



Kot Bhalwal, Jammu

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

School of LAW

Details of Lesson Plan

S.No.	Particulars	Details
1.	Course Name	Legal Research and Writing
2.	Course Code	LLB-207
3.	Academic Year	2024-2025
4.	Semester	2nd
5.	Number of Lesson plans	20
6.	Faculty Assigned	Dr. INSHA IDREES, Ph.D.

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Faculty Signature



Version 1.1

Please Do Not Print Unless Necessary





Lesson Plan No. 1.1	Course Name: Legal Research and Writing Topic: Introduction to Research	Course No.: LL.B-207
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Objectives	By the end of this lesson, students will be able to: a. Understand the meaning of Research. b. Explain the main objects of research. c. Have a thorough understanding of the significance of research.
Teaching Aids (if any)	a. Power Point Presentation. b. Whiteboard and Marker. c. Use of an interactive quiz tool like Kahoot or Nerapod.
Teaching Development	1. Introduction (10 minutes): a. Opening Activity (3 minutes): Begin the lesson by asking students to brainstorm and write down what they understand regarding the meaning of research in simple language and what is the need of research in their view. b. Meaning of Research (3 minutes): Introduce the concept of research by explaining that the word research is composed of two syllables, re and search, re is a prefix meaning again, a new or over again; search is a verb meaning to examine closely and carefully, to test and try or to probe. Together they form a noun describing a careful, systematic, patient study and investigation in some field of knowledge, undertaken to establish facts or principles. Research is a structured enquiry that utilizes acceptable scientific methodology to solve problems and create new knowledge. c. Definitions (4 minutes): Discuss some definitions of research given by different authors. 2. Main Content (20 minutes): a. Objects of Research (10 minutes): Discuss the main objects of research in detail. b. Significance of Research (10 minutes): Highlight the significance of research in the promotion of scientific thinking and in the development of different theories, creative ideas etc. Also discuss how research plays a significant role in the field of economics, sociology, business and industry and policy making. 3. Discussion (10 minutes): a. Class Discussion (10 minutes): Facilitate a discussion on the significance of research in the present context.



Lesson Plan No. 1.5	Course Name: Legal Research and Writing Topic: Types of Legal Research	Course No.: LL.B-207
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Objectives	By the end of this lesson, students will be able to: 1. Understand the concept of Conceptual and Empirical Research. 2. Differentiate between Inductive Research and Deductive Research. 3. Understand the concept of Interdisciplinary Research.
Teaching Aids (if any)	a. Power Point Presentation. b. Whiteboard and Marker.
Teaching Development	<p>1. Introduction (5 minutes): a. Opening Activity (4 minutes): Begin the lesson by asking the students questions from the previous lesson and introduce further categorization of research.</p> <p>2. Main Content (25 minutes): a. Conceptual Research and Empirical Research (10 minutes): First, discuss the concept of Conceptual Research. Explain to the students that Conceptual research is related to some abstract idea(s) or theory. It is generally used by philosophers and thinkers to develop new concepts or to re-interpret the existing ones. In the same way, explain the concept of empirical research that Empirical research relies on experience or observation alone, often without due regard for system or theory. It is a data-based research, coming up with conclusions that are capable of being verified by observation or experiment. In the case of empirical research, the researcher must first provide himself with a working hypothesis or guess as to the probable results. He then works to get enough facts i.e. data to prove or disprove his hypothesis.</p> <p>b. Inductive and Deductive Research (10 minutes): After this, introduce the concept of inductive and deductive research. Discuss with students that Inductive research starts with observations, and theories are proposed towards the end of the research process as a result of observations. It involves the search for pattern from observation and the development of explanation theories for those patterns through a series of hypotheses. No theories or hypotheses would apply in inductive studies at the beginning of the research and the researcher is free in terms of altering the direction for the study after the research process has commenced. This approach aims to generate meanings from the data set collected in order to identify patterns and relationships to build a theory. Deductive research, on the</p>



	<p>other hand, is the one that people typically associate with scientific investigation. The researcher studies what others have done, reads existing theories of whatever phenomenon he or she is studying, and then tests hypotheses that emerge from those theories.</p> <p>c. Interdisciplinary Research (5 minutes): Then move to the concept of Interdisciplinary research. Interdisciplinary research is a process of research where the researcher explores two or more academic disciplines in their studies. The word interdisciplinary refers to the involvement of more than one discipline, which is defined as a field of study or a branch of knowledge. Interdisciplinary research combines various disciplines—academic, artistic, or scientific—to better develop the perspective of the project.</p> <p>3. Discussion (10 minutes):</p> <p>Class Discussion (10 minutes): Facilitate a discussion on the need for different types of legal research and their key differences.</p>
Closure	<p>Recap and Summary (5 minutes): Summarize the key points discussed in the lesson, including the conceptual and empirical research, inductive and deductive research and interdisciplinary research.</p>
Evaluation	<ol style="list-style-type: none">1. Assessment (5 minutes): To gauge students' understanding, ask a few questions related to the lesson's objectives.<ul style="list-style-type: none">➤ For example:<ol style="list-style-type: none">a. What is the difference between conceptual and empirical research?b. Can you differentiate between inductive and deductive research?c. Explain the concept of interdisciplinary research.



Lesson Plan No. 1.4	Course Name: Legal Research and Writing Topic: Types of Legal Research	Course No.: LL.B-207
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Objectives	By the end of this lesson, students will be able to: <ol style="list-style-type: none">1. Understand the concept of Descriptive and Analytical Research.2. Differentiate between Applied Research and Fundamental Research.3. Understand the concept of Quantitative and Qualitative Research.
Teaching Aids (if any)	<ol style="list-style-type: none">a. Power Point Presentation.b. Whiteboard and Marker.
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes):<ol style="list-style-type: none">a. Opening Activity (5 minutes): Begin the lesson by explaining the students why there is a need to classify research in to different types and how it helps in generating reliable and valid findings.2. Development (25 minutes):<ol style="list-style-type: none">a. Descriptive Research and Analytical Research (10 minutes): Discuss the concept of Descriptive and Analytical Research. Explain to the students that descriptive research describes the state of affairs as it exists at present. It is used to identify and obtain information on the characteristics of a particular issue. It reports only what has happened or what is happening. The methods of research utilized in descriptive research are survey methods of all kinds, including comparative and correlation methods. Most ex-post facto research projects are used for descriptive studies in which the researcher seeks to measure such items. For example: frequency of shopping, preferences of people, or similar data or what is the absentee rate amongst a particular group of workers? Explain the concept of analytical research in a similar way that in analytical research, the researcher has to use facts or information already available, and analyze these to make a critical evaluation of the material. The aim of this research is to understand phenomena by discovering and measuring causal relations among them. Here, the researcher uses facts or information readily available to them in order to analyze to make a critical evaluation of the context.b. Applied and Fundamental Research (10 minutes): After this, introduce the concept of applied and fundamental research. Discuss with students that applied research or action research aims at finding a solution for an immediate problem facing a society or an industrial/business organization. Here, the researcher sees his



Lesson Plan No. 1.5	Course Name: Legal Research and Writing Topic: Types of Legal Research	Course No.: LL.B-207
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Objectives	By the end of this lesson, students will be able to: 1. Understand the concept of Conceptual and Empirical Research. 2. Differentiate between Inductive Research and Deductive Research. 3. Understand the concept of Interdisciplinary Research.
Teaching Aids (if any)	a. Power Point Presentation. b. Whiteboard and Marker.
Teaching Development	<p>1. Introduction (5 minutes): a. Opening Activity (4 minutes): Begin the lesson by asking the students questions from the previous lesson and introduce further categorization of research.</p> <p>2. Main Content (25 minutes): a. Conceptual Research and Empirical Research (10 minutes): First, discuss the concept of Conceptual Research. Explain to the students that Conceptual research is related to some abstract idea(s) or theory. It is generally used by philosophers and thinkers to develop new concepts or to re-interpret the existing ones. In the same way, explain the concept of empirical research that Empirical research relies on experience or observation alone, often without due regard for system or theory. It is a data-based research, coming up with conclusions that are capable of being verified by observation or experiment. In the case of empirical research, the researcher must first provide himself with a working hypothesis or guess as to the probable results. He then works to get enough facts i.e. data to prove or disprove his hypothesis.</p> <p>b. Inductive and Deductive Research (10 minutes): After this, introduce the concept of inductive and deductive research. Discuss with students that Inductive research starts with observations, and theories are proposed towards the end of the research process as a result of observations. It involves the search for pattern from observation and the development of explanation theories for those patterns through a series of hypotheses. No theories or hypotheses would apply in inductive studies at the beginning of the research and the researcher is free in terms of altering the direction for the study after the research process has commenced. This approach aims to generate meanings from the data set collected in order to identify patterns and relationships to build a theory. Deductive research, on the</p>



	<p>other hand, is the one that people typically associate with scientific investigation. The researcher studies what others have done, reads existing theories of whatever phenomenon he or she is studying, and then tests hypotheses that emerge from those theories.</p> <p>c. Interdisciplinary Research (5 minutes): Then move to the concept of Interdisciplinary research. Interdisciplinary research is a process of research where the researcher explores two or more academic disciplines in their studies. The word interdisciplinary refers to the involvement of more than one discipline, which is defined as a field of study or a branch of knowledge. Interdisciplinary research combines various disciplines—academic, artistic, or scientific—to better develop the perspective of the project.</p> <p>3. Discussion (10 minutes):</p> <p>Class Discussion (10 minutes): Facilitate a discussion on the need for different types of legal research and their key differences.</p>
Closure	<p>Recap and Summary (5 minutes): Summarize the key points discussed in the lesson, including the conceptual and empirical research, inductive and deductive research and interdisciplinary research.</p>
Evaluation	<ol style="list-style-type: none">1. Assessment (5 minutes): To gauge students' understanding, ask a few questions related to the lesson's objectives.<ul style="list-style-type: none">➤ For example:<ol style="list-style-type: none">a. What is the difference between conceptual and empirical research?b. Can you differentiate between inductive and deductive research?c. Explain the concept of interdisciplinary research.



	<p>research in a practical context. For example: Research about human behaviour is carried out with a view to solving a problem related to human behaviour. Whereas in fundamental research, the researcher is mainly concerned with generalisation and with the formulation of a theory. He undertakes research only to derive some increased knowledge in a field of his inquiry. He is least bothered about its practical context or utility. For example Research studies concerning human behaviour carried on with a view to making generalisations about human behaviour.</p> <p>c. Quantitative and Qualitative Research (5 minutes): Then move to the concept of quantitative and qualitative research. Quantitative research is based on the measurement of quantity or amount. It is applicable to a phenomenon that can be expressed in terms of quantity. It is a systematic scientific investigation of quantitative properties of a phenomenon and their inter-relation. The objective of quantitative research is to develop and employ mathematical models, theories and hypotheses pertaining to the phenomenon under inquiry. The researcher uses tools, such as a questionnaire or a survey or equipment to collect data. Qualitative research, on the other hand, is concerned with the qualitative phenomenon, i.e., a phenomenon relating to or involving quality or kind. For example, when a researcher is interested in investigating the reasons for or motives behind certain human behaviour, i.e., why people think or do certain things, or in</p>
Closure	<p>Recap and Summary (5 minutes): Summarize the key points discussed in the lesson, including the descriptive and analytical research, applied and fundamental research and quantitative and qualitative research.</p>
Evaluation	<ol style="list-style-type: none">Assessment (5 minutes): To gauge students' understanding, ask a few questions related to the lesson's objectives.<ul style="list-style-type: none">➤ For example:<ol style="list-style-type: none">What is the difference between descriptive and analytical research?Can you differentiate between applied and fundamental research?Explain the concept of quantitative research and qualitative research.



Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<ol style="list-style-type: none">1. Reflective Questions What do you understand by Research? How you evaluate the significance of Reseach?2. Google form Quiz <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 1.6	Course Name: Legal Research and Writing Topic: Salient Features of Legal Research	Course No.: LL.B-207
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Objectives	By the end of this lesson, students will be able to: <ol style="list-style-type: none"> 1. Understand the concept of Legal Research. 2. Explain the different tasks performed by the researcher while performing the legal research. 3. Explain the salient features of Legal Research.
Teaching Aids (if any)	<ol style="list-style-type: none"> a. Power Point Presentation. b. Whiteboard and Marker.
Teaching Development	<p>1. Introduction (4 minutes):</p> <p>a. Opening Activity (4 minutes): Begin the lesson by asking students what is legal research in their view and write down a little bit about it as per their understanding.</p> <p>b. Meaning of Legal Research (5 minutes): Introduce the concept of legal research and highlight its significance in the present context. Explain to the students that Legal research is the systematic investigation of problems that are concerned with law and society such as codes, Acts, Constitutions, rules, regulations, notifications, by-laws, declarations, proclamations, ordinances, customs, values, norms, etc. It deals with investigation and verifications of legal principles and doctrines. Legal research is the process of identifying and retrieving information necessary to support legal decision-making. In its broadest sense, legal research includes each step of a course of action that begins with an analysis of the facts of a problem and concludes with the application and communication of the results of the investigation. The processes of legal research vary according to the country and the legal system involved.</p> <p>2. Development (20 minutes):</p> <p>a. Tasks involved in the legal research (5 minutes): Discuss with the students various tasks performed by the researcher while conducting the legal research. Legal research generally involves tasks such as:</p> <ol style="list-style-type: none"> i) Finding primary sources of law, or primary authority, in a given jurisdiction (cases, statutes, regulations, etc.); ii) Searching secondary authority (for example, law reviews, legal dictionaries, legal treatises, and legal encyclopedias such as American Jurisprudence and Corpus Juris Secundum) for background information about a legal topic; and iii) Searching non-legal sources for investigative or supporting



	<p>information.</p> <p>b. Salient features of legal research (15 minutes): Discuss with the students the salient features of legal research in detail.</p> <p>3.Discussion (10 minutes): Class Discussion (10 minutes): Facilitate a discussion on the significance of legal research in the present scenario</p>
Closure	<p>Recap and Summary (5 minutes): Summarize the key points discussed in the lesson, including the meaning of legal research, tasks performed by the researcher while conducting the legal research and salient features of legal research.</p>
Evaluation	<p>1. Assessment (5 minutes): To gauge students' understanding, ask a few questions related to the lesson's objectives.</p> <ul style="list-style-type: none">- For example:<ul style="list-style-type: none">a. Explain the concept of legal research.b. What are the various tasks performed by the researcher while conducting the legal research?c. Explain the salient features of legal research.



Lesson Plan No. 1.7	Course Name: Legal Research and Writing Topic: Analytical Research	Course No.: LL.B-207
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Objectives	By the end of this lesson, students will be able to: <ol style="list-style-type: none">1. Understand the concept of analytical research.2. Explain the characteristics of analytical research.3. Have a thorough understanding of the advantages and disadvantages of analytical research.4. Differentiate between descriptive and analytical research.
Teaching Aids (if any)	<ol style="list-style-type: none">a. Power Point Presentation.b. Whiteboard and Marker.
Teaching Development	<p>1. Introduction (10 minutes):</p> <p>a. Opening Activity (5 minutes): Begin the lesson by asking the students what they know regarding the concept of analytical research and to write down little bit about it.</p> <p>b. Meaning of Analytical Research (5 minutes): Introduce the concept of analytical research by explaining that Analytical research is characterized by its systematic and logical examination of a topic or issue through the analysis of data and information. In analytical research, the researcher has to use facts or information already available, and analyse these to make a critical evaluation of the material. The aim of this research is to understand phenomena by discovering and measuring causal relations among them. It also tries to explain the existing state of affairs from available data. For example: Why is the introduction of empowerment seen as a threat by departmental managers or how can the absentee rate among employees be reduced?</p> <p>2. Main Content (20 minutes):</p> <p>a. Characteristics of Analytical Research (5 minutes): Explain the main characteristics of analytical research in detail. Discuss with the students some of the important characteristics such as objectivity in approach, data-driven, critical analysis, problem-solving orientation etc.</p> <p>b. Advantages of Analytical Research (5 minutes): Highlight some of the advantages of analytical research such as In-depth Understanding of the research subject, problem-solving approach, evidence-based decision making, advancement of knowledge etc.</p> <p>c. Disadvantages of Analytical Research (5 minutes): Also throw light on some of the disadvantages of analytical research. This kind of research can be time-consuming, resource-intensive, complex etc.</p>



	<p>d. Difference between Descriptive and Analytical Research (5 minutes): Discuss the difference between descriptive and analytical research in detail for better understanding of the students.</p> <p>3. Discussion (10 minutes): Class Discussion (10 minutes): Facilitate a discussion on the advantages and disadvantages of analytical research.</p>
Closure	<p>Recap and Summary (5 minutes): Summarize the key points discussed in the lesson, including meaning of analytical research, its characteristics, its advantages and disadvantages and difference between descriptive and analytical research.</p>
Evaluation	<p>1. Assessment (5 minutes): To gauge students' understanding, ask a few questions related to the lesson's objectives.</p> <ul style="list-style-type: none">➤ For example:<ul style="list-style-type: none">a. What do you mean by analytical research?b. What are the main characteristics of analytical research?c. Explain the advantages and disadvantages of analytical research.d. Differentiate between descriptive and analytical research.



Lesson Plan No. 1.8	Course Name: Legal Research and Writing Topic: Descriptive Research	Course No.: LL.B-207
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Objectives	By the end of this lesson, students will be able to: <ol style="list-style-type: none">1. Understand the concept of descriptive research.2. Explain the characteristics of descriptive research.3. Have a thorough understanding of the advantages and disadvantages of descriptive research.
Teaching Aids (if any)	<ol style="list-style-type: none">a. Power Point Presentation.b. Whiteboard and Marker.
Teaching Development	<ol style="list-style-type: none">1. Introduction (10 minutes):<ol style="list-style-type: none">a. Opening Activity (5 minutes): Begin the lesson by asking the students what they know regarding the concept of descriptive research and to write down little bit about it.b. Meaning of Descriptive Research (5 minutes): Introduce the concept of descriptive research by explaining that the Descriptive research consists of surveys and fact-finding inquiries. It describes the state of affairs as it exists at present. It is used to identify and obtain information on the characteristics of a particular issue. It reports only what has happened or what is happening. It, therefore, do not go into the causes of the phenomenon or situation. The methods of research utilised in descriptive research are survey methods of all kinds, including comparative and correlation methods.2. Development (20 minutes):<ol style="list-style-type: none">a. Characteristics of Descriptive Research (10 minutes): Explain the main characteristics of descriptive research in detail. Discuss with the students some of the important points such as use of Quantitative as well as qualitative methods, cross-sectional studies, uncontrolled variables etc.b. Advantages of Descriptive Research (5 minutes): Highlight the advantages of descriptive research such as extensive data collection, thoroughness of data collected, quick to perform and cheap etc.c. Disadvantages of Descriptive Research (5 minutes): Also throw light on some of the disadvantages of descriptive research such as lack of causality, limited generalizability, subjectivity and bias and inability to explain behaviour.d. Difference between Descriptive and Analytical Research (5 minutes): Discuss the difference between descriptive and analytical research in detail for better understanding of the students.



	<ol style="list-style-type: none">3. Discussion (10 minutes):4. Class Discussion (10 minutes): Facilitate a discussion on the advantages and disadvantages of descriptive research.
Closure	Recap and Summary (5 minutes): Summarize the key points discussed in the lesson, including meaning of descriptive research, its characteristics, its advantages and disadvantages.
Evaluation	<ol style="list-style-type: none">1. Assessment (5 minutes): To gauge students' understanding, ask a few questions related to the lesson's objectives.<ul style="list-style-type: none">- For example:<ol style="list-style-type: none">a. What do you mean by descriptive research?b. What are the main characteristics of descriptive research?c. Explain the advantages and disadvantages of descriptive research.



Lesson Plan No. 1.9	Course Name: Legal Research and Writing Topic: Socio-Legal Research	Course No.: LL.B-207
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Objectives	By the end of this lesson, students will be able to: a. Understand the fundamentals of socio-legal research, including its significance, methodologies, and practical applications. b. By the end of the lesson, students will be able to design a basic socio-legal research project.
Teaching Aids (if any)	a. Power Point Presentation. b. Whiteboard and Marker. c. Use of an interactive quiz tool like Kahoot or Nerapod.
Teaching Development	1. Introduction (10 minutes): a. Opening Activity (3 minutes): Quick discussion on how law intersects with society in daily life. Ask students to share examples of socio-legal issues they are familiar with (e.g., privacy laws, discrimination cases, etc.). b. Meaning of Socio- Legal Research (3 minutes): Explain what socio-legal research is and its importance. Briefly outline what will be covered in the lesson. c. Definitions (4 minutes): Define socio-legal research and its purpose. Discuss the interdisciplinary nature of socio-legal research, combining legal studies with social sciences. 2. Development (20 minutes): a. Objects of Socio- Legal Research (10 minutes): Discuss the main objects of socio- legal research in detail. b. Significance of Socio- Legal Research (10 minutes): Explain how socio-legal research contributes to understanding the impact of laws on society and vice versa. Provide examples of influential socio-legal research studies. c. Exercise (10 minutes): a. Class Discussion (10 minutes): Facilitate a discussion on the significance of socio- legal research in the present context.
Closure	1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Suggested Reading 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.2. Google form Quiz <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>
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Lesson Plan No 1.10	Course Name: Legal Research and Writing Topic: Sources of Legal Material	Course No.: LL.B-207
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Objectives	By the end of this lesson, students will be able to: a. To identify and utilize various sources of legal material, including primary and secondary sources. b. By the end of the lesson, students will be able to effectively locate and apply legal materials for research and practice.
Teaching Aids (if any)	a. Power Point Presentation. b. Whiteboard and Marker. c. Use of an interactive quiz tool like Kahoot or Nerapod.
Teaching Development	1. Introduction (10 minutes): a. Opening Activity (3 minutes): Ask students to share where they would look for legal information if they had a legal question. Discuss common sources and experiences. Explain the importance of understanding various sources of legal material and what will be covered in the lesson. 2. Development (20 minutes): Overview of Legal Sources ➤ Primary Sources of Law: ➤ Statutes and Legislation: Acts, bills, and legislative history. ➤ Case Law: Judicial opinions, precedents, and the role of case law in legal reasoning. ➤ Regulations and Administrative Codes: Rules created by government agencies. ➤ Constitutions: National and state constitutions. ➤ Secondary Sources of Law: ➤ Legal Commentary and Treatises: Textbooks, legal encyclopedias, and treatises. ➤ Legal Journals and Articles: Scholarly articles and law reviews. ➤ Practice Guides and Legal Handbooks: Practical guides for specific areas of law. ➤ Legal Dictionaries: Definitions and explanations of legal terms. 3. Exercise (10 minutes): a. Class Discussion (10 minutes): Facilitate a discussion on the significance of sources of legal material in the present context.



Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading <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?). Allow students to answer and discuss.2. Google form Quiz <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No 1.11	Course Name: Legal Research and Writing Topic: Formulating Research Problem	Course No.: LL.B-207
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Objectives	By the end of this lesson, students will be able to: a. To identify and utilize various sources of legal material, including primary and secondary sources. b. By the end of the lesson, students will be able to effectively locate and apply legal materials for research and practice.
Teaching Aids (if any)	a. Power Point Presentation. b. Whiteboard and Marker. c. Use of an interactive quiz tool like Kahoot or Nerapod.
Teaching Development	1. Introduction (10 minutes): a. Opening Activity (3 minutes): Ask students to share where they would look for legal information if they had a legal question. Discuss common sources and experiences. Explain the importance of understanding various sources of legal material and what will be covered in the lesson. 2. Development (20 minutes): Overview of Legal Sources ➤ Primary Sources of Law: ➤ Statutes and Legislation: Acts, bills, and legislative history. ➤ Case Law: Judicial opinions, precedents, and the role of case law in legal reasoning. ➤ Regulations and Administrative Codes: Rules created by government agencies. ➤ Constitutions: National and state constitutions. ➤ Secondary Sources of Law: ➤ Legal Commentary and Treatises: Textbooks, legal encyclopedias, and treatises. ➤ Legal Journals and Articles: Scholarly articles and law reviews. ➤ Practice Guides and Legal Handbooks: Practical guides for specific areas of law. ➤ Legal Dictionaries: Definitions and explanations of legal terms. 3. Exercise (10 minutes): a. Class Discussion (10 minutes): Facilitate a discussion on the significance of sources of legal material in the present context.



Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading3. Recap the key sources of legal material discussed and their uses. <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?). Allow students to answer and discuss.2. Google form Quiz <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No 1.12	Course Name: Legal Research and Writing Topic: Formulating Research Problem	Course No.: LL.B-207
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Objectives	By the end of this lesson, students will be able to: a. Understand the process of formulating a research problem, including defining a research question, establishing the scope of the problem, and ensuring its feasibility. b. By the end of the lesson, students will be able to craft a clear and focused research problem statement.
Teaching Aids (if any)	a. Power Point Presentation. b. Whiteboard and Marker. c. Use of an interactive quiz tool like Kahoot or Nerapod.
Teaching Development	1. Introduction (10 minutes): a. Opening Activity (3 minutes): Ask students to discuss a recent problem they encountered in their field of study and how they went about solving it. This will help illustrate the concept of identifying and addressing problems. b. Explain the importance of formulating a clear research problem and the structure of the lesson. 2. Development (20 minutes): a. Definition and Importance: Define what constitutes a research problem. Discuss why a well-defined research problem is crucial for successful research. b. Characteristics of a Good Research Problem: <ul style="list-style-type: none">• Clarity: The problem should be clearly defined and understandable.• Feasibility: The problem should be researchable within available resources and time.• Significance: The problem should have relevance and contribute to existing knowledge.• Originality: The problem should address a gap or add a new perspective. c. Components of a Research Problem: <ul style="list-style-type: none">• Background: Context and background information.• Problem Statement: A concise statement of the problem.• Research Questions: Specific questions that guide the investigation. d. Exercise (10 minutes): a. Class Discussion (10 minutes): Facilitate a discussion on the significance of formulating research problem in the present context.



Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading3. Recap the key sources of legal material discussed and their uses. <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?). Allow students to answer and discuss.2. Google form Quiz <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>