

Department of SOL

Details of Lesson Plan

S.No.	Particulars	Details
1.	Course Name	Jurisprudence
2.	Course Code	BBALLB 201
3.	Academic Year	2024-2025
4.	Semester	2nd
5.	Number of Lesson plans	40
6.	Faculty Assigned	Ms. Mansi Walia

Ms. Mansi Walia



Faculty Signature

Lesson Plan No. 1.2	Course Name: Jurisprudence	Course No.: BBA.LLB-201
Objectives	By the end of this lesson, students will be able to: <ol style="list-style-type: none"> a. Define jurisprudence, understand its significance in the legal field. b. Differentiate between key terms related to jurisprudence. 	
Teaching Aids (if any)	<ol style="list-style-type: none"> a. Presentation b. Discussion with real examples 	
Teaching Development	<ol style="list-style-type: none"> 1. Introduction (10 mins): <ul style="list-style-type: none"> - Begin by discussing the importance of jurisprudence in the study of law. - Explain that jurisprudence deals with the philosophy, theory, and principles of law. - Mention that jurisprudence helps us understand the nature and purpose of law. 2. Development (15 minutes): <ul style="list-style-type: none"> - Present a comprehensive definition of jurisprudence, highlighting its multidisciplinary nature and its role in shaping legal theories. - Discuss how jurisprudence explores the fundamental questions about law's nature, sources, and its relation to society. 3. Key Terms (05 mins): Introduce key terms related to jurisprudence such as: <ul style="list-style-type: none"> - Legal Positivism - Natural Law - Legal Realism - Legal Formalism - Utilitarianism - Define each term and discuss its fundamental concepts and proponents. 4. Differentiating Key Terms (05 mins): <ul style="list-style-type: none"> - Facilitate an interactive discussion where students work in pairs to differentiate between the key terms using real-world examples. - Each pair presents their understanding to the class. 5. Concept Mapping Activity (05 mins): <ul style="list-style-type: none"> - Provide students with a blank concept map template. - In groups, have them create concept maps that illustrate the relationships between the key terms and how they relate to the broader field of jurisprudence. 	

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Closure

- a. Summarize the main points covered in the lesson.
- b. Emphasize how understanding the different terms and concepts in jurisprudence contributes to a deeper appreciation of the philosophical foundations of law.

Evaluation

Reflective Questions (What, Why, Who?). Allow students to answer and discuss.

Spend 5 minutes to evaluate student assimilation of the lesson contents

Objectives	<p>By the end of this 50-minute class, students will:</p> <ul style="list-style-type: none"> - Gain a comprehensive understanding of the Natural Law School of Jurisprudence, including its foundational principles, historical context, and its significance in shaping legal thought.
Teaching Aids (if any)	<ul style="list-style-type: none"> a. Presentation b. Discussion with real examples
Teaching Development	<p>1. Introduction (5 mins):</p> <ul style="list-style-type: none"> a. Begin by introducing the concept of the Natural Law School of Jurisprudence. b. Explain that this school of thought emphasizes the connection between law, morality, and justice, asserting that certain principles are inherently just and should guide legal systems. <p>2. Key Principles of Natural Law (20 mins):</p> <ul style="list-style-type: none"> - Definition and Sources (5 mins): Define natural law as a theory that posits the existence of moral principles inherent in nature or based on human reason. - Discuss how these principles are often believed to come from higher sources like God, nature, or reason itself. <p>a. Universal Morality (5 mins): Explain the idea that natural law principles are universally applicable and not dependent on cultural or societal norms.</p> <p>b. Human Rights and Justice (5 mins): Discuss how natural law theory provides a foundation for the concept of human rights and seeks to ensure justice based on inherent moral values.</p> <p>c. Conflict with Positive Law (5 mins): Address the potential conflict between natural law and positive law (man-made laws) and how natural law theorists might argue against unjust laws.</p> <p>d. Historical Context (10 mins): Discuss historical figures like Thomas Aquinas, Aristotle, and Cicero, who contributed to the development of natural law theory. Explain their ideas and how they influenced the school of thought.</p> <p>e. Contemporary Significance (10 mins): Discuss how natural law theory continues to impact modern legal and ethical discussions, including debates on human rights, social justice, and the relationship between law and morality.</p>
Closure	<ul style="list-style-type: none"> - Summarize the main points discussed in the class. - Highlight the foundational principles of the Natural Law School of Jurisprudence and its ongoing relevance in contemporary legal and philosophical discourse.

Evaluation

Reflective Questions (What, Why, Who?). Allow students to answer and discuss.

Spend 5 minutes to evaluate student assimilation of the lesson contents

Lesson Plan No. 2.1	Course Name: Jurisprudence	Course No.: BBA.LLB-201
Objectives	<p>By the end of this, students will able to:</p> <ol style="list-style-type: none"> Comprehend the key aspects of Analytical Positivism, focusing on John Austin's views. They will understand Austin's concept of law, his theory of legal positivism, and its implications for legal philosophy. 	
Teaching Aids (if any)	<ol style="list-style-type: none"> Presentation Discussion with real examples 	
Teaching Development	<p>Introduction (5 mins):</p> <ol style="list-style-type: none"> Begin by introducing Analytical Positivism as a legal theory that emphasizes the separation of law and morality. Explain that John Austin, a prominent legal philosopher, is known for his contribution to this perspective. <p>Austin's Concept of Law (15 mins):</p> <ol style="list-style-type: none"> Discuss John Austin's background and his influence on legal philosophy. Explain Austin's concept of law as a command issued by a sovereign backed by sanctions. Emphasize the importance of a sovereign authority in Austin's theory. Discuss the elements of command, duty, and sanction in Austin's theory of law. <p>Austin's Legal Positivism (15 mins):</p> <ol style="list-style-type: none"> Discuss Austin's theory of legal positivism, which asserts that the validity of laws depends on their source of authority. Explain Austin's distinction between positive law (laws set by a recognized sovereign) and positive morality (social rules not enforced by the sovereign). Highlight Austin's view that laws should be clear and determinate to guide behavior effectively. <p>Critiques and Relevance (10 mins):</p> <ol style="list-style-type: none"> Present some critiques of Austin's legal positivism, including criticisms related to the diversity of legal systems and the role of morality. Discuss the relevance of Austin's ideas in contemporary legal philosophy and its impact on legal systems. 	
Closure	<ul style="list-style-type: none"> - Summarize the main points discussed in the class. - Emphasize how John Austin's Analytical Positivism provides insights into the foundations of law, the role of sovereign authority, and the separation of law from morality. 	
Evaluation	<p>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>	

Lesson Plan No. 3.3	Course Name: Jurisprudence	Course No.: BBA.LLB-201
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Objectives	<p>By the end of this 50-minute class, students will:</p> <ul style="list-style-type: none"> a. understand the key concepts of H.L.A. Hart's theory of law, including the concept of the "rule of recognition," the distinction between primary and secondary rules, b. and his response to legal positivism and natural law theories.
Teaching Aids (if any)	<ul style="list-style-type: none"> a. Presentation b. Discussion with real examples

<p>Teaching Development</p>	<ol style="list-style-type: none"> 1. Introduction (5 mins): <ol style="list-style-type: none"> a. Begin by introducing H.L.A. Hart and his significance in legal philosophy. b. Explain that Hart's theory of law builds upon and challenges aspects of legal positivism. c. 2. Key Concepts of Hart's Theory of Law (30 mins): <ol style="list-style-type: none"> a. Primary and Secondary Rules (10 mins): Discuss Hart's distinction between primary rules (rules that govern behavior) and secondary rules (rules that establish the validity of primary rules). Explain how secondary rules provide a framework for creating, changing, and adjudicating primary rules. b. Rule of Recognition (10 mins): Explain Hart's concept of the "rule of recognition," which is the ultimate rule that identifies which norms are legally valid within a legal system. Discuss how the rule of recognition is central to determining the validity of laws. c. Discuss Hart's distinction between the internal perspective (how legal actors perceive and follow the law) and the external perspective (how an observer analyzes the law). Highlight the importance of the internal point of view in understanding legal validity. 3. Response to Positivism and Natural Law (5 mins): <ol style="list-style-type: none"> a. Briefly explain Hart's response to legal positivism and natural law theories. b. Discuss how he sought to bridge the gap between these perspectives by emphasizing the importance of both social facts and normative elements in understanding law. 4. Critiques and Contemporary Significance (5 mins): <ol style="list-style-type: none"> a. Present some critiques of Hart's theory, including concerns about the ambiguity of the rule of recognition and its application in complex legal systems. b. Discuss the ongoing significance of Hart's theory in contemporary legal philosophy and its influence on discussions about the nature of law and legal interpretation.
<p>Closure</p>	<ol style="list-style-type: none"> a. Summarize the main points discussed in the class. b. Emphasize H.L.A. Hart's contributions to legal theory, including his innovative concepts of primary and secondary rules, the rule of recognition, and his efforts to bridge the gap between legal positivism and natural law theories.

Evaluation

Reflective Questions (What, Why, Who?). Allow students to answer and discuss.

Spend 5 minutes to evaluate student assimilation of the lesson contents

Lesson Plan No. 2.4	Course Name: Jurisprudence	Course No.: BBA.LLB-201
Objectives	<p>By the end of this 50-minute class, students will:</p> <ol style="list-style-type: none"> a. understand the Historical School of Jurisprudence, its key principles, b. And its approach to understanding the evolution and development of legal systems over time. 	
Teaching Aids (if any)	<ol style="list-style-type: none"> a. Presentation b. Discussion with real examples 	
Teaching Development	<ol style="list-style-type: none"> 1. Introduction (5 mins): <ol style="list-style-type: none"> a. Begin by introducing the concept of the Historical School of Jurisprudence. Explain that this school focuses on studying the historical development of legal systems and understanding the influence of cultural, social, and historical factors. 2. Key Principles of the Historical School (20 mins): <ol style="list-style-type: none"> a. Development of Legal Systems (5 mins): Discuss how the Historical School emphasizes the gradual development of legal systems over time, shaped by historical events and cultural shifts. b. Volksgeist (10 mins): Introduce the concept of Volksgeist, which emphasizes the unique spirit or collective consciousness of a people or society that shapes their legal institutions and norms. c. Comparative Analysis (5 mins): Explain the use of comparative analysis to study different legal systems and their historical trajectories. d. Friedrich Carl von Savigny (15 mins): <ol style="list-style-type: none"> e. Background and Contributions (5 mins): Discuss Savigny's role as a prominent figure in the Historical School. Explain his contributions to legal history and his work "The System of Modern Roman Law." f. Organic Theory (10 mins): Explain Savigny's organic theory of law, which likens law to a living organism that evolves organically over time in response to societal needs and values. 3. Relevance and Criticisms (5 mins): <ol style="list-style-type: none"> a. Discuss the relevance of the Historical School's approach in understanding legal evolution and its role in comparative law studies. b. Briefly touch upon criticisms of the Historical School, including concerns about subjectivity and challenges in applying historical analysis to contemporary legal issues. 	
Closure	<ul style="list-style-type: none"> - Summarize the main points discussed in the class. - Highlight the key principles of the Historical School of Jurisprudence and its significance in shaping discussions on the development of legal systems. 	

Evaluation

Reflective Questions (What, Why, Who?). Allow students to answer and discuss.

Spend 5 minutes to evaluate student assimilation of the lesson contents

Objectives	<p>By the end of this 50-minute class, students will:</p> <ul style="list-style-type: none"> a. Gain an understanding of the components and processes of the criminal justice system, its key stakeholders, b. The importance of fairness and due process in administering criminal justice.
Teaching Aids (if any)	<ul style="list-style-type: none"> a. Presentation b. Discussion with real examples
Teaching Development	<p>1. Introduction (5 mins):</p> <ul style="list-style-type: none"> a. Begin by introducing the concept of the criminal justice system b. And its role in maintaining law and order, as well as protecting the rights of individuals accused of crimes. <p>2. Components of the Criminal Justice System (30 mins):</p> <ul style="list-style-type: none"> a. Law Enforcement (10 mins): Explain the role of law enforcement agencies (police) in investigating crimes, gathering evidence, and apprehending suspects. b. Criminal Prosecution (10 mins): Discuss the process of criminal prosecution, which involves charging suspects, legal proceedings, trials, and presenting evidence in court. c. Criminal Defense (5 mins): Briefly explain the role of defense attorneys in representing accused individuals, ensuring their rights are protected, and providing a fair defense. d. Judicial System (5 mins): Discuss the role of judges and the court system in ensuring due process, making legal rulings, and overseeing the trial process. e. Correctional System (5 mins): Provide an overview of the correctional system, including the role of prisons and probation in punishment, rehabilitation, and reintegration of convicted individuals.
Closure	Summarize the main points discussed in the class. Emphasize the importance of a balanced and fair criminal justice system in upholding both societal interests and individual rights.
Evaluation	<p>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>

Objectives	At the end of the lesson the student shall be able to: <ul style="list-style-type: none"> - understand the concept of law as a normative science, its key characteristics, and its significance in the legal field.
Teaching Aids (if any)	<ul style="list-style-type: none"> a. PowerPoint presentation b. Case studies handouts c. Whiteboard and markers
Teaching Development	<ol style="list-style-type: none"> 1. Introduction (10 mins): <ul style="list-style-type: none"> - Begin with a brief overview of the concept of law as a normative science. - Explain that normative sciences are concerned with value judgments and prescribe how things ought to be rather than describing how things are. 2. Characteristics of Law as a Normative Science (15 mins): <ul style="list-style-type: none"> - Discuss the key characteristics of law as a normative science, such as its prescriptive nature, focus on regulating human behavior, reliance on legal principles and rules, and the role of ethics and morality in shaping legal norms. 3. Significance of Law as a Normative Science (10 mins): <ul style="list-style-type: none"> - Explain the importance of understanding law as a normative science in legal practice. - Discuss how legal professionals, lawmakers, and judges use normative principles to make decisions that align with societal values and justice. 4. Case Studies Analysis (20 mins): <ul style="list-style-type: none"> - Divide students into groups. Provide each group with a case study involving a legal dilemma. - Instruct them to analyze the case from a normative perspective, considering ethical, moral, and legal principles. - Each group presents their analysis to the class.
Closure	<ul style="list-style-type: none"> a. Summarize the key points covered in the lesson. b. Emphasize the significance of law as a normative science in shaping legal principles and ensuring ethical legal practices
Evaluation	<ol style="list-style-type: none"> 1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>

Objectives	At the end of the lesson the student shall be able to: <ol style="list-style-type: none"> a. Articulate the Concept of Jurisprudence. b. Understand the definition of Law
Teaching Aids (if any)	<ol style="list-style-type: none"> a. Presentation b. Discussion with real examples
Teaching Development	<ol style="list-style-type: none"> 1. Introduction (5 minutes) - Ask questions - <ul style="list-style-type: none"> What is Law? - Why society needs Law - Why we need different theories in interpreting Law 2. Development (30 minutes) <ul style="list-style-type: none"> - Introduce the Concept of Jurisprudence - Talk about the Functions of Law - Introduce the Authors of different schools of Jurisprudence - Highlight the purpose of studying Jurisprudence - Study the Concept of Law - Introduce the different schools of Jurisprudence
	<ol style="list-style-type: none"> 3. Exercise (5 minutes) – <ul style="list-style-type: none"> Discussion with students about the evolution of Law: <ul style="list-style-type: none"> - How Jurisprudence is necessary for Law making bodies and other authorities? <p>Use Near pod to collect responses and discuss the answers.</p>

Closure	<ol style="list-style-type: none"> 1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Website reference: https://articles.manupatra.com/article-details/What-is-Jurisprudence 3. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	<ol style="list-style-type: none"> 1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>

Lesson Plan No. 3.5	Course Name: Jurisprudence	Course No.: BBA.LLB-201
Objectives	<p>By the end of this 50-minute class, students will be familiar with:</p> <ol style="list-style-type: none"> a. key authors and figures associated with the Realist School of Jurisprudence b. And their contributions to legal philosophy, and their impact on challenging traditional legal thought. 	
Teaching Aids (if any)	<ol style="list-style-type: none"> a. Presentation b. Discussion with real examples 	

Teaching Development	<p>1. Introduction (5 mins):</p> <ol style="list-style-type: none"> Begin by introducing the Realist School of Jurisprudence and its significance in legal philosophy. Explain that Realism emerged as a response to the limitations of formalist approaches to law. <p>2. Key Authors of the Realist School (30 mins):</p> <p>a. Oliver Wendell Holmes Jr. (10 mins): Discuss Holmes's contributions to the Realist School. Explain his ideas about law as a prediction of judicial behaviour and his emphasis on the pragmatic effects of legal decisions.</p> <p>b. Jerome Frank (10 mins): Introduce Frank's role as a leading figure in the Realist School. Discuss his emphasis on the psychological and sociological factors that influence judicial decisionmaking.</p> <p>c. Karl Llewellyn (10 mins): Explain Llewellyn's contributions to Realism. Discuss his ideas about legal indeterminacy and his focus on the role of judges in interpreting legal rules. d. Impact on Legal Philosophy (5 mins):</p> <p>Discuss how the authors of the Realist School collectively challenged traditional formalist approaches to law and inspired more pragmatic and context-focused legal analyses.</p>
Closure	<ol style="list-style-type: none"> Summarize the main points discussed in the class. Emphasize the significance of the authors of the Realist School of Jurisprudence in reshaping legal philosophy and influencing the way law is understood and analyzed
Evaluation	<p>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>

Lesson Plan No. 4.1	Course Name: Jurisprudence	Course No.: BBA.LLB-201
Objectives	<p>By the end of this 50-minute class, students will:</p> <ol style="list-style-type: none"> Understand the nature of rights in jurisprudence, Articulate the different types of rights, their characteristics, and their significance in legal systems. 	
Teaching Aids (if any)	<ol style="list-style-type: none"> Presentation Discussion with real examples 	

<p>Teaching Development</p>	<ol style="list-style-type: none"> 1. Introduction (5 mins): <ol style="list-style-type: none"> a. Begin by introducing the concept of rights in jurisprudence. b. Explain that rights are legal entitlements that individuals possess, granting them certain claims, privileges, or protections. 2. Types of Rights (15 mins): <ol style="list-style-type: none"> a. Legal Rights (5 mins): Define legal rights as those recognized and protected by the legal system. b. Explain that legal rights are enforceable through legal mechanisms. c. Human Rights (5 mins): Introduce the concept of human rights, which are universal rights that every human being is entitled to, regardless of legal recognition. d. Natural Rights (5 mins): Discuss the idea of natural rights, which are believed to be inherent to individuals by virtue of their humanity and often considered foundational in moral and political philosophy. 3. Characteristics of Rights (15 mins): <ol style="list-style-type: none"> a. Entitlement (5 mins): Explain that rights confer an entitlement to certain actions, benefits, or protections, either from the government, other individuals, or society as a whole. b. Correlative Duties (5 mins): Discuss the correlative nature of rights and duties – every right implies a corresponding duty on another party. c. Enforceability (5 mins): Explain that rights are often enforceable through legal means, allowing individuals to seek remedies if their rights are violated. 4. Significance of Rights (10 mins): <ol style="list-style-type: none"> a. Individual Autonomy (5 mins): Discuss how rights are crucial for protecting individual autonomy, allowing individuals to make choices and decisions free from interference. b. Rule of Law (5 mins): Explain how the recognition and protection of rights contribute to the rule of law, ensuring fairness, predictability, and justice in a legal system.
<p>Closure</p>	<ol style="list-style-type: none"> a. Summarize the main points discussed in the class. b. Emphasize the importance of understanding the nature of rights in jurisprudence and their role in upholding individual liberties and societal order.

Evaluation

Reflective Questions (What, Why, Who?). Allow students to answer and discuss.

Spend 5 minutes to evaluate student assimilation of the lesson contents

Lesson Plan No. 5.1	Course Name: Jurisprudence	Course No.: BBA.LLB-201
Objectives	<p>By the end of this 50-minute class, students will:</p> <ul style="list-style-type: none"> a. Understand the concept of personality in jurisprudence b. And its significance, and its implications for legal rights and responsibilities. 	
Teaching Aids (if any)	<ul style="list-style-type: none"> a. Presentation b. Discussion with real examples 	
Teaching Development	<ol style="list-style-type: none"> 1. Introduction (5 mins): <ul style="list-style-type: none"> a. Begin by introducing the concept of personality in jurisprudence. b. Explain that personality refers to the legal status and attributes granted to individuals under the law. 2. Components of Personality (20 mins): <ul style="list-style-type: none"> a. Legal Capacity (5 mins): Define legal capacity as an individual's ability to have rights and duties recognized by the law. Discuss how legal capacity varies with age and mental competence. b. Legal Personality (5 mins): Explain that legal personality is the recognition of an individual as a legal entity, capable of entering into contracts, owning property, and engaging in legal actions. c. Rights and Duties (5 mins): Discuss how legal personality grants individuals the right to claim legal entitlements and imposes duties on them to respect the rights of others. d. Recognition of Personality (5 mins): Highlight that legal systems vary in their recognition of personality for different entities, including individuals, corporations, and even nonhuman entities in some cases. 3. Legal Implications (20 mins): <ul style="list-style-type: none"> a. Individual vs. Corporate Personality (10 mins): Compare and contrast the legal personality of individuals and corporations. Discuss how corporate entities are granted legal personality to operate as separate legal entities. b. Rights and Obligations (5 mins): Explain that legal personality allows individuals and entities to hold legal rights and obligations, making them subject to legal protections and responsibilities. c. Legal Capacity and Consent (5 mins): Discuss how legal capacity affects an individual's ability to give valid consent to contracts, marriage, and other legal transactions. 	

Closure	<ol style="list-style-type: none">a. Summarize the main points discussed in the class.b. Emphasize that understanding the nature of personality in jurisprudence is essential for comprehending legal rights, obligations, and the functioning of legal systems.
Evaluation	<p style="text-align: center;">Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>

Lesson Plan No. 3.1

Course Name: Jurisprudence

Course No.: BBA.LLB-201

Objectives	<p>By the end of this 50-minute class, students will have a:</p> <ul style="list-style-type: none"> a. comprehensive understanding of the Sociological School of Jurisprudence b. And its main principles, and its significance in emphasizing the role of societal factors in shaping the law.
Teaching Aids (if any)	<ul style="list-style-type: none"> a. Presentation b. Discussion with real examples
Teaching Development	<ol style="list-style-type: none"> 1. Introduction (5 mins): <ul style="list-style-type: none"> a. Begin by introducing the Sociological School of Jurisprudence. b. Explain that this school focuses on understanding the influence of social, economic, cultural, and political factors on the development and application of the law. 2. Key Principles of Sociological Jurisprudence (25 mins): <ul style="list-style-type: none"> a. Social Context (5 mins): Discuss how the Sociological School emphasizes the importance of studying law within its broader social context. Explain that laws are not isolated from societal norms and values. b. Impact of Society (10 mins): Explain that legal systems are shaped by societal needs, economic conditions, and cultural values. Give examples of how laws adapt to changing societal circumstances. c. Function of Law (5 mins): Discuss how the Sociological School sees law as a means of maintaining social order, resolving conflicts, and achieving social progress. d. Empirical Analysis (5 mins): Highlight the emphasis on empirical research to understand how legal rules affect society and how societal changes influence legal norms. 3. Key Figures and Contributions (10 mins): <ul style="list-style-type: none"> a. Émile Durkheim (5 mins): Discuss Durkheim's contributions to the Sociological School. Explain his concept of "collective consciousness" and how it relates to law and social cohesion. b. Roscoe Pound (5 mins): Explain Pound's role in further developing the Sociological School. Discuss his theories on law as social engineering and his focus on the functional aspect of law. 4. Contemporary Relevance (5 mins): <ul style="list-style-type: none"> a. Discuss how the Sociological School's insights remain relevant in analyzing current legal and societal issues, b. including the impact of globalization, technological advancements, and cultural shifts.
Closure	<ul style="list-style-type: none"> a. Summarize the main points discussed in the class. b. Highlight the significance of the Sociological School of Jurisprudence in emphasizing the interplay between law and society c. Understanding how legal systems adapt to changing social dynamics.

Evaluation	<p data-bbox="517 181 1321 262">Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</p> <p data-bbox="416 304 1355 349">Spend 5 minutes to evaluate student assimilation of the lesson contents</p>
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Lesson Plan No. 1.4	Course Name: Jurisprudence	Course No.: BBA.LLB-201
Objectives	<p>By the end of this lesson, students will be able to:</p> <ul style="list-style-type: none"> a. identify and analyze the similarities and differences between the legal system and other normative systems. b. And discuss such as morality, religion, and social norms. 	
Teaching Aids (if any)	<ul style="list-style-type: none"> a. Presentation b. Discussion with real examples 	
Teaching Development	<p>Introduction (05 mins):</p> <ul style="list-style-type: none"> - Begin by explaining the concept of normative systems, which include various systems of rules, principles, and norms that guide human behavior. - Introduce the objective of the lesson: To explore the similarities and differences between the legal system and other normative systems. <p>Comparison Grid (10 mins):</p> <ul style="list-style-type: none"> - Present a prepared comparison grid that outlines the key characteristics of the legal system, morality, religion, and social norms. - Discuss each system's purpose, sources, enforcement mechanisms, and impact on behavior. <p>Comparative Analysis Activity (10 mins):</p> <ul style="list-style-type: none"> - Divide students into groups and assign each group one normative system (legal, moral, religious, social). Instruct them to analyze and discuss how their assigned system is similar to and different from the legal system in terms of sources, enforcement, and impact. Each group presents their findings to the class. <p>Group Discussion (10 mins):</p> <ul style="list-style-type: none"> - Lead a class discussion based on the group presentations. Encourage students to ask questions, share insights, and engage in critical thinking about the relationships between these normative systems. <p>Real-World Examples (05 mins):</p> <ul style="list-style-type: none"> - Provide examples that illustrate how the legal system, morality, religion, and social norms may intersect or conflict in various situations. - Discuss how these interactions can shape behavior and decisionmaking. 	

Evaluation

Closure	<ol style="list-style-type: none">a. Summarize the main points covered in the lesson.b. Highlight the importance of understanding the distinctions and connections between the legal system and other normative systems for making informed legal and ethical decisions.
	<p>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>

Lesson Plan No. 2.5	Course Name: Jurisprudence	Course No.: BBA.LLB-201
Objectives	By the end of this 50-minute class, students will understand: <ol style="list-style-type: none"> a. the social contract theory as proposed by Roscoe Pound, its key principles, and its implications for legal philosophy. b. They will be able to critically analyze the concept of a "social contract" and its role in shaping legal and social systems. 	
Teaching Aids (if any)	<ol style="list-style-type: none"> a. Presentation b. Discussion with real examples 	
Teaching Development	<ol style="list-style-type: none"> 1. Introduction (5 mins): <ol style="list-style-type: none"> a. Begin by introducing the concept of the social contract theory and its significance in legal and political philosophy. b. Explain that Roscoe Pound, a legal scholar, proposed his own version of the social contract theory. 2. Key Concepts of Pound's Social Contract Theory (25 mins): <ol style="list-style-type: none"> a. Nature of the Social Contract (5 mins): Explain Pound's perspective on the social contract as an implied agreement among members of a society to establish a system of rules and governance. b. Balancing Interests (10 mins): Discuss Pound's emphasis on the need to balance individual interests with social interests. Explain how legal rules serve as a compromise between individual desires and societal needs. c. Conflict Resolution (5 mins): Explain how Pound believed that law plays a crucial role in resolving conflicts that arise in society, contributing to social order and stability. d. Ideal of Justice (5 mins): Discuss Pound's belief that the social contract is aimed at achieving an ideal of justice that promotes the common good. 3. Application and Critiques (15 mins): <ol style="list-style-type: none"> a. Legal Realism (5 mins): Explain Pound's association with legal realism, which emphasizes the pragmatic effects of law on society. b. Contemporary Relevance (5 mins): Discuss how Pound's social contract theory is relevant to contemporary legal debates, including discussions on the role of law in addressing social issues. 4. Criticisms (5 mins): <ul style="list-style-type: none"> - Present some critiques of Pound's theory, such as its potential vagueness and its reliance on an abstract concept of social consensus. 	

Evaluation

Closure	a. Summarize the main points discussed in the class. b. Emphasize the significance of Roscoe Pound's social contract theory in highlighting the relationship between law, society, and justice.
	Reflective Questions (What, Why, Who?). Allow students to answer and discuss. Spend 5 minutes to evaluate student assimilation of the lesson contents

Lesson Plan No. 4.2	Course Name: Jurisprudence	Course No.: BBA.LLB-201
Objectives	<p>By the end of this 50-minute class, students will:</p> <ul style="list-style-type: none"> a. understand the intricate relationship between rights and duties in jurisprudence b. And how they are interconnected, and how their balance contributes to a just and orderly society. 	
Teaching Aids (if any)	<ul style="list-style-type: none"> a. Presentation b. Discussion with real examples 	

Evaluation

Teaching Development

- 1. Introduction (5 mins):**
 - a. Begin by revisiting the concepts of rights and duties briefly.
 - b. Explain that rights and duties are not isolated concepts; they are intertwined in legal and moral frameworks.
- 2. Interdependence of Rights and Duties (15 mins):**
 - a. **Defining the Correlation (5 mins):** Define the correlation between rights and duties as the reciprocal relationship where one person's right corresponds to another person's duty and vice versa.
 - b. **Examples (5 mins):** Provide practical examples to illustrate the correlation, such as the right to property corresponding to the duty not to trespass or the right to free speech corresponding to the duty not to incite violence.
- 3. Balancing Rights and Duties (15 mins):**
 - a. **Individual vs. Collective (5 mins):** Discuss how rights and duties can be individual (between individuals) or collective (between individuals and society). Emphasize that the balance of rights and duties is crucial for social harmony.
 - b. **Conflicting Interests (5 mins):** Address situations where rights and duties conflict, causing ethical dilemmas. Discuss how legal systems and moral philosophies seek to navigate these conflicts.
 - c. **Legal Enforcement (5 mins):** Explain how legal enforcement mechanisms ensure that duties are upheld when rights are exercised, maintaining a fair and just society.
- 4. Role of Rights and Duties in Society (15 mins):**
 - a. **Social Order and Harmony (5 mins):** Explain how the balance of rights and duties contributes to maintaining social order and preventing chaos by outlining clear behavioral expectations.
 - b. **Fulfillment of Needs (5 mins):** Discuss how rights and duties ensure the fulfillment of individual and societal needs. Rights provide individuals with opportunities, while duties safeguard the well-being of others.
 - c. **Promotion of Ethical Behavior (5 mins):** Highlight how understanding the correlation between rights and duties promotes ethical behavior, fostering a culture of respect and responsibility.

Closure	a. Summarize the main points discussed in the class. b. Emphasize that the correlation between rights and duties forms the foundation of legal and moral systems, influencing interactions, responsibilities, and the overall functioning of society.
Evaluation	Reflective Questions (What, Why, Who?). Allow students to answer and discuss. Spend 5 minutes to evaluate student assimilation of the lesson contents

Lesson Plan No. 5.2	Course Name: Jurisprudence	Course No.: BBA.LLB-201
Objectives	By the end of this 50-minute class, students will: <ol style="list-style-type: none"> a. Gain an understanding of the legal status b. And implications for individuals who are unborn and minors 	
Teaching Aids (if any)	<ol style="list-style-type: none"> a. Presentation b. Discussion with real examples 	
Teaching Development	<ol style="list-style-type: none"> 1. Introduction (5 mins): <ol style="list-style-type: none"> a. Begin by explaining the importance of understanding the legal status of different categories of individuals. b. Emphasize that legal systems have specific rules and provisions for each group. 2. Unborn Persons (10 mins): <ol style="list-style-type: none"> a. Definition and Legal Recognition (5 mins): Define unborn persons as individuals who are not yet born but have legal interests. Discuss how rights of the unborn are protected in some legal systems. b. Rights and Limitations (5 mins): Discuss how the legal status of the unborn varies. Explain concepts like posthumous rights and the importance of inheritance laws for unborn heirs. 3. Minors (10 mins): <ol style="list-style-type: none"> a. Definition and Age Limit (5 mins): Define minors as individuals below a certain age set by law. Discuss how this age limit varies among jurisdictions. b. Guardianship and Rights (5 mins): Explain the concept of guardianship for minors and how their legal rights are protected through their guardians' actions. 	
Closure	<ol style="list-style-type: none"> a. Summarize the main points discussed in the class. b. Emphasize that the legal status of different categories of individuals reflects the complexities and considerations that legal systems must address to ensure justice and protection for all. 	
Evaluation	<p style="text-align: center;">Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</p> <p style="text-align: center;">Spend 5 minutes to evaluate student assimilation of the lesson contents</p>	

Objectives	<p>By the end of this 50-minute class, students will be able to:</p> <ul style="list-style-type: none"> a. Distinguish between natural rights and fundamental rights in jurisprudence b. Understand their origins, characteristics, and significance in legal systems.
Teaching Aids (if any)	<ul style="list-style-type: none"> a. Presentation b. Discussion with real examples
Teaching Development	<ol style="list-style-type: none"> 1. Introduction (5 mins): <ul style="list-style-type: none"> a. Begin by introducing the concepts of natural rights and fundamental rights. b. Explain that these rights play a crucial role in safeguarding individual liberties and shaping legal frameworks. 2. Natural Rights (20 mins): <ul style="list-style-type: none"> a. Definition and Origin (5 mins): Define natural rights as inherent entitlements that every individual possesses by virtue of being human. Discuss their origin in natural law theories. b. Characteristics (5 mins): Explain that natural rights are universal, unalienable, and not dependent on legal recognition. Provide examples of common natural rights, such as the right to life and liberty. c. Limitations (5 mins): Discuss the limitations of natural rights, as they can sometimes conflict with each other or with societal interests. 3. Fundamental Rights (20 mins): <ul style="list-style-type: none"> a. Definition and Legal Recognition (5 mins): Define fundamental rights as rights recognized and protected by a specific legal system, often enshrined in constitutions or laws. b. Characteristics (5 mins): Explain that fundamental rights are legally enforceable and offer legal remedies if violated. Discuss how they balance individual rights with societal interests. c. Examples (5 mins): Provide examples of fundamental rights from different legal systems, such as the right to equality, freedom of speech, and right to education. d. Constitutional Protections (5 mins): Discuss how fundamental rights are often protected through constitutional provisions and judicial review mechanisms.

Closure	<ol style="list-style-type: none">a. Summarize the main points discussed in the class.b. Emphasize that natural rights and fundamental rights are cornerstones of legal systems, ensuring individual freedoms while maintaining social order.
Evaluation	<p>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>

Lesson Plan No. 1.6	Course Name: Jurisprudence	Course No.: BBA.LLB-201
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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"> Differentiate between the key approaches of the Natural and Historical Schools of Jurisprudence Understand their fundamental concepts and significance.
Teaching Aids (if any)	<ol style="list-style-type: none"> Presentation Discussion with real examples
Teaching Development	<p>Introduction (5 mins):</p> <ol style="list-style-type: none"> Begin the class by briefly introducing the Natural and Historical Schools of Jurisprudence. Explain that these schools focus on understanding the evolution and foundations of law based on nature and historical context, respectively. <p>Natural School of Jurisprudence (15 mins):</p> <ol style="list-style-type: none"> Explain the key concepts of the Natural School, emphasizing that it believes in the existence of universal moral principles that underlie law. Discuss the influence of philosophers like Plato and Aristotle on the development of natural law theories. Provide examples of how natural law principles have been applied in legal contexts. <p>Historical School of Jurisprudence (15 mins):</p> <ol style="list-style-type: none"> Introduce the Historical School's approach, highlighting its emphasis on studying the historical development of legal systems and the impact of cultural and social factors. Discuss the contributions of legal scholars such as Friedrich Carl von Savigny to the Historical School. Explain how historical analysis can provide insights into the evolution of legal principles and systems. <p>Comparative Analysis (10 mins):</p> <ol style="list-style-type: none"> Engage the students in a brief discussion comparing the key differences between the Natural and Historical Schools. Highlight their contrasting views on the sources and foundations of law.
Closure	<ul style="list-style-type: none"> - Summarize the main points discussed in the class. - Emphasize the significance of the Natural and Historical Schools in shaping legal theories and understanding the development of legal systems over time.
Evaluation	<p>1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>

Lesson Plan No. 1.8	Course Name: Jurisprudence	Course No.: BBA.LLB-201
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Objectives	<p>By the end of this, students will able to:</p> <ol style="list-style-type: none"> Understand the scope and significance of Article 142 of the Indian Constitution, which grants the Supreme Court the power to do complete justice in a case, Its implications in shaping judicial decisions.
Teaching Aids (if any)	<ol style="list-style-type: none"> Presentation Discussion with real examples
Teaching Development	<p>Introduction (5 mins):</p> <ol style="list-style-type: none"> Begin the class by introducing the concept of Article 142 of the Indian Constitution. Explain that this article empowers the Supreme Court to pass orders necessary for doing complete justice in cases. <p>Understanding Article 142 (15 mins):</p> <ol style="list-style-type: none"> Discuss the text of Article 142, emphasizing its language and scope. Explain that this provision allows the Supreme Court to issue orders beyond its ordinary jurisdiction and even in cases where there is no specific law applicable. Provide examples of cases where Article 142 has been invoked to deliver justice. <p>Scope of Power (15 mins):</p> <ol style="list-style-type: none"> Discuss the various types of orders that the Supreme Court can pass under Article 142, such as directions for compensation, framing guidelines, and even altering administrative and legislative matters. Explain the limitations of the power, highlighting that it is not unlimited and must be exercised judiciously. <p>Judicial Precedents (10 mins):</p> <ol style="list-style-type: none"> Present landmark judgments where Article 142 has been used by the Supreme Court to deliver justice. Discuss how the court's creative use of this article has led to innovative solutions in complex cases.
Closure	<ul style="list-style-type: none"> - Summarize the key points discussed in the class. - Highlight the significance of Article 142 in ensuring that justice is not denied due to procedural limitations and in addressing unique and exceptional circumstances.
Evaluation	<p>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>

Objectives	<p>By the end of this, students will able to:</p> <ol style="list-style-type: none"> By the end of this 50-minute class, students will understand the key principles of Analytical Positivism, focusing on Jeremy Bentham's views. They will comprehend the significance of legal positivism, its central tenets, and its implications for legal philosophy.
Teaching Aids (if any)	<ol style="list-style-type: none"> Presentation Discussion with real examples
Teaching Development	<p>Introduction (5 mins):</p> <ul style="list-style-type: none"> - Begin by introducing Analytical Positivism as a legal theory that emphasizes the separation of law and morality. - Explain that Jeremy Bentham, a prominent legal philosopher, is one of the key figures associated with this perspective. <p>Bentham's Legal Positivism (15 mins):</p> <p>Discuss Jeremy Bentham's background and contributions to legal philosophy.</p> <ul style="list-style-type: none"> - Explain Bentham's legal positivism, highlighting that he believed law should be based on social utility and that its validity comes from a recognized authority's command. - Discuss Bentham's principle of the "greatest happiness principle" and its application to law. <p>Separation of Law and Morality (15 mins):</p> <ul style="list-style-type: none"> - Discuss Bentham's view on the separation of law and morality. - Emphasize that laws can be valid and just even if they do not align with personal or societal moral values. - Explain Bentham's criticism of natural law theories and his focus on empirical observation and utility. <p>Application of Principles (10 mins):</p> <ul style="list-style-type: none"> - Provide examples to illustrate how Bentham's principles would be applied in legal decision-making. - Discuss how Bentham's utilitarian approach influenced his ideas on legislation and punishment.
Closure	<ol style="list-style-type: none"> Summarize the main points discussed in the class. Emphasize how Bentham's Analytical Positivism contributes to a better understanding of the foundations of law, its separation from morality, and the role of utility in legal philosophy.
Evaluation	<p>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>

Lesson Plan No. 5.2

Course Name: Jurisprudence

Course No.: BBA.LLB-201

Objectives	By the end of this 50-minute class, students will: <ul style="list-style-type: none">a. Gain an understanding of the legal statusb. And implications for individuals who are unborn and minors
Teaching Aids (if any)	<ul style="list-style-type: none">a. Presentationb. Discussion with real examples
Teaching Development	<p>1. Lunatics and Incompetent Persons (10 mins):</p> <ul style="list-style-type: none">a. Definition and Status (5 mins): Define lunatics and incompetent persons as individuals who lack the mental capacity to make decisions. Discuss the legal status of such individuals.b. Guardianship and Protections (5 mins): Explain the role of guardianship for lunatics and how legal systems protect their rights while ensuring their well-being. <p>2. Drunken Persons (5 mins):</p> <ul style="list-style-type: none">a. Definition and Implications (5 mins): Discuss the legal implications of actions taken by individuals while intoxicated. Explain how drunkenness can affect legal responsibility.b. Dead Persons (5 mins): Legal Implications (5 mins): Explain the legal consequences and treatment of deceased persons, including matters such as inheritance, property, and legal actions involving the deceased's estate.
Closure	<ul style="list-style-type: none">a. Summarize the main points discussed in the class.b. Emphasize that the legal status of different categories of individuals reflects the complexities and considerations that legal systems must address to ensure justice and protection for all.

Evaluation	<p style="text-align: center;">Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</p> <p style="text-align: center;">Spend 5 minutes to evaluate student assimilation of the lesson contents</p>
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Lesson Plan No. 2.4	Course Name: Jurisprudence	Course No.: BBA.LLB-201
Objectives	<p>By the end of this 50-minute class, students will understand:</p> <ol style="list-style-type: none"> a. the theory of Volksgeist (spirit of the people) as laid down by Friedrich Carl von Savigny within the Historical School of Jurisprudence. b. They will grasp the concept's significance in understanding the development of legal systems. 	
Teaching Aids (if any)	<ol style="list-style-type: none"> a. Presentation b. Discussion with real examples 	

<p>Teaching Development</p>	<p>1. Introduction (5 mins):</p> <ul style="list-style-type: none"> a. Begin by introducing the concept of Volksgeist as a central idea within the Historical School of Jurisprudence. b. Explain that this concept emphasizes the role of a society's spirit or collective consciousness in shaping its legal norms and institutions. <p>2. Key Concepts of Volksgeist (20 mins):</p> <ul style="list-style-type: none"> a. Definition and Origins (5 mins): <ul style="list-style-type: none"> - Define Volksgeist as the spirit or character unique to a particular society or community. - Explain that this concept is central to Savigny's approach to understanding legal evolution. b. Influence on Legal Systems (10 mins): <ul style="list-style-type: none"> - Discuss how Volksgeist shapes a society's legal system by reflecting its historical, cultural, and social context. - Explain that legal norms and institutions develop organically in response to the values and needs of the people. c. Role of Custom (5 mins): <ul style="list-style-type: none"> - Explain how customs and traditions are manifestations of Volksgeist and contribute to the formation of legal rules. <p>3. Savigny's Perspective (15 mins):</p> <ul style="list-style-type: none"> - Savigny's Contributions (5 mins): Discuss Friedrich Carl von Savigny's role as a key figure in the Historical School and his influence on legal history. <p>4. Application of Volksgeist (10 mins):</p> <ul style="list-style-type: none"> - Present examples of how Savigny's theory of Volksgeist was applied to legal history, such as his study of Roman law and the development of German legal codes. <p>Relevance and Critiques (5 mins):</p> <ul style="list-style-type: none"> - Discuss the enduring relevance of the theory of Volksgeist in legal anthropology and comparative law studies. - Touch upon criticisms of the concept, including challenges in defining and measuring a society's spirit accurately.
<p>Closure</p>	<ul style="list-style-type: none"> a. Summarize the main points discussed in the class. b. Emphasize the significance of the theory of Volksgeist in understanding how legal systems are shaped by the cultural and historical context of a society.
<p>Evaluation</p>	<p>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>

Lesson Plan No. 2.3	Course Name: Jurisprudence	Course No.: BBA.LLB-201
Objectives	<p>By the end of this 50-minute class, students will:</p> <ol style="list-style-type: none"> a. Understand the historical evolution b. Stages of development of the Natural Law School of Jurisprudence, from its ancient origins to its contemporary significance. 	
Teaching Aids (if any)	<ol style="list-style-type: none"> a. Presentation b. Discussion with real examples 	
Teaching Development	<p>Introduction (5 mins):</p> <ol style="list-style-type: none"> a. Begin by briefly explaining the concept of the Natural Law School of Jurisprudence and its emphasis on the connection between law and morality. b. Introduce the objective of discussing the stages of development of this school. <p>Ancient Roots (15 mins):</p> <ol style="list-style-type: none"> a. Pre-Socratic Philosophers (5 mins): Discuss how early Greek philosophers such as Heraclitus and Pythagoras laid some of the foundations for natural law ideas by proposing the existence of universal principles governing the world. b. Aristotle's Contribution (10 mins): Explain Aristotle's influential concept of "natural justice" and his belief in an underlying order guiding human behavior and morality. <p>Medieval and Renaissance Period (10 mins):</p> <ol style="list-style-type: none"> a. St. Thomas Aquinas (5 mins): Discuss Aquinas's synthesis of Aristotelian thought with Christian theology, where he formulated the idea of natural law as reflecting divine order and reason. b. Legal Development (5 mins): Explain how natural law concepts influenced medieval legal thought and discussions on justice and law's relation to morality. <p>Modern and Contemporary Perspectives (15 mins):</p> <ol style="list-style-type: none"> a. Enlightenment Thinkers (5 mins): Discuss how Enlightenment philosophers like John Locke and Immanuel Kant contributed to natural law theory by emphasizing individual rights and universal moral principles. b. Relevance Today (10 mins): Explain how natural law concepts continue to influence discussions on human rights, legal ethics, and the relationship between law and morality in modern legal and philosophical contexts. 	
Closure	<ol style="list-style-type: none"> a. Summarize the main stages of development discussed in the class. b. Emphasize the historical evolution of the Natural Law School of Jurisprudence and its enduring influence on legal and moral philosophy. <p style="text-align: center;">-</p>	

Evaluation

Reflective Questions (What, Why, Who?). Allow students to answer and discuss.

Spend 5 minutes to evaluate student assimilation of the lesson contents

Lesson Plan No. 3.2	Course Name: Jurisprudence	Course No.: BBA.LLB-201
Objectives	<p>By the end of this 50-minute class, students will:</p> <ul style="list-style-type: none"> a. comprehend the key principles of Kelsen's Pure Theory of Law, its structure, and its impact on legal philosophy. b. They will understand Kelsen's concept of legal norms, hierarchy, and the significance of separating law from other social considerations. 	
Teaching Aids (if any)	<ul style="list-style-type: none"> a. Presentation b. Discussion with real examples 	
Teaching Development	<ol style="list-style-type: none"> 1. Introduction (5 mins): <ul style="list-style-type: none"> a. Begin by introducing Hans Kelsen and his contributions to legal philosophy. b. Explain that Kelsen developed the Pure Theory of Law, which emphasizes the formal structure of law and its independence from morality and other societal factors. 2. Key Concepts of Kelsen's Pure Theory of Law (30 mins): <ul style="list-style-type: none"> a. Basic Norm (5 mins): Discuss Kelsen's concept of the "basic norm" (Grundnorm) as the foundational norm that gives validity to the entire legal system. Explain that other norms derive their validity from the basic norm. b. Hierarchy of Norms (10 mins): Explain the hierarchical structure of legal norms, where higher norms authorize the creation of lower norms. Discuss how this structure creates a coherent legal system. c. Separation of Is and Ought (10 mins): Address Kelsen's separation thesis, which asserts that law is a system of "is" statements (describing what the law is) rather than "ought" statements (prescribing what the law should be). d. Legal Validity (5 mins): Discuss Kelsen's focus on the concept of legal validity, where a norm is valid if it is created and maintained in accordance with the legal system's rules. 3. Critiques and Significance (10 mins): <ul style="list-style-type: none"> a. Critiques (5 mins): Present some common criticisms of Kelsen's Pure Theory, including concerns about the separation of law from morality and the perceived formalism of the theory. b. Significance (5 mins): Discuss the impact of Kelsen's theory on legal positivism and its influence on modern legal philosophy and the understanding of legal systems. 	

Closure	<ol style="list-style-type: none">a. Summarize the main points discussed in the class.b. Emphasize the importance of Kelsen's Pure Theory of Law in providing a systematic and formal framework for understanding the structure and validity of legal norms.
Evaluation	<p>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>

Lesson Plan No. 1.6	Course Name: Jurisprudence	Course No.: BBA.LLB-201
Objectives	<p>By the end of this lesson, students will be able to understand: The key approaches of the Analytical School of Jurisprudence, including the concepts of legal positivism, formalism, and the separation of law and morality.</p>	
Teaching Aids (if any)	<ul style="list-style-type: none"> a. Presentation b. Discussion with real examples 	
Teaching Development	<p>Introduction (05 mins):</p> <ul style="list-style-type: none"> a. Start by introducing the Analytical School of Jurisprudence and its significance in shaping legal theories. b. Emphasize that this school emphasizes the importance of rules, structure, and objectivity in law. <p>Legal Positivism (10 mins):</p> <ul style="list-style-type: none"> a. Discuss the concept of legal positivism, explaining that it holds that laws are valid simply because they are enacted by a legitimate authority. b. Explain the ideas of John Austin and the "command theory" of law. <p>Formalism (10 mins):</p> <ul style="list-style-type: none"> a. Present the formalist approach, which emphasizes the importance of the form of law over its substance. b. Discuss how formalists focus on the structure and wording of legal rules, regardless of the social consequences. <p>Separation of Law and Morality (05 mins):</p> <ul style="list-style-type: none"> a. Explore the concept of separating law and morality within the Analytical School. b. Discuss how legal rules can be valid even if they do not align with personal or societal moral values. c. Use examples to illustrate this separation. <p>Concept Exploration (05 mins):</p> <ul style="list-style-type: none"> a. Divide students into small groups and assign each group one of the key concepts (legal positivism, formalism, separation of law and morality). b. Instruct each group to explore their assigned concept in depth and prepare a short presentation to explain it to the class. <p>Role-Play Debate (05 mins):</p> <ul style="list-style-type: none"> a. Organize a role-play debate where students take on the roles of advocates for legal positivism and advocates against legal positivism. b. This debate allows students to apply their understanding and critically analyze the approach. 	
Closure	<ul style="list-style-type: none"> a. Summarize the main points covered in the lesson. b. Highlight the importance of understanding the distinctions and connections between the legal system and other normative systems for making informed legal and ethical decisions. 	

Evaluation

Reflective Questions (What, Why, Who?). Allow students to answer and discuss.

Spend 5 minutes to evaluate student assimilation of the lesson contents

Lesson Plan No. 4.4	Course Name: Jurisprudence	Course No.: BBA.LLB-201
Objectives	<p>By the end of this 50-minute class, students will be able to:</p> <ul style="list-style-type: none"> a. identify and understand the essential conditions that characterize a legal right in jurisprudence b. Including its key components and significance within the legal framework. 	
Teaching Aids (if any)	<ul style="list-style-type: none"> a. Presentation b. Discussion with real examples 	

<p>Teaching Development</p>	<p>1. Introduction (5 mins):</p> <ul style="list-style-type: none"> a. Begin by introducing the concept of legal rights and their significance in legal systems. b. Explain that legal rights are essential for protecting individual interests and maintaining social order. <p>2. Essential Conditions of Legal Rights (30 mins):</p> <ul style="list-style-type: none"> a. Subject of Right (5 mins): Explain that every legal right has a subject who possesses the right and an object against whom the right can be exercised. Discuss examples to illustrate this concept. b. Content of Right (10 mins): Discuss the content of legal rights, which includes the specific actions, benefits, or entitlements that the right-holder is entitled to. Provide examples of different types of content in rights. c. Title or Source of Right (5 mins): Explain that a legal right must have a valid source or title from which it arises, such as a contract, legislation, or legal precedent. <p>3. Enforceability (5 mins):</p> <ul style="list-style-type: none"> a. Discuss how legal rights are enforceable through legal mechanisms, allowing the right-holder to seek remedies if the right is violated. b. Against Determinate Persons (5 mins): Explain that legal rights are exercised against determinate persons who are obligated to respect the right-holder's entitlements. <p>Significance of Essential Conditions (10 mins):</p> <p>4. Protection of Interests (5 mins): Discuss how the essential conditions of legal rights ensure that individuals' interests are legally protected and upheld.</p> <p>Clarity and Predictability (5 mins): Emphasize how these</p> <ul style="list-style-type: none"> b. conditions provide clarity and predictability in legal relationships,
<p>Closure</p>	<ul style="list-style-type: none"> a. Summarize the main points discussed in the class. b. Emphasize that understanding the essential conditions of legal rights is crucial for comprehending the foundation of legal entitlements and their role in shaping legal interactions.

Evaluation

Reflective Questions (What, Why, Who?). Allow students to answer and discuss.

Spend 5 minutes to evaluate student assimilation of the lesson contents

Lesson Plan No. 4.3

Course Name: Jurisprudence

Course No.: BBA.LLB-201

Objectives	By the end of this 50-minute class, students will be able to: a. identify and differentiate between various kinds of rights in jurisprudence b. understand their characteristics, and recognize their significance in legal systems.
Teaching Aids (if any)	a. Presentation b. Discussion with real examples

<p>Teaching Development</p>	<ol style="list-style-type: none"> 1. Introduction (5 mins): <ol style="list-style-type: none"> a. Begin by introducing the concept of different kinds of rights in jurisprudence. b. Explain that rights are not uniform and can vary based on their nature, scope, and recognition. 2. Natural Rights vs. Legal Rights (15 mins): <ol style="list-style-type: none"> a. Defining Natural Rights (5 mins): Explain the concept of natural rights, which are inherent to individuals by virtue of being human. Discuss examples like the right to life and liberty. b. Explaining Legal Rights (5 mins): Define legal rights as those recognized and protected by the legal system. Discuss how legal rights can be created through legislation, contracts, or legal precedent. 3. Individual vs. Group Rights (10 mins): <ol style="list-style-type: none"> a. Individual Rights (5 mins): Explain individual rights as those held by individual persons. Discuss examples such as freedom of speech, right to property, and right to privacy. b. Group Rights (5 mins): Discuss rights that pertain to collective entities, such as cultural or linguistic groups. Explain how group rights can protect the interests and identities of communities. 4. Positive vs. Negative Rights (10 mins): <ol style="list-style-type: none"> a. Positive Rights (5 mins): Define positive rights as rights that entail an obligation on others to provide certain goods or services. Discuss examples like the right to education or healthcare. b. Negative Rights (5 mins): Define negative rights as rights that involve non-interference, where others have a duty to refrain from interfering with one's actions. Discuss examples like freedom of speech and freedom of religion.
<p>Closure</p>	<ol style="list-style-type: none"> a. Summarize the main points discussed in the class. b. Emphasize that understanding the different kinds of rights in jurisprudence helps us appreciate the diversity of legal protections and the complexities of legal relationships.

Evaluation

Reflective Questions (What, Why, Who?). Allow students to answer and discuss.

Spend 5 minutes to evaluate student assimilation of the lesson contents

Lesson Plan No. 1.7	Course Name: Jurisprudence	Course No.: BBA.LLB-201
Objectives	<p>By the end of this lesson, students will be able to understand:</p> <ol style="list-style-type: none"> By the end of this class, students will be able to distinguish between the key approaches of the Sociological School and the Realist School of Jurisprudence. Understand their fundamental concepts and contributions to legal thought. 	
Teaching Aids (if any)	<ol style="list-style-type: none"> Presentation Discussion with real examples 	
Teaching Development	<p>Introduction (5 mins):</p> <ol style="list-style-type: none"> Begin by briefly introducing the Sociological and Realist Schools of Jurisprudence. Explain that these schools focus on understanding the social context and practical realities that shape the law. <p>Sociological School of Jurisprudence (20 mins):</p> <ol style="list-style-type: none"> Discuss the main concepts of the Sociological School, emphasizing that it examines the social, economic, and cultural influences on the law. Explain the role of sociological factors in shaping legal rules and decisions. Provide examples of how societal changes have influenced legal reforms and interpretations. <p>Realist School of Jurisprudence (20 mins):</p> <ol style="list-style-type: none"> Introduce the Realist School's approach, highlighting its focus on the practical effects of law and the role of judges in shaping legal outcomes. Discuss key figures such as Oliver Wendell Holmes Jr. and his "predictive theory" of law. Explain the concept of judicial decision-making based on policy considerations and the "law in action." 	
Closure	<ul style="list-style-type: none"> - Summarize the main points discussed in the class. - Emphasize how the Sociological and Realist Schools contribute to understanding law's relationship with society and its practical impact on individuals and institutions. 	
Evaluation	<p>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>	

Objectives	<p>By the end of this 50-minute class, students will:</p> <ol style="list-style-type: none"> a. Understand the concept of civil administration of justice, the components involved in the process, b. The significance of a well-functioning civil justice system in a legal society.
Teaching Aids (if any)	<ol style="list-style-type: none"> a. Presentation b. Discussion with real examples
Teaching Development	<ol style="list-style-type: none"> 1. Introduction (5 mins): <ol style="list-style-type: none"> a. Begin by introducing the concept of civil administration of justice and its importance in a legal system. b. Explain that civil justice pertains to resolving disputes between individuals, organizations, or entities through legal proceedings. 2. Components of Civil Administration of Justice (30 mins): <ol style="list-style-type: none"> a. Civil Courts and Tribunals (10 mins): <ul style="list-style-type: none"> - Explain the role of civil courts and tribunals in the administration of justice. - Discuss their jurisdiction, structure, and the types of cases they handle. b. Civil Procedure (10 mins): <ul style="list-style-type: none"> - Discuss the civil procedure, which outlines the rules and steps for initiating, conducting, and concluding civil lawsuits. - Explain key stages such as filing a complaint, discovery, trial, and judgment. c. Alternative Dispute Resolution (ADR) (5 mins): <ul style="list-style-type: none"> - Briefly introduce ADR methods like mediation and arbitration as alternatives to court litigation. Explain how ADR can expedite the resolution of civil disputes. d. Enforcement of Judgments (5 mins): <ul style="list-style-type: none"> - Discuss the process of enforcing court judgments, including mechanisms such as execution of judgments and remedies available to successful parties. e. Role of Legal Professionals (5 mins): <ul style="list-style-type: none"> - Explain the roles of legal professionals, including attorneys, judges, and legal support staff, in facilitating the civil administration of justice.
Closure	<ol style="list-style-type: none"> a. Summarize the main points discussed in the class. b. Emphasize the significance of a well-functioning civil justice system in maintaining order, upholding individual rights, and resolving disputes within a legal society.

Evaluation

Reflective Questions (What, Why, Who?). Allow students to answer and discuss.

Spend 5 minutes to evaluate student assimilation of the lesson contents

Lesson Plan No. 3.1	Course Name: Jurisprudence	Course No.: BBA.LLB-201
Objectives	<p>By the end of this 50-minute class, students will:</p> <ul style="list-style-type: none"> a. understand the theory of social engineering as a key concept within the Sociological School of Jurisprudence. b. They will grasp the significance of using law as a tool for shaping and improving society and the ethical implications associated with this approach. 	
Teaching Aids (if any)	<ul style="list-style-type: none"> a. Presentation b. Discussion with real examples 	
Teaching Development	<ol style="list-style-type: none"> 1. Introduction (5 mins): <ul style="list-style-type: none"> a. Begin by introducing the concept of social engineering within the context of the Sociological School of Jurisprudence. b. Explain that this theory focuses on using law as a means to actively shape and improve society's structure and functioning. 2. Key Concepts of Social Engineering (25 mins): <ul style="list-style-type: none"> a. Definition and Goals (5 mins): Define social engineering as the intentional use of law to bring about social change and improvement. Discuss how this theory views law as a tool for shaping societal behavior and outcomes. b. Role of Legislation (10 mins): Explain the role of legislation in implementing social engineering. Discuss how lawmakers craft laws to address specific social issues and promote desired outcomes. c. Functional Perspective (5 mins): Discuss how the theory of social engineering aligns with the functional perspective of law, where laws are designed to serve specific functions within society. d. Ethical Considerations (5 mins): Address the ethical implications of using law to engineer social change. Discuss concerns related to individual rights, unintended consequences, and potential conflicts between different societal groups. 3. Roscoe Pound's Contribution (10 mins): <ul style="list-style-type: none"> a. Roscoe Pound's Role (5 mins): Discuss Pound's significant role in developing the theory of social engineering within the Sociological School. Explain how his ideas emphasized the adaptive and problem-solving nature of law. b. Functional Jurisprudence (5 mins): Introduce Pound's concept of "functional jurisprudence," where he advocated for using law to address social problems and achieve social goals. 4. Relevance and Critiques (5 mins): 	

	<ul style="list-style-type: none"> - Discuss the ongoing relevance of the theory of social engineering in legal and policy discussions, including areas such as environmental law, public health, and social justice.
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<p>Closure</p>	<ul style="list-style-type: none"> a. Summarize the main points discussed in the class. b. Emphasize the significance of the theory of social engineering in understanding how law can be used as a tool for actively shaping and improving society, while also considering its ethical implications.
<p>Evaluation</p>	<p>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>

Objectives	<p>By the end of this 50-minute class, students will be able to:</p> <ol style="list-style-type: none"> a. Distinguish between different kinds of duties in jurisprudence, b. Understand their characteristics, and recognize their significance in legal and moral contexts.
Teaching Aids (if any)	<ol style="list-style-type: none"> a. Presentation b. Discussion with real examples
Teaching Development	<ol style="list-style-type: none"> 1. Introduction (10 mins): <ol style="list-style-type: none"> a. Begin by introducing the concept of different kinds of duties in jurisprudence. b. Explain that duties vary based on their nature, scope, and the sources from which they arise. 2. Legal Duties vs. Moral Duties (15 mins): <ol style="list-style-type: none"> a. Defining Legal Duties (5 mins): Explain that legal duties are obligations recognized and enforced by the legal system. Discuss how they arise from legal relationships or contractual agreements. b. Explaining Moral Duties (5 mins): Define moral duties as ethical obligations individuals have based on personal values, societal norms, or religious beliefs. These duties are not always legally enforceable. 3. Positive vs. Negative Duties (20 mins): <ol style="list-style-type: none"> a. Positive Duties (5 mins): Define positive duties as obligations to perform certain actions for the benefit of others. Discuss examples like the duty to provide aid in emergency situations. b. Negative Duties (5 mins): Define negative duties as obligations to refrain from certain actions that could harm others. Discuss examples like the duty not to cause harm or not to steal.
Closure	<ol style="list-style-type: none"> a. Summarize the main points discussed in the class. b. Emphasize that understanding the different kinds of duties in jurisprudence helps us recognize the complex web of responsibilities individuals have, both legally and morally.

Evaluation

Reflective Questions (What, Why, Who?). Allow students to answer and discuss.

Spend 5 minutes to evaluate student assimilation of the lesson contents

Objectives	<p>By the end of this 50-minute class, students will:</p> <ul style="list-style-type: none"> a. understand the nature of duties in jurisprudence, including their definitions, classifications, b. Articulate the significance of duties in legal and moral contexts.
Teaching Aids (if any)	<ul style="list-style-type: none"> a. Presentation b. Discussion with real examples
Teaching Development	<ol style="list-style-type: none"> 1. Introduction (5 mins): <ul style="list-style-type: none"> a. Begin by introducing the concept of duties in jurisprudence. b. Explain that duties are legal or moral obligations that individuals have to perform certain actions or refrain from certain conduct. 2. Types of Duties (15 mins): <ul style="list-style-type: none"> a. Legal Duties (5 mins): Define legal duties as obligations that are recognized and enforced by the legal system. These duties often arise from legal relationships or contractual agreements. b. Moral Duties (5 mins): Introduce the concept of moral duties, which are ethical obligations individuals have based on their personal values, societal norms, or religious beliefs. c. Legal vs. Moral Overlap (5 mins): Discuss how legal duties and moral duties can sometimes overlap but are distinct in terms of their enforcement mechanisms and sources. 3. Characteristics of Duties (15 mins): <ul style="list-style-type: none"> a. Obligation (5 mins): Explain that duties create an obligation on individuals to act or abstain from certain behaviors. b. Correlative Rights (5 mins): Discuss the correlative nature of duties and rights – every duty implies a corresponding right on another party. c. Variability (5 mins): Explain that the scope and nature of duties can vary based on legal, social, and cultural factors. 4. Significance of Duties (10 mins): <ul style="list-style-type: none"> a. Social Order (5 mins): Discuss how duties contribute to maintaining social order and harmonious interactions within society by defining expectations of conduct. b. Ethical Framework (5 mins): Explain how duties are often grounded in ethical principles and guide individuals in making morally responsible choices.
Closure	<ul style="list-style-type: none"> a. Summarize the main points discussed in the class. b. Emphasize the importance of understanding the nature of duties in jurisprudence and their role in shaping individual behaviour, legal relationships, and societal values.

Evaluation

Reflective Questions (What, Why, Who?). Allow students to answer and discuss.

Spend 5 minutes to evaluate student assimilation of the lesson contents

Lesson Plan No. 2.2	Course Name: Jurisprudence	Course No.: BBA.LLB-201
Objectives	By the end of this 50-minute class, students will be able to identify and understand the key criticisms leveled against John Austin's theory of legal positivism. They will critically analyze the strengths and weaknesses of his theory and its implications for legal philosophy.	
Teaching Aids (if any)	<ul style="list-style-type: none"> a. Presentation b. Discussion with real examples 	
Teaching Development	<p>Introduction (5 mins):</p> <ul style="list-style-type: none"> a. Begin by briefly reviewing the basic principles of John Austin's theory of legal positivism. b. Explain that while Austin's theory has been influential, it has also faced significant criticism from various legal scholars and philosophers. <p>Criticisms of Austin's Positivism (25 mins):</p> <ul style="list-style-type: none"> a. Diversity of Legal Systems (10 mins): <ul style="list-style-type: none"> 1. Discuss the criticism that Austin's theory does not adequately account for the diversity of legal systems around the world. 2. Explain that legal systems can have varying sources of authority and norms that Austin's theory may not encompass. b. Moral Aspect (10 mins): <ul style="list-style-type: none"> 1. Explain the critique that Austin's theory neglects the moral dimension of law. 2. Discuss how legal systems often incorporate moral principles and that a purely positivist approach might not capture this aspect adequately. c. Separation of Law and Morality (5 mins): Address the criticism that Austin's strict separation of law and morality might oversimplify the complex relationship between legal rules and ethical considerations. d. Contemporary Relevance (5 mins): <ul style="list-style-type: none"> 1. Discuss how these criticisms remain relevant in contemporary legal philosophy and scholarship. 2. Explain that these critiques have led to the development of more nuanced theories that incorporate both positive law and moral principles. 	
Closure	<ul style="list-style-type: none"> - Summarize the main criticisms discussed in the class and their implications for Austin's theory of legal positivism. - Encourage students to think critically about the strengths and weaknesses of legal theories and their ongoing impact on the field of jurisprudence. 	
Evaluation	<p>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>	

Lesson Plan No. 3.4	Course Name: Jurisprudence	Course No.: BBA.LLB-201
Objectives	By the end of this 50-minute class, students will: <ol style="list-style-type: none"> a. Comprehend the main concepts of the Legal Realism theory of law, b. Its origins, key figures, and its impact on challenging traditional legal formalism. 	
Teaching Aids (if any)	<ol style="list-style-type: none"> a. Presentation b. Discussion with real examples 	

<p>Teaching Development</p>	<ol style="list-style-type: none"> 1. Introduction (5 mins): <ol style="list-style-type: none"> a. Begin by introducing the Legal Realism theory of law and its significance in challenging conventional legal thought. b. Explain that Legal Realism emerged as a response to the limitations of formalist approaches to law. 2. Key Concepts of Legal Realism (30 mins): <ol style="list-style-type: none"> a. Focus on Real-World Effects (10 mins): Discuss how Legal Realism emphasizes the importance of real-world effects and outcomes of legal decisions rather than just relying on abstract legal principles. b. Contextual Factors (10 mins): Explain how Legal Realism takes into account contextual factors such as social, economic, and psychological aspects that influence legal outcomes. c. Judicial Discretion (5 mins): Discuss how Legal Realists critique the notion of judicial decisions being solely determined by pre-existing legal rules, highlighting the role of judicial discretion. d. Legal Indeterminacy (5 mins): Address the concept of legal indeterminacy, where Legal Realists argue that legal rules often lack clear answers and can be interpreted in various ways. 3. Key Figures and Contributions (10 mins): <ol style="list-style-type: none"> a. Oliver Wendell Holmes Jr. (5 mins): Discuss Holmes's influence on Legal Realism. Explain his idea that law is a prediction of what courts will do, considering practical outcomes. b. Jerome Frank (5 mins): Introduce Frank's perspective on law as a social science, where he advocated for considering psychological and sociological factors in legal decisionmaking. 4. Impact and Critiques (5 mins): <ol style="list-style-type: none"> a. Discuss how Legal Realism challenged traditional legal formalism and inspired more contextual and pragmatic approaches to law. b. Briefly present some critiques of Legal Realism, including concerns about subjectivity and the potential for undermining legal certainty.
<p>Closure</p>	<ol style="list-style-type: none"> a. Summarize the main points discussed in the class. b. Emphasize the significance of the Legal Realism theory of law in shifting the focus from abstract legal principles to practical outcomes and contextual factors.

Evaluation

Reflective Questions (What, Why, Who?). Allow students to answer and discuss.

Spend 5 minutes to evaluate student assimilation of the lesson contents