



<b>Lesson Plan No. 1.1</b>	<b>Course Name: Law of Torts including MV &amp; CP Act</b>	<b>Course Code: BBALLB-203</b>
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<b>OBJECTIVES</b>	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none"><li>Relate the relevance of studying Law of Torts.</li><li>Understand the historical perspective of Law of Torts.</li><li>Identify the linkage between Hindu Law, Muslim Law and English Law w.r.t. Law of Torts.</li><li>Understand the concepts of justice, equity and good conscience.</li></ol>
<b>TEACHING AIDS (if any)</b>	<p>PowerPoint Presentation Whiteboard -marker</p>
<b>TEACHING DEVELOPMENT / CONTENT SUMMARY</b>	<ol style="list-style-type: none"><li><u>Introduction (5 Minutes)</u><ul style="list-style-type: none"><li>To give a general overview of the lecture.</li><li>To gather a general understanding from the students about their awareness of the topic to be taught.</li></ul></li><li><u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none"><li>Relevance of subject<ul style="list-style-type: none"><li>Explain the relevance of studying Law of Torts by relating it with real-world examples to make students get a grasp of the subject domain.</li></ul></li><li>Historical perspective of Law of Torts.<ul style="list-style-type: none"><li>Discuss the historical evolution of Law of Torts by identifying in its origin under Hindu Law, Muslim Law and English Law.</li></ul></li><li>Introduction<ul style="list-style-type: none"><li>Begin with a discussion about laws and legal concepts students might already be familiar with.</li><li>Mention the importance of civil law in resolving disputes.</li><li>Introduce the concept of torts and explain that they are civil wrongs that can result in liability.</li></ul></li><li>Explain the concepts of justice, equity and good conscience.</li></ol></li></ol>



<b>CLOSURE</b>	<ol style="list-style-type: none"><li>1. Summarize the lesson learning outcomes and get affirmation from students on these.</li></ol> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>EVALUATION/ ASSESSMENT METHODS</b>	<ol style="list-style-type: none"><li>1. Reflective Questions (What, Why, Who, How?). Allow students to answer and discuss.</li><li>2. Allow students to seek any clarifications.</li></ol> <p>Spend 5 minutes to evaluate student assimilation of the lesson content.</p>



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<b>Lesson Plan No. 1.2</b>	<b>Course Name: Law of Torts including MV &amp; CP Act</b>	<b>Course Code: BBALLB-203</b>
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<b>OBJECTIVES</b>	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none"> <li>Understand the concept of torts and their role in civil law.</li> <li>Explain the definitions of Torts.</li> <li>Analyse real-world scenarios to recognize potential tort claims.</li> </ol>
<b>TEACHING AIDS (if any)</b>	<p>PowerPoint Presentation Whiteboard-marker</p>
<b>TEACHING DEVELOPMENT / CONTENT SUMMARY</b>	<ol style="list-style-type: none"> <li><u>Introduction (5 Minutes)</u> <ul style="list-style-type: none"> <li>To give a general overview of the lecture.</li> <li>To gather a general understanding from the students about their awareness of the topic to be taught.</li> </ul> </li> <li><u>Lecture / Discussion (35 Minutes)</u> <ol style="list-style-type: none"> <li>Derivation of Torts</li> <li>Definitions of Torts <ul style="list-style-type: none"> <li>Explain the definitions of Torts given by John Salmond, Winfield and Fraser.</li> <li>Explain the essential elements of these definitions by relating it with real-world examples.</li> </ul> </li> <li>Need for Tort Law <ul style="list-style-type: none"> <li>Providing compensation for harm</li> <li>Encouraging responsible behavior</li> <li>Maintaining social order</li> <li>Filling gaps left by criminal law</li> </ul> </li> <li>Scope of Tort Law <ul style="list-style-type: none"> <li>Personal injuries</li> <li>Property damage</li> </ul> </li> </ol> </li> </ol>



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	<ul style="list-style-type: none"><li>• Professional negligence</li><li>• Defamation</li><li>• Nuisance</li></ul>
<b>CLOSURE</b>	<ol style="list-style-type: none"><li>1. Summarize the lesson learning outcomes and get affirmation from students on these.</li></ol> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>EVALUATION/ ASSESSMENT METHODS</b>	<ol style="list-style-type: none"><li>1. Reflective Questions (What, Why, Who, How?). Allow students to answer and discuss.</li><li>2. Allow students to seek any clarifications.</li></ol> <p>Spend 5 minutes to evaluate student assimilation of the lesson content.</p>



<b>Lesson Plan No. 1.3</b>	<b>Course Name: Law of Torts including MV &amp; CP Act</b>	<b>Course Code: BBALLB- 203</b>
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<b>OBJECTIVES</b>	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none"><li>Differentiate between torts and other types of wrongs, such as crimes and breaches of contract.</li><li>Understand the legal principles and consequences associated with each type of wrong.</li><li>Analyse real-life scenarios to identify whether they fall under torts, crimes, or breaches of contract.</li></ol>
<b>TEACHING AIDS (if any)</b>	<p>PowerPoint Presentation White board -marker</p>
<b>TEACHING DEVELOPMENT / CONTENT SUMMARY</b>	<ol style="list-style-type: none"><li><u>Introduction (5 Minutes)</u><ul style="list-style-type: none"><li>To give a general overview of the lecture.</li><li>To gather a general understanding from the students about their awareness of the topic to be taught.</li></ul></li><li><u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none"><li>Introduction to Different Types of Wrongs<ul style="list-style-type: none"><li>Explanation of torts, crimes, and breaches of contract</li><li>Overview of their distinctions and purposes</li></ul></li><li>Torts: Civil Wrongs<ul style="list-style-type: none"><li>Definition of torts as civil wrongs</li><li>Focus on compensating the victim for harm suffered</li><li>Examples of torts: negligence, defamation, nuisance</li></ul></li><li>Crimes: Criminal Wrongs<ul style="list-style-type: none"><li>Definition of crimes as violations of criminal law</li><li>Emphasis on societal punishment and deterrence</li><li>Examples of crimes: theft, assault, fraud</li></ul></li><li>Breaches of Contract: Contractual Wrongs</li></ol></li></ol>



	<ul style="list-style-type: none"><li>• Explanation of breaches of contract in terms of failing to fulfil legal obligations</li><li>• Discussion on remedies available to parties in a contract</li><li>• Examples of breaches of contract: non-payment, non-delivery</li></ul>
<b>CLOSURE</b>	<ol style="list-style-type: none"><li>1. Summarize the lesson learning outcomes and get affirmation from students on these.</li></ol> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>EVALUATION/ ASSESSMENT METHODS</b>	<ol style="list-style-type: none"><li>1. Reflective Questions (What, Why, Who, How?). Allow students to answer and discuss.</li><li>2. Allow students to seek any clarifications.</li></ol> <p>Spend 5 minutes to evaluate student assimilation of the lesson content.</p>



<b>Lesson Plan No. 1.4</b>	<b>Course Name: Law of Torts including MV &amp; CP Act</b>	<b>Course Code: BBALLB-203</b>
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<b>OBJECTIVES</b>	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none"><li>Identify and explain the key constituents of torts.</li><li>Understand the importance of each constituent in establishing a tort claim.</li><li>Analyse real-life scenarios to determine the presence of these constituents.</li></ol>
<b>TEACHING AIDS (if any)</b>	<p>PowerPoint Presentation Chalk and Talk Case Law (Legal Eagle Software)</p>
<b>TEACHING DEVELOPMENT / CONTENT SUMMARY</b>	<ol style="list-style-type: none"><li><u>Introduction (5 Minutes)</u><ul style="list-style-type: none"><li>To give a general overview of the lecture.</li><li>To gather a general understanding from the students about their awareness of the topic to be taught.</li></ul></li><li><u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none"><li>Introduction to Different Types of Wrongs<ul style="list-style-type: none"><li>Introduction to the Constituents of Torts</li><li>Definition of Torts and their significance in civil law</li><li>Explanation that torts consist of specific elements that need to be established for a claim to be successful</li></ul></li><li>Key Constituents of Torts<ul style="list-style-type: none"><li>Wrongful Act</li><li>Damage</li><li>Legal Remedy</li></ul></li><li>Analysing Real-Life Scenarios<ul style="list-style-type: none"><li>Present case scenarios involving accidents, negligence, or other wrongful actions</li></ul></li><li>Case Laws</li></ol></li></ol>



	<ul style="list-style-type: none"><li>• <i>Glasgow Corporation v. Taylor</i></li><li>• <i>Municipal Corporation of Delhi v. Subhagwanti</i></li></ul>
<b>CLOSURE</b>	<ol style="list-style-type: none"><li>1. Summarize the lesson learning outcomes and get affirmation from students on these.</li></ol> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>EVALUATION/ ASSESSMENT METHODS</b>	<ol style="list-style-type: none"><li>1. Reflective Questions (What, Why, Who, How?). Allow students to answer and discuss.</li><li>2. Group activity where students analyse case scenarios and determine the presence of the constituents of torts.</li><li>3. Written reflection on the importance of each constituent in establishing a tort claim.</li><li>4. Class discussion assessing students' ability to identify and explain the key constituents of torts.</li></ol> <p>Spend 5 minutes to evaluate student assimilation of the lesson content.</p>



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**Lesson Plan No. 1.5**

**Course Name: Law of Torts  
including MV & CP Act**

**Course Code: BBALLB-  
203**

<b>OBJECTIVES</b>	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none"><li>Define and comprehend the concept of “injuria sine damno”.</li><li>Understand the distinction between “injuria” (legal injury) and “damnum” (actual loss).</li><li>Analyse scenarios to identify instances of “injuria sine damno”.</li></ol>
<b>TEACHING AIDS (if any)</b>	<p>PowerPoint Presentation Chalk and Talk Case Law (Legal Eagle Software)</p>
<b>TEACHING DEVELOPMENT / CONTENT SUMMARY</b>	<ol style="list-style-type: none"><li><u>Introduction (5 Minutes)</u><ul style="list-style-type: none"><li>To give a general overview of the lecture.</li><li>To gather a general understanding from the students about their awareness of the topic to be taught.</li></ul></li><li><u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none"><li>Introduction to “Injuria Sine Damno”<ul style="list-style-type: none"><li>Definition of “injuria sine damno” as a legal injury without actual financial loss</li><li>Explanation of the Latin terms “injuria” (injury) and “damnum” (loss)</li></ul></li><li>Distinguishing "Injuria" and "Damnum"<ul style="list-style-type: none"><li>Discuss the concept of reputation and its significance</li><li>Clarify the difference between an actual financial loss (damnum) and harm to reputation (injuria)</li><li>Use relatable examples to illustrate the distinction</li></ul></li><li>Analysing Scenarios for “Injuria Sine Damno”</li><li><i>Case Laws</i><ul style="list-style-type: none"><li><i>Ashby v. White</i></li></ul></li></ol></li></ol>



	<ul style="list-style-type: none"><li>• <i>Bhim Singh v. State of J&amp;K</i></li></ul>
<b>CLOSURE</b>	<ol style="list-style-type: none"><li>1. Summarize the lesson learning outcomes and get affirmation from students on these.</li></ol> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>EVALUATION/ ASSESSMENT METHODS</b>	<ol style="list-style-type: none"><li>1. Reflective Questions (What, Why, Who, How?). Allow students to answer and discuss.</li><li>2. Group discussion where students analyse scenarios and determine whether “injuria sine damno” is present.</li><li>3. Class participation in discussing and explaining the concept of “injuria sine damno”.</li></ol> <p>Spend 5 minutes to evaluate student assimilation of the lesson content.</p>



<b>Lesson Plan No. 1.6</b>	<b>Course Name: Law of Torts including MV &amp; CP Act</b>	<b>Course Code: BBALLB-203</b>
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<b>OBJECTIVES</b>	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none"> <li>Define and comprehend the concept of “damnum sine injuria”.</li> <li>Understand the distinction between “injuria” (legal injury) and “damnum” (actual loss).</li> <li>Analyse scenarios to identify instances of “damnum sine injuria”.</li> </ol>
<b>TEACHING AIDS (if any)</b>	<p>PowerPoint Presentation Chalk and Talk Case Law (Legal Eagle Software)</p>
<b>TEACHING DEVELOPMENT / CONTENT SUMMARY</b>	<ol style="list-style-type: none"> <li><u>Introduction (5 Minutes)</u> <ul style="list-style-type: none"> <li>To give a general overview of the lecture.</li> <li>To gather a general understanding from the students about their awareness of the topic to be taught.</li> </ul> </li> <li><u>Lecture / Discussion (35 Minutes)</u> <ol style="list-style-type: none"> <li>Introduction to “Damnum sine injuria”           <ul style="list-style-type: none"> <li>Definition of “damnum sine injuria” as a legal injury without actual financial loss</li> <li>Explanation of the Latin terms “injuria” (injury) and “damnum” (loss)</li> </ul> </li> <li>Distinguishing “Injuria” and “Damnum”           <ul style="list-style-type: none"> <li>Discuss the concept of reputation and its significance</li> <li>Clarify the difference between an actual financial loss (damnum) and harm to reputation (injuria)</li> <li>Use relatable examples to illustrate the distinction</li> </ul> </li> <li>Analysing Scenarios for “Damnum sine injuria”</li> <li><i>Case Laws</i> <ul style="list-style-type: none"> <li><i>Gloucester Grammar School Case</i></li> <li><i>Chasemore v. Rylands</i></li> </ul> </li> </ol> </li> </ol>



	<ul style="list-style-type: none"><li>• <i>Mogul Steamship Co. Ltd. v. McGregor, Gow &amp; Co.</i></li></ul>
<b>CLOSURE</b>	<ol style="list-style-type: none"><li>1. Summarize the lesson learning outcomes and get affirmation from students on these.</li></ol> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>EVALUATION/ ASSESSMENT METHODS</b>	<ol style="list-style-type: none"><li>1. Reflective Questions (What, Why, Who, How?). Allow students to answer and discuss.</li><li>2. Group discussion where students analyse scenarios and determine whether “damnum sine injuria” is present.</li><li>3. Class participation in discussing and explaining the concept of “damnum sine injuria”.</li></ol> <p>Spend 5 minutes to evaluate student assimilation of the lesson content.</p>



<b>Lesson Plan No. 1.7</b>	<b>Course Name: Law of Torts including MV &amp; CP Act</b>	<b>Course Code: BBALLB-203</b>
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<b>OBJECTIVES</b>	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none"><li>Differentiate between “law of torts” and “law of tort” terminologies.</li><li>Understand the implications of using “law of torts” and “law of tort” in context.</li><li>Analyse real-life scenarios to determine appropriate usage.</li></ol>
<b>TEACHING AIDS (if any)</b>	<p>PowerPoint Presentation Chalk and Talk</p>
<b>TEACHING DEVELOPMENT / CONTENT SUMMARY</b>	<ol style="list-style-type: none"><li><u>Introduction (5 Minutes)</u><ul style="list-style-type: none"><li>To give a general overview of the lecture.</li><li>To gather a general understanding from the students about their awareness of the topic to be taught.</li></ul></li><li><u>Lecture / Discussion (25 Minutes)</u><ol style="list-style-type: none"><li>Introduction to Terminology<ul style="list-style-type: none"><li>Explanation of the terms “law of torts” and “law of tort”</li><li>Discussion on terminology variations and potential confusion</li></ul></li><li>Understanding Law of Torts<ul style="list-style-type: none"><li>Explanation of “law of torts” as the collective body of principles governing tort law</li><li>Mention of its various branches, such as negligence, intentional torts, and strict liability</li></ul></li><li>Understanding “Law of Tort”<ul style="list-style-type: none"><li>Explanation of “law of tort” as an alternative term for tort law</li><li>Emphasis on its broader nature and encompassing all aspects of tort law</li></ul></li><li>Comparing Usage in Scenarios<ul style="list-style-type: none"><li>Present scenarios involving both terminologies</li></ul></li></ol></li></ol>



<b>CLOSURE</b>	<ol style="list-style-type: none"><li>1. Summarize the lesson learning outcomes and get affirmation from students on these.</li></ol> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>EVALUATION/ ASSESSMENT METHODS</b>	<ol style="list-style-type: none"><li>1. Reflective Questions (What, Why, Who, How?). Allow students to answer and discuss.</li><li>2. Group discussion where students analyze scenarios and decide which term is more fitting</li><li>3. Short written response explaining the differences and similarities between “law of torts” and “law of tort”</li><li>4. Class participation in discussing and explaining the nuances of these terms</li></ol> <p>Spend 5 minutes to evaluate student assimilation of the lesson content.</p>



<b>Lesson Plan No. 1.8</b>	<b>Course Name: Law of Torts including MV &amp; CP Act</b>	<b>Course Code: BBALLB-203</b>
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<b>OBJECTIVES</b>	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none"><li>Understand the concept of tortious liability and its significance in civil law.</li><li>Identify and describe the general conditions necessary for establishing tortious liability.</li><li>Recognize the defences and circumstances that negate tortious liability.</li><li>Apply knowledge to analyse hypothetical scenarios and determine whether tortious liability exists.</li></ol>
<b>TEACHING AIDS (if any)</b>	<p>PowerPoint Presentation Chalk and Talk Case Law (Legal Eagle Software)</p>
<b>TEACHING DEVELOPMENT / CONTENT SUMMARY</b>	<ol style="list-style-type: none"><li><u>Introduction (5 Minutes)</u><ul style="list-style-type: none"><li>To give a general overview of the lecture.</li><li>To gather a general understanding from the students about their awareness of the topic to be taught.</li></ul></li><li><u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none"><li>Define tortious liability as a civil wrong that results in harm or injury to someone, leading to legal liability.</li><li>Explain the four general conditions necessary to establish tortious liability.</li><li>Negating Tortious Liability</li><li>Introduce the concept of defences and circumstances that can negate tortious liability.</li></ol></li></ol>
<b>CLOSURE</b>	<ol style="list-style-type: none"><li>Summarize the lesson learning outcomes and get affirmation from students on these.  Spend 5 minutes to wrap up and consolidate the learnings.</li></ol>



**EVALUATION/  
ASSESSMENT  
METHODS**

1. Reflective Questions (What, Why, Who, How?). Allow students to answer and discuss.
2. Encourage students to ask questions for clarification.
3. Assign a reading or case study related to tortious liability for further understanding.

Spend 5 minutes to evaluate student assimilation of the lesson content.



<b>Lesson Plan No. 2.1</b>	<b>Course Name: Law of Torts including MV &amp; CP Act</b>	<b>Course Code: BBALLB-203</b>
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<b>OBJECTIVES</b>	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none"><li>Understand the concept of general defences in tort law and their significance.</li><li>Identify and describe various general defences that can be used in tort cases.</li><li>Analyse hypothetical scenarios to determine the applicability of general defences.</li><li>Apply knowledge to critically assess the role of general defences in tort cases.</li></ol>
<b>TEACHING AIDS (if any)</b>	<p>PowerPoint Presentation Chalk and Talk</p>
<b>TEACHING DEVELOPMENT / CONTENT SUMMARY</b>	<ol style="list-style-type: none"><li><u>Introduction (5 Minutes)</u><ul style="list-style-type: none"><li>To give a general overview of the lecture.</li><li>To gather a general understanding from the students about their awareness of the topic to be taught.</li></ul></li><li><u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none"><li><b>Introduction</b><ul style="list-style-type: none"><li>Begin with a brief recap of the concept of tort law and its importance in civil cases.</li><li>Introduce the topic of “General Defences in Action for Torts” and explain that these defences can prevent liability even when the elements of a tort are present.</li><li>Engage students with a thought-provoking question: “Can you think of situations where someone might not be held liable for harm caused to another person?”</li></ul></li><li><b>Understanding General Defences</b><ul style="list-style-type: none"><li>Define “general defences” as legal arguments used to excuse or justify a defendant's actions in a tort case.</li></ul></li></ol></li></ol>



	<ul style="list-style-type: none"><li>• Discuss the key principles behind using general defences to mitigate or eliminate tortious liability.</li></ul> <p>C. Types of General Defences</p> <ul style="list-style-type: none"><li>• Present and explain various types of general defences.</li></ul>
<b>CLOSURE</b>	<ol style="list-style-type: none"><li>1. Summarize the lesson learning outcomes and get affirmation from students on these.</li></ol> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>EVALUATION/ ASSESSMENT METHODS</b>	<ol style="list-style-type: none"><li>1. Reflective Questions (What, Why, Who, How?). Allow students to answer and discuss.</li><li>2. Encourage students to ask questions for clarification.</li></ol> <p>Spend 5 minutes to evaluate student assimilation of the lesson content.</p>



<b>Lesson Plan No. 2.2</b>	<b>Course Name: Law of Torts including MV &amp; CP Act</b>	<b>Course Code: BBALLB-203</b>
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<b>OBJECTIVES</b>	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none"><li>Understand the concept of “Volenti Non Fit Injuria” as a general defence in tort law.</li><li>Identify the elements required for the defence to apply.</li><li>Analyse real-world scenarios to determine the applicability of the defence.</li><li>Evaluate the ethical and legal considerations related to the defence.</li></ol>
<b>TEACHING AIDS (if any)</b>	<p>PowerPoint Presentation Chalk and Talk Case Law (Legal Eagle Software)</p>
<b>TEACHING DEVELOPMENT / CONTENT SUMMARY</b>	<ol style="list-style-type: none"><li><u>Introduction (5 Minutes)</u><ul style="list-style-type: none"><li>To give a general overview of the lecture.</li><li>To gather a general understanding from the students about their awareness of the topic to be taught.</li></ul></li><li><u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none"><li>Introduction<ul style="list-style-type: none"><li>Introduce the term “Volenti Non Fit Injuria” and its general meaning.</li></ul></li><li>Explaining “Volenti Non Fit Injuria”<ul style="list-style-type: none"><li>Define Volenti Non Fit Injuria as a Latin legal maxim.</li><li>Discuss the rationale behind the defence and its application in various contexts.</li></ul></li><li>Elements of the Defence<ul style="list-style-type: none"><li>Present the elements required for the defence to apply.</li><li>Provide examples to illustrate the elements and how they might apply in real-life situations.</li></ul></li><li>Case Studies and Analysis</li></ol></li></ol>



	<ul style="list-style-type: none"><li>• Provide a few case studies involving scenarios where the defence of “Volenti Non Fit Injuria” might be raised.</li><li>• Divide students into pairs or small groups and assign each group a case study to analyse.</li><li>• In groups, students discuss whether the defence applies to the given scenario, considering the elements of the defence.</li></ul>
<b>CLOSURE</b>	<ol style="list-style-type: none"><li>1. Summarize the lesson learning outcomes and get affirmation from students on these.</li></ol> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>EVALUATION/ ASSESSMENT METHODS</b>	<ol style="list-style-type: none"><li>1. Reflective Questions (What, Why, Who, How?). Allow students to answer and discuss.</li><li>2. Encourage students to ask questions for clarification.</li></ol> <p>Spend 5 minutes to evaluate student assimilation of the lesson content.</p>



**Lesson Plan No. 2.3**

**Course Name: Law of Torts  
including MV & CP Act**

**Course Code: BBALLB-  
203**

<b>OBJECTIVES</b>	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none"><li>Understand the concept of “Plaintiff - The Wrongdoer” as a general defence in tort law.</li><li>Identify the conditions required for the defence to apply.</li><li>Analyse real-world scenarios to determine the applicability of the defence.</li><li>Evaluate the ethical considerations related to allowing a wrongdoer to claim relief.</li></ol>
<b>TEACHING AIDS (if any)</b>	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
<b>TEACHING DEVELOPMENT / CONTENT SUMMARY</b>	<ol style="list-style-type: none"><li><u>Introduction (5 Minutes)</u><ul style="list-style-type: none"><li>To give a general overview of the lecture.</li><li>To gather a general understanding from the students about their awareness of the topic to be taught.</li></ul></li><li><u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none"><li>Introduction<ul style="list-style-type: none"><li>Introduce the concept of “Plaintiff - The Wrongdoer” as a defense where a plaintiff who engaged in wrongdoing cannot claim relief.</li></ul></li><li>Understanding “Plaintiff - The Wrongdoer” Defence<ul style="list-style-type: none"><li>Define “Plaintiff - The Wrongdoer” as a defence in which a plaintiff's own wrongful conduct serves as a bar to their claim for damages.</li><li>Explain the underlying principle that one cannot seek relief for harm caused when they themselves were engaged in wrongful behavior.</li><li>Discuss the rationale behind this defence and its role in promoting fairness and personal responsibility.</li></ul></li><li>Conditions for the Defence<ul style="list-style-type: none"><li>Present the conditions required for the defence to apply.</li></ul></li></ol></li></ol>



	<p>D. Case Studies and Analysis</p> <ul style="list-style-type: none"><li>• Provide a series of case studies involving scenarios where the defence of “Plaintiff - The Wrongdoer” might be invoked. Divide students into groups and assign each group a case study to analyse. In groups, students discuss whether the defence can be successfully applied to the given scenario, considering the presence of the required conditions.</li></ul>
<b>CLOSURE</b>	<p>1. Summarize the lesson learning outcomes and get affirmation from students on these.</p> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>EVALUATION/ ASSESSMENT METHODS</b>	<p>1. Reflective Questions (What, Why, Who, How?). Allow students to answer and discuss.</p> <p>2. Encourage students to ask questions for clarification.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson content.</p>



<b>Lesson Plan No. 2.4</b>	<b>Course Name: Law of Torts including MV &amp; CP Act</b>	<b>Course Code: BBALLB- 203</b>
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<b>OBJECTIVES</b>	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none"><li>Understand the concept of “Act of God” as a general defence in tort law.</li><li>Identify the key criteria required for the defence to apply.</li><li>Analyse real-world scenarios to determine the applicability of the defence.</li><li>Evaluate the legal and ethical considerations surrounding the “Act of God” defence.</li></ol>
<b>TEACHING AIDS (if any)</b>	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
<b>TEACHING DEVELOPMENT / CONTENT SUMMARY</b>	<ol style="list-style-type: none"><li><u>Introduction (5 Minutes)</u><ul style="list-style-type: none"><li>To give a general overview of the lecture.</li><li>To gather a general understanding from the students about their awareness of the topic to be taught.</li></ul></li><li><u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none"><li>Understanding “Act of God” Defence<ul style="list-style-type: none"><li>Define the “Act of God” defence as a legal principle that acknowledges that certain events are beyond human control and cannot be foreseen or prevented.</li><li>Discuss how natural disasters, such as earthquakes, floods, and lightning strikes, are often considered as instances of an “Act of God”.</li><li>Examine the concept that if an injury or damage occurs due to such uncontrollable events, a defendant may be exempted from liability.</li></ul></li><li>Criteria for the Defence<ul style="list-style-type: none"><li>Present the criteria necessary for the “Act of God” defence to apply:</li><li>The event must be entirely unforeseeable and beyond human control.</li><li>The event must be the sole and direct cause of the harm or damage.</li></ul></li></ol></li></ol>



	<ul style="list-style-type: none"><li>• Use real-world examples to illustrate how these criteria are assessed when determining the applicability of the defence.</li></ul> <p>C. Case Studies and Analysis</p> <ul style="list-style-type: none"><li>• Provide a series of case studies involving different scenarios where the “Act of God” defence might be invoked.</li><li>• Divide students into groups and assign each group a case study to analyse.</li><li>• In groups, students discuss whether the defence can be successfully applied to the given scenario, considering the presence of the required criteria.</li></ul>
<b>CLOSURE</b>	<ol style="list-style-type: none"><li>1. Summarize the lesson learning outcomes and get affirmation from students on these.</li></ol> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>EVALUATION/ ASSESSMENT METHODS</b>	<ol style="list-style-type: none"><li>1. Reflective Questions (What, Why, Who, How?). Allow students to answer and discuss.</li><li>2. Encourage students to ask questions for clarification.</li></ol> <p>Spend 5 minutes to evaluate student assimilation of the lesson content.</p>



<b>Lesson Plan No. 2.5</b>	<b>Course Name: Law of Torts including MV &amp; CP Act</b>	<b>Course Code: BBALLB- 203</b>
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<b>OBJECTIVES</b>	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none"><li>Understand the concept of “Inevitable Accident” as a general defence in tort law.</li><li>Identify the key criteria required for the defence to apply.</li><li>Analyse real-world scenarios to determine the applicability of the defence.</li><li>Evaluate the ethical and legal considerations surrounding the “Inevitable Accident” defence.</li></ol>
<b>TEACHING AIDS (if any)</b>	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
<b>TEACHING DEVELOPMENT / CONTENT SUMMARY</b>	<ol style="list-style-type: none"><li><u>Introduction (5 Minutes)</u><ul style="list-style-type: none"><li>To give a general overview of the lecture.</li><li>To gather a general understanding from the students about their awareness of the topic to be taught.</li></ul></li><li><u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none"><li>Understanding “Inevitable Accident” Defence<ul style="list-style-type: none"><li>Define “Inevitable Accident” defence as a legal principle that recognizes situations where an accident occurs despite the defendant's exercise of reasonable care and diligence.</li><li>Discuss how unforeseen and uncontrollable circumstances may lead to unavoidable harm or damage.</li><li>Examine the concept that when an accident is truly inevitable, a defendant may be exempted from liability.</li></ul></li><li>Criteria for the Defence<ul style="list-style-type: none"><li>Present the criteria necessary for the “Inevitable Accident” defence to apply.</li><li>Use real-world examples to illustrate how these criteria are assessed when determining the applicability of the defence.</li></ul></li></ol></li></ol>



	<p>C. Case Studies and Analysis</p> <ul style="list-style-type: none"><li>• Provide a series of case studies involving scenarios where the “Inevitable Accident” defence might be invoked.</li><li>• Divide students into groups and assign each group a case study to analyse.</li><li>• In groups, students discuss whether the defence can be successfully applied to the given scenario, considering the presence of the required criteria.</li></ul>
<b>CLOSURE</b>	<p>1. Summarize the lesson learning outcomes and get affirmation from students on these.</p> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>EVALUATION/ ASSESSMENT METHODS</b>	<p>1. Reflective Questions (What, Why, Who, How?). Allow students to answer and discuss.</p> <p>2. Encourage students to ask questions for clarification.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson content.</p>



<b>Lesson Plan No. 2.6</b>	<b>Course Name: Law of Torts including MV &amp; CP Act</b>	<b>Course Code: BBALLB-203</b>
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<b>OBJECTIVES</b>	<p>At the end of the lesson the student shall be able to:</p> <ul style="list-style-type: none"><li>a) Understand the concept of necessity as a general defence in tort law.</li><li>b) Identify the criteria for the defence of necessity to apply.</li><li>c) Analyse real-world scenarios to determine the applicability of the defence.</li><li>d) Evaluate the ethical and legal considerations related to the necessity defence.</li></ul>
<b>TEACHING AIDS (if any)</b>	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
<b>TEACHING DEVELOPMENT / CONTENT SUMMARY</b>	<ol style="list-style-type: none"><li>1. <u>Introduction (5 Minutes)</u><ul style="list-style-type: none"><li>• To give a general overview of the lecture.</li><li>• To gather a general understanding from the students about their awareness of the topic to be taught.</li></ul></li><li>2. <u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none"><li>A. Understanding Necessity as a Defence<ul style="list-style-type: none"><li>• Define necessity as a legal principle that allows individuals to take actions that cause harm to prevent a greater harm or danger.</li><li>• Discuss how the necessity defence is rooted in the idea that in certain situations, the law may excuse actions that would otherwise be considered tortious.</li></ul></li><li>B. Criteria for the Defence<ul style="list-style-type: none"><li>• Present the criteria required for the necessity defence to apply:<ol style="list-style-type: none"><li>a) The harm caused must be to prevent a greater harm or danger.</li><li>b) The harm must be unavoidable and imminent.</li></ol></li><li>• Use real-world examples to illustrate how these criteria are assessed when determining the applicability of the defence.</li></ul></li><li>C. Case Studies and Analysis</li></ol></li></ol>



	<ul style="list-style-type: none"><li>• Provide a series of case studies involving scenarios where the “Necessity” defence might be invoked.</li><li>• Divide students into groups and assign each group a case study to analyse.</li><li>• In groups, students discuss whether the defence can be successfully applied to the given scenario, considering the presence of the required criteria.</li></ul>
<b>CLOSURE</b>	<ol style="list-style-type: none"><li>1. Summarize the lesson learning outcomes and get affirmation from students on these.</li></ol> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>EVALUATION/ ASSESSMENT METHODS</b>	<ol style="list-style-type: none"><li>1. Reflective Questions (What, Why, Who, How?). Allow students to answer and discuss.</li><li>2. Encourage students to ask questions for clarification.</li></ol> <p>Spend 5 minutes to evaluate student assimilation of the lesson content.</p>



<b>Lesson Plan No. 2.7</b>	<b>Course Name: Law of Torts including MV &amp; CP Act</b>	<b>Course Code: BBALLB- 203</b>
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<b>OBJECTIVES</b>	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none"><li>Understand the concept of private defence as a general defence in tort law.</li><li>Identify the conditions for the defence of private defence to apply.</li><li>Analyse real-world scenarios to determine the applicability of the defence.</li><li>Evaluate the ethical and legal considerations related to the private defence.</li></ol>
<b>TEACHING AIDS (if any)</b>	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
<b>TEACHING DEVELOPMENT / CONTENT SUMMARY</b>	<ol style="list-style-type: none"><li><u>Introduction (5 Minutes)</u><ul style="list-style-type: none"><li>To give a general overview of the lecture.</li><li>To gather a general understanding from the students about their awareness of the topic to be taught.</li></ul></li><li><u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none"><li>Understanding Private Defence as a Defence<ul style="list-style-type: none"><li>Define private defence as a legal principle that permits individuals to use reasonable force to protect themselves, their property, or others from immediate harm.</li><li>Discuss how the concept of private defence is rooted in the idea of self-preservation and protection of personal rights.</li><li>Explain the distinction between excessive force and reasonable force in the context of private defence.</li></ul></li><li>Criteria for the Defence<ul style="list-style-type: none"><li>Present the conditions required for the private defence defence to apply.</li><li>Use real-world examples to illustrate how these conditions are assessed when determining the applicability of the defence.</li></ul></li></ol></li></ol>



	<p>C. Case Studies and Analysis</p> <ul style="list-style-type: none"><li>• Provide a series of case studies involving scenarios where the “Private Defence” as a defence might be invoked.</li><li>• Divide students into groups and assign each group a case study to analyse.</li><li>• In groups, students discuss whether the defence can be successfully applied to the given scenario, considering the presence of the required criteria.</li></ul>
<b>CLOSURE</b>	<p>1. Summarize the lesson learning outcomes and get affirmation from students on these.</p> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>EVALUATION/ ASSESSMENT METHODS</b>	<p>1. Reflective Questions (What, Why, Who, How?). Allow students to answer and discuss.</p> <p>2. Encourage students to ask questions for clarification.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson content.</p>



<b>Lesson Plan No. 2.8</b>	<b>Course Name: Law of Torts including MV &amp; CP Act</b>	<b>Course Code: BBALLB-203</b>
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<b>OBJECTIVES</b>	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none"><li>Understand the concept of mistake as a general defence in tort law.</li><li>Identify the different types of mistakes and their impact on liability.</li><li>Analyse real-world scenarios to determine the applicability of the mistake defence.</li><li>Evaluate the ethical and legal considerations related to the mistake defence.</li></ol>
<b>TEACHING AIDS (if any)</b>	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
<b>TEACHING DEVELOPMENT / CONTENT SUMMARY</b>	<ol style="list-style-type: none"><li><u>Introduction (5 Minutes)</u><ul style="list-style-type: none"><li>To give a general overview of the lecture.</li><li>To gather a general understanding from the students about their awareness of the topic to be taught.</li></ul></li><li><u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none"><li><b>Understanding Mistake as a Defence</b><ul style="list-style-type: none"><li>Define mistake as a defence in tort law that arises when the defendant's action was based on an honest and reasonable belief that they were not causing harm.</li><li>Discuss the rationale behind considering the defendant's mental state and belief when determining liability.</li><li>Explain the importance of distinguishing between mistakes of fact and mistakes of law.</li></ul></li><li><b>Criteria for the Defence</b><ul style="list-style-type: none"><li>Present the two main types of mistakes:<ol style="list-style-type: none"><li><b>Mistake of Fact:</b> A situation where the defendant makes an erroneous judgment about a factual circumstance.</li><li><b>Mistake of Law:</b> A situation where the defendant is unaware of the legal consequences of their actions.</li></ol></li></ul></li></ol></li></ol>



	<ul style="list-style-type: none"><li>• Discuss how these different types of mistakes can influence the defendant's liability, emphasizing the role of reasonableness.</li></ul> <p>C. Case Studies and Analysis</p> <ul style="list-style-type: none"><li>• Provide a series of case studies involving scenarios where the mistake defence might be invoked.</li><li>• Divide students into groups and assign each group a case study to analyse.</li><li>• In groups, students discuss whether the defence can be successfully applied to the given scenario, considering the presence of a reasonable belief and the type of mistake involved.</li></ul>
<b>CLOSURE</b>	<ol style="list-style-type: none"><li>1. Summarize the lesson learning outcomes and get affirmation from students on these.</li></ol> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>EVALUATION/ ASSESSMENT METHODS</b>	<ol style="list-style-type: none"><li>1. Reflective Questions (What, Why, Who, How?). Allow students to answer and discuss.</li><li>2. Encourage students to ask questions for clarification.</li></ol> <p>Spend 5 minutes to evaluate student assimilation of the lesson content.</p>



<b>Lesson Plan No. 2.9</b>	<b>Course Name: Law of Torts including MV &amp; CP Act</b>	<b>Course Code: BBALLB- 203</b>
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<b>OBJECTIVES</b>	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none"><li>Understand the concept of statutory authority as a general defence in tort law.</li><li>Identify the conditions for the defence of statutory authority to apply.</li><li>Analyse real-world scenarios to determine the applicability of the defence.</li><li>Evaluate the ethical and legal considerations related to the statutory authority defence.</li></ol>
<b>TEACHING AIDS (if any)</b>	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
<b>TEACHING DEVELOPMENT / CONTENT SUMMARY</b>	<ol style="list-style-type: none"><li><u>Introduction (5 Minutes)</u><ul style="list-style-type: none"><li>To give a general overview of the lecture.</li><li>To gather a general understanding from the students about their awareness of the topic to be taught.</li></ul></li><li><u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none"><li>Understanding Statutory Authority as a Defence<ul style="list-style-type: none"><li>Define statutory authority as a legal principle that permits individuals or entities to perform acts that would otherwise be considered tortious if authorized by a specific statute.</li><li>Discuss the rationale behind allowing certain actions under the protection of statutory authorization.</li><li>Explain the concept that statutory authority can override the general principles of tort law.</li></ul></li><li>Criteria for the Defence<ul style="list-style-type: none"><li>Present the conditions required for the statutory authority defence to apply.</li><li>Use real-world examples to illustrate how these conditions are assessed when determining the applicability of the defence.</li></ul></li></ol></li></ol>



	<p>C. Case Studies and Analysis</p> <ul style="list-style-type: none"><li>• Provide a series of case studies involving scenarios where the statutory authority defence might be invoked.</li><li>• Divide students into groups and assign each group a case study to analyse.</li><li>• In groups, students discuss whether the defence can be successfully applied to the given scenario, considering the presence of a reasonable belief and the type of mistake involved.</li></ul>
<b>CLOSURE</b>	<p>1. Summarize the lesson learning outcomes and get affirmation from students on these.</p> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>EVALUATION/ ASSESSMENT METHODS</b>	<p>1. Reflective Questions (What, Why, Who, How?). Allow students to answer and discuss.</p> <p>2. Encourage students to ask questions for clarification.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson content.</p>



<b>Lesson Plan No. 3.1</b>	<b>Course Name: Law of Torts including MV &amp; CP Act</b>	<b>Course Code: BBALLB- 203</b>
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<b>OBJECTIVES</b>	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none"><li>Understand the legal concept of assault as a tort against a person.</li><li>Identify the essential elements that constitute assault.</li><li>Analyse real-world scenarios to recognize instances of assault.</li><li>Evaluate the ethical and legal considerations associated with assault as a tort.</li></ol>
<b>TEACHING AIDS (if any)</b>	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
<b>TEACHING DEVELOPMENT / CONTENT SUMMARY</b>	<ol style="list-style-type: none"><li><u>Introduction (5 Minutes)</u><ul style="list-style-type: none"><li>To give a general overview of the lecture.</li><li>To gather a general understanding from the students about their awareness of the topic to be taught.</li></ul></li><li><u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none"><li>Understanding Assault as a Tort Against a Person<ul style="list-style-type: none"><li>Define assault as the intentional act that causes a reasonable apprehension of an immediate harmful or offensive contact.</li><li>Discuss the distinction between assault and battery, emphasizing that assault focuses on the fear of harm rather than the actual physical contact.</li><li>Explain the significance of intention and the reasonable apprehension standard in assessing assault claims.</li></ul></li><li>Elements of Assault<ul style="list-style-type: none"><li>Present the essential elements required to establish a claim of assault:<ol style="list-style-type: none"><li>Intentional Act</li><li>Apprehension of Harm</li></ol></li><li>Use real-world examples to illustrate how these elements come into play in different scenarios.</li></ul></li></ol></li></ol>



	<p>C. Case Studies and Analysis</p> <ul style="list-style-type: none"><li>• Provide a series of case studies involving scenarios where assault claims might arise.</li></ul>
<b>CLOSURE</b>	<p>1. Summarize the lesson learning outcomes and get affirmation from students on these.</p> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>EVALUATION/ ASSESSMENT METHODS</b>	<p>1. Reflective Questions (What, Why, Who, How?). Allow students to answer and discuss.</p> <p>2. Encourage students to ask questions for clarification.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson content.</p>



<b>Lesson Plan No. 3.2</b>	<b>Course Name: Law of Torts including MV &amp; CP Act</b>	<b>Course Code: BBALLB- 203</b>
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<b>OBJECTIVES</b>	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none"><li>Understand the legal concept of battery as a tort against a person.</li><li>Identify the essential elements that constitute battery.</li><li>Analyse real-world scenarios to recognize instances of battery.</li><li>Evaluate the ethical and legal considerations associated with battery as a tort.</li></ol>
<b>TEACHING AIDS (if any)</b>	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
<b>TEACHING DEVELOPMENT / CONTENT SUMMARY</b>	<ol style="list-style-type: none"><li><u>Introduction (5 Minutes)</u><ul style="list-style-type: none"><li>To give a general overview of the lecture.</li><li>To gather a general understanding from the students about their awareness of the topic to be taught.</li></ul></li><li><u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none"><li><u>Understanding Battery as a Tort Against a Person</u><ul style="list-style-type: none"><li>Define battery as the intentional and unlawful physical contact with another person without their consent.</li><li>Discuss how battery differs from assault, as it focuses on the actual physical contact rather than the apprehension of harm.</li><li>Explain the importance of intent and lack of consent in establishing a claim of battery.</li></ul></li><li><u>Elements of Battery</u><ul style="list-style-type: none"><li>Present the essential elements required to establish a claim of battery: Intentional Physical Contact Lack of Consent</li><li>Use real-world examples to illustrate how these elements apply in different scenarios.</li></ul></li><li><u>Case Studies and Analysis</u></li></ol></li></ol>



	<ul style="list-style-type: none"><li>• Provide a series of case studies involving scenarios where battery claims might arise.</li><li>• Divide students into groups and assign each group a case study to analyse.</li><li>• In groups, students discuss whether the elements of battery are present in the given scenario, considering the defendant's intent and the plaintiff's lack of consent.</li></ul>
<b>CLOSURE</b>	<ol style="list-style-type: none"><li>1. Summarize the lesson learning outcomes and get affirmation from students on these.</li></ol> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>EVALUATION/ ASSESSMENT METHODS</b>	<ol style="list-style-type: none"><li>1. Reflective Questions (What, Why, Who, How?). Allow students to answer and discuss.</li><li>2. Encourage students to ask questions for clarification.</li></ol> <p>Spend 5 minutes to evaluate student assimilation of the lesson content.</p>



<b>Lesson Plan No. 3.3</b>	<b>Course Name: Law of Torts including MV &amp; CP Act</b>	<b>Course Code: BBALLB-203</b>
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<b>OBJECTIVES</b>	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none"><li>Understand the legal concept of false imprisonment as a tort against a person.</li><li>Identify the essential elements that constitute false imprisonment.</li><li>Analyse real-world scenarios to recognize instances of false imprisonment.</li><li>Evaluate the ethical and legal considerations associated with false imprisonment as a tort.</li></ol>
<b>TEACHING AIDS (if any)</b>	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
<b>TEACHING DEVELOPMENT / CONTENT SUMMARY</b>	<ol style="list-style-type: none"><li><u>Introduction (5 Minutes)</u><ul style="list-style-type: none"><li>To give a general overview of the lecture.</li><li>To gather a general understanding from the students about their awareness of the topic to be taught.</li></ul></li><li><u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none"><li>Understanding False Imprisonment as a Tort Against a Person<ul style="list-style-type: none"><li>Define false imprisonment as the intentional and unlawful confinement or restraint of another person's movement.</li><li>Discuss how false imprisonment relates to the violation of an individual's personal freedom and autonomy.</li><li>Explain the importance of intention and the concept of confinement in establishing a claim of false imprisonment.</li></ul></li><li>Elements of False Imprisonment<ul style="list-style-type: none"><li>Present the essential elements required to establish a claim of false imprisonment: Intentional Confinement Unlawful Restraint</li></ul></li></ol></li></ol>



	<ul style="list-style-type: none"><li>• Use real-world examples to illustrate how these elements come into play in different scenarios.</li></ul> <p>C. Case Studies and Analysis</p> <ul style="list-style-type: none"><li>• Provide a series of case studies involving scenarios where false imprisonment claims might arise.</li></ul>
<b>CLOSURE</b>	<ol style="list-style-type: none"><li>1. Summarize the lesson learning outcomes and get affirmation from students on these.</li></ol> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>EVALUATION/ ASSESSMENT METHODS</b>	<ol style="list-style-type: none"><li>1. Reflective Questions (What, Why, Who, How?). Allow students to answer and discuss.</li><li>2. Encourage students to ask questions for clarification.</li></ol> <p>Spend 5 minutes to evaluate student assimilation of the lesson content.</p>



**Lesson Plan No. 3.4**

**Course Name: Law of Torts  
including MV & CP Act**

**Course Code: BBALLB-  
203**

<b>OBJECTIVES</b>	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none"><li>Understand the legal concept of defamation as a tort against a person.</li><li>Identify the essential elements that constitute defamation.</li><li>Analyse real-world scenarios to recognize instances of defamation.</li><li>Evaluate the ethical and legal considerations associated with defamation as a tort.</li></ol>
<b>TEACHING AIDS (if any)</b>	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
<b>TEACHING DEVELOPMENT / CONTENT SUMMARY</b>	<ol style="list-style-type: none"><li><u>Introduction (5 Minutes)</u><ul style="list-style-type: none"><li>To give a general overview of the lecture.</li><li>To gather a general understanding from the students about their awareness of the topic to be taught.</li></ul></li><li><u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none"><li>Understanding Defamation as a Tort Against a Person<ul style="list-style-type: none"><li>Define defamation as the publication of a false statement that harms the reputation of an individual.</li><li>Discuss the distinction between slander (spoken defamation) and libel (written or printed defamation).</li><li>Explain how defamation aims to balance freedom of speech with the protection of personal reputation.</li></ul></li><li>Elements of Defamation<ul style="list-style-type: none"><li>Present the essential elements required to establish a claim of defamation:<ol style="list-style-type: none"><li>False Statement</li><li>Publication</li><li>Harm to Reputation</li></ol></li><li>Use real-world examples to illustrate how these elements come into play in different scenarios.</li></ul></li></ol></li></ol>



	<p>C. Case Studies and Analysis</p> <ul style="list-style-type: none"><li>• Provide a series of case studies involving scenarios where defamation claims might arise.</li><li>• Divide students into groups and assign each group a case study to analyse.</li><li>• In groups, students discuss whether the elements of defamation are present in the given scenario, considering the false statement, publication, and harm to reputation.</li></ul>
<b>CLOSURE</b>	<p>1. Summarize the lesson learning outcomes and get affirmation from students on these.</p> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>EVALUATION/ ASSESSMENT METHODS</b>	<p>1. Reflective Questions (What, Why, Who, How?). Allow students to answer and discuss.</p> <p>2. Encourage students to ask questions for clarification.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson content.</p>



<b>Lesson Plan No. 3.5</b>	<b>Course Name: Law of Torts including MV &amp; CP Act</b>	<b>Course Code: BBALLB-203</b>
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<b>OBJECTIVES</b>	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none"> <li>Understand the legal concept of trespass against property as a tort.</li> <li>Identify the essential elements that constitute trespass.</li> <li>Analyse real-world scenarios to recognize instances of trespass against property.</li> <li>Evaluate the ethical and legal considerations associated with trespass as a tort.</li> </ol>
<b>TEACHING AIDS (if any)</b>	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
<b>TEACHING DEVELOPMENT / CONTENT SUMMARY</b>	<ol style="list-style-type: none"> <li><u>Introduction (5 Minutes)</u> <ul style="list-style-type: none"> <li>To give a general overview of the lecture.</li> <li>To gather a general understanding from the students about their awareness of the topic to be taught.</li> </ul> </li> <li><u>Lecture / Discussion (35 Minutes)</u> <ol style="list-style-type: none"> <li><b>Understanding Trespass Against Property as a Tort</b> <ul style="list-style-type: none"> <li>Define trespass against property as the unauthorized and intentional interference with another person's land, possessions, or personal space.</li> <li>Discuss the various forms of trespass, including entering land without permission, placing objects on another's property, and interfering with personal possessions.</li> <li>Explain how trespass seeks to balance the right to ownership with the prevention of unauthorized interference.</li> </ul> </li> <li><b>Elements of Trespass Against Property</b> <ul style="list-style-type: none"> <li>Present the essential elements required to establish a claim of trespass against property.</li> <li>Use real-world examples to illustrate how these elements apply in different scenarios.</li> </ul> </li> </ol> </li> </ol>



	<p>C. Case Studies and Analysis</p> <ul style="list-style-type: none"><li>• Provide a series of case studies involving scenarios where trespass against property claims might arise.</li></ul>
<b>CLOSURE</b>	<p>1. Summarize the lesson learning outcomes and get affirmation from students on these.</p> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>EVALUATION/ ASSESSMENT METHODS</b>	<p>1. Reflective Questions (What, Why, Who, How?). Allow students to answer and discuss.</p> <p>2. Encourage students to ask questions for clarification.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson content.</p>



<b>Lesson Plan No. 3.6</b>	<b>Course Name: Law of Torts including MV &amp; CP Act</b>	<b>Course Code: BBALLB-203</b>
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<b>OBJECTIVES</b>	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none"><li>Understand the concept of nuisance in tort law.</li><li>Differentiate between private nuisance and public nuisance.</li><li>Identify the elements required to establish a claim of nuisance.</li><li>Analyse real-life scenarios to determine if a nuisance exists.</li></ol>
<b>TEACHING AIDS (if any)</b>	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
<b>TEACHING DEVELOPMENT / CONTENT SUMMARY</b>	<ol style="list-style-type: none"><li><u>Introduction (15 Minutes)</u><ul style="list-style-type: none"><li>To give a general overview of the lecture.</li><li>To gather a general understanding from the students about their awareness of the topic to be taught.</li><li>Begin the lesson with a class discussion on everyday situations where individuals might feel disturbed or annoyed by their neighbours or surroundings. Encourage students to share their experiences or stories related to such disturbances.</li></ul></li><li><u>Lecture / Discussion (25 Minutes)</u><ol style="list-style-type: none"><li>Introduction to Nuisance:<ul style="list-style-type: none"><li>Define “nuisance” as an unreasonable interference with a person's use or enjoyment of their property.</li><li>Explain the balance between the rights of property owners and the rights of neighbours/community.</li></ul></li><li>Types of Nuisance:<ul style="list-style-type: none"><li>Differentiate between private nuisance (interference with a specific individual’s enjoyment of their property) and public nuisance (interference affecting a larger community).</li></ul></li><li>Elements of Private Nuisance and Public Nuisance</li></ol></li></ol>



	<ul style="list-style-type: none"><li>• Discuss the key elements needed to establish a claim of private nuisance and public nuisance.</li></ul> <p>D. Defences to Nuisance</p> <ul style="list-style-type: none"><li>• Present potential defences such as:<ol style="list-style-type: none"><li>a) Statutory authority</li><li>b) Coming to the nuisance</li><li>c) Contributory negligence</li></ol></li></ul> <p>E. Case Studies</p> <ul style="list-style-type: none"><li>• Provide real-life case scenarios related to both private and public nuisances.</li><li>• Engage students in group discussions to analyse the situations and determine whether a nuisance claim could be established.</li></ul>
<b>CLOSURE</b>	<ol style="list-style-type: none"><li>1. Summarize the lesson learning outcomes and get affirmation from students on these.</li></ol> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>EVALUATION/ ASSESSMENT METHODS</b>	<ol style="list-style-type: none"><li>1. Reflective Questions (What, Why, Who, How?). Allow students to answer and discuss.</li><li>2. Encourage students to ask questions for clarification.</li></ol> <p>Spend 5 minutes to evaluate student assimilation of the lesson content.</p>



<b>Lesson Plan No. 3.7</b>	<b>Course Name: Law of Torts including MV &amp; CP Act</b>	<b>Course Code: BBALLB- 203</b>
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<b>OBJECTIVES</b>	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none"><li>Define negligence in tort law and its significance.</li><li>Identify the elements required to establish a claim of negligence.</li><li>Differentiate between the standard of care for various situations.</li><li>Analyse real-life scenarios to determine negligence and potential defences.</li></ol>
<b>TEACHING AIDS (if any)</b>	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
<b>TEACHING DEVELOPMENT / CONTENT SUMMARY</b>	<ol style="list-style-type: none"><li><u>Introduction (5 Minutes)</u><ul style="list-style-type: none"><li>To give a general overview of the lecture.</li><li>To gather a general understanding from the students about their awareness of the topic to be taught.</li></ul></li><li><u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none"><li><b>Introduction to Negligence:</b><ul style="list-style-type: none"><li>Define negligence as the failure to exercise the level of care that a reasonable person would under similar circumstances.</li><li>Emphasize the role of negligence in compensating victims for harm caused by carelessness.</li></ul></li><li><b>Elements of Negligence:</b><ul style="list-style-type: none"><li>Discuss the essential elements required to establish a claim of negligence:<ol style="list-style-type: none"><li>Duty of care</li><li>Breach of duty</li><li>Causation</li><li>Damage</li></ol></li><li>Differentiate between the standard of care for ordinary people and professionals.</li></ul></li></ol></li></ol>



	<ul style="list-style-type: none"><li>• Explore the “reasonable person” standard and how it varies based on circumstances.</li></ul> <p>C. Defences to Negligence:</p> <ul style="list-style-type: none"><li>• Introduce common defences against negligence claims:</li><li>• Contributory and comparative negligence.</li><li>• Assumption of risk.</li><li>• Statute of limitations.</li></ul> <p>D. Case Studies:</p> <ul style="list-style-type: none"><li>• Provide real-life case examples involving negligence.</li><li>• Break down each case to analyse whether the elements of negligence are met and if any defences apply.</li></ul>
<b>CLOSURE</b>	<ol style="list-style-type: none"><li>1. Summarize the lesson learning outcomes and get affirmation from students on these.</li></ol> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>EVALUATION/ ASSESSMENT METHODS</b>	<ol style="list-style-type: none"><li>1. Reflective Questions (What, Why, Who, How?). Allow students to answer and discuss.</li><li>2. Encourage students to ask questions for clarification.</li></ol> <p>Spend 5 minutes to evaluate student assimilation of the lesson content.</p>



<b>Lesson Plan No. 4.1</b>	<b>Course Name: Law of Torts including MV &amp; CP Act</b>	<b>Course Code: BBALLB-203</b>
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<b>OBJECTIVES</b>	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none"><li>Understand the concept of vicarious liability in tort law.</li><li>Differentiate between vicarious liability and personal liability.</li><li>Identify the conditions that must be met for vicarious liability to arise.</li><li>Analyse real-world scenarios to determine instances of vicarious liability.</li></ol>
<b>TEACHING AIDS (if any)</b>	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
<b>TEACHING DEVELOPMENT / CONTENT SUMMARY</b>	<ol style="list-style-type: none"><li><u>Introduction (5 Minutes)</u><ul style="list-style-type: none"><li>To give a general overview of the lecture.</li><li>To gather a general understanding from the students about their awareness of the topic to be taught.</li></ul></li><li><u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none"><li><b>Introduction to Vicarious Liability:</b><ul style="list-style-type: none"><li>Define vicarious liability as a legal principle holding one party (usually an employer) responsible for the wrongful actions of another party (usually an employee) within the scope of their employment.</li><li>Explain the rationale behind vicarious liability and its role in ensuring accountability.</li></ul></li><li><b>Comparison with Personal Liability:</b><ul style="list-style-type: none"><li>Differentiate between vicarious liability and personal liability, where an individual is held directly responsible for their own actions.</li><li>Discuss the advantages and policy reasons for imposing vicarious liability.</li></ul></li><li><b>Conditions for Vicarious Liability:</b><ul style="list-style-type: none"><li>Explain the essential conditions that must be met for vicarious liability to apply.</li></ul></li></ol></li></ol>



	<p>D. Exceptions and Defences</p> <ul style="list-style-type: none"><li>• Present exceptions and defences to vicarious liability.</li></ul> <p>E. Case Studies</p> <ul style="list-style-type: none"><li>• Provide real-life case examples of vicarious liability cases.</li><li>• Engage students in analysing each case to determine whether the conditions for vicarious liability are met.</li></ul>
<b>CLOSURE</b>	<p>1. Summarize the lesson learning outcomes and get affirmation from students on these.</p> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>EVALUATION/ ASSESSMENT METHODS</b>	<p>1. Reflective Questions (What, Why, Who, How?). Allow students to answer and discuss.</p> <p>2. Encourage students to ask questions for clarification.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson content.</p>



<b>Lesson Plan No. 4.2</b>	<b>Course Name: Law of Torts including MV &amp; CP Act</b>	<b>Course Code: BBALLB-203</b>
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<b>OBJECTIVES</b>	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none"><li>Understand the legal principles of “<i>Qui Facit Per Alium Facit Per Se</i>” and “<i>Respondeat Superior</i>” in tort law.</li><li>Differentiate between the two doctrines and their applications.</li><li>Identify scenarios where each doctrine applies.</li><li>Analyse case studies to determine the impact of these doctrines on liability.</li></ol>
<b>TEACHING AIDS (if any)</b>	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
<b>TEACHING DEVELOPMENT / CONTENT SUMMARY</b>	<ol style="list-style-type: none"><li><u>Introduction (5 Minutes)</u><ul style="list-style-type: none"><li>To give a general overview of the lecture.</li><li>To gather a general understanding from the students about their awareness of the topic to be taught.</li></ul></li><li><u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none"><li><b>Introduction to Doctrines</b><ul style="list-style-type: none"><li>Explain “<i>Qui Facit Per Alium Facit Per Se</i>” as the principle that the one who acts through another acts in their own capacity.</li><li>Introduce “<i>Respondeat Superior</i>” as the doctrine holding an employer liable for the actions of an employee within the scope of employment.</li></ul></li><li><b>Comparison of Doctrines</b><ul style="list-style-type: none"><li>Differentiate between the two doctrines.</li><li>Discuss scenarios where the doctrine applies, such as agents acting on behalf of their principals.</li><li>Discuss the rationale behind holding employers responsible for their employees’ actions.</li></ul></li><li><b>Case Studies</b><ul style="list-style-type: none"><li>Provide real-life cases for both doctrines.</li></ul></li></ol></li></ol>



	<ul style="list-style-type: none"><li>Engage students in analysing each case to determine whether “Qui Facit Per Alium Facit Per Se” or “Respondeat Superior” applies.</li></ul>
<b>CLOSURE</b>	<ol style="list-style-type: none"><li>Summarize the lesson learning outcomes and get affirmation from students on these.</li></ol> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>EVALUATION/ ASSESSMENT METHODS</b>	<ol style="list-style-type: none"><li>Reflective Questions (What, Why, Who, How?). Allow students to answer and discuss.</li><li>Encourage students to ask questions for clarification.</li></ol> <p>Spend 5 minutes to evaluate student assimilation of the lesson content.</p>



<b>Lesson Plan No. 4.3</b>	<b>Course Name: Law of Torts including MV &amp; CP Act</b>	<b>Course Code: BBALLB- 203</b>
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<b>OBJECTIVES</b>	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none"><li>Understand the concept of the master-servant relationship in tort law.</li><li>Differentiate between an employer's liability for the actions of an employee and an independent contractor.</li><li>Identify the factors that determine whether a master-servant relationship exists.</li><li>Analyse real-life scenarios to determine the extent of an employer's liability for the actions of their employees.</li></ol>
<b>TEACHING AIDS (if any)</b>	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
<b>TEACHING DEVELOPMENT / CONTENT SUMMARY</b>	<ol style="list-style-type: none"><li><u>Introduction (5 Minutes)</u><ul style="list-style-type: none"><li>To give a general overview of the lecture.</li><li>To gather a general understanding from the students about their awareness of the topic to be taught.</li></ul></li><li><u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none"><li><b>Introduction to Master-Servant Relationship</b><ul style="list-style-type: none"><li>Define the master-servant relationship as a legal concept where an employer (master) can be held liable for the wrongful acts of an employee (servant) committed within the scope of employment.</li><li>Explain the rationale for imposing such liability.</li></ul></li><li><b>Differentiating from Independent Contractors</b><ul style="list-style-type: none"><li>Discuss the distinction between employees and independent contractors.</li><li>Explain that the level of control and independence exercised by the employer over the worker is a key factor in determining liability.</li></ul></li><li><b>Factors Determining Master-Servant Relationship</b></li></ol></li></ol>



	<ul style="list-style-type: none"><li>• Present factors that establish the existence of a master-servant relationship:<ol style="list-style-type: none"><li>a) Control</li><li>b) Method of Payment</li><li>c) Furnishing of Tools and Equipment</li><li>d) Scope of Employment</li></ol></li><li>• Provide examples of actions that can fall within and outside the scope of employment.</li></ul> <p>D. Vicarious Liability</p> <ul style="list-style-type: none"><li>• Reiterate the connection between the master-servant relationship and vicarious liability.</li><li>• Explain that when an employee's actions cause harm within the scope of employment, the employer can be held liable.</li></ul> <p>E. Case Studies</p> <ul style="list-style-type: none"><li>• Introduce real-life cases involving the master-servant relationship and employer liability.</li><li>• Engage students in analysing the situations and determining whether the employer should be held liable.</li></ul>
<b>CLOSURE</b>	<ol style="list-style-type: none"><li>1. Summarize the lesson learning outcomes and get affirmation from students on these.</li></ol> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>EVALUATION/ ASSESSMENT METHODS</b>	<ol style="list-style-type: none"><li>1. Reflective Questions (What, Why, Who, How?). Allow students to answer and discuss.</li><li>2. Encourage students to ask questions for clarification.</li></ol> <p>Spend 5 minutes to evaluate student assimilation of the lesson content.</p>



**Lesson Plan No. 4.4**

**Course Name: Law of Torts  
including MV & CP Act**

**Course Code: BBALLB-  
203**

<b>OBJECTIVES</b>	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none"><li>Understand the concept of liability of the state under tort law.</li><li>Explore the conditions that determine when the state can be held liable for tortious acts.</li><li>Differentiate between sovereign and non-sovereign functions of the state.</li><li>Analyse case studies to assess the liability of the state in various scenarios.</li></ol>
<b>TEACHING AIDS (if any)</b>	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
<b>TEACHING DEVELOPMENT / CONTENT SUMMARY</b>	<ol style="list-style-type: none"><li><u>Introduction (5 Minutes)</u><ul style="list-style-type: none"><li>To give a general overview of the lecture.</li><li>To gather a general understanding from the students about their awareness of the topic to be taught.</li></ul></li><li><u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none"><li>Introduction to State Liability in Torts<ul style="list-style-type: none"><li>Explain the principle of state liability under tort law, holding the state accountable for its actions that cause harm to individuals.</li><li>Introduce the concept of sovereign immunity, historically shielding states from liability.</li></ul></li><li>Conditions for State Liability<ul style="list-style-type: none"><li>Discuss the conditions that must be met for the state to be held liable:<ol style="list-style-type: none"><li>Tortious act by state officials/employees.</li><li>Act in the course of official duties.</li><li>Negligence or wrongful intent causing harm.</li></ol></li></ul></li><li>Sovereign vs. Non-Sovereign Functions</li></ol></li></ol>



	<ul style="list-style-type: none"><li>• Differentiate between sovereign and non-sovereign functions of the state.</li><li>• Explain that the state may be immune from liability for acts related to its sovereign functions but may be liable for non-sovereign functions.</li></ul> <p>D. Doctrine of Vicarious Liability:</p> <ul style="list-style-type: none"><li>• Discuss the application of the doctrine of vicarious liability in state cases.</li><li>• Explain how the state can be held vicariously liable for the acts of its officials/employees.</li></ul> <p>E. Case Studies</p> <ul style="list-style-type: none"><li>• Present case studies involving state liability in various scenarios.</li><li>• Engage students in analysing the cases and determining whether the state should be held liable based on the conditions discussed.</li></ul>
<b>CLOSURE</b>	<ol style="list-style-type: none"><li>1. Summarize the lesson learning outcomes and get affirmation from students on these.</li></ol> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>EVALUATION/ ASSESSMENT METHODS</b>	<ol style="list-style-type: none"><li>1. Reflective Questions (What, Why, Who, How?). Allow students to answer and discuss.</li><li>2. Encourage students to ask questions for clarification.</li></ol> <p>Spend 5 minutes to evaluate student assimilation of the lesson content.</p>



**Lesson Plan No. 4.5**

**Course Name: Law of Torts  
including MV & CP Act**

**Course Code: BBALLB-  
203**

<b>OBJECTIVES</b>	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none"><li>Understand the concept of strict liability in tort law.</li><li>Differentiate between strict liability and negligence-based liability.</li><li>Identify situations where strict liability applies.</li><li>Analyse the rationale behind strict liability and its implications.</li></ol>
<b>TEACHING AIDS (if any)</b>	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
<b>TEACHING DEVELOPMENT / CONTENT SUMMARY</b>	<ol style="list-style-type: none"><li><u>Introduction (5 Minutes)</u><ul style="list-style-type: none"><li>To give a general overview of the lecture.</li><li>To gather a general understanding from the students about their awareness of the topic to be taught.</li></ul></li><li><u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none"><li><b>Introduction to Strict Liability</b><ul style="list-style-type: none"><li>Define strict liability as the legal responsibility imposed on a party for harm caused regardless of fault or intent.</li></ul></li><li><b>Strict Liability</b><ul style="list-style-type: none"><li>Focus on the act itself causing harm, regardless of care taken.</li><li>Present scenarios where strict liability may apply.</li><li>Rationale and Implications.</li><li>Explore the rationale behind strict liability, focusing on risk distribution and encouraging safety.</li><li>Discuss the impact of strict liability on manufacturers, owners, and individuals engaged in hazardous activities.</li></ul></li><li><b>Case Studies</b><ul style="list-style-type: none"><li>Provide case studies illustrating situations where strict liability was applied.</li></ul></li></ol></li></ol>



	<ul style="list-style-type: none"><li>• Engage students in analysing these cases to determine whether strict liability was appropriate and its impact.</li><li>• Explain how the state can be held vicariously liable for the acts of its officials/employees.</li></ul>
<b>CLOSURE</b>	<ol style="list-style-type: none"><li>1. Summarize the lesson learning outcomes and get affirmation from students on these.</li></ol> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>EVALUATION/ ASSESSMENT METHODS</b>	<ol style="list-style-type: none"><li>1. Reflective Questions (What, Why, Who, How?). Allow students to answer and discuss.</li><li>2. Encourage students to ask questions for clarification.</li></ol> <p>Spend 5 minutes to evaluate student assimilation of the lesson content.</p>



<b>Lesson Plan No. 4.6</b>	<b>Course Name: Law of Torts including MV &amp; CP Act</b>	<b>Course Code: BBALLB- 203</b>
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<b>OBJECTIVES</b>	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none"><li>Understand the concept of absolute liability in tort law.</li><li>Differentiate between strict liability and absolute liability.</li><li>Identify scenarios where absolute liability applies.</li><li>Analyse the rationale behind absolute liability and its implications.</li></ol>
<b>TEACHING AIDS (if any)</b>	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
<b>TEACHING DEVELOPMENT / CONTENT SUMMARY</b>	<ol style="list-style-type: none"><li><u>Introduction (5 Minutes)</u><ul style="list-style-type: none"><li>To give a general overview of the lecture.</li><li>To gather a general understanding from the students about their awareness of the topic to be taught.</li></ul></li><li><u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none"><li>Introduction to Absolute Liability<ul style="list-style-type: none"><li>Define absolute liability as the legal responsibility imposed on a party for harm caused, irrespective of fault, intent, or reasonable care.</li><li>Explain that absolute liability places the burden of compensation on the party causing harm.</li></ul></li><li>Distinction from Strict Liability<ul style="list-style-type: none"><li>Differentiate between absolute liability and strict liability.</li><li>Discuss situations where Absolute Liability applies.</li><li>Discuss the rationale for imposing absolute liability, focusing on the principle of deterrence and shifting the costs of harm to those engaging in high-risk activities.</li><li>Explore how absolute liability promotes safety and encourages responsible behaviour.</li><li>Provide case studies illustrating situations where absolute liability was applied.</li></ul></li></ol></li></ol>



<b>CLOSURE</b>	<ol style="list-style-type: none"><li>1. Summarize the lesson learning outcomes and get affirmation from students on these.</li></ol> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>EVALUATION/ ASSESSMENT METHODS</b>	<ol style="list-style-type: none"><li>1. Reflective Questions (What, Why, Who, How?). Allow students to answer and discuss.</li><li>2. Encourage students to ask questions for clarification.</li></ol> <p>Spend 5 minutes to evaluate student assimilation of the lesson content.</p>



<b>Lesson Plan No. 4.7</b>	<b>Course Name: Law of Torts including MV &amp; CP Act</b>	<b>Course Code: BBALLB- 203</b>
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<b>OBJECTIVES</b>	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none"><li>Understand the landmark case of <i>Rylands v. Fletcher</i> and its significance in establishing the principle of strict liability under tort law.</li><li>Analyse the key facts, issues, and legal principles presented in the case.</li><li>Identify the implications of the case on strict liability and the development of tort law.</li><li>Evaluate the impact of the case on liability for non-natural uses of land.</li></ol>
<b>TEACHING AIDS (if any)</b>	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
<b>TEACHING DEVELOPMENT / CONTENT SUMMARY</b>	<ol style="list-style-type: none"><li><u>Introduction (5 Minutes)</u><ul style="list-style-type: none"><li>To give a general overview of the lecture.</li><li>To gather a general understanding from the students about their awareness of the topic to be taught.</li></ul></li><li><u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none"><li>Introduction to the Case:<ul style="list-style-type: none"><li>Provide background information on the <i>Rylands v. Fletcher</i> case.</li><li>Explain that the case involves the flooding of one person's land due to the escape of water from another person's reservoir.</li></ul></li><li>Key Legal Arguments:<ul style="list-style-type: none"><li>Discuss the legal arguments presented by the parties involved.</li><li>The plaintiff's claim of damages due to the escape of water from the defendant's reservoir.</li><li>The defendant's argument that they were not negligent and that the escape was unforeseeable.</li></ul></li><li>Court's Decision and Rationale:</li></ol></li></ol>



	<ul style="list-style-type: none"><li>• Present the court's decision and reasoning behind imposing strict liability.</li><li>• Explain how the court established the principle that a person who brings onto their land something that is likely to cause harm if it escapes is strictly liable for any resulting damage.</li><li>• Discuss how <i>Rylands v. Fletcher</i> case contributed to the development of strict liability principles in tort law.</li><li>• Explore how the case influenced subsequent judgments and legislation related to liability for non-natural uses of land.</li></ul>
<b>CLOSURE</b>	<ol style="list-style-type: none"><li>1. Summarize the lesson learning outcomes and get affirmation from students on these.</li></ol> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>EVALUATION/ ASSESSMENT METHODS</b>	<ol style="list-style-type: none"><li>1. Reflective Questions (What, Why, Who, How?). Allow students to answer and discuss.</li><li>2. Encourage students to ask questions for clarification.</li></ol> <p>Spend 5 minutes to evaluate student assimilation of the lesson content.</p>



<b>Lesson Plan No. 4.8</b>	<b>Course Name: Law of Torts including MV &amp; CP Act</b>	<b>Course Code: BBALLB-203</b>
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<b>OBJECTIVES</b>	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none"><li>Understand the landmark case of <i>M.C. Mehta v. Union of India</i> and its significance in establishing absolute liability under tort law.</li><li>Analyse the key arguments and principles presented in the case.</li><li>Identify the implications of the case on environmental protection and industrial activities.</li><li>Evaluate the impact of the case on the concept of absolute liability.</li></ol>
<b>TEACHING AIDS (if any)</b>	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
<b>TEACHING DEVELOPMENT / CONTENT SUMMARY</b>	<ol style="list-style-type: none"><li><u>Introduction (5 Minutes)</u><ul style="list-style-type: none"><li>To give a general overview of the lecture.</li><li>To gather a general understanding from the students about their awareness of the topic to be taught.</li></ul></li><li><u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none"><li><b>Introduction to the Case</b><ul style="list-style-type: none"><li>Provide background information on <i>M.C. Mehta v. Union of India</i> case.</li><li>Explain that the case involves the Oleum Gas Leak and its aftermath, highlighting the environmental and human consequences.</li></ul></li><li><b>Key Legal Arguments</b><ul style="list-style-type: none"><li>Discuss the legal arguments presented by the parties involved:</li><li>Explain the concept of strict liability in the context of industrial activities.</li></ul></li><li><b>Court's Decision and Rationale</b><ul style="list-style-type: none"><li>Present the court's decision and reasoning behind imposing strict liability.</li></ul></li></ol></li></ol>



	<ul style="list-style-type: none"><li>• Explain how the court applied the principles of strict liability to hold the parties accountable for the disaster, emphasizing the importance of protection against hazardous activities.</li></ul> <p>D. Implications for Strict Liability</p> <ul style="list-style-type: none"><li>• Discuss how the case of <i>M.C. Mehta v. Union of India</i> contributed to the development of absolute liability principles in tort law.</li><li>• Explore how the case influenced subsequent judgments and legislation related to environmental protection and industrial safety.</li></ul>
<b>CLOSURE</b>	<ol style="list-style-type: none"><li>1. Summarize the lesson learning outcomes and get affirmation from students on these.</li></ol> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>EVALUATION/ ASSESSMENT METHODS</b>	<ol style="list-style-type: none"><li>1. Reflective Questions (What, Why, Who, How?). Allow students to answer and discuss.</li><li>2. Encourage students to ask questions for clarification.</li></ol> <p>Spend 5 minutes to evaluate student assimilation of the lesson content.</p>



<b>Lesson Plan No. 5.1</b>	<b>Course Name: Law of Torts including MV &amp; CP Act</b>	<b>Course Code: BBALLB- 203</b>
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<b>OBJECTIVES</b>	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none"><li>Understand the key provisions and objectives of the Consumer Protection Act, 2019.</li><li>Analyse the significance of the Act in safeguarding consumer rights and interests.</li><li>Identify the changes introduced by the Act compared to the previous consumer protection framework.</li><li>Evaluate the implications of the Act on consumer-business relationships.</li></ol>
<b>TEACHING AIDS (if any)</b>	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
<b>TEACHING DEVELOPMENT / CONTENT SUMMARY</b>	<ol style="list-style-type: none"><li><u>Introduction (5 Minutes)</u><ul style="list-style-type: none"><li>To give a general overview of the lecture.</li><li>To gather a general understanding from the students about their awareness of the topic to be taught.</li></ul></li><li><u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none"><li><u>Introduction to the Consumer Protection Act, 2019</u><ul style="list-style-type: none"><li>Explain the significance of consumer protection in modern society.</li><li>Introduce the Consumer Protection Act, 2019 as a comprehensive legislation aimed at addressing issues related to consumer rights and disputes.</li></ul></li><li><u>Key Salient Features</u><ul style="list-style-type: none"><li>Discuss the major provisions and salient features of the Act.</li><li>Explain the primary objectives of the Act.</li></ul></li><li><u>Comparison with Previous Framework</u></li></ol></li></ol>



	<ul style="list-style-type: none"><li>• Compare the Consumer Protection Act, 2019 with the earlier consumer protection framework, highlighting the improvements and changes brought by the new Act.</li></ul>
<b>CLOSURE</b>	<ol style="list-style-type: none"><li>1. Summarize the lesson learning outcomes and get affirmation from students on these.</li></ol> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>EVALUATION/ ASSESSMENT METHODS</b>	<ol style="list-style-type: none"><li>1. Reflective Questions (What, Why, Who, How?). Allow students to answer and discuss.</li><li>2. Encourage students to ask questions for clarification.</li></ol> <p>Spend 5 minutes to evaluate student assimilation of the lesson content.</p>



<b>Lesson Plan No. 5.2</b>	<b>Course Name: Law of Torts including MV &amp; CP Act</b>	<b>Course Code: BBALLB-203</b>
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<b>OBJECTIVES</b>	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none"><li>Understand the key definitions in the context of the Consumer Protection Act, 2019.</li><li>Analyse the key definitions provided in the Act and their implications.</li><li>Identify the scope and application of these definitions in consumer-related scenarios.</li><li>Evaluate the impact of clear definitions on consumer protection and business practices.</li></ol>
<b>TEACHING AIDS (if any)</b>	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
<b>TEACHING DEVELOPMENT / CONTENT SUMMARY</b>	<ol style="list-style-type: none"><li><u>Introduction (5 Minutes)</u><ul style="list-style-type: none"><li>To give a general overview of the lecture.</li><li>To gather a general understanding from the students about their awareness of the topic to be taught.</li></ul></li><li><u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none"><li><b>Importance of Definitions in the Act</b><ul style="list-style-type: none"><li>Explain the significance of clear and precise definitions in any legal framework.</li><li>Introduce the role of definitions in ensuring clarity and consistency in the Consumer Protection Act, 2019.</li></ul></li><li><b>Key Definitions in the Act</b><ul style="list-style-type: none"><li>Present and discuss important definitions from the Act, including terms like:<ol style="list-style-type: none"><li>Consumer</li><li>Complaint</li><li>Complainant</li><li>E-commerce</li><li>Unfair trade practice</li><li>Product liability</li></ol></li></ul></li></ol></li></ol>



	<ul style="list-style-type: none"><li>• Explain the meaning and scope of each definition.</li></ul> <p>C. Implications of Definitions</p> <ul style="list-style-type: none"><li>• Analyse the implications of these definitions in real-life consumer-related scenarios, such as purchasing goods online or dealing with defective products.</li></ul> <p>D. Application in Consumer Disputes</p> <ul style="list-style-type: none"><li>• Discuss how these definitions are crucial in resolving consumer disputes, guiding the identification of parties involved and their respective rights and responsibilities.</li></ul>
<b>CLOSURE</b>	<ol style="list-style-type: none"><li>1. Summarize the lesson learning outcomes and get affirmation from students on these.</li></ol> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>EVALUATION/ ASSESSMENT METHODS</b>	<ol style="list-style-type: none"><li>1. Reflective Questions (What, Why, Who, How?). Allow students to answer and discuss.</li><li>2. Encourage students to ask questions for clarification.</li></ol> <p>Spend 5 minutes to evaluate student assimilation of the lesson content.</p>



<b>Lesson Plan No. 5.3</b>	<b>Course Name: Law of Torts including MV &amp; CP Act</b>	<b>Course Code: BBALLB- 203</b>
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<b>OBJECTIVES</b>	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none"><li>Understand the establishment, composition, nature, and objectives of Consumer Protection Councils (CPCs) under the Consumer Protection Act, 2019.</li><li>Analyse the significance of CPCs in promoting consumer rights and welfare.</li><li>Identify the procedure of CPC meetings and their role in consumer dispute resolution.</li><li>Evaluate the role of CPCs in creating awareness and educating consumers.</li></ol>
<b>TEACHING AIDS (if any)</b>	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
<b>TEACHING DEVELOPMENT / CONTENT SUMMARY</b>	<ol style="list-style-type: none"><li><u>Introduction (5 Minutes)</u><ul style="list-style-type: none"><li>To give a general overview of the lecture.</li><li>To gather a general understanding from the students about their awareness of the topic to be taught.</li></ul></li><li><u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none"><li>Introduction to Consumer Protection Councils (CPCs)<ul style="list-style-type: none"><li>Explain the importance of CPCs in the Consumer Protection Act, 2019.</li><li>Introduce the role of CPCs in promoting consumer rights, awareness, and redressal.</li></ul></li><li>Establishment and Composition<ul style="list-style-type: none"><li>Describe the establishment of CPCs at the district, state, and national levels.</li><li>Discuss the composition of CPCs, including representatives from consumer organizations, government departments, and other stakeholders.</li></ul></li></ol></li></ol>



	<p>C. Nature and Objectives of CPCs</p> <ul style="list-style-type: none"><li>• Explain the voluntary and advisory nature of CPCs, distinguishing them from adjudicatory bodies.</li><li>• Present the objectives of CPCs, such as protecting consumer rights, promoting consumer education, and advising on policies.</li></ul> <p>D. Procedure of Meetings</p> <ul style="list-style-type: none"><li>• Describe the procedure of CPC meetings, including the frequency, quorum, and conduct of meetings.</li><li>• Discuss how CPCs deliberate on consumer-related issues and provide recommendations.</li></ul>
<b>CLOSURE</b>	<p>1. Summarize the lesson learning outcomes and get affirmation from students on these.</p> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>EVALUATION/ ASSESSMENT METHODS</b>	<p>1. Reflective Questions (What, Why, Who, How?). Allow students to answer and discuss.</p> <p>2. Encourage students to ask questions for clarification.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson content.</p>



<b>Lesson Plan No. 5.4</b>	<b>Course Name: Law of Torts including MV &amp; CP Act</b>	<b>Course Code: BBALLB-203</b>
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<b>OBJECTIVES</b>	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none"> <li>Understand the establishment, composition, powers, and functions of the Central Consumer Protection Authority (CCPA) under the Consumer Protection Act, 2019.</li> <li>Analyse the significance of CCPA in ensuring consumer rights and addressing unfair trade practices.</li> <li>Identify the role of CCPA in consumer dispute resolution and enforcement of consumer protection laws.</li> <li>Evaluate the implications of CCPA on businesses and consumers.</li> </ol>
<b>TEACHING AIDS (if any)</b>	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
<b>TEACHING DEVELOPMENT / CONTENT SUMMARY</b>	<ol style="list-style-type: none"> <li><u>Introduction (5 Minutes)</u> <ul style="list-style-type: none"> <li>To give a general overview of the lecture.</li> <li>To gather a general understanding from the students about their awareness of the topic to be taught.</li> </ul> </li> <li><u>Lecture / Discussion (35 Minutes)</u> <ol style="list-style-type: none"> <li>Introduction to the Central Consumer Protection Authority (CCPA)           <ul style="list-style-type: none"> <li>Explain the establishment of CCPA as a regulatory body under the Consumer Protection Act, 2019.</li> <li>Introduce the role of CCPA in promoting, protecting, and enforcing consumer rights.</li> </ul> </li> <li>Composition and Powers of CCPA           <ul style="list-style-type: none"> <li>Describe the composition of CCPA, including the Chief Commissioner and Commissioners.</li> <li>Discuss the wide-ranging powers of CCPA to investigate, inquire, and initiate actions against unfair trade practices.</li> </ul> </li> <li>Functions of CCPA</li> </ol> </li> </ol>



	<ul style="list-style-type: none"><li>• Present the functions of CCPA, such as conducting investigations into violations of consumer rights, issuing corrective orders, and imposing penalties.</li><li>• Explain how CCPA contributes to consumer dispute resolution by taking suo-motu actions and intervening in class action suits.</li></ul>
<b>CLOSURE</b>	<ol style="list-style-type: none"><li>1. Summarize the lesson learning outcomes and get affirmation from students on these.</li></ol> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>EVALUATION/ ASSESSMENT METHODS</b>	<ol style="list-style-type: none"><li>1. Reflective Questions (What, Why, Who, How?). Allow students to answer and discuss.</li><li>2. Encourage students to ask questions for clarification.</li></ol> <p>Spend 5 minutes to evaluate student assimilation of the lesson content.</p>



**Lesson Plan No. 5.5**

**Course Name: Law of Torts  
including MV & CP Act**

**Course Code: BBALLB-  
203**

<b>OBJECTIVES</b>	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none"><li>Understand the establishment, composition, jurisdiction and appeal process of the Consumer Protection Redressal Commission (CPRC) under the Consumer Protection Act, 2019.</li><li>Analyse the role of CPRC in providing effective remedies to consumers and resolving disputes.</li><li>Identify the importance of the appeal mechanism in ensuring fair and just outcomes.</li><li>Evaluate the implications of CPRC on consumer protection and dispute resolution.</li></ol>
<b>TEACHING AIDS (if any)</b>	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
<b>TEACHING DEVELOPMENT / CONTENT SUMMARY</b>	<ol style="list-style-type: none"><li><u>Introduction (5 Minutes)</u><ul style="list-style-type: none"><li>To give a general overview of the lecture.</li><li>To gather a general understanding from the students about their awareness of the topic to be taught.</li></ul></li><li><u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none"><li>Introduction to Consumer Protection Redressal Commission (CPRC):<ul style="list-style-type: none"><li>Explain the establishment of CPRC as a quasi-judicial body under the Consumer Protection Act, 2019.</li><li>Introduce the role of CPRC in providing an accessible and efficient platform for consumers to seek remedies.</li></ul></li><li>Composition of CPRC<ul style="list-style-type: none"><li>Describe the composition of CPRC, including the President and members with judicial or legal expertise.</li><li>Explain how the diverse composition ensures impartiality and expertise in consumer dispute resolution.</li></ul></li></ol></li></ol>



	<p>C. Jurisdiction of CPRC</p> <ul style="list-style-type: none"><li>• Present the jurisdiction of CPRC based on the value of goods or services involved in the consumer complaint.</li><li>• Discuss the types of cases CPRC can adjudicate, such as unfair trade practices and defective products.</li></ul> <p>D. Appeal Process</p> <ul style="list-style-type: none"><li>• Explain the provision for appeal against the CPRC's orders to the State Consumer Disputes Redressal Commission and the National Consumer Disputes Redressal Commission.</li><li>• Discuss how the appeal process ensures a mechanism for reviewing decisions and upholding justice.</li></ul>
<b>CLOSURE</b>	<p>1. Summarize the lesson learning outcomes and get affirmation from students on these.</p> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>EVALUATION/ ASSESSMENT METHODS</b>	<p>1. Reflective Questions (What, Why, Who, How?). Allow students to answer and discuss.</p> <p>2. Encourage students to ask questions for clarification.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson content.</p>



<b>Lesson Plan No. 5.6</b>	<b>Course Name: Law of Torts including MV &amp; CP Act</b>	<b>Course Code: BBALLB-203</b>
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<b>OBJECTIVES</b>	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none"><li>Understand the establishment, composition, jurisdiction and appeal process of the Consumer Protection Redressal Commission (CPRC) under the Consumer Protection Act, 2019.</li><li>Analyse the role of CPRC in providing effective remedies to consumers and resolving disputes.</li><li>Identify the importance of the appeal mechanism in ensuring fair and just outcomes.</li><li>Evaluate the implications of CPRC on consumer protection and dispute resolution.</li></ol>
<b>TEACHING AIDS (if any)</b>	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
<b>TEACHING DEVELOPMENT / CONTENT SUMMARY</b>	<ol style="list-style-type: none"><li><u>Introduction (5 Minutes)</u><ul style="list-style-type: none"><li>To give a general overview of the lecture.</li><li>To gather a general understanding from the students about their awareness of the topic to be taught.</li></ul></li><li><u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none"><li><u>Introduction to Consumer Protection Redressal Commission (CPRC):</u><ul style="list-style-type: none"><li>Explain the establishment of CPRC as a quasi-judicial body under the Consumer Protection Act, 2019.</li><li>Introduce the role of CPRC in providing an accessible and efficient platform for consumers to seek remedies.</li></ul></li><li><u>Composition of CPRC</u><ul style="list-style-type: none"><li>Describe the composition of CPRC, including the President and members with judicial or legal expertise.</li><li>Explain how the diverse composition ensures impartiality and expertise in consumer dispute resolution.</li></ul></li></ol></li></ol>



	<p>C. Jurisdiction of CPRC</p> <ul style="list-style-type: none"><li>• Present the jurisdiction of CPRC based on the value of goods or services involved in the consumer complaint.</li><li>• Discuss the types of cases CPRC can adjudicate, such as unfair trade practices and defective products.</li></ul> <p>D. Appeal Process</p> <ul style="list-style-type: none"><li>• Explain the provision for appeal against the CPRC's orders to the State Consumer Disputes Redressal Commission and the National Consumer Disputes Redressal Commission.</li><li>• Discuss how the appeal process ensures a mechanism for reviewing decisions and upholding justice.</li></ul>
<b>CLOSURE</b>	<p>1. Summarize the lesson learning outcomes and get affirmation from students on these.</p> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>EVALUATION/ ASSESSMENT METHODS</b>	<p>1. Reflective Questions (What, Why, Who, How?). Allow students to answer and discuss.</p> <p>2. Encourage students to ask questions for clarification.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson content.</p>



<b>Lesson Plan No. 5.7</b>	<b>Course Name: Law of Torts including MV &amp; CP Act</b>	<b>Course Code: BBALLB-203</b>
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<b>OBJECTIVES</b>	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none"><li>Understand the concept of mediation and its role in consumer dispute resolution under the Consumer Protection Act, 2019.</li><li>Analyse the benefits of mediation in resolving consumer disputes and promoting amicable settlements.</li><li>Identify the process and procedure of mediation as outlined in the Act.</li><li>Evaluate the implications of mediation on consumer protection and the legal system.</li></ol>
<b>TEACHING AIDS (if any)</b>	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
<b>TEACHING DEVELOPMENT / CONTENT SUMMARY</b>	<ol style="list-style-type: none"><li><u>Introduction (5 Minutes)</u><ul style="list-style-type: none"><li>To give a general overview of the lecture.</li><li>To gather a general understanding from the students about their awareness of the topic to be taught.</li></ul></li><li><u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none"><li>Introduction to Mediation<ul style="list-style-type: none"><li>Define mediation as an alternative dispute resolution method.</li><li>Explain the role of mediation in facilitating open communication and resolving conflicts without resorting to formal litigation.</li></ul></li><li>Benefits of Mediation in Consumer Dispute Resolution<ul style="list-style-type: none"><li>Discuss the advantages of mediation, such as cost-effectiveness, speed, and preserving business-consumer relationships.</li><li>Analyse how mediation allows parties to have greater control over the outcome compared to a court decision.</li></ul></li><li>Process and Procedure of Mediation under the Act<ul style="list-style-type: none"><li>Explain the provision for mediation under the Consumer Protection Act, 2019.</li></ul></li></ol></li></ol>



	<ul style="list-style-type: none"><li>• Describe the process of initiating mediation, selecting a mediator, and conducting the mediation session.</li><li>• Discuss how parties can voluntarily participate in mediation or opt for other dispute resolution methods.</li></ul> <p>D. Implications of Mediation on Consumer Protection</p> <ul style="list-style-type: none"><li>• Explore how mediation aligns with the Act's objective of providing efficient and consumer-friendly dispute resolution mechanisms.</li><li>• Discuss how successful mediation contributes to consumer satisfaction and overall consumer protection.</li></ul>
<b>CLOSURE</b>	<ol style="list-style-type: none"><li>1. Summarize the lesson learning outcomes and get affirmation from students on these.</li></ol> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>EVALUATION/ ASSESSMENT METHODS</b>	<ol style="list-style-type: none"><li>1. Reflective Questions (What, Why, Who, How?). Allow students to answer and discuss.</li><li>2. Encourage students to ask questions for clarification.</li></ol> <p>Spend 5 minutes to evaluate student assimilation of the lesson content.</p>



**Lesson Plan No. 5.8**

**Course Name: Law of Torts  
including MV & CP Act**

**Course Code: BBALLB-  
203**

<b>OBJECTIVES</b>	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none"><li>Understand the concept of mediation and its role in consumer dispute resolution under the Consumer Protection Act, 2019.</li><li>Analyse the benefits of mediation in resolving consumer disputes and promoting amicable settlements.</li><li>Identify the process and procedure of mediation as outlined in the Act.</li><li>Evaluate the implications of mediation on consumer protection and the legal system.</li></ol>
<b>TEACHING AIDS (if any)</b>	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
<b>TEACHING DEVELOPMENT / CONTENT SUMMARY</b>	<ol style="list-style-type: none"><li><u>Introduction (5 Minutes)</u><ul style="list-style-type: none"><li>To give a general overview of the lecture.</li><li>To gather a general understanding from the students about their awareness of the topic to be taught.</li></ul></li><li><u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none"><li>Implications of Mediation on Consumer Protection<ul style="list-style-type: none"><li>Explore how mediation aligns with the Act's objective of providing efficient and consumer-friendly dispute resolution mechanisms.</li><li>Discuss how successful mediation contributes to consumer satisfaction and overall consumer protection.</li></ul></li><li>Role Play Mediation Session<ul style="list-style-type: none"><li>Divide students into pairs, with one student playing the role of a consumer and the other the role of a business representative. Assign a hypothetical consumer dispute scenario. Have students engage in a mock mediation session to resolve the dispute amicably.</li></ul></li></ol></li></ol>



<b>CLOSURE</b>	<ol style="list-style-type: none"><li>1. Summarize the lesson learning outcomes and get affirmation from students on these.</li></ol> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>EVALUATION/ ASSESSMENT METHODS</b>	<ol style="list-style-type: none"><li>1. Reflective Questions (What, Why, Who, How?). Allow students to answer and discuss.</li><li>2. Encourage students to ask questions for clarification.</li></ol> <p>Spend 5 minutes to evaluate student assimilation of the lesson content.</p>



<b>Lesson Plan No. 5.9</b>	<b>Course Name: Law of Torts including MV &amp; CP Act</b>	<b>Course Code: BBALLB-203</b>
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<b>OBJECTIVES</b>	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none"><li>Understand the objectives of the Motor Vehicles Act, 1988 and its significance in regulating road safety and transportation in India.</li><li>Analyse the key salient features and provisions of the Act.</li><li>Identify the impact of the Act on road users, vehicle owners, and the general public.</li><li>Evaluate the effectiveness of the Act in achieving its intended goals.</li></ol>
<b>TEACHING AIDS (if any)</b>	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
<b>TEACHING DEVELOPMENT / CONTENT SUMMARY</b>	<ol style="list-style-type: none"><li><u>Introduction (5 Minutes)</u><ul style="list-style-type: none"><li>To give a general overview of the lecture.</li><li>To gather a general understanding from the students about their awareness of the topic to be taught.</li></ul></li><li><u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none"><li>Introduction to the Motor Vehicles Act, 1988<ul style="list-style-type: none"><li>Explain the significance of the Motor Vehicles Act, 1988 as a comprehensive legislation governing road safety, vehicle registration, and transportation in India.</li><li>Introduce the objectives of the Act, emphasizing its role in promoting road safety and efficient transportation.</li></ul></li><li>Objectives of the Act<ul style="list-style-type: none"><li>Present the primary objectives of the Act, including regulating the use of motor vehicles, ensuring road safety, and providing a legal framework for various aspects of vehicle operation and ownership.</li></ul></li><li>Salient Features and Provisions<ul style="list-style-type: none"><li>Discuss key salient features and provisions of the Act, such as:<ol style="list-style-type: none"><li>Licensing of drivers and conductors.</li><li>Registration of motor vehicles.</li></ol></li></ul></li></ol></li></ol>



	<p>c) Road safety measures. d) Insurance requirements. e) Traffic rules and penalties.</p> <p>D. Impact of the Act</p> <ul style="list-style-type: none"><li>Analyse the impact of the Act on different stakeholders, including vehicle owners, road users, law enforcement agencies, and the general public.</li><li>Discuss how the Act has contributed to safer roads, organized transportation, and reduced accidents.</li></ul>
<b>CLOSURE</b>	<p>1. Summarize the lesson learning outcomes and get affirmation from students on these.</p> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>EVALUATION/ ASSESSMENT METHODS</b>	<p>1. Reflective Questions (What, Why, Who, How?). Allow students to answer and discuss.</p> <p>2. Encourage students to ask questions for clarification.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson content.</p>



<b>Lesson Plan No. 5.10</b>	<b>Course Name: Law of Torts including MV &amp; CP Act</b>	<b>Course Code: BBALLB- 203</b>
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<b>OBJECTIVES</b>	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none"><li>Understand the objectives of the Motor Vehicles Act, 1988 and its significance in regulating road safety and transportation in India.</li><li>Analyse the key salient features and provisions of the Act.</li><li>Identify the impact of the Act on road users, vehicle owners, and the general public.</li><li>Evaluate the effectiveness of the Act in achieving its intended goals.</li></ol>
<b>TEACHING AIDS (if any)</b>	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
<b>TEACHING DEVELOPMENT / CONTENT SUMMARY</b>	<ol style="list-style-type: none"><li><u>Introduction (5 Minutes)</u><ul style="list-style-type: none"><li>To give a general overview of the lecture.</li><li>To gather a general understanding from the students about their awareness of the topic to be taught.</li></ul></li><li><u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none"><li>Introduction to the Motor Vehicles Act, 1988<ul style="list-style-type: none"><li>Explain the significance of the Motor Vehicles Act, 1988 as a comprehensive legislation governing road safety, vehicle registration, and transportation in India.</li><li>Introduce the objectives of the Act, emphasizing its role in promoting road safety and efficient transportation.</li></ul></li><li>Objectives of the Act<ul style="list-style-type: none"><li>Present the primary objectives of the Act, including regulating the use of motor vehicles, ensuring road safety, and providing a legal framework for various aspects of vehicle operation and ownership.</li></ul></li><li>Salient Features and Provisions<ul style="list-style-type: none"><li>Discuss key salient features and provisions of the Act, such as:<ol style="list-style-type: none"><li>Licensing of drivers and conductors.</li></ol></li></ul></li></ol></li></ol>



	<p>b) Registration of motor vehicles. c) Road safety measures. d) Insurance requirements. e) Traffic rules and penalties.</p> <p>D. Impact of the Act</p> <ul style="list-style-type: none"><li>• Analyse the impact of the Act on different stakeholders, including vehicle owners, road users, law enforcement agencies, and the general public.</li><li>• Discuss how the Act has contributed to safer roads, organized transportation, and reduced accidents.</li></ul>
<b>CLOSURE</b>	<p>1. Summarize the lesson learning outcomes and get affirmation from students on these.</p> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>EVALUATION/ ASSESSMENT METHODS</b>	<p>1. Reflective Questions (What, Why, Who, How?). Allow students to answer and discuss.</p> <p>2. Encourage students to ask questions for clarification.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson content.</p>



<b>Lesson Plan No. 5.11</b>	<b>Course Name: Law of Torts including MV &amp; CP Act</b>	<b>Course Code: BBALLB- 203</b>
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<b>OBJECTIVES</b>	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none"><li>Understand the key objectives and motivations behind the Motor Vehicles (Amendment) Act, 2019.</li><li>Analyse the significant changes &amp; provisions introduced by the amendment.</li><li>Identify the impact of the amendment on road safety, transportation efficiency, and legal enforcement.</li><li>Evaluate the effectiveness of the amendment in achieving its intended goals.</li></ol>
<b>TEACHING AIDS (if any)</b>	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
<b>TEACHING DEVELOPMENT / CONTENT SUMMARY</b>	<ol style="list-style-type: none"><li><u>Introduction (5 Minutes)</u><ul style="list-style-type: none"><li>To give a general overview of the lecture.</li><li>To gather a general understanding from the students about their awareness of the topic to be taught.</li></ul></li><li><u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none"><li>Introduction to the Motor Vehicles (Amendment) Act, 2019<ul style="list-style-type: none"><li>Explain the context and need for amending the Motor Vehicles Act.</li><li>Introduce the key objectives of the amendment, such as enhancing road safety, reducing accidents, and streamlining transportation processes.</li></ul></li><li>Significant Changes and Provisions<ul style="list-style-type: none"><li>Discuss the major changes introduced by the amendment, including:<ol style="list-style-type: none"><li>Stricter penalties for traffic violations.</li><li>Implementation of electronic enforcement and monitoring systems.</li><li>Focus on improving road safety education and awareness.</li></ol></li></ul></li><li>Impact on Road Safety and Transportation</li></ol></li></ol>



	<ul style="list-style-type: none"><li>Analyse the potential impact of the amendment on road safety, accident reduction, and improved traffic management.</li><li>Discuss how the amendment aims to address challenges such as rash driving, drunk driving, and overloading.</li></ul> <p>D. Legal Enforcement and Implementation</p> <ul style="list-style-type: none"><li>Explain the mechanisms introduced by the amendment for effective legal enforcement, including electronic monitoring and stricter penalties.</li><li>Discuss the role of law enforcement agencies in implementing the provisions of the amended Act.</li></ul>
<b>CLOSURE</b>	<ol style="list-style-type: none"><li>Summarize the lesson learning outcomes and get affirmation from students on these.</li></ol> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>EVALUATION/ ASSESSMENT METHODS</b>	<ol style="list-style-type: none"><li>Reflective Questions (What, Why, Who, How?). Allow students to answer and discuss.</li><li>Encourage students to ask questions for clarification.</li></ol> <p>Spend 5 minutes to evaluate student assimilation of the lesson content.</p>