



Kot Bhalwal, Jammu



Model Institute of Engineering
& Technology (Autonomous)
Dr. Arun K. Gupta Teaching-Learning Centre

School of Law

Details of Lesson Plan

S.No.	Particulars	Details
1.	Course Name	Constitutional Law - I
2.	Course Code	BBALLB-301
3.	Academic Year	2024-25
4.	Semester	Third
5.	Number of Lesson plans	48
6.	Faculty Assigned	Mr. Bhanu Partap Singh Sambyal and Dr. Rohini Sharma

Faculty Signature



Version 1.1

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Lesson Plan No. 1	Course Name: Constitutional Law-I Topic: Constitution and Constitutionalism	Course No.: BBALLB-301
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Objectives	At the end of the lesson the student shall be able to: a. Explain the concept of the Constitution as the supreme law of the land. b. Distinguish between the concepts of Constitution and Constitutionalism. c. Discuss the principles underlying Constitutionalism and their importance in a democratic society. d. Analyze the role of the Constitution in limiting government power and protecting individual rights.
Teaching Aids (if any)	a. PowerPoint Presentation. b. YouTube Video c. Use of an interactive quiz tool like Kahoot or Nearpod.
Teaching Development	1. Introduction (5 minutes) - Begin with a few probing questions: What do you understand by the term “Constitution”? Why do countries have a Constitution? Can a government operate without a Constitution? - Introduce the concept of Constitutionalism, contrasting it with merely having a Constitution. - Show the structure of a typical Constitution (Preamble, Fundamental Rights, Directive Principles, etc.). 2. Development (30 minutes) a. The Constitution as Supreme Law: - Explain the hierarchical position of the Constitution in the legal framework. - Discuss how the Constitution limits the powers of the government. - Use case studies or landmark judgments to illustrate the point. b. Constitution vs. Constitutionalism: - Define Constitutionalism as the idea that government power is not absolute but limited by law. - Discuss the difference between having a Constitution and practicing Constitutionalism. - Illustrate with examples of countries that have a Constitution but lack Constitutionalism. - Short video https://youtu.be/49-pEUE9-2c?si=CeUNPD7KJinYPkF9 c. Principles of Constitutionalism: - Rule of Law: Explain that laws apply equally to all, including



	<p>those who govern.</p> <ul style="list-style-type: none">- Separation of Powers: Introduce the idea that power is divided among branches of government to prevent tyranny.- Protection of Fundamental Rights: Discuss how Constitutionalism ensures that individual rights are protected. <p>d. Challenges to Constitutionalism:</p> <ul style="list-style-type: none">- Discuss real-world examples where Constitutionalism is threatened (e.g., Emergency periods, authoritarian regimes).- Address the importance of vigilance and active citizenship in maintaining Constitutionalism. <p>3. Exercise (5 minutes) – Present students with scenarios (e.g., government actions, judicial decisions) and ask them to identify whether the actions align with the principles of Constitutionalism.</p>
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading<ul style="list-style-type: none">- Relevant sections from “Indian Constitutional Law” by M.P. Jain (pages 1-9).3. Homework<ul style="list-style-type: none">- Write a short essay (500 words) on “The Role of Constitutionalism in Modern Democracies” and submit it via Google Classroom. <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<p>Reflective Questions:</p> <ol style="list-style-type: none">1. What is the difference between a Constitution and Constitutionalism?2. Why is Constitutionalism important in a democracy? <p>Spend 5 minutes to evaluate student assimilation of the lesson contents.</p>



Lesson Plan No. 2	Course Name: Constitutional Law-I Topic: Preamble	Course No.: BBALLB-301
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Objectives	At the end of the lesson the student shall be able to: a. Understand the significance and role of the Preamble in the Indian Constitution. b. Analyze the key terms used in the Preamble: Sovereign, Socialist, Secular, Democratic, Republic. c. Discuss the philosophical underpinnings of the Preamble and its impact on the interpretation of the Constitution. d. Evaluate the judicial perspective on the Preamble's role in constitutional interpretation.
Teaching Aids (if any)	a. Visual PowerPoint Presentation. b. YouTube video.
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes)<ul style="list-style-type: none">- Start with questions to engage the students: What is a preamble? Why do you think the Indian Constitution has a Preamble? How does the Preamble reflect the essence of the Indian Constitution?- Present the text of the Preamble on a slide, emphasizing its structure and wording.- Explain the purpose of the Preamble as an introductory statement that reflects the underlying philosophy and objectives of the Constitution.2. Development (30 minutes)<ol style="list-style-type: none">a. The Significance of the Preamble:<ul style="list-style-type: none">- Discuss the role of the Preamble as the guiding light for the Constitution, setting the tone for its interpretation.- Highlight the debates in the Constituent Assembly about the inclusion of the Preamble.- Explain how the Preamble encapsulates the objectives of justice, liberty, equality, and fraternity.- YouTube Video on the making of the Indian Constitution. https://youtu.be/XrKEtEzqZ7g?si=HHrUzLFfkKplHeib. Analysis of Key Terms:<ul style="list-style-type: none">- Sovereign: Explain India's independence and authority to govern itself.- Socialist: Discuss the commitment to social and economic equality.- Secular: Explore the concept of secularism as equal respect for all religions.- Democratic: Explain the importance of democracy as a form of



	<p>government by the people.</p> <ul style="list-style-type: none"> - Republic: Discuss the idea of India being a republic with an elected head of state. - Use examples and visual aids to clarify these concepts. <p>c. Philosophical Underpinnings:</p> <ul style="list-style-type: none"> - Discuss the influence of various philosophies and ideologies (e.g., Gandhian, Nehruvian) on the Preamble. - Highlight how the Preamble reflects the aspirations of the Indian people at the time of independence. <p>d. Judicial Interpretation of the Preamble:</p> <ul style="list-style-type: none"> - Discuss landmark cases such as the Kesavananda Bharati case, where the Supreme Court recognized the Preamble as part of the Constitution's basic structure. - Analyze how the Preamble has been used in interpreting constitutional provisions. - Discuss the ongoing debate about the justiciability of the Preamble. <p>3. Exercise (5 minutes) – Provide students with different constitutional scenarios and ask them to explain which aspect of the Preamble would be most relevant.</p>
<p>Closure</p>	<ol style="list-style-type: none"> 1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Suggested Reading <ul style="list-style-type: none"> - Relevant excerpts from the Constituent Assembly Debates (<i>available at:</i> https://www.constitutionofindia.net/articles/preamble/) 3. Homework <ul style="list-style-type: none"> - Write a brief reflection (300-400 words) on how the Preamble of the Indian Constitution influences the interpretation of fundamental rights. <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<p>Evaluation</p>	<p>Reflective Questions</p> <ol style="list-style-type: none"> 1. How does the Preamble shape our understanding of the Constitution? 2. Why are the terms used in the Preamble significant? <p>Spend 5 minutes to evaluate student assimilation of the lesson contents.</p>



Lesson Plan No. 3	Course Name: Constitutional Law-I Topic: Salient Features of the Indian Constitution	Course No.: BBALLB-301
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Objectives	At the end of the lesson the student shall be able to: a. Identify the key features that define the Indian Constitution. b. Explain the significance of these features in the functioning of the Indian democratic system. c. Compare the Indian Constitution with other constitutions to understand its uniqueness. d. Evaluate how these features contribute to the stability and adaptability of the Indian Constitution.
Teaching Aids (if any)	a. PowerPoint Presentation.
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes)<ul style="list-style-type: none">- Begin with a few questions to engage students: What makes a Constitution unique? Have you come across any special features of the Indian Constitution? Why do you think the Indian Constitution is one of the longest written constitutions in the world?- Introduce the topic by explaining that the Indian Constitution is known for its distinctive and comprehensive nature.- Provide an overview of the features to be discussed, using a visual aid to list them.2. Development (30 minutes)<ol style="list-style-type: none">a. The Length and Detail:<ul style="list-style-type: none">- Explain that the Indian Constitution is one of the longest written constitutions in the world.- Discuss the reasons for its length, including the detailed enumeration of Fundamental Rights, Directive Principles, and provisions related to various institutions.- Compare with other constitutions, such as the U.S. Constitution, to highlight the differences.b. Drawn from various sources:<ul style="list-style-type: none">- Discuss how the Indian Constitution incorporates elements from various global constitutions (e.g., British, U.S., Irish, and Canadian).- Explain how these diverse influences contribute to its adaptability and comprehensiveness.c. Blend of rigidity and flexibility<ul style="list-style-type: none">- Explain the dual nature of the Indian Constitution, where certain provisions are rigid (requiring special majority) while others are flexible (amendable by simple majority).



	<ul style="list-style-type: none">- Discuss how this blend allows the Constitution to evolve over time while maintaining its core principles. <p>d. Federal Structure with Unitary Bias</p> <ul style="list-style-type: none">- Describe the federal nature of the Indian Constitution, where power is divided between the central and state governments.- Explain the unitary bias, where the center has overriding powers in certain situations (e.g., during an Emergency). Provide examples of how this feature has been applied in practice. <p>e. Parliamentary form of Government</p> <ul style="list-style-type: none">- Discuss the adoption of the parliamentary system of government, similar to the British model.- Explain the roles of the President, Prime Minister, and Parliament in the governance of the country.- Use a flowchart to illustrate the functioning of the parliamentary system. <p>3. Exercise (5 minutes) – Divide students into small groups and assign each group a feature of the Indian Constitution. Ask each group to present a brief explanation and real-life example of their assigned feature.</p>
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading<ul style="list-style-type: none">- “Constitutional Law of India” by J.N. Pandey (pages 24-33).3. Homework<ul style="list-style-type: none">- Watch NPTEL Lecture on Salient Features of Indian Constitution by Prof. Sairam Bhat, NLSIU Bengaluru <i>Available at:</i> https://youtu.be/cltb8idq7Y4?si=CLsZtTCB-MnGSqEN- Prepare a comparative chart showing the similarities and differences between the Indian Constitution and the Constitution of another country (e.g., U.S., U.K.) and submit via Google Classroom. <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<p>Reflective Questions</p> <ol style="list-style-type: none">1. Which feature of the Indian Constitution do you think is most crucial? Why?2. How do the features of the Indian Constitution contribute to its longevity and adaptability? <p>Spend 5 minutes to evaluate student assimilation of the lesson contents.</p>



Lesson Plan No. 4	Course Name: Constitutional Law-I Topic: Salient Features of the Indian Constitution	Course No.: BBALLB-301
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Objectives	At the end of the lesson the student shall be able to: <ol style="list-style-type: none"> Identify the key features that define the Indian Constitution. Explain the significance of these features in the functioning of the Indian democratic system. Compare the Indian Constitution with other constitutions to understand its uniqueness. Evaluate how these features contribute to the stability and adaptability of the Indian Constitution.
Teaching Aids (if any)	<ol style="list-style-type: none"> PowerPoint Presentation.
Teaching Development	<ol style="list-style-type: none"> Introduction (5 minutes) <ul style="list-style-type: none"> Begin with a few questions to engage students: <ul style="list-style-type: none"> What makes a Constitution unique? Have you come across any special features of the Indian Constitution? Why do you think the Indian Constitution is one of the longest written constitutions in the world? Introduce the topic by explaining that the Indian Constitution is known for its distinctive and comprehensive nature. Provide an overview of the features to be discussed, using a visual aid to list them. Development (30 minutes) <ol style="list-style-type: none"> Fundamental Rights and Duties: <ul style="list-style-type: none"> Explain the significance of Fundamental Rights in protecting individual liberties. Discuss the inclusion of Fundamental Duties as a reminder of the responsibilities of citizens. Provide examples of landmark cases where Fundamental Rights were upheld. Universal Adult Franchise: <ul style="list-style-type: none"> Explain the significance of universal adult franchise in ensuring democratic participation. Discuss how this feature empowers every adult citizen to vote, irrespective of caste, gender, religion, or economic status. Emergency: <ul style="list-style-type: none"> Describe the provisions related to the declaration of an emergency in India. Discuss the three types of emergencies (National, State, and Financial) and their impact on the federal structure and individual rights.



	<ul style="list-style-type: none">- Examples: Provide historical instances where emergency provisions were invoked.d. Single citizenship:<ul style="list-style-type: none">- Explain the concept of single citizenship in India, where all citizens enjoy the same rights and duties across the country.- Discuss how this fosters national unity and eliminates discrimination based on state of residence.e. Cooperative societies:<ul style="list-style-type: none">- Introduce the constitutional recognition of cooperative societies under the 97th Amendment.- Discuss the significance of cooperative societies in promoting economic democracy and self-help among citizens. <p>3. Exercise (5 minutes) – Divide students into small groups and assign each group a feature of the Indian Constitution. Ask each group to present a brief explanation and real-life example of their assigned feature.</p>
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading<ul style="list-style-type: none">- “Constitutional Law of India” by J.N. Pandey (pages 24-33).3. Homework<ul style="list-style-type: none">- Watch NPTEL Lecture on Salient Features of Indian Constitution by Prof. Sairam Bhat, NLSIU Bengaluru Available at: https://youtu.be/cltb8idq7Y4?si=CLsZtTCB-MnGSqEN- Prepare a comparative chart showing the similarities and differences between the Indian Constitution and the Constitution of another country (e.g., U.S., U.K.) and submit via Google Classroom. <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<p>Reflective Questions</p> <ol style="list-style-type: none">1. Which feature of the Indian Constitution do you think is most crucial? Why?2. How do the features of the Indian Constitution contribute to its longevity and adaptability? <p>Spend 5 minutes to evaluate student assimilation of the lesson contents.</p>



Lesson Plan No. 5	Course Name: Constitutional Law-I Topic: Salient Features of the Indian Constitution	Course No.: BBALLB-301
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Objectives	At the end of the lesson the student shall be able to: a. Identify the key features that define the Indian Constitution. b. Explain the significance of these features in the functioning of the Indian democratic system. c. Compare the Indian Constitution with other constitutions to understand its uniqueness. d. Evaluate how these features contribute to the stability and adaptability of the Indian Constitution.
Teaching Aids (if any)	a. PowerPoint Presentation.
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes)<ul style="list-style-type: none">- Begin with a few questions to engage students: What makes a Constitution unique? Have you come across any special features of the Indian Constitution? Why do you think the Indian Constitution is one of the longest written constitutions in the world?- Introduce the topic by explaining that the Indian Constitution is known for its distinctive and comprehensive nature.- Provide an overview of the features to be discussed, using a visual aid to list them.2. Development (30 minutes)<ol style="list-style-type: none">a. Cooperative societies:<ul style="list-style-type: none">- Introduce the constitutional recognition of cooperative societies under the 97th Amendment.- Discuss the significance of cooperative societies in promoting economic democracy and self-help among citizens.b. Directive Principles of State Policy (DPSP):<ul style="list-style-type: none">- Introduce DPSPs as guidelines for the state to promote social and economic welfare.- Discuss their non-justiciable nature and how they have influenced policy-making over the years.- Provide examples of laws that have been enacted to fulfill DPSPs.c. Independent Judiciary:<ul style="list-style-type: none">- Explain the role of the judiciary in interpreting and safeguarding the Constitution.- Discuss the concept of judicial review and its importance in maintaining the rule of law.- Mention significant cases where the judiciary has played a



	<p>crucial role.</p> <p>d. Secularism:</p> <ul style="list-style-type: none">- Define secularism and discuss the importance of this feature in maintaining social harmony in a diverse country like India.- Use examples to illustrate how secularism is practiced in India. <p>e. Amendability:</p> <ul style="list-style-type: none">- Discuss the process of amending the Constitution and the significance of its flexible and rigid nature.- Highlight important amendments that have shaped the Constitution.- Compare the Indian amendment process with other countries to show its adaptability. <p>3. Exercise (5 minutes) – Divide students into small groups and assign each group a feature of the Indian Constitution. Ask each group to present a brief explanation and real-life example of their assigned feature.</p>
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading<ul style="list-style-type: none">- “Constitutional Law of India” by J.N. Pandey (pages 24-33).3. Homework<ul style="list-style-type: none">- Watch NPTEL Lecture on Salient Features of Indian Constitution by Prof. Sairam Bhat, NLSIU Bengaluru Available at: https://youtu.be/cltb8idq7Y4?si=CLsZtTCB-MnGSqEN- Prepare a comparative chart showing the similarities and differences between the Indian Constitution and the Constitution of another country (e.g., U.S., U.K.) and submit via Google Classroom. <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<p>Reflective Questions</p> <ol style="list-style-type: none">1. Which feature of the Indian Constitution do you think is most crucial? Why?2. How do the features of the Indian Constitution contribute to its longevity and adaptability? <p>Spend 5 minutes to evaluate student assimilation of the lesson contents.</p>



Lesson Plan No. 6	Course Name: Constitutional Law-I Topic: Union and Its Territory	Course No.: BBALLB-301
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Objectives	At the end of the lesson the student shall be able to: a. Understand the constitutional provisions regarding the Union and its territory. b. Analyze the significance of Articles 1-4 in defining the territorial extent of India. c. Explain the process for the reorganization of states and alteration of boundaries under Article 3. d. Discuss the impact of these provisions on the federal structure and unity of India.
Teaching Aids (if any)	a. PowerPoint Presentation. b. Map of India showing states, union territories, and their boundaries.
Teaching Development	<ol style="list-style-type: none">Introduction (5 minutes)<ul style="list-style-type: none">- Start with engaging questions: How is India defined as a country in the Constitution? What do you think are the criteria for determining the territory of a country? Can the boundaries of a state in India be altered?- Introduce the topic by explaining the importance of Articles 1-4 in establishing the territorial framework of India.- Present the map of India and highlight the states and union territories.Development (30 minutes)<ol style="list-style-type: none">Article 1: Name and Territory of the Union:<ul style="list-style-type: none">- Explain that Article 1 declares India as a Union of States.- Discuss the significance of using the term “Union” instead of “Federation”.- Explain how India is geographically defined, including states, union territories, and any territories acquired by India.Article 2: Admission or Establishment of New States:<ul style="list-style-type: none">- Explain the provision that empowers Parliament to admit new states into the Union or establish new states.Article 3: Formation of New States and Alteration of Areas, Boundaries, or Names of Existing States:<ul style="list-style-type: none">- Discuss the process for creating new states or altering the boundaries of existing ones.- Explain the role of Parliament and the requirement of obtaining the President’s recommendation before introducing a bill for such purposes.- Use a flowchart to visualize the process of state reorganization.



	<ul style="list-style-type: none"> - Provide examples of state reorganizations, such as the creation of Telangana in 2014. d. Article 4: Laws Made Under Articles 2 and 3 to provide for the Amendment of the First and Fourth Schedules and Supplemental, Incidental, and Consequential Matters: <ul style="list-style-type: none"> - Discuss the flexibility provided by Article 4, which allows Parliament to make necessary amendments to the First and Fourth Schedules without following the amendment procedure under Article 368. - Explain how this provision facilitates the smooth implementation of Articles 2 and 3. e. Impact on Federal Structure and Unity: <ul style="list-style-type: none"> - Discuss how these provisions ensure the integrity and unity of India while allowing for the flexible reorganization of states. - Analyze the impact on federalism, considering the balance of power between the center and the states. - Provide examples of debates or challenges related to state reorganization. <p>3. Exercise (5 minutes) – Present students with hypothetical scenarios involving the reorganization of states or the creation of new states. Ask them to outline the process based on Articles 1-4.</p>
<p>Closure</p>	<ol style="list-style-type: none"> 1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Suggested Reading <ul style="list-style-type: none"> - Relevant sections from “Constitutional Law of India” by J.N. Pandey (pages 39-44). 3. Homework <ul style="list-style-type: none"> - Watch NPTEL Lecture on Union and Its Territory by Prof. Sairam Bhat, NLSIU Bengaluru <i>Available at:</i> https://youtu.be/cqLcEtCDS8g?si=AGRjVkX8Jx6D8kba <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<p>Evaluation</p>	<p>Reflective Questions</p> <ol style="list-style-type: none"> 1. Why is India referred to as a “Union of States”? 2. How do Articles 1-4 contribute to the territorial integrity of India? <p>Spend 5 minutes to evaluate student assimilation of the lesson contents.</p>



Lesson Plan No. 7	Course Name: Constitutional Law-I Topic - Citizenship	Course No.: BBALLB-301
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Objectives	At the end of the lesson the student shall be able to: <ul style="list-style-type: none">a. Understand the constitutional provisions regarding citizenship in India.b. Analyze the criteria for acquiring and losing Indian citizenship as provided under Articles 5-11.c. Discuss the significance of the Citizenship Act, 1955, in complementing the constitutional framework.d. Evaluate the challenges and contemporary issues related to citizenship in India.
Teaching Aids (if any)	a. PowerPoint Presentation.
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes)<ul style="list-style-type: none">- Begin with engaging questions: What does it mean to be a citizen of a country? How does citizenship differ from residency? What are the rights and responsibilities of an Indian citizen?- Introduce the topic by explaining that Articles 5-11 of the Indian Constitution lay down the provisions related to citizenship at the commencement of the Constitution.- Provide an overview of the different ways in which citizenship can be acquired or lost, using a flowchart.2. Development (30 minutes)<ol style="list-style-type: none">a. Article 5: Citizenship at the Commencement of the Constitution:<ul style="list-style-type: none">- Explain that Article 5 deals with the citizenship of people at the time of the commencement of the Constitution.- Discuss the criteria based on domicile and birth within the territory of India.- Provide historical context, including the situation of people during partition.b. Article 6: Rights of Citizenship of Certain Persons Who Have Migrated to India from Pakistan:<ul style="list-style-type: none">- Discuss the provision that grants citizenship to individuals who migrated to India from Pakistan before July 19, 1948.- Explain the significance of the cut-off date and the conditions of domicile.- Use case studies or historical examples to illustrate the impact of this article.c. Article 7: Rights of Citizenship of Certain Migrants to Pakistan:<ul style="list-style-type: none">- Explain that Article 7 deals with people who migrated to Pakistan after March 1, 1947, but returned to India under a



	<p>permit for resettlement.</p> <ul style="list-style-type: none">- Discuss the conditions under which such persons could be considered citizens of India.- Highlight the complexities and challenges during the partition era. <p>d. Article 8: Rights of Citizenship of Certain Persons of Indian Origin Residing Outside India:</p> <ul style="list-style-type: none">- Explain how Article 8 grants citizenship to persons of Indian origin residing outside India, such as in countries like Burma or Sri Lanka.- Discuss the conditions under which these individuals could claim Indian citizenship, emphasizing their connection to India. <p>3. Exercise (5 minutes) – Present students with scenarios involving citizenship claims or disputes. Ask them to identify the relevant constitutional provisions and discuss possible outcomes.</p>
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading<ul style="list-style-type: none">- Relevant sections from “Constitutional Law of India” by J.N. Pandey (pages 45-57).3. Homework<ul style="list-style-type: none">- Watch NPTEL Lecture on Citizenship by Prof. Sairam Bhat, NLSIU Bengaluru <i>Available at:</i> https://youtu.be/Bwh7ZARe7kk?si=VlqGYDo7mSiftQgx <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<p>Reflective Questions</p> <ol style="list-style-type: none">1. How does the Indian Constitution define citizenship at its commencement?2. What are the implications of Article 9 regarding dual citizenship? <p>Spend 5 minutes to evaluate student assimilation of the lesson contents.</p>



Lesson Plan No. 8	Course Name: Constitutional Law-I Topic - Citizenship	Course No.: BBALLB-301
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Objectives	At the end of the lesson the student shall be able to: a. Understand the constitutional provisions regarding citizenship in India. b. Analyze the criteria for acquiring and losing Indian citizenship as provided under Articles 5-11. c. Discuss the significance of the Citizenship Act, 1955, in complementing the constitutional framework. d. Evaluate the challenges and contemporary issues related to citizenship in India.
Teaching Aids (if any)	a. PowerPoint Presentation.
Teaching Development	<ol style="list-style-type: none">Introduction (5 minutes)<ul style="list-style-type: none">Begin with engaging questions: What does it mean to be a citizen of a country? How does citizenship differ from residency? What are the rights and responsibilities of an Indian citizen?Introduce the topic by explaining that Articles 5-11 of the Indian Constitution lay down the provisions related to citizenship at the commencement of the Constitution.Provide an overview of the different ways in which citizenship can be acquired or lost, using a flowchart.Development (30 minutes)<ol style="list-style-type: none">Article 9: Persons Voluntarily Acquiring Citizenship of a Foreign State Not to Be Citizens:<ul style="list-style-type: none">Discuss the provision that prohibits dual citizenship, where individuals voluntarily acquiring foreign citizenship lose their Indian citizenship.Provide examples and discuss the implications for the Indian diaspora.Article 10: Continuance of the Rights of Citizenship:<ul style="list-style-type: none">Explain that Article 10 ensures the continuance of citizenship rights for individuals recognized as citizens under Articles 5-8.Discuss the significance of this article in maintaining the legal status of citizens.Article 11: Parliament's Power to Regulate the Right of Citizenship by Law:<ul style="list-style-type: none">Discuss the power granted to Parliament to regulate citizenship through legislation.Introduce the Citizenship Act, 1955, and its role in defining the acquisition, termination, and supplemental provisions of citizenship.



	<ul style="list-style-type: none">- Mention important amendments to the Citizenship Act and their implications.d. Contemporary Issues and Challenges:<ul style="list-style-type: none">- Discuss current issues related to citizenship, such as the National Register of Citizens (NRC), Citizenship Amendment Act (CAA), and statelessness.- Encourage students to think critically about the evolving nature of citizenship in India.3. Exercise (5 minutes) – Present students with scenarios involving citizenship claims or disputes. Ask them to identify the relevant constitutional provisions and discuss possible outcomes.
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading<ul style="list-style-type: none">- Relevant sections from “Constitutional Law of India” by J.N. Pandey (pages 45-57).3. Homework<ul style="list-style-type: none">- Watch NPTEL Lecture on Citizenship by Prof. Sairam Bhat, NLSIU Bengaluru <i>Available</i> <i>at:</i> https://youtu.be/Bwh7ZARe7kk?si=VlqGYDo7mSiftQgx- Write a brief essay (300-400 words) on the impact of the Citizenship Amendment Act, 2019, on the constitutional framework of citizenship and come prepared for a debate on the same. <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<p>Reflective Questions</p> <ol style="list-style-type: none">1. How does the Indian Constitution define citizenship at its commencement?2. What are the implications of Article 9 regarding dual citizenship? <p>Spend 5 minutes to evaluate student assimilation of the lesson contents.</p>



Lesson Plan No. 9	Course Name: Constitutional Law-I Topic: Introduction to Fundamental Rights	Course No.: BBALLB-301
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Objectives	At the end of the lesson the student shall be able to: a. Understand the concept and significance of Fundamental Rights in the Indian Constitution. b. Analyze the origin and historical development of Fundamental Rights. c. Discuss the nature of Fundamental Rights and their role in protecting individual liberties. d. Evaluate the balance between Fundamental Rights and state power.
Teaching Aids (if any)	a. PowerPoint Presentation.
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes)<ul style="list-style-type: none">- Start with questions to engage students: What are Fundamental Rights, and why are they important? Can you think of any rights you consider fundamental to your freedom?- Introduce the topic by explaining that Fundamental Rights are essential for protecting individual liberties and ensuring justice, equality, and dignity.- Provide an overview of the different categories of Fundamental Rights in the Indian Constitution (e.g., Right to Equality, Right to Freedom).2. Development (30 minutes)<ol style="list-style-type: none">a. Concept and Significance of Fundamental Rights:<ul style="list-style-type: none">- Explain that Fundamental Rights are enshrined in Part III of the Indian Constitution.- Discuss their significance in ensuring that the state does not infringe on individual liberties.- Highlight the difference between Fundamental Rights and other legal rights, emphasizing their enforceability in courts.b. Historical Development and Origin:<ul style="list-style-type: none">- Discuss the origin of Fundamental Rights in India, tracing their roots to the freedom struggle and the demand for civil liberties.- Mention the influence of documents like the Magna Carta, the Bill of Rights (England), and the U.S. Bill of Rights.- Explain the role of the Constituent Assembly in drafting and debating these rights, using excerpts from the debates to illustrate key discussions. <i>Available at https://www.constitutionofindia.net/constitution-assembly-debates/</i>c. Nature of Fundamental Rights:



	<ul style="list-style-type: none">- Explain the nature of Fundamental Rights as both negative and positive rights. Negative rights restrain the state from certain actions, while positive rights require the state to take specific actions.- Discuss the idea of justiciability, where individuals can approach the courts if their Fundamental Rights are violated.- Provide examples of landmark cases where the Supreme Court upheld or expanded Fundamental Rights. <p>d. Balancing Fundamental Rights and State Power:</p> <ul style="list-style-type: none">- Discuss the limitations and reasonable restrictions that can be imposed on Fundamental Rights (e.g., in the interest of public order, morality).- Analyze how the Indian judiciary has balanced individual rights against state power in various cases.- Mention key cases like A.K. Gopalan vs. State of Madras, Maneka Gandhi vs. Union of India, and others to illustrate the evolving nature of Fundamental Rights. <p>3. Exercise (5 minutes) – Provide students with case studies involving conflicts between individual rights and state actions. Ask them to identify the relevant Fundamental Rights and discuss how the courts might resolve the conflict.</p>
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading<ul style="list-style-type: none">- Relevant sections from “Constitutional Law of India” by J.N. Pandey (pages 58-64).3. Homework<ul style="list-style-type: none">- Watch NPTEL Lecture on Introduction to Fundamental Rights by Prof. Sairam Bhat, NLSIU Bengaluru <i>Available at:</i> https://youtu.be/rwyvRV9gigk?si=joxk5ZesNe6GkOwt <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
Evaluation	<p>Reflective Questions</p> <ol style="list-style-type: none">1. Why are Fundamental Rights considered essential in a democracy?2. How do Fundamental Rights help in maintaining a balance between individual freedom and state power? <p>Spend 5 minutes to evaluate student assimilation of the lesson contents.</p>



Lesson Plan No. 10	Course Name: Constitutional Law-I Topic: State under Article 12	Course No.: BBALLB-301
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Objectives	At the end of the lesson the student shall be able to: <ul style="list-style-type: none">a. Understand the scope and definition of “State” as provided in Article 12 of the Indian Constitution.b. Analyze the entities that fall under the definition of “State” and their significance in the context of Fundamental Rights.c. Discuss the implications of this definition on the enforcement of Fundamental Rights.d. Evaluate the judicial interpretations of Article 12 and their impact on expanding the definition of “State”.
Teaching Aids (if any)	a. PowerPoint Presentation.
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes)<ul style="list-style-type: none">- Begin with engaging questions: What do you understand by the term “State” in the context of the Indian Constitution? Why is it important to define “State” when discussing Fundamental Rights?- Introduce the topic by explaining that Article 12 provides a broad definition of “State”, which is crucial for the application of Fundamental Rights under Part III of the Constitution.- Present a flowchart that visually represents the different entities included under “State”.2. Development (30 minutes)<ol style="list-style-type: none">a. Text of Article 12:<ul style="list-style-type: none">- Read the text of Article 12, which defines “State”.- Discuss the importance of this definition in determining which entities are subject to Fundamental Rights.b. Entities included under “State”:<ul style="list-style-type: none">- Government and Parliament of India: Explain that this includes the Union government and its legislative bodies.- State Governments and Legislatures: Discuss how state-level governments and their legislative bodies are also considered “State”.- Local Authorities: Define local authorities as municipal bodies, panchayats, and other local government institutions.- Other Authorities: Explain the inclusion of bodies like statutory corporations, public sector undertakings, and other institutions under governmental control.c. Significance of Article 12:<ul style="list-style-type: none">- Discuss how Article 12 ensures that Fundamental Rights can be enforced against these entities, preventing the state from



	<p>infringing on individual liberties.</p> <ul style="list-style-type: none">- Explain the concept of “State action” and how it relates to the violation of Fundamental Rights. <p>d. Judicial Interpretation and Expansion:</p> <ul style="list-style-type: none">- Highlight key cases where the judiciary has interpreted and expanded the definition of “State”: Rajasthan Electricity Board v. Mohan Lal: The Supreme Court held that the Rajasthan Electricity Board was an authority under Article 12. Sukhdev Singh v. Bhagat Ram: The court expanded the definition to include public corporations like ONGC, LIC, etc. Ajay Hasia v. Khalid Mujib: The test of “instrumentality or agency” was established, further expanding the scope of Article 12.- Discuss how these interpretations have allowed courts to hold various bodies accountable for protecting Fundamental Rights. <p>3. Exercise (5 minutes) – Present students with hypothetical scenarios involving entities that may or may not be considered “State” under Article 12. Ask them to apply the principles discussed to determine whether the entity would be classified as “State”.</p>
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading<ul style="list-style-type: none">- Relevant sections from “Constitutional Law of India” by J.N. Pandey (pages 64-74).3. Homework<ul style="list-style-type: none">- Watch NPTEL Lecture on Definition of State by Prof. Sairam Bhat, NLSIU Bengaluru <i>Available</i> <i>at:</i> https://youtu.be/Zn2ivawf3UM?si=BeFUKY8xoyPPZ0am <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
Evaluation	<p>Reflective Questions</p> <ol style="list-style-type: none">1. Why is the definition of “State” under Article 12 important for the enforcement of Fundamental Rights?2. How has the judiciary expanded the scope of “State” under Article 12? <p>Spend 5 minutes to evaluate student assimilation of the lesson contents.</p>



Lesson Plan No. 11	Course Name: Constitutional Law-I Topic: State under Article 12	Course No.: BBALLB-301
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Objectives	At the end of the lesson the student shall be able to: <ul style="list-style-type: none">a. Understand the meaning and scope of “Other Authorities” as mentioned under Article 12 of the Indian Constitution.b. Analyze the judicial interpretations that have expanded the definition of “Other Authorities”.c. Discuss the significance of including “Other Authorities” in the definition of “State” for the enforcement of Fundamental Rights.d. Evaluate the criteria used by courts to determine whether an entity qualifies as an “Other Authority”.
Teaching Aids (if any)	<ul style="list-style-type: none">a. PowerPoint Presentation.b. Nearpod
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes)<ul style="list-style-type: none">- Start with engaging questions: What do you think the term “Other Authorities” under Article 12 includes? Why is it important for these entities to be classified as “State”?- Introduce the topic by explaining that “Other Authorities” under Article 12 have been broadly interpreted by courts to include a wide range of entities beyond just government bodies.- Present a flowchart that shows various entities classified as “Other Authorities”.2. Development (30 minutes)<ul style="list-style-type: none">a. Text of Article 12:<ul style="list-style-type: none">- Emphasize the inclusion of “Other Authorities” and why this broad term is significant for applying Fundamental Rights.b. Judicial Interpretation of “Other Authorities”:<ul style="list-style-type: none">- Discuss how the term “Other Authorities” has been interpreted by the judiciary to include a variety of entities: Rajasthan Electricity Board v. Mohan Lal: The Supreme Court held that the REB is an authority under Article 12. Sukhdev Singh v. Bhagat Ram: Public corporations like ONGC and LIC were held to be authorities under Article 12. Ajay Hasia v. Khalid Mujib: The court established the “instrumentality or agency” test, broadening the scope to include any entity that performs a public function or is substantially controlled by the government.- Explain the criteria that courts use to determine if an entity is an “Other Authority”: Financial, functional, and administrative control by the government / Performance of public or governmental functions.



	<p>c. Significance of Including “Other Authorities”:</p> <ul style="list-style-type: none">- Discuss why it is crucial to include "Other Authorities" in the definition of “State”: Ensures that entities performing public functions or controlled by the government are accountable under the Constitution. Allows citizens to seek enforcement of Fundamental Rights against these entities. <p>d. Examples of “Other Authorities”:</p> <ul style="list-style-type: none">- Provide examples of entities classified as “Other Authorities” under Article 12, including public corporations, universities, and government-controlled companies.- Discuss specific cases where these entities were held accountable for violating Fundamental Rights. <p>3. Exercise (5 minutes) – Present students with hypothetical scenarios involving entities that may or may not be considered “Other Authorities” under Article 12. Ask them to apply the principles discussed to determine whether the entity would qualify as an “Other Authority”. Use an interactive tool like Nearpod to collect responses and discuss the answers.</p>
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading<ul style="list-style-type: none">- Relevant sections from “Constitutional Law of India” by J.N. Pandey (pages 64-74).3. Homework<ul style="list-style-type: none">- Watch NPTEL Lecture on Definition of State by Prof. Sairam Bhat, NLSIU Bengaluru <i>Available at:</i> https://youtu.be/Zn2ivawf3UM?si=BeFUKY8xoyPPZ0am <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
Evaluation	<p>Reflective Questions</p> <ol style="list-style-type: none">1. Why is the definition of “State” under Article 12 important for the enforcement of Fundamental Rights?2. How has the judiciary expanded the scope of “State” under Article 12? <p>Spend 5 minutes to evaluate student assimilation of the lesson contents.</p>



Lesson Plan No. 12	Course Name: Constitutional Law-I Topic: Article 13	Course No.: BBALLB-301
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Objectives	At the end of the lesson the student shall be able to: <ul style="list-style-type: none">a. Understand the scope and definition of “Law” as provided in Article 13 of the Indian Constitution.b. Analyze the relationship between Fundamental Rights and “Law” under Article 13.c. Discuss the doctrine of judicial review and its application in invalidating laws that violate Fundamental Rights.d. Evaluate key judicial interpretations of “Law” under Article 13 and their impact on the legal system.
Teaching Aids (if any)	a. PowerPoint Presentation.
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes)<ul style="list-style-type: none">- Begin with engaging questions: What do you understand by the term “Law” in the context of the Constitution? Can a law passed by Parliament or a State Legislature be invalid? If so, how?- Introduce the topic by explaining that Article 13 defines “Law” and its relationship with Fundamental Rights, providing the basis for judicial review in India.- Present a flowchart that visually represents the different types of “Law” under Article 13.2. Development (30 minutes)<ol style="list-style-type: none">a. Text of Article 13:<ul style="list-style-type: none">- Read the text of Article 13 and interpret the same.- Discuss the significance of this article in protecting Fundamental Rights from legislative encroachments.b. Definition of “Law” under Article 13:<ul style="list-style-type: none">- Explain that Article 13(3) defines “Law” to include: Ordinances, orders, bye-laws, rules, regulations, notifications, customs, or usages having the force of law.- Discuss how this broad definition ensures that not only legislative enactments but also executive actions and customary practices are subject to Fundamental Rights.- Highlight the inclusion of both “pre-constitutional” and “post-constitutional” laws under Article 13.c. Judicial Review and Invalidation of Laws:<ul style="list-style-type: none">- Explain the concept of judicial review, where courts have the power to examine the constitutionality of laws.- Discuss the doctrine of “severability”, which allows courts to strike down only the unconstitutional part of a law while



	<p>retaining the rest.</p> <ul style="list-style-type: none"> - Mention the doctrine of “eclipse”, where an unconstitutional law is not invalidated but remains inoperative as long as it is in conflict with Fundamental Rights. <p>d. Key Judicial Interpretations:</p> <ul style="list-style-type: none"> - Highlight landmark cases where the judiciary has interpreted and applied Article 13: A.K. Gopalan v. State of Madras: Discuss the initial narrow interpretation of Fundamental Rights. Golaknath v. State of Punjab: Explain the shift in judicial approach, where the Supreme Court held that Parliament could not amend Fundamental Rights. Kesavananda Bharati v. State of Kerala: Discuss the doctrine of the “Basic Structure”, which emerged from this case, placing limitations on the amending power of Parliament. - Explain how these cases have shaped the understanding and application of Article 13 in the Indian legal system. <p>3. Exercise (5 minutes) – Provide students with hypothetical scenarios involving the potential violation of Fundamental Rights by a law or executive action. Ask them to analyze whether the law in question would be invalid under Article 13.</p>
<p>Closure</p>	<ol style="list-style-type: none"> 1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Suggested Reading <ul style="list-style-type: none"> - Relevant sections from “Constitutional Law of India” by J.N. Pandey (pages 74-80). 3. Homework <ul style="list-style-type: none"> - Write a brief essay (300-400 words) on the role of Article 13 in upholding the supremacy of the Constitution. Submit via Google Classroom. <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<p>Evaluation</p>	<p>Reflective Questions</p> <ol style="list-style-type: none"> 1. How does Article 13 ensure the protection of Fundamental Rights? 2. What is the significance of judicial review in the context of Article 13? <p>Spend 5 minutes to evaluate student assimilation of the lesson contents.</p>



Lesson Plan No. 13	Course Name: Constitutional Law-I Topic: Doctrines under Article 13	Course No.: BBALLB-301
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Objectives	At the end of the lesson the student shall be able to: a. Understand the Doctrine of Ultra Vires and its relevance under Article 13. b. Analyze the principles of Severability and Eclipse in the context of laws that contravene Fundamental Rights. c. Discuss the concept of Waiver in relation to Fundamental Rights. d. Evaluate key judicial interpretations and case laws that have shaped these doctrines.
Teaching Aids (if any)	a. PowerPoint Presentation.
Teaching Development	<ol style="list-style-type: none">Introduction (5 minutes)<ul style="list-style-type: none">Start with engaging questions: What do you think happens if a law violates the Fundamental Rights guaranteed by the Constitution? Can a law be partially invalid, and if so, how does the court deal with such a situation?Introduce the topic by explaining that Article 13 serves as a safeguard for Fundamental Rights by invalidating laws that contravene these rights through various doctrines like Ultra Vires, Severability, Eclipse, and Waiver.Present a brief overview of these doctrines and their significance in constitutional law.Development (30 minutes)<ol style="list-style-type: none">Doctrine of Ultra Vires:<ul style="list-style-type: none">Explain the Doctrine of Ultra Vires and discuss its application under Article 13, where any law that infringes upon Fundamental Rights is considered ultra vires (beyond the powers of) the Constitution and is void. Highlight key cases like A.K. Gopalan v. State of Madras and Maneka Gandhi v. Union of India where the doctrine was applied.Doctrine of Severability:<ul style="list-style-type: none">Introduce the Doctrine of Severability, which allows courts to strike down only the unconstitutional part of a law while retaining the rest.Explain the principles that guide the application of this doctrine, including the test of whether the valid and invalid parts of the law are separable.Discuss key cases like R.M.D. Chamarbaugwalla v. Union of India that clarified the application of this doctrine.Doctrine of Eclipse:



	<ul style="list-style-type: none">- Explain the Doctrine of Eclipse, where a pre-constitutional law that violates Fundamental Rights is not void but remains dormant (eclipsed) until the conflict is removed, either by an amendment to the Constitution or by changes in the law.- Discuss the concept that the law is eclipsed only for those whose rights are violated and not for others.- Highlight the case of <i>Bhikaji Narain Dhakras v. State of Madhya Pradesh</i> where this doctrine was applied. <p>d. Doctrine of Waiver:</p> <ul style="list-style-type: none">- Discuss the Doctrine of Waiver, where individuals cannot waive their Fundamental Rights as these are considered sacrosanct under the Constitution.- Explain the significance of this doctrine in ensuring that Fundamental Rights are inalienable and cannot be surrendered.- Mention the case of <i>Basheshar Nath v. Commissioner of Income Tax</i>, where the Supreme Court held that Fundamental Rights cannot be waived. <p>3. Exercise (5 minutes) – Provide students with hypothetical scenarios involving the potential violation of Fundamental Rights by a law or executive action. Ask them to analyze whether the law in question would be invalid under Article 13.</p>
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading<ul style="list-style-type: none">- Relevant sections from “Constitutional Law of India” by J.N. Pandey (pages 74-80).3. Homework<ul style="list-style-type: none">- Write a brief essay (300-400 words) on the role of Article 13 in upholding the supremacy of the Constitution. Submit via Google Classroom. <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
Evaluation	<p>Reflective Questions</p> <ol style="list-style-type: none">1. What is the significance of the Doctrine of Ultra Vires in maintaining the supremacy of the Constitution?2. How do the Doctrines of Severability and Eclipse differ in their application? <p>Spend 5 minutes to evaluate student assimilation of the lesson contents.</p>



Lesson Plan No. 14	Course Name: Constitutional Law-I Topic: Doctrines under Article 13	Course No.: BBALLB-301
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Objectives	At the end of the lesson the student shall be able to: a. Understand the Doctrine of Ultra Vires and its relevance under Article 13. b. Analyze the principles of Severability and Eclipse in the context of laws that contravene Fundamental Rights. c. Discuss the concept of Waiver in relation to Fundamental Rights. d. Evaluate key judicial interpretations and case laws that have shaped these doctrines.
Teaching Aids (if any)	a. PowerPoint Presentation.
Teaching Development	<ol style="list-style-type: none">Introduction (5 minutes)<ul style="list-style-type: none">Start with engaging questions: What do you think happens if a law violates the Fundamental Rights guaranteed by the Constitution? Can a law be partially invalid, and if so, how does the court deal with such a situation?Introduce the topic by explaining that Article 13 serves as a safeguard for Fundamental Rights by invalidating laws that contravene these rights through various doctrines like Ultra Vires, Severability, Eclipse, and Waiver.Present a brief overview of these doctrines and their significance in constitutional law.Development (30 minutes)<ol style="list-style-type: none">Doctrine of Ultra Vires:<ul style="list-style-type: none">Explain the Doctrine of Ultra Vires and discuss its application under Article 13, where any law that infringes upon Fundamental Rights is considered ultra vires (beyond the powers of) the Constitution and is void. Highlight key cases like A.K. Gopalan v. State of Madras and Maneka Gandhi v. Union of India where the doctrine was applied.Doctrine of Severability:<ul style="list-style-type: none">Introduce the Doctrine of Severability, which allows courts to strike down only the unconstitutional part of a law while retaining the rest.Explain the principles that guide the application of this doctrine, including the test of whether the valid and invalid parts of the law are separable.Discuss key cases like R.M.D. Chamarbaugwalla v. Union of India that clarified the application of this doctrine.Doctrine of Eclipse:



	<ul style="list-style-type: none">- Explain the Doctrine of Eclipse, where a pre-constitutional law that violates Fundamental Rights is not void but remains dormant (eclipsed) until the conflict is removed, either by an amendment to the Constitution or by changes in the law.- Discuss the concept that the law is eclipsed only for those whose rights are violated and not for others.- Highlight the case of <i>Bhikaji Narain Dhakras v. State of Madhya Pradesh</i> where this doctrine was applied. <p>d. Doctrine of Waiver:</p> <ul style="list-style-type: none">- Discuss the Doctrine of Waiver, where individuals cannot waive their Fundamental Rights as these are considered sacrosanct under the Constitution.- Explain the significance of this doctrine in ensuring that Fundamental Rights are inalienable and cannot be surrendered.- Mention the case of <i>Bhikaji Narain Dhakras v. State of Madhya Pradesh</i>, where the Supreme Court held that Fundamental Rights cannot be waived. <p>3. Exercise (5 minutes) – Provide students with hypothetical scenarios involving the potential violation of Fundamental Rights by a law or executive action. Ask them to analyze whether the law in question would be invalid under Article 13.</p>
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading<ul style="list-style-type: none">- Relevant sections from “Constitutional Law of India” by J.N. Pandey (pages 74-80).3. Homework<ul style="list-style-type: none">- Write a brief essay (300-400 words) on the role of Article 13 in upholding the supremacy of the Constitution. Submit via Google Classroom. <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
Evaluation	<p>Reflective Questions</p> <ol style="list-style-type: none">1. What is the significance of the Doctrine of Ultra Vires in maintaining the supremacy of the Constitution?2. How do the Doctrines of Severability and Eclipse differ in their application? <p>Spend 5 minutes to evaluate student assimilation of the lesson contents.</p>



Lesson Plan No. 15	Course Name: Constitutional Law-I Topic: Right to Equality (Article 14)	Course No.: BBALLB-301
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Objectives	At the end of the lesson the student shall be able to: a. Understand the scope and significance of Article 14 of the Indian Constitution. b. Analyze the principles of equality before law and equal protection of the laws. c. Evaluate key judicial interpretations and doctrines related to Article 14, such as the Doctrine of Reasonable Classification and the Doctrine of Arbitrariness. d. Apply the principles of Article 14 to hypothetical situations and case studies.
Teaching Aids (if any)	a. PowerPoint Presentation. b. Visuals illustrating the principles of negative and positive equality.
Teaching Development	1. Introduction (5 minutes) - Start with engaging questions: What does equality mean to you? Can the government treat people differently in certain situations, and if so, how does it justify such actions? - Introduce the concept of equality as enshrined in Article 14, emphasizing its dual aspects: “Equality before law” and “Equal protection of the laws”. - Present an overview of the significance of Article 14 in the Indian legal system, laying the foundation for its discussion. 2. Development (30 minutes) a. Concept of Equality: - Explain the meaning of “Equality before law”, which implies the absence of any special privilege by reason of birth, creed, or the like, and the equal subjection of all persons to the ordinary law of the land. - Discuss “Equal protection of the laws”, which implies the right to equal treatment in similar situations. - Provide examples where Article 14 has been invoked in landmark judgments like State of West Bengal v. Anwar Ali Sarkar and E.P. Royappa v. State of Tamil Nadu. b. Doctrine of Reasonable Classification: - Introduce the Doctrine of Reasonable Classification, which allows for classification among different groups, provided the classification is based on intelligible differentia and has a rational relation to the object sought to be achieved. - Discuss how this doctrine is used by the courts to assess whether a law violates Article 14. - Illustrate the principles with diagrams showing how reasonable



	<p>classification operates.</p> <p>c. Doctrine of Arbitrariness:</p> <ul style="list-style-type: none">- Explain the Doctrine of Arbitrariness, which was evolved by the judiciary to strike down laws or executive actions that are arbitrary and unreasonable, even if they pass the test of reasonable classification.- Discuss key judgments like Maneka Gandhi v. UOI where the doctrine was applied to expand the scope of Article 14. <p>d. Case Studies and Applications:</p> <ul style="list-style-type: none">- Present hypothetical situations and ask students to apply the principles of Article 14, such as reasonable classification and arbitrariness.- Encourage discussion on how Article 14 would be interpreted in different scenarios, fostering critical thinking. <p>3. Exercise (5 minutes) – Provide students with different case scenarios related to Article 14. Ask them to identify whether the principles of equality and classification were rightly applied.</p>
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading<ul style="list-style-type: none">- Relevant sections from “Constitutional Law of India” by J.N. Pandey (pages 82-94).3. Homework<ul style="list-style-type: none">- Watch NPTEL Lecture on Right to Equality by Prof. Sairam Bhat, NLSIU Bengaluru <i>Available at:</i> https://youtu.be/XIWGaKZ98SA?si=ZpB6eW_k_A1xJhAp- Write a brief analysis (300-400 words) on the significance of the Doctrine of Reasonable Classification in maintaining the balance between equality and differential treatment. Submit via Google Classroom. <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
Evaluation	<p>Reflective Questions</p> <ol style="list-style-type: none">1. How does Article 14 ensure that all individuals are treated equally under the law?2. What role do the Doctrines of Reasonable Classification and Arbitrariness play in the application of Article 14? <p>Spend 5 minutes to evaluate student assimilation of the lesson contents.</p>



Lesson Plan No. 16	Course Name: Constitutional Law-I Topic: Right to Equality (Article 15)	Course No.: BBALLB-301
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Objectives	At the end of the lesson the student shall be able to: <ul style="list-style-type: none">a. Understand the scope and significance of Article 15 of the Indian Constitution.b. Analyze the provisions related to prohibition of discrimination on grounds of religion, race, caste, sex, or place of birth.c. Evaluate the constitutional validity of affirmative action and special provisions for certain sections of society under Article 15(3) to 15(5).d. Apply the principles of Article 15 to hypothetical situations and case studies.
Teaching Aids (if any)	a. PowerPoint Presentation.
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes)<ul style="list-style-type: none">- Start with engaging questions: What does discrimination mean to you? Have you ever experienced or witnessed discrimination in any form?- Introduce the concept of non-discrimination as enshrined in Article 15, emphasizing its importance in promoting equality and social justice.- Present an overview of the significance of Article 15 in addressing systemic discrimination in Indian society.2. Development (30 minutes)<ol style="list-style-type: none">a. Understanding Article 15:<ul style="list-style-type: none">- Explain key elements of Article 15, that prohibit discrimination on grounds of religion, race, caste, sex, or place of birth.- Discuss the difference between direct and indirect discrimination, using examples to illustrate how both are addressed by Article 15.- Present a diagram showing the grounds of discrimination prohibited under Article 15.b. Exceptions to Article 15:<ul style="list-style-type: none">- Introduce the exceptions provided under Article 15(3) to 15(5), which allow for affirmative action and special provisions.- Discuss the rationale behind these exceptions, focusing on the constitutional commitment to achieving substantive equality.- Explain key cases such as State of Madras v. Champakam Dorairajan and Indra Sawhney v. Union of India, which interpreted the scope of Article 15 and its exceptions.- Use a diagram to illustrate how these exceptions operate within the framework of Article 15.c. Judicial Interpretation:



	<ul style="list-style-type: none">- Discuss significant case laws that have shaped the interpretation of Article 15, such as Nain Sukh Das v. State of U.P., Dattatraya Motiram More v. State of Bombay, and Ashoka Kumar Thakur v. Union of India.- Highlight how the judiciary has balanced the principle of non-discrimination with the need for affirmative action.- Present a summary of these cases and their impact on the understanding of Article 15. <p>d. Case Studies and Applications:</p> <ul style="list-style-type: none">- Present hypothetical situations and ask students to apply the principles of Article 15, including its exceptions.- Encourage discussion on how Article 15 would be interpreted in different scenarios, fostering critical thinking. <p>3. Exercise (5 minutes) – Provide students with different case scenarios related to Article 15. Ask them to identify whether the principles of non-discrimination were rightly applied. Facilitate a class discussion on the role of affirmative action in achieving equality.</p>
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading<ul style="list-style-type: none">- Relevant sections from “Constitutional Law of India” by J.N. Pandey (pages 148-165).3. Homework<ul style="list-style-type: none">- Watch NPTEL Lecture on Right to Equality by Prof. Sairam Bhat, NLSIU Bengaluru <i>Available at:</i> https://youtu.be/XIWGaKZ98SA?si=ZpB6eW_k_A1xJhAp- Write a brief analysis (300-400 words) on the role of Article 15 in promoting social justice and how its exceptions contribute to this goal. Submit via Google Classroom. <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
Evaluation	<p>Reflective Questions</p> <ol style="list-style-type: none">1. How does Article 15 contribute to the principle of equality under the Indian Constitution?2. What is the significance of the exceptions provided under Article 15(3) to 15(5)? <p>Spend 5 minutes to evaluate student assimilation of the lesson contents.</p>



Lesson Plan No. 17	Course Name: Constitutional Law-I Topic: Right to Equality (Article 16)	Course No.: BBALLB-301
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Objectives	At the end of the lesson the student shall be able to: a. Understand the scope and significance of Article 16 of the Indian Constitution. b. Analyze the provisions related to equality of opportunity in matters of public employment. c. Evaluate the constitutional provisions for reservations and affirmative action under Article 16(3) to 16(5). d. Apply the principles of Article 16 to hypothetical situations and case studies.
Teaching Aids (if any)	a. PowerPoint Presentation.
Teaching Development	<ol style="list-style-type: none">Introduction (5 minutes)<ul style="list-style-type: none">Begin with engaging questions: What does “equality of opportunity” mean in the context of employment? Why is it important to have specific constitutional provisions for public employment?Introduce the concept of equality of opportunity as enshrined in Article 16, emphasizing its importance in ensuring fairness in public employment.Provide an overview of the significance of Article 16 in promoting social justice and reducing inequalities in the workforce.Development (30 minutes)<ol style="list-style-type: none">Understanding Article 16:<ul style="list-style-type: none">Explain the key provisions of Article 16, which guarantee equality of opportunity for all citizens in matters of public employment.Discuss the prohibition of discrimination on grounds of religion, race, caste, sex, descent, place of birth, and residence in public employment.Present a diagram illustrating the structure of Article 16, highlighting its different clauses.Exceptions and Reservations under Article 16:<ul style="list-style-type: none">Introduce the exceptions provided under Article 16(3) to 16(5), which allow for:<ul style="list-style-type: none">Residence requirements in certain public employment (Article 16(3)).Reservations for backward classes (Article 16(4)).Special provisions for reservation of posts in favor of Scheduled Castes, Scheduled Tribes, and other backward classes (Article 16(4-A), 16(4-B)).



	<ul style="list-style-type: none">- Provisions related to the functioning of religious or denominational institutions (Article 16(5)).- Discuss the rationale behind these exceptions, focusing on achieving substantive equality in public employment.- Explain key cases such as Indra Sawhney v. Union of India (Mandal Commission case) and M. Nagaraj v. Union of India which interpreted the scope of reservations under Article 16.- Use charts or statistics to illustrate the impact of reservations on public employment. <p>c. Judicial Interpretation:</p> <ul style="list-style-type: none">- Discuss significant case laws that have shaped the interpretation of Article 16, such as: T. Devadasan v. Union of India (The Carry Forward Rule case). Indra Sawhney v. Union of India (Mandal Commission case). M. Nagaraj v. Union of India (Reservation in promotions). Jarnail Singh v. Lachhmi Narain Gupta (Subsequent interpretation of reservation in promotions).- Highlight how the judiciary has balanced the principle of equality with the need for affirmative action.- Present a summary of these cases and their impact on the understanding of Article 16. <p>d. Case Studies and Applications:</p> <ul style="list-style-type: none">- Present hypothetical situations and ask students to apply the principles of Article 16, including its exceptions.- Encourage discussion on how Article 16 would be interpreted in different scenarios, fostering critical thinking. <p>3. Exercise (5 minutes) – Provide students with different case law scenarios related to Article 16. Ask them to identify whether the principles of equality of opportunity were rightly applied. Facilitate a class discussion on the role of reservations in achieving equality of opportunity.</p>
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading<ul style="list-style-type: none">- Relevant sections from “Constitutional Law of India” by J.N. Pandey (pages 165-193).3. Homework<ul style="list-style-type: none">- Watch NPTEL Lecture on Right to Equality by Prof. Sairam Bhat, NLSIU Bengaluru <i>Available at:</i> https://youtu.be/XIWGaKZ98SA?si=ZpB6eW_k_A1xJhAp- Write a brief analysis (300-400 words) on the constitutional provisions for reservations under Article 16 and their impact on



	<p>social justice. Submit via Google Classroom.</p> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
Evaluation	<p>Reflective Questions</p> <ol style="list-style-type: none">1. How does Article 16 ensure equality of opportunity in public employment?2. What are the constitutional justifications for reservations under Article 16? <p>Spend 5 minutes to evaluate student assimilation of the lesson contents.</p>



Lesson Plan No. 18	Course Name: Constitutional Law-I Topic: Article 17 and 18	Course No.: BBALLB-301
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Objectives	At the end of the lesson the student shall be able to: a. Understand the constitutional mandate for the abolition of untouchability under Article 17. b. Analyze the prohibition of titles under Article 18 and its implications for social equality. c. Evaluate the effectiveness of Articles 17 and 18 in promoting social justice and equality in India. d. Apply the principles of Articles 17 and 18 to case studies and contemporary issues.
Teaching Aids (if any)	a. PowerPoint Presentation.
Teaching Development	<ol style="list-style-type: none">Introduction (5 minutes)<ul style="list-style-type: none">Start with engaging questions: What do you understand by the term “untouchability”? Why do you think the framers of the Constitution included provisions to abolish untouchability and titles?Provide a brief overview of the social context that led to the inclusion of Articles 17 and 18 in the Indian Constitution.Introduce the key concepts of social equality and justice that underpin these articles.Development (30 minutes)<ol style="list-style-type: none">Understanding Article 17: Abolition of Untouchability):<ul style="list-style-type: none">Explain the significance of Article 17, which abolishes untouchability and forbids its practice in any form.Discuss the historical context of untouchability in India, referencing the social and legal reforms that preceded the Constitution.Highlight the legal implications of Article 17, including the enforcement of laws such as the Protection of Civil Rights Act, 1955, and the Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act, 1989.Present case studies that demonstrate the application of Article 17, such as State of Karnataka v. Appa Balu Ingale and Lata Singh v. State of Uttar Pradesh.Understanding Article 18: Abolition of Titles:<ul style="list-style-type: none">Introduce Article 18, which prohibits the state from conferring titles except military or academic distinctions.Discuss the rationale behind the abolition of titles, focusing on the principles of equality and non-discrimination.Explain the implications of Article 18 for social equality and the prevention of a hierarchical society based on titles.Discuss key cases and debates surrounding Article 18, such as



	<p>the issue of honorary titles and their legality.</p> <p>c. Case Studies and Applications:</p> <ul style="list-style-type: none">- Present hypothetical situations and ask students to apply the principles of Articles 17 and 18.- Encourage discussion on how these articles would be interpreted in contemporary contexts, such as the continuing issues related to caste-based discrimination and the relevance of titles in modern society. <p>3. Exercise (5 minutes) – Provide students with scenarios related to untouchability and titles. Ask them to analyze the scenarios and determine whether the principles of Articles 17 and 18 have been upheld.</p>
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading<ul style="list-style-type: none">- Relevant sections from “Constitutional Law of India” by J.N. Pandey (pages 208-211).3. Homework<ul style="list-style-type: none">- Watch NPTEL Lecture on Right to Equality by Prof. Sairam Bhat, NLSIU Bengaluru <i>Available at:</i> https://youtu.be/XIWGaKZ98SA?si=ZpB6eW_k_A1xJhAp- Write a brief essay (300-400 words) on the significance of Article 17 in eradicating untouchability and the challenges that remain. Submit via Google Classroom. <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
Evaluation	<p>Reflective Questions</p> <ol style="list-style-type: none">1. How do Articles 17 and 18 contribute to the goal of social equality in India?2. What are the legal and social challenges in enforcing the provisions of these articles? <p>Spend 5 minutes to evaluate student assimilation of the lesson contents.</p>



Lesson Plan No. 19	Course Name: Constitutional Law-I Topic: Fundamental Freedom (Article 19)	Course No.: BBALLB-301
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Objectives	At the end of the lesson the student shall be able to: a. Understand the scope and significance of the six fundamental freedoms guaranteed under Article 19. b. Analyze the reasonable restrictions imposed on these freedoms and their justification. c. Evaluate landmark case laws interpreting Article 19 and their impact on constitutional jurisprudence. d. Apply the principles of Article 19 to contemporary legal issues and hypothetical scenarios.
Teaching Aids (if any)	a. PowerPoint Presentation.
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes)<ul style="list-style-type: none">- Begin with engaging questions: What does “freedom” mean to you? Can you name some fundamental freedoms that you enjoy as a citizen of India?- Introduce the concept of fundamental freedoms as enshrined in Article 19 of the Indian Constitution, emphasizing their importance in a democratic society.- Provide a brief overview of the six freedoms guaranteed under Article 19.2. Development (30 minutes)<ol style="list-style-type: none">a. Understanding the Six Fundamental Freedoms:<ul style="list-style-type: none">- Explain each of the six fundamental freedoms in detail, focusing on their scope and significance.- Discuss the importance of these freedoms in promoting individual autonomy and democratic governance.- Provide real-life examples to illustrate the application of these freedoms in everyday life.b. Reasonable Restrictions on Fundamental Freedoms:<ul style="list-style-type: none">- Introduce the concept of reasonable restrictions as outlined in Article 19(2) to 19(6), explaining why these freedoms are not absolute.- Discuss the grounds on which the state can impose restrictions on these freedoms.- Use charts to show examples of reasonable restrictions and their application in specific cases.c. Landmark Case Laws on Article 19:<ul style="list-style-type: none">- Discuss significant case laws that have shaped the interpretation of Article 19, such as: Romesh Thappar v. State of Madras (Freedom of speech and



	<p>expression) Shreya Singhal v. Union of India (Striking down of Section 66A of the IT Act) A.K. Gopalan v. State of Madras (Freedom of movement) Kharak Singh v. State of Uttar Pradesh (Freedom to reside and settle) Bijoe Emmanuel v. State of Kerala (Freedom of speech and expression in the context of the national anthem)</p> <ul style="list-style-type: none"> - Explain the reasoning behind the judgments and their impact on the understanding of Article 19. - Present case law summaries and encourage students to analyze the court's interpretation. <p>d. Case Studies and Applications:</p> <ul style="list-style-type: none"> - Present hypothetical situations and ask students to apply the principles of Article 19. - Encourage discussion on how Article 19 would be interpreted in different contemporary scenarios, such as freedom of speech on social media or restrictions during a public health crisis. <p>3. Exercise (5 minutes) – Provide students with scenarios where Article 19 freedoms are restricted. Ask them to identify whether the restrictions are reasonable and justified under the Constitution.</p>
Closure	<ol style="list-style-type: none"> 1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Suggested Reading <ul style="list-style-type: none"> - Relevant sections from “Constitutional Law of India” by J.N. Pandey (pages 212-275). 3. Homework <ul style="list-style-type: none"> - Watch NPTEL Lecture on Right to Freedom by Prof. Sairam Bhat, NLSIU Bengaluru <i>Available at:</i> https://youtu.be/XIWGaKZ98SA?si=ZpB6eW_k_A1xJhAp <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
Evaluation	<p>Reflective Questions</p> <ol style="list-style-type: none"> 1. Why are the freedoms under Article 19 considered fundamental? 2. How do reasonable restrictions ensure a balance between individual rights and societal interests? <p>Spend 5 minutes to evaluate student assimilation of the lesson contents.</p>