



Kot Bhalwal, Jammu



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

Department of SOL

Details of Lesson Plan

S.No.	Particulars	Details
1.	Course Name	Constitutional Law-I
2.	Course Code	LLB-102
3.	Academic Year	2024-25
4.	Semester	1 st
5.	Number of Lesson plans	29
6.	Faculty Assigned	Dr. Rohini Sharma

Dr. Rohini Sharma
Faculty Signature





Lesson Plan No. 1	Course Name: Constitutional law-I Topic: Constitution	Course No.: LLB-102
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Objectives	At the end of the lesson the student shall be able to: <ol style="list-style-type: none"> Understand the meaning of constitution and its historical background. Analyse the nature and different types of constitution. Outline the importance of constitution.
Teaching Aids (if any)	<ol style="list-style-type: none"> Power Point Presentations. Case Law Analysis
Teaching Development	<ol style="list-style-type: none"> Introduction (5 minutes) <ul style="list-style-type: none"> Ask questions. <ul style="list-style-type: none"> What do you mean by Constitution? Importance of a Constitution. State different types of Constitutions. Development (30 minutes) <ol style="list-style-type: none"> Introduction to Constitution <ul style="list-style-type: none"> Introduce the concept of a constitution and its role in a state. Types of Constitution <ul style="list-style-type: none"> Written Constitution: A formal document that defines the structure of government, the distribution of powers, and the rights of citizens (e.g., U.S. Constitution). Unwritten Constitution: Not a single document but based on customs, judicial decisions, and other sources. Rigid Constitution: Difficult to amend, usually requiring a special process. Flexible Constitution easier to amend or change, typically through the regular legislative process. Federal Constitution: Divides power between central and regional governments. Unitary Constitution: Concentrates power in the central government, with any regional powers being delegated by the central authority. Enacted Constitution: Deliberately created by a constituent assembly or similar body. Evolved Constitution: Gradually developed over time through customs, judicial decisions, and historical documents. Exercise (5 minutes) – <ul style="list-style-type: none"> Discussion on meaning and different types of constitution existing in the world with the help of examples.
Closure	<ol style="list-style-type: none"> Summarize the Lesson Learning Outcomes and get affirmation from students on these. Suggested Reading <ul style="list-style-type: none"> https://fctemis.org/notes/12084_FCTEMIS-WEEK%201-1ST%20TERM-2023-2024-JS%203-MEANING%20OF%20CONST-LN%201-2%20-NKIRU-CIVIC%20EDUCATION.pdf



	<ul style="list-style-type: none">- https://portal.abuad.edu.ng/lecturer/documents/1586523118pol_104_Constitution_and_Constitutionalism.pdf- https://dergipark.org.tr/tr/download/article-file/179489- https://ncert.nic.in/textbook/pdf/keps201.pdf- https://onlinecourses.swayam2.ac.in/cec24_1w17/preview?user_email=rohini.llb@mietjammu.in- https://archive.nptel.ac.in/courses/129/106/129106003/ <p>3. Homework</p> <ul style="list-style-type: none">- Examine the meaning and different types of Constitution <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<p>1. What do you mean by Constitution?</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 2	Course Name: Constitutional law-I Topic: Constitution and Constitutionalism	Course No.: LLB-102
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Objectives	At the end of the lesson the student shall be able to: a. Understand the meaning of constitution and Constitutionalism. b. Outline the requisites and importance of Constitutionalism. c. Differentiate between Constitution and Constitutionalism.
Teaching Aids (if any)	a. Power Point Presentations. b. Case Law Analysis
Teaching Development	1. Introduction (5 minutes) - Ask questions. What do you mean by Constitutionalism? Outline the difference between Constitution and Constitutionalism. 2. Development (30 minutes) a. Introduction to the concept of constitutionalism and its importance in governance - Define constitutionalism: The idea that government should be limited by a constitution, ensuring that power is exercised according to agreed-upon principles. - Discuss the role of constitutionalism in promoting the rule of law, protecting individual rights, and preventing arbitrary governance. b. Principles of Constitutionalism - Principle 1: Rule of Law - Definition: Government and its officials are subject to the law, not above it. - Principle 2: Separation of Powers- Definition: The division of government powers among different branches to prevent concentration and abuse of power. - Principle 3: Protection of Fundamental Rights - Definition: Constitutionalism ensures that individuals' rights and freedoms are protected against government overreach. 3. Exercise (5 minutes) – Discussion on meaning and various principles of Constitutionalism.
Closure	1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Suggested Reading - https://portal.abuad.edu.ng/lecturer/documents/1586523118pol_104_Constitution_and_Constitutionalism.pdf - https://www.legalservicesindia.com/article/1699/Constitutionalism.html - https://www.researchgate.net/publication/353213350_The_constitution_and_Constitutionalism_A_comparative_approach?channel=doi&linkId=60ed85ba0859317dbddb8a9d&showFullText=true - https://onlinecourses.swayam2.ac.in/cec24_lw17/preview?user_email=rohini.llb@mietjammu.in - https://archive.nptel.ac.in/courses/129/106/129106003/



	<p>3. Homework</p> <ul style="list-style-type: none">- Enumerate the various principles of Constitutionalism. <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<p>1. What do you mean by Constitutionalism? Discuss its various principles.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 3	Course Name: Constitutional law-I Topic: Preamble	Course No.: LLB-102
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Objectives	At the end of the lesson the student shall be able to: a. Understand the significance and components of the Preamble of the Indian Constitution. b. Analyze the ideals and values enshrined in the Preamble. c. Explore the Preamble's role in guiding the interpretation of the Constitution.
Teaching Aids (if any)	a. Power Point Presentations. b. Case Law Analysis
Teaching Development	<ol style="list-style-type: none">Introduction (5 minutes)<ul style="list-style-type: none">Ask questions. What do you mean by Preamble? Is preamble amendable?Development (30 minutes)<ol style="list-style-type: none">Introduce the concept of a preamble and its purpose in a constitution.<ul style="list-style-type: none">Define the Preamble: An introductory statement in a constitution that outlines the guiding principles and objectives of the document.Discuss the purpose of the Preamble: to reflect the philosophy, values, and aspirations of the nation.The text of the Preamble.<ul style="list-style-type: none">Familiarize students with the actual text of the Preamble of the Indian Constitution.Explaining the keywords of the Preamble<ul style="list-style-type: none">Sovereign: India is free from external control and has independent authority.Socialist: Commitment to social and economic equality.Secular: Equal respect for all religions; no state religion.Democratic: Government by the people, for the people, and of the people.Republic: Head of state is elected, not hereditary.Justice: Ensuring fairness in social, economic, and political matters.Liberty: Protecting the freedom of thought, expression, and belief.Equality: Providing equal status and opportunity to all citizens.Fraternity: Promoting brotherhood and unity, while respecting the dignity of individuals.Exercise (5 minutes) – Discussion on meaning and importance of preamble.
Closure	<ol style="list-style-type: none">Summarize the Lesson Learning Outcomes and get affirmation from students on these.Case Laws<ul style="list-style-type: none"><i>Excel Wear v. Union of India AIR 1979 SC 25.</i><i>D.S. Nakara v. Union of India AIR 1983 SC 130.</i><i>S.R. Bommai v. Union of India (1994) 3 SCC 1.</i>



	<ul style="list-style-type: none">- <i>Aruna Roy v. Union of India AIR 2002 SC 3176.</i> <p>3. Suggested Reading</p> <ul style="list-style-type: none">- https://www.nios.ac.in/media/documents/srsec317newE/317EL5.pdf- https://www.gacrkl.ac.in/coursematerial/sem2-ev2-chap1.pdf- file:///C:/Users/acer/Downloads/12.PreambleoftheIndianConstitution.pdf- https://www.shahucollegeatatur.org.in/Documents/Preamble.pdf- https://onlinecourses.swayam2.ac.in/cec24_lw17/preview?user_email=rohini.llb@mietjammu.in- https://archive.nptel.ac.in/courses/129/106/129106003/ <p>4. Homework</p> <ul style="list-style-type: none">- Explain the meaning and importance of preamble. <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<p>1. Outline the objectives underlined in the Preamble of the Indian Constitution.</p> <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 Indian Constitution	Course No.: LLB-102
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Objectives	At the end of the lesson the student shall be able to: <ol style="list-style-type: none"> Understand the key features that make the Indian Constitution unique. Explore the significance of these features in the functioning of Indian democracy. Analyze how these features contribute to the stability and adaptability of the Indian political system.
Teaching Aids (if any)	<ol style="list-style-type: none"> Power Point Presentations. Case Law Analysis
Teaching Development	<ol style="list-style-type: none"> Introduction (5 minutes) <ul style="list-style-type: none"> Ask questions. Enlist the various salient features of the Indian Constitution. Development (30 minutes) <ol style="list-style-type: none"> Introduction to the Indian Constitution <ul style="list-style-type: none"> Provide an overview of the Indian Constitution and its importance. Explain that the Indian Constitution is the supreme law of the land, guiding the governance of the country. Explanation of Salient Features <ul style="list-style-type: none"> Longest Written Constitution: The Indian Constitution is one of the longest in the world, with 395 Articles, 12 Schedules, and numerous amendments. Parliamentary Form of Government: India follows a parliamentary system where the Executive is accountable to the Legislature. Federal Structure with Unitary Bias: Explore how this balance between central and state powers helps maintain unity while allowing regional autonomy. Fundamental Rights and Duties: The Constitution provides fundamental rights to protect individual liberties and fundamental duties to remind citizens of their responsibilities. Directive Principles of State Policy (DPSP): DPSPs are guidelines for the state to achieve social and economic democracy. Exercise (5 minutes) – Discussion on the above mentioned salient features of Indian Constitution.
Closure	<ol style="list-style-type: none"> Summarize the Lesson Learning Outcomes and get affirmation from students on these. Case Laws <ul style="list-style-type: none"> <i>Excel Wear v. Union of India AIR 1979 SC 25.</i> <i>D.S. Nakara v. Union of India AIR 1983 SC 130.</i> <i>S.R. Bommai v. Union of India (1994) 3 SCC 1.</i> <i>Aruna Roy v. Union of India AIR 2002 SC 3176.</i> Suggested Reading



	<ul style="list-style-type: none">- https://www.nios.ac.in/media/documents/srsec317newE/317EL5.pdf- https://www.gacrkl.ac.in/coursematerial/sem2-ev2-chap1.pdf- file:///C:/Users/acer/Downloads/12.PreambleoftheIndianConstitution.pdf- https://www.shahucollegelatur.org.in/Documents/Preamble.pdf- https://onlinecourses.swayam2.ac.in/cec24_1w17/preview?user_email=rohini.llb@mietjammu.in- https://archive.nptel.ac.in/courses/129/106/129106003/ <p>4. Homework</p> <ul style="list-style-type: none">- Examine the salient features of Indian Constitution.. <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<p>1. Discuss the salient features of Constitution of India.</p> <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 Indian Constitution	Course No.: LLB-102
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Objectives	At the end of the lesson the student shall be able to: <ol style="list-style-type: none"> Understand the key features that make the Indian Constitution unique. Explore the significance of these features in the functioning of Indian democracy. Analyze how these features contribute to the stability and adaptability of the Indian political system.
Teaching Aids (if any)	<ol style="list-style-type: none"> Power Point Presentations. Case Law Analysis
Teaching Development	<ol style="list-style-type: none"> Introduction (5 minutes) <ul style="list-style-type: none"> Ask questions. Enlist the various salient features of the Indian Constitution. Development (30 minutes) <ol style="list-style-type: none"> Introduction to the Indian Constitution <ul style="list-style-type: none"> Provide an overview of the Indian Constitution and its importance. Explain that the Indian Constitution is the supreme law of the land, guiding the governance of the country. Explanation of Salient Features <ul style="list-style-type: none"> Sovereign, Socialist, Secular, Democratic Republic: Analyze these terms in the context of the Preamble. Separation of Powers: Discuss the separation between the Legislature, Executive, and Judiciary, with examples of how this works in practice. Independent Judiciary: Discuss the significance of judicial independence in upholding the Constitution. Amendability: Explore the process of amending the Constitution and the significance of Article 368. Universal Adult Franchise: Explain the importance of universal suffrage in strengthening democracy. Exercise (5 minutes) – Discussion on the above mentioned salient features of Indian Constitution.
Closure	<ol style="list-style-type: none"> Summarize the Lesson Learning Outcomes and get affirmation from students on these. Case Laws <ul style="list-style-type: none"> <i>Excel Wear v. Union of India AIR 1979 SC 25.</i> <i>D.S. Nakara v. Union of India AIR 1983 SC 130.</i> <i>S.R. Bommai v. Union of India (1994) 3 SCC 1.</i> <i>Aruna Roy v. Union of India AIR 2002 SC 3176.</i> Suggested Reading <ul style="list-style-type: none"> https://egyankosh.ac.in/bitstream/123456789/7466/1/Unit-2.pdf https://www.nios.ac.in/media/documents/srsec317newE/317EL5.pdf



	<ul style="list-style-type: none">- https://www.gacrkl.ac.in/coursematerial/sem2-ev2-chap1.pdf- file:///C:/Users/acer/Downloads/12.PreambleoftheIndianConstitution.pdf- https://www.jetir.org/papers/JETIR2102201.pdf- https://www.shahucollegelatur.org.in/Documents/Preamble.pdf- https://onlinecourses.swayam2.ac.in/cec24_1w17/preview?user_email=rohini.llb@mietjammu.in- https://archive.nptel.ac.in/courses/129/106/129106003/ <p>4. Homework</p> <ul style="list-style-type: none">- Examine the salient features of the Indian Constitution.. <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<p>1. Discuss the salient features of Constitution of India.</p> <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 territories	Course No.: LLB-102
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Objectives	At the end of the lesson the student shall be able to: <ol style="list-style-type: none"> Understand the provisions related to the Union and its territories as outlined in the Indian Constitution, focusing on the significance of Articles 1 to 4. Analyze the process of reorganization of states and the implications of these provisions on the federal structure of India.
Teaching Aids (if any)	<ol style="list-style-type: none"> Power Point Presentations. Case Law Analysis
Teaching Development	<ol style="list-style-type: none"> Introduction (5 minutes) <ul style="list-style-type: none"> Ask questions. How many States and Union Territories we have in India? Discuss any recent changes in the status of states or territories. Development (30 minutes) <ol style="list-style-type: none"> Constitutional Provisions <ul style="list-style-type: none"> Article 1: Explain the Union of India and the classification of territories into states, union territories, and any acquired territories. Article 2: Discuss the power of Parliament to admit new states or establish new states. Article 3: Delve into the provisions related to the formation of new states, alteration of areas, boundaries, or names of existing states, and the role of the President and Parliament in this process. Article 4: Explain the provisions for amendments to the Constitution in connection with Articles 2 and 3 and how these do not count as a constitutional amendment under Article 368. Historical and Contemporary Context <ul style="list-style-type: none"> State Reorganization: Discuss the States Reorganization Act of 1956 and its significance in reorganizing states on a linguistic basis. Union Territories: Explain the unique status and administration of union territories, citing examples like Delhi and Puducherry. Exercise (5 minutes) – Discuss the J&K Reorganisation Act.
Closure	<ol style="list-style-type: none"> Summarize the Lesson Learning Outcomes and get affirmation from students on these. Case Laws <ul style="list-style-type: none"> <i>Re Berubari Union and Exchange of Enclaves AIR 1960 SC 845.</i> <i>Raja Ram Pal v. Honble Speaker (2007) 3 SCC 184.</i> <i>Ramkishore v. union of India AIR 1966 SC 644.</i> <i>Union of India v. Sukumar Sengupta AIR 1990 SC 1692.</i> Suggested Reading https://docs.manupatra.in/newsline/articles/Upload/E6D33255-8F9C-4F9E-B3F9-7359D9D25FE9.pdf https://www.mea.gov.in/Images/pdf1/Part1.pdf



	<ul style="list-style-type: none">- https://www.shahucollegelatur.org.in/Documents/Preamble.pdf- https://onlinecourses.swayam2.ac.in/cec24_lw17/preview?user_email=rohini.llb@mietjammu.in- https://archive.nptel.ac.in/courses/129/106/129106003/ <p>6. Homework</p> <ul style="list-style-type: none">- Analyse the creation of new States in India in reference to Articles 1 to 4 of the Indian Constitution. <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<p>1. Discuss the factors that led to the reorganisation of Indian States.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 7	Course Name: Constitutional law-I Topic: Citizenship Articles (5-8)	Course No.: LLB-102
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Objectives	At the end of the lesson the student shall be able to: a. Understand the concept of citizenship as defined in the Indian Constitution. b. Analyze Articles 5-8 of the Indian Constitution and their implications. c. Discuss the historical context and significance of these articles. d. Explain the process of acquiring and losing Indian citizenship.
Teaching Aids (if any)	a. Power Point Presentations. b. Case Law Analysis
Teaching Development	<ol style="list-style-type: none">Introduction (5 minutes)<ul style="list-style-type: none">Ask questions. What do you mean by Citizenship? In India we have dual citizenship or single citizenship?Development (30 minutes)<ol style="list-style-type: none">Introduction<ul style="list-style-type: none">A brief overview of the concept of Citizenship.Explain why citizenship is important for the identity and rights of individuals in a country.Introduce Articles 5-8 as the key constitutional provisions that address the issue of citizenship in India.Constitutional Provisions from Art. 5 to 8<ul style="list-style-type: none">Article 5: Focus on the citizenship of persons at the commencement of the Constitution.Discuss the criteria laid out for determining citizenship in 1950.Highlight the importance of domicile and birth criteria.Analysis of Articles 6-8<ul style="list-style-type: none">Article 6: Discuss citizenship rights for people who migrated to India from Pakistan.Article 7: Explain the implications of migration to Pakistan and subsequent return to India, focusing on how these provisions aim to balance citizenship rights.Article 8: Address the citizenship of people of Indian origin residing outside India and the rights granted to them.Exercise (5 minutes) – Discuss citizenship as defined under Indian Constitution from Art. 5 to 8.
Closure	<ol style="list-style-type: none">Summarize the Lesson Learning Outcomes and get affirmation from students on these.Case Laws<ul style="list-style-type: none"><i>Mohd. Raza v. State of Bombay AIR 1966 SC 1436.</i><i>D.P. Joshi v. State of Madhya Bharat AIR 1955 SC 334.</i><i>Pradeep Jain v. Union o India AIR 1984 SC 1420.</i>



	<ul style="list-style-type: none">- <i>State of Bihar v. Kumar Amar Singh AIR 1955 SC 282.</i>- <i>Kulathil Mamma v. State of Kerala AIR 1966 SC 1614.</i> <p>3. Suggested Reading</p> <ul style="list-style-type: none">- https://ncert.nic.in/textbook/pdf/keps106.pdf- https://www.mea.gov.in/Images/pdf1/Part1.pdf- https://onlinecourses.swayam2.ac.in/cec24_1w17/preview?user_email=rohini.llb@mietjammu.in- https://archive.nptel.ac.in/courses/129/106/129106003/ <p>4. Homework</p> <ul style="list-style-type: none">- Analyse the concept of citizenship as defined under Indian Constitution from Art. 5 to 8. <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<p>1. Discuss citizenship as defined under Indian Constitution from Art. 5 to 8.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 8	Course Name: Constitutional law-I Topic: Citizenship Articles (9-11)	Course No.: LLB-102
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Objectives	At the end of the lesson the student shall be able to: <ol style="list-style-type: none"> Understand the concept of citizenship as defined in the Indian Constitution. Analyze Articles 9-11 of the Indian Constitution and their implications. Discuss the historical context and significance of these articles. Explain the process of acquiring and losing Indian citizenship.
Teaching Aids (if any)	<ol style="list-style-type: none"> Power Point Presentations. Case Law Analysis
Teaching Development	<ol style="list-style-type: none"> Introduction (5 minutes) <ul style="list-style-type: none"> Ask questions. <ul style="list-style-type: none"> What do you mean by Citizenship? In India we have dual citizenship or single citizenship? Development (30 minutes) <ol style="list-style-type: none"> Introduction <ul style="list-style-type: none"> A brief overview of the concept of Citizenship. Explain why citizenship is important for the identity and rights of individuals in a country. Introduce Articles 9-11 as the key constitutional provisions that address the issue of citizenship in India. Art. 9 of the Constitution of India <ul style="list-style-type: none"> Article 9: Discuss the provision that states a person voluntarily acquiring citizenship of a foreign country will cease to be a citizen of India. Explore the implications of dual citizenship and why India does not permit it. Art. 10 of the Indian Constitution <ul style="list-style-type: none"> Article 10: Explain the rights of a person to continue as a citizen of India, subject to the provisions of any law made by Parliament. Discuss how this article provides continuity of citizenship but also allows Parliament to regulate it. Art. 11 of the Indian Constitution <ul style="list-style-type: none"> Article 11: Analyze the power given to Parliament to make any provision with respect to the acquisition and termination of citizenship and all other matters related to citizenship. Discuss how this article empowers Parliament to shape citizenship laws, including any amendments or new laws that may be required as circumstances change. Exercise (5 minutes) – <ul style="list-style-type: none"> Discuss citizenship as defined under Indian Constitution from Art. 9 to 11.
Closure	<ol style="list-style-type: none"> Summarize the Lesson Learning Outcomes and get affirmation from students on these.



	<ol style="list-style-type: none">2. Case Laws<ul style="list-style-type: none">- <i>Kulathil Mamma v. State of Kerala AIR 1966 SC 1614.</i>- <i>State of Andra Pradesh v. Khader AIR 1961 SC 1468.</i>- <i>Ebrahim Wazir v. State of Bombay AIR 1954 SC 229.</i>3. Suggested Reading<ul style="list-style-type: none">o https://ncert.nic.in/textbook/pdf/keps106.pdf- https://www.mea.gov.in/Images/pdf1/Part1.pdf- https://onlinecourses.swayam2.ac.in/cec24_1w17/preview?user_email=rohini.llb@mietjammu.in- https://archive.nptel.ac.in/courses/129/106/129106003/4. Homework<ul style="list-style-type: none">- Analyse the concept of citizenship as defined under Indian C Constitution from Art. 9 to 11. <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<ol style="list-style-type: none">1. Discuss the mode of acquisition and termination of citizenship in India in reference to Constitutional Provisions.. <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 9	Course Name: Constitutional law-I Topic: Fundamental Rights – Concept, Origin and Development	Course No.: LLB-102
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Objectives	At the end of the lesson the student shall be able to: <ol style="list-style-type: none"> Understand the concept of Fundamental Rights as outlined in the Indian Constitution. Discuss the origin and historical development of Fundamental Rights in India. Analyze the importance of Fundamental Rights in a democratic society. Evaluate the impact of these rights on Indian society and governance.
Teaching Aids (if any)	<ol style="list-style-type: none"> Power Point Presentations. Case Law Analysis
Teaching Development	<ol style="list-style-type: none"> Introduction (5 minutes) <ul style="list-style-type: none"> Ask questions. <ul style="list-style-type: none"> What do you mean by Fundamental rights? Which part of the Constitution of India provides fundamental rights to its Citizens? Are fundamental rights enforceable or not? Development (30 minutes) <ol style="list-style-type: none"> Introduction to fundamental rights <ul style="list-style-type: none"> A brief discussion on the meaning of rights and why they are important in any society. Introduce the concept of Fundamental Rights as the essential rights guaranteed to all citizens by the Indian Constitution. Highlight the significance of these rights in ensuring equality, freedom, and justice in a democratic society. Origin of fundamental rights <ul style="list-style-type: none"> Trace the historical background of Fundamental Rights in India, starting from the colonial period. Discuss the influence of various movements and documents, such as the Magna Carta, the American Bill of Rights, and the Universal Declaration of Human Rights, on the framing of Fundamental Rights in India. Development of the Fundamental Rights <ul style="list-style-type: none"> Discuss how Fundamental Rights have evolved since the adoption of the Constitution in 1950. Highlight key amendments and landmark Supreme Court judgments that have expanded or clarified the scope of these rights (e.g., Kesavananda Bharati case, Maneka Gandhi case). Explore the role of the judiciary in protecting and interpreting Fundamental Rights, emphasizing the concept of judicial review. Brief overview of the Fundamental Rights <ul style="list-style-type: none"> Right to Equality (Articles 14-18)



	<ul style="list-style-type: none">- Right to Freedom (Articles 19-22)- Right against Exploitation (Articles 23-24)- Right to Freedom of Religion (Articles 25-28)- Cultural and Educational Rights (Articles 29-30)- Right to Constitutional Remedies (Article 32) <p>3. Exercise (5 minutes) – Discuss in brief the concept and the origin of fundamental rights in India</p>
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Case Laws<ul style="list-style-type: none">- <i>Maneka Gandhi v. union of India AIR 1978 SC 597.</i>- <i>M. Nagraj v. Union of India AIR 2007 SC 71.</i>- <i>Sunil Batra v. Delhi Administration AIR 1980 SC 1579.</i>- <i>P.D. Shamasami v. Central Bank of India AIR 1952 SC 59.</i>3. Suggested Reading<ul style="list-style-type: none">- https://egyankosh.ac.in/bitstream/123456789/57872/1/Unit4.pdf- https://gyansanchay.csjmu.ac.in/wp-content/uploads/2023/07/History-Of-Fundamental-Rights-Included-Under-Part-III-Of-The-Constitution.pdf- https://nios.ac.in/media/documents/secsocscicour/english/lesson-16.pdf- https://onlinecourses.swayam2.ac.in/cec24_lw17/preview?user_email=rohini.llb@mietjammu.in- https://archive.nptel.ac.in/courses/129/106/129106003/- https://www.mea.gov.in/Images/pdf1/Part1.pdf4. Homework<ul style="list-style-type: none">- Enlist the fundamental rights as provided under the Constitution of India. <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<ol style="list-style-type: none">1. Enlist the fundamental rights provided under the Part-III of the Constitution of India.. <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 10	Course Name: Constitutional law-I Topic: State – Concept and Meaning (Article 12)	Course No.: LLB-102
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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 concept of the "State" as defined in Article 12 of the Indian Constitution. b. Analyze the importance of this definition in the context of Fundamental Rights and their enforcement. c. Explore the scope of what constitutes the "State" under Article 12, including various institutions and bodies. d. Evaluate the implications of this definition on the relationship between the government and citizens.
Teaching Aids (if any)	<ul style="list-style-type: none"> a. Power Point Presentations. b. Case Law Analysis
Teaching Development	<ol style="list-style-type: none"> 1. Introduction (5 minutes) <ul style="list-style-type: none"> - Ask questions. What do you mean by State? Is a corporation doing any public work comes under the definition of State? 2. Development (30 minutes) <ol style="list-style-type: none"> a. Introduction to the concept of 'State' <ul style="list-style-type: none"> - Explain the meaning of State in the context of the Indian Constitution. b. Detailed explanation of Art. 12 <ul style="list-style-type: none"> - Government and Parliament of India: The central executive and legislative bodies. - Government and Legislature of States: State-level executive and legislative bodies. - Local Authorities: Municipalities, Panchayats, and other local governing bodies. - Other Authorities: Bodies that are under the control of the government, including statutory bodies and public sector undertakings. c. Importance of Art. 12 <ul style="list-style-type: none"> - Discuss why it is crucial to have a clear definition of the "State" in the context of enforcing Fundamental Rights. - Explain that Fundamental Rights can be claimed against the "State," making it essential to understand what constitutes the "State." 3. Exercise (5 minutes) – <ul style="list-style-type: none"> Discuss the concept of State as defined under Art. 12 of the Constitution of India.
Closure	<ol style="list-style-type: none"> 1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.



	<ol style="list-style-type: none">2. Case Laws<ul style="list-style-type: none">- <i>Ajay Hasia v. Khalid Mujib</i> AIR 1981 SC 487.- <i>Ramana Dayaram Shetty v. The International Airport Authority of India</i> AIR 1979 SC 1628.- <i>Som Prakash v. Union of India</i> AIR 1981 SC 212.- <i>Sheela Barse v. Secretary, Children's Aid Society</i>(1987) 3 SCC 50.- <i>Zee Telefilms Ltd. v. Union of India</i> AIR 2005 SC 2677.3. Suggested Reading4. https://journal.lawmantra.co.in/wp-content/uploads/2015/05/221.pdf5. https://gyansanchay.csjmu.ac.in/wp-content/uploads/2023/07/Article-12-of-the-Indian-Constitution-Definition-of-State.pdf- https://ijcrt.org/papers/IJCRT1134699.pdf- https://onlinecourses.swayam2.ac.in/cec24_lw17/preview?user_email=rohini.llb@mietjammu.in- https://archive.nptel.ac.in/courses/129/106/129106003/- https://www.lawctopus.com/academike/authorities-article-12-constitution/- https://www.mea.gov.in/Images/pdf1/Part1.pdf6. Homework<ul style="list-style-type: none">- Enlist the fundamental rights as provided under the Constitution of India. <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<ol style="list-style-type: none">1. Enlist the fundamental rights provided under the Part-III of the Constitution of India.. <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 11	Course Name: Constitutional law-I Topic: Meaning of “Law” and “Laws in Force” (Article 13)	Course No.: LLB-102
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Objectives	At the end of the lesson the student shall be able to: a. Understand the concept of “Law” and “Laws in Force” as defined in Article 13 of the Indian Constitution. b. Analyze the significance of Article 13 in the context of Fundamental Rights. c. Explore the impact of Article 13 on the validity of pre-constitutional and post-constitutional laws. d. Evaluate the role of the judiciary in interpreting and enforcing Article 13.
Teaching Aids (if any)	a. Power Point Presentations.
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes)<ul style="list-style-type: none">- Ask questions. What do you mean by law? Is an amendment made under Art. 13 of the Constitution of India is a law or not?2. Development (30 minutes)<ol style="list-style-type: none">a. Introduction to Art. 13<ul style="list-style-type: none">- A brief discussion on the concept of law and its importance in governance.- Introduce Article 13, explaining that it is a crucial provision in the Indian Constitution that deals with the validity of laws in relation to Fundamental Rights.- Highlight the importance of Article 13 in protecting citizens’ rights from unjust laws.b. Detailed explanation of Art. 13<ul style="list-style-type: none">- Understanding the Meaning of “Law” and “Laws in Force” (20 minutes)<ul style="list-style-type: none">- Law: Discuss how Article 13(3)(a) defines “law” broadly to include not just legislative acts but also ordinances, orders, by-laws, rules, regulations, notifications, and customs with the force of law.- Laws in Force: Explain how Article 13(3)(b) defines “laws in force” to include all pre-constitutional laws that were in effect before the Constitution came into force and how these laws must be consistent with Fundamental Rights.c. Significance of Art. 13<ul style="list-style-type: none">- Discuss the importance of Article 13 in ensuring that no law, whether pre-constitutional or post-constitutional, can violate Fundamental Rights.- Explain the concept of judicial review, where courts have the power to strike down laws that are inconsistent with Fundamental Rights.



	<p>3. Exercise (5 minutes) – Discuss the meaning of law and laws in force as prescribed under Art. 13 of the Constitution of India</p>
Closure	<p>1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</p> <p>2. Case Laws</p> <ul style="list-style-type: none">- <i>Keshavan Madhavan menon v.State of Bombay AIR 1951 SC 128.</i>- <i>A.. Gopalan v. State of Madras AIR 1950 SC 27.</i>- <i>State of Bombay v. Balsara AIR 1951 SC318.</i>- <i>Lachman Das v. State of Bombay AIR1952 SC235.</i> <p>3. Suggested Reading</p> <ul style="list-style-type: none">- https://gyansanchay.csjmu.ac.in/wp-content/uploads/2021/11/Article-13-under-Constitution-of-India.pdf- https://indiankanoon.org/doc/134715/- https://www.legalserviceindia.com/legal/article-6521-article-13-of-indian-constitution-easy-explanation.html- https://www.lkouniv.ac.in/site/writereaddata/siteContent/202004120808039943c_s_p_singh_Judicial_Review.pdf- https://onlinecourses.swayam2.ac.in/cec24_lw17/preview?user_email=rohini.llb@mietjammu.in- https://archive.nptel.ac.in/courses/129/106/129106003/- https://www.mea.gov.in/Images/pdf1/Part1.pdf <p>4. Homework</p> <ul style="list-style-type: none">- Notifications, rules, regulations and ordinances are they part of the definition of law? <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<p>1. Explain the meaning of law and law in force as per the provisions of Art. 13 of the Constitution of India.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 12	Course Name: Constitutional law-I Topic: Doctrine of eclipse	Course No.: LLB-102
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Objectives	At the end of the lesson the student shall be able to: <ol style="list-style-type: none"> Understand the concept of the Doctrine of Eclipse and its application under the Indian Constitution. Analyze the significance of this doctrine in relation to pre-constitutional and post-constitutional laws. Explore how the judiciary uses the Doctrine of Eclipse to address inconsistencies between laws and Fundamental Rights. Evaluate the impact of the Doctrine of Eclipse on the validity and enforceability of laws.
Teaching Aids (if any)	<ol style="list-style-type: none"> Power Point Presentations.
Teaching Development	<ol style="list-style-type: none"> Introduction (5 minutes) <ul style="list-style-type: none"> Ask questions. What do you mean by doctrine of eclipse? Development (30 minutes) <ol style="list-style-type: none"> Introduction to Doctrine of eclipse <ul style="list-style-type: none"> Introduce the Doctrine of Eclipse as a legal doctrine that applies to laws that were valid when enacted but became inconsistent with the Fundamental Rights after the Constitution came into force. Explain that under this doctrine, the law is not void but is eclipsed or overshadowed until the inconsistency is removed. Detailed explanation of the doctrine <ul style="list-style-type: none"> Discuss how the Doctrine of Eclipse applies primarily to pre-constitutional laws that were valid before the commencement of the Constitution but became inconsistent with Fundamental Rights post-1950. Explain that under the doctrine, the law remains dormant or inoperative (eclipsed) as long as the inconsistency exists but can be revived if the inconsistency is removed, such as by an amendment to the Constitution. Introduce the relevant provision, Article 13 of the Indian Constitution, and how it relates to this doctrine. Significance of Art. 13 <ul style="list-style-type: none"> Discuss the importance of Article 13 in ensuring that no law, whether pre-constitutional or post-constitutional, can violate Fundamental Rights. Explain the concept of judicial review, where courts have the power to strike down laws that are inconsistent with Fundamental Rights. Exercise (5 minutes) – Discuss the doctrine of eclipse with the help of case laws.
Closure	<ol style="list-style-type: none"> Summarize the Lesson Learning Outcomes and get affirmation from



	<p>students on these.</p> <ol style="list-style-type: none">2. Case Laws<ul style="list-style-type: none">- <i>Keshavan Madhavan menon v.State of Bombay AIR 1951 SC 128.</i>- <i>Saghir Ahmed v. State of U.P. AIR 1954 SC 728.</i>- <i>Deep Chand v. State of U.p. AIR 1959 SC 648.</i>- <i>State of Gujarat v. Sri Ambika Mills AIR 1974 SC 1300.</i>3. Suggested Reading<ul style="list-style-type: none">- https://repository.nls.ac.in/cgi/viewcontent.cgi?article=1035&context=nlsir- https://www.legalserviceindia.com/legal/article-4535-doctrine-of-eclipse.html- https://www.jyotijudiciary.com/doctrine-of-eclipse-in-indian-constitution/- https://gyansanchay.csjmu.ac.in/wp-content/uploads/2023/07/Constitutional-Doctrine-of-Eclipse-%E2%80%93Juris-Centre.pdf- https://utkaluniversity.ac.in/wp-content/uploads/2022/02/DOCTRINE-OF-ECLIPSE.pdf- https://onlinecourses.swayam2.ac.in/cec24_lw17/preview?user_email=rohini.llb@mietjammu.in- https://archive.nptel.ac.in/courses/129/106/129106003/- https://www.mea.gov.in/Images/pdf1/Part1.pdf4. Homework<ul style="list-style-type: none">- Explain the doctrine of eclipse with the help of case laws. <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<ol style="list-style-type: none">1. Enumerate the significance of the doctrine of eclipse. <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 13	Course Name: Constitutional law-I Topic: Doctrine of Severability	Course No.: LLB-102
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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 Doctrine of Severability and its significance in the Indian Constitution. b. Analyze key case laws related to the Doctrine of Severability. c. Discuss the application of this doctrine in protecting fundamental rights.
Teaching Aids (if any)	a. Power Point Presentations.
Teaching Development	<ol style="list-style-type: none"> 1. Introduction (5 minutes) <ul style="list-style-type: none"> - Ask questions. What do you mean by doctrine of severability? How it is important in protecting the fundamental rights of the citizens of India 2. Development (30 minutes) <ol style="list-style-type: none"> a. Introduction to Doctrine of Severability <ul style="list-style-type: none"> - A brief introduction to the concept of "Severability" in constitutional law. - Explain how the doctrine is applied to determine whether a law can be partially invalidated while leaving the rest of the statute intact. b. Context with the provisions of Indian Constitution <ul style="list-style-type: none"> - Highlight Article 13 of the Indian Constitution, which provides the basis for the doctrine by stating that any law inconsistent with Fundamental Rights shall be void. c. Purpose of the doctrine <ul style="list-style-type: none"> - It preserves the validity of the remaining provisions if they can function independently of the unconstitutional part. - Explain the principle of reading down a statute to maintain its constitutionality. 3. Exercise (5 minutes) – Discuss the doctrine of severability with the help of case laws.
Closure	<ol style="list-style-type: none"> 1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Case Laws <ul style="list-style-type: none"> - <i>R.M.D. Chamarbaugwala v. Union of India (1957) S.C.R 874.</i> - <i>Minerva Mills Ltd. v. Union of India Citation: AIR 1980 SC 1789</i> - <i>A.K. Gopalan v. State of Madras AIR 1950 SC 27.</i> - <i>Keshavan Madhavan menon v.State of Bombay AIR 1951 SC 128.</i> - <i>Lachman Das v. State of Bombay AIR1952 SC235.</i> - <i>R.M.D. Chamarbaugwala v. union of India AIR 1957 SC 628.</i> - <i>Satyawati Sharma v. Union of India AIR 2008 SC 3148</i> 3. Suggested Reading <ul style="list-style-type: none"> - https://www.lkouniv.ac.in/site/writereaddata/siteContent/202004120808039943c_s_p_singh_Judicial_Review.pdf



	<ul style="list-style-type: none">- https://www.legalserviceindia.com/legal/article-4014-doctrine-of-severability-a-scalpel-rather-than-a-bulldozer.html#google_vignette- https://onlinecourses.swayam2.ac.in/cec24_1w17/preview?user_email=rohini.llb@mietjammu.in- https://archive.nptel.ac.in/courses/129/106/129106003/- https://gyansanchay.csjmu.ac.in/wp-content/uploads/2023/07/Doctrine-of-Eclipse-Severability-and-Waiver.pdf- https://www.mea.gov.in/Images/pdf1/Part1.pdf <p>4. Homework</p> <ul style="list-style-type: none">- Explain the doctrine of severability with the help of case laws. <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<p>1. Enumerate the significance of the doctrine of eclipse.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 14	Course Name: Constitutional law-I Topic: Doctrine of Waiver	Course No.: LLB-102
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Objectives	At the end of the lesson the student shall be able to: <ol style="list-style-type: none">Understand the Doctrine of Waiver and its relevance in the context of Fundamental Rights under the Indian Constitution.Analyze key case laws that have shaped the understanding and application of the Doctrine of Waiver in India.Discuss the implications of this doctrine on the enforcement of constitutional rights.
Teaching Aids (if any)	<ol style="list-style-type: none">Power Point Presentations.
Teaching Development	<ol style="list-style-type: none">Introduction (5 minutes)<ul style="list-style-type: none">Ask questions. What do you mean by doctrine of waiver? How it is important in protecting the fundamental rights of the citizens of IndiaDevelopment (30 minutes)<ol style="list-style-type: none">Introduction to Doctrine of Waiver<ul style="list-style-type: none">Introducing the concept of waiver, this refers to the voluntary relinquishment or abandonment of a known legal right.Explain that in the context of constitutional law, the Doctrine of Waiver pertains to whether an individual can waive their Fundamental Rights under the Constitution.Context with the provisions of Indian Constitution<ul style="list-style-type: none">Discuss the Doctrine of Waiver in general terms, explaining how it works in legal contexts outside of constitutional law.Explain the argument that Fundamental Rights cannot be waived because they are granted by the Constitution for the protection of individuals against the state.Exercise (5 minutes) – Discuss the doctrine of waiver with the help of case laws.
Closure	<ol style="list-style-type: none">Summarize the Lesson Learning Outcomes and get affirmation from students on these.Case Laws<ul style="list-style-type: none"><i>R.M.D. Chamarbaugwalla v. Union of India</i> (1957) S.C.R 874.<i>Basheshar Nath v. Commissioner of Income Tax</i> AIR 1959 SC 149.<i>Olga Tellis v. Bombay Municipal Corporation</i> 1986 AIR 180.<i>Nar Singh Pal v. Union of India</i> (2000) 3 SCC 588.Suggested Reading<ul style="list-style-type: none">https://gyansanchay.csjmu.ac.in/wp-content/uploads/2023/07/Doctrine-of-Eclipse-Severability-and-Waiver.pdfhttps://www.rsr.in/post/the-doctrine-of-waiver-of-rights-fundamental-rights-as-absolute-dutieshttps://lexlife.in/2020/05/12/constitutional-law-doctrine-of-waiver/



	<ul style="list-style-type: none">- https://www.mea.gov.in/Images/pdf1/Part1.pdf <p>4. Homework</p> <ul style="list-style-type: none">- Discuss how the Doctrine of Waiver could potentially affect the enforcement of Fundamental Rights in current legal and political scenarios. <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<p>1. Enumerate the significance of the doctrine of waiver.</p> <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 Art. 14	Course No.: LLB-102
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Objectives	At the end of the lesson the student shall be able to: <ol style="list-style-type: none"> Understand the concept of equality as enshrined in Article 14 of the Indian Constitution. Analyze the scope and interpretation of the Right to Equality through landmark case laws. Discuss the implications of Article 14 in promoting social justice and preventing discrimination.
Teaching Aids (if any)	<ol style="list-style-type: none"> Power Point Presentations.
Teaching Development	<ol style="list-style-type: none"> Introduction (5 minutes) <ul style="list-style-type: none"> Ask questions. What do you mean by equality? Development (30 minutes) <ol style="list-style-type: none"> Introduction to Art. 14 <ul style="list-style-type: none"> Introducing Article 14 of the Indian Constitution, which guarantees the Right to Equality. Explain the fundamental principle that Article 14 prohibits discrimination and ensures that all individuals are treated equally before the law. Context and Scope of Art. 14 <ul style="list-style-type: none"> Highlight that Article 14 is the cornerstone of the Indian Constitution's commitment to equality, laying the foundation for the other rights in Part III. Discuss the two key concepts embedded in Article 14: Equality before the law and Equal protection of the laws. Reasonable classification and test for reasonable classification provided under Art. 14 <ul style="list-style-type: none"> Discuss the concept of "reasonable classification" and how it is used by the courts to determine the constitutionality of laws under Article 14. Introduce the concept of the "intelligible differentia" and "nexus with the object sought to be achieved" as criteria for reasonable classification. Exercise (5 minutes) – Ask the students to critically analyze the case laws and concepts presented.
Closure	<ol style="list-style-type: none"> Summarize the Lesson Learning Outcomes and get affirmation from students on these. Case Laws <ul style="list-style-type: none"> <i>Maneka Gandhi v. Union of India</i> AIR 1978 SC 597. <i>I.R. Coelho v. State of T.N (1999) 7 SCC 580.</i>



	<ul style="list-style-type: none">- <i>Chiranjit Lal Choudhary v. union of India, AIR 1951 SC 41</i>- <i>State of Mysore v. P. Narasing Rao AIR 1968 SC 349.</i>- <i>D.S. Nakara v. Union of India AIR 983 SC 130.</i>- <i>R.K. Dalmia v. Justice Tendolkar AIR 1958 SC 538.</i>- <p>3. Suggested Reading</p> <ul style="list-style-type: none">- http://www.penacclaims.com/wp-content/uploads/2020/06/Nikhil-Mantur.pdf- https://articles.manupatra.com/article-details/Article-14-Equality-Before-Law-and-Equality-protection-of-the-law- https://www.jetir.org/papers/JETIREO06007.pdf- file:///C:/Users/acer/Downloads/ssrn-2605395.pdf- https://onlinecourses.swayam2.ac.in/cec24_1w17/preview?user_email=rohini.llb@mietjammu.in- https://archive.nptel.ac.in/courses/129/106/129106003/- https://www.mea.gov.in/Images/pdf1/Part1.pdf <p>4. Homework</p> <ul style="list-style-type: none">- Illustrate the evolution of the principle of equality and how it was interpreted as a dynamic concept, paving the way for the idea that "Equality is antithetical to arbitrariness. <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<p>1. Discuss recent legal and social developments where Article 14 has played a crucial role in ensuring equality, such as cases related to affirmative action, gender justice, and LGBTQ+ rights.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 16	Course Name: Constitutional law-I Topic: Prohibition of discrimination on grounds of Religion, Race, Caste, Sex or Place of Birth- Art. 15	Course No.: LLB-102
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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 provisions and significance of Article 15 of the Indian Constitution. b. Analyze the scope and limitations of the prohibition of discrimination under Article 15. c. Explore landmark case laws that have interpreted and expanded the meaning of Article 15. d. Discuss the role of Article 15 in promoting social justice and equality in India.
Teaching Aids (if any)	a. Power Point Presentations.
Teaching Development	<ol style="list-style-type: none"> 1. Introduction (5 minutes) <ul style="list-style-type: none"> - Ask questions. What do you mean by discrimination? 2. Development (30 minutes) <ol style="list-style-type: none"> a. Introduction to Art. 15 <ul style="list-style-type: none"> - Introduce Article 15 of the Indian Constitution, which prohibits discrimination on the grounds of religion, race, caste, sex, or place of birth. - Highlight the importance of Article 15 in safeguarding the rights of individuals and promoting equality. b. Context and Scope of Art. 15 <ul style="list-style-type: none"> - Explain that Article 15 is a specific manifestation of the broader Right to Equality guaranteed by Article 14. - Discuss the significance of prohibiting discrimination in a diverse and pluralistic society like India. c. Detailed explanation of Art. 15 <ul style="list-style-type: none"> - Article 15(1): General prohibition of discrimination by the state. - Article 15(2): Prohibition of discrimination in access to public places. - Article 15(3): Permits special provisions for women and children. - Article 15(4) & (5): Allow for affirmative action policies for socially and educationally backward classes, including SCs and STs. 3. Exercise (5 minutes) – Discuss how Article 15 has been invoked in recent legal and social issues, such as gender discrimination, caste-based discrimination, and the extension of affirmative action policies.
Closure	1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.



	<p>2. Case Laws</p> <ul style="list-style-type: none">- <i>Karma Dorjee v. Union of India (2016) 12 SSCAL 770.</i>- <i>State of Rajasthan v. Thakur Pratap Singh AIR 1960 SC 1208.</i>- <i>Dattaraya v. State of Bombay AIR 1953 Bombay 311.</i>- <i>Joseph Shine v. Union of India AIR 2018 SC 4898.</i>- <i>Indra Sawhney v. Union of India AIR 1993 SC 477.</i> <p>3. Suggested Reading</p> <ul style="list-style-type: none">- https://www.equalrightstrust.org/ertdocumentbank/Through%20the%20Looking%20Glasses%20of%20Intersectionality%20Making%20Sense%20of%20Indian%20Discrimination%20Jurisprudence%20under%20Article%2015.pdf- https://jlrjs.com/wp-content/uploads/2023/05/134.-Ananya-Singh.pdf- file:///C:/Users/acer/Downloads/FullPapersubmission-ResurrectionofArticle15ofIndianConstitution_Oct19.pdf- https://nujlawreview.org/wp-content/uploads/2016/12/tarunabh-khaitan.pdf- file:///C:/Users/acer/Downloads/Article-15-of-the-Indian-Constitution-No-Discrimination.pdf- https://onlinecourses.swayam2.ac.in/cec24_1w17/preview?user_email=rohini.llb@mietjammu.in- https://archive.nptel.ac.in/courses/129/106/129106003/- https://www.mea.gov.in/Images/pdf1/Part1.pdf <p>4. Homework</p> <ul style="list-style-type: none">- Discuss the rationale behind allowing certain exceptions to the prohibition of discrimination, particularly in the context of social justice.- Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	<p>1. Explain the grounds on which discrimination is prohibited under Article 15.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 17	Course Name: Constitutional law-I Topic: Equality of Opportunity in matters of Public Employment- Art. 16	Course No.: LLB-102
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Objectives	At the end of the lesson the student shall be able to: a. Understand the provisions and significance of Article 16 of the Indian Constitution. b. Analyze the concept of equality of opportunity in public employment. c. Explore the scope, limitations, and exceptions of Article 16 through landmark case laws. d. Discuss the implications of Article 16 in promoting social justice and equality in government employment.
Teaching Aids (if any)	a. Power Point Presentations.
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes)<ul style="list-style-type: none">- Ask questions. What do you mean by equal opportunity in government employment?2. Development (30 minutes)<ol style="list-style-type: none">a. Introduction to Art. 16<ul style="list-style-type: none">- Introduce Article 16, which guarantees equality of opportunity for all citizens in matters of public employment.- Highlight that Article 16 is an extension of the Right to Equality enshrined in Articles 14 and 15, specifically focusing on employment in government services.b. Context and Scope of Art. 16<ul style="list-style-type: none">- Discuss the significance of Article 16 in ensuring that public employment is accessible to all citizens, without discrimination.- Explain the broader concept of equality of opportunity, which goes beyond mere non-discrimination and includes affirmative action.c. Detailed explanation of Art. 16<ul style="list-style-type: none">- Article 16(1): Equality of opportunity for all citizens in matters relating to public employment.- Article 16(2): Prohibition of discrimination on grounds of religion, race, caste, sex, descent, place of birth, or residence.- Article 16(3): Allows Parliament to make laws prescribing residence as a condition for certain public employment.- Article 16(4): Permits reservation of posts in favor of any backward class of citizens not adequately represented in public services.- Article 16(4A): Allows for reservation in promotions for SCs and STs.- Article 16(4B): Permits carrying forward unfilled reserved vacancies to subsequent years.



	<p>3. Exercise (5 minutes) – Discuss the rationale behind the exceptions, particularly in the context of promoting social justice and addressing historical inequalities.</p>
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Case Laws<ul style="list-style-type: none">- <i>E.P. Royappa v. state of Of T.N. AIR 1974 SC 555.</i>- <i>State of Mysore v. Narasinga Rao AIR 1968 SC 349.</i>- <i>Madan Mohan Sharma v. State of Rajasthan AIR 2008 SC 1687.</i>- <i>State of J&K v. T.n. Khosa AIR 1974 SC 1.</i>- <i>M.R. Balaji v. state of Mysore AIR 1963 SC 649.</i>3. Suggested Reading<ul style="list-style-type: none">- https://ijcl.nalsar.ac.in/wp-content/uploads/2021/11/Bhaskar_IJCL_volume10_2021-3.pdf- https://gehulawreview.com/wp-content/uploads/2021/10/RP6.pdf- https://lawnotes.co/article-16/- file:///C:/Users/acer/Downloads/ssrn-2721686.pdf- https://onlinecourses.swayam2.ac.in/cec24_1w17/preview?user_email=rohini.llb@mietjammu.in- https://archive.nptel.ac.in/courses/129/106/129106003/- https://www.mea.gov.in/Images/pdf1/Part1.pdf4. Homework<ul style="list-style-type: none">- Discuss recent debates and legal developments surrounding Article 16, such as the EWS (Economically Weaker Sections) reservation and its implications.Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	<ol style="list-style-type: none">1. Critically analyse about the balance between equality of opportunity and the need for reservations in public employment. Spend 5 minutes to evaluate student assimilation of the lesson contents



Lesson Plan No. 18	Course Name: Constitutional law-I Topic: Prohibition of Untouchability - Art. 17 & Abolition of Titles – Art. 18	Course No.: LLB-102
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Objectives	At the end of the lesson the student shall be able to: <ol style="list-style-type: none"> Understand the provisions and significance of Articles 17 and 18 of the Indian Constitution. Analyze the historical context and the need for the abolition of untouchability and titles. Explore the social, legal, and ethical implications of these provisions in promoting equality and dignity. Discuss the role of Articles 17 and 18 in shaping a more egalitarian society in India.
Teaching Aids (if any)	<ol style="list-style-type: none"> Power Point Presentations.
Teaching Development	<ol style="list-style-type: none"> Introduction (5 minutes) <ul style="list-style-type: none"> Ask questions. <ul style="list-style-type: none"> What do you mean by untouchability? What do you mean by titles? Development (30 minutes) <ol style="list-style-type: none"> Introduction to Art. 17 & 18 <ul style="list-style-type: none"> Introduce the concepts of untouchability and titles, explaining why these practices were targeted by the Constitution. Briefly outline the objectives of Article 17 (Abolition of Untouchability) and Article 18 (Abolition of Titles). Historical Context of Art. 17 & 18 <ul style="list-style-type: none"> Discuss the social and historical background that led to the inclusion of these articles in the Constitution. Highlight the role of the Indian freedom struggle and social reform movements in addressing issues of untouchability and the granting of titles. Detailed explanation of Art. 17 <ul style="list-style-type: none"> Article 17 declares the practice of untouchability as abolished and prohibits its practice in any form. Explain the legal and social implications of this Article, focusing on the protection of the dignity of individuals from historically marginalized communities. Discuss the Protection of Civil Rights Act, 1955, which was enacted to enforce Article 17 and provide legal remedies against the practice of untouchability. Highlight the Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act, 1989, which further strengthens legal provisions against untouchability and caste-based discrimination.



	<p>d. Detailed explanation of Art. 18</p> <ul style="list-style-type: none">- Article 18 abolishes titles that create distinctions among citizens, except for military and academic distinctions.- Discuss the rationale behind this Article, emphasizing the importance of equality and the prevention of a hierarchy based on titles.- Article 18(1): Prohibits the state from conferring any titles, except for military and academic distinctions.- Article 18(2) and (3): Prohibits citizens from accepting any title from a foreign state and restricts foreigners holding office of profit under the state <p>3. Exercise (5 minutes) – Discuss the rationale behind the exceptions, particularly in the context of promoting social justice and addressing historical inequalities.</p>
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Case Laws<ul style="list-style-type: none">- <i>State of Karnataka v. Appa Balu Ingale</i> (1993)- <i>Lata Singh v. State of Uttar Pradesh</i> (2006)- <i>Balaji Raghavan v. Union of India</i> (1996)- <i>Indra Sawhney v. Union of India</i> (1992)3. Suggested Reading<ul style="list-style-type: none">- https://upr-info.org/sites/default/files/documents/2014-06/a_hrc_wg.6_13_ind_1_india_annexii.pdf- https://www.iilsindia.com/study-material/744567_1619890731.pdf- https://ncert.nic.in/ncerts/l/keps202.pdf- https://onlinecourses.swayam2.ac.in/cec24_lw17/preview?user_email=rohini.llb@mietjammu.in- https://archive.nptel.ac.in/courses/129/106/129106003/- https://www.mea.gov.in/Images/pdf1/Part1.pdf4. Homework<ul style="list-style-type: none">- Discuss the relevance of Article 18 of the Constitution of India, in modern India, particularly in the context of awards, honors, and societal recognition.<p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<ol style="list-style-type: none">1. Summarize the key points covered in the lesson, highlighting the importance of both Articles 17 and 18 in promoting equality and preventing discrimination. <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 19	Course Name: Constitutional law-I Topic: Protection of certain Rights regarding freedom of speech, etc. – Art. 19	Course No.: LLB-102
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Objectives	At the end of the lesson the student shall be able to: <ol style="list-style-type: none"> Understand the concept of Fundamental Rights in the Indian Constitution. Explain how these rights are essential for the functioning of democracy and protection of individual liberties.
Teaching Aids (if any)	<ol style="list-style-type: none"> Power Point Presentations.
Teaching Development	<ol style="list-style-type: none"> Introduction (5 minutes) <ul style="list-style-type: none"> Ask questions. <ul style="list-style-type: none"> What do you mean by freedom of speech and expression? Are freedoms provided under Art. 19 absolute? Development (30 minutes) <ol style="list-style-type: none"> Introduction to Art.19 <ul style="list-style-type: none"> Introduce the six freedoms as provided by Art. 19 of the Indian Constitution. Briefly outline that these freedom are not absolute but guided by reasonable restrictions. Explanation of Art. 19 <ul style="list-style-type: none"> Article 19 of the Indian Constitution, which guarantees certain freedoms to citizens. The six freedoms provided under Article 19(1): <ul style="list-style-type: none"> Freedom of speech and expression Freedom to assemble peaceably and without arms Freedom to form associations or unions Freedom to move freely throughout the territory of India Freedom to reside and settle in any part of the territory of India Freedom to practice any profession, or to carry on any occupation, trade, or business Reasonable restrictions provided under Art. 19 <ul style="list-style-type: none"> Explain the concept of "reasonable restrictions" that can be imposed on the freedoms under Article 19. Discuss the grounds for imposing restrictions, such as the sovereignty and integrity of India, public order, morality, and more. Exercise (5 minutes) – <ul style="list-style-type: none"> Discuss the rationale behind the imposition of reasonable restrictions to the six rights provided under Art. 19 of the Constitution of India
Closure	<ol style="list-style-type: none"> Summarize the Lesson Learning Outcomes and get affirmation from students on these. Case Laws <ul style="list-style-type: none"> <i>Shreya Singhal v. Union of India (2015).</i>



	<ul style="list-style-type: none">- <i>Maneka Gandhi v. Union of India (1978).</i>- <i>Romesh Thapper v. State of Madras AIR 1950 Sc 124.</i>- <i>Prabhu Dutt v. Union of India AIR 1982 SC 6.</i>- <i>People's Union for Civil Liberties v. union of India AIR 1997 SC 568.</i>- <i>Sakal Papers Ltd. v. union of india Air 1962 SC 305.</i>- <i>Swapnil Tripathi v. Supreme Court of india AIR 2018 SC 4806.</i>- <i>Lata Singh v. State of Uttar Pradesh (2006)</i> <p>3. Suggested Reading</p> <ul style="list-style-type: none">- https://www.rmlnlu.ac.in/webj/prateek_shanker_srivastava.pdf- https://ijcrt.org/papers/IJCRT1705091.pdf- https://gyansanchay.csjmu.ac.in/wp-content/uploads/2023/07/Right-to-Freedom-in-Indian-Constitution-1.pdf- https://nujlawreview.org/wp-content/uploads/2016/12/Chinmayi-Arun.pdf- https://upr-info.org/sites/default/files/documents/2014-06/a_hrc_wg.6_13_ind_1_india_annexii.pdf- https://onlinecourses.swayam2.ac.in/cec24_lw17/preview?user_email=rohini.llb@mietjammu.in- https://archive.nptel.ac.in/courses/129/106/129106003/- https://www.mea.gov.in/Images/pdf1/Part1.pdf <p>4. Homework</p> <p>Address current events or controversies related to Article 19, such as restrictions on freedom of speech on social media or protests. Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<p>1. Summarize the six freedoms provided under Art. 19 of the Indian Constitution.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 20	Course Name: Constitutional law-I Topic: Protection in respect of conviction for offences– Art. 20	Course No.: LLB-102
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Objectives	At the end of the lesson the student shall be able to: a. Understand the concept of protection of rights in criminal cases. b. Explain how Article 20 of the Indian Constitution serves as a shield against arbitrary state actions in criminal matters.
Teaching Aids (if any)	a. Power Point Presentations.
Teaching Development	<ol style="list-style-type: none"> 1. Introduction (5 minutes) <ul style="list-style-type: none"> - Ask questions. What do you mean by double jeopardy? What do you mean by self-incrimination? 2. Development (30 minutes) <ol style="list-style-type: none"> a. Introduction to Art.20 <ul style="list-style-type: none"> - Introduce three protection provided to every citizen of Indian who has done an offence. They are ex post facto laws, double jeopardy and self-incrimination. b. Explanation of Art. 20 <ul style="list-style-type: none"> - Ex post facto laws: No person shall be convicted of any offence except for the violation of a law in force at the time of the commission of the act charged as an offence. - Double jeopardy: No person shall be prosecuted and punished for the same offence more than once. - Self-incrimination: No person accused of any offence shall be compelled to be a witness against himself. 3. Exercise (5 minutes) – Discuss the importance of these protections in ensuring a fair trial and preventing misuse of state power.
Closure	<ol style="list-style-type: none"> 1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Case Laws <ul style="list-style-type: none"> - <i>Hathi Singh Manufacturing Co. v. Union of India AIR 1960 SC 923.</i> - <i>State of Bihar v. Shaibala AIR 1952 SC 329.</i> - <i>Mohan Lal v. state of rajasthan SAIR 2015 SC 2098.</i> - <i>Ratan lal v. State of Punjab AIR 1965 SC 444.</i> - <i>Leo Roy v. superintendent District Jail AIR 1958 SC 119.</i> - <i>Ratan lal v. State of Punjab AIR 1965 SC 444.</i> - <i>Leo Roy v. superintendent District Jail AIR 1958 SC 119.</i> - <i>Kalla Veera Raghav Rao v. Gorantla Venkateswara Rao AIR 2011 SC 641.</i> - <i>Ashish Jain v. Markand Singh AIR 2019 SC 546.</i> - <i>M.P. Sharma v. Satish Chandra AIR 1954 SC 300.</i>



	<p>3. Suggested Reading</p> <ul style="list-style-type: none">- https://ijtr.nic.in/articles/art19.pdf- http://docs.manupatra.in/newsline/articles/Upload/E978E05B-6194-4CB1-A7FC-C0E30B6FC7EC.pdf- https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000020LA/P001305/MO10087/ET/1513748656etext.pdf- https://www.alec.co.in/judgement-page/judgment-on-right-of-an-accused-person-against-self-incrimination-as-imbibed-in-article-203-of-the-constitution-of-india- https://www.mea.gov.in/Images/pdf1/Part1.pdf- https://onlinecourses.swayam2.ac.in/cec24_1w17/preview?user_email=rohini.llb@mietjammu.in- https://archive.nptel.ac.in/courses/129/106/129106003/ <p>4. Homework</p> <p>Discuss in detail the concept of self-incrimination with the help of case laws.</p>
Evaluation	<p>1. Summarize the three protections provided to every citizen of India under the conviction of an offence by art. 20 of the Indian Constitution.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 22	Course Name: Constitutional law-I Topic: Protection of Life and Personal Liberty – Article 21	Course No.: LLB-102
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Objectives	At the end of the lesson the student shall be able to: <ol style="list-style-type: none"> Understand the scope and significance of Article 21 of the Indian Constitution. Understand the scope of Article 21 in protecting the rights of prisoners. Analyze significant case laws and judicial interpretations regarding the rights of prisoners. Evaluate the importance of humane treatment of prisoners and how Article 21 safeguards their dignity and liberty.
Teaching Aids (if any)	<ol style="list-style-type: none"> Power Point Presentations.
Teaching Development	<ol style="list-style-type: none"> Introduction (5 minutes) <ol style="list-style-type: none"> Ask questions. <ul style="list-style-type: none"> What do you think are the basic rights prisoners should have? How does Article 21 apply to those who have been convicted of crimes. Development (30 minutes) <ol style="list-style-type: none"> Introduction to Art.21 <ul style="list-style-type: none"> Introduce the concept of prisoner rights and explain that prisoners, although convicted or accused of crimes, are still entitled to fundamental rights under the Constitution, especially the right to life and personal liberty under Article 21. Expanding Scope of Prisoner Rights under Article 21 <ul style="list-style-type: none"> Discuss recent trends in judicial interpretation of Article 21 concerning prisoner rights, including access to medical care, mental health support, and the right to legal representation. Highlight the evolving nature of prisoner rights to include rehabilitation, reform, and reintegration into society, as opposed to purely punitive measures. Highlight that Article 21 ensures prisoners are treated with dignity, have access to healthcare, legal aid, and protection from inhumane treatment. Exercise (5 minutes) – <ul style="list-style-type: none"> Discussion on recent trends in judicial interpretation of Article 21 concerning prisoner rights, including access to medical care, mental health support, and the right to legal representation.



<p>Closure</p>	<ol style="list-style-type: none"> 1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Case Laws <ul style="list-style-type: none"> - <i>People’s Union for Democratic Rights v. Union of India AIR 1982 SC 1473.</i> - <i>Yousuf Abdul Aziz v. State of Bombay AIR 1954 SC 321.</i> - <i>M.C. Mehta v. union of India.</i> - <i>Narmada Bachao andolan v. Union of India AIR 2000 SC 3751.</i> - <i>In re: Noise pollution AIR 2005 SC 3136.</i> - <i>Unni Krishnan v. State of A.P. AIR 1993 SC 2178.</i> - <i>LIC of india v. Consumer Education and Research Centre AIR 1995 SC 1811.</i> - <i>Kharak Singh v. State of U.p. AIR 1963 SC 1295.</i> - <i>Maneka Gandhi v. Union of india AIR 1978 SC 597.</i> - <i>Sunil Batra v. Delhi Administration.</i> - <i>Francis Coralie Mullin v. Administrator, Union Territory of Delhi.</i> - <i>D.K. Basu v. State of West Bengal.</i> - <i>Prem Shankar Shukla v. Delhi Administratio.</i> - <i>Hussainara Khatoon v. Home Secretary, state of Bihar AIR 1979 SC 1360.</i> 3. Suggested Reading <ul style="list-style-type: none"> - https://ijirl.com/wp-content/uploads/2021/12/ARTICLE-21-A-COMPREHENSIVE-JOURNEY-OF-RIGHT-TO-LIFE-AND-PERSONAL-LIBERTY.pdf - https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/law/14_advanced_constituti_onal_law/17_protection_of_life_and_personal_liberty_(article_21)/et/7618_et_17_et.pdf - https://ijirl.com/wp-content/uploads/2022/11/EXPANDING-HORIZONS-OF-ARTICLE-21-OF-THE-CONSTITUTION-OF-INDIA.pdf - https://www.lawctopus.com/academike/article-21-of-the-constitution-of-india-right-to-life-and-personal-liberty/ - https://rshrc.rajasthan.gov.in/writereaddata/Publications/202208290143461701052HUMAN-RIGHTS-ARTICLE-21.pdf - https://www.lkouniv.ac.in/site/writereaddata/siteContent/202003281533580196varun_Right_to_Life.pdf - https://www.mea.gov.in/Images/pdf1/Part1.pdf - https://onlinecourses.swayam2.ac.in/cec24_1w17/preview?user_email=rohini.llb@mietjammu.in - https://archive.nptel.ac.in/courses/129/106/129106003/ 4. Homework <ul style="list-style-type: none"> - Write a detailed essay on how the judiciary has protected the rights of prisoners under Article 21, citing at least two landmark judgments.
<p>Evaluation</p>	<ol style="list-style-type: none"> 1. Discuss the role of Article 21 in safeguarding the dignity and rights of prisoners. 2. Spend 5 minutes to evaluate student assimilation of the lesson contents



Model Institute of Engineering & Technology (Autonomous) Lesson Plan

Kot, Bhalwal, Jammu



Dr. Arun K. Gupta Teaching-Learning Centre

Version 1.1

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Lesson Plan No. 23	Course Name: Constitutional law-I Topic: Art. 22	Course No.: LLB-102
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Objectives	At the end of the lesson the student shall be able to: <ol style="list-style-type: none"> Understand the significance of Article 22 within the framework of Fundamental Rights. Analyze the difference between preventive detention and punitive detention. Evaluate the procedural safeguards provided under Article 22 to citizens and non-citizens.
Teaching Aids (if any)	<ol style="list-style-type: none"> Power Point Presentations.
Teaching Development	<ol style="list-style-type: none"> Introduction (5 minutes) <ul style="list-style-type: none"> Ask questions. <ul style="list-style-type: none"> What do you understand by preventive detention? How is preventive detention different from arrest under criminal law? Development (30 minutes) <ol style="list-style-type: none"> Introduction to Article 22 <ul style="list-style-type: none"> Provides safeguards to individuals against arbitrary arrest and detention. Divided into two parts: <ol style="list-style-type: none"> Protection against arbitrary arrest (Clauses 1-2) Provisions for preventive detention (Clauses 3-7) Procedural Safeguards (Clauses 1-2) <ul style="list-style-type: none"> Right to be informed of the grounds of arrest. Right to consult and be defended by a legal practitioner of one's choice. Produced before a magistrate within 24 hours. Exercise (5 minutes) – <ul style="list-style-type: none"> Discuss Is preventive detention a necessary evil in democracy?
Closure	<ol style="list-style-type: none"> Summarize the Lesson Learning Outcomes and get affirmation from students on these. Case laws: <ul style="list-style-type: none"> <i>Minerva mills v. Union of India AIR 1980 SC 1789.</i> <i>State of Punjab v. Ajaib Singh AIR 1953 SC 10.</i> <i>State of M.P. v. Shobharam AIR 1966 SC 1910.</i> <i>Mohd. A.M.A Kasab v. State of Maharashtra AIR 2012 SC 3565.</i> Suggested Reading https://onlinecourses.swayam2.ac.in/cec24_lw17/preview?user_email=rohini.llb@mietjammu.in https://archive.nptel.ac.in/courses/129/106/129106003/ https://ijel.nalsar.ac.in/wp-content/uploads/2020/08/9IndianJConstL173_Sekhri.pdf Homework Write a short note (200 words) on the relevance of preventive detention in the 21st century.



	Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Evaluate whether Article 22 ensures a balance between liberty and security. Spend 5 minutes to evaluate student assimilation of the lesson contents



Lesson Plan No. 24	Course Name: Constitutional law-I Topic: Art. 22	Course No.: LLB-102
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Objectives	At the end of the lesson the student shall be able to: a. Understand the significance of Article 22 within the framework of Fundamental Rights. b. Analyze the difference between preventive detention and punitive detention. c. Evaluate the procedural safeguards provided under Article 22 to citizens and non-citizens.
Teaching Aids (if any)	a. Power Point Presentations.
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes)<ul style="list-style-type: none">- Ask questions. What do you understand by preventive detention? How is preventive detention different from arrest under criminal law?2. Development (30 minutes)<ol style="list-style-type: none">a. Introduction to Article 22<ul style="list-style-type: none">- Provides safeguards to individuals against arbitrary arrest and detention.- Divided into two parts:<ol style="list-style-type: none">a. Protection against arbitrary arrest (Clauses 1-2)b. Provisions for preventive detention (Clauses 3-7)b. Preventive Detention (Clauses 3-7):<ul style="list-style-type: none">- Produced before a magistrate within 24 hours. Authority of the State to detain individuals to prevent possible harm.- A person can be detained without trial for up to 3 months (beyond which an advisory board is needed).- Exceptions for cases involving defense, foreign affairs, and security of the state.3. Exercise (5 minutes) – Discuss Is preventive detention a necessary evil in democracy?
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Case laws:<ul style="list-style-type: none">- <i>Minerva mills v. Union of India AIR 1980 SC 1789.</i>- <i>State of Punjab v. Ajaib Singh AIR 1953 SC 10.</i>- <i>State of M.P. v. Shobharam AIR 1966 SC 1910.</i>- <i>A.K Roy v. Union of India AIR 1982 SC 710.</i>- <i>Tarannum v. Union of India AIR 1999 SC 3051.</i>- <i>Jayanarian Sukul v. State of W.B. AIR 1970 SC 675.</i>- <i>Prem Lata Sharma v. District Magistrate Mathura AIR 1998 SC 2212.</i>- <i>Abdul Nasar Adam Ismail v. State of Maharashtra AIR 2013 SC 1376.</i>- <i>Mohd. A.M.A Kasab v. State of Maharashtra AIR 2012 SC 3565.</i>



	<p>3. Suggested Reading</p> <ul style="list-style-type: none">- https://onlinecourses.swayam2.ac.in/cec24_lw17/preview?user_email=rohini.llb@mietjammu.in- https://archive.nptel.ac.in/courses/129/106/129106003/- https://ijcl.nalsar.ac.in/wp-content/uploads/2020/08/9IndianJConstL173_Sekhri.pdf <p>4. Homework</p> <ul style="list-style-type: none">- Can preventive detention be justified for ensuring national security? <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<p>1. Evaluate whether Article 22 ensures a balance between liberty and security.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>