



Kot Bhalwal, Jammu



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

Department of MBA

Details of Lesson Plan

S.No.	Particulars	Details
1.	Course Name	Professional Ethics & Professional Accounting
2.	Course Code	BBALLB-504
3.	Academic Year	2024-2025
4.	Semester	5th
5.	Number of Lesson plans	42
6.	Faculty Assigned	Ms. Mansi Walia

Faculty Signature



Lesson Plan No. 4.1	Course Name: Professional Ethics & Professional Accounting Topic: Contempt of Court-meaning and nature	Course No.: BBALLB-504
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Objectives	At the end of this lesson, students will be able to: <ol style="list-style-type: none">1. Understand the concept and legal definition of Contempt of Court.2. Differentiate between civil and criminal contempt.3. Discuss the importance of maintaining the dignity of the judiciary.4. Analyze cases where contempt of court has been applied and its implications in a democratic society.
Teaching Aids (if any)	<ol style="list-style-type: none">a. Presentationb. Bare Act
Teaching Development	<p>Introduction (5 minutes)</p> <ul style="list-style-type: none">• Begin by asking students if they have heard of any recent cases involving contempt of court.• Briefly introduce the term "Contempt of Court" and explain how it is used to protect the authority of the judiciary.• Outline the structure of the lesson: meaning, types, and significance of contempt of court. <p>Development (30 minutes)</p> <ol style="list-style-type: none">1. What is Contempt of Court?<ul style="list-style-type: none">○ Define Contempt of Court: An act of disrespect or disobedience towards the court, which undermines its authority.○ Discuss the purpose of contempt laws: to uphold the dignity of the judiciary and ensure proper administration of justice.2. Types of Contempt<ul style="list-style-type: none">○ Civil Contempt:<ul style="list-style-type: none">▪ Explain civil contempt as wilful disobedience to any judgment, decree, direction, or order of a court.▪ Provide examples, such as failure to comply with a court order for custody or alimony.○ Criminal Contempt:<ul style="list-style-type: none">▪ Define criminal contempt as any act that scandalizes or lowers the authority of the court, obstructs judicial proceedings, or prejudices the trial of a case.▪ Discuss examples of criminal contempt such as offensive language or unfounded allegations against judges.3. Case Examples<ul style="list-style-type: none">○ Review notable contempt cases, such as Prashant Bhushan's Case and its implications for freedom of speech



	<p>vs. judicial authority.</p> <ul style="list-style-type: none">○ Engage students in discussing how contempt of court balances freedom of expression with judicial independence. <p>4. Importance of Contempt of Court</p> <ul style="list-style-type: none">○ Emphasize the necessity of contempt powers for maintaining the rule of law and public trust in the judiciary.○ Discuss how contempt laws protect against abuse of judicial procedures and promote respect for legal institutions. <p>Class Exercise: (5 minutes)</p> <ul style="list-style-type: none">● Divide students into pairs and provide each pair with a brief case summary of a contempt case.● Ask each group to determine whether the case is an example of civil or criminal contempt and to justify their reasoning.
Closure	<ol style="list-style-type: none">1. Summarize the concept of Contempt of Court and ask students to reflect on the instances where the Presiding Officer may use it against legal professionals.2. Suggested reading: Contempt of Courts Act 1961 https://www.indiacode.nic.in/bitstream/123456789/1514/1/197170.pdf3. Homework: Ask students to find a recent contempt of court case and write a brief summary, identifying whether it was civil or criminal contempt and analyzing its outcome. <p>(5 minutes)</p>
Evaluation	<ol style="list-style-type: none">1. Participation in Class exercise.2. Reflective question such as "What is the difference between civil and criminal contempt, and why is it important to distinguish between them?" <p>(5 minutes)</p>



Lesson Plan No. 4.2	Course Name: Professional Ethics & Professional Accounting Topic: Distinction between Contempt of Court and Professional Misconduct	Course No.: BBALLB-504
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Objectives	At the end of this lesson, students will be able to: <ol style="list-style-type: none">1. Understand the definitions and legal basis of Contempt of Court and Professional Misconduct.2. Distinguish between the two concepts in terms of scope, legal consequences, and the roles they affect.3. Analyze case studies involving both contempt and professional misconduct.
Teaching Aids (if any)	a. Presentation
Teaching Development	<p>Introduction (5 minutes):</p> <ul style="list-style-type: none">• Begin by asking students if they can recall any high-profile cases involving either contempt of court or professional misconduct.• Briefly introduce the terms "Contempt of Court" and "Professional Misconduct" and explain how they are distinct legal issues.• State the purpose of the lesson: understanding the key differences between these two concepts and their relevance to the legal profession. <p>Development (30 minutes)</p> <ol style="list-style-type: none">1. Contempt of Court: Meaning and Scope<ul style="list-style-type: none">○ Define Contempt of Court: Actions or words that disrespect or disobey the authority of the judiciary, potentially obstructing justice.○ Explain the types of contempt:<ul style="list-style-type: none">▪ Civil Contempt: Failure to comply with a court order.▪ Criminal Contempt: Actions that scandalize the court or disrupt legal proceedings.○ Discuss the legal implications and penalties for contempt of court, including fines and imprisonment.2. Professional Misconduct: Meaning and Scope<ul style="list-style-type: none">○ Define Professional Misconduct: Behavior by a legal professional that violates ethical or professional standards, often regulated by a Bar Council or professional body.○ Provide examples such as breach of client confidentiality, conflict of interest, or acting without proper diligence.○ Explain the consequences, such as suspension, disbarment, or reputational damage.3. Key Differences



	<ul style="list-style-type: none">○ Scope:<ul style="list-style-type: none">▪ Contempt of court relates to the judiciary and aims to maintain the authority of the court, while professional misconduct pertains to the behavior of legal professionals.○ Affected Parties:<ul style="list-style-type: none">▪ Contempt can be committed by any person (including non-lawyers), whereas professional misconduct applies strictly to legal professionals.○ Legal Consequences:<ul style="list-style-type: none">▪ Contempt can result in imprisonment, fines, or other legal penalties, while professional misconduct often leads to disciplinary actions like suspension or disbarment. <p>Class Exercise: (5 minutes)</p> <ul style="list-style-type: none">• Review notable cases of both contempt and professional misconduct. For example:<ul style="list-style-type: none">○ Contempt: Discuss the Arundhati Roy case for criminal contempt of court.○ Professional Misconduct: Review a case involving unethical conduct by a lawyer, such as V. C. Rangadurai vs D. Gopalan.• Engage students in comparing the outcomes and societal impacts of each case.
<p>Closure</p>	<ol style="list-style-type: none">1. Recap the distinctions between contempt of court and professional misconduct, emphasizing their different legal contexts and consequences.2. Ask students to reflect on why it is important to hold both legal professionals and the public accountable for their actions towards the judiciary.3. Suggested Reading: Contempt of Court and Professional ethics, https://blog.ipleaders.in/contempt-court-professional-ethics/4. Homework: Assign students to write a brief summary of a legal professional's duties and discuss how those duties intersect with the judiciary's authority, focusing on the balance between upholding professional ethics and respecting judicial authority. <p style="text-align: right;">(5 minutes)</p>
<p>Evaluation</p>	<ol style="list-style-type: none">1. Participation in Class exercise.2. Reflective Questions, such as "How does professional misconduct affect the integrity of the legal profession compared to contempt of court's effect on the judiciary?" <p style="text-align: right;">(5 minutes)</p>



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Lesson Plan No. 4.4	Course Name: Professional Ethics & Professional Accounting Topic: Contempt jurisdiction of High Courts and the Supreme Court under the Constitution of India	Course No.: BBALLB-504
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Objectives	At the end of this lesson, students will be able to: <ol style="list-style-type: none">1. Understand the constitutional provisions related to contempt of court in India.2. Identify the powers of the Supreme Court and High Courts in dealing with contempt cases.3. Analyze the implications of contempt jurisdiction and its limits within India's legal framework
Teaching Aids (if any)	<ol style="list-style-type: none">a. Presentationb. Case studies (e.g., Arundhati Roy vs Union of India for criminal contempt).
Teaching Development	<p><input type="checkbox"/> Introduction (5 minutes) Start the class by discussing the relevance of judicial authority and the importance of maintaining respect for the courts. Ask students if they have heard of any contempt of court cases and discuss briefly. Objective: Set the context for understanding contempt jurisdiction.</p> <p><input type="checkbox"/> Development (30 minutes)</p> <p>A. Constitutional Basis for Contempt Jurisdiction (15 minutes)</p> <ul style="list-style-type: none">• Article 129 & 215: Explain how the Constitution grants the Supreme Court (Art. 129) and High Courts (Art. 215) the power to punish for contempt of themselves.• Article 142(2): Discuss how the Supreme Court's power extends to making orders for securing justice in contempt cases.• Define the two types of contempt:<ol style="list-style-type: none">1. Civil Contempt: Failure to comply with court orders.2. Criminal Contempt: Scandalizing the court, interfering with judicial proceedings, or obstructing the administration of justice. <p>B. Scope and Nature of Contempt Powers (10 minutes)</p> <ul style="list-style-type: none">• Discuss the wide powers given to the judiciary to ensure that its orders are respected and justice is not obstructed.• Explain the concept of <i>inherent powers</i> of courts to handle contempt cases, even in the absence of specific legislation. <p>C. Notable Case Studies (5 minutes)</p>



	<ul style="list-style-type: none">• Arundhati Roy case: A case highlighting criminal contempt for scandalizing the judiciary.• Prashant Bhushan case: Discuss the recent implications of social media and free speech intersecting with contempt jurisdiction. <p>Class Exercise: (5 minutes)</p> <p>Engage students with a hypothetical situation where a journalist criticizes a court decision on social media. Ask them to discuss whether this could amount to contempt of court, balancing free speech with judicial respect.</p>
Closure	<ol style="list-style-type: none">1. Summarize the key points about the powers of the Supreme Court and High Courts to punish for contempt. Emphasize the need for balancing these powers with freedom of expression in a democratic society.2. Suggested Reading: Constitution of India (Articles 129, 142(2), 215) and Contempt of Courts Act, 1971.3. Homework: Assign students to write a brief essay on a recent contempt case in India, analyzing the court's approach and the constitutional principles involved. <p>(5 minutes)</p>
Evaluation	<ol style="list-style-type: none">1. Participation in Class exercise.2. Reflective Questions, such as "Why is the contempt power crucial for the judiciary, and what are its potential limitations?" <p>(5 minutes)</p>



Lesson Plan No. 4.6	Course Name: Professional Ethics & Professional Accounting Topic: Landmark case on Contempt of court: Re: Arundhati Roy vs Unknown (2002) 3 SCC 343	Course No.: BBALLB-504
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Objectives	At the end of this lesson, students will be able to: <ol style="list-style-type: none"> 1. Understand the significance of contempt jurisdiction in the judicial system. 2. Analyze the key issues and judgment in the Re: Arundhati Roy case. 3. Discuss the implications of the case on freedom of speech and the authority of the judiciary.
Teaching Aids (if any)	a. Presentation
Teaching Development	<p>Introduction (5 minutes):</p> <ul style="list-style-type: none"> • Begin with a brief discussion on the concept of contempt of court and why it is critical to the judiciary's functioning. • Provide a general overview of the Contempt of Courts Act 1971 and how it has been used to uphold the dignity of courts. • Mention Arundhati Roy's background as an author and activist, setting the context for the case. <p>Development (30 minutes)</p> <p>A. Overview of the Contempt of Courts Act, 1971 (10 minutes)</p> <ul style="list-style-type: none"> • Define contempt of court and explain the difference between civil contempt and criminal contempt. • Highlight how the judiciary uses its contempt powers to maintain its authority and dignity. <p>B. Case Facts: Re: Arundhati Roy (15 minutes)</p> <ul style="list-style-type: none"> • Briefly outline the background of the case, including Arundhati Roy's public statements and her criticism of the judiciary related to the Narmada Bachao Andolan judgment. • Discuss the court's decision to initiate suo motu contempt proceedings based on her statements. • Highlight key legal issues: <ul style="list-style-type: none"> ○ What constitutes scandalizing the court? ○ The balance between free speech and judicial authority. <p>C. Judgment and Analysis (5 minutes)</p> <ul style="list-style-type: none"> • Analyze the Supreme Court's judgment, which convicted Roy for



	<p>contempt of court under criminal contempt.</p> <ul style="list-style-type: none">• Discuss the reasoning behind the court's decision, emphasizing the need to uphold judicial dignity.• Present opposing viewpoints on whether this decision limited freedom of expression. <p>Class Exercise: (5 minutes)</p> <ul style="list-style-type: none">• Provide students with a hypothetical scenario where a public figure criticizes a judgment, and ask them to determine whether the criticism could amount to contempt.• Engage in a brief discussion on how courts handle such matters and the potential consequences for the individual and the judiciary.
Closure	<ol style="list-style-type: none">1. Summarize the case study, emphasizing the balance courts must maintain between protecting their dignity and respecting free speech.2. Conclude by discussing the broader implications of the Re: Arundhati Roy case on contemporary legal issues, especially concerning activism and criticism of the judiciary.3. Suggested Reading: Contempt of Courts Act, 1971 (Sections 2 and 12), Judgment in Re: Arundhati Roy vs Unknown (2002) 3 SCC 3434. Homework: Ask students to write a 500-word analysis of whether they agree with the Supreme Court's decision in the Arundhati Roy case, with reference to other similar cases involving contempt. <p>(5 minutes)</p>
Evaluation	<ol style="list-style-type: none">1. Participation in Class exercise.2. Reflective Questions, such as "What are the implications of this case for freedom of speech?" <p>(5 minutes)</p>



Lesson Plan No. 4.7	Course Name: Professional Ethics & Professional Accounting Topic: Landmark case on Contempt of Court: Justice C.S. Karnan vs The Honourable Supreme Court of India	Course No.: BBALLB-504
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Objectives	At the end of this lesson, students will be able to: <ol style="list-style-type: none"> 1. Understand the significance of contempt of court, especially with regard to judicial conduct. 2. Analyze the key issues and judgment in the Justice C.S. Karnan case. 3. Discuss the implications of the case on judicial accountability and the limits of judicial freedom.
Teaching Aids (if any)	a. Presentation
Teaching Development	<p>Introduction (5 minutes):</p> <ul style="list-style-type: none"> • Start with a brief discussion on the concept of contempt of court and its importance in maintaining the authority of the judiciary. • Provide a general overview of the Contempt of Courts Act, 1971 and how it applies to judges. • Introduce Justice C.S. Karnan, his career, and the controversial actions that led to contempt proceedings against him. <p>Development (30 minutes)</p> <p>A. Overview of the Contempt of Courts Act, 1971 (10 minutes)</p> <ul style="list-style-type: none"> • Define contempt of court and explain the difference between civil contempt and criminal contempt. • Discuss how contempt powers have been used in cases of judicial overreach or misconduct. <p>B. Case Facts: Justice C.S. Karnan vs The Honourable Supreme Court of India (15 minutes)</p> <ul style="list-style-type: none"> • Outline the events leading to the contempt proceedings, including Justice Karnan's defiance of judicial orders and accusations against fellow judges. • Explain how the Supreme Court took suo motu cognizance of his actions, leading to the first instance of a sitting judge being sentenced for contempt. • Discuss the key legal issues involved, such as: <ul style="list-style-type: none"> ○ Judicial accountability and ethics. ○ The limits of judicial freedom and independence.



	<p>C. Judgment and Analysis (5 minutes)</p> <ul style="list-style-type: none">Analyze the Supreme Court's decision to sentence Justice Karnan to six months of imprisonment for contempt.Highlight the court's reasoning, emphasizing the need to maintain the judiciary's integrity and authority.Discuss the unprecedented nature of this case and its broader implications on judicial conduct. <p>Class Exercise: (5 minutes)</p> <ul style="list-style-type: none">Provide students with a hypothetical scenario where a judge oversteps their boundaries and defies the orders of a higher court.Ask students to discuss whether the judge's actions could amount to contempt and what measures the judiciary might take to address the issue
Closure	<ol style="list-style-type: none">Summarize the case study by emphasizing the delicate balance between judicial independence and accountability.Conclude by discussing how the <i>Justice C.S. Karnan case</i> has set a precedent for addressing misconduct within the judiciary.Suggested Reading: Contempt of Court and Professional ethics, https://blog.ipleaders.in/contempt-court-professional-ethics/Homework: Ask students to write a 500-word reflection on the implications of the <i>Justice C.S. Karnan case</i> for judicial accountability and whether they agree with the Supreme Court's approach <p>(5 minutes)</p>
Evaluation	<ol style="list-style-type: none">Participation in Class exercise.Reflective Questions, such as "Was the Supreme Court's action justified in this case?" <p>(5 minutes)</p>



Lesson Plan No. 5.3	Course Name: Professional Ethics & Professional Accounting Topic: Case law on Contempt of Court by Supreme Court: Hari Singh Nagra and others v Kapil Sibal and Ors	Course No.: BBALLB-504
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Objectives	At the end of this lesson, students will be able to: <ol style="list-style-type: none">1. Understand the significance of contempt of court, particularly in relation to public statements made by public figures.2. Analyze the key legal issues and judgment in the Hari Singh Nagra case.3. Discuss the implications of the case on freedom of speech, public discourse, and the judiciary's authority.
Teaching Aids (if any)	a. Presentation
Teaching Development	<p>Introduction (5 minutes):</p> <ul style="list-style-type: none">• Start with a brief discussion on the importance of maintaining judicial dignity through contempt of court proceedings.• Introduce the Contempt of Courts Act, 1971, and explain how it is used to protect the judiciary from scandalizing remarks or disobedience.• Provide a brief overview of the case involving Hari Singh Nagra, where allegations and public statements by Kapil Sibal were addressed through contempt proceedings. <p>Development (30 minutes)</p> <p>A. Overview of the Contempt of Courts Act, 1971 (10 minutes)</p> <ul style="list-style-type: none">• Define contempt of court and explain the distinction between civil and criminal contempt.• Discuss how criminal contempt (scandalizing the court or lowering its authority) applies in cases of public criticism. <p>B. Case Facts: <i>Hari Singh Nagra and Others vs Kapil Sibal and Ors</i> (15 minutes)</p> <ul style="list-style-type: none">• Outline the background of the case, detailing the allegations made by Hari Singh Nagra and others regarding statements made by Kapil Sibal.• Discuss the events that led to the filing of contempt proceedings, and how the judiciary responded to the allegations of public defamation of the court.• Explore the legal questions involved, such as:<ul style="list-style-type: none">◦ What constitutes "scandalizing the court" in the context of political and legal commentary?



	<ul style="list-style-type: none">○ How does the court balance freedom of expression with the need to uphold its dignity? <p>C. Judgment and Analysis (5 minutes)</p> <ul style="list-style-type: none">• Analyze the court's ruling, which emphasized the importance of preserving the court's authority and deterring public figures from making unfounded accusations against judicial institutions.• Discuss the reasoning behind the court's decision and its broader implications for public discourse and criticism of the judiciary. <p>Class Exercise: (5 minutes)</p> <ul style="list-style-type: none">• Present students with a hypothetical scenario where a political leader makes a controversial statement about a court ruling.• Ask students to debate whether the statement constitutes contempt of court and to discuss the possible legal consequences for the public figure.
Closure	<ol style="list-style-type: none">1. Summarize the Hari Singh Nagra case by highlighting the balance between free speech and contempt of court in democratic societies.2. Discuss the implications of this case for public figures, politicians, and activists in maintaining respect for the judiciary.3. Suggested Reading: Contempt of Courts Act, 1971 (Sections 2 and 12), Judgment in Hari Singh Nagra and Others v Kapil Sibal and Ors4. Homework: Ask students to write a 500-word analysis on whether public criticism of the judiciary should be protected as free speech or curtailed to preserve judicial authority, using the <i>Hari Singh Nagra</i> case as a reference. <p style="text-align: right;">(5 minutes)</p>
Evaluation	<ol style="list-style-type: none">1. Participation in Class exercise.2. Reflective Questions, such as "Was the court's decision fair in light of the statements made?" <p style="text-align: right;">(5 minutes)</p>



Lesson Plan No. 1.1	Course Name: Professional Ethics & Professional Accounting Topic: History of Legal Profession in India	Course No.: BBALLB-504
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Objectives	At the end of the lesson the student shall be able to: a. Outline the major historical milestones in the development of the legal profession in India. b. Understand the Development of Legal Institutions in India.
Teaching Aids (if any)	Presentation
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes)<ul style="list-style-type: none">• Begin brief discussion on what students know about the legal profession.• Explain what the lesson will cover and the importance of understanding the history of the legal profession2. Development (30 minutes)<ol style="list-style-type: none">A. Historical Perspective<ul style="list-style-type: none">• Discuss the structure of legal systems in Ancient India, Mughal rule and British Rule.• Discuss the importance of Indian Bar Councils Act, 1926.• Discuss how the current structure of Legal Profession came into existence.B. Current Indian Perspective<ul style="list-style-type: none">• Important Legislations governing Advocacy and Legal Profession in India: Advocates Act 1961, Contempt of Courts Act, 1971 Bar Council of India Rules 1975 The Legal Services Authority Act 1987 The Legal Practitioners Act 1879 Supreme Court Rules 1996• Discuss the establishment of significant legal institutions like the Supreme Court, High Courts, Tribunals such as NGT, NCLAT, NJAC, Bar Council of India and NLUs.• Important Stakeholders of Legal Profession: Bar and Bench-Role, Responsibilities and Relation.• Institution of Paralegals, Notary3. Class Exercise: (5 minutes)<ul style="list-style-type: none">• Initiate Discussion on “how understanding the historical development of Legal Profession in India contributes to a deeper appreciation of the currently existing Legal profession, of which students are going to be major part.”



Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading: Unit 1, Ch. 2, (Pg. No. 9-16) Professional Ethics, Accountancy for Lawyers and Bench Bar Relation by S.R. Myneni3. Homework: Revise the historical development of legal profession in India. <p style="text-align: right;">(5 Minutes)</p>
Evaluation	<ol style="list-style-type: none">1. Participation in Class Discussion2. Reflective Question such as, “Which Legislation deals with Regulation of Advocates’ Conduct with Clients?” <p>Spend 5 minutes to evaluate student assimilation of the lesson contents.</p>



Lesson Plan No. 1.2	Course Name: Professional Ethics & Professional Accounting Topic: Nature of Legal Profession in India	Course No.: BBALLB-504
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Objectives	At the end of the lesson the student shall be able to: a. Describe the roles and responsibilities of legal professionals in India. b. Identify various career paths within the legal profession. c. Understand the skills and qualities necessary for success in the legal field.
Teaching Aids (if any)	a. Presentation
Teaching Development	<ol style="list-style-type: none">Introduction (5 minutes)<ul style="list-style-type: none">Begin by discussing and refreshing the developmental aspect of legal profession in India.Engage students in outlining different stakeholders in Legal Profession and ask them, their understanding of the Roles/Responsibility of Lawyers.Development (30 minutes)<ol style="list-style-type: none">Roles, Responsibilities and relations of Stakeholders in Legal Profession<ul style="list-style-type: none">Outline the types of stakeholders in Indian legal System and discuss their roles/responsibilities and relations with each other: Bar Bench Prosecution Role of Notary Legal Aid Counsels (NLSA, SLSA, DLSA) Arbitrators/Mediators and NegotiatorsDiscuss the challenges faced by the stakeholders and the Legal system as a whole.Impact of Legislations in shaping the current nature of Legal Profession in India.<ul style="list-style-type: none">Discuss the impact of Legislations, BCI rules and case laws on regulating the legal profession in India.Identify various career pathways and discuss the skills, values and qualities necessary for each one of them respectively.Discuss the concept of 'Good Lawyer' and significance of 'Noble profession' of Law.<ul style="list-style-type: none">Introduce the concept of Advocacy and distinguish Advocate from Lawyer.Discuss the role of Law-firms vis a vis Sole legal practitioner.Discuss the importance of Litigation vis a vis ADR mechanism.Evaluate the multi-disciplinary nature of Law and Legal



	<p>Profession. Enhance on the concept of studying different subjects in order to have a broader vision/outlook regarding Job pursuance.</p> <p>3. Class exercise: (5 minutes) Initiate Discussion on how specific skillset, qualities and values strengthen the Legal profession as a whole, ultimately helping the law students to be a 'Good Lawyer'.</p>
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested reading: Unit 1, Ch 3, (Pg. no. 17-20) Professional Ethics, Accountancy for Lawyers and Bench Bar Relation S.R. Myneni3. Homework: Revise the "Nature of Legal Profession". <p>(5 Minutes)</p>
Evaluation	<ol style="list-style-type: none">1. Participation in Class Discussion.2. Reflective Question, "What disciplines do you think are necessary to have complete understanding of Law?" <p>(5 minutes)</p>



Lesson Plan No. 1.3	Course Name: Professional Ethics & Professional Accounting Topic: Business and Profession	Course No.: BBALLB-504
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Objectives	At the end of the lesson the student shall be able to: a. Distinguish between the concepts of 'business' and 'profession.' b. Analyze how the legal profession fits into the distinction between business and profession
Teaching Aids (if any)	Presentation
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes)<ul style="list-style-type: none">• Begin with a quick discussion on what students understand by 'business' and 'profession.'• Provide definitions for 'business' and 'profession.'2. Development (30 minutes)<ol style="list-style-type: none">A. Business and profession- Concept<ul style="list-style-type: none">• Discuss characteristics of 'business' and 'profession' and distinguish the same.• Explore how the legal profession fits into these definitions.B. Compare the legal profession with businesses in terms of objectives, practices, and regulations.C. Discuss the examples:<ul style="list-style-type: none">• Law firms operating as for-profit entities.• Legal professionals providing pro bono services.3. Class Exercise: (5 minutes)<ul style="list-style-type: none">• Initiate discussion with regards to Law firms pursuing Pro-bono cases vis a vis Legal Aid Counsels.
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested reading: Unit 1, Ch 4, (Pg. No. 22-25) Professional Ethics, Accountancy for Lawyers and Bench-Bar Relation, S.R. Myneni3. Homework: Write a short note on difference between Business and legal Profession. <p style="text-align: right;">(5 minutes)</p>
Evaluation	<ol style="list-style-type: none">1. Participation in Class Discussion2. Reflective question, where do Law Firms fit in- Business or Profession? <p style="text-align: right;">(5 minutes)</p>



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Lesson Plan No. 1.4	Course Name: Professional Ethics & Professional Accounting Topic: Legal ethics and Code of Conduct	Course No.: BBA.LLB-504
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Objectives	By the end of this lesson, students will be able to: a. Define ethics and code of conduct in Legal Profession b. Identify the main ethical standards and rules governing legal professionals.
Teaching Aids (if any)	a. Presentation
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 mins):<ul style="list-style-type: none">- Begin with a brief discussion on what students understand about ethics, in general as well as w.r.t Legal Profession.- Define key concepts: Legal ethics and Code of Conduct2. Development (30 minutes):<ul style="list-style-type: none">- Discuss the fundamental ethical principles in the legal profession viz, Confidentiality, integrity among others.- Explore the main components of the legal profession's code of conduct, viz, Client-advocate relationship, Bar and Bench, among others.- Provide students with real-life or hypothetical case studies involving ethical dilemmas, such as conflict of interest.- Engage students in a discussion about common ethical dilemmas faced by legal professionals. Discuss the complexities and challenges of resolving these dilemmas.3. Class Activity: (5 minutes) Facilitate discussion on significance of legal ethics in Legal profession as compared to other self-practicing/freelance professions.

Closure	<ul style="list-style-type: none">• Recap the key points of the lesson, including the definitions, principles, and application of ethical standards in the legal profession.• Suggested reading: Unit 3, Ch. 3, Professional Ethics, Accountancy for Lawyers and Bench Bar Relation by S.R. Myneni <p style="text-align: right;">(5 Minutes)</p>
Evaluation	<ol style="list-style-type: none">a. Assessment through Class discussions and reflective questions.b. Reflective questions such as, "what are the ethics common to every profession?" <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



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Lesson Plan No. 1.5	Course Name: Professional Ethics & Professional Accounting Topic: Professional Conduct and Etiquette	Course No.: BBA.LLB-504
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Objectives	By the end of this lesson, students will be able to: a. Understand the meaning and importance of professional ethics, Standards of Professional Conduct and Etiquette in the workplace. b. Apply these principles to enhance their professional behavior and decision-making.
Teaching Aids (if any)	a. Presentation
Teaching Development	1. Introduction (5 mins): - Define professional ethics, Standards of Professional Conduct and Etiquette - referring to the moral principles and standards that guide behavior in the professional context. 2. Development (30 minutes): - Ask students about their understanding of Professional ethics in Law and its role. - Discuss its role in ensuring integrity, accountability, and fairness in professional settings. - Discuss importance of Professional Ethics in rapport building, Client-advocate relationship and upholding the standards of professionalism in Law. - Present real-life examples to illustrate importance of Professional ethics for a lawyer. 3. Class Activity: (5 minutes) Facilitate discussion on “Dilemmas of legal ethics in practice”.

Closure	a. Summarize the main points covered in the lesson and emphasize upon the significance of Professional ethics in Law. b. Suggested reading: U 3, Ch3, Professional Ethics, Accountancy for Lawyers and Bench Bar Relations J.P.S. Sirohi, Sunil Sirohi <p style="text-align: right;">(5 minutes)</p>
Evaluation	<ul style="list-style-type: none">• Group Discussion and students’ responses• Reflective questions such as, “What are the two important Spend 5 minutes to evaluate student assimilation of the lesson contents



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Lesson Plan No. 2.1	Course Name: Professional Ethics & Professional Accounting Topic: Admission and Enrolment of Advocates in State Bar Council	Course No.: BBALLB-504
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Objectives	At the end of the lesson the student shall be able to: a. Understand the utility, purpose and role of Advocates Act 1961 b. Define different classes of advocates as described in S/16 of Advocates Act 1961 c. Understand the procedure of admission and enrolment of advocates in state Bar Council.
Teaching Aids (if any)	a. Presentation
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes)<ul style="list-style-type: none">• Start with a brief discussion on what students know about regulating authority of Advocates in India.• Introduce the concept of State level and National level Bar Council in India.2. Development (30 minutes)<ol style="list-style-type: none">A. Introduction to the Advocates Act, 1961<ul style="list-style-type: none">• Overview:<ul style="list-style-type: none">○ Brief history and purpose of the Advocates Act, 1961.○ Importance of the Act in regulating the legal profession in India.• Key Objectives<ul style="list-style-type: none">○ Regulate the legal profession and provide for the constitution of Bar Councils.○ Ensure proper admission, enrolment, and discipline of advocates.B. Admission of Advocates:<ul style="list-style-type: none">• Eligibility criteria for admission as an advocate.• Educational qualifications required (e.g., a degree in law from a recognized institution).• Examination and training requirementsC. Enrolment Procedure:<ul style="list-style-type: none">• Application process for enrolment with the State Bar Council.• Documents required for enrolment (e.g., proof of qualifications, character certificates).• Enrolment fees and other formalities.D. Key Sections to Review:<ul style="list-style-type: none">Section 24: Conditions of eligibility for enrolment.



	<p>Section 25: Application for admission as an advocate. Section 26: Enrolment of advocates.</p> <p>3. Class Exercise: (5 minutes) Facilitate discussion on Recent case law Gaurav Kumar v. U.O.I (2024) governing State Bar Council enrolment application fee pronounced by Supreme Court of India.</p>
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested reading: Chapter 2, Pg no. 32-49, Professional Ethics, Accountancy for Lawyers and Bench Bar Relations by J.P.S. Sirohi, Sunil Sirohi3. Homework: Learn the key provisions pertaining to admission and enrolment of Advocates in state bar Council. <p>(5 minutes)</p>
Evaluation	<ol style="list-style-type: none">1. Participation in Class exercise.2. Reflective Question, such as “Why was the Advocates Act, 1961, enacted?”, “How does it impact the practice of law in India?” <p>(5 minutes)</p>



Lesson Plan No. 2.2	Course Name: Professional Ethics & Professional Accounting Topic: Right to Practice- Advocates, Recognized pleaders and foreign Lawyers	Course No.: BBALLB-504
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Objectives	At the end of the lesson the Students will gain a clear understanding of <ol style="list-style-type: none">Advocates' rights to practice law, the procedural steps involved in enrollment, and the formalities required to become a practicing advocate in India.Right to practice- Recognized pleaders, Foreign Lawyers
Teaching Aids (if any)	ol type="a"> Presentation
Teaching Development	<ol style="list-style-type: none">Introduction (5 minutes)<ul style="list-style-type: none">Start with a brief discussion on what students have gained in previous lecture concerning 'Admission and enrolment of Advocates in State Bar Councils'.Introduce the concept of Right to practice of advocates enroled in Councils.Development (30 minutes)<ol style="list-style-type: none">Introduction to Advocates' Rights to Practice<ol style="list-style-type: none">Overview:<ul style="list-style-type: none">Explanation of what constitutes the "right to practice" law.Historical context and significance of this right in the legal profession.Legal Basis:<ul style="list-style-type: none">Section 30 of the Advocates Act, 1961, which provides for the right to practice in any court or tribunal in India.The significance of this right for advocates.Recognized Pleders and Their Role<ul style="list-style-type: none">Definition of recognized pleaders under Indian law.Historical evolution of recognized pleaders and their transition to advocates.Differences between recognized pleaders and advocates.Foreign Lawyers and Their Practice in India<ul style="list-style-type: none">The legal framework governing the practice of foreign lawyers in India.Restrictions and regulations for foreign lawyers wishing to practice in India.Case law: BCI V. A.K. Balaji and ors., (2018)Class exercise: (5 minutes)<ul style="list-style-type: none">Facilitate a discussion on "The impact of foreign lawyers on the Indian legal market" among students.
Closure	<ol style="list-style-type: none">Summarize the Lesson Learning Outcomes and get affirmation



	<p>from students on these.</p> <ol style="list-style-type: none">2. Suggested Reading: Chapter 3, Pg. No. 57-75, Professional Ethics, Accountancy for Lawyers and Bench Bar Relations by J.P.S. Sirohi, Sunil Sirohi3. Homework: Write a short note on “Transition in Legal profession from Pleaders to Advocates”. <p style="text-align: right;">(5 minutes)</p>
Evaluation	<ol style="list-style-type: none">1. Participation in Class exercise.2. Reflective Questions, such as “What does the right to practice entail for an advocate?” <p style="text-align: right;">(5 minutes)</p>



Lesson Plan No. 2.3	Course Name: Professional Ethics & Professional Accounting Topic: State Bar Council: Composition and Powers	Course No.: BBALLB-504
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Objectives	At the end of the lesson the student shall be able to: a. Understand the composition, functions, and powers of State Bar Councils in India. b. Learn about the roles and responsibilities of the council members and the council's impact on the legal profession.
Teaching Aids (if any)	a. Presentation
Teaching Development	<ol style="list-style-type: none">Introduction (5 minutes)<ul style="list-style-type: none">Start with a brief introduction of State Bar Councils -Purpose and overview.Development (30 minutes)<ol style="list-style-type: none">Overview: Definition and purpose of State Bar Councils. Brief overview of the Advocates Act, 1961, as it pertains to State Bar Councils.Composition of State Bar Councils<ul style="list-style-type: none">Structure:<ul style="list-style-type: none">The composition of the State Bar Council as per the Advocates Act, 1961.Number of members, appointment, and election process.Key Positions:<ul style="list-style-type: none">Chairperson, Vice-Chairperson, and other officers.Roles and responsibilities of different members.Tenure:<ul style="list-style-type: none">Term length and election process for council members.Process for re-election and filling vacancies.Key Sections to Review:<ul style="list-style-type: none">Section 3: Constitution of State Bar Councils.Section 4: Qualification and tenure of members.Powers and Functions of State Bar Councils<ul style="list-style-type: none">Regulatory Powers:<ul style="list-style-type: none">Powers related to the admission and enrollment of advocates.Power to regulate the conduct of advocates and take disciplinary actions.Administrative Functions:<ul style="list-style-type: none">Management of funds and resources.Organization of continuing legal education and training programs. <ul style="list-style-type: none">Key Sections to Review:



	<ul style="list-style-type: none">○ Section 6: Powers and functions of State Bar Councils.○ Section 10: Disciplinary powers and procedures. <p>3. Class Exercise: (5 minutes)</p> <ul style="list-style-type: none">● Facilitate discussion on the State Bar Council's Role in representing the interests of Advocates in the legal profession.
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested reading: Unit 2, Chapter 11 Pg. No. 96-105, Professional Ethics, Accountancy for Lawyers and Bench Bar Relation by S.R. Myneni3. Homework: Learn the composition and functions of state Bar Council. <p style="text-align: right;">(5 minutes)</p>
Evaluation	<ol style="list-style-type: none">1. Participation in Class exercise.2. Reflective Questions such as, "What are the key challenges faced by State Bar Councils today?" <p style="text-align: right;">(5 minutes)</p>



Lesson Plan No. 2.3	Course Name: Professional Ethics & Professional Accounting Topic: Bar Council of India: Composition and Powers	Course No.: BBALLB-504
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Objectives	At the end of the lesson the student shall be able to: a. Understand the composition, functions, and powers of Bar Council of India. b. Learn about the roles and responsibilities of the council members and the council's impact on the legal profession.
Teaching Aids (if any)	a. Presentation
Teaching Development	<ol style="list-style-type: none">Introduction (5 minutes)<ul style="list-style-type: none">Start with a brief introduction of Bar Council of India -Purpose and overview.Development (30 minutes)<ol style="list-style-type: none">Overview: Definition and scope of Jurisdiction of Bar Council of India. Brief overview of the Advocates Act, 1961, as it pertains to BCIComposition of BCI<ul style="list-style-type: none">Structure:<ul style="list-style-type: none">The composition of the BCI as per the Advocates Act, 1961.Number of members, appointment, and election process.Key Positions:<ul style="list-style-type: none">Chairperson, Vice-Chairperson, and other officers.Roles and responsibilities of different members.Tenure:<ul style="list-style-type: none">Term length and election process for council members.Process for re-election and filling vacancies.Powers and Functions of BCI<ul style="list-style-type: none">Regulatory Powers:<ul style="list-style-type: none">Powers related to the establishment of various committees under the Advocates Act 1961.Power to regulate the conduct of advocates and take disciplinary actions.Power to hear appeals from State Bar Council Orders.Administrative Functions:<ul style="list-style-type: none">Management of funds and resources.Organization of continuing legal education and training programs.Class Exercise: (5 minutes)<ul style="list-style-type: none">Facilitate discussion on the BCI's Role in representing the interests of Advocates in the legal profession.
Closure	1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.



	<ol style="list-style-type: none">2. Suggested reading: Unit 2, Chapter 11 Pg. No. 96-105, Professional Ethics, Accountancy for Lawyers and Bench Bar Relation by S.R. Myneni3. Homework: Learn the composition and functions of BCI (5 minutes)
Evaluation	<ol style="list-style-type: none">1. Participation in Class exercise.2. Reflective Questions such as, “What are the key challenges faced by BCI today?” (5 minutes)



Lesson Plan No. 2.3	Course Name: Professional Ethics & Professional Accounting Topic: Rights and Privileges of Advocates	Course No.: BBALLB-504
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Objectives	At the end of the lesson the student shall be able to: a. gain a thorough understanding of the rights and privileges, of advocates as outlined in the Advocates Act, 1961. b. learn about the legal protections afforded to advocates, their professional privileges.
Teaching Aids (if any)	a. Presentation
Teaching Development	<ol style="list-style-type: none">Introduction (5 minutes)<ul style="list-style-type: none">Start with a brief discussion about 'Rights of advocates to practice before Courts in India'.Ask the students to identify the protections/privileges offered to advocates as per their understanding.Development (30 minutes)<ol style="list-style-type: none">Brief overview of the Advocates Act, 1961, focusing on the sections relevant to advocates' rights and responsibilities.Rights of Advocates<ul style="list-style-type: none">Right to Practice:<ul style="list-style-type: none">Section 30: Right to practice in any court or tribunal in India.Implications for the advocate's professional freedom and independence.Right to Appear:<ul style="list-style-type: none">Right to appear and plead before any court or tribunal, including the right to represent clients in various legal forums (Section 30).Right to Access and Information:<ul style="list-style-type: none">Right to access court records and information relevant to their cases.Right to fair representation and due process.Privileges of Advocates<ul style="list-style-type: none">Professional Privileges:<ul style="list-style-type: none">Privilege of confidentiality: The duty to maintain client confidentiality.Privilege of legal professional privilege: Protection of communications between advocate and client.Immunities and Protections:<ul style="list-style-type: none">Immunity from being sued for statements made in the course of legal proceedings.Protection from disciplinary action for statements made as part of advocacy.Key Sections to Review:<ul style="list-style-type: none">Section 126: Confidentiality of communications.



	<ul style="list-style-type: none">○ Section 129: Immunity from suit.3. Class exercise: (5 minutes)<ul style="list-style-type: none">● Facilitate a discussion on the importance of these privileges in maintaining the integrity of the legal profession.
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested reading: Unit 2, Chapter 11 Professional Ethics, Accountancy for Lawyers and Bench Bar Relation by S.R. Myneni3. Homework: Write a short note on Rights of Advocate and their significance in Legal profession. <p style="text-align: right;">(5 minutes)</p>
Evaluation	<ol style="list-style-type: none">1. Participation in class discussion.2. Reflective Questions such as, what are the rights enshrined under Advocates Act 1961, for Advocates? <p style="text-align: right;">(5 minutes)</p>



Lesson Plan No. 2.3	Course Name: Professional Ethics & Professional Accounting Topic: Disabilities of Advocates	Course No.: BBALLB-504
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Objectives	At the end of the lesson the student shall be able to: a. gain a thorough understanding of the rights and privileges, of advocates as outlined in the Advocates Act, 1961. b. learn about the rules pertaining to Disqualification, removal and disabilities of Advocates under Advocates Act 1961.
Teaching Aids (if any)	a. Presentation
Teaching Development	<ol style="list-style-type: none">Introduction (5 minutes)<ul style="list-style-type: none">Start with a brief discussion about the reasons for which an Advocate shouldn't be allowed to practice law.Ask the students to identify the reasons and relate it to rules laid down by BCIDevelopment (30 minutes)<ol style="list-style-type: none">Brief overview of the Advocates Act, 1961, focusing on the sections relevant to advocates' responsibilities and Disabilities.Disqualification Advocates<ul style="list-style-type: none">Conviction of an offence of moral turpitude, under SC/ST Act.Removal from State/central Govt. Job.Actions attracting Removal/suspension name from State Bar roll of AdvocatesProfessional MisconductOther Disabilities – Lack of eligibility requirements, citizenship <p>Class exercise: (5 minutes)</p> <ul style="list-style-type: none">Facilitate a discussion on the importance of these disabilities in maintaining the integrity of the legal profession.
Closure	<ol style="list-style-type: none">Summarize the Lesson Learning Outcomes and get affirmation from students on these.Suggested reading: Unit 2, Chapter 11 Professional Ethics, Accountancy for Lawyers and Bench Bar Relation by S.R. MyneniHomework: Write a short note on Disabilities of Advocate and their significance in Legal profession. <p>(5 minutes)</p>
Evaluation	<ol style="list-style-type: none">Participation in class discussion.Reflective Questions such as, what are the reasons for disqualification enshrined under Advocates Act 1961, for Advocates? <p>(5 minutes)</p>



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Lesson Plan

Kot Bhalwal, Jammu



Dr. Arun K. Gupta Teaching-Learning Centre

Version 1.1



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Lesson Plan No. 2.3	Course Name: Professional Ethics & Professional Accounting Topic: Powers and Procedure of Disciplinary Committees of the Bar	Course No.: BBALLB-504
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Objectives	At the end of the lesson the student shall be able to: a. Understand the composition, functions, Powers and Procedure of Disciplinary Committees of the Bar b. Learn about the roles and responsibilities of the Committees and its impact on the legal profession.
Teaching Aids (if any)	a. Presentation
Teaching Development	<ol style="list-style-type: none">Introduction (5 minutes)<ul style="list-style-type: none">Start with a brief introduction of various committees established by BCI and SBC- Legal education Committee, Legal Aid Committee, Disciplinary Committee.Development (30 minutes)<ol style="list-style-type: none">Overview:<p>Extent and scope of Jurisdiction of the Disciplinary Committee of BCI and SBC. Brief overview of the Advocates Act, 1961, as it pertains to BCI.</p>Composition of Disciplinary Committee<ul style="list-style-type: none">Structure:<ul style="list-style-type: none">The composition as per the Advocates Act, 1961.Number of members, appointment, and election process.Key Positions:<ul style="list-style-type: none">Chairperson, Vice-Chairperson, and other officers.Roles and responsibilities of different members.Tenure:<ul style="list-style-type: none">Term length and election process for council members.Process for re-election and filling vacancies.Powers and Functions of Disciplinary Committee<ul style="list-style-type: none">Civil Court Powers:<ul style="list-style-type: none">Powers related to Disciplinary action against Advocates and Procedure of Civil court applicable.Power to regulate the conduct of advocates by various actions- Reprimand, dismissal, removal, fines, etc.Power to hear appeals from State Bar Council Orders.Administrative Functions:<ul style="list-style-type: none">Management of funds and resources.Hiring of subordinate staffClass Exercise: (5 minutes)<ul style="list-style-type: none">Facilitate discussion on the importance of Disciplinary actions mandated by Advocates Act 1961.



Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested reading: Unit 2, Chapter 11 Pg. No. 96-105, Professional Ethics, Accountancy for Lawyers and Bench Bar Relation by S.R. Myneni3. Homework: Learn the composition and functions of Disciplinary Committee <p style="text-align: right;">(5 minutes)</p>
Evaluation	<ol style="list-style-type: none">1. Participation in Class exercise.2. Reflective Questions such as, “What are the key challenges faced by Disciplinary committee in taking disciplinary actions against the Advocates?” <p style="text-align: right;">(5 minutes)</p>



Lesson Plan No. 3.1	Course Name: Professional Ethics & Professional Accounting Topic: Meaning and Elements of Advocacy	Course No.: BBALLB-504
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Objectives	At the end of this lesson, students will be able to: 1. Understand the concept of advocacy and its importance. 2. Identify and explain the key elements of advocacy. 3. Discuss the role of advocacy in law and society.
Teaching Aids (if any)	a. Presentation
Teaching Development	Introduction (5 minutes): <ul style="list-style-type: none">Begin by asking students what they understand by the term "advocacy."Briefly introduce the concept of advocacy and its relevance in both legal and non-legal contexts.Explain the purpose of the lesson and how understanding advocacy can improve professional communication and legal practice. Development (30 minutes): What is Advocacy? <ul style="list-style-type: none">Define advocacy as the act of arguing on behalf of a particular issue, idea, or person, often within the context of law or social justice.Discuss the various contexts where advocacy plays a role, such as human rights, environmental law, and legal representation. Elements of Advocacy: <ol style="list-style-type: none">Understanding the Issue<ul style="list-style-type: none">Explain the importance of deeply understanding the issue or cause being advocated for. This includes legal, social, and ethical dimensions.Effective Communication<ul style="list-style-type: none">Discuss the role of clear and persuasive communication in advocacy. This includes written, oral, and visual communication strategies.Persuasion and Argumentation<ul style="list-style-type: none">Analyze the skill of building a persuasive argument, supported by evidence, facts, and logic.Research and Evidence<ul style="list-style-type: none">Highlight the role of thorough research in advocacy. Provide examples of how well-researched arguments



	<p>strengthen credibility.</p> <ol style="list-style-type: none"> 5. Ethics and Professionalism <ul style="list-style-type: none"> ○ Discuss the ethical boundaries and professional behavior expected in advocacy, including honesty, respect for opposing views, and client confidentiality. 6. Building Relationships and Networks <ul style="list-style-type: none"> ○ Explain how advocates often work with other professionals, activists, or legal experts to strengthen their causes. <p>Class Exercise: (5 minutes)</p> <ul style="list-style-type: none"> • Have students briefly debate an issue (e.g., environmental protection vs. economic growth) in pairs, applying the elements of advocacy. Each pair presents their position and supporting arguments to the class.
Closure	<ol style="list-style-type: none"> 1. Summarize the main elements of advocacy and ask students to reflect on how these elements can enhance their role as future legal professionals. 2. Recap how effective advocacy requires a combination of deep knowledge, communication skills, and ethical standards. 3. Homework: Reflect on an instance where you or someone you know successfully advocated for an issue. Write a one-page summary identifying the key elements that contributed to the success of that advocacy effort. <p style="text-align: right;">(5 minutes)</p>
Evaluation	<ol style="list-style-type: none"> 1. Participation in Class exercise. 2. Reflective Questions, such as ““What is the most important element of advocacy, and why?”” <p style="text-align: right;">(5 minutes)</p>



Lesson Plan No. 3.2	Course Name: Professional Ethics & Professional Accounting Topic: Equipment of Advocates	Course No.: BBALLB-504
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Objectives	At the end of this lesson, students will be able to: <ol style="list-style-type: none">1. Understand the key skills and tools that advocates must possess.2. Discuss the significance of each equipment in legal practice.3. Identify the personal and professional qualities essential for advocacy.
Teaching Aids (if any)	a. Presentation
Teaching Development	<p>Introduction (5 minutes):</p> <ul style="list-style-type: none">• Start with a question: "What do you think are the essential tools or equipment an advocate needs to succeed?"• Introduce the concept of 'equipment' in the context of advocacy, explaining that it refers not only to physical tools but also skills, knowledge, and ethics.• Provide an overview of the lesson and its importance in shaping students' future professional careers as advocates.. <p>Development (30 minutes):</p> <p>Physical and Intellectual Equipment of an Advocate</p> <ol style="list-style-type: none">1. Legal Knowledge and Research Skills<ul style="list-style-type: none">○ Discuss the importance of comprehensive legal knowledge. Emphasize the need for continuous learning and staying updated with new laws, case precedents, and legal trends.○ Explain the role of research in building strong arguments and how advocates use research tools like legal databases.2. Communication Skills (Oral and Written)<ul style="list-style-type: none">○ Highlight the necessity for clear, persuasive communication both in writing (legal drafting) and orally (courtroom arguments).○ Discuss examples of effective oral advocacy in court settings and how written submissions (pleadings, contracts, etc.) play a crucial role in legal proceedings.3. Ethics and Professionalism<ul style="list-style-type: none">○ Explain the ethical framework within which advocates must operate, focusing on honesty, integrity, confidentiality, and adherence to professional conduct as per the Bar Council Rules.○ Provide a brief overview of the <i>Advocates Act 1961</i> that governs the ethical conduct of advocates.4. Analytical and Critical Thinking Skills<ul style="list-style-type: none">○ Discuss the importance of problem-solving and analytical



	<p>skills in identifying legal issues and devising strategies to resolve them.</p> <ul style="list-style-type: none">○ Introduce examples where critical thinking plays a pivotal role in interpreting laws, statutes, and judgments. <p>5. Persuasion and Negotiation Skills</p> <ul style="list-style-type: none">○ Talk about the role of persuasion in advocacy and how successful advocates use negotiation to achieve favorable outcomes for their clients.○ Mention the importance of both courtroom persuasion and out-of-court negotiations. <p>6. Time Management and Organization</p> <ul style="list-style-type: none">○ Explain how time management, prioritizing tasks, and organizing case files are vital in handling multiple cases effectively and efficiently. <p>7. Advocate's Dress Code</p> <ul style="list-style-type: none">○ Discuss the significance of the dress code for advocates in maintaining the dignity of the profession (e.g., black robe, white neckband). <p>Class Exercise: (5 minutes)</p> <ul style="list-style-type: none">• Ask students to role-play a mock court scenario where they must apply the skills of legal research, communication, and persuasion. Divide them into small groups representing advocates, judges, and clients.
Closure	<ol style="list-style-type: none">1. Summarize the key 'equipment' required for an advocate to succeed in their profession, both in and outside the courtroom2. Encourage students to reflect on which skills they believe are their strengths and which ones they need to develop further.3. Suggested reading: Chapter 5 of Professional Ethics Accountancy for Lawyers and Bench Bar Relation by S.R. Myneni.4. Homework: Write a one-page reflection on the most important skill you believe an advocate should possess and why. Provide examples where this skill might be applied in practice <p>(5 minutes)</p>
Evaluation	<ol style="list-style-type: none">1. Participation in Class exercise.2. Reflective Questions, such as “Which professional skill do you think is the most challenging to master as an advocate, and how can one overcome this challenge?” <p>(5 minutes)</p>



Lesson Plan No. 3.3	Course Name: Professional Ethics & Professional Accounting Topic: Seven Lamps of Advocacy and Ten Commandments for Lawyers	Course No.: BBALLB-504
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Objectives	At the end of this lesson, students will be able to: <ol style="list-style-type: none"> 1. Understand the concept of the "Seven Lamps of Advocacy" and their importance in legal practice. 2. Learn the "Ten Commandments for Lawyers" as guiding principles for ethical and professional conduct. 3. Analyze how these principles influence the behavior and effectiveness of advocates.
Teaching Aids (if any)	a. Presentation
Teaching Development	<p>Introduction (5 minutes):</p> <ul style="list-style-type: none"> • Start with a brief discussion: "What makes a lawyer truly effective, beyond just knowledge of the law?" • Introduce the lesson by explaining that certain timeless principles guide an advocate's conduct and success in the profession. The "Seven Lamps of Advocacy" and the "Ten Commandments for Lawyers" are foundational principles. • Explain that these elements are not just theoretical but are applied in everyday legal practice. <p>Development (30 minutes):</p> <p>Seven Lamps of Advocacy These principles, famously articulated by Edward Abbott Parry, serve as ethical and practical guidelines for advocates:</p> <ol style="list-style-type: none"> 1. Honesty <ul style="list-style-type: none"> ○ Explain how honesty in dealings with the court, clients, and opponents is the foundation of trust in the legal system. 2. Courage <ul style="list-style-type: none"> ○ Discuss the importance of bravery in representing clients fearlessly, even in the face of personal or professional risks. 3. Industry <ul style="list-style-type: none"> ○ Emphasize the need for hard work and diligence in preparing cases, researching laws, and advocating for clients. 4. Wit <ul style="list-style-type: none"> ○ Highlight how quick thinking and the ability to respond promptly to unexpected situations can be key in courtroom advocacy. 5. Eloquence



	<ul style="list-style-type: none">○ Discuss the role of persuasive communication in both written and oral advocacy. Lawyers need to master the art of persuasion to succeed. <p>6. Judgment</p> <ul style="list-style-type: none">○ Explain how good judgment is required to provide sound legal advice, decide which arguments to present, and when to negotiate or proceed to trial. <p>7. Fellowship</p> <ul style="list-style-type: none">○ Talk about the importance of camaraderie within the legal community, including respect for colleagues, judges, and clients. <p>Ten Commandments for Lawyers These are guiding rules for the conduct of lawyers, focusing on professional behavior and ethics:</p> <ol style="list-style-type: none">1. Be honest with your client and the court.2. Be diligent in the preparation of your case.3. Do not mislead the court or your client.4. Uphold the dignity of the profession at all times.5. Maintain client confidentiality at all costs.6. Avoid conflicts of interest.7. Treat your colleagues with respect and fairness.8. Charge fair fees and provide competent representation.9. Do not engage in unprofessional or unethical conduct.10. Strive for justice, not merely victory. <p>Class Exercise: (5 minutes)</p> <ul style="list-style-type: none">• Divide students into groups and assign each group one of the "Seven Lamps" or "Ten Commandments." Ask them to come up with a real-life or hypothetical situation where that principle is crucial to the outcome of the case. Each group presents their scenario to the class
Closure	<ol style="list-style-type: none">1. Summarize the Seven lamps of advocacy and ask students to reflect on how these qualities can enhance their role as future legal professionals.2. Recap how effective advocacy requires a combination of deep knowledge, communication skills, and ethical standards.3. Homework: Reflect on an instance where you or someone you know successfully advocated for an issue. Write a one-page summary identifying the qualities that contributed to the success of that advocacy effort. <p style="text-align: right;">(5 minutes)</p>
Evaluation	<ol style="list-style-type: none">1. Participation in Class exercise.



	2. Reflective Questions, such as “why is Wit considered as one of the seven lamps of advocacy?” <p style="text-align: right;">(5 minutes)</p>
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Lesson Plan No. 3.5	Course Name: Professional Ethics & Professional Accounting Topic: Duties of Advocates towards Court	Course No.: BBALLB-504
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Objectives	At the end of this lesson, students will be able to: <ol style="list-style-type: none">1. Understand the various duties an advocate owes to court.2. Analyze the ethical and legal responsibilities that form the foundation of an advocate's professional conduct.3. Discuss the practical implications of these duties in day-to-day legal practice.
Teaching Aids (if any)	a. Presentation
Teaching Development	<p>Introduction (5 minutes):</p> <ul style="list-style-type: none">• Start by asking: "What responsibilities do you think a lawyer has beyond just winning a case for their client?"• Briefly introduce the concept of an advocate's duties and explain that these duties extend to the court.• Provide an overview of how these duties are crucial for maintaining justice, fairness, and professional integrity in the legal system. <p>Development (30 minutes):</p> <p>Duties Towards the Court</p> <ul style="list-style-type: none">• Explain the role of advocates in upholding the integrity and dignity of the court.• Discuss the advocate's duty to avoid misrepresentation, maintain decorum, and present cases truthfully.• Highlight the importance of respecting judicial officers and aiding in the administration of justice, rather than misleading the court or engaging in unethical practices.• List down the rules of BCI on Duties of Advocates towards Court and illustrate their significance in day to day practice. <p>Class Exercise: (5 minutes)</p> <ul style="list-style-type: none">• Have students briefly debate on ethical dilemmas faced in Court while upholding their interests and duty towards Court. Each pair presents their position and supporting arguments to the class.
Closure	1. Summarize the critical duties that an advocate must balance in legal practice.



	<ol style="list-style-type: none">2. Reiterate the importance of these duties in ensuring justice, professional integrity, and public trust in the legal system.3. Encourage students to reflect on which duty they think is most challenging to uphold and why.4. Homework: Reflect on a case or scenario from history or current events where an advocate failed to fulfill one of these duties. Write a short note on importance of such duties. <p style="text-align: right;">(5 minutes)</p>
Evaluation	<ol style="list-style-type: none">1. Participation in Class exercise.2. Reflective Questions, such as ““What is the most important duty towards Court and why?”” <p style="text-align: right;">(5 minutes)</p>



Lesson Plan No. 3.4	Course Name: Professional Ethics & Professional Accounting Topic: Hoffman's 50 Resolutions for Lawyer and Importance	Course No.: BBALLB-504
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Objectives	At the end of this lesson, students will be able to: <ol style="list-style-type: none">1. Understand David Hoffman's 50 Resolutions for Lawyers and their historical context.2. Analyze the relevance of these resolutions in modern legal practice.3. Discuss how these resolutions guide ethical and professional behavior among lawyers.
Teaching Aids (if any)	a. Presentation
Teaching Development	<p>Introduction (5 minutes):</p> <ul style="list-style-type: none">• Begin by asking: "What core principles do you think guide a lawyer's professional conduct?"• Introduce David Hoffman as a pioneer of legal ethics and his 50 Resolutions for Lawyers, which were designed to serve as a personal ethical guide for lawyers.• Briefly explain that these resolutions, written in the early 19th century, remain relevant to modern legal practice, emphasizing professionalism, integrity, and moral responsibility. <p>Development (30 minutes):</p> <p>Background of Hoffman's 50 Resolutions</p> <ul style="list-style-type: none">• Provide a short biography of David Hoffman and his motivation for creating the resolutions.• Discuss the historical context in which these resolutions were written and how they set a precedent for the codification of legal ethics. <p>Key Resolutions and Their Importance</p> <ol style="list-style-type: none">1. Duty to Clients<ul style="list-style-type: none">○ Explain Hoffman's emphasis on honesty, diligence, and loyalty toward clients.○ Discuss the importance of keeping clients informed and avoiding conflicts of interest (e.g., resolutions related to honesty and fairness).2. Duty to the Court<ul style="list-style-type: none">○ Explore Hoffman's expectations for respect toward the judicial process, highlighting the duty of lawyers to uphold justice rather than merely seeking victory for clients.



	<ul style="list-style-type: none"> ○ Give examples of how lawyers should avoid misleading the court and ensure truthfulness in all representations. <p>3. Duty to Opposing Counsel and Peers</p> <ul style="list-style-type: none"> ○ Analyze Hoffman’s call for civility and respect toward fellow lawyers and opposing counsel, promoting professionalism and cooperation rather than hostility. <p>4. Personal Integrity and Ethical Conduct</p> <ul style="list-style-type: none"> ○ Highlight the personal responsibilities Hoffman sets for lawyers, such as maintaining integrity, avoiding unethical practices (like bribery or deception), and staying true to one’s moral principles. ○ Discuss how these resolutions align with modern ethical codes, such as those found in the Bar Council Rules. <p>5. Work-Life Balance and Self-Care</p> <ul style="list-style-type: none"> ○ Hoffman also emphasized the importance of personal well-being and managing a balanced life. This was revolutionary for its time and remains an important lesson for modern lawyers. <p>Class Exercise: (5 minutes)</p> <ul style="list-style-type: none"> • Divide students into small groups and assign each group a set of 5-10 resolutions from Hoffman’s list. Ask them to discuss and present a case scenario where these resolutions might be applied, highlighting their importance in ensuring ethical conduct.
<p>Closure</p>	<ol style="list-style-type: none"> a. Summarize the importance of Hoffman’s 50 Resolutions for modern lawyers, emphasizing how these resolutions form the foundation of ethical legal practice today. b. Encourage students to reflect on which resolution they believe is most applicable to contemporary legal challenges. c. Homework: Select one resolution from Hoffman’s list and write a one-page reflection on how it applies to the legal profession today. Include examples from current events or legal cases that demonstrate its relevance. <p style="text-align: right;">(5 minutes)</p>
<p>Evaluation</p>	<ol style="list-style-type: none"> 1. Participation in Class exercise. 2. Reflective Questions, such as “Which of Hoffman’s resolutions do you think is the most challenging to practice in today’s legal environment, and why?” <p style="text-align: right;">(5 minutes)</p>



Lesson Plan No. 3.5	Course Name: Professional Ethics & Professional Accounting Topic: Duties of Advocates towards Client, opponents and fellows	Course No.: BBALLB-504
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Objectives	At the end of this lesson, students will be able to: <ol style="list-style-type: none">1. Understand the various duties an advocate owes to Client, Opponents and Fellow colleagues2. Analyze the ethical and legal responsibilities that form the foundation of an advocate's professional conduct.3. Discuss the practical implications of these duties in day-to-day legal practice.
Teaching Aids (if any)	a. Presentation
Teaching Development	<p>Introduction (5 minutes):</p> <ul style="list-style-type: none">• Start by asking: "What responsibilities do you think a lawyer has beyond just winning a case for their client?"• Briefly introduce the concept of an advocate's duties and explain that these duties extend to the clients, fellow colleagues and opponent counsels• Provide an overview of how these duties are crucial for maintaining justice, fairness, and professional integrity in the legal system. <p>Development (30 minutes):</p> <p>Duties Towards the Court</p> <ul style="list-style-type: none">• Explain the role of advocates in upholding the integrity and dignity of the Legal Profession.• Discuss the advocate's duty to avoid misrepresentation, maintain decorum, and present cases truthfully.• Highlight the importance of Confidentiality between Client-Advocate.• Explain the Rules as to "Fees" charged from Client.• Explain the duties necessary to maintain cordial relation among Advocates.• List down the rules of BCI on Duties of Advocates towards Client, Opponent and Fellow colleagues and illustrate their significance in day to day practice. <p>Class Exercise: (5 minutes)</p> <ul style="list-style-type: none">• Have students briefly debate on ethical dilemmas faced in legal profession while upholding their interests and duty towards Clients



	and Opponent Counsels. Each pair presents their position and supporting arguments to the class.
Closure	<ol style="list-style-type: none">1. Summarize the critical duties that an advocate must balance in legal practice.2. Reiterate the importance of these duties in ensuring justice, professional integrity, and public trust in the legal system.3. Encourage students to reflect on which duty they think is most challenging to uphold and why.4. Homework: Reflect on a case or scenario from history or current events where an advocate failed to fulfill one of these duties. Write a short note on importance of such duties. <p>(5 minutes)</p>
Evaluation	<ol style="list-style-type: none">1. Participation in Class exercise.2. Reflective Questions, such as “Why Confidentiality is the most important duty towards the client?” <p>(5 minutes)</p>



Lesson Plan No. 4.3	Course Name: Professional Ethics & Professional Accounting Topic: Categories of Contempt under the Act: Civil and Criminal Contempt	Course No.: BBALLB-504
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Objectives	At the end of this lesson, students will be able to: <ol style="list-style-type: none">1. Understand the legal definitions of Civil and Criminal Contempt under the Contempt of Courts Act.2. Differentiate between Civil and Criminal Contempt based on their nature and consequences.3. Analyze the purpose and role of each type of contempt in ensuring the authority of the court.4. Discuss case law illustrating examples of both Civil and Criminal Contempt.
Teaching Aids (if any)	a. Presentation
Teaching Development	<p>Introduction (5 minutes):</p> <ul style="list-style-type: none">• Start by asking students if they are aware of any recent cases related to contempt of court.• Briefly introduce the Contempt of Courts Act and its purpose in safeguarding judicial authority.• Outline the structure of the lesson: categories of contempt, the distinction between civil and criminal contempt, and examples from case law. <p>Development (30 minutes)</p> <ol style="list-style-type: none">1. What is Contempt of Court?<ul style="list-style-type: none">○ Define Contempt of Court: Any conduct that disrespects the court or obstructs the administration of justice.○ Explain the necessity of contempt laws for upholding the dignity and authority of the judiciary.2. Categories of Contempt<ul style="list-style-type: none">○ Civil Contempt:<ul style="list-style-type: none">▪ Define Civil Contempt as willful disobedience to any judgment, decree, direction, or order of the court.▪ Provide examples, such as refusal to follow a court order for child custody or alimony.▪ Discuss the legal consequences: possible imprisonment or fines until compliance is achieved.○ Criminal Contempt:<ul style="list-style-type: none">▪ Define Criminal Contempt as actions that scandalize the court, prejudice legal proceedings, or interfere with the course of justice.▪ Give examples like making derogatory remarks



	<p>about a judge or publicly attacking the integrity of the court.</p> <ul style="list-style-type: none"> ▪ Discuss the legal consequences, which can include fines, imprisonment, and a tarnished reputation for those involved. <p>3. Differences between Civil and Criminal Contempt</p> <ul style="list-style-type: none"> ○ Objective: <ul style="list-style-type: none"> ▪ Civil contempt aims to enforce compliance with court orders, while criminal contempt seeks to punish behavior that disrespects the judiciary or impedes the legal process. ○ Nature: <ul style="list-style-type: none"> ▪ Civil contempt is remedial (coercive) in nature, whereas criminal contempt is punitive. ○ Parties Involved: <ul style="list-style-type: none"> ▪ Civil contempt is often between private parties (e.g., non-compliance with a court order), while criminal contempt involves the public's interest in maintaining the authority of the judiciary. <p>Class Exercise: (5 minutes)</p> <ul style="list-style-type: none"> • Civil Contempt Example: Discuss a case where a party failed to comply with a court-ordered payment, such as Jhareswar Prasad Paul vs Tarak Nath Ganguly. • Criminal Contempt Example: Discuss a famous criminal contempt case, such as Arundhati Roy's case, where comments scandalized the court. • Engage students in reflecting on how the outcomes of these cases reinforce respect for judicial authority.
<p>Closure</p>	<ol style="list-style-type: none"> 1. Summarize the key distinctions between Civil and Criminal. 2. Suggested Reading: Contempt of Court and Professional ethics, https://blog.ipleaders.in/contempt-court-professional-ethics/ 3. Homework: Ask students to write a brief essay on the importance of contempt laws in democratic societies, focusing on one example of civil contempt and one of criminal contempt. <p style="text-align: right;">(5 minutes)</p>
<p>Evaluation</p>	<ol style="list-style-type: none"> 1. Participation in Class exercise. 2. Reflective Questions, such as “Why is it important to differentiate between civil and criminal contempt, and how does each serve the judiciary?” <p style="text-align: right;">(5 minutes)</p>



Lesson Plan No. 4.5	Course Name: Professional Ethics & Professional Accounting Topic: Contempt Jurisdiction of Subordinate Courts: Law and Practice under the Contempt of Courts Act, 1971	Course No.: BBALLB-504
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Objectives	At the end of this lesson, students will be able to: <ol style="list-style-type: none">1. Understand the legal framework of contempt jurisdiction for subordinate courts under the Contempt of Courts Act, 1971.2. Identify the procedures and practices related to contempt proceedings in subordinate courts.3. Analyze the scope and limitations of subordinate courts' powers under the Act.
Teaching Aids (if any)	<ol style="list-style-type: none">a. Presentationb. Case studies related to subordinate courts' contempt jurisdiction.
Teaching Development	<ul style="list-style-type: none">• Introduction (5 minutes) Start with a discussion on why courts require the power to punish for contempt. Mention any recent news related to contempt in subordinate courts (e.g., disobedience of lower court orders). Objective: Provide context on the importance of maintaining the dignity and authority of subordinate courts.• Development (30 minutes)<ol style="list-style-type: none">A. The Contempt of Courts Act, 1971: Overview (10 minutes)<ul style="list-style-type: none">• Introduce the Contempt of Courts Act, 1971, explaining its purpose to define and limit the powers of courts regarding contempt.• Explain the distinction between Civil Contempt (disobedience of court orders) and Criminal Contempt (actions that scandalize the court, disrupt judicial proceedings, or interfere with the administration of justice).B. Contempt Jurisdiction of Subordinate Courts (15 minutes)<ul style="list-style-type: none">• Section 10 of the Contempt of Courts Act, 1971: Discuss how this section grants High Courts the power to punish contempt of subordinate courts.• Explain the limitations on subordinate courts—they do not have inherent powers like the High Courts or the Supreme Court to punish for contempt; instead, they must rely on the High Courts.• Discuss the procedure for dealing with contempt in subordinate courts, including referral to High Courts.



	<p>C. Notable Case Law and Examples (5 minutes)</p> <ul style="list-style-type: none">• Discuss a few important cases where contempt powers of subordinate courts were exercised via the High Courts (e.g., instances of civil contempt for non-compliance with subordinate court orders). <p>Class Exercise: (5 minutes)</p> <p>Present a hypothetical case where a person disobeys an order of a subordinate court. Ask students to discuss the procedure the subordinate court might follow to initiate contempt proceedings and the role of the High Court in this process.</p>
Closure	<ol style="list-style-type: none">1. Summarize the key points regarding the jurisdiction and limitations of subordinate courts in dealing with contempt. Emphasize the role of the High Courts in overseeing contempt matters from subordinate courts.2. Suggested Reading: Contempt of Courts Act, 1971 (Sections 2, 10).3. Homework: Assign students to write a brief analysis of a recent case where a subordinate court referred a contempt matter to a High Court, focusing on the process and outcome of the case. <p>(5 minutes)</p>
Evaluation	<ol style="list-style-type: none">1. Participation in Class exercise.2. Reflective Questions, such as "Why are subordinate courts dependent on High Courts for contempt jurisdiction, and what impact does this have on their authority?" <p>(5 minutes)</p>