



Kot Bhalwal, Jammu



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

SCHOOL OF LAW

Details of Lesson Plan

S.No.	Particulars	Details
1.	Course Name	LAW ON EDUCATION
2.	Course Code	BBALL.B-504
3.	Academic Year	2024-2025
4.	Semester	5 th
5.	Number of Lesson plans	
6.	Faculty Assigned	Dr. INSHA IDREES

Faculty Signature



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Model Institute of Engineering & Technology (Autonomous) Lesson Plan

Lesson Plan No. 1.1	Course Name: Law on Education Topic : Right to Education in the Context of International Law	Course No.:BBALLB-507
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Objectives	At the end of this lesson, students shall be able to: At the end of this lesson, students shall be able to: a. a. Understand the concept of the right to education as a fundamental human right under international law. b. b. Identify key international documents and frameworks supporting the right to education, including the Universal Declaration of Human Rights (1948), International Covenant on Economic, Social and Cultural Rights (1966), and others. c. .Analyze the role of international treaties and conventions in promoting inclusive and equitable access to education.
Teaching Aids (if any)	a. Presentation b. Discussion with real examples
Teaching Development	1. Introduction (5 minutes): a. Opening Activity: Begin the lesson by asking students their views regarding the concept of Right to Education as a human right and then pushing them to the idea of Right to Education 2. Development (30 minutes): Explanations: Definition of Human Rights. Education as a Human Right: Education as an International Norm. Idea of Education under International Instruments. 3. Exercise (5 minutes): Facilitate a discussion regarding the significance of Education under International Law
Closure	1. Summarize the lesson learning outcomes and get affirmation from students on these. 2. Suggested reading: Right to Education: Imperative for Progress by Dr. Mool Chand Sharma Spend 5 minutes to wrap up and consolidate the learnings.
Evaluation	1. Ask Reflective Questions such as what is relation between Education and Human Right 2. Encourage students to ask questions for clarification. Spend 5 minutes to evaluate student assimilation of the lesson contents.



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Dr. Arun K. Gupta Teaching-Learning Centre ————— Version 1.1



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Lesson Plan No. 1.1	Course Name: Law on Education Topic : Universal Declaration of Human Rights (1948) and the Right to Education	Course No.:BBALLB-507
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Objectives	At the end of this lesson, students shall be able to: At the end of this lesson, students shall be able to: Understand the Universal Declaration of Human Rights (1948) as a foundational document in international human rights law. Analyze the provisions of Article 26 of the UDHR, emphasizing the right to education. Evaluate the impact of the UDHR on subsequent international treaties and national education policies.
Teaching Aids (if any)	a. Case studies demonstrating the implementation of the right to education in different countries. c. Discussion prompts.
Teaching Development	1. Introduction (5 minutes): Opening Activity: Pose a question to students: <i>Why do you think education is considered a human right?</i> a. Encourage a brief exchange of opinions. b. Transition to the UDHR's role in recognizing education as a universal right. Development (30 minutes): Explanations Overview of the Universal Declaration of Human Rights (1948): Context of its adoption post-World War II. Objectives and significance of the document. . Article 26: Right to Education: Breakdown of Article 26: i. <i>Free and compulsory elementary education.</i> ii. <i>Equal access to technical and higher education.</i> iii. <i>Education directed to the full development of the human personality and promotion of understanding, tolerance, and peace.</i> . The UDHR's Influence on International Instruments: Links to the International Covenant on Economic, Social, and Cultural Rights (ICESCR) (1966). Influence on UNESCO initiatives and Sustainable Development Goal 4 (Quality Education). Case studies highlighting progress and challenges in implementing the right to education. Exercise (5 minutes): Facilitate a group discussion: <i>What challenges exist in ensuring the right to education globally, and</i>



	<i>how can international frameworks address these?</i>
Closure	1. Importance of the UDHR in setting the foundation for education as a human right. 2. Role of Article 26 in shaping international and national educational policies. 3. Ongoing relevance of the right to education in achieving global equity and development. Suggested reading: <i>The Universal Declaration of Human Rights in the 21st Century</i> by Gordon Brown Right to Education: Imperative for Progress by Dr. Mool Chand Sharma Spend 5 minutes to wrap up and consolidate the learnings.
Evaluation	Reflective Questions 1. How does Article 26 of the UDHR define the right to education? 2. Can you think of examples where the right to education has faced challenges or been upheld effectively? 3. Encourage open-ended student questions to ensure clarity and deeper engagement. Spend 5 minutes to evaluate student assimilation of the lesson contents.



Lesson Plan No. 1.1	Course Name: Law on Education Topic : International Covenant on Civil and Political Rights (ICCPR, 1966)	Course No.:BBALLB-507
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Objectives	At the end of this lesson, students shall be able to: - Understand the ICCPR as a key international treaty safeguarding civil and political rights. - Analyze the provisions of the ICCPR, such as the right to life, freedom of speech, and equality before the law. - Evaluate the impact of the ICCPR on state obligations, national constitutions, and international human rights advocacy.
Teaching Aids (if any)	a. Case studies of ICCPR implementation in different countries b. Discussion prompts and real-life examples of rights guaranteed under the ICCPR.
Teaching Development	Introduction (5 minutes): Opening Activity: - Pose the question to students: <i>Which rights do you think are most crucial for maintaining a fair and democratic society?</i> - Encourage students to share brief opinions. - Transition by introducing the ICCPR as a cornerstone in protecting these essential rights globally.
Closure	Overview of the ICCPR (1966): - Context of its adoption during the Cold War era to strengthen international commitment to civil and political rights. - Objectives and scope of the treaty. b. Key Provisions of the ICCPR: Right to Life (Article 6): - Protection against arbitrary deprivation of life. Freedom of Speech (Article 19): - Right to hold opinions without interference and freedom of expression. Right to Equality Before the Law (Article 14): - Guarantees fair trials and procedural fairness. Freedom from Torture and Cruel Treatment (Article 7): - Absolute prohibition of torture or inhuman punishment. c. Obligations of State Parties: - The binding nature of the ICCPR and the role of the Human Rights Committee in monitoring compliance. - Reporting mechanisms and periodic reviews by the Human Rights Committee. Case Studies and Real-Life Applications: - Example: Freedom of expression under Article 19 in landmark



	cases. 18. Example: How the ICCPR has influenced constitutional reforms in democratic and transitioning states.
Evaluation	Reflective Questions 1. What are the key rights protected by the ICCPR, and why are they significant? 2. Can you provide examples of how the ICCPR has addressed violations of civil and political rights? 3. Encourage open-ended student questions for deeper understanding and clarity. Spend 5 minutes summarizing the lesson and addressing any questions to ensure engagement and understanding. .



Lesson Plan No. 1.1	Course Name: Law on Education Topic : International Covenant on Economic, Social, and Cultural Rights (ICESCR, 1966) and the Right to Education	Course No.:BBALLB-507
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Objectives	At the end of this lesson, students shall be able to: At the end of this lesson, students shall be able to: a. Understand the ICESCR as a key international treaty promoting economic, social, and cultural rights, including the right to education. b. Identify the key provisions of the ICESCR related to education, such as Article 13 and Article 14. c. Analyze the role of international treaties and conventions in promoting inclusive and equitable access to education. d. Analyze the role of the ICESCR in promoting inclusive, equitable, and quality education globally.
Teaching Aids (if any)	a. Presentation b. Discussion with real examples
Teaching Development	1. Introduction (5 minutes): Opening Activity: 2. Ask students: <i>Why is education important for achieving social and economic development?</i> 3. Gather brief responses to transition into the ICESCR's role in recognizing education as a right and a driver of progress. 4. Development (30 minutes): Explanations: Overview of the ICESCR (1966): Discuss the adoption of the ICESCR in the context of the Universal Declaration of Human Rights (1948). Highlight its emphasis on progressive realization of economic, social, and cultural rights.. 5. Exercise (5 minutes): 6. Facilitate a discussion: <i>What challenges do states face in fulfilling their obligations under the ICESCR related to education? How can these challenges be</i>



	<i>addressed?</i>
Closure	1. Recap of the ICESCR's role in promoting the right to education. 2. Summary of Articles 13 and 14 and their significance for global education policies. 3. Discussion on the ongoing relevance of the ICESCR in achieving universal access to education. 4. Suggested Reading: 5. <i>Right to Education: Imperative for Progress</i> by Dr. Mool Chand Sharma. 6. <i>Economic, Social, and Cultural Rights: A Legal Resource Guide</i> by Scott Leckie. Spend 5 minutes to wrap up and consolidate the learnings.
Evaluation	1. How does the ICESCR address the right to education? 2. What is the relationship between the ICESCR and achieving global education goals? 3. Encourage students to ask questions or reflect on challenges and opportunities for implementing education rights. Spend 5 minutes to evaluate understanding and consolidate key takeaways.



Lesson Plan No. 1.1	Course Name: Law on Education Topic : Convention on the Rights of the Child (1989) and Convention on the Rights of Persons with Disabilities (2006)	Course No.:BBALLB-507
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Objectives	At the end of this lesson, students shall be able to: a. Understand the Convention on the Rights of the Child (CRC, 1989) and the Convention on the Rights of Persons with Disabilities (CRPD, 2006) as key international human rights treaties. b. Analyze the provisions of these conventions that protect the right to education, focusing on Articles 28 and 29 of the CRC and Article 24 of the CRPD. c. Evaluate the role of these conventions in promoting inclusive, equitable, and accessible education for children and persons with disabilities.
Teaching Aids (if any)	a. Case studies demonstrating the implementation of inclusive education under the CRC and CRPD. b. Discussion prompts focusing on challenges and successes in ensuring education rights.
Teaching Development	1. Introduction (5 minutes): Opening Activity: 2. a. Pose a question to students: <i>Why is it essential to ensure every child and person with disabilities has access to education?</i> b. Encourage a brief exchange of ideas. c. Transition by introducing the CRC and CRPD as landmark treaties aimed at protecting education rights for children and persons with disabilities. 3. Development (30 minutes): Explanations: Overview of the Convention on the Rights of the Child (CRC, 1989): - Adoption and objectives: Focused on protecting children's rights globally. Key Provisions Related to Education: Article 28: Right to education, emphasizing free primary education and access to secondary and higher education.



	○ Article 29: Education directed at the full development of the child's personality, talents, and abilities. b. Overview of the Convention on the Rights of Persons with Disabilities (CRPD, 2006): • Adoption and objectives: Promotes and protects the rights of persons with disabilities. • Key Provision on Education: ○ Article 24: Right to inclusive education for persons with disabilities, ensuring accessibility, equality, and elimination of barriers. c. The Role of CRC and CRPD in Promoting Education Rights: • Influence on national policies and educational reforms. • Connection to Sustainable Development Goal 4 (Quality Education). Exercise (5 minutes): Facilitate a group discussion: <i>What barriers exist to achieving inclusive and equitable education for children and persons with disabilities? How can these be overcome through international cooperation?</i>
Closure	Recap the significance of the CRC and CRPD in advancing global education rights. • Summarize key provisions (Articles 28 and 29 of the CRC; Article 24 of the CRPD) and their impact on shaping inclusive education policies. • Discuss the ongoing relevance of these conventions in addressing educational disparities. Spend 5 minutes to wrap up and consolidate the learnings.
Evaluation	1. How do the CRC and CRPD address the right to education for marginalized groups? 2. Can you think of examples where inclusive education policies have successfully been implemented? Encourage open-ended student questions to foster engagement and deeper understanding. Spend 5 minutes to evaluate understanding and consolidate key takeaways.



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Lesson Plan No. 1.1	Course Name: Law on Education Topic : Sustainable Development Goals (SDGs):	Course No.:BBALLB-507
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Objectives	At the end of this lesson, students shall be able to: At the end of this lesson, students shall be able to: Understand the Sustainable Development Goals (SDGs) as a global framework for achieving sustainable and inclusive development. b. Analyze SDG 4 (Quality Education) and SDG 10 (Reduced Inequalities), focusing on their relevance to education rights and legal frameworks. c. Evaluate the role of law and policy in achieving inclusive and equitable education and reducing inequalities globally.
Teaching Aids (if any)	a. Presentation b. Discussion with real examples
Teaching Development	1. Introduction (5 minutes): Opening Activity: 2. Ask students: <i>Why is education important for achieving social and economic development?</i> 3. Gather brief responses to transition into the ICESCR's role in recognizing education as a right and a driver of progress. 4. Development (30 minutes): Explanations: • Adoption and objectives: Introduced in 2015 as part of the 2030 Agenda for Sustainable Development. • Core principle: "Leave no one behind." b. Deep Dive into SDG 4 (Quality Education): • Key targets: ○ Ensure inclusive and equitable quality education for all. ○ Promote lifelong learning opportunities. • Link to international conventions like the CRC and CRPD. • Challenges: Access, gender disparity, and resource gaps. 5. Exercise (5 minutes): ○ How do SDG 4 and SDG 10 interconnect in promoting global equity and inclusion? ○ What barriers prevent the achievement of these goals, and what legal strategies can address these?



Closure	- Recap the significance of SDGs in shaping global policies for education and equity. . Summarize SDG 4 and SDG 10 and their legal implications. - Discuss how international cooperation and legal frameworks can drive progress toward these goals. Suggested Reading: <i>Right to Education: Imperative for Progress</i> by Dr. Mool Chand Sharma. <i>Economic, Social, and Cultural Rights: A Legal Resource Guide</i> by Scott Leckie. Spend 5 minutes to wrap up and consolidate the learnings.
Evaluation	- How do SDG 4 and SDG 10 contribute to sustainable and inclusive development? - Can you provide examples of countries or organizations successfully addressing these goals? - Open the floor to student questions to encourage further exploration. Spend 5 minutes to evaluate understanding and consolidate key takeaways.