



Kot Bhalwal, Jammu



Model Institute of Engineering  
& Technology (Autonomous)  
Course File

## COURSE FILE

### Law on Education

(BBALLB-507)

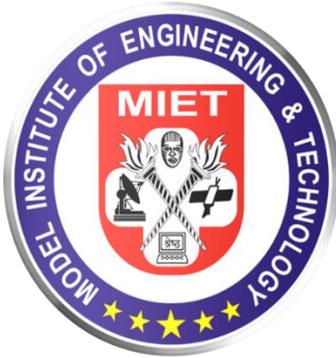
BBALLB – 5<sup>TH</sup> SEMESTER

ACADEMIC YEAR (2024-25)

**Dr. INSHA IDREES**

Assistant Professor

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Dr. Arun K. Gupta Teaching-Learning Centre

Version 1.1



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### **VISION OF THE INSTITUTE**

To create a world - class institution.

### **MISSION OF THE INSTITUTE**

To deliver exceptional value to students, industry & society.

### **VISION OF THE DEPARTMENT**

To become a world class School of Law with demonstrated excellence in teaching, research, and innovation.

### **MISSION OF THE DEPARTMENT**

1. To impart high quality instruction in Law, equipping students with fundamental knowledge and skills to address real world challenges in emerging domains.
2. To integrate academics, research, innovation, and entrepreneurship to create significant values for all stakeholders.
3. To develop meaningful linkages with world class organizations to constantly enhance capacity and capability.



## SYLLABUS

S. No.	Course Code	Course Name	Course Type	Cd	L	T	P	Marks		
								Sessional	Final Exam	Total
4	BBALLB-507	Law on Education	Clinical Core	4	4	0	0	30	70	100

### Detailed Syllabus

#### Unit-I: International Framework and Right to Education

- 1.1 Role of Education
- 1.2 International Law and Right to Education
- 1.3 Universal Declaration of Human Rights, 1948; International Covenant on Economic, Social and Cultural Rights, 1966; International Covenant on Civil and Political Rights, 1966
- 1.4 Convention on the Rights of the Child, 1989; Convention on the Rights of Persons with Disabilities, 2006
- 1.5 Sustainable Development Goals

(10 Hrs)

#### Unit-II Right to Education as a Fundamental Right

- 2.1 Right to Education under Constitution of India
- 2.2 Free and Compulsory Education
- 2.3 Equal opportunity of education
- 2.4 Constitution (Eighty Sixty Amendment) Act. 2002
- 2.5 Right to Education under Art.21A

(10Hrs)

#### Unit-III: Laws Related to Education in India

- 3.1 Constitutional provisions - Fundamental Rights, Directive Principles of State Policy, Fundamental Duties
- 3.2 Right of Children to Free and Compulsory Education Act, 2009
- 3.3 Duties of Appropriate Government; Local Authority and Parents; Responsibilities of Schools and Teachers
- 3.4 Curriculum and Completion of Elementary Education and Protection of Rights of Children
- 3.5 Role of the National Commission for Protection of Child Right

(08 Hrs)

#### Unit-IV: : Laws Related to Education in India

- 3.1 Constitutional provisions - Fundamental Rights, Directive Principles of State Policy, Fundamental Duties
- 3.2 Right of Children to Free and Compulsory Education Act, 2009
- 3.3 Duties of Appropriate Government; Local Authority and Parents; Responsibilities of Schools and Teachers
- 3.4 Curriculum and Completion of Elementary Education and Protection of Rights of Children
- 3.5 Role of the National Commission for Protection of Child Rights

(10 Hrs)

#### Unit-V: : Policies on Legal Education in India 5.1 Legal Education- Concept, Aims and Objectives

- 5.2 National Education Policy, 2020
- 5.3 Advocates Act, 1961 and Bar Council of India
- 5.4 University Grants Commission; Schemes and Initiatives relating to Education of Children in India
- 5.5 Role of the Supreme Court of India and Legal Education Reforms - Issues and Challenges

(10 Hrs)



### Textbooks

S. No.	Name of the Books	Name of the Author	Publisher Name	Edition (Pub. Yr.)
1	Right to Education - Imperative for Progress	Mool Chand Sharma	Universal Law Publishing Co.	1st (2014)
2	Right to Education in India	Ajit Mondal and Jayanta Mete	Gyan Publishing House	2016

### Reference Books

S. No.	Name of the Books	Name of the Author	Publisher Name	Edition (Pub. Yr.)
1	An Idea of a Law School	N.R. Madhava Menon, Murali Neelakantan, Sumeet Malik	Eastern Book Company	2 <sup>nd</sup> (2019)
2	Right Of Children to Free and Compulsory Education Act, 2009	P.S. Narayana	Gogia Law Agency	3 <sup>rd</sup> (2022)

### Statutory References

S. No.	Name of the Books	Publisher Name	Edition (Pub. Yr.)
1	Right Of Children to Free and Compulsory Education Act, 2009- Bare Act	Eastern Book Company	33 <sup>rd</sup> (2024)
International Instruments relating to Right to Education (Available at < <a href="https://www.right-to-education.org/sites/right-to-education.org/files/resource-attachments/RTE_International_Instruments_Right_to_Education_2014.pdf">https://www.right-to-education.org/sites/right-to-education.org/files/resource-attachments/RTE_International_Instruments_Right_to_Education_2014.pdf</a> >)			



### COURSE OUTCOMES

At the end of the course the student will be able to: -	
CO1	Describe the international frameworks and conventions related to the right to education
CO2	Analyze the right to education as per the constitutional framework
CO3	Discuss the constitutional and legislative provisions for education in India.
CO4	Examine the role of educational institutions in imparting education
CO5	Evaluate the contemporary policies on education in India.

### CO-PO AND MATRIX

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
1	3	-	-	-	3	-	-
2	1	-	-	-	3	-	-
3	1	-	-	2	3	3	3
4	-	2	-	-	3	3	3
5	-	3	3	3	3	-	2



## COURSE PLAN

<b>Unit-I: International Framework and Right to Education</b>		
<b>S. No</b>	<b>Topics</b>	<b>Recommended Books</b>
1	Role of Education	Ref Book 1, Unit 1, Ch 2
2	International Law and Right to Education	Ref Book 1, Unit 1, Ch 3
3	Universal Declaration of Human Rights, 1948; International Covenant on Economic, Social and Cultural Rights, 1966; International Covenant on Civil and Political Rights, 1966	Ref Book 1, Unit 1, Ch 4
4	Convention on the Rights of the Child, 1989; Convention on the Rights of Persons with Disabilities, 2006	Book 2, Ch 5
5	Sustainable Development Goals	Ref Book 1, Unit 3, Ch 1
<b>Unit-II: Right to Education as a Fundamental Right</b>		
6	Right to Education under Constitution of India	Ref Book 1, Unit 2, Ch 16
7	Free and Compulsory Education	Ref Book 1, Unit 2, Ch 11
8	Equal opportunity of education	Ref Book 1, Unit 2, Ch 6
9	Constitution (Eighty Sixty Amendment) Act. 2002	Ref Book 1, Unit 2, Ch 9
10	Right to Education under Art.21A	Ref Book 1, Unit 2, Ch 15
<b>Unit-III: Laws Related to Education in India</b>		
11	Constitutional provisions - Fundamental Rights, Directive Principles of State Policy, Fundamental Duties	Ref Book 1, Unit 1 Ch 12
12	Right of Children to Free and Compulsory Education Act, 2009	Ref Book 1, Unit 1 Ch 14
13	Duties of Appropriate Government; Local Authority and Parents; Responsibilities of Schools and Teachers	Ref Book 1, Unit 1 Ch 13,14
14	Curriculum and Completion of Elementary Education and Protection of Rights of Children	<a href="https://blog.ipleaders.in/">https://blog.ipleaders.in/</a>
15	Role of the National Commission for Protection of Child Right	<a href="https://blog.ipleaders.in/">https://blog.ipleaders.in/</a>
<b>Unit-IV: Rights of Educational Institutions</b>		
16	Right to establish educational institutions	Ref Book 1, Unit 5, Ch 4
17	Right to administer educational institutions	<a href="https://www.constitutionofindia.net/articles/article-30-right-of-minorities-to-establish-and-administer-educational-institutions/">https://www.constitutionofindia.net/articles/article-30-right-of-minorities-to-establish-and-administer-educational-institutions/</a>



18	Private educational institutions and Governmental Control	Book 2, Ch 10
19	Minority educational institutions;	Ref Book 1, Unit 5, Ch 8
20	Regulations of minority educational institutions	Ref Book 1, Unit 5, Ch 5
21	Restrictions on Religious instructions in educational institutions	
<b>Unit-V: Policies on Legal Education in India</b>		
21	Legal Education- Concept, Aims and Objectives	Ref Book 1, Unit 3, Ch 11
22	National Education Policy, 2020	Book 2, Ch 6
31	Advocates Act, 1961 and Bar Council of India	Ref Book 1, Unit 5, Ch 14 Book 2, Ch 12
32	University Grants Commission; Schemes and Initiatives relating to Education of Children in India	Book 2, Ch 8 <a href="https://blog.ipleaders.in/">https://blog.ipleaders.in/</a>
33	Role of the Supreme Court of India and Legal Education Reforms - Issues and Challenges	Book 2, Ch 14

### COURSE ASSESSMENT PLAN

Assessment		Weightage in Marks	CO Mapping
<b>Internal</b>	Mid Semester Examination 1	7.5	CO1, CO2, CO3
	Mid Semester Examination 2	7.5	
	Assignment	10	CO4, CO5
	Attendance	5	-
<b>External</b>	Final Examination	30	All Cos



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### SAMPLE MID SEMESTER EXAMINATION

Course Name -  
Course Code - BBALLB-507  
Maximum Marks - 10  
Time duration - 90 Mins

#### Instructions

- Question 1, 2 and 4 are mandatory.
- Each question carries 3 marks.

Q.No.	Statement	Bloom's Level	CO Mapping
1	Explain how the right to education is protected under international law.	Understanding	CO1
2	Analyze the impact of the Constitution (Eighty-Sixth Amendment) Act on marginalized communities in India.	Analyse	CO2
3a	Apply the principles of Article 21A to suggest improvements in educational policies.	Evaluate	CO2



3b	Illustrate the role of free and compulsory education in bridging educational inequalities in India.	Analyse	CO2
4	Apply the Act's provisions to assess an educational program for underprivileged children.	Apply	CO3
5a	Analyze the challenges faced by local authorities in enforcing the Right to Education Act.	Analyse	CO3
5b	Evaluate the effectiveness of the NCPCR in safeguarding the educational rights of children.	Evaluate	CO3



## ANNEXURE A

### PROGRAMME OUTCOMES(POs)

1. **Legal Knowledge and Understanding:** To acquire and demonstrate a comprehensive understanding of key legal and management principles, concepts and doctrines.
2. **Analytical and Critical Thinking:** To critically analyse and assess legal problems from multiple perspectives for framing well-reasoned arguments.
3. **Legal Research and Writing Skills:** To possess proficiency in legal research and writing, demonstrating clarity, coherence, and precision in the communication of legal ideas and arguments.
4. **Ethical and Professional Practice:** To apply ethical principles in legal practice showcasing a strong sense of professional responsibility, integrity, and awareness of the ethical challenges required in the legal profession.
5. **Effective Communication and Advocacy:** To enhance proficiency in oral and written communication and demonstrate effective advocacy skills in various legal settings, such as moot court competitions or legal negotiations.
6. **Management and Law:** To acquire a solid foundation in business knowledge to understand and address legal issues in a commercial context.
7. **Self-employability:** To be trained to excel in a platform of self-employability by developing professional skills in the legal and business industry.

### PROGRAMME SPECIFIC OUTCOMES (PSOs):

1. **Demonstrate Knowledge:** To produce graduates having a strong background of basic understanding of substantive and procedural law sufficient to enter the legal profession in which legal knowledge is an advantage.
2. **Drafting, Counselling, and Negotiation:** To produce graduates possessing the skills to communicate in both oral and written forms and use appropriate concepts and methods to develop the skill of drafting or art of framing various complaints, petitions, writ, letters, using proper Legal English format with clarity.
3. **Building Professionalism:** To produce graduates that comprehend the standards of conduct involved in the practice of law and demonstrate the values of the legal profession. This inculcates ethical responsibilities towards clients in a legal system.
4. **Development of Interpersonal Skills:** To produce graduates that advance the aptitude to analyse, synthesize and disseminate a large amount of complex information comprising legal and non-legal aspects of the working of the entire system.



5. Effective Citizenship: To produce graduates that inculcate values of Rights and Duties and transfer these values to real life through the legal and judicial process for promoting community welfare.

## ANNEXURE B

### BLOOM'S TAXONOMY

Bloom's Taxonomy is a hierarchical framework used to classify educational objectives and learning outcomes. Each level of Bloom's Taxonomy represents a progressively higher level of cognitive complexity and sophistication. Educators use this framework to design curriculum, assess learning objectives, and create activities that promote higher-order thinking skills. By targeting different levels of Bloom's Taxonomy, educators can ensure a balanced approach to teaching and learning that fosters deep understanding and critical thinking across various subjects and disciplines.

S.No	Level of Learning	Characteristics of Learning	Verbs in Questions or Learning Outcomes
1.	Remembering	This level involves recalling facts, basic concepts, or specific information without necessarily understanding or interpreting it.	List, Identify, Outline
2.	Understanding	At this level, students demonstrate comprehension and grasp of the meaning of information. They can explain ideas or concepts in their own words, interpret data, and summarize information.	Explain, Describe, Interpret, Distinguish
3.	Applying	Students can use acquired knowledge in new situations or contexts. They can apply concepts, principles, or procedures in a different way or to solve problems.	Apply, Calculate, Solve
4.	Analyzing	This level involves breaking down information into its constituent parts and examining relationships between them. Students can identify patterns, organize information, and make connections between ideas.	Classify, Derive, Explain
5.	Evaluating	At this level, students can make judgments about the value or quality of ideas, theories, or solutions based on criteria and standards. They can assess the strengths and weaknesses of arguments, methods, or designs.	Determine, Optimize, Evaluate
6.	Creating	The highest level of Bloom's Taxonomy involves generating new ideas, products, or ways of thinking. Students can design, compose, or invent based on existing knowledge and skills, demonstrating creativity and originality.	Formulate, Design, Create



## ANNEXURE C

### ASSIGNMENT GUIDELINES

1. Title Page: Use the Standardized Front Page shared by the Department.
2. Use Black/Blue Pen Only for writing Headings and content.
3. The case record must start with proper citation (Case No., Date of Case, Parties to the Case, Type of Case viz Appeal/Civil Suit, etc.) followed by brief facts, issues raised/framed and Judgement of the Court. Word limit for each case is 400-500 words. Going beyond the prescribed word limit would incur penalty.
4. The Judgement must include rationale leading to the case decision/order.
5. Submission Format: All the students will submit their individual hard copy of Recordbook on or before the Due date. No late submissions will be considered for the evaluation.
6. Proofreading: Carefully proofread your Record Book for clarity, grammar, and spelling errors before submission

### RECORDBOOK RUBRICS

Parameters	Criteria					Marks Distribution
	1	2	3	4	5	
<b>Writing Skills</b> <b>a) Content</b>	The content was not relevant to the given task	The content was minimally relevant to the given task	The content was generally relevant to the given task	The content was relevant to the given task	The content was very relevant to the given task	<b>10</b>
<b>b) Organization</b>	The assignment is poorly organized and lacked supporting evidence	The organization of the assignment is some what organized with minimal supporting evidence	The organization of the assignment is acceptable with some supporting evidence	The organization of the assignment is well organized and supported	The assignment is very well organized and supported	<b>5</b>
<b>c) Grammar-Mechanics-Usage- Spelling</b>	Too many grammatical errors	Numerous grammatical errors	Several grammatical errors	Few grammatical errors	No grammatical errors	<b>5</b>
<b>Knowledge Skills</b>	Student does not demonstrate the subject knowledge	Student demonstrates some grasp of the subject knowledge	Student demonstrates moderate level of the subject knowledge	Student demonstrates sufficient level of the subject knowledge	Student demonstrates sound subject knowledge	<b>5</b>



<b>Overall Presentation/Viva</b>	Unable to answer questions, not prepared and confidence at all	Able to answer questions but not prepared and confidence	Presentation is acceptable but there are some areas that could be improved. / Able to answer questions but with little preparation and confidence	Presentation is of good quality, with a clear effort to present the work professionally and effectively. / Able to answer questions well and slightly confidence and well prepared	Presentation (including code structure, comments, user interface, and documentation) is of exceptionally high quality. / Able to answer questions very well and confidently. Very well prepared	<b>5</b>
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#### ANNEXURE D

#### ATTENDANCE GUIDELINES

S.No	Attendance Percentage	Marks to be Allotted
1	Above 90%	100 %
2	Above 85% - 90%	80 %
3	75% -85%	60%
4	Below 75%	0