



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	Law of Torts including MV and CP Act
2.	Course Code	LLB-104
3.	Academic Year	2024-2025
4.	Semester	1st
5.	Number of Lesson plans	40
6.	Faculty Assigned	Ms. Mansi Walia

Faculty Signature



Version 1.1

Please Do Not Print Unless Necessary





Lesson Plan No. 1.1	Course Name: Law of Torts including MV & CP Act Topic: Concept of Torts	Course No.: LLB-104
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Objectives	At the end of the lesson the student shall be able to: <ol style="list-style-type: none"> a. Relate the relevance of studying Law of Torts. b. Understand the historical perspective of Law of Torts. c. Identify the linkage between Hindu Law, Muslim Law and English Law w.r.t. Law of Torts. d. Understand the concepts of justice, equity and good conscience.
Teaching Aids (if any)	<ol style="list-style-type: none"> a. Presentation
Teaching Development	<ol style="list-style-type: none"> 1. Introduction (5 minutes) <ul style="list-style-type: none"> • Start with a brief discussion on what students understand by the term “Torts “ • Relate the responses to concept of tort. 2. Development (30 minutes) <ol style="list-style-type: none"> A. Relevance of subject <ul style="list-style-type: none"> • Explain the relevance of studying Law of Torts by relating it with real-world examples to make students get a grasp of the subject domain. B. Historical perspective of Law of Torts. <ul style="list-style-type: none"> • Discuss the historical evolution of Law of Torts by identifying in its origin under Hindu Law, Muslim Law and English Law. C. Concept <ul style="list-style-type: none"> • Begin with a discussion about laws and legal concepts students might already be familiar with. • Mention the importance of civil law in resolving disputes. • Introduce the concept of torts and explain that they are civil wrongs that can result in liability. • Explain the concepts of justice, equity and good conscience. 3. Class Exercise: (5 minutes) <ul style="list-style-type: none"> • Use real-world examples to illustrate, what actions constitute Torts. • Ask students to list down examples of Tort, they’ve encountered in their lives.
Closure	<ol style="list-style-type: none"> 1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Suggested reading: - Introduction to Torts https://www.britannica.com/topic/tort



	<p>3. Homework: Revision of the elements constituting Torts and examples of Tort.</p> <p>(5 minutes)</p>
Evaluation	<p>1. Participation in Class exercise. 2. Reflective Questions such as “What do you understand by Civil wrong?”</p> <p>(5 minutes)</p>



Lesson Plan No. 1.2	Course Name: Law of Torts including MV & CP Act Topic: Torts as Civil wrongs	Course No.: LLB-104
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Objectives	At the end of the lesson the student shall be able to: <ol style="list-style-type: none"> a. Understand the concept of torts and their role in civil law. b. Explain the definitions of Torts. c. Analyse real-world scenarios to recognize potential tort claims.
Teaching Aids (if any)	<ol style="list-style-type: none"> a. Presentation
Teaching Development	<ol style="list-style-type: none"> 1. Introduction (5 minutes) <ul style="list-style-type: none"> • Start with a memory-refreshing session on Torts and give a general overview of the lecture. • To gather a general understanding from the students about their awareness of the topic to be taught. 2. Development (30 minutes) <ol style="list-style-type: none"> A. Derivation of Torts B. Definitions of Torts <ul style="list-style-type: none"> • Explain the definitions of Torts given by John Salmond, Winfield and Fraser. • Explain the essential elements of these definitions by relating it with real-world examples. A. Need for Tort Law <ul style="list-style-type: none"> • Providing compensation for harm • Encouraging responsible behavior • Maintaining social order • Filling gaps left by criminal law B. Scope of Tort Law <ul style="list-style-type: none"> • Personal injuries • Property damage • Professional negligence • Defamation • Nuisance 3. Class Exercise: (5 Minutes) <ul style="list-style-type: none"> • Provide a series of case studies involving scenarios where Torts



	<p>claims arise.</p> <ul style="list-style-type: none">• Divide students into groups and assign each group a case study to analyse.• In groups, students discuss which elements of torts have been fulfilled in above cases.
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading: Introduction to Torts https://lawlibguides.usc.edu/tortlaw3. Homework: Revise the definition and Scope of torts law. <p>(5 Minutes)</p>
Evaluation	<ol style="list-style-type: none">1. Participation in Class Discussion2. Reflective Question, “What do you understand by Torts claims?” <p>(5 minutes)</p>



Lesson Plan No. 1.3	Course Name: Law of Torts including MV & CP Act Topic: Distinction between the Law of Torts, Contract and Crime	Course No.: LLB-104
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Objectives	At the end of the lesson the student shall be able to: <ol style="list-style-type: none"> Differentiate between torts and other types of wrongs, such as crimes and breaches of contract. Understand the legal principles and consequences associated with each type of wrong. Analyse real-life scenarios to identify whether they fall under torts, crimes, or breaches of contract.
Teaching Aids (if any)	<ol style="list-style-type: none"> Presentation
Teaching Development	<ol style="list-style-type: none"> Introduction (5 minutes) <ul style="list-style-type: none"> Start with a brief discussion on what students understand by ‘Crime’, ‘Contract’ and what distinguishes a crime from Tort. Assimilate the responses to give a general overview of the topic. Development (30 minutes) <ol style="list-style-type: none"> Introduction to Different Types of Wrongs <ul style="list-style-type: none"> Explanation of torts, crimes, and breaches of contract Overview of their distinctions and purposes Torts: Civil Wrongs <ul style="list-style-type: none"> Definition of torts as civil wrongs Focus on compensating the victim for harm suffered Examples of torts: negligence, defamation, nuisance Crimes: Criminal Wrongs <ul style="list-style-type: none"> Definition of crimes as violations of criminal law Emphasis on societal punishment and deterrence Examples of crimes: theft, assault, fraud Breaches of Contract: Contractual Wrongs <ul style="list-style-type: none"> Explanation of breaches of contract in terms of failing to fulfil legal obligations Discussion on remedies available to parties in a contract Examples of breaches of contract: non-payment, non-delivery Class exercise: (5 minutes) <ul style="list-style-type: none"> Divide class into two groups and assign each group following



	<p>topics: Difference between Tort and Crime, Difference between Tort and Contract.</p> <ul style="list-style-type: none">• Discuss the answers and finalize the list of Differences.
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested reading: Ch.1 Ratanlal and Dhirajlal, The Law of Torts by Akshay Sapre3. Homework: Revise the differences between Torts, Contract and crime. <p>(5 minutes)</p>
Evaluation	<ol style="list-style-type: none">1. Participation in class exercise.2. Reflective Question such as, what do you understand by the term 'Crime'? <p>(5 minutes)</p>



Lesson Plan No. 1.4	Course Name: Law of Torts including MV & CP Act Topic: Elements constituting torts	Course No.: LLB-104
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Objectives	At the end of the lesson the student shall be able to: a. Identify and explain the key constituents of torts. b. Understand the importance of each constituent in establishing a tort claim. c. Analyse real-life scenarios to determine the presence of these constituents.
Teaching Aids (if any)	a. Presentation b. Case law (Legal Eagle)
Teaching Development	<ul style="list-style-type: none">• Introduction (5 minutes)• Revise and refresh the concept of Torts by asking questions from students. Relate their responses to the topic by analysing key constituents of 'Actions' leading to Tort. • Development (30 minutes)• Introduction to Different Types of Wrongs• Introduction to the Constituents of Torts• Definition of Torts and their significance in civil law• Explanation that torts consist of specific elements that need to be established for a claim to be successful • Key Constituents of Torts• Wrongful Act• Damage• Legal Remedy • Analysing Real-Life Scenarios• Present case scenarios involving accidents, negligence, or other wrongful actions and analyse the availability of key constituents. • Class Exercise: (5 minutes)• Present the facts of following case and allow students to analyse the elements constituting Torts: <i>Glasgow Corporation v. Taylor</i>• Discuss with students their responses and identify factors constituting Tort in the specific case.
Closure	1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Suggested reading: Ch 2, Ratanlal and Dhirajlal, The Law of Torts



	by Akshay Sapre. 3. Homework: Analyse the case law and identify factors leading to Tort in <i>Municipal Corporation of Delhi v. Subhagwanti</i> (5 minutes)
Evaluation	<ol style="list-style-type: none">1. Class discussion assessing students' ability to identify and explain the key constituents of torts.2. Reflective Questions, such as "what elements are necessary in a given situation to categorise it as Tort?". (5 minutes)



Lesson Plan No. 1.5	Course Name: Law of Torts including MV & CP Act Topic: Injuria Sine Damno	Course No.: LLB-104
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Objectives	At the end of the lesson the student shall be able to: a. Define and comprehend the concept of “injuria sine damno”. b. Understand the distinction between “injuria” (legal injury) and “damnum” (actual loss). c. Analyse scenarios to identify instances of “injuria sine damno”.
Teaching Aids (if any)	a. Presentation
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes)<ul style="list-style-type: none">• Start with a revision on ‘Elements constituting Torts’ and discuss the responses of students.• Introduce the concept of <i>Injuria sine damno</i> as essential element of Tort.2. Development (30 minutes)<ol style="list-style-type: none">A. Introduction to “Injuria Sine Damno”<ul style="list-style-type: none">• Definition of “injuria sine damno” as a legal injury without actual financial loss• Explanation of the Latin terms “injuria” (injury) and “damnum” (loss)B. Distinguishing "Injuria" and "Damnum"<ul style="list-style-type: none">• Discuss the concept of reputation and its significance• Clarify the difference between an actual financial loss (damnum) and harm to reputation (injuria)• Use relatable examples to illustrate the distinctionC. Analysing Scenarios for “Injuria Sine Damno”D. Case Laws<ul style="list-style-type: none">• <i>Ashby v. White</i>• <i>Bhim Singh v. State of J&K</i>3. Class Exercise: (5 minutes)<ul style="list-style-type: none">• Facilitate Group discussion where students analyse real life scenarios and determine whether “injuria sine damno” is present.
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested reading:3. Homework: Identify two case laws involving the concept of Injuria sine damno and write its facts and judgement in brief. <p>(5 minutes)</p>



Evaluation	<ol style="list-style-type: none">1. Class participation in discussing and explaining the concept of “injuria sine damno”.2. Reflective Questions, such as, “What is the difference between Damnum and Injuria?” <p>(5 minutes)</p>
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Lesson Plan No. 1.2	Course Name: Law of Torts including MV & CP Act	Course Code: LLB-104
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OBJECTIVES	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none"> Understand the concept of torts and their role in civil law. Explain the definitions of Torts. Analyse real-world scenarios to recognize potential tort claims.
TEACHING AIDS (if any)	<p>PowerPoint Presentation Whiteboard-marker</p>
TEACHING DEVELOPMENT / CONTENT SUMMARY	<ol style="list-style-type: none"> <u>Introduction (5 Minutes)</u> <ul style="list-style-type: none"> To give a general overview of the lecture. To gather a general understanding from the students about their awareness of the topic to be taught. <u>Lecture / Discussion (35 Minutes)</u> <ol style="list-style-type: none"> Derivation of Torts Definitions of Torts <ul style="list-style-type: none"> Explain the definitions of Torts given by John Salmond, Winfield and Fraser. Explain the essential elements of these definitions by relating it with real-world examples. Need for Tort Law <ul style="list-style-type: none"> Providing compensation for harm Encouraging responsible behavior Maintaining social order Filling gaps left by criminal law Scope of Tort Law <ul style="list-style-type: none"> Personal injuries Property damage



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



Lesson Plan No. 1.6	Course Name: Law of Torts including MV & CP Act	Course Code: LLB-104
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OBJECTIVES	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none">Define and comprehend the concept of “damnum sine injuria”.Understand the distinction between “injuria” (legal injury) and “damnum” (actual loss).Analyse scenarios to identify instances of “damnum sine injuria”.
TEACHING AIDS (if any)	<p>PowerPoint Presentation Chalk and Talk Case Law (Legal Eagle Software)</p>
TEACHING DEVELOPMENT / CONTENT SUMMARY	<ol style="list-style-type: none"><u>Introduction (5 Minutes)</u><ul style="list-style-type: none">To give a general overview of the lecture.To gather a general understanding from the students about their awareness of the topic to be taught.<u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none">Introduction to “Damnum sine injuria”<ul style="list-style-type: none">Definition of “damnum sine injuria” as a legal injury without actual financial lossExplanation of the Latin terms “injuria” (injury) and “damnum” (loss)Distinguishing “Injuria” and “Damnum”<ul style="list-style-type: none">Discuss the concept of reputation and its significanceClarify the difference between an actual financial loss (damnum) and harm to reputation (injuria)Use relatable examples to illustrate the distinctionAnalysing Scenarios for “Damnum sine injuria”<i>Case Laws</i><ul style="list-style-type: none"><i>Gloucester Grammar School Case</i><i>Chasemore v. Rylands</i>



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



Lesson Plan No. 1.7	Course Name: Law of Torts including MV & CP Act	Course Code: LLB-104
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OBJECTIVES	<p>At the end of the lesson the student shall be able to:</p> <ul style="list-style-type: none">a) Differentiate between “law of torts” and “law of tort” terminologies.b) Understand the implications of using “law of torts” and “law of tort” in context.c) Analyse real-life scenarios to determine appropriate usage.
TEACHING AIDS (if any)	<p>PowerPoint Presentation Chalk and Talk</p>
TEACHING DEVELOPMENT / CONTENT SUMMARY	<ul style="list-style-type: none">1. <u>Introduction (5 Minutes)</u><ul style="list-style-type: none">• To give a general overview of the lecture.• To gather a general understanding from the students about their awareness of the topic to be taught.2. <u>Lecture / Discussion (25 Minutes)</u><ul style="list-style-type: none">A. Introduction to Terminology<ul style="list-style-type: none">• Explanation of the terms “law of torts” and “law of tort”• Discussion on terminology variations and potential confusionB. Understanding Law of Torts<ul style="list-style-type: none">• Explanation of “law of torts” as the collective body of principles governing tort law• Mention of its various branches, such as negligence, intentional torts, and strict liabilityC. Understanding “Law of Tort”<ul style="list-style-type: none">• Explanation of “law of tort” as an alternative term for tort law• Emphasis on its broader nature and encompassing all aspects of tort lawD. Comparing Usage in Scenarios<ul style="list-style-type: none">• Present scenarios involving both terminologies



CLOSURE	<ol style="list-style-type: none">1. Summarize the lesson learning outcomes and get affirmation from students on these. <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
EVALUATION/ ASSESSMENT METHODS	<ol style="list-style-type: none">1. Reflective Questions (What, Why, Who, How?). Allow students to answer and discuss.2. Group discussion where students analyze scenarios and decide which term is more fitting3. Short written response explaining the differences and similarities between “law of torts” and “law of tort”4. Class participation in discussing and explaining the nuances of these terms <p>Spend 5 minutes to evaluate student assimilation of the lesson content.</p>



Lesson Plan No. 1.8	Course Name: Law of Torts including MV & CP Act	Course Code: LLB-104
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OBJECTIVES	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none">Understand the concept of tortious liability and its significance in civil law.Identify and describe the general conditions necessary for establishing tortious liability.Recognize the defences and circumstances that negate tortious liability.Apply knowledge to analyse hypothetical scenarios and determine whether tortious liability exists.
TEACHING AIDS (if any)	<p>PowerPoint Presentation Chalk and Talk Case Law (Legal Eagle Software)</p>
TEACHING DEVELOPMENT / CONTENT SUMMARY	<ol style="list-style-type: none"><u>Introduction (5 Minutes)</u><ul style="list-style-type: none">To give a general overview of the lecture.To gather a general understanding from the students about their awareness of the topic to be taught.<u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none">Define tortious liability as a civil wrong that results in harm or injury to someone, leading to legal liability.Explain the four general conditions necessary to establish tortious liability.Negating Tortious LiabilityIntroduce the concept of defences and circumstances that can negate tortious liability.
CLOSURE	<ol style="list-style-type: none">Summarize the lesson learning outcomes and get affirmation from students on these. Spend 5 minutes to wrap up and consolidate the learnings.



**EVALUATION/
ASSESSMENT
METHODS**

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

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



Lesson Plan No. 2.1	Course Name: Law of Torts including MV & CP Act	Course Code: LLB-104
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OBJECTIVES	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none">Understand the concept of general defences in tort law and their significance.Identify and describe various general defences that can be used in tort cases.Analyse hypothetical scenarios to determine the applicability of general defences.Apply knowledge to critically assess the role of general defences in tort cases.
TEACHING AIDS (if any)	<p>PowerPoint Presentation Chalk and Talk</p>
TEACHING DEVELOPMENT / CONTENT SUMMARY	<ol style="list-style-type: none"><u>Introduction (5 Minutes)</u><ul style="list-style-type: none">To give a general overview of the lecture.To gather a general understanding from the students about their awareness of the topic to be taught.<u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none">Introduction<ul style="list-style-type: none">Begin with a brief recap of the concept of tort law and its importance in civil cases.Introduce the topic of “General Defences in Action for Torts” and explain that these defences can prevent liability even when the elements of a tort are present.Engage students with a thought-provoking question: “Can you think of situations where someone might not be held liable for harm caused to another person?”Understanding General Defences<ul style="list-style-type: none">Define “general defences” as legal arguments used to excuse or justify a defendant's actions in a tort case.



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



Lesson Plan No. 2.2	Course Name: Law of Torts including MV & CP Act	Course Code: LLB-104
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OBJECTIVES	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none">Understand the concept of “Volenti Non Fit Injuria” as a general defence in tort law.Identify the elements required for the defence to apply.Analyse real-world scenarios to determine the applicability of the defence.Evaluate the ethical and legal considerations related to the defence.
TEACHING AIDS (if any)	<p>PowerPoint Presentation Chalk and Talk Case Law (Legal Eagle Software)</p>
TEACHING DEVELOPMENT / CONTENT SUMMARY	<ol style="list-style-type: none"><u>Introduction (5 Minutes)</u><ul style="list-style-type: none">To give a general overview of the lecture.To gather a general understanding from the students about their awareness of the topic to be taught.<u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none">Introduction<ul style="list-style-type: none">Introduce the term “Volenti Non Fit Injuria” and its general meaning.Explaining “Volenti Non Fit Injuria”<ul style="list-style-type: none">Define Volenti Non Fit Injuria as a Latin legal maxim.Discuss the rationale behind the defence and its application in various contexts.Elements of the Defence<ul style="list-style-type: none">Present the elements required for the defence to apply.Provide examples to illustrate the elements and how they might apply in real-life situations.Case Studies and Analysis



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



Lesson Plan No. 2.3	Course Name: Law of Torts including MV & CP Act	Course Code: LLB-104
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OBJECTIVES	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none">Understand the concept of “Plaintiff - The Wrongdoer” as a general defence in tort law.Identify the conditions required for the defence to apply.Analyse real-world scenarios to determine the applicability of the defence.Evaluate the ethical considerations related to allowing a wrongdoer to claim relief.
TEACHING AIDS (if any)	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
TEACHING DEVELOPMENT / CONTENT SUMMARY	<ol style="list-style-type: none"><u>Introduction (5 Minutes)</u><ul style="list-style-type: none">To give a general overview of the lecture.To gather a general understanding from the students about their awareness of the topic to be taught.<u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none">Introduction<ul style="list-style-type: none">Introduce the concept of “Plaintiff - The Wrongdoer” as a defense where a plaintiff who engaged in wrongdoing cannot claim relief.Understanding “Plaintiff - The Wrongdoer” Defence<ul style="list-style-type: none">Define “Plaintiff - The Wrongdoer” as a defence in which a plaintiff's own wrongful conduct serves as a bar to their claim for damages.Explain the underlying principle that one cannot seek relief for harm caused when they themselves were engaged in wrongful behavior.Discuss the rationale behind this defence and its role in promoting fairness and personal responsibility.Conditions for the Defence<ul style="list-style-type: none">Present the conditions required for the defence to apply.



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



Lesson Plan No. 2.4

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

Course Code: LLB-104

OBJECTIVES	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none">Understand the concept of “Act of God” as a general defence in tort law.Identify the key criteria required for the defence to apply.Analyse real-world scenarios to determine the applicability of the defence.Evaluate the legal and ethical considerations surrounding the “Act of God” defence.
TEACHING AIDS (if any)	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
TEACHING DEVELOPMENT / CONTENT SUMMARY	<ol style="list-style-type: none"><u>Introduction (5 Minutes)</u><ul style="list-style-type: none">To give a general overview of the lecture.To gather a general understanding from the students about their awareness of the topic to be taught.<u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none">Understanding “Act of God” Defence<ul style="list-style-type: none">Define the “Act of God” defence as a legal principle that acknowledges that certain events are beyond human control and cannot be foreseen or prevented.Discuss how natural disasters, such as earthquakes, floods, and lightning strikes, are often considered as instances of an “Act of God”.Examine the concept that if an injury or damage occurs due to such uncontrollable events, a defendant may be exempted from liability.Criteria for the Defence<ul style="list-style-type: none">Present the criteria necessary for the “Act of God” defence to apply:The event must be entirely unforeseeable and beyond human control.The event must be the sole and direct cause of the harm or damage.



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



Lesson Plan No. 2.5	Course Name: Law of Torts including MV & CP Act	Course Code: LLB-104
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OBJECTIVES	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none">Understand the concept of “Inevitable Accident” as a general defence in tort law.Identify the key criteria required for the defence to apply.Analyse real-world scenarios to determine the applicability of the defence.Evaluate the ethical and legal considerations surrounding the “Inevitable Accident” defence.
TEACHING AIDS (if any)	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
TEACHING DEVELOPMENT / CONTENT SUMMARY	<ol style="list-style-type: none"><u>Introduction (5 Minutes)</u><ul style="list-style-type: none">To give a general overview of the lecture.To gather a general understanding from the students about their awareness of the topic to be taught.<u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none">Understanding “Inevitable Accident” Defence<ul style="list-style-type: none">Define “Inevitable Accident” defence as a legal principle that recognizes situations where an accident occurs despite the defendant's exercise of reasonable care and diligence.Discuss how unforeseen and uncontrollable circumstances may lead to unavoidable harm or damage.Examine the concept that when an accident is truly inevitable, a defendant may be exempted from liability.Criteria for the Defence<ul style="list-style-type: none">Present the criteria necessary for the “Inevitable Accident” defence to apply.Use real-world examples to illustrate how these criteria are assessed when determining the applicability of the defence.



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



Lesson Plan No. 2.6	Course Name: Law of Torts including MV & CP Act	Course Code: LLB-104
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OBJECTIVES	<p>At the end of the lesson the student shall be able to:</p> <ul style="list-style-type: none">a) Understand the concept of necessity as a general defence in tort law.b) Identify the criteria for the defence of necessity to apply.c) Analyse real-world scenarios to determine the applicability of the defence.d) Evaluate the ethical and legal considerations related to the necessity defence.
TEACHING AIDS (if any)	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
TEACHING DEVELOPMENT / CONTENT SUMMARY	<ol style="list-style-type: none">1. <u>Introduction (5 Minutes)</u><ul style="list-style-type: none">• To give a general overview of the lecture.• To gather a general understanding from the students about their awareness of the topic to be taught.2. <u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none">A. Understanding Necessity as a Defence<ul style="list-style-type: none">• Define necessity as a legal principle that allows individuals to take actions that cause harm to prevent a greater harm or danger.• Discuss how the necessity defence is rooted in the idea that in certain situations, the law may excuse actions that would otherwise be considered tortious.B. Criteria for the Defence<ul style="list-style-type: none">• Present the criteria required for the necessity defence to apply:<ol style="list-style-type: none">a) The harm caused must be to prevent a greater harm or danger.b) The harm must be unavoidable and imminent.• Use real-world examples to illustrate how these criteria are assessed when determining the applicability of the defence.C. Case Studies and Analysis



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



Lesson Plan No. 2.7	Course Name: Law of Torts including MV & CP Act	Course Code: LLB-104
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OBJECTIVES	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none">Understand the concept of private defence as a general defence in tort law.Identify the conditions for the defence of private defence to apply.Analyse real-world scenarios to determine the applicability of the defence.Evaluate the ethical and legal considerations related to the private defence.
TEACHING AIDS (if any)	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
TEACHING DEVELOPMENT / CONTENT SUMMARY	<ol style="list-style-type: none"><u>Introduction (5 Minutes)</u><ul style="list-style-type: none">To give a general overview of the lecture.To gather a general understanding from the students about their awareness of the topic to be taught.<u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none">Understanding Private Defence as a Defence<ul style="list-style-type: none">Define private defence as a legal principle that permits individuals to use reasonable force to protect themselves, their property, or others from immediate harm.Discuss how the concept of private defence is rooted in the idea of self-preservation and protection of personal rights.Explain the distinction between excessive force and reasonable force in the context of private defence.Criteria for the Defence<ul style="list-style-type: none">Present the conditions required for the private defence defence to apply.Use real-world examples to illustrate how these conditions are assessed when determining the applicability of the defence.



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



Lesson Plan No. 2.8	Course Name: Law of Torts including MV & CP Act	Course Code: LLB-104
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OBJECTIVES	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none">Understand the concept of mistake as a general defence in tort law.Identify the different types of mistakes and their impact on liability.Analyse real-world scenarios to determine the applicability of the mistake defence.Evaluate the ethical and legal considerations related to the mistake defence.
TEACHING AIDS (if any)	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
TEACHING DEVELOPMENT / CONTENT SUMMARY	<ol style="list-style-type: none"><u>Introduction (5 Minutes)</u><ul style="list-style-type: none">To give a general overview of the lecture.To gather a general understanding from the students about their awareness of the topic to be taught.<u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none"><u>Understanding Mistake as a Defence</u><ul style="list-style-type: none">Define mistake as a defence in tort law that arises when the defendant's action was based on an honest and reasonable belief that they were not causing harm.Discuss the rationale behind considering the defendant's mental state and belief when determining liability.Explain the importance of distinguishing between mistakes of fact and mistakes of law.<u>Criteria for the Defence</u><ul style="list-style-type: none">Present the two main types of mistakes:<ol style="list-style-type: none">Mistake of Fact: A situation where the defendant makes an erroneous judgment about a factual circumstance.Mistake of Law: A situation where the defendant is unaware of the legal consequences of their actions.



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



Lesson Plan No. 2.9	Course Name: Law of Torts including MV & CP Act	Course Code: LLB-104
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OBJECTIVES	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none">Understand the concept of statutory authority as a general defence in tort law.Identify the conditions for the defence of statutory authority to apply.Analyse real-world scenarios to determine the applicability of the defence.Evaluate the ethical and legal considerations related to the statutory authority defence.
TEACHING AIDS (if any)	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
TEACHING DEVELOPMENT / CONTENT SUMMARY	<ol style="list-style-type: none"><u>Introduction (5 Minutes)</u><ul style="list-style-type: none">To give a general overview of the lecture.To gather a general understanding from the students about their awareness of the topic to be taught.<u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none">Understanding Statutory Authority as a Defence<ul style="list-style-type: none">Define statutory authority as a legal principle that permits individuals or entities to perform acts that would otherwise be considered tortious if authorized by a specific statute.Discuss the rationale behind allowing certain actions under the protection of statutory authorization.Explain the concept that statutory authority can override the general principles of tort law.Criteria for the Defence<ul style="list-style-type: none">Present the conditions required for the statutory authority defence to apply.Use real-world examples to illustrate how these conditions are assessed when determining the applicability of the defence.



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



Lesson Plan No. 3.1	Course Name: Law of Torts including MV & CP Act	Course Code: LLB-104
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OBJECTIVES	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none">Understand the legal concept of assault as a tort against a person.Identify the essential elements that constitute assault.Analyse real-world scenarios to recognize instances of assault.Evaluate the ethical and legal considerations associated with assault as a tort.
TEACHING AIDS (if any)	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
TEACHING DEVELOPMENT / CONTENT SUMMARY	<ol style="list-style-type: none"><u>Introduction (5 Minutes)</u><ul style="list-style-type: none">To give a general overview of the lecture.To gather a general understanding from the students about their awareness of the topic to be taught.<u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none">Understanding Assault as a Tort Against a Person<ul style="list-style-type: none">Define assault as the intentional act that causes a reasonable apprehension of an immediate harmful or offensive contact.Discuss the distinction between assault and battery, emphasizing that assault focuses on the fear of harm rather than the actual physical contact.Explain the significance of intention and the reasonable apprehension standard in assessing assault claims.Elements of Assault<ul style="list-style-type: none">Present the essential elements required to establish a claim of assault:<ol style="list-style-type: none">Intentional ActApprehension of HarmUse real-world examples to illustrate how these elements come into play in different scenarios.



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



Lesson Plan No. 3.2	Course Name: Law of Torts including MV & CP Act	Course Code: LLB-104
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OBJECTIVES	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none">Understand the legal concept of battery as a tort against a person.Identify the essential elements that constitute battery.Analyse real-world scenarios to recognize instances of battery.Evaluate the ethical and legal considerations associated with battery as a tort.
TEACHING AIDS (if any)	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
TEACHING DEVELOPMENT / CONTENT SUMMARY	<ol style="list-style-type: none"><u>Introduction (5 Minutes)</u><ul style="list-style-type: none">To give a general overview of the lecture.To gather a general understanding from the students about their awareness of the topic to be taught.<u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none">Understanding Battery as a Tort Against a Person<ul style="list-style-type: none">Define battery as the intentional and unlawful physical contact with another person without their consent.Discuss how battery differs from assault, as it focuses on the actual physical contact rather than the apprehension of harm.Explain the importance of intent and lack of consent in establishing a claim of battery.Elements of Battery<ul style="list-style-type: none">Present the essential elements required to establish a claim of battery: Intentional Physical Contact Lack of ConsentUse real-world examples to illustrate how these elements apply in different scenarios.Case Studies and Analysis



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



Lesson Plan No. 3.3	Course Name: Law of Torts including MV & CP Act	Course Code: LLB-104
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OBJECTIVES	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none">Understand the legal concept of false imprisonment as a tort against a person.Identify the essential elements that constitute false imprisonment.Analyse real-world scenarios to recognize instances of false imprisonment.Evaluate the ethical and legal considerations associated with false imprisonment as a tort.
TEACHING AIDS (if any)	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
TEACHING DEVELOPMENT / CONTENT SUMMARY	<ol style="list-style-type: none"><u>Introduction (5 Minutes)</u><ul style="list-style-type: none">To give a general overview of the lecture.To gather a general understanding from the students about their awareness of the topic to be taught.<u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none">Understanding False Imprisonment as a Tort Against a Person<ul style="list-style-type: none">Define false imprisonment as the intentional and unlawful confinement or restraint of another person's movement.Discuss how false imprisonment relates to the violation of an individual's personal freedom and autonomy.Explain the importance of intention and the concept of confinement in establishing a claim of false imprisonment.Elements of False Imprisonment<ul style="list-style-type: none">Present the essential elements required to establish a claim of false imprisonment: Intentional Confinement Unlawful Restraint



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



Lesson Plan No. 3.4

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

Course Code: LLB-104

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



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



Lesson Plan No. 3.5	Course Name: Law of Torts including MV & CP Act	Course Code: LLB-104
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OBJECTIVES	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none">Understand the legal concept of trespass against property as a tort.Identify the essential elements that constitute trespass.Analyse real-world scenarios to recognize instances of trespass against property.Evaluate the ethical and legal considerations associated with trespass as a tort.
TEACHING AIDS (if any)	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
TEACHING DEVELOPMENT / CONTENT SUMMARY	<ol style="list-style-type: none"><u>Introduction (5 Minutes)</u><ul style="list-style-type: none">To give a general overview of the lecture.To gather a general understanding from the students about their awareness of the topic to be taught.<u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none">Understanding Trespass Against Property as a Tort<ul style="list-style-type: none">Define trespass against property as the unauthorized and intentional interference with another person's land, possessions, or personal space.Discuss the various forms of trespass, including entering land without permission, placing objects on another's property, and interfering with personal possessions.Explain how trespass seeks to balance the right to ownership with the prevention of unauthorized interference.Elements of Trespass Against Property<ul style="list-style-type: none">Present the essential elements required to establish a claim of trespass against property.Use real-world examples to illustrate how these elements apply in different scenarios.



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



Lesson Plan No. 3.6	Course Name: Law of Torts including MV & CP Act	Course Code: LLB-104
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OBJECTIVES	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none">Understand the concept of nuisance in tort law.Differentiate between private nuisance and public nuisance.Identify the elements required to establish a claim of nuisance.Analyse real-life scenarios to determine if a nuisance exists.
TEACHING AIDS (if any)	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
TEACHING DEVELOPMENT / CONTENT SUMMARY	<ol style="list-style-type: none"><u>Introduction (15 Minutes)</u><ul style="list-style-type: none">To give a general overview of the lecture.To gather a general understanding from the students about their awareness of the topic to be taught.Begin the lesson with a class discussion on everyday situations where individuals might feel disturbed or annoyed by their neighbours or surroundings. Encourage students to share their experiences or stories related to such disturbances.<u>Lecture / Discussion (25 Minutes)</u><ol style="list-style-type: none">Introduction to Nuisance:<ul style="list-style-type: none">Define “nuisance” as an unreasonable interference with a person's use or enjoyment of their property.Explain the balance between the rights of property owners and the rights of neighbours/community.Types of Nuisance:<ul style="list-style-type: none">Differentiate between private nuisance (interference with a specific individual’s enjoyment of their property) and public nuisance (interference affecting a larger community).Elements of Private Nuisance and Public Nuisance



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



Lesson Plan No. 3.7	Course Name: Law of Torts including MV & CP Act	Course Code: LLB-104
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OBJECTIVES	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none">Define negligence in tort law and its significance.Identify the elements required to establish a claim of negligence.Differentiate between the standard of care for various situations.Analyse real-life scenarios to determine negligence and potential defences.
TEACHING AIDS (if any)	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
TEACHING DEVELOPMENT / CONTENT SUMMARY	<ol style="list-style-type: none"><u>Introduction (5 Minutes)</u><ul style="list-style-type: none">To give a general overview of the lecture.To gather a general understanding from the students about their awareness of the topic to be taught.<u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none">Introduction to Negligence:<ul style="list-style-type: none">Define negligence as the failure to exercise the level of care that a reasonable person would under similar circumstances.Emphasize the role of negligence in compensating victims for harm caused by carelessness.Elements of Negligence:<ul style="list-style-type: none">Discuss the essential elements required to establish a claim of negligence:<ol style="list-style-type: none">Duty of careBreach of dutyCausationDamageDifferentiate between the standard of care for ordinary people and professionals.



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



Lesson Plan No. 4.1

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

Course Code: LLB-104

OBJECTIVES	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none">Understand the concept of vicarious liability in tort law.Differentiate between vicarious liability and personal liability.Identify the conditions that must be met for vicarious liability to arise.Analyse real-world scenarios to determine instances of vicarious liability.
TEACHING AIDS (if any)	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
TEACHING DEVELOPMENT / CONTENT SUMMARY	<ol style="list-style-type: none"><u>Introduction (5 Minutes)</u><ul style="list-style-type: none">To give a general overview of the lecture.To gather a general understanding from the students about their awareness of the topic to be taught.<u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none">Introduction to Vicarious Liability:<ul style="list-style-type: none">Define vicarious liability as a legal principle holding one party (usually an employer) responsible for the wrongful actions of another party (usually an employee) within the scope of their employment.Explain the rationale behind vicarious liability and its role in ensuring accountability.Comparison with Personal Liability:<ul style="list-style-type: none">Differentiate between vicarious liability and personal liability, where an individual is held directly responsible for their own actions.Discuss the advantages and policy reasons for imposing vicarious liability.Conditions for Vicarious Liability:<ul style="list-style-type: none">Explain the essential conditions that must be met for vicarious liability to apply.



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



Lesson Plan No. 4.2	Course Name: Law of Torts including MV & CP Act	Course Code: LLB-104
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OBJECTIVES	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none">Understand the legal principles of “<i>Qui Facit Per Alium Facit Per Se</i>” and “<i>Respondeat Superior</i>” in tort law.Differentiate between the two doctrines and their applications.Identify scenarios where each doctrine applies.Analyse case studies to determine the impact of these doctrines on liability.
TEACHING AIDS (if any)	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
TEACHING DEVELOPMENT / CONTENT SUMMARY	<ol style="list-style-type: none"><u>Introduction (5 Minutes)</u><ul style="list-style-type: none">To give a general overview of the lecture.To gather a general understanding from the students about their awareness of the topic to be taught.<u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none"><u>Introduction to Doctrines</u><ul style="list-style-type: none">Explain “<i>Qui Facit Per Alium Facit Per Se</i>” as the principle that the one who acts through another acts in their own capacity.Introduce “<i>Respondeat Superior</i>” as the doctrine holding an employer liable for the actions of an employee within the scope of employment.<u>Comparison of Doctrines</u><ul style="list-style-type: none">Differentiate between the two doctrines.Discuss scenarios where the doctrine applies, such as agents acting on behalf of their principals.Discuss the rationale behind holding employers responsible for their employees’ actions.<u>Case Studies</u><ul style="list-style-type: none">Provide real-life cases for both doctrines.



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



Lesson Plan No. 4.3	Course Name: Law of Torts including MV & CP Act	Course Code: LLB-104
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OBJECTIVES	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none">Understand the concept of the master-servant relationship in tort law.Differentiate between an employer's liability for the actions of an employee and an independent contractor.Identify the factors that determine whether a master-servant relationship exists.Analyse real-life scenarios to determine the extent of an employer's liability for the actions of their employees.
TEACHING AIDS (if any)	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
TEACHING DEVELOPMENT / CONTENT SUMMARY	<ol style="list-style-type: none"><u>Introduction (5 Minutes)</u><ul style="list-style-type: none">To give a general overview of the lecture.To gather a general understanding from the students about their awareness of the topic to be taught.<u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none">Introduction to Master-Servant Relationship<ul style="list-style-type: none">Define the master-servant relationship as a legal concept where an employer (master) can be held liable for the wrongful acts of an employee (servant) committed within the scope of employment.Explain the rationale for imposing such liability.Differentiating from Independent Contractors<ul style="list-style-type: none">Discuss the distinction between employees and independent contractors.Explain that the level of control and independence exercised by the employer over the worker is a key factor in determining liability.Factors Determining Master-Servant Relationship



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



Lesson Plan No. 4.4

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

Course Code: LLB-104

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



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



Lesson Plan No. 4.5

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

Course Code: LLB-104

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



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



Lesson Plan No. 4.6

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

Course Code: LLB-104

OBJECTIVES	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none">Understand the concept of absolute liability in tort law.Differentiate between strict liability and absolute liability.Identify scenarios where absolute liability applies.Analyse the rationale behind absolute liability and its implications.
TEACHING AIDS (if any)	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
TEACHING DEVELOPMENT / CONTENT SUMMARY	<ol style="list-style-type: none"><u>Introduction (5 Minutes)</u><ul style="list-style-type: none">To give a general overview of the lecture.To gather a general understanding from the students about their awareness of the topic to be taught.<u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none">Introduction to Absolute Liability<ul style="list-style-type: none">Define absolute liability as the legal responsibility imposed on a party for harm caused, irrespective of fault, intent, or reasonable care.Explain that absolute liability places the burden of compensation on the party causing harm.Distinction from Strict Liability<ul style="list-style-type: none">Differentiate between absolute liability and strict liability.Discuss situations where Absolute Liability applies.Discuss the rationale for imposing absolute liability, focusing on the principle of deterrence and shifting the costs of harm to those engaging in high-risk activities.Explore how absolute liability promotes safety and encourages responsible behaviour.Provide case studies illustrating situations where absolute liability was applied.



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



Lesson Plan No. 4.7	Course Name: Law of Torts including MV & CP Act	Course Code: LLB-104
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OBJECTIVES	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none">Understand the landmark case of <i>Rylands v. Fletcher</i> and its significance in establishing the principle of strict liability under tort law.Analyse the key facts, issues, and legal principles presented in the case.Identify the implications of the case on strict liability and the development of tort law.Evaluate the impact of the case on liability for non-natural uses of land.
TEACHING AIDS (if any)	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
TEACHING DEVELOPMENT / CONTENT SUMMARY	<ol style="list-style-type: none"><u>Introduction (5 Minutes)</u><ul style="list-style-type: none">To give a general overview of the lecture.To gather a general understanding from the students about their awareness of the topic to be taught.<u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none">Introduction to the Case:<ul style="list-style-type: none">Provide background information on the <i>Rylands v. Fletcher</i> case.Explain that the case involves the flooding of one person's land due to the escape of water from another person's reservoir.Key Legal Arguments:<ul style="list-style-type: none">Discuss the legal arguments presented by the parties involved.The plaintiff's claim of damages due to the escape of water from the defendant's reservoir.The defendant's argument that they were not negligent and that the escape was unforeseeable.Court's Decision and Rationale:



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



Lesson Plan No. 4.8	Course Name: Law of Torts including MV & CP Act	Course Code: LLB-104
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OBJECTIVES	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none">Understand the landmark case of <i>M.C. Mehta v. Union of India</i> and its significance in establishing absolute liability under tort law.Analyse the key arguments and principles presented in the case.Identify the implications of the case on environmental protection and industrial activities.Evaluate the impact of the case on the concept of absolute liability.
TEACHING AIDS (if any)	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
TEACHING DEVELOPMENT / CONTENT SUMMARY	<ol style="list-style-type: none"><u>Introduction (5 Minutes)</u><ul style="list-style-type: none">To give a general overview of the lecture.To gather a general understanding from the students about their awareness of the topic to be taught.<u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none">Introduction to the Case<ul style="list-style-type: none">Provide background information on <i>M.C. Mehta v. Union of India</i> case.Explain that the case involves the Oleum Gas Leak and its aftermath, highlighting the environmental and human consequences.Key Legal Arguments<ul style="list-style-type: none">Discuss the legal arguments presented by the parties involved:Explain the concept of strict liability in the context of industrial activities.Court's Decision and Rationale<ul style="list-style-type: none">Present the court's decision and reasoning behind imposing strict liability.



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



Lesson Plan No. 5.1	Course Name: Law of Torts including MV & CP Act	Course Code: LLB-104
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OBJECTIVES	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none">Understand the key provisions and objectives of the Consumer Protection Act, 2019.Analyse the significance of the Act in safeguarding consumer rights and interests.Identify the changes introduced by the Act compared to the previous consumer protection framework.Evaluate the implications of the Act on consumer-business relationships.
TEACHING AIDS (if any)	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
TEACHING DEVELOPMENT / CONTENT SUMMARY	<ol style="list-style-type: none"><u>Introduction (5 Minutes)</u><ul style="list-style-type: none">To give a general overview of the lecture.To gather a general understanding from the students about their awareness of the topic to be taught.<u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none"><u>Introduction to the Consumer Protection Act, 2019</u><ul style="list-style-type: none">Explain the significance of consumer protection in modern society.Introduce the Consumer Protection Act, 2019 as a comprehensive legislation aimed at addressing issues related to consumer rights and disputes.<u>Key Salient Features</u><ul style="list-style-type: none">Discuss the major provisions and salient features of the Act.Explain the primary objectives of the Act.<u>Comparison with Previous Framework</u>



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



Lesson Plan No. 5.2	Course Name: Law of Torts including MV & CP Act	Course Code: LLB-104
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OBJECTIVES	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none">Understand the key definitions in the context of the Consumer Protection Act, 2019.Analyse the key definitions provided in the Act and their implications.Identify the scope and application of these definitions in consumer-related scenarios.Evaluate the impact of clear definitions on consumer protection and business practices.
TEACHING AIDS (if any)	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
TEACHING DEVELOPMENT / CONTENT SUMMARY	<ol style="list-style-type: none"><u>Introduction (5 Minutes)</u><ul style="list-style-type: none">To give a general overview of the lecture.To gather a general understanding from the students about their awareness of the topic to be taught.<u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none">Importance of Definitions in the Act<ul style="list-style-type: none">Explain the significance of clear and precise definitions in any legal framework.Introduce the role of definitions in ensuring clarity and consistency in the Consumer Protection Act, 2019.Key Definitions in the Act<ul style="list-style-type: none">Present and discuss important definitions from the Act, including terms like:<ol style="list-style-type: none">ConsumerComplaintComplainantE-commerceUnfair trade practiceProduct liability



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



Lesson Plan No. 5.3

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

Course Code: LLB-104

OBJECTIVES	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none">Understand the establishment, composition, nature, and objectives of Consumer Protection Councils (CPCs) under the Consumer Protection Act, 2019.Analyse the significance of CPCs in promoting consumer rights and welfare.Identify the procedure of CPC meetings and their role in consumer dispute resolution.Evaluate the role of CPCs in creating awareness and educating consumers.
TEACHING AIDS (if any)	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
TEACHING DEVELOPMENT / CONTENT SUMMARY	<ol style="list-style-type: none"><u>Introduction (5 Minutes)</u><ul style="list-style-type: none">To give a general overview of the lecture.To gather a general understanding from the students about their awareness of the topic to be taught.<u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none">Introduction to Consumer Protection Councils (CPCs)<ul style="list-style-type: none">Explain the importance of CPCs in the Consumer Protection Act, 2019.Introduce the role of CPCs in promoting consumer rights, awareness, and redressal.Establishment and Composition<ul style="list-style-type: none">Describe the establishment of CPCs at the district, state, and national levels.Discuss the composition of CPCs, including representatives from consumer organizations, government departments, and other stakeholders.



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



Lesson Plan No. 5.4	Course Name: Law of Torts including MV & CP Act	Course Code: LLB-104
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OBJECTIVES	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none"> Understand the establishment, composition, powers, and functions of the Central Consumer Protection Authority (CCPA) under the Consumer Protection Act, 2019. Analyse the significance of CCPA in ensuring consumer rights and addressing unfair trade practices. Identify the role of CCPA in consumer dispute resolution and enforcement of consumer protection laws. Evaluate the implications of CCPA on businesses and consumers.
TEACHING AIDS (if any)	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
TEACHING DEVELOPMENT / CONTENT SUMMARY	<ol style="list-style-type: none"> <u>Introduction (5 Minutes)</u> <ul style="list-style-type: none"> To give a general overview of the lecture. To gather a general understanding from the students about their awareness of the topic to be taught. <u>Lecture / Discussion (35 Minutes)</u> <ol style="list-style-type: none"> Introduction to the Central Consumer Protection Authority (CCPA) <ul style="list-style-type: none"> Explain the establishment of CCPA as a regulatory body under the Consumer Protection Act, 2019. Introduce the role of CCPA in promoting, protecting, and enforcing consumer rights. Composition and Powers of CCPA <ul style="list-style-type: none"> Describe the composition of CCPA, including the Chief Commissioner and Commissioners. Discuss the wide-ranging powers of CCPA to investigate, inquire, and initiate actions against unfair trade practices. Functions of CCPA



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



Lesson Plan No. 5.5	Course Name: Law of Torts including MV & CP Act	Course Code: LLB-104
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OBJECTIVES	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none"> Understand the establishment, composition, jurisdiction and appeal process of the Consumer Protection Redressal Commission (CPRC) under the Consumer Protection Act, 2019. Analyse the role of CPRC in providing effective remedies to consumers and resolving disputes. Identify the importance of the appeal mechanism in ensuring fair and just outcomes. Evaluate the implications of CPRC on consumer protection and dispute resolution.
TEACHING AIDS (if any)	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
TEACHING DEVELOPMENT / CONTENT SUMMARY	<ol style="list-style-type: none"> <u>Introduction (5 Minutes)</u> <ul style="list-style-type: none"> To give a general overview of the lecture. To gather a general understanding from the students about their awareness of the topic to be taught. <u>Lecture / Discussion (35 Minutes)</u> <ol style="list-style-type: none"> Introduction to Consumer Protection Redressal Commission (CPRC): <ul style="list-style-type: none"> Explain the establishment of CPRC as a quasi-judicial body under the Consumer Protection Act, 2019. Introduce the role of CPRC in providing an accessible and efficient platform for consumers to seek remedies. Composition of CPRC <ul style="list-style-type: none"> Describe the composition of CPRC, including the President and members with judicial or legal expertise. Explain how the diverse composition ensures impartiality and expertise in consumer dispute resolution.



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



Lesson Plan No. 5.6

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

Course Code: LLB-104

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



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



Lesson Plan No. 5.7

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

Course Code: LLB-104

OBJECTIVES	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none">Understand the concept of mediation and its role in consumer dispute resolution under the Consumer Protection Act, 2019.Analyse the benefits of mediation in resolving consumer disputes and promoting amicable settlements.Identify the process and procedure of mediation as outlined in the Act.Evaluate the implications of mediation on consumer protection and the legal system.
TEACHING AIDS (if any)	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
TEACHING DEVELOPMENT / CONTENT SUMMARY	<ol style="list-style-type: none"><u>Introduction (5 Minutes)</u><ul style="list-style-type: none">To give a general overview of the lecture.To gather a general understanding from the students about their awareness of the topic to be taught.<u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none">Introduction to Mediation<ul style="list-style-type: none">Define mediation as an alternative dispute resolution method.Explain the role of mediation in facilitating open communication and resolving conflicts without resorting to formal litigation.Benefits of Mediation in Consumer Dispute Resolution<ul style="list-style-type: none">Discuss the advantages of mediation, such as cost-effectiveness, speed, and preserving business-consumer relationships.Analyse how mediation allows parties to have greater control over the outcome compared to a court decision.Process and Procedure of Mediation under the Act<ul style="list-style-type: none">Explain the provision for mediation under the Consumer Protection Act, 2019.



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



Lesson Plan No. 5.8

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

Course Code: LLB-104

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



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



Lesson Plan No. 5.9	Course Name: Law of Torts including MV & CP Act	Course Code: LLB-104
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OBJECTIVES	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none">Understand the objectives of the Motor Vehicles Act, 1988 and its significance in regulating road safety and transportation in India.Analyse the key salient features and provisions of the Act.Identify the impact of the Act on road users, vehicle owners, and the general public.Evaluate the effectiveness of the Act in achieving its intended goals.
TEACHING AIDS (if any)	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
TEACHING DEVELOPMENT / CONTENT SUMMARY	<ol style="list-style-type: none"><u>Introduction (5 Minutes)</u><ul style="list-style-type: none">To give a general overview of the lecture.To gather a general understanding from the students about their awareness of the topic to be taught.<u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none">Introduction to the Motor Vehicles Act, 1988<ul style="list-style-type: none">Explain the significance of the Motor Vehicles Act, 1988 as a comprehensive legislation governing road safety, vehicle registration, and transportation in India.Introduce the objectives of the Act, emphasizing its role in promoting road safety and efficient transportation.Objectives of the Act<ul style="list-style-type: none">Present the primary objectives of the Act, including regulating the use of motor vehicles, ensuring road safety, and providing a legal framework for various aspects of vehicle operation and ownership.Salient Features and Provisions<ul style="list-style-type: none">Discuss key salient features and provisions of the Act, such as:<ol style="list-style-type: none">Licensing of drivers and conductors.Registration of motor vehicles.



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



Lesson Plan No. 5.10	Course Name: Law of Torts including MV & CP Act	Course Code: LLB-104
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OBJECTIVES	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none">Understand the objectives of the Motor Vehicles Act, 1988 and its significance in regulating road safety and transportation in India.Analyse the key salient features and provisions of the Act.Identify the impact of the Act on road users, vehicle owners, and the general public.Evaluate the effectiveness of the Act in achieving its intended goals.
TEACHING AIDS (if any)	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
TEACHING DEVELOPMENT / CONTENT SUMMARY	<ol style="list-style-type: none"><u>Introduction (5 Minutes)</u><ul style="list-style-type: none">To give a general overview of the lecture.To gather a general understanding from the students about their awareness of the topic to be taught.<u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none">Introduction to the Motor Vehicles Act, 1988<ul style="list-style-type: none">Explain the significance of the Motor Vehicles Act, 1988 as a comprehensive legislation governing road safety, vehicle registration, and transportation in India.Introduce the objectives of the Act, emphasizing its role in promoting road safety and efficient transportation.Objectives of the Act<ul style="list-style-type: none">Present the primary objectives of the Act, including regulating the use of motor vehicles, ensuring road safety, and providing a legal framework for various aspects of vehicle operation and ownership.Salient Features and Provisions<ul style="list-style-type: none">Discuss key salient features and provisions of the Act, such as:<ol style="list-style-type: none">Licensing of drivers and conductors.



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



Lesson Plan No. 5.11	Course Name: Law of Torts including MV & CP Act	Course Code: LLB-104
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OBJECTIVES	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none">Understand the key objectives and motivations behind the Motor Vehicles (Amendment) Act, 2019.Analyse the significant changes & provisions introduced by the amendment.Identify the impact of the amendment on road safety, transportation efficiency, and legal enforcement.Evaluate the effectiveness of the amendment in achieving its intended goals.
TEACHING AIDS (if any)	<p>PowerPoint Presentation Chalk and Talk Case Law</p>
TEACHING DEVELOPMENT / CONTENT SUMMARY	<ol style="list-style-type: none"><u>Introduction (5 Minutes)</u><ul style="list-style-type: none">To give a general overview of the lecture.To gather a general understanding from the students about their awareness of the topic to be taught.<u>Lecture / Discussion (35 Minutes)</u><ol style="list-style-type: none">Introduction to the Motor Vehicles (Amendment) Act, 2019<ul style="list-style-type: none">Explain the context and need for amending the Motor Vehicles Act.Introduce the key objectives of the amendment, such as enhancing road safety, reducing accidents, and streamlining transportation processes.Significant Changes and Provisions<ul style="list-style-type: none">Discuss the major changes introduced by the amendment, including:<ol style="list-style-type: none">Stricter penalties for traffic violations.Implementation of electronic enforcement and monitoring systems.Focus on improving road safety education and awareness.Impact on Road Safety and Transportation



	<ul style="list-style-type: none">• Analyse the potential impact of the amendment on road safety, accident reduction, and improved traffic management.• Discuss how the amendment aims to address challenges such as rash driving, drunk driving, and overloading. <p>D. Legal Enforcement and Implementation</p> <ul style="list-style-type: none">• Explain the mechanisms introduced by the amendment for effective legal enforcement, including electronic monitoring and stricter penalties.• Discuss the role of law enforcement agencies in implementing the provisions of the amended Act.
CLOSURE	<ol style="list-style-type: none">1. Summarize the lesson learning outcomes and get affirmation from students on these. <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
EVALUATION/ ASSESSMENT METHODS	<ol style="list-style-type: none">1. Reflective Questions (What, Why, Who, How?). Allow students to answer and discuss.2. Encourage students to ask questions for clarification. <p>Spend 5 minutes to evaluate student assimilation of the lesson content.</p>



Lesson Plan No. 1.6	Course Name: Law of Torts including MV & CP Act Topic: Damnum Sine Injuria	Course No.: LLB-104
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Objectives	At the end of the lesson the student shall be able to: a. Define and comprehend the concept of “damnum sine injuria”. b. Understand the distinction between “injuria” (legal injury) and “damnum” (actual loss). c. Analyse scenarios to identify instances of “damnum sine injuria”.
Teaching Aids (if any)	a. Presentation
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes)<ul style="list-style-type: none">• Start with a brief discussion and memory refreshing session on what students understand by “Injuria” and “damnum” in torts.• Relate the responses to concept of Damnum Sine Injuria.2. Development (30 minutes)<ol style="list-style-type: none">A. Introduction to “Damnum sine injuria”<ul style="list-style-type: none">• Definition of “damnum sine injuria” as a legal injury without actual financial loss• Explanation of the Latin terms “injuria” (injury) and “damnum” (loss)B. Distinguishing “Injuria” and “Damnum”<ul style="list-style-type: none">• Discuss the concept of reputation and its significance• Clarify the difference between an actual financial loss (damnum) and harm to reputation (injuria)• Use relatable examples to illustrate the distinctionC. Analysing Scenarios for “Damnum sine injuria”D. Case Laws<ul style="list-style-type: none">• <i>Gloucester Grammar School Case</i>• <i>Chasemore v. Rylands</i>• <i>Mogul Steamship Co. Ltd. v. McGregor, Gow & Co.</i>3. Class exercise: (5 minutes)<ul style="list-style-type: none">• Facilitate Group discussion where students analyse scenarios and determine whether “damnum sine injuria” is present and discuss its consequences.
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested reading: Ch. 1, Ratanlal and Dhirajlal The Law of Torts by Akshay Sapre.



	<p>3. Homework: Identify two case laws on ‘Damnum Sine Injuria’ and write its facts and judgement in brief. (5 minutes)</p>
Evaluation	<p>1. Class participation in discussing and explaining the concept of “damnum sine injuria”.</p> <p>2. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. (5 minutes)</p>



Lesson Plan No. 3.1	Course Name: Law of Torts including MV & CP Act Topic: Torts against Person	Course No.: LLB-104
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Objectives	At the end of the lesson the student shall be able to: a. Understand the legal concept of assault as a tort against a person. b. Identify the essential elements that constitute assault. c. Analyse real-world scenarios to recognize instances of assault. d. Evaluate the ethical and legal considerations associated with assault as a tort.
Teaching Aids (if any)	a. Whiteboard and markers b. Presentation
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes)<ul style="list-style-type: none">• Start with a brief discussion on what students understand by the term “Torts against Person”• Relate the responses to concepts of Assault and Battery as primary Torts against Body of person.2. Development (30 minutes)<ol style="list-style-type: none">A. Understanding Assault as a Tort Against a Person<ul style="list-style-type: none">• Define assault as the intentional act that causes a reasonable apprehension of an immediate harmful or offensive contact.• Discuss the distinction between assault and battery, emphasizing that assault focuses on the fear of harm rather than the actual physical contact.• Explain the significance of intention and the reasonable apprehension standard in assessing assault claims.B. Elements of Assault<ul style="list-style-type: none">• Present the essential elements required to establish a claim of assault: Intentional Act and Apprehension of HarmA. Case Studies and Analysis<ul style="list-style-type: none">• Provide a series of case studies involving scenarios where assault claims might arise.3. Class Exercise<ul style="list-style-type: none">• Use real-world examples to illustrate how essential elements constituting Assault, come into play in different scenarios.
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested reading: Assault and Battery- In Law of Torts By Hrishikesh Jaiswal. https://www.legalserviceindia.com/legal/article-5443-assault-and-battery-in-law-of-torts.html



	<p>3. Homework: Revision of the elements constituting Torts against Person.</p> <p>(5 minutes)</p>
Evaluation	<p>1. Participation in Class exercise.</p> <p>2. Reflective Questions such as “What do you understand by Apprehension of Harm and how does it differ with actual harm?”</p> <p>(5 minutes)</p>



Lesson Plan No. 3.2	Course Name: Law of Torts including MV & CP Act Topic: Torts against Person-Battery	Course No.: LLB-104
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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 legal concept of battery as a tort against a person. Identify the essential elements that constitute battery. Analyse real-world scenarios to recognize instances of battery. Evaluate the ethical and legal considerations associated with battery as a tort.
Teaching Aids (if any)	<ol style="list-style-type: none"> Whiteboard and markers Presentation
Teaching Development	<ol style="list-style-type: none"> Introduction (5 minutes) <ul style="list-style-type: none"> Start with a refreshing session on ‘Torts against Person’ and revise the concept of Assault. Ask students about their understanding of ‘Battery’ and assimilate their responses to develop the topic. Development (30 minutes) <ol style="list-style-type: none"> Understanding Battery as a Tort Against a Person <ul style="list-style-type: none"> Define battery as the intentional and unlawful physical contact with another person without their consent. Discuss how battery differs from assault, as it focuses on the actual physical contact rather than the apprehension of harm. Explain the importance of intent and lack of consent in establishing a claim of battery. Elements of Battery <ul style="list-style-type: none"> Present the essential elements required to establish a claim of battery: Intentional Physical Contact and Lack of Consent Use real-world examples to illustrate how these elements apply in different scenarios. Class Exercise: (5 Minutes) <ul style="list-style-type: none"> Provide a series of case studies involving scenarios where battery claims might arise. Divide students into groups and assign each group a case study to



	<p>analyse.</p> <ul style="list-style-type: none">• In groups, students discuss whether the elements of battery are present in the given scenario, considering the defendant's intent and the plaintiff's lack of consent.
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading: Assault and Battery- In Law of Torts, By Hrishikesh Jaiswal. https://www.legalserviceindia.com/legal/article-5443-assault-and-battery-in-law-of-torts.html3. Homework: List the differences between Assault and Battery as Civil wrongs and Criminal offences. <p>(5 Minutes)</p>
Evaluation	<ol style="list-style-type: none">1. Participation in Class Discussion2. Reflective Question, "Why is lack of consent an important essential to constitute Battery?" <p>(5 minutes)</p>



Lesson Plan No. 3.3	Course Name: Law of Torts including MV & CP Act Topic: False Imprisonment	Course No.: LLB-104
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Objectives	At the end of the lesson the student shall be able to: a. Understand the legal concept of false imprisonment as a tort against a person. b. Identify the essential elements that constitute false imprisonment. c. Analyse real-world scenarios to recognize instances of false imprisonment. d. Evaluate the ethical and legal considerations associated with false imprisonment as a tort.
Teaching Aids (if any)	a. Whiteboard and markers b. Presentation
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes)<ul style="list-style-type: none">• Start with a brief discussion on what students understand by the term, “False imprisonment” and assimilate responses leading to introduction of the concept related to False Imprisonment.2. Development (30 minutes)<ol style="list-style-type: none">A. Understanding False Imprisonment as a Tort Against a Person<ul style="list-style-type: none">• Define false imprisonment as the intentional and unlawful confinement or restraint of another person's movement.• Discuss how false imprisonment relates to the violation of an individual’s personal freedom and autonomy.• Explain the importance of intention and the concept of confinement in establishing a claim of false imprisonment.B. Elements of False Imprisonment<ul style="list-style-type: none">• Present the essential elements required to establish a claim of false imprisonment:<ul style="list-style-type: none">○ Intentional Confinement○ Unlawful Restraint• Use real-world examples to illustrate how these elements come into play in different scenarios.3. Class exercise: (5 minutes) Case Studies and Analysis<ol style="list-style-type: none">a. Provide a series of case studies involving scenarios where false imprisonment claims might arise.b. Ask the students to identify the ‘essential elements constituting false imprisonment’ in each case.c. Discuss the findings and related it to case decisions.



Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested readings: Chapter 11, (Pg. No. 190-196) Ratanlal and Dhirajlal The Law of Torts by Akshay Sapre.3. Homework: Revision of the concept “Torts against person w.r.t False imprisonment”. <p>(5 minutes)</p>
Evaluation	<ol style="list-style-type: none">1. Participation in Class Discussion2. Reflective Question such as “Which civil wrongs have ‘intention’ as essential element, contrary to general conception of Torts?” <p>(5 minutes)</p>