <li>• Ownership : Definition, concept, kinds of ownership</li> <li>• Distinction between ownership and possession, Kinds of property</li> </ul>	15	20
5	<b>Persons &amp; Titles:</b> <ul style="list-style-type: none"> <li>• Nature of personality, types of persons : Natural and artificial persons</li> <li>• Corporate personality : Corporation sole and aggregate, Rights &amp; liabilities</li> <li>• Status of the unborn, minor, lunatic, drunken and dead persons</li> <li>• Titles : kinds</li> <li>• Theories of punishment</li> </ul>	15	20



**Continuous Assessment:**

Sr. No	Active Learning Activities	Marks
1	<b>Jurist's principles &amp; presentation:</b> Students are divided into groups of five, representing jurists – Austin, Savigny, Hart, Fuller and Roscoe Pound. Each group must present the core principles of its assigned jurists, submit a written copy on those principles and the differences between the theories to the concerned faculty, and also upload that file on the GMIU web portal..	10
2	<b>Case Analysis &amp; Presentation (Landmark Jurisprudence Cases)</b> Faculty will provide a list of landmark jurisprudence cases (minimum five). Students have to analyze these cases and present them in the classroom. Students must also write all the case analyses and upload them on the GMIU web portal.	10
<b>Total</b>		<b>20</b>

**List of Suggested Tutorials**

Sr. No	Suggested Tutorials
1	Discuss how legal thought evolved from Natural Law to Post-modern theories; prepare a short comparative chart of ancient vs. modern jurists
2	Tutorial questions: Distinguish between Natural Law and Positivism. Explain the relevance of Sociological School in Indian context.
3	Reflective journal: Write a paragraph on "Why study Jurisprudence in modern legal education?"; group discussion on its interdisciplinary nature.
4	Provide examples of various kinds of laws (public/private/substantive/procedural); identify each through case illustrations
5	Case based worksheet distinguishing civil vs. criminal justice; students outline purposes of criminal justice..
6	Tutorial exercise: Draft a mock clause of a short statute and explain its object and scope.
7	Practical task: Identify the ratio decidendi and obiter dicta in a Supreme Court decision..
8	Create a correlation table: every right → corresponding duty; short note on kinds of rights.
9	Problem study: Analyze landlord-tenant scenario showing difference between





	ownership and possession.
10	Case discussion: Compare cases where mens rea was and was not required; explain rationale..

**Suggested Specification table with Marks (Theory): 100**

Distribution of Theory Marks (Revised Bloom's Taxonomy)						
Level	Remembrance (R)	Understanding (U)	Application (A)	Analyze (N)	Evaluate (E)	Create (C)
Weightage	40%	30%	10%	20%	--	--

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

**Course Outcome:**

After learning the course, the students should be able to:	
CO1	Understand the meaning, nature and importance of jurisprudence.
CO2	Critically examine the major schools of jurisprudence including analytical positivism, natural law.
CO3	Differentiate between rights, duties and wrongs.
CO4	Comprehend the concepts, kinds and essentials of possession.
CO5	Analyze the concept of legal personality, types of persons and corporate bodies

**Instructional Method:**

The course delivery method will depend upon the requirement of content and the needs of students. The teacher, in addition to conventional teaching methods by black board, may also use any tools such as demonstration, role play, Quiz, brainstorming, MOOCs etc.



From the content 10% topics are suggested for flipped mode instruction. Students will use supplementary resources such as online videos, NPTEL/SWAYAM videos, e-courses. The internal evaluation will be done on the basis of Active Learning Assignment.

Practical/Viva examination will be conducted at the end of semester for evaluation of performance of students in the laboratory.

**Reference Books:-**

- [1] Elements of Jurisprudence: C. Jamanadas & CO.
- [2] N.V. Paranjape — Studies in Jurisprudence and Legal Theory (Central Law Agency, Allahabad)
- [3] Dr. Avtar Singh & Raj Kumar — Introduction to Jurisprudence (LexisNexis / Central Law Publications)
- [4] V.D. Mahajan — Jurisprudence and Legal Theory (Eastern Book Company, Lucknow)

