



Practice Set
End Semester Examination-2025

Program: LLM
Semester: I
Subject: Comparative Administrative Law
Subject Code: 24H.104

| Course Outcome | Description |
|-----------------------|---|
| CO 1 | Students will be able to assess the development in Indian administrative law from a comparative angle. |
| CO 2 | Students will be able to comprehend that constitutional and administrative law interact in important ways, shaping the rights and duties of professional administrators, elected politicians, and judges. |
| CO 3 | Students will be able to analyze the independence and dependent nature of administrative law. |

| | Section A | | | (4 x 5= 20) | |
|---|--|-------|----------|--------------------|-------|
| 1 | Define Comparative Administrative Law and elucidate its growing significance in global governance. | [CO1] | [Unit 1] | [Remember] | [LOT] |
| 2 | Explain major catalysts behind the expansion of Administrative Law in India post-Independence. | [CO1] | [Unit 1] | [Remember] | [LOT] |
| 3 | What is Droit Administrative and how does it differ from common law administrative principles? | [CO1] | [Unit 1] | [Understand] | [LOT] |
| 4 | Describe A.V. Dicey's three postulates of the Rule of Law and their relevance today. | [CO1] | [Unit 1] | [Remember] | [LOT] |

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|----|--|-------|----------|--------------|-------|
| 5 | Define delegated legislation and describe its essential features with international examples. | [CO2] | [Unit 2] | [Remember] | [LOT] |
| 6 | Write a brief note on sub-delegation and the principle delegatus non potest delegare. | [CO2] | [Unit 2] | [Remember] | [LOT] |
| 7 | Distinguish between delegated legislation and conditional legislation using judicial support. | [CO2] | [Unit 2] | [Remember] | [LOT] |
| 8 | Mention key legislative and judicial controls over delegated legislation in India and the UK. | [CO2] | [Unit 2] | [Remember] | [LOT] |
| 9 | Define Administrative Tribunals and explain their advantages in resolving governmental disputes | [CO3] | [Unit 3] | [Remember] | [LOT] |
| 10 | Apply the rule of reasoned decision and speaking order to assess how it upholds natural justice in administrative proceedings. | [CO3] | [Unit 3] | [Apply] | [HOT] |
| 11 | Briefly outline the challenges associated with administrative decision making in modern states. | [CO3] | [Unit 3] | [Understand] | [LOT] |
| 12 | Explain personal bias and pecuniary bias in administrative adjudication citing landmark cases from India and UK. | [CO3] | [Unit 3] | [Understand] | [LOT] |
| 13 | Outline the salient features of State liability under the Kerala Tort (Miscellaneous Provisions) Act, 1976. | [CO3] | [Unit 4] | [Apply] | [HOT] |
| 14 | Write a brief note on the scope and purpose of the U.S. Federal Tort Claims Act, 1946. | [CO3] | [Unit 4] | [Remember] | [LOT] |
| 15 | Explain the writ of Mandamus as a judicial review mechanism against administrative inaction. | [CO1] | [Unit 4] | [Remember] | [LOT] |
| 16 | What is the Doctrine of Proportionality? How does it safeguard citizens' rights against excessive administrative action? | [CO1] | [Unit 4] | [Remember] | [LOT] |

| Section B | | | | | (3x 10= 30) | |
|------------------|--|-------|----------|------------|--------------------|--|
| 17 | Examine how administrative law maintains a balance between individual rights and state authority in a democratic setup like India. | [CO1] | [Unit 1] | [Apply] | [HOT] | |
| 18 | | [CO1] | [Unit 1] | [Evaluate] | [HOT] | |

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| | Compare how the separation of powers operates in India and the U.S., highlighting administrative law mechanisms ensuring executive accountability. | | | | |
| 19 | “Administrative law is an antidote to bureaucratic dominance.” Justify this statement with reference to France, India, and the UK. | [CO1] | [Unit 1] | [Evaluate] | [HOT] |
| 20 | Apply your understanding of administrative adjudication to propose reforms for Indian Tribunals inspired by the French <i>Conseil d’État</i> model. | [CO1] | [Unit 1] | [Apply] | [HOT] |
| 21 | Analyse key causes that led to the rapid expansion of delegated legislation in India and the UK. How has the judicial body responded to delegated legislation? | [CO2] | [Unit 2] | [Analyze] | [HOT] |
| 22 | Examine judicial rulings that restrict the delegation of core legislative powers. How does this ensure balance between Parliament and the Executive? | [CO2] | [Unit 2] | [Apply] | [HOT] |
| 23 | Trace the evolution of the doctrine of separation of powers, beginning from Montesquieu to its variable implementation in the UK, US, and India. | [CO2] | [Unit 2] | [Remember] | [LOT] |
| 24 | Analyse constitutional safeguards against misuse of delegated legislation, citing relevant judicial pronouncements. | [CO2] | [Unit 2] | [Analyze] | [HOT] |
| 25 | Explain Natural Justice and demonstrate its relevance in deportation or asylum cases through examples from India or abroad. | [CO3] | [Unit 3] | [Evaluate] | [HOT] |
| 26 | Assess the functional efficiency and challenges of Administrative Tribunals in India under Articles 323-A and 323-B of the Indian Constitution. | [CO3] | [Unit 3] | [Apply] | [HOT] |
| 27 | Apply the principle of <i>Nemo judex in causa sua</i> to real-world examples such as licensing or departmental enquiries. | [CO3] | [Unit 3] | [Analyze] | [HOT] |
| 28 | Apply the doctrine of Legitimate Expectation in shaping public employment and government tenders. | [CO3] | [Unit 3] | [Apply] | [HOT] |
| 29 | Illustrate how Indian courts have invoked the Doctrine of Fairness under Articles 14, 19, and 21 to curb arbitrary executive actions | [CO1] | [Unit 4] | [Analyze] | [HOT] |
| 30 | Explain the scope of state immunity under the Crown Proceedings Act, 1947. How does it compare with Indian practice? | [CO1] | [Unit 4] | [Apply] | [HOT] |

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| 31 | Explain the phrase “The King can do no wrong.” How is it treated under Indian constitutional democracy? | [CO1] | [Unit 4] | [Remember] | [LOT] |
| 32 | Critically analyse <i>Kasturi Lal v. State of U.P.</i> (1965) and suggest whether its principle should continue to govern state liability. | [CO1] | [Unit 4] | [Analyze] | [HOT] |
| Section C | | | | (1x 20= 20) | |
| 33 | Suppose the UK drafts a written constitution tomorrow, evaluate how this could impact the existing Rule of Law framework compared with India and Germany. | [CO1] | [Unit 1] | [Apply] | [HOT] |
| 34 | Imagine France abolishes the <i>Conseil d’État</i> —analyse how this would affect administrative justice and citizen remedies under <i>Droit Administratif</i> . | [CO1] | [Unit 1] | [Evaluate] | [HOT] |
| 35 | A new environmental regulation is passed through delegated legislation without public consultation. Using Indian and UK precedents, examine whether such a regulation is valid or not. Support your answer with legal reasoning. | [CO2] | [Unit 2] | [Apply] | [HOT] |
| 36 | You are advising a constitutional review panel. Compare the U.S., U.K., and India models of separation of powers and recommend which elements ensure the best administrative balance. | [CO2] | [Unit 2] | [Analyze] | [HOT] |
| 37 | A civil servant sits on a promotion board deciding his relative’s appointment. Apply the rule against bias and explain whether the decision is valid. | [CO3] | [Unit 3] | [Apply] | [HOT] |
| 38 | In a licensing dispute, a company is not given a hearing before cancellation. Using <i>Audi Alteram Partem</i> , suggest the legal recourse available in India and the U.K. | [CO3] | [Unit 3] | [Apply] | [HOT] |
| 39 | The Indian Government terminates a foreign investment contract on grounds of “public interest.” Critically examine state contractual liability with parallels from the U.K. and France. | [CO3] | [Unit 4] | [Evaluate] | [HOT] |
| 40 | After a bridge collapse due to poor maintenance by a state agency, victims sue for damages. Compare how tortious liability would be decided in India, the U.S., and England. | [CO3] | [Unit 4] | [Apply] | [HOT] |

Summary Sheet
CO Wise

| CO | Q. No | Marks |
|--------------|--|--------------|
| CO1 | 1.2.3.4.15.16.17.18.19.20.29.30.31.32.33.34. | 150 |
| CO2 | 5.6.7.8.21.22.23.24.35.36. | 100 |
| CO3 | 9.10.11.12.13.14.25.26.27.28.37.38.39.40 | 150 |
| Total | | 400 |

Unit Wise

| Unit | Q. No | Marks |
|--------------|--------------------------------|--------------|
| Unit 1 | 1.2.3.4.17.18.19.20.33.34. | 100 |
| Unit 2 | 5.6.7.8.21.22.23.24.35.36. | 100 |
| Unit 3 | 9.10.11.12.25.26.27.28.37.38. | 100 |
| Unit 4 | 13.14.15.16.29.30.31.32.39.40. | 100 |
| Total | | 400 |
| | | |

| Blooms Taxonomy Level (BTL) Wise | | |
|---|---|--------------|
| BTL | Q. No | Marks |
| LOT | 1.2.3.4.5.6.7.8.9.11.12.14.15.16.23.31 | 90 |
| HOT | 10.13.21.22.24.25.26.27.28.29.30.32.33.34.35.36. 37.38.39.40 | 310 |
| Total | | 400 |

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Disclaimer: -This is a Practice Set. The Question in End term examination will differ from the Practice Set. This Practice Set is meant for practice only.