



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	Public International Law
2.	Course Code	BBA LLB-602
3.	Academic Year	2024-2025
4.	Semester	6th
5.	Number of Lesson plans	20
6.	Faculty Assigned	Dr. INSHA IDREES, Ph.D.

Maail

Faculty Signature



Kot Bhalwal, Jammu



Lesson Plan No. 1.1	Course Name: Public International Law	Course No.: BBALLB-602
	Topic: Definition and Nature of International Law	

Objectives	By the end of this lesson, students will be able to: <ol style="list-style-type: none"> 1. Define International Law and understand its characteristics. 2. Discuss whether International Law qualifies as "law" in a true legal sense. 3. Differentiate between Public and Private International Law. 4. Analyze the role of International Law in contemporary global governance
Teaching Aids (if any)	<ol style="list-style-type: none"> a. PowerPoint Presentation b. Whiteboard and Marker c. Reference to cases (e.g., Nicaragua v. United States)
Teaching Development	<ol style="list-style-type: none"> 1. Introduction (5 minutes): <ul style="list-style-type: none"> o Ask students what they understand by "law" and whether it applies at the international level. o Explain the need for legal rules governing international relations. 2. Main Content (30 minutes): <ol style="list-style-type: none"> a. Definition of International Law (5 minutes) <ul style="list-style-type: none"> o Explain different definitions provided by scholars (Oppenheim, Bentham, etc.). b. Characteristics of International Law (5 minutes) <ul style="list-style-type: none"> o Discuss sovereignty, voluntary compliance, and enforcement issues. c. Public vs. Private International Law (5 minutes) <ul style="list-style-type: none"> o Define and differentiate between them. d. Is International Law Really Law? (10 minutes) <ul style="list-style-type: none"> o Explain the debate (Austin's view vs. modern perspectives). e. Role of International Law Today (5 minutes) <ul style="list-style-type: none"> o Discuss relevance in global peace, trade, and human rights. 3. Discussion (10 minutes): <ul style="list-style-type: none"> o Debate: Is International Law effective without a centralized enforcement authority?
Closure	Recap and Summary (5 minutes)
Evaluation	Ask students to explain whether International Law qualifies as law.



Kot Bhalwal, Jammu

Model Institute of Engineering & Technology (Autonomous) Lesson Plan



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



Please Do Not Print Unless Necessary



Kot Bhalwal, Jammu



Lesson Plan No. 1.3	Course Name: Public International Law	Course No.: BBALLB-602
	Topic: Sources of International Law	

Objectives	By the end of this lesson, students will be able to: <ol style="list-style-type: none">1. Identify and analyze the sources of International Law.2. Explain the importance of treaties, customs, and judicial decisions in International Law.3. Discuss how different sources interact in the development of International Law.
Teaching Aids (if any)	<ol style="list-style-type: none">a. PowerPoint Presentationb. Legal Texts (e.g., UN Charter, ICJ Statute)c. Whiteboard and Markerd. Case Law Examples (e.g., North Sea Continental Shelf Case)
Teaching Development	<ul style="list-style-type: none">• Introduction (5 minutes):<ul style="list-style-type: none">• Ask students about their knowledge of legal sources in domestic law and how they might apply in international contexts.• Main Content (25 minutes):<ol style="list-style-type: none">a. Primary Sources of International Law (10 minutes)<ul style="list-style-type: none">• Treaties, customs, and general principles of law.b. Secondary Sources (10 minutes)<ul style="list-style-type: none">• Judicial decisions, scholarly writings, and resolutions of international bodies.c. Application and Hierarchy of Sources (5 minutes)<ul style="list-style-type: none">• Discuss case law and legal precedence.• Discussion (10 minutes):<ul style="list-style-type: none">• Debate: Which source of International Law is the most influential today?
Closure	Recap and Summary (5 minutes) Explain how different sources

	work together in International
Evaluation	<ul style="list-style-type: none">• Ask students to list primary and secondary sources of International Law and their significance.



Kot Bhalwal, Jammu

MIET
FUTURE BEGINS HERE....

Model Institute of Engineering
& Technology (Autonomous)
Lesson Plan

Lesson Plan No. 2.2	Course Name: Public International Law	Course No.: BBALLB-602
	Topic: Recognition of States	

Objectives	By the end of this lesson, students will be able to: 1. Explain the concept of recognition of states. 2. Differentiate between de jure and de facto recognition. 3. Analyze the political implications of state recognition.
Teaching Aids (if any)	<ul style="list-style-type: none">• PowerPoint Presentation• Case Law Examples (e.g., Kosovo, Taiwan)• Whiteboard and Marker
Teaching Development	<ul style="list-style-type: none">• Introduction (5 minutes):<ul style="list-style-type: none">• Ask students about unrecognized states and discuss their political status.• Main Content (25 minutes):<ul style="list-style-type: none">a. Concept of Recognition (5 minutes)<ul style="list-style-type: none">• Explain why recognition is important for statehood.b. Types of Recognition (10 minutes)<ul style="list-style-type: none">• De jure recognition (Legal and permanent)• De facto recognition (Temporary and unstable)c. Political Implications (10 minutes)<ul style="list-style-type: none">• How recognition impacts diplomacy and international relations.• Discussion (10 minutes):<ul style="list-style-type: none">• Debate: Should states recognize breakaway regions if they meet statehood criteria?
Closure	Discuss the impact of recognition in International Law.
Evaluation	Ask students to differentiate between de jure and de facto recognition.



Kot Bhalwal, Jammu

Model Institute of Engineering & Technology (Autonomous) Lesson Plan



Dr. Arun K. Gupta Teaching-Learning Centre

Version 1.1



Please Do Not Print Unless Necessary



Kot Bhalwal, Jammu



Lesson Plan No. 2.3	Course Name: Public International Law	Course No.: BBALLB-602
	Topic: State Territory: Modes of Acquiring and Losing Territory	

Objectives	By the end of this lesson, students will be able to: <ol style="list-style-type: none">1. Understand the concept of state territory.2. Explain the different ways in which states acquire and lose territory.3. Discuss territorial disputes and their resolution.
Teaching Aids (if any)	<ul style="list-style-type: none">• PowerPoint Presentation• Maps of disputed territories• Case Law Examples (e.g., Crimea, South China Sea)
Teaching Development	<ul style="list-style-type: none">• Introduction (5 minutes):<ul style="list-style-type: none">• Ask students to identify ongoing territorial disputes around the world.• Main Content (25 minutes):<ol style="list-style-type: none">a. Concept of State Territory (5 minutes)<ul style="list-style-type: none">• Define what constitutes state territory.b. Modes of Acquiring Territory (10 minutes)<ul style="list-style-type: none">• Occupation, Accretion, Cession, Conquest, Prescription.c. Modes of Losing Territory (10 minutes)<ul style="list-style-type: none">• Cession, Merger, Partition, Conquest.• Discussion (10 minutes):<ul style="list-style-type: none">• Debate: Should conquest still be considered a valid method of acquiring territory?
Closure	Recap and summary (5 minutes): Explain the legal basis of territorial changes..
Evaluation	Ask students: What are the five methods of acquiring state territory?



Kot Bhalwal, Jammu

Model Institute of Engineering
& Technology (Autonomous)
Lesson Plan



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



Please Do Not Print Unless Necessary



Lesson Plan No. 2.4	Course Name: Public International Law	Course No.: BBALLB-602
	Topic: State Responsibility	

Objectives	By the end of this lesson, students will be able to: <ul style="list-style-type: none">• Explain the concept of state responsibility.• Discuss state liability for wrongful acts under International Law.• Analyze cases where states have been held responsible for violations
Teaching Aids (if any)	a. PowerPoint Presentation b. Whiteboard and Marker c. Case Law Examples (e.g., Nicaragua v. USA)
Teaching Development	<p>1. Introduction (5 minutes):</p> <ul style="list-style-type: none">• Ask students about state accountability for human rights violations. <p>• Main Content (25 minutes):</p> <p>a. Definition of State Responsibility (5 minutes)</p> <ul style="list-style-type: none">• Explain how states are held accountable. <p>b. Types of State Responsibility (10 minutes)</p> <ul style="list-style-type: none">• Direct responsibility (own acts)• Indirect responsibility (actions of individuals under state control) <p>c. Legal Consequences (10 minutes)</p> <ul style="list-style-type: none">• Reparations, sanctions, countermeasures. <p>• Discussion (10 minutes):</p> <ul style="list-style-type: none">• Debate: Should states be held liable for actions of non-state actors?
Closure	Recap and summary (5 minutes): Discuss the mechanisms of state responsibility
Evaluation	What are the consequences of state responsibility?



Kot Bhalwal, Jammu



Lesson Plan No. 2.5	Course Name: Public International Law	Course No.: BBALLB-602
	Topic: Law of the Sea	

Objectives	By the end of this lesson, students will be able to: <ul style="list-style-type: none">• Define the different maritime zones under the Law of the Sea.• Explain the legal rights of states in different maritime zones.• Analyze territorial disputes involving the Law of the Sea.
Teaching Aids (if any)	<ul style="list-style-type: none">• PowerPoint Presentation• Maps of maritime zones• Case Law Examples (e.g., South China Sea Arbitration)
Teaching Development	<p>1. Introduction (5 minutes):</p> <ul style="list-style-type: none">• Ask students to identify maritime disputes. <p>• Main Content (25 minutes):</p> <p>a. Definition of Maritime Zones (10 minutes)</p> <ul style="list-style-type: none">• Territorial Waters (12 nautical miles)• Contiguous Zone (24 nautical miles)• Exclusive Economic Zone (200 nautical miles)• Continental Shelf• High Seas <p>b. Legal Rights of States (10 minutes)</p> <ul style="list-style-type: none">• Exploitation of natural resources• Freedom of navigation <p>• Discussion (10 minutes):</p> <ul style="list-style-type: none">• Debate: How should disputes over maritime boundaries be resolved?
Closure	Recap and summary (5 minutes) Discuss state rights and obligations in maritime zones.
Evaluation	Ask students to explain the difference between territorial waters and high seas.



Kot Bhalwal, Jammu



Lesson Plan No. 3.1	Course Name: Public International Law	Course No.: BBALLB-602
	Topic: Extradition	

Objectives	By the end of this lesson, students will be able to: <ul style="list-style-type: none">• Define extradition and its importance in International Law.• Explain the legal principles governing extradition.• Discuss case studies involving extradition requests and their challenges.
Teaching Aids (if any)	<ul style="list-style-type: none">• PowerPoint Presentation• Maps of maritime zones• case Law Examples (e.g., Julian Assange, Edward Snowden extradition cases)
Teaching Development	<ul style="list-style-type: none">• Ask students if they are aware of any high-profile extradition cases.• Main Content (25 minutes):<ol style="list-style-type: none">Definition and Importance of Extradition (5 minutes)<ul style="list-style-type: none">• Legal process of surrendering an individual from one jurisdiction to another.Principles of Extradition (10 minutes)<ul style="list-style-type: none">• Dual criminality principle• Political offense exception• Non-extradition of own nationalsChallenges in Extradition (10 minutes)<ul style="list-style-type: none">• Issues of human rights violations• Conflicts between national sovereignty and international obligations• Discussion (10 minutes):<ul style="list-style-type: none">• Debate: Should political offenders be exempt from extradition?
Closure	Recap and summary (5 minutes) Discuss the role of extradition in combating transnational crimes
Evaluation	Ask students to explain the dual criminality principle in extradition.



Kot Bhalwal, Jammu

MIET
FUTURE BEGINS HERE...

Model Institute of Engineering
& Technology (Autonomous)
Lesson Plan

Lesson Plan No. 3.2	Course Name: Public International Law	Course No.: BBALLB-602
	Topic: Asylum	

Objectives	By the end of this lesson, students will be able to: <ul style="list-style-type: none">• Define asylum and distinguish between territorial and diplomatic asylum.• Understand the legal basis for granting asylum.• Analyze case studies of asylum seekers..
Teaching Aids (if any)	<ul style="list-style-type: none">• PowerPoint Presentation• Whiteboard and Marker• Case Law Examples (e.g., Julian Assange, Snowden asylum cases)
Teaching Development	<ul style="list-style-type: none">• Introduction (5 minutes):<ul style="list-style-type: none">• Ask students if they know of famous asylum cases.• Main Content (25 minutes):<ol style="list-style-type: none">Definition and Types of Asylum (10 minutes)<ul style="list-style-type: none">• Territorial asylum• Diplomatic asylumLegal Framework Governing Asylum (10 minutes)<ul style="list-style-type: none">• Universal Declaration of Human Rights, 1951 Refugee ConventionChallenges and Political Issues in Asylum (5 minutes)<ul style="list-style-type: none">• Cases of abuse of asylum rights• Political implications of granting asylum• Discussion (10 minutes):<ul style="list-style-type: none">• Debate: Should countries be obligated to grant asylum to political refugees?
Closure	Recap and summary (5 minutes) Discuss the impact of asylum on international diplomacy.
Evaluation	Ask students: What is the difference between territorial and diplomatic asylum?



Kot Bhalwal, Jammu



Lesson Plan No. 3.3	Course Name: Public International Law	Course No.: BBALLB-602
	Topic: Intervention	

Objectives	By the end of this lesson, students will be able to: <ul style="list-style-type: none">• Define intervention and its legal status under International Law.• Differentiate between unilateral and multilateral interventions.• Analyze case studies of interventions (e.g., NATO in Libya, US in Iraq).
Teaching Aids (if any)	<ul style="list-style-type: none">• PowerPoint Presentation• Whiteboard and Marker• Case Law Examples (e.g., Kosovo, Libya, Syria)
Teaching Development	<ul style="list-style-type: none">• Introduction (5 minutes):<ul style="list-style-type: none">• Ask students if they think military intervention is justified under certain circumstances.• Main Content (25 minutes):<ol style="list-style-type: none">a. Definition of Intervention (5 minutes)<ul style="list-style-type: none">• Explain what constitutes intervention under International Law.b. Types of Intervention (10 minutes)<ul style="list-style-type: none">• Humanitarian intervention• Military intervention• Political interventionc. Legal Framework and Controversies (10 minutes)<ul style="list-style-type: none">• UN Charter Article 2(4) vs. Responsibility to Protect (R2P) doctrine• Discussion (10 minutes):<ul style="list-style-type: none">• Debate: Is humanitarian intervention always justified?
Closure	Recap and summary (5 minutes) Discuss the ethical and legal dilemmas of intervention.
Evaluation	Ask students to explain the Responsibility to Protect (R2P) doctrine.



Kot Bhalwal, Jammu



Lesson Plan No. 3.3	Course Name: Public International Law	Course No.: BBALLB-602
	Topic: Diplomatic Envoys	

Objectives	By the end of this lesson, students will be able to: <ol style="list-style-type: none">1. Define the role and privileges of diplomatic envoys.2. Understand the concept of diplomatic immunity.3. Analyze case studies of diplomatic immunity violations.
Teaching Aids (if any)	<ul style="list-style-type: none">• PowerPoint Presentation• Whiteboard and Marker• Case Law Examples (e.g., Khashoggi assassination case)
Teaching Development	<ul style="list-style-type: none">• Introduction (5 minutes):• Introduction (5 minutes):<ul style="list-style-type: none">• Ask students if they know how diplomats are protected by International Law.• Main Content (25 minutes):<ol style="list-style-type: none">a. Definition and Role of Diplomatic Envoys (10 minutes)<ul style="list-style-type: none">• Functions of ambassadors and envoysb. Diplomatic Immunity (10 minutes)<ul style="list-style-type: none">• Vienna Convention on Diplomatic Relations (1961)c. Abuse of Diplomatic Immunity (5 minutes)<ul style="list-style-type: none">• Case studies: Illegal activities by diplomats• Discussion (10 minutes):<ul style="list-style-type: none">• Debate: Should diplomatic immunity be limited in cases of serious crimes?
Closure	Recap and summary (5 minutes) Discuss the importance of diplomacy in international relations.
Evaluation	Ask students to explain the Vienna Convention on Diplomatic Relations (1961).



Kot Bhalwal, Jammu

Model Institute of Engineering
& Technology (Autonomous)
Lesson Plan



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

श्रेष्ठ  श्रम  नवीनता 

Please Do Not Print Unless Necessary



Kot Bhalwal, Jammu

Model Institute of Engineering
& Technology (Autonomous)
Lesson Plan



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



Please Do Not Print Unless Necessary



Kot Bhalwal, Jammu



Lesson Plan No. 3.3	Course Name: Public International Law	Course No.: BBALLB-602
	Topic: Diplomatic Envoys	

Objectives	By the end of this lesson, students will be able to: 1. Define the role and privileges of diplomatic envoys. 2. Understand the concept of diplomatic immunity. 3. Analyze case studies of diplomatic immunity violations.
Teaching Aids (if any)	<ul style="list-style-type: none">• PowerPoint Presentation• Whiteboard and Marker• Case Law Examples (e.g., Khashoggi assassination case)
Teaching Development	<ul style="list-style-type: none">• Introduction (5 minutes):• Introduction (5 minutes):<ul style="list-style-type: none">• Ask students if they know how diplomats are protected by International Law.• Main Content (25 minutes):<ul style="list-style-type: none">a. Definition and Role of Diplomatic Envoys (10 minutes)<ul style="list-style-type: none">• Functions of ambassadors and envoysb. Diplomatic Immunity (10 minutes)<ul style="list-style-type: none">• Vienna Convention on Diplomatic Relations (1961)c. Abuse of Diplomatic Immunity (5 minutes)<ul style="list-style-type: none">• Case studies: Illegal activities by diplomats• Discussion (10 minutes):<ul style="list-style-type: none">• Debate: Should diplomatic immunity be limited in cases of serious crimes?
Closure	Recap and summary (5 minutes) Discuss the importance of diplomacy in international relations.
Evaluation	Ask students to explain the Vienna Convention on Diplomatic Relations (1961).



Kot Bhalwal, Jammu

Model Institute of Engineering
& Technology (Autonomous)
Lesson Plan



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

श्रेष्ठ  श्रम  नवीनता 

Please Do Not Print Unless Necessary



Kot Bhalwal, Jammu



Lesson Plan No. 3.5	Course Name: Public International Law	Course No.: BBALLB-602
	Topic: Consuls and Other Representatives	

Objectives	By the end of this lesson, students will be able to: 1. Differentiate between diplomatic envoys and consuls. 2. Understand the functions of consuls in foreign states. 3. Analyze the legal protections offered to consular officials.
Teaching Aids (if any)	<ul style="list-style-type: none">• PowerPoint Presentation• Whiteboard and Marker• Case Law Examples
Teaching Development	<ul style="list-style-type: none">• Introduction (5 minutes):<ul style="list-style-type: none">• • • Ask students if they know the difference between an ambassador and a consul.• Main Content (25 minutes):<ul style="list-style-type: none">a. Definition and Functions of Consuls (10 minutes)<ul style="list-style-type: none">• Issuing visas, assisting citizens abroad, facilitating trade relationsb. Legal Protections of Consuls (10 minutes)<ul style="list-style-type: none">• Vienna Convention on Consular Relations (1963)c. Differences Between Diplomats and Consuls (5 minutes)<ul style="list-style-type: none">• Immunity differences, roles in international relations• Discussion (10 minutes):<ul style="list-style-type: none">• Debate: Should consuls receive the same level of immunity as diplomats?
Closure	Recap and summary (5 minutes : Discuss the importance of consular services.
Evaluation	Ask students: What is the primary function of a consul



Kot Bhalwal, Jammu

Model Institute of Engineering & Technology (Autonomous) Lesson Plan



Dr. Arun K. Gupta Teaching-Learning Centre

Version 1.1



Please Do Not Print Unless Necessary