



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	Public International Law
2.	Course Code	LLB-203
3.	Academic Year	2025-26
4.	Semester	2 nd
5.	Number of Lesson plans	18
6.	Faculty Assigned	Sharad Sharma

Faculty Signature

Lesson Plan No. 1	Course Name: Public International Law	Course No.: LLB-203
	Topic: Definition and nature of International Law	

Objectives	At the end of the lesson the student shall be able to: <ul style="list-style-type: none"> a. Define and articulate the concept of International Law. b. Understand the nature and scope of International Law. c. Differentiate between public and private international law.
Teaching Aids (if any)	a. PPTs.
Teaching Development	<ol style="list-style-type: none"> 1. Introduction (5 minutes) <ul style="list-style-type: none"> - Ask questions. <ul style="list-style-type: none"> What is International Law? Do you think International Law is binding? Why or why not? How does International Law differ from domestic law? 2. Development (30 minutes) <ol style="list-style-type: none"> a. Definition of International Law b. Discuss definitions by prominent jurists like Jeremy Bentham, Oppenheim, and others. c. Nature of International Law d. Explain the binding force of International Law and its dependence on state consent. 3. Exercise (5 minutes) – <ul style="list-style-type: none"> - List two examples of public and private international law
Closure	<ol style="list-style-type: none"> 1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Suggested Reading <ul style="list-style-type: none"> - https://www.legalserviceindia.com/legal/article-2167-international-law-definitions-nature-and-basis.html - https://law.uok.edu.in/Files/5ce6c765-c013-446c-b6ac-b9de496f8751/Custom/LLB%20IL1.pdf - https://www.jstor.org/stable/pdf/1111587.pdf 3. Homework <ul style="list-style-type: none"> - Define International Law in your own words and provide two examples of its application.

	<p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluati on	<p>1. Reflective Questions (What, Why, Who?) were asked to students to analyse their understanding. Spend 5 minutes to evaluate student assimilation of the lesson contents</p>

Lesson Plan No. 2	Course Name: Public International Law	Course No.: LLB-203
	Topic: Definition and nature of International Law	

Objectives	At the end of the lesson the student shall be able to: <ul style="list-style-type: none"> a. Define and articulate the concept of International Law. b. Understand the nature and scope of International Law. c. Differentiate between public and private international law.
Teaching Aids (if any)	a. PPTs.
Teaching Development	<ol style="list-style-type: none"> 1. Introduction (5 minutes) <ul style="list-style-type: none"> - Ask questions. <ul style="list-style-type: none"> What is International Law? Do you think International Law is binding? Why or why not? How does International Law differ from domestic law? 2. Development (30 minutes) <ul style="list-style-type: none"> a. Discuss the dualistic and monistic theories of International Law's nature. b. Scope and Function of International Law c. Covers areas like international treaties, conflict resolution, and global governance. d. Distinction Between Public and Private International Law e. Public International Law: Governs relations between states and international entities. f. Private International Law: Resolves disputes involving foreign elements within domestic law. g. Characteristics of International Law 3. Exercise (5 minutes) – <ul style="list-style-type: none"> - List two examples of public and private international law
Closure	<ol style="list-style-type: none"> 1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Suggested Reading <ul style="list-style-type: none"> - https://www.legalserviceindia.com/legal/article-2167-international-law-definitions-nature-and-basis.html - https://law.uok.edu.in/Files/5ce6c765-c013-446c-b6ac-b9de496f8751/Custom/LLB%20IL1.pdf - https://www.jstor.org/stable/pdf/1111587.pdf 3. Homework <ul style="list-style-type: none"> - Highlight the importance of International Law in the globalized world.

	<p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluati on	<p>1. Reflective Questions (What, Why, Who?) were asked to students to analyse their understanding. Spend 5 minutes to evaluate student assimilation of the lesson contents</p>

Lesson Plan No. 3	Course Name: Public International Law	Course No.: LLB-203
	Topic: Sources of International Law	

Objectives	At the end of the lesson the student shall be able to: <ul style="list-style-type: none"> a. Identify the primary and secondary sources of International Law. b. Explain the significance of each source in the development of International Law. c. Analyze the role of custom, treaties, and general principles in International Law.
Teaching Aids (if any)	a. PPTs.
Teaching Development	<ol style="list-style-type: none"> 1. Introduction (5 minutes) <ul style="list-style-type: none"> - Ask questions. What do you think are the sources of International Law? How do states know what is legally binding at the international level? Can customs or general practices become binding rules? 2. Development (30 minutes) <ol style="list-style-type: none"> a. Primary Sources of International Law b. International Conventions and Treaties <ul style="list-style-type: none"> - Explain their binding nature and importance. - Examples: UN Charter, Vienna Convention on the Law of Treaties. c. International Custom <ul style="list-style-type: none"> - Discuss consistent state practices combined with <i>opinio juris</i> (belief in legal obligation). - Examples: Freedom of navigation, diplomatic immunity. d. General Principles of Law Recognized by Civilized Nations <ul style="list-style-type: none"> - Discuss their relevance when treaties and customs are absent. - Examples: Principles of equity, good faith, justice. 3. Exercise (5 minutes) – <ul style="list-style-type: none"> - Discuss which source you think is the most effective and why.
Closure	<ol style="list-style-type: none"> 1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Suggested Reading <ul style="list-style-type: none"> - https://law.uok.edu.in/Files/5ce6c765-c013-446c-b6ac-b9de496f8751/Custom/UNIT_II.pdf - https://www.isroset.org/pub_paper/IJSRMS/12-IJSRMS-02660-10.pdf - https://www.scribd.com/document/402135649/SOURCES-OF-INTERNATIONAL-LAW-docx 3. Homework <ul style="list-style-type: none"> - Define each source of International Law with one example. - Write a short note on the role of custom in International Law development.

	<p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluati on	<p>1. Reflective Questions (What, Why, Who?) were asked to students to analyse their understanding. Spend 5 minutes to evaluate student assimilation of the lesson contents</p>

Lesson Plan No. 4	Course Name: Public International Law	Course No.: LLB-203
	Topic: Sources of International Law	

Objectives	At the end of the lesson the student shall be able to: <ul style="list-style-type: none"> a. Identify the primary and secondary sources of International Law. b. Explain the significance of each source in the development of International Law. c. Analyze the role of custom, treaties, and general principles in International Law.
Teaching Aids (if any)	a. PPTs.
Teaching Development	<ol style="list-style-type: none"> 1. Introduction (5 minutes) <ul style="list-style-type: none"> - Ask questions. What do you think are the sources of International Law? How do states know what is legally binding at the international level? Can customs or general practices become binding rules? 2. Development (30 minutes) <ol style="list-style-type: none"> a. Subsidiary Sources of International Law b. Judicial Decisions <ul style="list-style-type: none"> - Importance of ICJ judgments and precedents. - Example: The <i>Nicaragua v. United States</i> case. c. Teachings of Publicists <ul style="list-style-type: none"> - Role of scholars and jurists in interpreting International Law. d. Resolutions of international organizations (e.g., UNGA resolutions) 3. Exercise (5 minutes) – <ul style="list-style-type: none"> - Discuss which source you think is the most effective and why.
Closure	<ol style="list-style-type: none"> 1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Suggested Reading <ul style="list-style-type: none"> - https://law.uok.edu.in/Files/5ce6c765-c013-446c-b6ac-b9de496f8751/Custom/UNIT_II.pdf - https://www.isroset.org/pub_paper/IJSRMS/12-IJSRMS-02660-10.pdf - https://www.scribd.com/document/402135649/SOURCES-OF-INTERNATIONAL-LAW-docx 3. Homework <ul style="list-style-type: none"> - Define each source of International Law with one example. - Write a short note on the role of custom in International Law development.

	<p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluati on	<p>1. Reflective Questions (What, Why, Who?) were asked to students to analyse their understanding. Spend 5 minutes to evaluate student assimilation of the lesson contents</p>

Lesson Plan No. 5	Course Name: Public International Law	Course No.: LLB-203
	Topic: Origin and Basis of International Law	

Objectives	At the end of the lesson the student shall be able to: <ul style="list-style-type: none"> a. Trace the historical origin of International Law. b. Understand the theoretical foundations of International Law. c. Analyze the philosophical and practical basis of International Law in regulating state behavior.
Teaching Aids (if any)	a. PPTs.
Teaching Development	<ol style="list-style-type: none"> 1. Introduction (5 minutes) <ul style="list-style-type: none"> - Ask questions. <p>When and why do you think states started following common laws? Can there be law without a central authority? What events in history might have influenced the development of International Law?</p> 2. Development (30 minutes) <ol style="list-style-type: none"> a. Origin of International Law b. Historical Background <ul style="list-style-type: none"> - Ancient practices: Diplomatic immunity in ancient Greece and India. - Roman contributions: The concept of <i>jus gentium</i> (law of nations). - Medieval period: Influence of the Catholic Church and Canon Law. - Modern era: Peace of Westphalia (1648) as the starting point of the modern state system. c. Development Through Key Milestones <ul style="list-style-type: none"> - Treaty of Utrecht (1713): Emergence of diplomatic norms. - Congress of Vienna (1815): Codification of European laws. - Formation of the United Nations (1945): Institutionalization of International Law. 3. Exercise (5 minutes) – <ul style="list-style-type: none"> - Identify one historical event that contributed to the development of International Law and explain its significance.
Closure	

	Spend 5 minutes to wrap up and consolidate the learnings
Evaluati on	1. Reflective Questions (What, Why, Who?) were asked to students to analyse their understanding. Spend 5 minutes to evaluate student assimilation of the lesson contents

Lesson Plan No. 6	Course Name: Public International Law	Course No.: LLB-203
	Topic: Relationship between International law and Municipal Law	

Objectives	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none"> Define and distinguish between International Law and Municipal Law. Explain the theories explaining their relationship. Analyze how different legal systems approach the application of International Law domestically.
Teaching Aids (if any)	<ol style="list-style-type: none"> PPTs.
Teaching Development	<ol style="list-style-type: none"> Introduction (5 minutes) <ul style="list-style-type: none"> Ask questions. <p>How do international treaties affect domestic law</p> <p>Should International Law override domestic laws or vice versa?</p> <p>Can a state be held accountable internationally for domestic violations?</p> Development (30 minutes) <ol style="list-style-type: none"> Definition <ul style="list-style-type: none"> International Law: Governs relations between states and international entities. Municipal Law: Governs internal matters within a state. Key Differences <ul style="list-style-type: none"> Sources: International (treaties, customs), Municipal (legislation, judicial decisions). Enforcement: International (consensual and decentralized), Municipal (centralized authority). Theoretical Approaches <ul style="list-style-type: none"> Monism- Advocates for a unified legal system where International Law and Municipal Law coexist, with International Law often having supremacy. Example: Countries like Germany prioritize International Law under their constitutions. Dualism- Treats International Law and Municipal Law as distinct systems that require transformation for one to apply in the other. Example: In the UK, international treaties require parliamentary approval to become part of Municipal Law. Exercise (5 minutes) – <ul style="list-style-type: none"> Discuss whether Monism or Dualism is better suited for modern globalized governance.

Closure	<ol style="list-style-type: none"> 1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Suggested Reading <ul style="list-style-type: none"> - https://www.ijlra.com/paper-details.php?isuur=2279 - https://www.legalserviceindia.com/legal/article-7760-relationship-between-international-law-and-municipal-law-with-reference-to-indian-approach.html#google_vignette - https://www.scribd.com/document/373386803/Q-A-In-Law 3. Homework <ul style="list-style-type: none"> - Write a note on the Monistic and Dualistic theories, with examples of countries following each.
	<p>Spent 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<ol style="list-style-type: none"> 1. Reflective Questions (What, Why, Who?) were asked to students to analyse their understanding. <p>Spent 5 minutes to evaluate student assimilation of the lesson contents</p>

Lesson Plan No. 7	Course Name: Public International Law	Course No.: LLB-203
	Topic: Nationality	

Objectives	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none"> a. Define nationality and its significance in International Law. b. Explain the modes of acquisition and loss of nationality. c. Analyze the legal implications of dual nationality and statelessness
Teaching Aids (if any)	<ol style="list-style-type: none"> a. PPTs.
Teaching Development	<ol style="list-style-type: none"> 1. Introduction (5 minutes) <ul style="list-style-type: none"> - Ask questions. <p>What does it mean to have a nationality? Why is nationality important under International Law? Can someone be without a nationality or hold more than one?</p> 2. Development (30 minutes) <ol style="list-style-type: none"> a. Definition: Nationality is the legal bond between an individual and a state, granting certain rights and obligations. b. Importance: <ul style="list-style-type: none"> - Determines legal status under International Law. - Basis for protection by the state. - Facilitates participation in international and domestic law. c. Modes of Acquisition of Nationality <ul style="list-style-type: none"> - By Birth. - By Naturalization. - By Marriage. - By Adoption. - By Registration. d. Loss of Nationality: <ul style="list-style-type: none"> - Voluntary Renunciation. - Deprivation. 3. Exercise (5 minutes) – <ul style="list-style-type: none"> - Identify and explain the mode of acquisition of nationality for your country.

Closure	<ul style="list-style-type: none"> - Summarize the Lesson Learning Outcomes and get affirmation from students on these. - Suggested Reading <ul style="list-style-type: none"> - https://www.legalserviceindia.com/legal/article-4325-concept-of-recognition-nationality-and-extradition-under-international-law.html - https://www.scribd.com/document/373386803/Q-A In Law - https://lup.lub.lu.se/luur/download?func=downloadFile&recordOID=9116250&fileOID=9125412 - Homework - Write a note on the concept of <i>jus soli</i> and <i>jus sanguinis</i> with examples.
	<p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<ol style="list-style-type: none"> 1. Reflective Questions (What, Why, Who?) were asked to students to analyse their understanding. <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>

Lesson Plan No. 8	Course Name: Public International Law Topic: State as a subject of International Law	Course No.: LLB-203
--------------------------	---	----------------------------

Objectives	At the end of the lesson the student shall be able to: <ul style="list-style-type: none"> a. Define states as subjects of International Law. b. Explain the criteria for statehood under International Law. c. Analyze the rights and obligations of states as primary subjects of International Law.
Teaching Aids (if any)	a. PPTs.
Teaching Development	<p>1. Introduction (5 minutes)</p> <ul style="list-style-type: none"> - Ask questions. <p>What makes a state a legal entity under International Law? Are all states treated equally in International Law? Can an entity claim statehood without international recognition?</p> <p>2. Development (30 minutes)</p> <ul style="list-style-type: none"> a. Definition of a State under International Law b. Criteria for Statehood c. <i>Montevideo Convention (1933)</i> outlines four essential attributes: <ul style="list-style-type: none"> - Permanent Population: A defined group of people inhabiting the state. - Defined Territory: A geographical area with recognized boundaries (disputed boundaries do not negate statehood). - Government: A functioning authority capable of maintaining order and representing the state internationally. - Capacity to Enter into Relations with Other States: Ability to engage diplomatically and contractually. d. Recognition of States <ul style="list-style-type: none"> - De Jure Recognition: Legal acknowledgment of statehood. - De Facto Recognition: Acknowledgment based on factual existence. e. Rights and Obligations of States <p>3. Exercise (5 minutes) –</p> <ul style="list-style-type: none"> - Identify and explain the mode of acquisition of nationality for your country. Discuss whether recognition by other states should be a criterion for statehood.

Closure	<ol style="list-style-type: none"> 1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Suggested Reading <ul style="list-style-type: none"> - https://www.davidpublisher.com/Public/uploads/Contribute/569c3ed4e0cfc.pdf - https://law.uok.edu.in/Files/5ce6c765-c013-446c-b6ac-b9de496f8751/Custom/UNIT_III_INTERNATIONAL_LAW.pdf - https://openyls.law.yale.edu/bitstream/handle/20.500.13051/13240/27_53YaleLJ385_1943_1944.pdf - https://legal.un.org/avl/studymaterials/handbook/english/book_1.pdf 3. Homework <ul style="list-style-type: none"> - Write a short note on the Montevideo Convention's criteria for statehood.
	<p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<ol style="list-style-type: none"> 1. Reflective Questions (What, Why, Who?) were asked to students to analyse their understanding. <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>

Lesson Plan No. 9	Course Name: Public International Law Topic: Recognition of States	Course No.: LLB-203
--------------------------	---	----------------------------

Objectives	At the end of the lesson the student shall be able to: <ul style="list-style-type: none"> a. Define states as subjects of International Law. b. Explain the criteria for statehood under International Law. c. Analyze the rights and obligations of states as primary subjects of International Law. d. Evaluate the concept of recognition of states and its impact on international relations.
Teaching Aids (if any)	a. PPTs.
Teaching Development	<ol style="list-style-type: none"> 1. Introduction (5 minutes) <ul style="list-style-type: none"> - Ask questions. What makes a state a legal entity under International Law? Are all states treated equally in International Law? Can an entity claim statehood without international recognition? 2. Development (30 minutes) <ul style="list-style-type: none"> a. Definition of a State under International Law Discuss the concept of a state as a subject of International Law. Highlight the importance of sovereignty and legal personality. b. Criteria for Statehood Introduce the Montevideo Convention (1933) and its four essential attributes: Permanent Population: A defined group of people inhabiting the state. Defined Territory: A geographical area with recognized boundaries (disputed boundaries do not negate statehood). Government: A functioning authority capable of maintaining order and representing the state internationally. 3. Exercise (5 minutes) – <ul style="list-style-type: none"> - Discuss whether recognition by other states should be a criterion for statehood.
Closure	<ol style="list-style-type: none"> 1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Suggested Reading <ul style="list-style-type: none"> - https://www.davidpublisher.com/Public/uploads/Contribute/569c3ed4e0cfc.pdf - https://law.uok.edu.in/Files/5ce6c765-c013-446c-b6ac-b9de496f8751/Custom/UNIT_III_INTERNATIONAL_LAW.pdf - https://openyls.law.yale.edu/bitstream/handle/20.500.13051/13240/27_53YaleLJ385_1943_1944.pdf - https://legal.un.org/avl/studymaterials/handbook/english/book_1.pdf 3. Homework <ul style="list-style-type: none"> - Explain the rights of states: sovereignty, territorial integrity, and the ability

	<p>to enter into international agreements.</p>
	<p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<p>Evaluati on</p>	<p>1. Reflective Questions (What, Why, Who?) were asked to students to analyse their understanding. Spend 5 minutes to evaluate student assimilation of the lesson contents</p>

Lesson Plan No. 10	Course Name: Public International Law	Course No.: LLB-203
	Topic: Recognition of States	

Objectives	At the end of the lesson the student shall be able to: <ol style="list-style-type: none"> Define states as subjects of International Law. Explain the criteria for statehood under International Law. Analyze the rights and obligations of states as primary subjects of International Law. Evaluate the concept of recognition of states and its impact on international relations.
Teaching Aids (if any)	<ol style="list-style-type: none"> PPTs.
Teaching Development	<ol style="list-style-type: none"> Introduction (5 minutes) <ul style="list-style-type: none"> Ask questions. <p>What makes a state a legal entity under International Law?</p> <p>Are all states treated equally in International Law?</p> <p>Can an entity claim statehood without international recognition?</p> Development (30 minutes) <ol style="list-style-type: none"> Differentiate between: <ul style="list-style-type: none"> De Jure Recognition: Legal acknowledgment of statehood, providing full rights under International Law. De Facto Recognition: Acknowledgment based on factual existence but with limited rights. Rights and Obligations of States <ul style="list-style-type: none"> Explain the rights of states: sovereignty, territorial integrity, and the ability to enter into international agreements. Discuss state obligations, such as respecting other states' sovereignty, non-interference, and adherence to International Law. Exercise (5 minutes) – <ul style="list-style-type: none"> Discuss whether recognition by other states should be a criterion for statehood.
Closure	<ol style="list-style-type: none"> Summarize the Lesson Learning Outcomes and get affirmation from students on these. Suggested Reading <ul style="list-style-type: none"> https://www.davidpublisher.com/Public/uploads/Contribute/569c3ed4e0cfc.pdf https://law.uok.edu.in/Files/5ce6c765-c013-446c-b6ac-b9de496f8751/Custom/UNIT_III_INTERNATIONAL_LAW.pdf https://openyls.law.yale.edu/bitstream/handle/20.500.13051/13240/27_53YaleLJ385_1943_1944.pdf https://legal.un.org/avl/studymaterials/handbook/english/book_1.pdf Homework

	<ul style="list-style-type: none"> - Explain the rights of states: sovereignty, territorial integrity, and the ability to enter into international agreements.
	<p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<p>Evaluati on</p>	<ol style="list-style-type: none"> 1. Reflective Questions (What, Why, Who?) were asked to students to analyse their understanding. <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>

Lesson Plan No. 11	Course Name: Public International Law	Course No.: LLB-203
	Topic: Modes of Acquiring state Territory	

Objectives	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none"> Define state territory and its significance in International Law. Explain the various modes of acquiring state territory under International Law. Analyze the legal principles governing the loss of state territory. Discuss contemporary examples of territorial changes and their implications
Teaching Aids (if any)	<ol style="list-style-type: none"> PPTs.
Teaching Development	<ol style="list-style-type: none"> Introduction (5 minutes) <ul style="list-style-type: none"> Ask questions. Why is territory important for statehood? Can a state lose its territory legally under International Law? What happens if two states claim the same territory? Provide a brief overview of the role of territory in sovereignty and statehood. Development (30 minutes) <ol style="list-style-type: none"> Modes of Acquiring State Territory: Occupation: <ul style="list-style-type: none"> Definition: Acquisition of territory not belonging to any state (terra nullius). Example: Colonization of uninhabited islands. Accretion: <ul style="list-style-type: none"> Definition: Natural expansion of a state's territory due to geographical changes (e.g., river deltas, volcanic formations). Example: Formation of new islands in maritime zones. Cession: <ul style="list-style-type: none"> Definition: Transfer of territory from one state to another, usually by treaty. Example: Louisiana Purchase (USA) and Alaska Purchase (USA). Conquest (Historical): <ul style="list-style-type: none"> Definition: Acquisition through military force (now prohibited under International Law). Example: Historical examples like the annexation of Alsace-Lorraine. Prescription: <ul style="list-style-type: none"> Definition: Acquisition through long-term, uncontested control of territory. Example: Disputed islands between neighboring states. Adjudication: <ul style="list-style-type: none"> Definition: Resolution of territorial disputes by international tribunals or arbitration. Example: International Court of Justice (ICJ) decisions on territorial disputes. Exercise (5 minutes) – <ul style="list-style-type: none"> Discuss whether International Law effectively prevents illegal acquisition of territory.

Closure	<ol style="list-style-type: none"> 1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Suggested Reading <ul style="list-style-type: none"> - https://www.scribd.com/document/366884398/Acquisition-and-Loss-of-State-Territory-1#:~:text=expand%20document%20information,There%20are%20several%20modes%20of%20acquiring%20and%20losing%20territory%20under,not%20belonging%20to%20another%20state. - https://www.studocu.com/in/document/karnataka-state-law-university/bba-llb/mode-of-acquisition-and-loss-of-territorial-sovereignty/88814006 3. Homework <ul style="list-style-type: none"> - Identify an example of territorial acquisition or loss from recent history and classify the mode under which it falls.
	<p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<ol style="list-style-type: none"> 1. Reflective Questions (What, Why, Who?) were asked to students to analyse their understanding. <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>

Lesson Plan No. 12	Course Name: Public International Law	Course No.: LLB-203
	Topic: Modes of Losing state Territory	

Objectives	At the end of the lesson the student shall be able to: <ul style="list-style-type: none"> a. Define state territory and its significance in International Law. b. Explain the various modes of acquiring state territory under International Law. c. Analyze the legal principles governing the loss of state territory. d. Discuss contemporary examples of territorial changes and their implications
Teaching Aids (if any)	a. PPTs.
Teaching Development	<ol style="list-style-type: none"> 1. Introduction (5 minutes) <ul style="list-style-type: none"> - Ask questions. Why is territory important for statehood? Can a state lose its territory legally under International Law? What happens if two states claim the same territory? Provide a brief overview of the role of territory in sovereignty and statehood. 2. Development (30 minutes) <ul style="list-style-type: none"> a. Modes of Losing State Territory: b. Cession: Voluntary transfer of territory to another state. Example: Transfer of Hong Kong from the UK to China. c. Occupation/Annexation (Illegal): Forced acquisition by another state (often contested). Example: Annexation of Crimea by Russia. d. Secession: Part of a state breaks away to form a new state. Example: Breakup of Yugoslavia. e. Adjudication: Loss of territory through an international legal decision. Example: ICJ rulings on border disputes. f. Natural Causes: Changes in territory due to natural phenomena (e.g., sinking of islands). 3. Exercise (5 minutes) – <ul style="list-style-type: none"> - Discuss whether International Law effectively prevents illegal acquisition of territory.
Closure	<ol style="list-style-type: none"> 1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Suggested Reading <ul style="list-style-type: none"> - https://www.scribd.com/document/366884398/Acquisition-and-Loss-of-State-Territory-1#:~:text=expand%20document%20information-.There%20are%20several%20modes%20of%20acquiring%20and%20losing%20territory%20under,not%20belonging%20to%20another%20state. - https://www.studocu.com/in/document/karnataka-state-law-university/bba-llb/mode-of-acquisition-and-loss-of-territorial-sovereignty/88814006 3. Homework

	<ul style="list-style-type: none"> - Identify an example of territorial acquisition or loss from recent history and classify the mode under which it falls.
	<p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<p>Evaluati on</p>	<ol style="list-style-type: none"> 1. Reflective Questions (What, Why, Who?) were asked to students to analyse their understanding. <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>

Lesson Plan No. 13	Course Name: Public International Law	Course No.: LLB-203
	Topic: Law of Sea	

Objectives	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none"> a. Define territorial waters and explain their significance under the United Nations Convention on the Law of the Sea (UNCLOS). b. Identify the rights and obligations of coastal and foreign states in territorial waters. c. Analyze legal disputes and issues related to the delimitation and use of territorial waters.
Teaching Aids (if any)	<ol style="list-style-type: none"> a. PPTs.
Teaching Development	<ol style="list-style-type: none"> 1. Introduction (5 minutes) <ul style="list-style-type: none"> - Ask questions. What is the significance of territorial waters for a coastal state? How are territorial waters different from international waters? Can foreign ships freely pass through a country's territorial waters? 2. Development (30 minutes) <ol style="list-style-type: none"> a. Definition and Scope of Territorial Waters: b. Define territorial waters: Territorial Sea: The belt of coastal water extending up to 12 nautical miles from the baseline of a coastal state. Legal basis: UNCLOS (1982). c. Significance: Sovereignty of the coastal state extends to the territorial sea, subject to certain rights of innocent passage for foreign vessels. d. Coastal State Rights: Full sovereignty over the airspace, seabed, and subsoil of territorial waters. Exclusive rights to explore, exploit, and conserve resources. Authority to enforce laws on customs, taxation, immigration, and pollution. e. Foreign State Right: Definition: Navigation through territorial waters in a manner not prejudicial to the peace, good order, or security of the coastal state. Prohibited activities: Fishing, military exercises, spying, or polluting. f. Delimitation Issues: Overlapping claims between neighboring states. g. Excessive Claims: 3. Exercise (5 minutes) – <ul style="list-style-type: none"> - Examine the territorial sea claims of two neighboring states and analyze their potential conflicts.

Closure	<ol style="list-style-type: none"> 1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Suggested Reading <ul style="list-style-type: none"> - file:///C:/Users/acer/Downloads/International Law of the Sea An Overlook and Case .pdf - https://scholar.smu.edu/cgi/viewcontent.cgi?article=1288&context=til 3. Homework <ul style="list-style-type: none"> - Analyze a territorial water dispute and suggest possible resolutions under International Law.
	<p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<ol style="list-style-type: none"> 1. Reflective Questions (What, Why, Who?) were asked to students to analyse their understanding. <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>

Lesson Plan No. 14	Course Name: Public International Law	Course No.: LLB-203
	Topic: Contiguous Zone and High Seas	

Objectives	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none"> Define and distinguish the contiguous zone and the high seas under the United Nations Convention on the Law of the Sea (UNCLOS). Explain the rights and responsibilities of states in the contiguous zone and high seas. Analyze contemporary legal issues and case studies related to these maritime zones.
Teaching Aids (if any)	<ol style="list-style-type: none"> PPTs.
Teaching Development	<ol style="list-style-type: none"> Introduction (5 minutes) <ul style="list-style-type: none"> Ask questions. <p>What is the significance of the contiguous zone for a coastal state? How are the high seas different from the exclusive economic zone (EEZ)? Who governs the high seas, and how are disputes resolved?</p> Development (30 minutes) <ol style="list-style-type: none"> Definition of Continuous Zone: Zone adjacent to the territorial sea, extending up to 24 nautical miles from the baseline. Legal Basis: UNCLOS (1982). Purpose: Coastal states have limited control to enforce laws in specific areas: Custom, Immigration, Sanitation and Fiscal matters. Rights and Responsibilities of Coastal States: Prevent and punish infringement of laws within their territory or territorial sea. Cannot claim full sovereignty but can exercise jurisdiction for preventive measures. Exercise (5 minutes) – <ul style="list-style-type: none"> Compare the rights of a coastal state in its contiguous zone and on the high seas.
Closure	<ol style="list-style-type: none"> Summarize the Lesson Learning Outcomes and get affirmation from students on these. Suggested Reading <ul style="list-style-type: none"> - file:///C:/Users/acer/Downloads/International Law of the Sea An Overlook and Case .pdf - https://scholar.smu.edu/cgi/viewcontent.cgi?article=1288&context=til Homework <ul style="list-style-type: none"> Provide a brief historical context of the development of these maritime zones under UNCLOS.

	<p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<p>1. Reflective Questions (What, Why, Who?) were asked to students to analyse their understanding. Spend 5 minutes to evaluate student assimilation of the lesson contents</p>

Lesson Plan No. 15	Course Name: Public International Law	Course No.: LLB-203
	Topic: Contiguous Zone and High Seas	

Objectives	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none"> a. Define extradition and explain its purpose in International Law. b. Discuss the legal principles and processes involved in extradition. c. Analyze issues and challenges related to extradition in contemporary international relations. d. Examine significant extradition cases and their implications.
Teaching Aids (if any)	<ol style="list-style-type: none"> a. PPTs.
Teaching Development	<ol style="list-style-type: none"> 1. Introduction (5 minutes) <ul style="list-style-type: none"> - Ask questions. What is extradition, and why is it important in international law? Can a country refuse to extradite an accused person? What happens if two countries have conflicting laws on the offense? 2. Development (30 minutes) <ol style="list-style-type: none"> a. Definition and Purpose of Extradition The formal process by which one country surrenders an accused or convicted person to another country for prosecution or punishment. b. Purpose: <ul style="list-style-type: none"> Ensure accountability for crimes. Prevent safe havens for criminals. Strengthen international cooperation in criminal justice. c. Legal Principles Governing Extradition Treaty Requirement: Extradition is usually based on bilateral or multilateral treaties. d. Double Criminality: e. Specialty Rule: f. Political Offenses Exception: g. Non-Extradition of Nationals: h. Protection Against Inhumane Treatment: 3. Exercise (5 minutes) – <ul style="list-style-type: none"> - Analyze the principle of double criminality and its application in a notable extradition case.

Closure	<ol style="list-style-type: none"> 1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Suggested Reading <ul style="list-style-type: none"> - file:///C:/Users/acer/Downloads/extradition.pdf - https://law.unimelb.edu.au/_data/assets/pdf_file/0007/1681144/Griffith-and-Harris.pdf - file:///C:/Users/acer/Downloads/ssrn-3242613.pdf 3. Homework <ul style="list-style-type: none"> - Provide a brief overview of the concept of extradition, its historical context, and its importance in combating transnational crimes.
	<p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<ol style="list-style-type: none"> 1. Reflective Questions (What, Why, Who?) were asked to students to analyse their understanding. <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>

Lesson Plan No. 16	Course Name: Public International Law	Course No.: LLB-203
	Topic: Asylum	

Objectives	At the end of the lesson the student shall be able to: <ul style="list-style-type: none"> a. Define asylum and its types under International Law. b. Explain the legal framework governing asylum, including treaties and customary international law. c. Analyze the rights and obligations of states and individuals concerning asylum. d. Discuss contemporary issues and case studies related to asylum.
Teaching Aids (if any)	<ul style="list-style-type: none"> a. PPTs.
Teaching Development	<ol style="list-style-type: none"> 1. Introduction (5 minutes) <ul style="list-style-type: none"> - Ask questions. What is the difference between a refugee and an asylum seeker? Can states deny asylum to individuals? Is asylum a right or a privilege? 2. Development (30 minutes) <ul style="list-style-type: none"> a. Legal Framework Governing Asylum b. 1951 Refugee Convention and 1967 Protocol: <ul style="list-style-type: none"> Non-refoulement principle: States cannot return individuals to a place where they face serious threats to their life or freedom. Refugee status determination. Universal Declaration of Human Rights (Article 14): <ul style="list-style-type: none"> Right to seek and enjoy asylum from persecution. c. Regional Instruments: d. European Convention on Human Rights (ECHR). e. Cartagena Declaration on Refugees (Latin America). f. Rights and Obligations of States and Asylum Seekers (5 minutes) g. Asylum Seekers' Rights: Right to protection against return. Basic human rights during asylum determination. 3. Exercise (5 minutes) – <ul style="list-style-type: none"> - Should states have an absolute right to deny asylum applications?
Closure	<ol style="list-style-type: none"> 1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Suggested Reading <ul style="list-style-type: none"> - https://thelawbrigade.com/wp-content/uploads/2019/05/Somya-asylum.pdf - https://international-review.icrc.org/sites/default/files/S0020860400011463a.pdf - https://nujlawreview.org/wp-content/uploads/2017/01/2016-9-3-4-Bhairav-

	<p style="text-align: center;">Acharya-The-Future-of-Asylum-in-India -Four-Principles-to-Appraise-Recent-Legislative-Proposals.pdf</p> <p>3. Homework</p> <ul style="list-style-type: none"> - Briefly introduce the concept of asylum as a humanitarian protection under International Law.
	<p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluati on	<p>1. Reflective Questions (What, Why, Who?) were asked to students to analyse their understanding.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>

Lesson Plan No. 17	Course Name: Public International Law	Course No.: LLB-203
	Topic: Intervention	

Objectives	At the end of the lesson the student shall be able to: <ul style="list-style-type: none"> a. Define Intervention and its types under International Law. b. Explain the legal framework governing Intervention, including treaties and customary international law. c. Analyze the rights and obligations of states and individuals concerning Intervention. d. Discuss contemporary issues and case studies related to Intervention.
Teaching Aids (if any)	a. PPTs.
Teaching Development	<ol style="list-style-type: none"> 1. Introduction (5 minutes) <ul style="list-style-type: none"> - Ask questions. What is the difference between a refugee and an asylum seeker? Can states deny asylum to individuals? Is asylum a right or a privilege? 2. Development (30 minutes) <ul style="list-style-type: none"> a. Legal Framework Governing Asylum b. 1951 Refugee Convention and 1967 Protocol: <ul style="list-style-type: none"> Non-refoulement principle: States cannot return individuals to a place where they face serious threats to their life or freedom. Refugee status determination. Universal Declaration of Human Rights (Article 14): <ul style="list-style-type: none"> Right to seek and enjoy asylum from persecution. c. Regional Instruments: d. European Convention on Human Rights (ECHR). e. Cartagena Declaration on Refugees (Latin America). f. Rights and Obligations of States and Asylum Seekers (5 minutes) g. Asylum Seekers' Rights: Right to protection against return. Basic human rights during asylum determination. 3. Exercise (5 minutes) – <ul style="list-style-type: none"> - Should states have an absolute right to deny asylum applications?
Closure	<ol style="list-style-type: none"> 1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Suggested Reading <ul style="list-style-type: none"> - https://thelawbrigade.com/wp-content/uploads/2019/05/Somya-asylum.pdf - https://international-review.icrc.org/sites/default/files/S0020860400011463a.pdf - https://nujlawreview.org/wp-content/uploads/2017/01/2016-9-3-4-Bhairav-

	<p style="text-align: center;"><u>Acharya-The-Future-of-Asylum-in-India -Four-Principles-to-Appraise-Recent-Legislative-Proposals.pdf</u></p> <p>3. Homework</p> <ul style="list-style-type: none"> - Briefly introduce the concept of asylum as a humanitarian protection under International Law.
	<p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluati on	<p>1. Reflective Questions (What, Why, Who?) were asked to students to analyse their understanding.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>

Lesson Plan No. 17	Course Name: Public International Law	Course No.: LLB-203
	Topic: Diplomatic Envoys	

Objectives	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none"> Define diplomatic envoys and their role in international relations. Understand the classification, privileges, and immunities of diplomatic envoys under international law. Analyze the Vienna Convention on Diplomatic Relations, 1961. Examine contemporary issues involving diplomatic envoys through case studies.
Teaching Aids (if any)	<ol style="list-style-type: none"> PPTs.
Teaching Development	<ol style="list-style-type: none"> Introduction (5 minutes) <ul style="list-style-type: none"> Ask questions. Who are diplomatic envoys, and why are they important in international relations? What privileges do diplomatic envoys enjoy? Can a host country declare a diplomat persona non grata? Development (30 minutes) <ol style="list-style-type: none"> Definition and Role of Diplomatic Envoys (5 minutes) Functions: <ul style="list-style-type: none"> Representing the sending state. Protecting the interests of the sending state and its nationals. Negotiating with the host state. Reporting on developments in the host state. Classification of Diplomatic Envoys Ambassadors: Highest-ranking envoys, accredited to heads of state. Ministers Plenipotentiary: Envoys of a rank below ambassadors Chargé d'affaires: Accredited to the foreign minister of the host state, acting as substitutes. Special Envoys: Appointed for specific missions or purposes. Privileges and Immunities of Diplomatic Envoys: <ul style="list-style-type: none"> Key Privileges: <ul style="list-style-type: none"> Immunity from criminal, civil, and administrative jurisdiction. Exemption from taxes and customs duties. Inviolability of diplomatic premises and communication. Obligations of Diplomats: <ul style="list-style-type: none"> Respect the laws of the host state. Refrain from interfering in the internal affairs of the host state. Exercise (5 minutes) – <ul style="list-style-type: none"> Discuss the implications of declaring a diplomat persona non grata on international relations.

Closure	<ol style="list-style-type: none"> 1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Suggested Reading <ul style="list-style-type: none"> - https://law.uok.edu.in/Files/5ce6c765-c013-446c-b6ac-b9de496f8751/Custom/LLBIL5.pdf - https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3624195 3. Homework <ul style="list-style-type: none"> - Provide a brief overview of diplomacy as a tool of international relations and the role of envoys.
	<p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<ol style="list-style-type: none"> 1. Reflective Questions (What, Why, Who?) were asked to students to analyse their understanding. <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>